

ENGLISH LANGUAGE AND LITERATURE :
THEIR CONTEMPORARY ROLES
CONFERENCE BOOK



ENGLISH LETTERS UNDERGRADUATE CONFERENCE

SEPTEMBER 21, 2019

**English Letters Department
Universitas Sanata Dharma Yogyakarta**



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PUBLISHED BY

**Fakultas Sastra Universitas Sanata Dharma
Jl. STM Pembangunan, Mrican, Caturtunggal, Depok
Sleman, Daerah Istimewa Yogyakarta 55281**

ISBN 978-623-7601-00-5



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ENGLISH LANGUAGE AND LITERATURE: THEIR CONTEMPORARY ROLES PROCEEDINGS

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Universitas Sanata Dharma, Yogyakarta, September 21, 2019

Publisher: Faculty of Letters, Universitas Sanata Dharma

PROCEEDING BOOK OF
THE 3rd English Letters Undergraduate Conference
“English Language and Literature: Their Contemporary Roles”

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Proceedings
**“English Language and Literature:
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Theme: English Language and Literature

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English Letters Undergraduate Conference
Universitas Sanata Dharma, Yogyakarta, Indonesia

Published by



Faculty of Letters
Universitas Sanata Dharma
Jl. Affandi, Mrican Yogyakarta 55281
Telp. (0274) 513301, 515253

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First published 2019
205 pages; 300 x 210 mm
ISBN 978-623-7601-00-5

ISBN 978-623-7601-00-5



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Contents

Title	i
Copyright	ii
Contents	iii
 A Welcoming Address, Head of English Letters Department Universitas Sanata Dharma	vi
 Plenary Speaker 1	
Indonesia's Literature and Its Contemporary Role	
<i>Dr. Hiqma Nur Agustina, S.S., M.Si., M.Hum.</i>	1
 Plenary Speaker 2	
English Performance of Indonesian Candidates for Graduate Programs	
<i>Fransisca Kristanti, S.Pd., M.Hum.</i>	7
 Textual Analysis of Christchurch Shootings in New Zealand, Indonesia, and U.S. Newspapers Headlines	
<i>Angela Theresa, Dinda Lestari Tuan</i>	14
 Word Formation Processes in "15 Instagrammable Destinations You Must Visit in Bali" in Wonderful Indonesia Website	
<i>Zefta Marcell Wijanarto, Jesse Kenneth Adinugraha, Brando Pancarian B B.</i>	28
 The Impact of Patriarchal Culture in China for Woman in Xue Xinran's Memoir "The Good Woman of China"	
<i>Usmala Dewi Siregar, Nurul Nisfu Syahriy, Kamilatun Baroroh</i>	36
 Anthropocentrism and Its Consequences as Reflected in Disney's Movie 'Moana'	
<i>Siulienda Winata, Feren Megasari</i>	44
 Word Formation of Neologism Found in Various Gaming Communities on Subreddit	
<i>Chrismadia Alfa Zefanya, Ghina Syahirah Sanusi, Debrina Fransiska Lesmana</i>	51
 The Word Formation of Ecology Terms in National Geographic Article Entitled "The Pacific Ocean, Explained"	
<i>Vincentius Seto Ariwibowo, Rizqi Ma'ruf, Ambrosius Hestu Baswara A.M.</i>	58
 Phonological Analysis of Dental Sounds on Rie Mccleenny's "How I Got Hired At Buzzfeed" Video	
<i>Ardelia Karisa, Shafira Rahmasari, Stefanny Lauwren</i>	65
 The Portrayal of Gender Dysphoria Constructed on Character "Sasana" in Pasung Jiwa's Novel	
<i>Ferdinan Sitanggang</i>	75
 Thematic Roles Analysis in Finding Meaning of Song Lyrics "Blank Space" by Taylor Swift	
<i>Jessica Agustina, Ludia Natalia Grace Kaomaneng, Yosephine Nurmallasari</i>	82

The Influence of People That Are Important to Madeline Whittier on Her Personality Development in Nicola Yoon's Everything, Everything <i>Shienna Lingkan Christita</i>	87
Word Formation Process in Words That Represent Female Characters in The Handmaid's Tale Season 1 <i>Arin Oktaviani, Dyah Prajnandhari, Evelina Ayu Kristianti</i>	93
Emotional Expression through Nature in William Wordsworth's "I Wandered Lonely as a Cloud" <i>Mega Rosady Nata</i>	102
Doing Me an Educate: Word Formation Processes in DoggoLingo <i>Graciella Stephanie Ganadhi, Mikhael Sianturi, Katarina Anggita Rachmaputri</i>	108
A Syntactic Analysis of the Word "Free" Found in Corpus <i>Natalia Vinny Andani, Melinda Septiana</i>	126
A Socio-Pragmatic Study of Phatic Utterance in The Secret Life of Pets Movie <i>Dwi Purnamasari</i>	132
Implied Meaning and Humorous Devices in the Dark Memes <i>Winanta Angesti</i>	139
The Veered Idea of Islam Presented in Azab Soap Opera <i>Elly Santi Pertiwi; Aninditha Langit Nugroho</i>	146
Morphological Misanalysis Development on Word "Hamburger" <i>Stefan Ariel Kristanto</i>	152
Exploring the Motivation of English Language Education Department's freshmen to Take an English Major in One of Private University in Yogyakarta <i>Berliana Dyah Ayu Aprilianti, Sibakhul Milad Malik Hidayatulloh</i>	158
Syntactic Structure as Presented in Archie the RedCat's "Eggnoid" Webtoon <i>Gabriella Anindita Kusumasputri, Maria Indriani Inocencia</i>	164
Modality Analysis in Jokowi's Inauguration Speech <i>Inggita Pramesti Ayuningtyas, Maria Dwillla Sekar Putri</i>	170
Gender Stereotype Constructed in U Mild Cigarette Advertisement Kode Cowo Series and Loyal Gak Kenal Waktu Edition <i>Diana Citra</i>	176
The Analysis of Environment Destruction Portrayed in the Wall-E Movie <i>Ohoiledjaan Bryan Williams, Steven Bagus Bagaskara, Yosaphat Made Dharma Suryanata</i>	184

An Analysis of the Characters’ Speech Act Underlining Environmental Concerns in Dr.
Seuss’ The Lorax (2012) Movie

Grace Shintia Geraldo Alexander P.S., Cyrillus Urbi Mahendra.....189

FOREWORD

Many do not realize that language and literature develop hand in hand, together with the development of time. On one hand, in the case of English, nobody doubts its more and more significant roles. Education, technology, new concepts, and ideas, to mention some, spread all over the world with the help of English. On the other hand, literature, as “the companion” of language, deliver different messages for different times and generations. Although it is widely believed that great literary works are timeless, their roles are ever-changing. A literary work probably delivers the same message from time to time, but the way people understand it will surely depend on the time (or what era) they read it. It implies that its roles are always contemporary.

The third English Letters Undergraduate Conference (ELUC) 2019 aims at discussing the above issue, and at the same time, sharing new ideas and practices related to the point. This year, the conference invites two keynote speakers, Dr. Hiqma Nur Agustina, S.S., M.Si., M.Hum (one of the best alumni of the English Letters Department, Universitas Sanata Dharma) and Fransisca Kristanti, S.Pd., M.Hum. Their experiences in analyzing language and literature will surely give insightful knowledge to all participants.

The success of this conference is due to the outstanding contributions of the participants and everybody in the organizing committee who has been donating their time, ideas, and energy. The participation of these individuals has established a high standard for the conference, and certainly have 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 and hopes that all of you enjoy this warm, thoughtful and stimulating conference.

Yogyakarta, 17 September 2019

Hirmawan Wijanarka

Head of English Letters Department
Universitas Sanata Dharma

INDONESIA'S LITERATURE AND ITS CONTEMPORARY ROLE

Dr. Hiqma Nur Agustina, S.S, M. Si, M. Hum.
Politeknik Negeri Malang

Abstract

Writings, the fruit of authors' imagination, illustrate their struggle in highlighting all kinds of phenomena that occur throughout times. Writings reflecting concern and attitudes often show a great masterpiece in an era. The global era offers a wide variety of facilities contributing to the rapid growth of talented young writers in Indonesia. Writers often choose themes that are very close to all kinds of problems occur in society since these themes later make their work popular and enrich Indonesian literature from the past until the present. In other words, literature contributes to human life as part of a nation. The objective of this paper is to reveal some periods of Indonesia literature and their role for the nation. As a result, we can see that many upheavals were portrayed through the writings as evidence for the young generations.

Keywords: contemporary, Indonesia, literature, role

Introduction

Indonesia's Literature

Various writings produced by Indonesian talented writers have made a timeless history of literacy. Pramoedya Ananta Toer stated that *People can be clever as high as the sky, but when he does not write, he will disappear in society and from history*. This quotation inspires Indonesian writers to continue to play with the word and pens so that their works are categorized as popular works.

Several periodizations of literature records several generations reflecting the development of literature in Indonesia, namely *Angkatan Pujangga Lama*, *Angkatan Sastra Melayu Lama*, *Angkatan Balai Pustaka*, *Angkatan Pujangga Baru*, *Angkatan 1945*, *Angkatan 1950 – 1960s*, *Angkatan 1966 – 1970s*, *Angkatan Reformasi*, and *Angkatan 2000s*.

Pujangga Lama is a form of classification of literary works in Indonesia which was produced before the 20th century. At this time, the work of Indonesian literature is dominated by *Syair*, *Pantun*, *Gurindam*, and *Hikayat*. In Nusantara, classical Malay culture with strong Islamic influences covers most of the coastal areas of Sumatra and the Malay Peninsula. Important Malay-language works, especially religious works emerged in the northern part of Sumatra.

Indonesian literature, particularly one produced between 1870 and 1942, develops communities in Sumatra such as Langkat, Tapanuli, Minangkabau and other Sumatran regions, the Chinese and the Indo-European people. The first literary work published around 1870 was still in the form of *Syair*, *Hikayat* and western novel translations.

Subsequently, *Angkatan Balai Pustaka* produced and produced literary work in Indonesia since 1920. The prose in the form of novels, short stories, dramas, and poems have replaced the position of *Syair*, *Pantun*, *Gurindam*, and *Hikayat* in Indonesian literary at this time. *Balai Pustaka* was established at the time to prevent the adverse influence of the lewd and wild readings produced by the Low Melayu literature which highlighted much obscene content and considered a political "wild" mission. *Balai Pustaka* published their writings in three languages, high-Malay, Javanese and Sundanese, and in the limited number such as Balinese, Batak, and Madura languages.

Pujangga Baru emerged as a reaction to censorship by *Balai Pustaka* on the literary work at that time, especially literary works involving the sense of nationalism and national consciousness. The literature of *Pujangga Baru* is categorized as intellectual, nationalistic and elitist. At that time, led by Sutan Takdir Alisjahbana, Amir Hamzah and Armin Pane, *Pujangga Baru* also published a magazine.

The literary work of *Angkatan 45* contained life experiences and social, political and cultural turmoil. The literary work of this era was more realistic than that of *Angkatan Pujangga Baru* which was idealistic and romantic. The literary works of this generation revealed the struggle for independence as illustrated in the poems of Chairil Anwar. *Angkatan 45* was famous for their desire to fight for the natural independence and conscience.

A big name like Pramoedya Ananta Toer or often called Pram is a sacred name in the Indonesian literary world and among literary fans in Indonesia. Pramoedya was nominated for the Nobel Prize for literature several times and was bestowed with the PEN Freedom to Write Award in 1988. In 2000, he received the Fukuoka Prize for outstanding contributions by Asians at the age of 74. The harsh and bitter life experiences colored Pram's writing. He became a critical observer for the New Order regime. His writings highlighted all bad systems and policies of this regime. Pramoedya's specificity is to criticize the social situation (Agustina, 2016).

Supporting the revolution, Pramoedya was arrested by the Dutch colonial authorities in 1947. He wrote his first novel, *Hunt* (Fugitive) published in 1950 while imprisoned (Butler, 2018). Feeling disappointed by post-revolutionary Indonesia he started gravitating towards leftist politics. He joined Lekra, an institution of artists and writers that were affiliated with Indonesia's Communist Party, PKI. He was put behind bars in 1960 for highlighting the discrimination and oppression of the Chinese minority in the country. He was very active in voicing various stories of suppression in Indonesia. Pram wrote more than 30 fiction and non-fiction books on historical values which many consider his masterpiece.

When General Soeharto was elected President after a coup in 1967, he ordered the mass arrest of hundreds of thousands of opponents, often without trial. Pramoedya was arrested in 1965 during the military coup that led to Suharto's rise. Pramoedya was later sent to the remote island of Buru in 1969 because of suspected links to communists.

Angkatan 50 had the peculiarities of literary work dominated by short stories and poetry collections. This generation emerged a communist movement among the literary people who joined *Lembaga Kebudayaan Rakyat* (Lekra) of which concept is socialist-realism literary. It led to the arising of divisions and polemic prolonged among the literary circles in Indonesia at the beginning of 1960. This then became the cause of the progress of the literary development because it entered practical politics and ended in the year 1965 with the outbreak of G 30 S in Indonesia.

Furthermore, the work of Indonesian literature during the period after 1980 was marked by many romances. Marga T. and Mira W. are female writers that stood out at the time with romantic fiction highlighting female figures as the main character of their novels. This is in contrast to the novels of *Balai Pustaka* which were still influenced by 19th-century European literature – the main character is always turned off to bring out the sense of romanticism and idealism – in the works of the 1980-an era, the antagonists were usually defeated. This generation of Indonesian literary works was widespread in magazines and public publications.

Angkatan Reformasi literature emerged as the shift of political power from Suharto's to BJ Habibie and then Abdurahman Wahid and Megawati Sukarnoputri. The peculiarities of this generation are characterized by the rise of literary works in the form of poetry, short stories, and novels that carry the theme of socio-political, especially about reforms. A variety of poems and poetry publications were also dominated by social and political-themed rhymes. The writers in this *Angkatan Reformasi* reflected on the social and political conditions that occurred in the late 1990s as the fall of the New Order regime. The political reform process began in 1998 became the background of the rise of many literary works – poetry, short stories, and novels – at that time. But unfortunately, the writers of *Angkatan Reformasi* were not successfully confirmed for not having a spokesman.

In 2002, *Angkatan 2000* was born and it was marked with the publication of *Leksiokon Susastra Indonesia* by Balai Pustaka in 2000. Some names became a part of this generation such as Seno Gumira Ajidarma who has begun writing since the 1980s, Ayu Utami and Dorothea Rosa Herliani that emerged in the late 1990s.

The Role of Literature for the Nation

If there is a question of whether or not literature has an influence on the greatness of a nation? The answer is very influential definitely. Some literary works emerge as an answer to a wide variety of social events, politics, cultures and certain phenomena that can be said to be a sign about the role of literature for a nation. Several works of Indonesian writers have marked some important events in Indonesia.

For example, novels born in Pram's portrayed historical tragedies by the powerful regime of the New Order. Some of them are *Kranji-Bekasi Jatuh/ The Fall of Kranji-Bekasi* (1950), *Perburuan/Fugitive* (1950), *Keluarga Gerilya/Guerilla Family* (1950), *Korupsi/Corruption* (1954), *Hoakiau di Indonesia/Chinese of Indonesia* (1960), *Gadis Pantai/Girl from the Coast* (1962), *The Buru Quartet* that consists of of *Bumi Manusia/The Earth of Mankind* (1980), *Anak Semua Bangsa/Child of All Nations* (1980), *Jejak Langkah/Footsteps* (1985)h, and *Rumah Kaca/House of Glass* (1988).

According to Pram, the New Order and its cronies committed crimes, particularly corruption, collusion and nepotism (KKN), on behalf of human rights. The value of the specificity in the work of Pram is all based on facts, not fiction. Pram's writings are identical and reflect various historical events in Indonesia (Sari, 2017).

The novel, *Amba* by Laksmi Pamuntjak (2014), tells the humanitarian tragedy occurring the events of G 30 S PKI. The setting of this novel is the dark history of Indonesian. The novel *Saman* written by Ayu Utami (1998) is regarded as a piece of writing capable of breaking down common writing themes and getting rid of taboos. *Saman* was backed by the era of the New Order regime in the 80s until the 90s. Ayu Utami's background was a journalist but she lost her job as a result of protesting the mass media and championing the independence of information by the ruling regime with full authoritarian. This made Ayu changed her profession into a writer.

Ayu Utami's role with her first considered phenomenal work also opened a path for women writers who bravely wrote with similar themes. Along with several female writers such as Djenar Maesa Ayu, Dewi Lestari, Fira Basuki and Nukila Amal, known *Sastra Wangi*, Ayu Utami gives a new color to the literary world in Indonesia. *Sastra Wangi* is a term embedded to female writers who reveal things that are considered taboo. The writing of *Sastra Wangi* discusses sexuality with all its aspects very vividly so that the existence of *Sastra Wangi* tends to be considered controversial. The use of vulgar words related to sexuality is often shown in the works of the female authors.

Having a tickling title, some novels written by the female authors of *Sastra Wangi* can attract Indonesian readers, such as *Mereka Bilang Saya Monyet* and *Jangan Main-main (dengan Kelaminmu)* by Djenar Maesa Ayu, *Supernova I* and *II* by Dewi Lestari, *Cala Ibi* and *Laluba* by Nukila Amal.

According to Sapardi Djoko Damono, the presence of *Sastra Wangi* writers is a point of light for Indonesian literature after a long restriction in the theme of the story. The pros and cons of the appearance of writing become a reasonable and unnecessary reaction to be seen as a very remarkable thing. Different mindsets, era and also traditions cause a contradiction.

The reader's enthusiasm in welcoming the work of *Sastra Wangi* is considered as a form of representation for the problem of gender injustice. On the other hand, the literary presence with the theme of sexuality, in fact, is still rejected by some who consider the work of *Sastra Wangi* only worsens the moral and drown a polite and dignified Eastern culture (Rusmiawati, 2015). One thing can be noted is that the appearance of *Sastra Wangi* is also

regarded as the emergence of talented female writers.

According to Danesi (2010), the novel's existence as a narrative text represents a situation that is thought to reflect real life and a tool to stimulate imagination can be one of the most effective media to reflect on the issue occur in people's lives. Thus it can be said the presence of a literary work in the midst of society can give color and also understanding of a phenomenon, history and the existence of a figure for a nation.

Our daily lives, without us being aware, is actually very closely related to "literary" activities. Some of the slogans in advertising in electronic media such as *Life is Never Flat* (Chitato), *Mengatasi Masalah Tanpa Masalah* (Pegadaian), *Jeruk Kok Minum Jeruk* (Nutrisari), *Ada Yang Lebih Bagus dari HIT? Yang Lebih Mahal Banyak* (HIT) are some examples of advertising slogans that show poetic elements. Although the literature itself does not have a place in the world which is dominated by materialism and consumerism (Budiman, 2006).

Literary work is one thing that can develop the readers' imagination. By reading, a reader indirectly frees his mind from bondage — the shackles that had taken his life. Similar phenomenon taking place when people read literary works - poetry, short stories, and novels. Every individual has the interest to understand more about books such as to get a deeper understanding of the content so they can sink deeper into the literary work. In literary work, various elements are often built to make and create them exist regularly. The structure of literary works is the relationship between intrinsic elements affecting each other (Nurgiyantoro, 2009:36).

Gender Issue Colouring Literature

The contemporary role of literary work in voicing gender inequality is also worth appreciating. Some writings reflect the struggles of the authors in contributing positively in voicing gender injustices. The author's efforts in voicing gender injustices affect real concern and action.

Gender inequality often experienced by women becomes an important issue to be written in a literary work. Some Indonesian female writers are very skilled in raising this theme such as Oka Rusmini. *Dance Earth* (2000) and *Kenanga* (2003) are two of her novels. The figure and her works are phenomenal and often controversial because they raise a number of issues of Balinese customs and traditions that are coherent and detrimental to women, especially in the neighborhood of the House of Brahmana people. Rusmini also broke down the taboo, revealing the problems of sex and erotica plainly. They can be clearly enjoyed in the novel *Tarian Bumi* (*Dance of the Earth*) (2000) which has been reprinted and published in German as *Erdentanz* (2007). The novel is also widely inspired by the art of Joged Bumbung, a very popular erotic movement dance in Bali. Her novel *Tarian Bumi* (*Dance of the Earth*) was awarded the 2003 Literary Writing award from the Language Center, the Ministry of National Education.

Some senior Indonesian women writers are also known to monetize gender equality that would like to continue their fight such as NH Dini. NH Dini is the pseudonym of Nurhayati Sri Hardini Siti Nukatin, a Bugis-blooded woman. She dreamed of being a machinist but failed because at that time she did not find a school for the prospective railway machinists.

In fact, the failure of Dini in becoming the machinist made her get the SEA Write Award in literature from the Thai government in 2003. Dini is a writer who takes the feminism field as the majority of her writings. Her writings always correlate with gender equality for women. Dini's novel was first published in 1961, but the novel that put Dini into a household name is *Pada Sebuah Kapal* (*A Ship*) published in 1972. Furthermore, her latest novel was *Dari Parangakik to Kamphucea* (*From Parangakik to Cambodia*) in 2003. She raises the story from her husband's attitude toward her especially their couple relationship.

The other female author who also raises gender issues is Asma Nadia. A hijab woman who is familiar with the short stories and novels that are strong in religious value was born on March 26, 1972. Nadia was once a student of Institut Pertanian Bogor (IPB) but she had to quit because of the illness she suffered. She has a great obsession to continue her hobbies in writing.

The writers who are very consistent in voicing the gender inequality and also portraying how the oppressed Indonesia women fight against their situation keep the readers involved and concerned. The power of their writing toward a specific theme has brought the citizen to understand that gender inequality still happens. It is a kind of positive provocation to raise the issue of gender inequality in the public sphere.

Conclusion

In fact, literary works have a pivotal role in coloring the life of the nation and state in a country. Their writing captures a wide variety of phenomena and events that then mark the birth of a new history. That will be the milestone of each life's emergence. Every writing that is born as a concern and attention becomes an important record that also captures every important event of a nation.

The masterpiece of Pramoedya Ananta Toer is the testament that can provide an important understanding for every generation in Indonesia. Through the writing of Pram, millennials know how powerful the turbulence that occurred in Indonesia in the past and can benefit from the wisdom of every event that has ever occurred.

Likewise, the works of female raise awareness of gender issues and gender inequality that is also still happening in Indonesia. The issues they raised were able to change the government policies and also encourage everyone to care and be mindful of the importance of equal gender relations.

In conclusion, the role of contemporary literature in portraying various events, historic conflicts, injustices and various important events that are coloring the path of a nation to become a great nation is inevitable. As Sukarno quoted, "A great nation is a nation that can appreciate its heroes." By continuing to write all the major events that occur the role of the authors and the resulting work will also record the struggles of the heroes in every line of life.

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CONTEMPORARY ROLE OF ENGLISH IN THE ACADEMIC WORLD

Fransisca Kristanti
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Abstract

The role of English in the academic world has become more prominent for global citizens since English proficiency has been set as the standard requirements of graduate program acceptance both nationally and internationally. Therefore, this paper attempts to provide insights into current circumstances of English proficiency demands in the context of the graduate program, especially for international students of which Indonesians fall into the category. To better understand the circumstances, this paper collected information from publications related to master's degree student flows and admission requirements concerning standardized English tests, the Internet-based test (iBT) of the Test of English as a Foreign Language (TOEFL®) and the International English Language Testing System (IELTS™) Academic test, to provide context to the language demands set by the program and gather statistics from two of the internationally acknowledged standardized English tests for academic purposes to illustrate the current situation of the Indonesians' English proficiency. From the discussions, the statistics point out that the overall performance of Indonesian test-takers has met the minimum standard requirements set by overseas universities and scholarships.

Keywords: English performance, Indonesians, standardized English tests

Introduction

English has been used as a *lingua franca* for centuries due to the British Empire colonies and geopolitical dominance since the late 18th century. Since then, English has been recognized and spoken as a mother tongue or an official language by many countries such as the USA, Canada, Australia, Britain, New Zealand, Singapore, Jamaica, Uganda, and some other countries across the continents. This stands as proof of English as a global language, which is “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (Crystal, 2003, p. 3).

However, the growth of English influence through geopolitical dominance has subsided, and the expansion of English in the twenty-first century has shifted into the medium of communication both in domestic and professional life. English has taken its contemporary roles in international relations, the media, international travel, international safety, and education. In the context of international relations, English is used as the working language in international gatherings and proceedings of various discussions on science, humanities, and religions. Furthermore, it is not uncommon to encounter English in various kinds of publications, advertisements, broadcasts, cinemas, and popular songs. In addition to that, international travel – for whatever reasons – brings immediate linguistic consequences which later can evolve into a major influence on the contemporary use of world Englishes (Buschfeld, Hoffmann, Huber & Kautzsch, 2014). In international safety, the need for a *lingua franca* is immense in controlling the operations of international transports, especially the air and water transport operations. Finally, in the area of education, English is not only prominent in the context of English Language Teaching (ELT) but also in the context of education in general. In many countries, English has become the medium of instruction in higher education, even in countries where English has no official status. This might be because many references are published in English. Hence, in the academic world, the role of English has become more prominent for global citizens, especially in the opportunity of pursuing higher education.

More and more university undergraduates are postponing their involvement in the professional world after completing their tertiary education for various reasons. First of all, present-day Indonesia still looks highly upon education and the majority of Indonesians are competing for higher education due to professional demands. Graduating from the master program gives a bigger chance to avoid entry-level jobs, and this alone becomes a significant reason for people to continue their studies in the graduate program. There are, however, people who consider further study as a way of self-actualization. The need for deeper understanding and competency in their field of interest becomes the biggest drive in their pursuit of further studies. For these reasons, English proficiency for those wanting to pursue their studies becomes inevitable.

Therefore, this paper attempts to provide insights into current circumstances of English proficiency demands in the context of the graduate program, especially for international students of which Indonesians fall into the category. This paper collects information from publications related to master's degree student flows and admission requirements concerning standardized English tests, the Internet-based test (iBT) of the Test of English as a Foreign Language (TOEFL®) and the International English Language Testing System (IELTS™) Academic test, to provide context to the language demands set by the program and gather statistics from two of the internationally acknowledged standardized English tests for academic purposes to illustrate the current situation of Indonesians' English proficiency.

Student Flows in Indonesia

Inbound Student Flows

In 2018, the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (Kemristekdikti) published statistics of Indonesian higher education at the tertiary level. From a total number of 3,226 tertiary education institutions, in which 573 of them were universities (Ristekdikti, 2018). From 21,5928 million of the college-age population (age 18 to 23), those registered as undergraduate students are as many as 6,603,877. It reaches only 0.003 percent of the whole college-age population. In the master program in Indonesian universities, the number of students was recorded at 371,545 students in 2018. This number illustrates that only about 5.6 percent of undergraduates continue their studies in Indonesian master programs.

According to the UNESCO Institute for Statistics (UIS) in 2019, the number of international students studying in Indonesia is around 3,000 students, and this number covers both undergraduate and graduate programs. This inbound student flow number has been consistent since 2014, as reported in The Jakarta Post (Irandoost, 2014, January 11). This could be interpreted from two different perspectives. First, Indonesian higher education has failed to attract international students, and second, the chance to get into the Indonesian master program becomes less competitive for the Indonesians. The later indicates increasing opportunities for Indonesian undergraduates who would continue their studies in the master programs.

Outbound Student Flows

Indonesian outbound student flows continue to grow, even though the number is still relatively modest considering that the country's population is the fourth-largest in the world. In 2017, Indonesia became the third-largest sender of international students among the ASEAN members, but ranked 22nd in the number of students sent abroad worldwide, contributing less than 1 percent of the over 5 million students studying abroad in the same year (Dillas, Mackie & Trines, 2019, para. 12).

However, there has been a 20.6 percent growth of Indonesian degree-seeking students within 5 years. The UIS (2019) recorded a steady growth from 39,448 degree-seeking students in 2013 to 47,574 in 2017. Unfortunately, the UIS has not released the data for 2018

and 2019 to validate the constant growth of Indonesian degree-seeking students. Nevertheless, the increasing number shows the growing enthusiasm of Indonesian students to pursue the master's program abroad.

The top destination country for Indonesian degree-seeking students is Australia with almost 30 percent of the total outbound mobility. The top three destination countries – Australia, the USA, and Malaysia – made up to almost 60 percent of the total outbound student flows of Indonesia. Some other destination countries are the U.K., Japan, Egypt, Saudi Arabia, the Netherlands, Korea, and Canada. These host countries, whether they are English speaking or non-English speaking countries, set English as one of the admission requirements.

English Proficiency Requirements for Master Program

University Minimum Standard

Each university set its English proficiency standard for its master program, even Indonesian universities. Surpassing the minimum score of standardized English proficiency tests entails a greater opportunity for enrollment in the master program. The three universities used as examples were taken from the top 100 in the Quacquarelli Symonds (QS) university ranking in the area of English (language, literature, and education). The explanation about their minimum score for language requirements should bring light into the current situation.

The first university is the number 1 in QS World University ranking for English program which is Harvard University in the USA. The Graduate School of Arts and Sciences set a minimum score of 80 on the iBT TOEFL® or a minimum score of 6.5 on the IELTS™ Academic test (Apply, 2019). The Graduate School of Education, on the other hand, sets the score a little higher at 104 for iBT TOEFL® with individual section scores of at least 26 or at 7.5 for IELTS™ Academic test with individual section scores of at least 7.5 as well (Join Our Community, 2019). Other standardized tests accepted by Harvard University are the old and new Paper-based TOEFL®, Graduate Record Examinations (GRE®) General Test, and the Graduate Management Admission Test (GMAT).

The second university is from a different part of the world but is in the top 100 QS World University ranking. The University of Otago in New Zealand hosts international students and provides financial help as well. Its Linguistics master program sets a minimum score of 95 on the iBT TOEFL® with a minimum writing score of 22 or a minimum score of 6.5 in the academic module on the IELTS™ with no individual band below 6.0 (English language requirements, 2019). Other standardized tests acknowledged by the University of Otago are the Paper-based TOEFL®, Cambridge Certificate in Advanced English (CAE), Cambridge Certificate of Proficiency in English (CPE), Pearson Test of English (PTE) Academic, and their nationally-made standardized English tests.

The third example is the University of Indonesia, an Indonesian university that ranks 296 in QS Global World Ranking, but within the top 100 for its English major. It sets the English proficiency requirements for its national master program at 60 for iBT TOEFL® or 5.5 for IELTS™. As for the international master program, it sets the requirements at 80 for iBT TOEFL® or 6.0 for IELTS™ (Admissions, 2019, p. 91). Other standardized tests taken by the University of Indonesia are PBT TOEFL® and CBT TOEFL®.

The different minimum score of English proficiency standard sets by each university is influenced by many factors including the acceptance ratio. However, the general minimum standard of English proficiency score is set at 6.5 for IELTS™ or 80 for iBT TOEFL® for overseas universities, and 6.0 for IELTS™ or 80 for iBT TOEFL® for national universities. Hence, mastering academic English to be able to proficiently perform is a must.

Scholarship Minimum Standard

Besides the minimum standard of English proficiency set by the host universities, many offered scholarships for Indonesian students also put English proficiency as one of their application requirements. Among many scholarships offered to Indonesian degree-seeking students, three of the well-known scholarships are those from Indonesian Endowment Fund for Education (LPDP), Fulbright, and Chevening.

LPDP is an Indonesian government-funded scholarship for Indonesian citizens who are seeking masters and doctoral opportunities. It sets two minimum scores for standardized English tests for master’s degree: for those who are pursuing masters in Indonesia and for those who are pursuing masters overseas. For the Indonesian master program, LPDP sets a minimum score of 61 for iBT TOEFL® or 6.0 for IELTS™. Different minimum scores are set for overseas master program, that is a minimum score of 80 for Ibt toefl® or 6.5 for IELTS™. This scholarship also acknowledges PBT TOEFL® (only for Indonesian universities) and TOEIC (LPDP, 2019, P. 6).

The next scholarship is also considered prestigious among Indonesian degree-seeking students. Fulbright master’s degree scholarship is available for those who are seeking a graduate degree at a US university in various fields. The variety of scholarship schemes offered by Fulbright has successfully increased the opportunity for people to pursue their studies in the US. The minimum score requirement for applicants of this scholarship is set at 550 for ITP (PBT) TOEFL® or its IELTS™ equivalent. When the candidates are selected for an award, they will have to take the official iBT TOEFL® with different minimum score requirement depending on the university’s minimum score requirement, plus GRE for all fields except law and business, or GMAT for business administration, finance, and accounting (AMINEF, 2019).

Finally is the fully-funded UK government’s global scholarship for people who want to study in the UK, Chevening scholarship program. This scholarship’s English language requirement is set at 6.5 for IELTS™ Academic or Academic for UK Visa and Immigration (UKVI) with a minimum score no less than 5.5 or 79 for iBT TOEFL® with a minimum of 17 for Listening, 18 for Reading, 20 for Speaking, and 17 for Writing. Besides the two tests, Chevening also accepted Pearson PTE Academic, C1 Advanced, Trinity ISE II (B2) (Chevening, 2019).

Different scholarships set different minimum scores for standardized English tests. One note on the matter, applicants should set their minimum score at the highest minimum requirements of both the scholarship and the university.

Indonesian Test-Takers’ Performance

To understand the performance of test-takers in two standardized English tests, this paper presents the discussion from the latest report of iBT TOEFL® and IELTS™ score data summary focusing on the Indonesian test-takers.

The Educational Testing Service (ETS) published annual reports on test and score data summary for TOEIC and TOEFL®, presenting an analysis of test results from January to December. The report shows the total scale score of the test-takers who apply for English-language schools ranges from 24 to 120, and this is below the total scale score of the graduate-level students which is 32 to 120. Setting the reasons aside, the publications in 2018 and 2019 show consistent performance of the Indonesian test-takers. Table 1 shows the summary of Indonesian-nationality test-takers’ score average.

Table 1 Indonesians’ iBT TOEFL® total and section score means

	Reading	Listening	Speaking	Writing	Total
2017	21	22	21	22	85
2018	21	22	21	22	86

(Educational Testing Service, 2018, 2019)

The achievement of Indonesian test-takers in 2017 and 2018 is almost identical seen from the score average. The scores show that there is a balanced performance in the four English skills being tested. The performance in both perceptive and productive English skills is proportional. Furthermore, both the total average score and the individual skill scores surpass the minimum requirements set by most master programs and scholarships. However, it must be understood that the average of 85 and 86 means that some test-takers fell below the score and some got above the score. Nevertheless, the average scores indicate that Indonesian master program candidates have a better opportunity of getting into the program.

Apart from nationality, ETS also reports the test-takers performance based on their native language. Indonesians listed two native languages in the score data: Indonesian and Javanese. The information about the performance of each in 2017 and 2018 is given in Table 2.

Table 2 Indonesians' iBT TOEFL® total and section score means
based on test-takers native language

		Reading	Listening	Speaking	Writing	Total
2017	Indonesian	21	22	21	22	85
	Javanese	17	16	17	17	67
2018	Indonesian	21	22	21	22	86
	Javanese	17	17	16	17	67

(Educational Testing Service, 2018, 2019)

Even though there is a consistent performance between 2017 and 2018, the performance of the two native speakers is significantly different. The Indonesian native speakers' performance average exceeds the minimum standard, but it is not the case with the Javanese native speakers. The average score of the Javanese native speakers falls way below the overseas master program requirement. However, it is above the requirement of Indonesian universities. Therefore, the opportunity of getting into the master's program in Indonesia (even with Indonesian scholarships) exists.

Moving away from iBT TOEFL®, the IELTS™ Organization published a score report of the 2017 test-taker performance on its website. Table 3 shows the average band score of Indonesian test-takers.

Table 3 Mean band score for Indonesian test-takers

Test Version	Listening	Reading	Writing	Speaking	Total
Academic	6.55	6.67	5.78	6.27	6.38
General Training	6.07	5.84	5.59	6.01	5.95

(IELTS Organization, 2019b)

The data show that the average performance of those taking the Academic version is higher than those taking the General Training version even though they range around band 6. Looking closer at the individual skill band score, the average of those taking the Academic version is higher than 5.5. It means the test-takers' performance meets the minimum standard requirements of overseas universities and scholarships.

Between the two versions of the test, the report states that the proportion between those who took Academic and General Training is notably different. In 2017, 78.10 percent of the test-takers took the Academic version. This should mean that more than three-quarters of the test-takers took the test for educational purposes, but the data show that the Academic version was chosen for various purposes, as presented in Table 4.

Table 4 Overall band score based on the reasons for taking IELTS™ Academic

Reason	>4	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
For employment	1%	1%	2%	5%	11%	18%	23%	22%	13%	4%	1%	0%
For higher education extended course (three months or more)	1%	2%	5%	12%	22%	23%	16%	10%	6%	3%	1%	0%
For higher education short course (three months or less)	2%	3%	7%	14%	23%	21%	14%	9%	5%	2%	0%	0%
For immigration	1%	1%	2%	7%	15%	19%	17%	16%	12%	8%	3%	0%
For other education purposes	1%	2%	6%	12%	20%	21%	16%	11%	7%	3%	1%	0%
For personal reasons	1%	2%	6%	13%	20%	21%	16%	11%	6%	2%	0%	0%
For professional registration (NOT medical)	1%	1%	2%	4%	6%	13%	20%	23%	18%	10%	3%	0%
For registration as a dentist	1%	2%	5%	7%	15%	16%	15%	16%	14%	5%	4%	0%
For registration as a doctor	0%	0%	1%	2%	4%	8%	16%	24%	25%	15%	4%	0%
For registration as a nurse (including CGFNS)	0%	0%	1%	2%	7%	16%	26%	27%	15%	5%	1%	0%
(Other)	2%	2%	6%	12%	19%	21%	16%	11%	7%	3%	1%	0%

(IELTS Organization, 2019a)

The demographic data show that regarding educational reasons, the majority of test-takers fall between band 5.5 to band 6.5. Having a minimum score requirement of 6.5 in most universities and scholarships, the statistics illustrate that around 30 percent of the test-takers have the opportunity for getting into the master's program. However, it also means that the majority of the test-takers who aim for academic reasons fail to meet the minimum score requirements to join the program.

The distribution of Indonesian Academic test-takers' performance is shown in Table 5.

Table 5 Overall band score of Indonesian test-takers

Language/Nationality	>4	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
Indonesian	0%	0%	2%	5%	14%	24%	23%	17%	10%	4%	1%	0%

(IELTS Organization, 2019a)

Having the same minimum standard requirement of band 6.5, Table 5 shows that the performance of Indonesian test-takers is positive. Fifty-five percent of the test takers successfully got band 6.5 and above whereas only 5 percent of them got band 5 or lower.

The performance of Indonesian test-takers in both iBT TOEFL[®] and IELTS[™] illustrates a positive attitude toward English proficiency. Most of the Indonesian test-takers meets the minimum standard requirements of both national and overseas universities and scholarships, and it affirms that the Indonesian master program candidates have a high opportunity of getting accepted into the programs.

Conclusion

In conclusion, it cannot be rebutted that the role of English in the contemporary academic world leads to better opportunities for further studies. Many opportunities offered to Indonesian degree-seeking students set a minimum standard requirement of English

proficiency and in two standardized English tests, the performance of the Indonesian degree-seeking students surpasses these minimum requirements.

However, the statistics show that some test-takers still fall below the minimum requirement. Hence, a deeper analysis of the facets of each standardized English test from the test papers done by Indonesian test-takers or test-taker candidates will provide a better understanding of the strength and weaknesses of most Indonesian test-takers.

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TEXTUAL ANALYSIS OF CHRISTCHURCH SHOOTINGS IN NEW ZEALAND, INDONESIA, AND U.S. NEWSPAPERS HEADLINES

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Abstract

The information about Christchurch shootings incident has spread around the world through newspaper portals. The researchers have chosen three newspaper portals that reported news about the Christchurch incident. Those newspapers are NZ Herald from New Zealand, The Jakarta Post from Indonesia, and New York Times from the United States. The object of the study of this research is headline news about Christchurch incidents in each newspaper. The researchers aimed to find the Theme of the newspaper headlines and to show different perspectives about the Christchurch incident from the three newspapers that come from three different countries. The researchers conducted the analysis using Halliday's theory of Systemic Functional Linguistics. To find out the type of Theme of the newspaper headlines, the researchers analyzed the Participants of the headline news. The participants found in those three newspapers are Actor, Carrier, Goal, Sayer, Senser, Identified and Circumstance. The three newspapers used Topical Theme in their headlines. The Jakarta Post headline focuses on the victims not only victims from Indonesia but also other countries. NZ Herald as the local newspaper from New Zealand presents the Christchurch incident by showing sympathy from New Zealand people by held memorial service and tribute to the victims. The New York Times covers the Christchurch news by revealed not only the victims but also the condition in Christchurch after the massacres.

Keywords: Systemic Functional Linguistics, Christchurch, headlines, Theme

Introduction

Christchurch is a city in New Zealand. On 15 March 2019, there were terrorist attacks in two mosques in Christchurch during Friday prayer. The terror begins in the Al Noor mosque and continued to Linwood Islamic Center. This event has killed 51 people that not only the local people but also foreigners from other countries such as Indonesia, Pakistan, India, and Bangladesh. This event has been reported by news portals all around the world.

The researchers have chosen three news portals from three different countries, they are the local newspaper of New Zealand (NZ Herald), Indonesia (The Jakarta Post), and the U.S (The New York Times). The researchers chose NZ Herald because the researchers aim to show how New Zealand responds to the event that occurs in their country. The researchers chose The Jakarta Post because out of the 51 victims there are some Indonesian people, and the researchers chose The New York Times because it is one of the well-known newspapers in the world. The researchers select fifteen headlines news from each newspaper to be the object of this research. The headlines news is selected by the order date of the news that was published in each newspaper.

Language is a bridge for people to communicate with one another. Language has roles in our society. The roles of language cover certain aspects of humans' lives. Those aspects are identity, gender, class, kinship, deference, status, and hierarchy (Agha, 2006). Language can either be spoken and written. Newspaper headlines are the example of written language that was presented by the media. In this paper, the researchers focus on the way The Jakarta Post, NZ Herald, and New York Times deliver their headlines, therefore, it can be easily understood by their readers. Each newspaper presents a different perspective of headlines news on the Christchurch incident.

"SFL is a functionally based theory, developed during the past 45 years, which

examines the functions that language has evolved to serve in society.” (Young & Harrison, 2004). SFL is one of the linguistics studies that consider language not only as a social semiotic system but also as a semantic system. “The semantic system incorporates a small number of discrete clusters of systems with ‘very dense internal connections but relatively sparse connections with the rest of the grammar’ (Webster, 2015). Language represents a resource for the speakers so they can create meaning. The three functions of language proposed by Halliday are ideational function (field), interpersonal function (tenor), and textual function (mode). These functions are called as metafunctions.

This research focuses on analyzing the textual function. According to Halliday, “The textual metafunction uses language to organize our experiential, logical, and interpersonal meanings into coherent” This means, every word and utterance we produced always carry meanings. In the textual function, the researchers identify the first clause at the beginning of a sentence to find out the signpost (Theme). The first element of a sentence is called Theme, and the rest of the clause is called Rheme. The signpost expresses an important kind of meaning to give signal what the message is about.

There are two journals that the researchers choose as references. Those journals discussed textual analysis using SFL in headlines news. The first journal is written by Isti’annah (2018) entitled “Rohingya in Media: Critical Discourse Analysis of Myanmar and Bangladesh Newspaper Headlines”, which aims to analyze Myanmar and Bangladesh newspaper headlines about Rohingya. The writer aims to figure out how both media from Myanmar and Bangladesh select the Theme of their headlines in Rohingya case, and to find out the differences and similarities each media presents the news with respect to their ideological perspective.

The second journal is from Yunus (2018) entitled “Ideological Representation of Violence and Information Packaging in Arabic Headline News: A Case Study of the Al-Ahram Arabic Daily Newspaper”. The writer aims to elaborate on the information packaging in headline news and to find out the ideological representation of violence in the Arabic mass media. The result of the study shows that Theme and Rheme analysis is an effective tool to find the information structure in Arabic headline news and detecting the ideology of violence.

This paper's objective is to find out the Theme about Christchurch shootings in newspapers headlines of Indonesia, New Zealand, and United States media.

Methodology

The type of this research is qualitative. This research conducted Halliday’s theory of Systemic Functional Linguistics. The researchers collect the data through three different news portals from three different countries. The newspapers are The Jakarta Post, NZ Herald, and New York Times. The researchers took fifteen headlines news from each newspaper that related to Christchurch shootings incident. The researchers analyze the Participant of Theme used in each headline news. The researchers provide table to show different types of Participants in the newspaper headlines to make the explanation clearer. The researchers identify the Theme of the headlines news and classify it to the type of Theme that proposed by Halliday.

Findings and Discussion

This research aims to discover Theme from newspaper headlines about Christchurch shootings. The data is taken from three newspapers which come from Indonesia, New Zealand, and the United States.

The researchers provide codes that signify each country's newspaper headlines. Indonesia headlines from The Jakarta Post are coded as TJP, New Zealand headlines from the New Zealand Herald are coded as NZH, and United States headlines from the New York Times are coded as NYT. For example, TJP.H.1 means The Jakarta Post newspaper

headline datum number 1, NZH.H.2 means New Zealand Herald newspaper headline datum number 2, and NYT.H.3 means New York Times newspaper headline datum number 3.

Table 1. Participants of Theme Used in Newspapers

Participants	The Jakarta Post	New Zealand Herald	New York Times
Actor	9	9	5
Carrier	3	-	3
Goal	1	4	3
Identified	1	-	-
Sayer	-	1	-
Senser	1	1	-
Circumstance	-	-	4

The data shows eight different types of participants in three different newspapers. The Jakarta Post headlines have actor as the dominant participant. NZ Herald headlines have actor as the dominant participant. New York Times has Actor as the most appear participant in the headlines. The Jakarta Post has many variations of participant on the headlines compared to the NZ Herald and New York Times headlines. The participant such as Sayer and Circumstance are absent in The Jakarta Post headlines. Carrier, Identified, Verbiage and Circumstance are missing in NZ Herald headlines. New York Times headlines show that Identified, Sayer, Senser, and Verbiage do not exist as the participant. The Theme that exists in fifteen headlines in The Jakarta Post is Topical Theme.

The Jakarta Post headlines use Actor as its Themes.

TJP. H1 **Indonesian father, son** injured in Christchurch mosque shooting.

TJP.H8 **Indonesia strongly** condemns New Zealand mosque shooting.

TJP.H10 **President Jokowi** condemns Christchurch mosque shooting.

The examples show the noun phrases in the headlines above are Topical Theme. “The Topical Theme is an element occupying the first position to which a transitivity function can be assigned. Every clause contains one and only one Topical Theme, which in declarative clauses is typically realized in the subject.” (Martinez, 2003). The Actors in the headlines represent the doer. Actor in headlines using words “Indonesian father, son”, “Indonesia” and “President Jokowi”. The Jakarta Post aimed to show to the readers that there are Indonesians became the victims of this shooting incident. Moreover, the Indonesian government opposed terrorism.

The Jakarta Post using Carrier as the Themes in the headlines.

TJP.H6 **A Malaysian** is hurt, another maybe has been killed in Christchurch.

TJP.H11 **Six Indonesian** were inside attacked New Zealand mosque.

The Carrier is followed by the Attribute which cannot be reversed. The Carrier as the Theme in The Jakarta Post headlines used to show the number of victims from Christchurch shootings to attract the readers. It does not only focus on the Indonesian victims, but The Jakarta Post also tends to present the victims from another country which in the data is Malaysia.

The Jakarta Post using Goal as the Theme in the headlines.

TJP.H3 **Syrian refugee father and son** laid to rest as New Zealand burials start.

Goal refers to what the process aims to achieve. From the headlines above, the goal is “Syrian refugee father and son.” The Goal from the data shows the continuance from the Christchurch incident, about where are the victims of the incident.

The Jakarta Post using Identified as the Themes in the headlines.

TJP. H5 **One Christchurch shooting suspect** is Australian.

The identified role is to identify something. Identified and Identifier can be reversed.

The Identified from the data above is "One Christchurch shooting suspect". The Jakarta post intends to deliver the finding of the investigation of the case of the shootings in Christchurch. and the investigation result comes to an Australian to be the suspect of the shootings in Christchurch.

The Jakarta Post using Sener as the Theme in one of the Headlines.

TJP.H2 **Shooter** feared to be at large, Indonesian in Christchurch reports on mosque shooting.

Sener is about what may be thoughts or feelings. Shooter on the Theme is identified as the Sener by The Jakarta Post by using the mental verb "feared" to show the feelings. So the reader can understand the state of the shooter.

From the findings above, The Jakarta Post prefers to show news that related to Indonesia and Muslim, by using words "Indonesian father, son", "Indonesia", "President Jokowi", "Six Indonesian", "A Malaysian", "Syrian refugee father and son". The Jakarta Post is different from two other newspapers. The Jakarta Post shows the victims from other countries and the number of Indonesian victims.

NZ Herald newspaper has Actor as the most appear participant in the headlines. The researchers show examples of Actors in the Theme in NZ Herald newspaper headlines.

NZH.H1 **Victim support** apologizes to families of Christchurch shooting for 'miscommunication'.

NZH.H8 **World** reacts to Christchurch shooting.

NZH.H14 **Police** investigating fake doctor trying to access mosque shooting victims at Christchurch Hospital.

From the example above, NZ Herald intends to show that the Actor of the Theme not only about the New Zealand Government or Police but also people around the world. For New Zealand, NZ Herald using "Police" as the Actor that perform an action towards the incident. NZ Herald using "Victim support" and "World" to show that the others also have sympathy towards the incident and the victims.

NZ Herald using Goal as the Themes in the headlines.

NZH.H4 **Napier Memorial Service** for Christchurch shooting victims.

NZH.H6 **Christchurch shooting tribute** at Takapuna Beach.

The Goal from the examples above are "Napier Memorial Service", and "Christchurch shooting tribute". NZ Herald intends to show that the Goal from the headlines above is to memorialize the victims of the Christchurch shootings incident.

NZ Herald using Sayer as the Theme in the headlines.

NZH.H9 **Iranian women's rights activist** says NZ hijab display after Christchurch shooting is 'heartbreaking'.

Sayer is the participant who experiences indirect speech or thought. Sayer of the headlines above is "Iranian women's rights activist". The activist aims to show her feelings of sympathy toward the victims of Christchurch shooting. For her personally, seeing the hijab display after the incident remind her about what happened in Christchurch, since Muslims are the victims of the incident.

NZ Herald using Sener as the Theme in the headlines.

NZH.H7 **Survivor** remembers the horrific moments of Christchurch shooting.

NZ Herald using Sener in Theme to shows how important survivor feeling about the Christchurch incident. NZ Herald put the Sener in Theme so that the reader directly understands the feeling.

Different from The Jakarta Post that shows the number of victims of the incident, NZ Herald does not mention the number of victims of Christchurch incident. NZ Herald focuses to show sympathy from New Zealand people by held memorial service and tribute. NZ Herald also shows the world's reaction towards the Christchurch incident. In conclusion, the NZ Herald does not only focus on what the people of New Zealand reaction to this incident, but also the world.

Actor is the most appear participant in the New York Times headlines. New York Times has Circumstance as its participants. New York Times is the only newspaper that has Circumstance as the Theme of the headlines.

New York Times using Actor as the Theme in the headlines.

NYT.H3 **Jacinda Arden** Consoles Families After New Zealand Shooting.

NYT.H6 **Witnesses** Describe New Zealand Mosque Attack.

NYT.H15 **ISIS Spokesman** Ends Silence by Calling for Retaliation Over New Zealand Massacres.

Actor whose perform an action in Theme of New York Times headlines are “Jacinda Arden”, “Witnesses” and “ISIS Spokesman”. New York Times using three different perspectives as the Actor. The first Actor that represents New Zealand, New York Times using the PM Jacinda Arden. It shows how the government of New Zealand action toward the victims of the incident. New York Times using the witnesses as the Actor in the Theme to show another evidence about the incident from their perspective. New York Times is the only one from the three newspapers using ISIS Spokesman in the headline. Because the incident is related to the terrorism, the New York Times wants to show to the readers about the perspective from the incident from ISIS.

New York Times using Carrier as the Theme in the headlines.

NYT.H1 **49** Are Dead After 2 Mosques Are Hit.

Carrier is the participant that followed by Attribute and cannot be reversed. The Carrier in the headlines above is “49”. Forty-nine refer to the number of dead victims due to the Christchurch shootings incident in two mosques.

New York Times using Goal as the Theme in the headlines.

NYT.H12 **Australian Senator** Hit With Egg After Blaming Immigration for Mosque Attacks.

Goal is the participant from the result of the action. From the data above, “Australian Senator” is the goal. After the Australian Senator gives a statement about the cause of the shootings in Christchurch are because of the Muslims immigration for Christchurch shootings. The media shows the senator hatred towards Muslims by writing the senator even banned the Muslims to enter Australia as the solution to the immigration problem.

New York Times using Circumstance as the Theme in the headlines.

NYT.H5 **In Christchurch**, Signs Point to a Gunman Steeped in Internet Trolling.

NYT.H14 **After Mosque Massacre**, New Zealand Has Its Gun-Debate Moment.

Circumstance is the participant to show about time, manner, contingency, modality, and place. From the example above, New York Times provides Circumstance of time and place in the Theme by using the word “In Christchurch” and “After Mosque Massacres”. New York Times using “In Christchurch” to point out to the readers about the place where the incident happened. New York Times focuses on the time after the incident happened, to show the action from the New Zealand government.

Conclusion

Actor becomes the most appear participant in the three newspaper headlines. The Identified is the participant that only exist in The Jakarta Post headlines news. Sayer is the participant that only exists in NZ Herald. Circumstance is the participant that only appears in The New York Times. All the newspaper headlines have Actor as the dominating participant. Even though Actor is the most use participant in each newspaper, the message that Actors carried from each newspaper is different. The Jakarta Post shows “Indonesia” as the Actor in Theme. NZ Herald shows the Actor not only focus on the people or New Zealand government, but also “world”, “victim support”, and “police”. The New York Times writes about the ISIS spokesman which consider related to the terrorism, even though ISIS does not involve in Christchurch shootings incident.

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Appendices

List of headlines news from Jakarta Post, NZ Herald, and New York Times. The tables show the role of participant and Theme in the headline news.

Jakarta Post

1. Indonesian father, son injured in Christchurch mosque shooting

Indonesian father, son
Actor
Topical Theme

2. Shooter feared to be at large, Indonesian in Christchurch reports on mosque shooting

Shooter
Senser
Topical Theme

3. Syrian refugee father and son laid to rest as New Zealand burials start

Syrian refugee father and son
Goal
Topical Theme

4. New Zealand police warn of 'distressing' mosque shooting footage

New Zealand police
Actor
Topical Theme

5. One Christchurch shooting suspect is Australian

One Christchurch shooting suspect
Identified
Topical Theme

6. A Malaysian is hurt, another may have been killed in Christchurch

A Malaysian
Carrier
Topical Theme

7. Journey home begins for Christchurch's foreign victims

Journey home
Actor
Topical Theme

8. Indonesia strongly condemns New Zealand mosque shooting

Indonesia
Actor
Topical Theme

9. Islamic world reacts with disgust at New Zealand mosque attacks

Islamic world
Actor
Topical Theme

10. President Jokowi condemns Christchurch mosque shootings

President Jokowi
Actor
Topical Theme

11. Six Indonesians were inside attacked New Zealand mosque: Foreign Ministry

Six Indonesians
Carrier
Topical Theme

12. New Zealand mosque gunman published manifesto, live streamed shooting

New Zealand mosque gunman
Actor
Topical Theme

13. New Zealand police hunt 'active shooter' after gunman opens fire at mosque

New Zealand police
Actor
Topical Theme

14. New Zealand prepares for first burials of Christchurch attack victims

New Zealand
Actor
Topical Theme

15. New Zealand deputy PM offers condolences to Indonesian victims of Christchurch

New Zealand deputy PM
Carrier
Topical Theme

NZ Herald

1. Victim Support apologizes to families of Christchurch shooting for 'miscommunication'

Victim Support
Actor
Topical Theme

2. UN boss praises Kiwi leadership after Christchurch shooting

UN boss
Actor
Topical Theme

-
3. Petition calls for Christchurch shooting Remembrance Day

Petition
Goal
Topical Theme

-
4. Napier Memorial service for Christchurch shooting victims.

Napier Memorial service
Goal
Topical Theme

-
5. PM Jacinda Ardern update on Christchurch shooting

PM Jacinda Ardern
Actor
Topical Theme

6. Christchurch shooting tribute at Takapuna Beach

Christchurch shooting tribute
Goal
Topical Theme

-
7. Survivor remembers the horrific moments of Christchurch shooting

Survivor
Senser

Topical Theme

8. World reacts to Christchurch shooting

World

Actor

Topical Theme

9. Iranian women's rights activist says NZ hijab display after Christchurch shooting is 'heartbreaking'

Iranian women's rights activist

Sayer

Topical Theme

10. Photo of Christchurch mosque shooting victim Alen Alsati shows 4-year-old with family in hospital

Photo of Christchurch mosque shooting victim Alen Alsati
--

Actor

Topical Theme

11. Otumoetai College's daisy chain of support for Christchurch shooting victims

Otumoetai College's daisy chain of support
--

Goal

Topical Theme

12. Survivor Wasseim Alsati reveals daughter Alen, 4, has brain damage

Survivor Wasseim Alsati

Actor

Topical Theme

13. Alleged gunman sent death threats two years before attack

Alleged gunman
Actor
Topical Theme

14. Police investigating fake doctor trying to access mosque shooting victims at Christchurch Hospital.

Police
Actor
Topical Theme

15. PM gives speech in parliament on Christchurch shooting

PM
Actor
Topical Theme

New York Times

1. 49 Are Dead After 2 Mosques Are Hit

49
Carrier
Topical Theme

2. 10 Days After Christchurch Shootings, Jacinda Ardern Announces a Trip to China

10 Days After Christchurch Shootings
Circumstance
Topical Theme

3. Jacinda Ardern Consoles Families After New Zealand Shooting

Jacinda Ardern
Actor
Topical Theme

4. Christchurch Mosque Shootings Were Partly Streamed on Facebook

Christchurch Mosque Shootings
Carrier
Topical Theme

5. In Christchurch, Signs Point to a Gunman Steeped in Internet Trolling

In Christchurch
Circumstance
Topical Theme

6. Witnesses Describe New Zealand Mosque Attack

Witnesses
Actor
Topical Theme

7. American Muslims Mourn and Mosques Heighten Security After New Zealand Attacks

American Muslims
Carrier
Topical Theme

8. New Zealand Massacre Highlights Global Reach of White Extremism

New Zealand Massacre
Actor
Topical Theme

9. New Zealand’s Gun Laws Draw Scrutiny After Mosque Shootings

New Zealand’s Gun Laws
Actor
Topical Theme

10. Two New Zealand Mosques, a Hate-Filled Massacre Designed for Its Time

Two New Zealand Mosques
Goal
Topical Theme

11. More Than a Dozen Victims in Critical Condition After New Zealand Shootings

More Than a Dozen Victims in Critical Condition
Goal
Topical Theme

12. Australian Senator Hit with Egg After Blaming Immigration for Mosque Attacks

Australian Senator
Goal
Topical Theme

13. In Australia Town Where Suspect Grew Up, Residents are Stupefied.

In Australian Town
Circumstance
Topical Theme

14. After Mosque Massacre, New Zealand Has Its Gun-Debate Moment

After Mosque Massacre
Circumstance
Topical Theme

15. ISIS Spokesman Ends Silence by Calling for Retaliation Over New Zealand Massacres

ISIS Spokesman
Actor
Topical Theme

WORD FORMATION PROCESSES IN "15 INSTAGRAMMABLE DESTINATIONS YOU MUST VISIT IN BALI" IN WONDERFUL INDONESIA WEBSITE

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Abstract

This paper discusses word formation processes that appear in "15 Instagrammable Destinations You Must Visit in Bali" on wonderful Indonesia Website. The reason why the researchers choose this topic is because nowadays, in digital era, all people in the world can access information they need anywhere and anytime they want using internet, as the response, many people try to take the benefits from this phenomenon with providing information in order to introduce and promoting product and service they have in the internet, including the government of Indonesia. The Ministry of Tourism, Republic of Indonesia provides information to promote tourism places of Indonesia in Wonderful Indonesia website, and one of the most favorite destinations is Bali, the most visited place of Indonesia and named as 20th most visited place of the world by Master Card "Global Destinations Cities Index 2018". The paper will study the word formation processes appear on the website by categorizing it and figuring out the forms. In analyzing the data, the researchers conducted qualitative research using content analysis method to define the word formation processes. This research uses theory by linguist Brinton and Brinton (2010), Yule (2010), Katamba (2007). Brinton and Brinton (2010) state that there are four types of derivational suffixes in English. They are adverbializer, nominalizer, adjectivalizer, and verbalizer, and a compound is a combination of two or more free roots. Based on the research result, the author found 51 derivation words. 17 of them are derivation adverb words, 24 are derivation adjective words and 10 derivation noun words. The author also found 14 compound words. There are 10 compound nouns, 3 compound adjectives, and 1 compound verb. Based on data found on the website, the word formation processes with adjectives, as a result, are 26, which is the most, while nouns are 21, adverb 17 and verb with 1 word.

Keywords: Wonderful Indonesia, Bali, Word Formation Processes, Derivation, Compound

Introduction

Wonderful Indonesia is an official website of Indonesia where the netizen able to access information about tourism in Indonesia. This website is used by the Ministry of Tourism, Republic of Indonesia as a medium of promoting tourism destinations in Indonesia. The information on this website is served in English with pictures of the tourism destination attached. It is interesting and important to know what words used by the Ministry of Tourism, Republic of Indonesia to deliver the promotion is. Through investigating Wonderful Indonesia website, this research aims to find out the choice of words and word formation in a website which has promotion as a goal.

In this paper, the author chose Bali as the source of analysis data with the article title "15 Instagrammable Destinations You Must Visit in Bali". Since Bali is the most visited place of Indonesia, named as 20th most visited place of the world by Master Card "Global Destinations Cities Index 2018", and more, nowadays, in the age of social media, placing more attention to Instagram feed is regarded to be the common to do, especially by millennials. Therefore, the article title, "15 Instagrammable Destinations You Must Visit in

Bali" is considered as the most suitable source of analysis data chosen in this paper.

Morphology is the study of forms. It is used to analyze basic "elements" used in a language. (Yule, 2010 P 67). A word has internal cohesion and indivisible by other units, and a word may be modified externally by affixes. There are processes done in defining the word having a certain meaning, and there are some processes in word formation. This word formation is needed to produce a new word by combining or altering a word.

Several examples of word formations are derivation and compounds. Based on (Brinton and Brinton, 2010, P 94, 103), derivation is the addition of a word-forming affix. The addition of a derivational affix to a root produces a new word. Compounds is a combination of two or more free roots, which creates a new word.

In the Wonderful Indonesia website, there are some words which are formed as new words. The words are already formed through a process. In this paper, the writers would like to analyze the processes of word formation of words on the website and conclude the function of the words chosen in the article. This website is appropriate to be a source of analysis of word processes since it is used by the Ministry of Tourism, Republic of Indonesia to deliver the information about tourism destination in Indonesia.

Methodology

To analyze word formations found in the article, the type of research method which will be applied in this paper is qualitative research 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". In the making of this research, the writer stated the arguments in accordance with experts' theory and description. The qualitative research method was the most suitable method since the writer is more partial to analyze the article using the data in the form of transcription or document. It will be more effective inasmuch as the writer needed the experts' theories to analyze the data.

In analyzing the data, the author also used content analysis. Krippendorff (1989) described, in his papers, that "content analysis is a research technique formatting replicable and valid inferences from data to their context". The author applied content analysis in this paper since the theories and statement by the experts, which are the result of their observation and study, support the author's arguments to explain the data.

The steps that the author took to analyze the data are; chose which one of the articles in the website that suitable with our research field, searched for the word formations that the author chose on the website, analyzed, and discussed which one of the words is classified as new word done through word formation with using Lexico online dictionary powered by Oxford dictionary as the source to check part of speech of those words, searched the theories from expert to help the author categorizing the word process, defined the lexical rules, identified and categorized which word included to word formation done by processes.

Findings and Discussion

1. Derivation

According to research in "15 Instagrammable Destinations You Must Visit in Bali" in Wonderful Indonesia website, the author found 51 derivation words. In order to understand derivation further, the author will analyze the forms and types of those derivational words. Based on (Brinton and Brinton 2010 p 94), derivation is the addition of word-forming affix. According to (Yule, 2010 p 59, there are words consisting of prefix, infix, and suffix. Prefix is some affixes to be added at the beginning of the word. Infix is some affixes to be added in the middle of the word. And, the affixes added at the end of the word are suffix.

Through the analysis, the author found derivation word with prefix and suffix. The tables below are data found on the website:

Table 1. The Data of Word Formation

Table 3. The Data of Word Formation

	Word	Part of Speech
1	Fairly	Adverb
2	Seriously	Adverb
3	Frequently	Adverb
4	Definitely	Adverb
5	Surely	Adverb
6	Easily	Adverb
7	Proudly	Adverb
8	Strategically	Adverb
9	Constantly	Adverb
10	Simply	Adverb
11	Strategically	Adverb
12	Originally	Adverb
13	Stunningly	Adverb
14	Lately	Adverb
15	Actually	Adverb
16	Roughly	Adverb
17	Aesthetically	Adverb

Table 2. The Data of Word Formation

	Word	Part of Speech
1	Attraction	Noun
2	Hiking	Noun
3	Impression	Noun
4	Attraction	Noun
5	Relaxing	Noun
6	Purification	Noun
7	Collection	Noun
8	Entrance	Noun
9	Royalty	Noun
10	Performances	Noun

	Word	Part of Speech
1	Scenic	Adjective
2	Irresistible	Adjective
3	Remarkable	Adjective
4	Stunning	Adjective
5	Beautiful	Adjective
6	Majestic	Adjective
7	Traditional	Adjective
8	Unforgettable	Adjective
9	Natural	Adjective
10	Iconic	Adjective
11	Appealing	Adjective
12	Peaceful	Adjective
13	Careful	Adjective
14	Accessible	Adjective
15	Reachable	Adjective
16	Historical	Adjective
17	Reflective	Adjective
18	Relaxing	Adjective
19	Tropical	Adjective
20	Amazing	Adjective
21	Pleasing	Adjective
22	Archeological	Adjective
23	Renowned	Adjective
24	Instagrammable	Adjective

According to, (Brinton and Brinton 2010 p 99), derivation can be stated in terms of lexical rules:

{ mis- } + align (verb) + { -ment } > misalignment (noun)
 image (noun) + -ine + { -ary } > imaginary (adjective)
 false (adjective) + { -ify } > falsify (verb)

Or they can be expressed by tree diagrams, which have the advantage that they indicate the hierarchical arraignment and order of derivation of complex words.

In this discussion, the author uses the lexical rules terms to define the word processes found in the article “15 Instagrammable Destinations You Must Visit in Bali” in Wonderful Indonesia website.

According to (Brinton and Brinton 2010 p 99), there are four types of derivational suffixes in English. They are adverbializer, nominalizer, adjectivalizer, and verbalizer. In the article “15 Instagrammable Destinations You Must Visit in Bali” in Wonderful Indonesia website, the author found adverbializer, nominalizer, and adjectivalizer.

a. Adverbializer

Adverbializer is the smallest set of class-changing suffixes (Brinton and Brinton, 2010 P 97). Adverbializer changes Adjective or noun into an adverb. The suffixes which change adjective or

noun into adjective are {-ward}, {-ly}, and {-way(s)}. The derivational suffix found in title "15 Instagrammable Destinations You Must Visit in Bali" is suffix {-ly}. In the terms of lexical rules, derivation word found in this website are presented below:

Seriously	serious (adjective) + {-ly}	> seriously (adverb)
Frequently	frequent (adjective) + {-ly}	> frequently (adverb)
Definitely	definite (adjective) + {-ly}	> definitely (adverb)
Surely	sure (adjective) + {-ly}	> surely (adverb)
Easily	easy (adjective) + {-ly}	> easily (adverb)
Proudly	proud (adjective) + {-ly}	> proudly (adverb)
Strategically	strategy + {-cal} (adjective) + {-ly}	> strategically (adverb)
Constantly	constant (adjective) + {-ly}	> constantly (adverb)
Simply	simple (adjective) + {-ly}	> simply (adverb)
Originally	original (adjective) + {-ly}	> originally (adverb)
Stunningly	stun + {-ing} (adjective) + {-ly}	> stunningly (adverb)
Lately	late (adjective) + {-ly}	> lately (adverb)
Actually	actual (adjective) + {-ly}	> actually (adverb)
Roughly	rough (adjective) + {-ly}	> roughly (adverb)
Fairly	fair (adjective) + {-ly}	> fairly (adverb)

b. Nominalizer

Nominalizer is any suffix which produce a noun (Brinton and Brinton, 2010 P 97). Nominalizer changes verb or adjective into a noun. The suffixes that change verb into a noun are {-ment}, {-er}, {-(c)ation}, {-al}, and {-ance} or {-ence}. The suffixes that change adjective into a noun are {-dom}, {-ness}, and {-ity}. The derivational suffixes found in title "15 Instagrammable Destinations You Must Visit in Bali" are suffix {-ion}, {-ance}, and {-ty}. In the terms of lexical rules, derivation word found in this website are:

Attraction	attract (verb) + {-ion}	> attraction (noun)
Impression	impress (verb) + {-ion}	> impression (noun)
Attraction	attract (verb) + {-ion}	> attraction (noun)
Purification	pure + {-ify} (verb) + {-ate} + {-ion}	> purification (noun)
Collection	collect (verb) + {-ion}	> collection (noun)
Hiking	hike (verb) + {-ing}	> hiking (noun)
Entrance	enter (verb) + {-ance}	> noun (noun)
Performance	perform (verb) + {-ance}	> performance (noun)
Royalty	royal (adjective) + {-ty}	> royalty (noun)

c. Adjectivalizer

Adjectivalizer is suffix that produces an adjective from s noun or verb (Brinton and Brinton, 2010 P 97). He states that suffixes which change noun into an adjective are {-y}, {-ous}, and {-ful}. The suffixes that change verb into an adjective are {-ive}, {-able}, {-ful}, and {-ent}/{-ant}. The derivational suffixes found in title "15 Instagrammable Destinations You Must Visit in Bali" are suffix {-able}, {-ive} and {-ful}. In the terms of lexical rules, derivation words found in this website are presented below:

Instagrammable	Instagram (noun) + {-able}	> instagramable (adjective)
Irresistible	{ir-} + resist (verb) + {-able}	> irresistible (adjective)
Remarkable	{re-} + mark (verb) + {-able}	> remarkable (adjective)
Unforgettable	{un-} + forget (verb) + {-able}	> unforgettable (adjective)
Accessible	access (verb) + {-able}	> accessible (adjective)
Reachable	reach (verb) + {-able}	> reachable (adjective)
Beautiful	beauty (noun) + {-ful}	> beautiful (adjective)
Peaceful	peace (noun) + {-ful}	> peaceful (adjective)
Careful	care (noun) + {-ful}	> careful (adjective)

Reflective reflect (verb) + {-ive} > reflective (adjective)

Other derivation words found in “15 Instagrammable Destinations You Must Visit in Bali” are words with derivational suffixes {-al} and {-ic}. Based on (Katamba, 1993, P 50), derivational suffixes {-al} and {-ic} included in suffixes which change the part of speech of the words.

Traditional	tradition (noun) + {-al}	> traditional (adjective)
Natural	nature (noun) + {-al}	> natural (adjective)
Historical	history (noun) + {-ic} + {-al}	> historical (adjective)
Tropical	tropic (noun) + {-al}	> tropical (adjective)
Archeological	archeology (noun) + {-al}	> archeological (adjective)
Scenic	scene (noun) + {-ic}	> scenic (adjective)
Majestic	majesty (noun) + {-ic}	> majestic (adjective)
Iconic	icon (noun) + {-ic}	> iconic (adjective)

According to (Adam, 1973, P 23), suffixes {-ing} could change a certain verb into an adjective. In the “15 Instagrammable Destinations You Must Visit in Bali”, the author found those certain verbs which changed into adjectives.

Relaxing	relax (verb) + {-ing}	> relaxing (adjective)
Stunning	stun (verb) + {-ing}	> stunning (adjective)
Appealing	appeal (verb) + {-ing}	> appealing (adjective)
Amazing	amaze (verb) + {-ing}	> amazing (adjective)

Suffixes have two functions. The suffixes above are suffixes which change the part of speech of the root. The other function of the suffix is to change the meaning of the root. The suffixes that change the meaning of the root are the diminutive suffixes, the feminine suffixes, the abstract suffixes, and suffixes denoting people. The suffixes, which are denoting people, found in the title “15 Instagrammable Destinations You Must Visit in Bali” is {-nese}.

Balinese bali (noun) + {-nese} > balinese (adjective)

2. Compound

(Brinton and Brinton, 2010 P 103), a compound is a combination of two or more free roots. Compounds are different from phrases. In this book, the writers say that a single word, a compound will carry only one primary stress whereas a phrase, as a group of words will carry more than one primary stress. In the “15 Instagrammable Destinations You Must Visit in Bali”, the author found compound words with two free roots and carry one stress at the beginning of compound word which supports the theory of Brinton.

Table 4. Compound Word

	Word	Part of Speech
1	Breathtaking	Adjective
2	Waterfall	Noun
3	Landscape	Noun
4	Hillside	Noun
5	Courtyard	Noun
6	Landmark	Noun
7	Viewpoint	Noun
8	Overlook	Verb
9	Outcrop	Noun

10	Pathway	Noun
11	Staircase	Noun
12	Backdrop	Noun
13	Well-known	Adjective
14	First-class	Adjective

Brinton and Brinton (2010) stated that there are three types of syntactic patterns in English Compounds. They are compound nouns, compound verbs, and compound adjectives. The author found compound nouns and compound adjective in the article “15 Instagrammable Destinations You Must Visit in Bali” in Wonderful Indonesia website.

a. Compound Nouns

Compound nouns are a combination of two or more free roots which produces a noun word. in the “15 Instagrammable Destinations You Must Visit in Bali” in Wonderful Indonesia website, the author found several compound nouns which are presented below.

$N + N > N$

Water + fall > Waterfall

A cascade of water falling from a height, formed when a river or stream flows over a precipice or steep incline.

Land + scape > Landscape

All the visible features of an area of land, often considered in terms of their aesthetic appeal.

Hill + side > Hillside

The sloping side of a hill.

Court + yard > Courtyard

An unroofed area that is completely or partially enclosed by walls or buildings, typically one forming part of a castle or large house.

Land + mark > Landmark

An object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.

View + point > Viewpoint

A position giving a good view.

Path + way > Pathway

A track that constitutes or serves as a path.

Stair + case > Staircase

A set of stairs and its surrounding walls or structure.

Back + drop > Backdrop

A painted cloth hung at the back of a theatre stage as part of the scenery.

Prt + N > N

Out + crop > Outcrop

A rock formation that is visible on the surface.

b. Compound Adjective

Compound adjective is a combination of two or more free roots which produces an adjective word. in the "15 Instagrammable Destinations You Must Visit in Bali" in Wonderful Indonesia website, the author found several compound adjectives which are presented below.

N + N > A

Breath + taking > Breathtaking

Astonishing or awe-inspiring in quality, so as to take one's breath away.

First-class

First + class > First-class

A set of people or things grouped together as the best.

Well-known

Well + known > Well-known

Widely or generally known.

c. Compound Verb

Brinton and Brinton (2010) described that Compound verb is a combination of two or more free roots which produces a verb word. in the "15 Instagrammable Destinations You Must Visit in Bali" in Wonderful Indonesia website, the author found a compound verb which is presented below.

Prt + Verb

Over + look > overlook

Have a view of from above.

Conclusion

From the research of Word Formation Process in the "15 Instagrammable Destinations You Must Visit in Bali" in Wonderful Indonesia website, the author found 51 derivation words. 17 of them are derivation adverb words, 24 are derivation adjective words and 10 derivation noun words. The derivation adverbs in this website are originally adjective words. By adding suffix {-ly}, the words changed into adverbs. The derivation words are formed with some suffixes. Suffix {-able} changed verb words into adjectives, except "Instagram" which is a noun. Verbs also can be changed into an adjective by adding suffix {-ive} or {-ing}. Suffix {-ful}, {-ic}, {-al}, and {-nese} changed noun words into adjective. The author also found 14 compound words. The compound words found on the website are consisted of two free roots and classified into three types of compound. They are compound nouns, compound adjective and compound verb. The compound nouns changed two or more free roots into a noun, while the adjective nouns changed into adjectives. There are 10 compound nouns, 3 compound adjective, and 1 compound verb.

Based on data found on the website, the word formation processes with adjectives, as a result, are 26, which is the most, while nouns are 21, adverbs 17 and verb with 1 word. Oxford dictionary describes that adjective word is a word that describes a noun or giving extra information. Therefore, it can be concluded that the reason of "15 Instagrammable

Destinations You Must Visit in Bali” in Wonderful Indonesia website using word formation which resulting 26 adjectives, the most, and followed by 21 nouns, is corresponded with the website purpose, which is to promote tourism places in Indonesia. Adjective word, here, described and gave extra information about the noun, which is Bali, tourism destination which is promoted by Wonderful Indonesia website.

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THE IMPACT OF PATRIARCHAL CULTURE IN CHINA FOR WOMAN IN XUE XINRAN'S MEMOIR "THE GOOD WOMAN OF CHINA"

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Abstract

Literature is a discipline that has a variety of genres and can be assessed with a variety of approaches. Feminism is an approach that a portrayal of patriarchy. Contemporary women have far greater opportunities for equal rights with men, especially in areas such as education, employment, social relations, and lifestyle. This study aims to describe The Impact Of Patriarchal Culture In China For Woman In Xue Xinran's Memoir "The Good Woman Of China". The primary data is the memoir itself. Data collecting method is a step applied by the writer to get the data that are needed in a particular study. The analysis data is conducted by using a descriptive qualitative method. In describing superior of men and inferior of women in this memoir, the findings are as follows: Women in China must obey the "Three Submissions and the Four Virtues" meaning that they have to show submission to their father, their husband, and their son. It is the law that the women have to hold to be a faithful and devout wife. Many times the women have to sacrifice themselves because of that law. The problems faced by the women take many forms, sometimes to the extent of turning them mentally unstable. All women in this memoir face a hard and difficult time because of patriarchy. Some of them can cope with the situation and raise their status among men and the women themselves but some are not.

Keywords: patriarchal, china, woman, memoir

Introduction

In 2002, China shocked the world. A Chinese female radio journalist published a book entitled *The Good Women of China* which reveals how the living conditions of women in China. This book attacked key issues such as infanticide, son-preference, suppression of sexuality and the sexism embedded in culture and society. For this reason, Xinran, the author of this book had to leave China in order to write the book which was published in Britain.

Many women's stories involved rape, forced marriage, deception, and abuse at the hands of authority figures in society and the government. All of these men gained their power over women from pre-existing cultural practices and furthered their control through the existing power structures.

In *The Good Women of China*, Xinran sheds light both on the persistence of oppression of women in China as well as the new opportunities for women in modern Chinese society. Drawn mainly from anecdotes and interviews, and sparsely substantiated by historical facts and statistics, this book takes on important issues without resorting to a black-and-white view of the situation. She began her exploration of the private lives of Chinese women on her late-night radio show, *Words on the Night Breeze*. *The Good Women of China* is a selection of the stories that affected her most, plus some she gleaned from traveling around the country. They concern women of all different classes and ages and

degrees of experience. There are 15 true stories about women who become victims of patriarchal culture in China.

China is an extremely large country and the customs and traditions of its people vary by geography and ethnicity. The Chinese culture is one of the world's oldest and most complex cultures in the world, tracing back thousands of years ago. The culture of China has been influenced by China's long history and by its diverse ethnic groups which customs and traditions could vary greatly between towns, cities, and provinces. Despite all of its regional diversity, the Chinese culture is dominated by the Confucian value system. It has been an ethical and philosophical system in China since its foundation by Confucius 2000 years ago. It creates a patriarchal culture with a complex system of moral, social behavior, political, philosophical and quasi-religious thought that has had a tremendous influence on the culture and history of China.

Besides the various culture shock phenomena, China is also well known as a country that made many controversial policies that invite the pros and cons from the international community. Take a look at China's one-child policy. The one-child policy was a policy implemented by the Chinese government as a method of controlling the population. The one-child policy was introduced in 1979 in response to explosive population growth and mandated that couples from China's Han majority could only have one child. This was intended to alleviate the social, economic and environmental problems associated with the country's rapidly growing population. Families can be fined thousands of dollars for having more than one child. Those who volunteer to have just one child are awarded a "Certificate of Honor for Single-Child Parents." It has been estimated that since 1979, the law has prevented approximately 250 million births (<http://www.investopedia.com/terms/o/one-child-policy.asp>, accessed on September 1st, 2016). In certain cases, families can apply to have a second child for extenuating circumstances such as the death of the only child due to a natural disaster. In rural areas, families can apply to have a second child if the first child is a girl, or if the child has a physical or mental disability.

Of course, this immediately invited mixed reactions from various parts of the world. Harsh criticism coming from CNN who proclaim the effects of China's policies with the tag line Much hated, "Millions of women have been forced to end their "illegal pregnancies" -- and since 2000, such abortions have numbered about seven million a year, according to China's Health Ministry. Human Rights Watch says that "coercive measures" are often used to end and prevent pregnancies -- late-term abortions and the forced insertion of IUDs. They forced a woman to abort seven-month-old child -- do they deserve to be called Communist Party officials who served the people?" (<http://edition.cnn.com/2015/12/31/asia/china-second-child-policy-in-effect/>).

Due to the patriarchal culture that has taken root in China, the notorious problems that women have to experience, remain until now. In sociology, patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. In the domain of the family, fathers or father-figures hold authority over women and children. Based on *A Thermodynamic Interpretation of History* by Lawrence Chang-Lung Chin (2005, CHAPTER 6.B.: The Origin of Patriarchy in the Eastern Ecumene (China): 1), China from the time of Sung dynasty onwards to the first half of the twentieth century must have ranked as the most "patriarchal," as the society most oppressive of women, of all time. It is hard to imagine how

women can suffer worse than had Chinese women during this millennium. More than the lack of rights what maintains their status as virtual slaves is the constant physical pain and life-long disability caused by a singular physical act of footbinding, the practice of which started in the tenth century among the aristocracies but then spread to the peasant masses, eventually affecting the entire female population of the main Chinese ethnic divisions.

In 2004, the All-China Women's Federation compiled survey results to show that thirty percent of the women in China experienced domestic violence within their homes (McCue, Margi Laird (2008). *Domestic violence: a reference handbook*:100–102). The next problem is the gender superiority between man and woman. It impacts women education. The gender gap in current enrollment widens with age because males are more likely to be enrolled than females at every group in the People's Republic of China. It also has an effect on women's health care. In traditional Chinese culture, which was a patriarchal society based on Confucian ideology, women did not possess priority in health care. Health care was tailored to focus on men. All these problems are common for women in China.

Xinran, who was born on 19 July 1958 and was raised by her grandparents due to her parents' imprisonment during China's Cultural Revolution, managed to be a living witness to those tragedies that happened to women in China. Through her book, Xinran wants to tell the world about the lives of ordinary Chinese women. Her courage to reveal their lives which is dangerously close to the edge of the country's censorship laws makes this book very important to be read and understand. This becomes the background for later why this book is very interesting and very important to be discussed. Critics called it "unforgettable". Amy Tan, the author of *The Joy Luck Club*, wrote: "When I finished reading... I felt my soul had been altered" (<http://www.independent.co.uk/arts-entertainment/books/features/xinran-i-want-to-tell-the-world-about-the-lives-of-ordinary-chinese-women-456979.html>). These stories, as overwhelmingly tragic as they are, are written in Xinran's exceptionally poetic prose, highlighting their deeply inspiring qualities, the unbreakable strength of maternal love and the everlasting endurance of the human spirit.

Xinran was born in Beijing in 1958. From 1989 to 1997, she worked as a radio presenter and journalist, hosting the program 'Words on the Night Breeze', in which she invited women to call in and share their life stories. Xinran not only talked to these women on the radio, but she also went and met them, accumulating material from the thousands of women she interviewed. In 1997, she traveled to London, where she now lives. It was here that Xinran was able to write these stories down for the first time. In July 2002, they appeared in Britain in the form of a book, *The Good Women of China*, which has now been published all over the world in more than 30 languages, becoming an international bestseller. The book is a candid revelation of many Chinese women's thoughts and experiences that took place both during and after the Cultural Revolution when Chairman Mao and Communism ruled the land.

Method

The researcher uses qualitative research. Qualitative research is a research which is done with a limitation of target research where the data is not in the form of numbers. Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population. It aims to provide

an explicit rendering of the structure, order, and broad patterns found among a group of participants.

The primary data is the memoir itself. *The Good Women of China* was published by Chatto & Windus Alfred Knopf in 2002. It contains 240 pages in 15 chapters. To support the primary data, the researcher also takes secondary data from textbooks, encyclopedias, and the internet about patriarchy. Data collecting method is steps applied by the researcher to get the data that are needed in particular research. The researcher uses Xinran's memoir entitled *The Good Women of China* as the main source. From fifteen chapters, the researcher chooses a story which is *The University Student*.

The analysis is conducted by using descriptive qualitative method. According to Miles and Huberman (1992: 16), "Qualitative descriptive method consists of a flow of activities that occur simultaneously and coherence, which include: data reduction activities (grouping), presentation of data, drawing conclusions, and verification."

Below are the steps of analysis conducted by the writer:

a. Data Reduction

Data reduction refers to the grouping of data. Grouping the data starts by sorting out the data related to patriarchy experienced by women in China.

b. Presentation of Data

Presentation of data is presenting the data that have been gathered. The presentation of data is related to quotations or statements about patriarchy experienced by women in China.

c. Drawing Conclusion

The conclusion is drawn by showing quotations or statements about patriarchy experienced by women in China.

d. Verification

After drawing the conclusion, the last step is verification. It refers to check the precision of the primary data which is gathered based on the results of reading the memoir.

Finding and Discussion

Superior for Men in Xue Xinran's memoir "The Good Women of China"

The word 'patriarchy' historically derived from Greek and Roman law, in which the male head of household had absolute legal and economic power over his dependent female and male family members. Patriarchy generally refers to any institution or instance in which men dominate women or are perceived to do so. Consequently, patriarchy has been defined as a general organizing structure apparent in most social, cultural, politic, spiritual, and economic practices world-wide, a structure that is considered to promote and perpetuate, in all facets of human existence, the empowerment of men and disempowerment of women.

"For all his education, he seemed like a peasant anxious to prove his power and position as a man." (*The Good Women of China*, 2002: 27)

In patriarchy, men are described as masculine, independent, invulnerable, tough, strong, powerful, commanding, in control, and non-emotional while women are dependent, vulnerable, weak, and emotional. It can be said that in patriarchy men are all-powerful and women are powerless. Because of the concept, men are reluctant to help women to do chores as well as to express what they feel of women.

"Her unemployed husband refused to help her in the home. When she asked him to help with the housework, he would protest that he was a man, and couldn't be asked to do womanish things." (The Good Women of China, 2002: 27)

"What's more, many Chinese men think that saying a few loving words to their wives is beneath their dignity. I just don't get it. What has happened to the self-respect of a man who can live off a weak woman with an easy conscience?" (The Good Women of China, 2002: 27)

"Tell me, how many women have written to your show to say that they are happy with their men? And how many Chinese men have asked you to read out a letter saying how much they love their wife? Why do Chinese men think that to say the words "I love you" to their wives undermines their status as a man?" (The Good Women of China, 2002: 27)

Patriarchy is a system of male dominance in which men dominate women through the control of female sexuality moreover oppress and exploit women.

A man's needs are always seen as taking priority over a woman's need in patriarchy, regardless of the merits of the needs themselves. For this reason, patriarchy is not only a concept that situates people whose needs are sacrificed for the sake of an oppressor's needs that have to be overcompensated, but rather a position of being dictated, situated against one's will as one of the many defining elements amongst all concepts that refer to patriarchal oppression.

"Her husband, who never got out of bed before one o'clock in the afternoon, and spent all day watching television, claimed that he was much more exhausted from the stress of unemployment. He could not sleep well and had little appetite, so needed good, healthy food to build up his strength." (The Good Women of China, 2002: 27)

"Unwilling to spend money on make-up or new clothes for herself, the lecturer never let her husband go without good suits." (The Good Women of China, 2002: 27)

Inferior for Women in Xue Xinran's Memoir "The Good Women of China"

As observed in the literature, the word 'patriarchy' was around before the current resurgence of the women's movement and women's studies courses, the concept has been recreated in the past two decades to analyze the origins and conditions of men's oppression of women.

The pressure to earn and look after the family is more on men while the women are supposed to do the menial jobs and take care of the children and even other members of the family. It is because of these gender stereotypes that women are at a disadvantage and vulnerable to violence and other kinds of discriminations and injustices. Systemic deprivation and violence against women such as rape, sexual harassment, sexual abuse, wife-beating, malnutrition, and continued sense of insecurity keep women economically exploited, socially suppressed and politically passive.

Patriarchy can also be said to be an ideology in which men are seen as superior to women that women are and should be controlled by men and that they are part of men's properties.

"From the matriarchal societies in the far distant past, the position of Chinese women has always been at the lowest level. They were classed as objects, as a part of property, shared out along with food, tools, and weapons. Later on, they were permitted to enter the men's

world, but they could only exist at their feet – entirely reliant on the goodness or wickedness of a man.” (The Good Women of China, 2002: 28)

“Jin Shuai spoke with an air of authority. ‘Men want a woman who is a virtuous wife, a good mother, and can do all the housework like a maid. Outside the home, she should be attractive and cultivated, and be a credit to him. In bed. She must be a nymphomaniac. What is more, Chinese men also need their women to manage their finances and earn a lot of money, so they can mingle with the rich and powerful.’” (The Good Women of China, 2002: 24)

Through patriarchy, women’s oppression appears in many different ways, appropriating women’s reproductive and productive force and controlling their bodies, minds, sexuality and spiritually through peaceful means such as the law and religion.

“However, they did not know what women’s responsibilities and rights were; they did not know how to win for themselves a world of their own. They searched ignorantly for answers in their own narrow space, and in a country where all education was prescribed by the Party.” (The Good Women of China, 2002: 29)

In a global perspective, one of the most powerful expressions of patriarchy is paternal and/or parental power over children’s marriage. The marriage is a negotiation and decision between parents and other older members.

“In the 1930s, when Western women were already demanding sexual equality, Chinese women were only just starting to challenge male-dominated society, no longer willing for their feet to be bound, or to have their marriages arranged for them by the older generation.” (The Good Women of China, 2002; 29).

Findings

Originally used to describe the power of the father as head of household, where the eldest male is the head of the family and controls his wife, children, other members of the family and slaves, the term ‘patriarchy’ has been expanding into male domination in the family, society, cultural, etc.

It is a system of social structures and practices in which men selfishly dominate and exploit women to their own satisfaction. Hongxue, an eleven-year-old girl who repeatedly sexually abuses by her father. Even though they live in a dormitory or when Hongxue is sick, her father keeps on sexually abusing her just to satisfy him. Despite what happens to Hongxue, her mother asks her to keep it as a family secret. Her mother reaction makes her depressed. Not long after, Hongxue committed suicide by rubbing fly into a wound in her arm and developing a fever.

Women are viewed morally, intellectually, physically inferior to men. It is the women doing all the chores. Having men do the chores will lower their pride and dignity just like experienced by a university lecturer whose husband is unemployed. The woman becomes the family’s sole breadwinner. When she asks her husband to help her in the home, he refuses by saying that it is the woman’s job to do the chores. He does not want to help because he is a man.

Women in China must obey the “Three Submissions and the Four Virtues” meaning that they have to show submission to their father, their husband, and after their husband’s

death, their son while the virtues are about fidelity, physical charm, propriety in speech and action, diligence in housework. It is the law that the women have to hold to in order to be a faithful and devout wife. Many times the women have to sacrifice themselves because of that law.

Men's violence against women is another perspective in the patriarchal society and it is viewed as a normal thing. There is this woman whose husband is a womanizer. When she has a quarrel with her husband's concubine, she is beaten by him. The neighbors see her being beaten but they do nothing. There is a belief saying that a bitter wife endures until she becomes a mother-in-law so wife-beating becomes something common.

Patriarchy can also be said to be an ideology in which men are seen as superior to women that women are and should be controlled by men and that they are part of men's properties. The women in patriarchy are only considered to be one of their master's belonging just like any other property. They are supposed to show submission and obedience which is the hallmark of a good wife.

When talking about patriarchy, people will relate it to an arranged marriage. The marriage is set by both parents and elders. Not love but economic and social considerations are upmost in everyone's minds. Neither do some parents wait until their children are of age as many marriages have been arranged when the couple is still young or even babies.

For countless generations in China, there is a saying: 'There are thirty-six virtues, but to be without heirs is an evil that negates them all.' Having a son is required in patriarchy since a son is going to perpetuate the family line. A family without a son is considered disgraceful.

All women in this memoir face a hard and difficult time because of patriarchy. Some of them are able to cope with the situation and raise their status among men and the women themselves but some are not.

Conclusion

The word patriarchy which is frequently used by feminists and writers literally means the rule of the father or the 'patriarch' in a family where the eldest male is the head of the family and controls his wife, children, other members of the family and slaves.

Somehow, through time, the concept of patriarchy is developed into a social system in which the role of male as the primary authority is central. It refers to a system where men have authority over women, children, and property. As an institution of male rule and privilege, patriarchy is dependent on female subordination. Historically, it has manifested itself in the social, legal, political, and economic institutions of different cultures.

Centuries of obedience to the principles of "Three Submissions and the Four Virtues" (submission to fathers, husbands, and sons), followed by years of political turmoil had made women in China terrified of talking openly about their feelings. Xinran won their trust and, through her compassion and ability to listen. Repeatedly they told her that she gave them a space in which to express themselves without fearing blame or other negative reactions.

Xinran hosted a radio call-in show on feminist issues, "Words on the Night Breeze" from 1989 to 1997 which was hugely popular in China and which brought forth the stories of women from different sections of society, bringing the ugly face of patriarchy. Almost all stories contain elements of horrible violence, sexual assault, and social suppression and are greatly depressing. Moreover, many of incidences of violence are met out to them when they

were children. The problems faced by the women take many forms - rape cases, kidnapping of girls for forced marriage because village lacks daughter due to female foeticide, bullying of children because their parents are Japanese or use foreign goods - sometimes to extent of turning them mentally unstable, people so poor that all sisters of a family shared a single dress which they wore in turns, since all the little clothing the family went to sons.

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ANTHROPOCENTRISM AND ITS CONSEQUENCES AS REFLECTED IN DISNEY'S MOVIE 'MOANA'

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Abstract

Over these past few years, environmental problems are increasing. Air and water pollution, ozone layer depletion, deforestation, and many other environmental problems are continuously endangering the earth. These problems are getting bigger each and every year, making people start to realize the danger that this earth faces. There are a lot of efforts made by humans to preserve the earth and one of them is by making movies. Nowadays, there are a lot of movies that depicted these environmental problems. One of them is a movie from Disney entitled *Moana* (2017). This movie is describing the relationship between humans and nature that are connected and cannot be separated from one another. In this research, the writers formulated two research questions that are related to two characters that the writers focus on, Maui and nature. The first research question is the characteristics of Maui and nature depicted in the movie. And the second research question is about the ecological balance disruption and its consequences made by Maui. In order to answer those two questions, this research uses Eco-criticism approach and anthropocentrism theory, along with theories of character, characterization, personification, and symbol. The technique for collecting the data is library research. The findings reveal that Maui's traits and actions represent human's greed to take advantage of nature to the point of damaging the earth. This research also finds out that nature can be both nurturing and destroying, and humans are responsible for preserving nature.

Keywords: Maui, nature, Eco-criticism, anthropocentrism, personification, symbol

Introduction

Each and every year, the environmental conditions are getting worse. The forests are being cut down and destroyed, global temperature is rising, and there are water, air, and land pollutions happening in all parts of the world. All of these things, unfortunately, are caused by human activities. Most people used to think that natural resources are there to be exploited and thus take it for granted, but if these things keep happening, then nature will slowly get destroyed in no time.

Fortunately, during these past few years, the movement of environmental awareness by environmental organizations, e.g. Greenpeace, WWF, Sierra Club, etc, are spreading among the societies. The awareness of these environmental issues is starting with some simple actions, such as sharing motivations to reduce the use of plastics and papers through the internet and other media or to throw garbage into its place.

One solution that can reach a global audience in a far more intriguing way rather than doing campaigns about environment conservation is by creating movies. These days, movies with environmental themes can be found quite easily, and some examples of acknowledged films that talks about this are *The Day after Tomorrow* (2004) and *Avatar* (2009). Come to think about it, films with real actors and props are likely to produce thrashes, too, so creative film directors start making animated films that can reduce waste that might be made during the film shooting. The animated movie *Wall-E* (2008) by Disney is one example of an animated environment movie that had been a major success and gained global attention and financial profits. Following *Wall-E*, in 2016, Disney made another animated environmental movie entitled *Moana* (2017), which means 'ocean' in many Polynesian languages.

Moana is another breakthrough film by Disney which tells about the journey of Moana, daughter of the tribe's chief of Motunui. Since her childhood, the sea has always fascinated her, and it was shown at the beginning of the film that the sea chose her to later be in an important mission of saving humankind from nature's wrath. The nature (personified as Te Fiti or Mother Island) got her heart—in the form of little green stone—stolen by Maui, a demigod of wind and sea. Right after Maui took her heart, the lava monster Te Ka arose and banished Maui to a desolate island. The heart was thrown to the ocean, but by one or other way, the stone reached Moana's grandmother and later passed to Moana to return it back to Te Fiti with the help of Maui.

The writers chose to discuss this movie in order to find out how human's behavior and greed damage the nature or environment. By following our greed, nature will slowly be destroyed and earth will become a place that will be hazardous for human to live in. Thus, the writers want to make people realize that every individual is responsible to take care of nature since it already supports the lives of humankind for such a long, long time.

Problem Formulation

1. How are Maui and nature depicted in "Moana"?
2. How does Maui disturb the ecological balance in "Moana"?

Methodology

As this study discusses the representation of human's behavior that disturbs ecological balance, it employs Ecocriticism approach. The writers also use anthropocentrism theory. Maui, the character that becomes the object of this study value himself and his needs above everything else, and it matches the anthropocentric concept that stated, "humans are in the center of the universe and so it permits exploitation of nonhuman things." (Addelson, 2001)

Because this study attempts to examine human behavior through Maui character, it uses the theory of character and characterization by M.H. Abrams, and the writers also employ the theory of symbolism to examine the representation of Te Fiti and Te Ka as nature that can be nurturing and destroying.

Approach

Ecocriticism

Ecocriticism "is the study of the relationship between literature and the physical environment. It takes an earth-centered approach to literary studies" (Glotfelty and Fromm, 1996, p.xix). Based on the same author, the term ecocriticism was first coined by William Rueckert in 1978 (Glotfelty et al, 1996, p.xx). However, ecocriticism itself was officially heralded by the publication of two seminal works, both published in the mid-1990s: *The Ecocriticism Reader*, edited by Cheryll Glotfelty and Harold Fromm, and *The Environmental Imagination* by Lawrence Buell (Mambrol, 2016).

There are a lot of scholars who wanted to give the term of ecological study with some specific names. Some scholars like the term ecocriticism because it is short and can easily be made into other forms like ecocritical and ecocritic. Additionally, they favor *eco-* over *enviro-* because, analogous to the science of ecology, ecocriticism studies relationships between things, in this case, between human culture and the physical world. However, regardless of what name it goes by, most ecocritical work shares a common motivation: the troubling awareness that we have reached the age of environmental limits, a time when the consequences of human actions are damaging the planet's basic life support systems (Glotfelty and Fromm, 1996, p.xx).

Theories

Theory of Character and Characterization

According to M.H. Abrams in *A Glossary of Literary Terms*, characters are:

The persons represented in a dramatic or narrative work, who are given intellectual, particularly moral, and emotional qualities that can be inferred from their distinctive ways of saying it—the dialogue and the action (1999, p.33).

Later, characters are classified in a more detailed way, as described by Perrine in *Literature: Structure, Sound, and Sense* (1974, p.69):

- Static character is a person that does not undergo a significant change.
- Dynamic character undergoes a permanent change in some aspects of his character, personality, or outlook.

Meanwhile characterization is the representation of persons in narrative and dramatic works (Baldick, 1990, p.33), and as cited from LiteraryDevices.net, characterization includes direct methods like description of the subject by another character, narrator, or the protagonist himself, and indirect methods which inquire the readers to observe the subject thought process, behavior, speech, way of talking, appearance, and manner of communication with other characters, as well as by discerning the response of other characters.

Theory of Symbol

A symbol can be referred to anything that stands for or represents something else beyond it, which is usually an idea conventionally associated with it. The authors often use symbolism to “enhance their writing and give insight to the reader” (Bai, 2015). Symbols can take many forms, and some of it are a particular object, person, or actions. In the *Concise Oxford Dictionary of Literary Terms*, Baldick stated that “Objects like flags and crosses can function symbolically; and words are also symbols” (2001, p.251).

Symbolism is effective to add double-level of meaning to a literary work. For example, when watching *Moana* for the first time, the watchers might think that *Moana* is a story about a girl that saves the world by her courage and bravery, but when the symbols of the movie (representation of Te Fiti, Te Ka, and Maui) have been analyzed, a new understanding about the significance of Te Fiti as the creator and Te Ka as destroyer emerged and the watchers can make difference interpretation about it.

Anthropocentrism Concept

According to *Ecocriticism*, anthropocentrism refers to the “system of beliefs and practices that favours humans over other organisms” (Garrard, 2004, p. 183). This means that humans have greater power and value compared to other species, and this kind of thinking justified any species to be a ‘potential use as resources to be exploited by human’, as cited from Gale Encyclopedia of Science. For the past decades, there are extinctions of many exotic animals as the consequence of human’s arrogance to think himself as the center of the universe. Some of the examples are the komodo dragon, maleo, dodo, Sumatran tiger, etc.

The use of term ‘anthropocentrism’ in environmental discourse begun in 1970, and it has been used significantly by the ecologists to show how “this idea of a human-centered nature, or anthropocentrism, places humans as the sole bearers of intrinsic value and all other living things are there to sustain humanity’s existence” (MacKinnon, 2007, p. 331).

Ecological Balance Concept

Ecological balance is a term for describing the equilibrium between living organisms and their environment (Thompson, 2015). In *Fundamentals of Ecology* (1953), Odum stated that “Nature is a series of balanced ecosystems”. For example, sharks are very important in the sea ecosystem because they act as apex predators (predators at the top of the food chain), and become one of the indicators for measuring ocean health. Another example is the photosynthesis which contributed to building good and healthy environment, and “stabilizes

the coexistent of all organisms" (Thompson, 2015).

Findings and Discussion

Maui and Nature as Depicted in *Moana*

The Depiction of Maui

The deuteragonist Maui is one dynamic character in *Moana*. The demigod of wind and sea is also a trickster, shapeshifter, and a powerful warrior. For the sake of relevancy, this paper is going to focus on the description of Maui's traits before he met Moana and went through an adventure with her.

1. Reckless

The definition of reckless is being careless to the point of being heedless of the consequences. This definition absolutely fits Maui which stole Te Fiti's heart and awoke the monster lava Te Ka. Among many other creatures that try to steal Te Fiti's heart for decades, he is the one who succeeds in stealing it using his tricks and shapeshifting ability. But his action has brought ultimate damage to the human world, and before Moana persuaded him to return the heart, he is unaware and did not give a care to the world's condition after the accident. The only thing that he cares is gaining his hook.

Later, the audience finally knows the reason why he became Maui and did a lot of reckless things was that he was thrown by his parents when he was an infant. Baby Maui was then rescued by gods and granted magical hook and ability. After that, Maui decided to do anything for humankind to gain love his parents did not give him. He thinks that human will adore him and accept him if he could provide anything for them, and the proof of what he has done for the humankind is when he first meets Moana and sings to her:

MAUI. You're welcome! I'm just an ordinary demiguy! Hey! What has two thumbs and pulled up the sky? This guy! When the night gets cold, who stole you fire from down below? You're looking at him, yo! Oh, also I lassoed the sun. You're welcome! To stretch your days and bring you fun! Also, I harnessed the breeze, you're welcome! For the islands, I pulled from the sea! You're welcome!

But because of his thirst of affection, he did not care for the consequences of stealing the heart—or the essence—of the Mother Island (nature).

2. Ignorant

It can be said that ignorant grows out of impulsive actions. When people strive for fulfilling their own needs, they do not pay attention to the effects of their action. At first, Maui, out of fear of facing Te Ka, has refused to help Moana to return the heart of Te Fiti. What he does not know, as he is banished to a small deserted island in the vast sea, is that the effect of his preceded action has started taking shape. Moana told him that the islands are slowly becoming "sick", crops couldn't grow, fish disappeared from lagoons, and shade of darkness slowly befallen the islanders' homes.

VILLAGER 1. It's the harvest. This morning I was husking the coconuts and...

MOANA. Well... We should clear the diseased trees. And we will start a new grove there.

VILLAGER 2. Chief! There's something you need to see. Our traps in the east lagoon. They're pulling out less and less fish.

MOANA. Then we'll rotate the fishing ground.

VILLAGER 2. We have, there's no fish. We tried the whole lagoon. They're just... gone.

His further sign of ignorance—which is caused because of his fear towards Te Ka, is shown when he tries to escape the Kakamora (coconut-pirate) while the heart is still in the Kakamora's possession:

MOANA. There! Right there! You're turning? What are you doing?

MAUI. Uh, escaping!

MOANA. The heart!

MAUI. Forget it! You'll never get it back! Besides, you got a better one. Hey! What am I gonna steer with? They're just gonna kill ya!

3. Selfish

He is selfish in the sense that he tries to give the things human need just for self-recognition as a great hero for humankind.

MAUI. I wasn't born a demigod. My human parents... They throw me to the sea, like I was.. nothing. Somehow, I was found by the gods. They made me Maui. And back to the humans I went. I gave them islands, fire, coconuts. Anything they could ever want.

MOANA. You took the heart for them. You did everything for them. So they'd love you.

MAUI. It was... Never enough.

From the dialogue above, we can see that even though he was the victim when his parents abandoned him, he thrives so much for gaining the loves from the humankind that leads to an ambition which would bring harm to the human. It is an irony because when he tries to do so much good thing for the humankind, in the end, he just causes trouble which is fatal to humankind.

Depiction of Nature

Nature in Moana is personified as a woman, which psychical appearance is described as follows in Moana Wikia: "a towering, slender figure with skin made of lush flora, green eyes, dark green lips, dark green eyebrows". It is regarded as Mother Island or Goddess of Life.

In an article entitled *Nature as Female in Ecocriticism: The Essential Reader*, Carolyn Merchant wrote:

Central to the organic theory was the identification of nature, especially the earth, with a nurturing mother: a kindly beneficent female who provided for the needs of mankind in an ordered, planned universe. But another opposing image of nature as a female was also prevalent: wild and uncontrollable nature that could render violence, storms, droughts, and general chaos. Both were identified with the female sex and were projections of human perceptions onto the external world. (Hiltner, p. 10)

Based on the theory of nature by Hiltner, the writers of this research find out that nature actually has two sides, nurturing and destroying. These two sides of nature are perfectly depicted in *Moana* by the characters of Te Fiti and Te Ka.

Te Fiti

In the movie *Moana*, Te Fiti is depicted as the creator. She is selfless, nurturing, and powerful. Te Fiti's sole purpose is to spread life across the ocean. From these characteristics, the writers find out that Te Fiti is actually the representation of earth. Te Fiti represents the earth before humans take too much control of the natural resources, which in *Moana* it is symbolized as a green stone-the heart of Te Fiti.

The depiction of nature as Te Fiti in *Moana* represents that nature or this earth is ready to give its natural resources to humans. Those natural resources are given by the earth to humans in order to be able to continue their lives. The forest, unlimited amount of water, petroleum, etc, are examples of natural resources that this earth gives to humans.

Te Ka

Te Ka, on the other hand, is a destructive lava demon which has a purpose to bring sorrow and death to the land and its people. In *Moana*, Te Ka represents the current condition of this earth. Humans tend to use and take the natural resources from the earth with granted. They do a minimum action to preserve things that they take. In result, the earth

that originally nurturing and caring for humans now changes into a destructive place for humans to live. This argument is proven by the scene in *Moana* where there is an unknown black liquid penetrates from the land and affects the soil fertility, and later that liquids spill into the ocean. All of those things happened because Maui stole the heart of Te Fiti. That situation happened slowly, but the effect is clear and distinct and the crop failure is one of the effects of it.

Te Ka represents that the earth can be humans' enemy as long as humans do not take any steps to change and preserve it. The black liquid, which is coming from Te Ka, is just like the ozone layer depletion that happened mainly because of the man-made activities, such as the excessive use of refrigerators and air conditioners. The layer that originally used as a protection from the ultraviolet radiation that comes from the sun, now cannot work as it used to be.

How Maui Causes Ecological Imbalance in the Movie

From the explanation above, Maui's personality before he met Moana can be listed as reckless, ignorant, and selfish. These traits match the anthropocentrism concept that sees "human beings as the most significant entity of the universe", as cited from Merriam-Webster dictionary. His recklessly leads to him stealing the heart in order to give it to humans, but it leads to the ecological imbalance in islands once created by Te Fiti.

The ecological imbalance that happens in the movie signify the ecological imbalance that happens in the real world. As the heart acts as the source of Te Fiti's essence, it can be referred to as natural resources that people with power and control exploit until the land is barren and polluted. A professor and scientist named Guy McPherson said, "We see finite substances and the living planet as materials to be exploited for our comfort. We treat resources as our entitlement." (as cited from Moore, 2017). Those people who involved in the harnessing process of natural sources have those Maui's traits inside them, as they focus on collecting profits and expanding their businesses.

For the past decades, so many mining and gas and oil companies have arisen. Indonesia alone owned 1,5 percent of total global gas reserves according to the BP Statistical Review of World Energy 2015. In 2017, according to the same source, Indonesia possessed 2,2 percent of total global coal reserves and controlled 60% of global nickel exports and 70% bauxite export. Not to mention the pulp and paper industry which was ranked seventh in the world, as it reaped \$ 3.79 billion.

Those mining industries and the pulp and paper industries are actually having mutualism symbiosis as the mining industries need to cut the trees and clear vast area in the forests to dig the valuable minerals and stuff. While the paper industries need logs to supply the companies' demand for paper.

These two kinds of companies are clearly responsible for the contribution of deforestation issue which will lead to many other environmental problems. But since the businesses produce billion or trillion dollars in a year, people do not care about its effects on the environment as long as the natural sources have not emptied yet.

There is so much to talk about when we talk about the impacts of activities done by the companies to nature because humans with their greed and ignorance are causing irreparable damage to the environment. We are familiarized with the term 'man-made disasters' that happens mainly because of our irresponsible activities that damaging our nature.

Based on the definition of USLegal.com, man-made disasters are disasters resulting from man-made hazards as opposed to natural disasters resulting from natural hazards. Man-made disaster involves an element of human intent, negligence, or error; or involving a failure of a man-made system.

Here is the table of man-made disasters in Indonesia in 2014-2019. The disasters that are listed in the table below are the ones that mostly caused by humans. The data are taken

from the Badan Nasional Penanggulangan Bencana. Based on the table below, it can be seen that the most frequent disaster that happened in Indonesia is flood, followed by forest and land fires.

Types of Disaster	Total
Flood	4,332
Forest and Land Fires	1,089

Source: <http://bnpb.cloud/dibi/tabel1a>

Conclusion

Maui's traits before he went to an adventure with Moana has represented some of human's traits which is damaging the environment and worsening the earth's condition. From being reckless, ignorant, and selfish, he shows how dangerous if people in the real world have those traits when they deal with the environment. Nowadays, coal mining, gas, and oil mining, and pulp and paper companies percentages have arisen since people want to be involved in the businesses with massive money flow, and those people do not care for the impact they made toward the environment as long as the minerals have not been emptied yet. But their actions contribute to the deforestation and many other environmental problems such as flood and forest and land fires.

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WORD FORMATION OF NEOLOGISM FOUND IN VARIOUS GAMING COMMUNITIES ON SUBREDDIT

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Abstract

The study aimed to bring knowledge about word formation that found in various gaming communities on subreddit. Gamers combine words like; Checkpoint, Cooldown, Abandonware, etc. and those words they have combined would create a new meaning. In terms of the application of Neologism using Yartseva's theory, the types of neologism classify as a new word, a combination of existing words and meanings. In an existing word of games, the words contained in games may gain us new knowledge. Yartseva offers a broader definition stating that: "Neologisms are words, word meanings or collocations that appeared in a certain period in a language or that are once used (occasional words) in a text or speech act. Technology like games is coined in this manner, creating a brand new word, a combination of two words and usage of old words in a new context. The word formation process allows us to reduce or change the properties of one lexeme to another lexeme because morphology is a branch of linguistics which studies the word formation process across and within the language and study of words is called lexicology and their meanings are called semantics.

Keywords: New words, gaming community, word formation

Introduction

Language interacts with every aspect of human life in society, and it can be understood only if it is considered in relation to society. Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

Methodology

This research method was started from 1st June to 15th in 2019 and used qualitative research. The data of the research are neologism or newly coined words found in various gaming communities such as PC gaming, Gamedeals, Battlestations, and Mechanical keyboards all from subreddit. The data or words related to this research are collected from the written and online dictionaries. The researchers will narrow down the data, identify each word and terms with their own meaning, and classify each data into their own types to find how Yartseva's theory of neologism implemented in the advancement of gaming industries nowadays.

Finding

The Linguistic Encyclopedia by V. N. Yartseva (1999: 279) offers a broader definition stating that: "Neologisms are words, word meanings or collocations that appeared in a certain period in a language or that are once used (occasional words) in a text or speech act". We can assume that there are three types of neologisms

1. A completely new word
2. A totally new meaning of an old word
3. A new addition in an existing word. to book

Discussion

1. Completely New Word

A new completely word is a lexical word that has not existed in a certain period of time. In the gaming world and industry, there are some new words that have just been found and used frequently in gaming communities.

o Emulator

A software program that is designed to replicate the software and hardware of a video game console on more-modern computers and other devices. Emulators typically include the ability to load software images of cartridges and other similar hardware-based game distribution methods from the earlier hardware generations, in addition to more-traditional software images.

o Gank

To use the element of surprise to flank and attack an enemy. More common in multiplayer games, where 'ganking' usually indicates an unwelcome attack on an unwilling or unsuspecting participant.

o Gatcha (or Gachapon)

A monetization technique used in many successful Japanese free-to-play games. Originally a term used for Japanese Toy machines, this is used to describe games that pull a selection of data, people, heroes, etc. from a large pool at random.

o Griefer

A player in a multiplayer video game who deliberately irritates and harasses other players within the game. Many online multiplayer games enforce rules that forbid griefing.

o Nerf

A change intended to weaken a particular item, tactic, ability, or character, ostensibly for balancing purposes.

o Noob

A pejorative used to insult a player who is making mistakes that an experienced player would be expected to avoid.

o Lag

A delay between input or action and its corresponding result, most commonly in an online environment. This is often the result of delayed network traffic.

o Zerg

Gameplay that utilizes overwhelming numbers rather than skill or strategy.

2. New combination of Existing Words

The combination of two already-existed words can also make a new word with a whole new meaning. In this type, there are some morphological processes that played an important role to form the word such as compounding, blending, clipping, acronyms, and initialisms. In the gaming industry, a lot of new gaming words and terms are created by combining two or more words which still have a slight connection in technology term.

➤ Compounding

Compounding is combining two or more free roots (sometimes with the associated affixes) and it may be written as a single word or as two words (hyphenated or not). Compounding usually does not carry the literal meanings of the base words or only carry a connection meaning with one of the base words.

o Abandonware

Abandon + Ware
V N → N

A software that is no longer produced or supported by the company that originally made it.

o Aimbot

Aim + Bot
V N → N

A very complex piece of programming that, in effect, takes data from your game, and uses that data to lock on the heads of enemy targets.

o Checkpoint

Check + Point
V N → N

An area in a level from which the player will start the level from next time they die, rather than having to start the level over. Checkpoints typically remain in place until the player completes the level or gets a Game Over.

o Cooldown

Cool + Down
Adj Adv → V

The minimum length of time that the player needs to wait after using an ability before they can use it again.

o Cut-scene

Cut + Scene
V N → N

A game segment that exists solely to provide detail and exposition to the story. They are used extensively in MMOs and RPGs in order to progress the plot. Cut-scenes are more likely to be generated by the in-game engine.

o Game over

Game + Over
N Prep → V

The end of the game.

o Gameplay

Game + Play
N V → N

A player's interaction with a video game, defined through game rules, player-game interface, challenges, plot, and the player's connection with the game.

o Joystick

Joy + Stick
Adj N → N

An input device consisting of a stick that pivots on a base and reports its angle or direction to the device it is controlling. Modern gaming joysticks have several buttons and may include a thumb-operated analog stick on top.

o Platform

Plat + Form
N N → N

The specific combination of electronic components or computer hardware which, in conjunction with software, allows a video game to operate.

➤ Blending

Blending is creating a new word by cutting some parts of two or more base words which have different meaning and then combining it into one new word. The new word will have a different meaning from the base words.

o Animatic

Animation + Animatronic
N N → N

A partially animated storyboard with sound effects used during early game development.

o Bullshot

Bullshit + Screenshot
N N → N

A portmanteau of bullshit and screenshot is referring to the misrepresentation of a final product's technical or artistic quality by artificially enhancing promotional images or video footage.

o Freemium

Free + Premium
Adj N → Adj

Freemium is a pricing strategy by which a product or service (typically a digital offering or an application such as software, media, games or web services) is provided free of charge, but money (premium) is charged for additional features, services, or virtual (online) or physical (offline) goods.

o Masocore

Masochist + Hardcore
Adj Adj → Adj

Referring to a genre of punishingly difficult games.

o Metroidvania

Metroid + Castlevania
N N → N

A genre of exploration-focused games, usually featuring a large interconnected world. Access to certain areas and defeating certain enemies requires items found elsewhere, necessitating exploration and defeating enemies to obtain them. These games are usually side-scrolling platformers or viewed from the top-down, although they can be found in 3D as well.

o Statpoint

Status + Point
N N → N

A discrete number of points for the player to distribute among their character's attributes, e.g., to choose their player's trade-offs between strength, charisma, and stamina.

o Telefrag

Teleportation + Frag
V N → N

A frag or kill which occurs when a player uses a teleporter to get to a location occupied by another character. This character is killed and the player-character landing on them is granted credit for the kill.

➤ **Clipping**

Clipping is shortening a word by removing one or more syllables from the base word while still keeping the original meaning of that base word and does not change the word class.

o Aggre from → Aggression

An abbreviation of 'aggravation' or 'aggression'. 'Causing aggre' in a video game means to attract hostile attention from NPCs to attack the player-character. 'Managing aggre' involves keeping aggressive NPCs from overwhelming the player or party. The term may be facetiously used in reference to irritated bystanders ('wife aggre', 'mother aggre', etc)

o Co-op from → Cooperative gameplay

Multiplayer gameplay where the players work together on the same team against computer-controlled opponents or challenges.

o Crit from → Critical hit

A type of strike that does more damage than usual. Normally a rare occurrence, this may indicate a special attack or a hit on the target's weak point.

o D-pad from → Directional pad

A 4-directional rocker button that allows the player to direct game action in eight different

directions: up, down, left, right, and their diagonals. Invented by Gunpei Yokoi.

o E-sport from → Electronic sport

Organized competitions around competitive video games, typically using games from the first-person shooter and multiplayer online battle arena genres and often played for prize money and recognition.

o Mob from → Mobile

Mob is a term for an in-game enemy who roams a specific area. It is an abbreviation of "mobile" and was first used in text-based online games in reference to non-player characters.

o Mod from → Modification

A third-party addition or alteration to a game. Mods may take the form of new character skins, altered game mechanics or the creation of a new story or an entirely new game-world.

o Proc from → Process

"Proc" and "proccing" is used to describe the activation or occurrence of a random gaming event. Particularly common for massively multiplayer online games, procs are random events where special equipment provide the user with temporary extra powers, or when the opposing enemy suddenly becomes more powerful in some way.

➤ **Acronym**

Acronyms are abbreviations that are pronounced as words. It means, Acronyms are almost similar to Abbreviations, the differences between Abbreviations and Acronyms are; abbreviation is the type of shortened form that is omitted in middle word but Acronyms is a word formed from the first letter of each word in a phrase. This method shortened the form of a word or phrase.

o ADS from → Aiming down sights

Refers to the common alternate method of firing a gun in a first-person shooter (FPS) game, typically activated by the right mouse button. The real-life analogue is when a person raises a rifle up and places the stock just inside the shoulder area, and leans their head down so they can see in a straight line along the top of the rifle, through both of the iron sights or a scope, if equipped. In most games, this greatly increases accuracy, but can limit vision, situational awareness, mobility, and require a small amount of time to change the weapon position.

o IAP from → In App-purchase

A microtransaction in a mobile game (or regular app), usually for virtual goods in free or cheap games.

o DOT from → Damage over time

An effect, such as poison or catching on fire that reduces a player's health over the course of time or turns.

o HOT from → Heal over time

An effect that restores health over a period of time; antonym of DoT.

o MOBA from → Multiplayer online battle arena

A genre of real-time strategy games that pits teams of players to defend their home base from enemy onslaughts.

➤ **Initialism**

An initialism is a word made from the first letters of each word in a phrase. Unlike acronyms, initialisms cannot be spoken as words: they are spoken letter by letter.

o AFK from → Away from keyboard.

Generally said through a chat function in online multiplayer games when a player intends to be temporarily unavailable. The term BRB (be right back) from texting is also used, although whether these two terms are interchangeable varies from person to person.

o AI from → Artificial intelligence

Algorithms used to generate responsive, adaptive or intelligent game behavior, primarily in non-player characters. Distinct from the computing science concept of 'artificial intelligence'.

o AR from → Augmented reality

Supplementing a real-world environment with computer-generated perceptual information, which may add to or mask the physical environment. Augmented reality alters the perception of a physical environment, whereas virtual reality replaces the physical environment with a simulated one.

o DPS from → Damage per second

Used as a metric in some games to allow the player to determine their offensive power, particularly in games where the player's attacks are performed automatically when a target is in range.

o DPM from → Damage per minute

Abbreviation of damage per minute, used as a metric in some games to allow the player to determine their offensive power.

o FPS from → First-person shooter

A genre of video game where the player experiences the game from the first-person perspective, and where the primary mechanic is the use of guns and other ranged weapons to defeat enemies.

o QTE from → Quick time event

An event within a game that typically requires the player to press an indicated controller button or move a controller's analog controls within a short time window to succeed in the event and progress forward, while failure to do so may harm the player-character or lead to a game-over situation. Such controls are generally non-standard for the game, and the action performed in a quick time event is usually not possible to execute in regular gameplay

o MMO from → Massively multiplayer online game

A game that involves a large community of players co-existing in an online world, in cooperation or competition with one another.

o RPG from → Role Playing Game

An RPG is a game in which the human player takes on the role of a specific character "class" and advances the skills and abilities of that character within the game environment. RPG characters generally have a wide variety of skills and abilities available to them, and much theory crafting is involved in creating the best possible form of each of these character classes.

o VR from → Virtual Reality

Virtual reality is an interactive computer-generated experience taking place within a simulated environment, that incorporates mainly auditory and visual, but also other types of sensory feedback like haptic. This immersive environment can simulate the real world or it can be fantastical, creating an experience that is not possible in reality. Current VR technology commonly uses headsets or multi-projected environments, sometimes in combination with physical environments or props, to generate realistic images, sounds and other sensations that simulate a user's physical presence in a virtual or imaginary environment. A person using virtual reality equipment is able to "look around" the artificial world, move around in it, and interact with virtual features or items.

3. New Meaning in an Existing Word

A totally new or another meaning of an already-existed word is a word that has a different meaning and even used in different occasion from the original meaning and use of that word, but it still retained its original form.

o Adds

Commonly used in role-playing video game and MMORPGs where the boss calls in for

reinforcements to help them take down the party members.

o Avatar

The player's representation in the game world.

o Badge

An indicator of accomplishment or skill, showing that the player has performed some particular action within the game.

o Boosting

In online multiplayer games that include ranked competitive play, boosting is where a player with a low-ranked level has a more-skilled player use their account to improve the low-ranked character to higher levels.

o Buff

An effect placed on a video game character that beneficially increases one or more of their statistics or characteristics for a temporary period.

o Cheat

A game code that allows the player to beat the game or acquire benefits without earning them. Cheats are used by designers to test the game during development and are often left in the release version.

Conclusion

As we have seen, there are many kinds of English neologism related to gaming words and terms in various gaming communities. Neologism is divided into three types of classes: a completely new word, a new combination of existing words, and meaning in the existing word. From the words and terms that the researchers have analyzed, we can conclude that language always develops and changes. Nobody will ever know that in the future there will be a lot of new words and terms and change of meaning to some words that already existed. A new word and term will always be discovered and created not only in a certain field but it will reach to all aspects of life, including in the advancement of technology and gaming industry.

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THE WORD FORMATION OF ECOLOGY TERMS IN NATIONAL GEOGRAPHIC ARTICLE ENTITLED "THE PACIFIC OCEAN, EXPLAINED"

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Abstract

The globalization era has triggered the appearance of new words. Some of them are related to ecology. Thus, the terms that related to ecology appear to explain the environment that is one of the popular topics to be discussed today. The term could also be called as the ecological term which is a part of ecolinguistics. National Geographic is a well-known mass media that concerns about ecology. An article in National Geographic entitled "The Pacific Ocean, Explained" contains twenty-three ecological terms that are classified into three morphological processes. These morphological processes are compounds, blending, and derivations. The researchers use document-analysis data-gathering procedures methodology to gather the needed information. Through that methodology, the researchers divide these processes into three steps to do this paper. Firstly, the researchers identify ecology terms. Then the next procedure, the researchers explain the types of morphological processes. Finally, the researchers explain the purpose of morphological processes. All of those processes are primarily intended to serve a clearer explanation of particular terms in ecology, specifically about how the word is formed. People often use terms related to ecology, however, they often do not know the meaning appropriately. With a good understanding of word formation, readers would get the meaning of an article comprehensively.

Keywords: morphological processes, ecology, word formation

Introduction

Ecology is one of the hot topics to be discussed today. Since there are a lot of facts that the world goes into danger, people who concern to the environment exclaim ecological movement. According to Britannica Online Dictionary, ecology is a study of the relationships between organisms and their environment. From the formal definition, people then interpret ecology in a simple way as an attempt to make the world green again. Ecology does not only belong to the experts but also common people. Common people must be involved in the attempt of saving the world. Because of that, many people trigger to join the ecological movement through environmental activities. Ecology becomes a trending topic in daily life, social media, newspaper, social movement until it is included in the school curriculum. People then have done a lot of discussion about ecology, but there are some people who do not understand ecology terms' meaning.

In this paper, the researchers would like to discuss the word formation of ecology terms found in the article. The researchers use National Geographic as the reference of the article because it serves reliable content that has been becoming a source of science, specifically related to ecology. Actually, there are a lot of education websites that also serve knowledge related to ecology, but the researchers focus on National Geographic. The researchers realize National Geographic has been popular and becoming a favourite reading source in almost all educational institutions or even household.

The prime focus of this paper is morphology. Morphology is a branch of linguistic studies. By definition, morphology is the study of forms (Yule, 2010). It particularly studies how words are formed. Morphology was originally used in biology. Since the middle of the nineteenth century, the term has also been used to describe the type of investigation that analyses all the basic "elements" used in a language. Its process is called a morphological

process. In morphological process, morphemes or the smallest meaningful unit are obligatory to create meaning. According to Yule, there are eleven types of word formation. The eleven types are etymology, coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronyms, derivation, and multiple processes.

In the end, this paper primarily would like to identify ecology terms, explain the types of morphological processes, and explain the purpose of morphological processes. The researchers intend to serve a clearer explanation about particular terms in ecology, with the result that common people can understand and use the ecology terms appropriately.

Methodology

The research started from April 18th to June 17, 2019. The researchers use document-analysis data-gathering procedures to gather all the required information from National Geographic official website. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). In order to get the qualitative data which mainly words, the researchers focus on an article contains of ecological discussion. The use of article as the source of data is chosen because it is the most appropriate source which contains lots of information and fulfills the overall aims of the study. The purpose is to identify and explain the word formation of ecology terms that is used in the article.

Finding and Discussion

There are twenty-three ecology terms found in the National Geographic Article entitled *The Pacific Ocean, Explained*. The researchers found that the twenty-four ecology terms in the article could be categorized into three-word processes those processes are Compounding, Blending, and Derivation. Those word processes would be discussed in this chapter.

Compound Word

Compound is a combination of two or more free roots (Brinton & Brinton, 2000). There are twelve ecology compound terms found in the article that would be identified by the researchers.

Table 1. Compound Word

No.	Compound Words	Root	Root
1.	Landmasses	Land	Masses
2.	Deep-sea	Deep	Sea
3.	Fossil-fuel	Fossil	Fuel
4.	Earthquake	Earth	Quake
5.	Deep-water	Deep	Water
6.	Microplastic	Micro	Plastic
7.	Overfishing	Over	Fishing
8.	Humankind	Human	Kind
9.	Mudslides	Mud	Slides
10.	Northwestern	North	Western
11.	Southwestern	South	Western

12.	Uproot	Up	Root
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Land + Mass + {-es}

N N suffix → N

"Land" is a solid part of the earth's surface consist of soil, rocks, and living things, while "mass" or masses is something large and huge numbers. Masses is a component of the compounding word Landmasses that is used to explain the large scale or the large size of the land. Then, by definition Landmasses means a large area of land.

Deep + Sea

Adj N → Adj

"Deep" means something far below the surface or area. "Sea" is a wide saltwater surface on earth that is wider than the amount of land in the earth's surface. Deep is used to explain the distance below the sea. The words Deep and Sea becomes a compound word Deep-sea which means occurring in the deeper parts of the sea.

Fossil + Fuel

N N → N

"Fossil" is something alive in the geological age that is found in this era such as dinosaur fossils, gas, oil, coal, etc. "Fuel" is something used to produce heat or create energy to get power by burning. Most of the fuel in the earth are formed by fossils. Fossil-fuel becomes a compound word that explains the origin of the fuel. Then fossil-fuel is a fuel such as oil, coal, gas, etc. that is created by fossil or living things in the geological age.

Earth + Quake

N V → N

"Earth" is one of the planets in the solar system which consists of water, land, air, and living things such as humans and animals. "Quake" is something shaking happens in any surface or place. The word earthquake is compounding product that the quake explain the earth is quaking. By definition, Earthquake means shaking or trembling of the earth that is volcanic or tectonic in origin.

Deep + water

Adj N → Adj

"Deep" is a situation of going a long way down from the top or surface. "Water" is a clear colourless liquid that falls as rain, is found in rivers, sea, etc. Those two words become one compound word that explains a long way down situation under the clear colourless liquid in the sea.

Micro + plastic

Adj N → N

"Micro" is an extremely small condition used commonly in units of measurement. "Plastic" is a light, chemically produced material that can be formed in shapes and is used to make different objects and fabrics. The word micro explains the measure of plastic. Those two words become one compound word that states extremely small measure of plastic.

Over + Fish + {-ing}

Adv N Gerund → N

"Over" is a condition at a level higher than normal measure. "Fish" is a cold - blooded animal living wholly in water. The two words become one compound word that has a new meaning of catching fish in very large quantities which potentially goes into depleting.

Human + Kind

N N → N

"Human" is man; relating to a man or characteristic of people. "Kind" is race, natural group of animals, plants, etc. The two words become one compound word that has meaning a specific or recognized variety of man.

Mud + Slide {-s}

N V → N

"Mud" is a mixture of water and clay. Mud is often categorized as a dirty thing because of its dark-brown colour. The location where the mud exists is in swamps and flood-affected area. It is very different with mud, the word "slide" is the change of position along a surface which usually caused by energy movement. Even though the two are different, they have a correlation in a particular context. When the two words are combined into "mudslides", the meaning will be different. It means a large amount of mud sliding down from higher places like a mountain and upper course of the river. Mudslides are potential to destroy everything it passes and make every living thing dies.

North + Western

Adj Adj → Adj

"North" is situated toward or at the north, while "western" is situated or lying toward the west. It can also mean something which comes from the north or the west. The combination of the two words, north and western "northwestern" means direction connected with the north-west. It also means of, relating to, or characteristic of a region conventionally designated northwest.

South + West {-ern}

A A → Adj

"South" is the opposite of North. South is situated toward or at the south, while "western" is situated or lying toward the west. It can also mean something which comes from the south or the west. "Southwestern" is the combination of the words south and western which means of, relating to, or characteristic of a region conventionally designated Southwest, or someone coming from the southwest.

Up + Root

Adv N → N

"Up" is an adjective which has a meaning of being in a raised position or lifted, while "root" is a noun that means the underground part of a seed plant body that originates from the hypocotyl, functions as an organ of absorption, aeration, and food storage. The combination of the two words, up and root "uproot" means to pull a tree, plant, etc. out of the ground.

Syntactic patterns in compound words:

a. Compound Nouns

- Uproot	=	Adj + N	<input type="checkbox"/> N
- Mudslides	=	N + V + s	<input type="checkbox"/> N
- Human kind	=	N + N	<input type="checkbox"/> N
- Overfishing	=	Adj + N + ing	<input type="checkbox"/> N
- Microplastic	=	Adj + N	<input type="checkbox"/> N
- Earthquake	=	N + V	<input type="checkbox"/> N
- Landmasses	=	N + N + es	<input type="checkbox"/> N
- Fossil-fuel	=	N + N	<input type="checkbox"/> N

b. Compound Adjective

- Southwestern = Adj + Adj + ern ☐ Adj
- North-western = Adj + Adj + ern ☐ Adj
- Deepwater = Adj + N ☐ Adj
- Deepsea = Adj + N ☐ Adj

Blending

The combination of two separate forms to produce a single new term present in the process called **blending**. However, blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word (Yule, 2010), although sometimes one or the other morpheme is left intact (Brinton & Brinton, 2011). Blending are sometimes called "portmanteau" words.

Table 2. Blending

No.	Blends	Word 1	Word 2
1.	Ecosystem	Ecology	System
2.	Anthropogenic	Anthropology	Gen {-ic}

Ecology + System

N N → N

"Ecology" is the study of the relations of living things to their environment. "System" is a group of parts working together. The two words become one blending word that has meaning relation of living things that are interdependent to each other and thus becoming a group as unity.

Anthropology + Gen + {-ic}

N Adj suffix → Adj

Anthropology is a science of man, especially of the development of mankind. Genic is "Anthropogenic" according to Merriam Webster Dictionary means of, relating to, or resulting from the influence of human beings on nature.

Blending processes:

- a. Blending noun
 - Eco(logy) + System
- b. Blending Adjective
 - Anthro(pology) + Gen + ic

Derivation

The addition of a word-forming affix is called **derivation** (Brinton & Brinton, 2010). Derivation is a branch of morphological processes. In English, the formation of derivation word is done by adding derivational affixes, either prefixes or suffixes. By derivation process, the root or word base can change the meaning. Derivation also can change the part of speech of the word.

Table 3. Derivation

No.	Derivations	Root	Affix(es)
1	Eastern (Adjective)	East (Adverb)	-ern
2.	Volcanic (Adjective)	Volcano (Noun)	-ic
3.	Acidification (Noun)	Acid (Noun)	-ify, -cation

4.	Acidic (Adjective)	Acid (Noun)	-ic
5.	Cyclical (Noun)	Cycle (Noun)	-ic, -al
6.	Reproduction (Noun)	Product (Noun)	Re-, -ion
7.	Fisher (Noun)	Fish (Noun)	-er
8.	Sustainable (Adjective)	Sustain (Verb)	-able
9.	Conservationist (Noun)	Conserve (Noun)	-ation, -ist.

According to Brinton & Brinton, 2010 and Dixon, 2014, there are some affixes in derivation process that can change the part of speech. Affixes such as -ment, er, -(c)ation, -al, -ance, -dom, -ity, -ness, -ist, etc. can change the verb and adjective into a noun are considered as a nominalizer. Affixes such as -ify, -ize, -ate, -en, etc. that can change the adjective and noun into a verb are considered as verbalizer. Affixes such as -ic, -y, -ous, -ful, -ive, able, -ful, -ent, etc. that can change the noun and verb into an adjective are considered as an adjectivalizer. Affixes such as -ern, -ward, -ly, -way(s), etc. that can change adjective and noun into an adverb are considered as an adverbializer.

Syntactic patterns in derivation words:

- East (Adverb) + -ern (Adjectivalizer) > Eastern (Adjective)
- Volcano (Noun) + ic (Adjectivalizer) > Volcanic (Adjective)
- Acid (Noun) + -ify (Verbalizer) + -cation (Nominalizer) > Acidification (Noun)
- Acid (Noun) + -ic (Adjectivalizer) > Acidic (Adjective)
- Cycle (noun) + -ic (Adjectivalizer) + -al (Nominalizer) > Cyclical (Noun)
- Re- + product (Noun) + -ion (Nominalizer) > Reproduction (Noun)
- Fish (Noun) + -er (Nominalizer) > Fisher (Noun)
- Sustain (Verb) + -able (Adjectivalizer) > Sustainable (Adjective)
- Conserve (Noun) + -ation (Nominalizer) + -ist (Nominalizer) > Conservationist (Noun)

Conclusion

The article entitled *The Pacific Ocean, Explained* published in National Geographic official website on March 4, 2019, has several ecological terms which have gone through word formation processes. The researchers found three different processes in the article, they are compounding, blending and derivational.

In ecology, the terms are mostly produced by combining two different root words into one word, this process is called as combining. Combining process is frequently used because one term often has an association with another term, e.g. fossil-fuel. The other reason, summing words is easier in ecology because lots of words were created from difficult scientific names.

Compounding is different from blending process. Blending is a word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words. Although this process is similar to compounding, blending is rarely used in the article. Blending is often used if the words combined are long words, e.g. anthropogenic and biogeochemical.

The other process is called as derivational process. Derivation is a word-formation process by attaching an affix to a stem. In English, a stem is already an existing word. This process creates new lexical items with different meaning. In the context of ecology, changing the meaning without changing the terms completely is a must. Creating a completely different term could make the non-experts trapped in confusion. It could cause the article purpose of education would not be achieved.

With a good understanding of word formation, readers will get the meaning of the article better. Some terms in “The Pacific Ocean, Explained” cannot be understood by looking only at the word itself, readers must pay attention to the context.

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PHONOLOGICAL ANALYSIS OF DENTAL SOUNDS ON RIE MCCLENNY'S "HOW I GOT HIRED AT BUZZFEED" VIDEO

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Abstract

As everyone can learn to speak English, pronunciation variety cannot be avoided. In Rie McClenny's first video on her YouTube channel, she shares her experience as a native Japanese who lives in America and works for one of the most popular internet media, Buzzfeed. The video "How I Got Hired At Buzzfeed" was published on March 31 and currently has around six hundred thousand views. Even though she has lived in America for more than five years, from the video it is seen that she still has the features of the Japanese language when speaking English. The pronunciation is inconsistent. Sometimes she can produce a standard pronunciation, but in other times, the variety in pronunciation is apparent. This paper discusses the phenomenon of the phonological process of dental sounds, especially consonant substitution and elision. The phonological study is conducted to find the phenomenon of those processes. In taking the data, while watching the video, the script is transcribed then observed to find any mispronounce words that contain dental sounds. The findings are classified based on the phonological process afterwards. From the data analysis, the result shows there are two phonological processes which are apparent in the video: consonant substitution and elision.

Keywords: dental sounds, phonological process, Japanese

Introduction

Language has various functions, for example, language is used to transmit information, also known as its "communicative function" (Brinton & Brinton, 2010, pg.2). English as an international language nowadays almost become mandatory to master even for people in the non-English speaking country. It functions as a bridge for people from different countries to communicate and to pass information with each other.

As everyone can learn to speak English, pronunciation error cannot be avoided. The main reason is that people are highly influenced by their native language. For some languages which use different writing system, the different number of consonants and vowels is affecting how they pronounce English words. Japanese for instance only has 108 number of sounds, while English has 1808. Thus, the sound inventory between English and Japanese is very different. Some consonants and vowels in English cannot be found in the Japanese language.

In Rie McClenny's first video on her YouTube channel, she shares her experience as a native Japanese who lives in America and works for one of the most popular internet media, Buzzfeed. The video "How I Got Hired At Buzzfeed" was published on March 31 and currently has around six hundred thousand views. Despite the fact that she has lived in America for more than five years, from the video it is clearly seen that she still has the features of Japanese language when speaking English. The pronunciation is inconsistent. Sometimes she can produce a correct pronunciation, but in other times, the error in pronunciation is apparent.

This paper is concerned with the pronunciation of dental consonants by Rie McClenny influenced by her background as a native Japanese speaker. As dental sounds do not exist in Japanese, she replaces the intended dental sound with another sound. The replacement of a dental sound is a phonological process which can be defined as rules used to simplify the pronunciation of words in a language (Leung & Brice, 2012). This paper analyzes the

segmental phonology from the utterances of Rie McClenny. It will be observed through the single unit of a sound or phoneme to reveal the phonological processes.

Analyzing the errors in dental sounds by Rie McClenny is worth studying because it features the most basic difficulties for the Japanese. The data used for analyzing the errors are taken from the whole video. Besides to get sufficient amount of data which cannot be achieved if we only use a part of the video, this data is chosen because Rie McClenny is a prominent figure on the internet for sharing and informing other people about her Japanese culture.

Methodology

In this paper, the object of the study focused on the dental pronunciation of Japanese native speaker, as shown by Rie McClenny in her video “How I Got Hired at BuzzFeed”. This paper applies phonological approach to analyze the object. The data analyzed covers the sound, phonetic, and phonological system. The goal of this paper is to find out how Rie McClenny pronounces English dental sounds and to find out the patterns of phonological change and why the change happens.

The data collection method that is used in this paper is a sample study. The first step is by watching and listening to McClenny’s video “How I Got Hired at BuzzFeed”. After that, the researcher observed McClenny’s pronunciation and noted down the words that undergo pronunciation error on dental sounds. Then, the words which had been noted down are transcribed to phonetic alphabet and compared to the phonetic alphabet from Oxford dictionary.

To analyze the data, the researcher will compare the phonetic alphabet that was transcribed from McClenny’s dental sounds pronunciation to the phonetic alphabet from Oxford dictionary. This method was done in order to find the phonological change on dental sounds between the transcription in McClenny’s pronunciation and Oxford dictionary’s transcription. After that, the researcher observed the pattern of the sound change by analyzing the phonological process of the dental sounds.

To find out the causes of the phonological change, the researcher observed the place and manner of articulation of dental sounds. After that, the features of dental sounds were used to compare the Japanese and English sounds.

Findings and Discussion

Mispronounced Words with Dental Sounds and Their Patterns

From “How I Got Hired At BuzzFeed” video by Rie McClenny which was observed, 18 mispronounced words with dental sounds were found. There are two phonological processes found in Rie’s pronunciation which is sound substitution and elision.

Rie McClenny’s pronunciation

In “How I Got Hired At BuzzFeed” video, McClenny pronounces several words differently from the dictionary pronunciation. The words are listed in the tables and compared with the transcription from Oxford Dictionary (see table 1).

In the video, there are changes from consonant /ð/ to /d/ in the word this, than, the, that, they, them, there, those, then, and changed to /z/ in the word another. The consonants /θ/ are changed to /t/ in the word something, thought, think, and thing. It is also changed to /s/ in the word three and anything. /θ/ is deleted in the word months.

The pattern of different pronounced words

Based on what had been observed, McClenny mispronounced some words with dental sounds by changing the consonant sound in several words and deleting some sound in the rest of the words. This phenomenon is called as sound substitution and elision. (Crystal, 2008) stated that sound substitution is a term to refer to the process of replacing

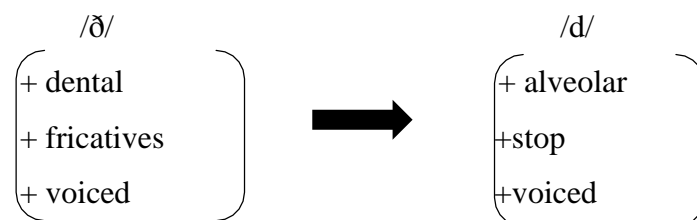
one item by another at a particular place in a structure. Elision is also known as the complete dropping of a sound in a given context. It is a process that happens when speakers leave or delete a phoneme out of pronunciation as an attempt to fasten and get rid of difficulties in speech.

There are 17 words that are mispronounced by using sound substitution. However, only one word uses elision (see table 2). The sound substitution happened on both dental sounds, /ð/ and /θ/. The deletion happened to the /θ/ sound. The percentage of using sound substitution is 94%, which is 17 out of 18, and the rest 6%, which is 1 out of 18, is the elision.

Consonant substitution. McClenny substituted the 17 words with dental sounds, which are /ð/ and /θ/, with alveolar sounds which are /d/, /z/, /t/, and /s/. In the word *this*, *than*, *the*, *that*, *they*, *them*, *there*, *those*, and *then*, the consonant /ð/ is substituted into consonant /d/. In the word *another*, consonant /ð/ is substituted with /z/ (see table 3). In the word *something*, *thought*, *think*, and *thing*, the consonant /θ/ is changed to /t/. The consonant /θ/ is also replaced by /s/ in the word *three* and *anything* (see table 4).

In the words *this* /ðɪs/, the consonant /ð/ is replaced by /d/ when it was pronounced by McClenny as she pronounced it as /dɪs/. The consonant substitution of /ð/ into /d/ also occurs in the word *than*, *the*, *that*, *they*, *them*, *there*, *those*, and *then*. In English, consonants /ð/ and /d/ have the same manner of articulation which is voiced. Voiced consonant is produced when the vocal cords are together and vibrating. However, both of them also have a difference in the manner of articulation. Consonant /ð/ is continuants. It is a speech sound in which the airstream flows continually through the mouth, while consonant /d/ is stop sound in which the airflow is briefly but completely stopped in the oral cavity.

Consonant /ð/ and /d/ are different in terms of place of articulation. /ð/ is produced when the tip of the tongue is inserted between the teeth or merely touches behind the teeth which is called dental. On the other hand, consonant /d/ is alveolar which is produced when the tongue raised in various ways to the alveolar ridge. The feature of the two consonants can be shown as

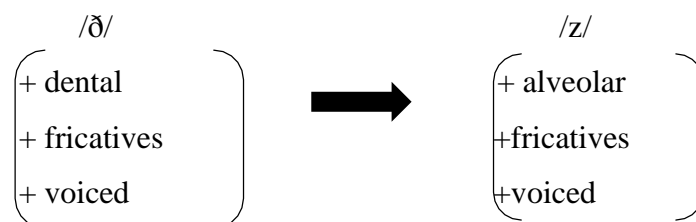


Based on the features, consonant /ð/ and /d/ have only one feature that is identical. Both of the consonants are [+voiced]. There is a difference in place of articulation. /ð/ is dental while /d/ is alveolar. In terms of manner of articulation, /ð/ is fricatives while /d/ is stop. The change from /ð/ to /d/ in the word *this*, *than*, *the*, *that*, *they*, *them*, *there*, *those*, and *then* happen in front of vowels /ɪ, æ, ə, ɛ, i, eə, eɪ, əʊ/. Therefore, the phonological rule which occurs is that the consonant /ð/ is changed to /d/ before vowels. The phonological notation of the phonological process from /ð/ to /d/ is

$$[\ð] \rightarrow [d] / ______ V$$

However, in the word *another* /ə'nʌðə/, the consonant /ð/ is replaced by /z/ when it was pronounced by McClenny as she pronounced it as /ə'nʌzə/. In English, consonants /ð/ and /z/ have the same manner of articulation which is voiced and fricatives. Fricatives is a consonant sound produced with so narrow constriction in the vocal tract as to create sound through friction.

Consonant /ð/ and /z/ are also different in terms of place of articulation. /ð/ is a dental sound. On the other hand, consonant /z/ is alveolar. The feature of the two consonants can be shown as

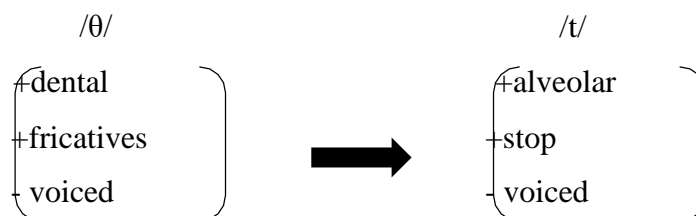


Based on the features, consonant /ð/ and /z/ have similar features. Both of the consonants are [+voiced, +fricatives]. There is a difference in place of articulation. /ð/ is dental while /z/ is alveolar. The change from /ð/ to /z/ happen in the word another. The change happens after the vowel /ʌ/ and before the vowel /ə/. Therefore, the phonological rule which occurs is that the consonant /ð/ is changed to /z/ in between vowels. The phonological notation of the phonological process from /ð/ to /d/ is

$$[\ð] \rightarrow [d] / V_V$$

In the words thing /θɪŋ/, the consonant /θ/ is replaced by /t/ when it was pronounced by McClenny as she pronounced it as /tɪŋ/. The consonant substitution of /θ/ into /t/ also occurs in the word something, thought, thing, and think. In English, consonants /θ/ and /t/ have the same manner of articulation which is voiceless. Voiceless sound is a speech sound produced with open, non-vibrating vocal cords. However, both of them also have a difference in manner of articulation. Consonant /θ/ is fricative while consonant /d/ is stop.

Consonant /θ/ and /t/ are different in terms of place of articulation. /θ/ is dental. On the other hand, consonant /t/ is alveolar. The feature of the two consonants can be shown as



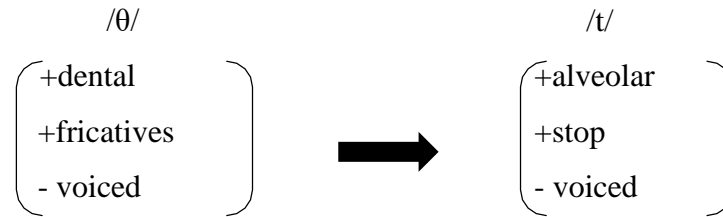
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In the word thing /θɪŋ/, the consonant /θ/ is replaced by /t/ when it was pronounced by McClenny as she pronounced it as /tɪŋ/. The consonant substitution of /θ/ into /t/ also occurs in the word something, thought, thing, and think. In English, consonants /θ/ and /t/ have the same manner of articulation which is voiceless. Voiceless sound is a speech sound produced with open, non-vibrating vocal cords. However, both of them also have difference in manner of articulation. Consonant /θ/ is fricative while consonant /d/ is stop.

Consonant /θ/ and /t/ are different in terms of place of articulation. /θ/ is dental. On the

other hand, consonant /t/ is alveolar. The feature of the two consonants can be shown as

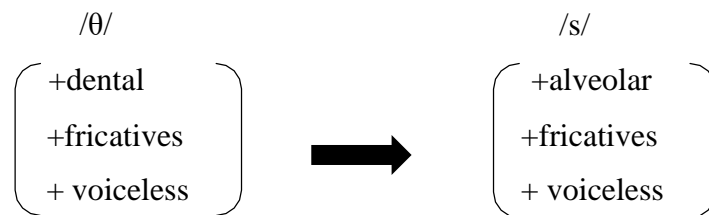


Based on the features, consonant /θ/ and /t/ have only one same feature. Both of the consonants are [-voiced] or voiceless. However, there is a difference in the place of articulation.

/θ/ is dental while /t/ is alveolar. In terms of manner of articulation, /θ/ is fricatives while /t/ is stop. The change from /θ/ to /t/ in the word something, thought, thing, and think happen in front of vowels /ɪ, ə, ɔ/. Therefore, the phonological rule which occurs is that the consonant /θ/ is changed to /t/ before vowels. Therefore, the phonological notation of the phonological process from /θ/ to /t/ is

$$[\theta] \rightarrow [t]/__\text{V}$$

In the word three /θri/, the consonant /θ/ is replaced by /s/ when it was pronounced by McClenny as she pronounced it as /sri/. The consonant substitution of /θ/ into /s/ also occurs in the word anything. In English, consonants /θ/ and /s/ have the same manner of articulation which is voiceless and fricative. Consonant /θ/ and /s/ are different in terms of place of articulation. /θ/ is dental. On the other hand, consonant /s/ is alveolar. The feature of the two consonants can be shown as



Based on the features, consonant /θ/ and /s/ have similar features. Both of the consonants are [-voiced, +fricatives]. However, there is a difference in the place of articulation. /θ/ is dental while /t/ is alveolar. The change from /θ/ to /s/ happens in the word three and anything. In the word three, the change happens before /r/ consonant. In the word anything, the change of the dental sound happens in between the /ɪ/ vowels. Therefore, the phonological notation of the phonological process from /θ/ to /s/ is

$$[\theta] \rightarrow [s]/__\text{C, V}__\text{V}$$

Elision. From the video, the phonological process of deletion is found in the word months. The elision process that happened in the word months /mʌnθs/ is the deletion of the /θ/ sound (see table 5). Elision is also known as the complete dropping of a sound in a given context. It is a process that happens when speakers leave or delete a phoneme out of pronunciation as an attempt to fasten and get rid of difficulties in speech. The sound /θ/ is located in between /n/ and /s/. /θ/ is dental sounds while /n/ and /s/ are alveolar.

The elision can be formulated

$$[\theta] \rightarrow \emptyset/[+alveolar]\text{C}__\text{C}$$

The Reasons of the Errors in the Pronunciation

This part aims to find the reasons why the phonological changes happen. There are some patterns of the different pronunciations that Rie McClenny produces compared to the native English speaker. The patterns are substituting or deleting the dental sound /ð/ and /θ/ with alveolar sounds which are /d/, /z/, /t/, and /s/. The sound /ð/ become /d/ before vowels and it changes into the sound /z/ when it is placed between vowels. The sound /θ/ changes into /t/ when it is placed before vowels, the same sound changes into /s/ before consonants and in between vowels. The sound /θ/ is deleted between consonants. The in-depth discussion below will be discussed about the reasons why the phonological changes can happen.

Consonant substitution

McClenny substituted dental sound before vowels, between vowels, or in between consonants. She changed the consonant /ð/ and /θ/ to [+alveolar, +stop] and [+alveolar, +fricative] depending on the environment. For instance, she substituted [+voiced, +fricatives, +dental] sound that is /ð/ into [+voiced, +stop, +alveolar], which is /d/ in the environment before the vowels. The phonological rule for this is

[ð] → [d]/ V

She also substituted /ð/ to /z/ which is [+voiced, +fricatives, +alveolar] in the environment between the vowels. The phonological rule for this is

$$[\check{\delta}] \rightarrow [z]/V \quad V$$

Another dental sound is /θ/ consonant. It is changed into [+alveolar, +stop, -voiced] /t/ in the environment before vowels, while in the environment before consonants and between consonants, the /θ/ is replaced by [+alveolar, +fricative, -voiced] /s/. It follows the phonetics rules which are

$$[\theta] \rightarrow [t]/ \quad \mathbf{V}$$

$$[\theta] \rightarrow [s]/$$

The reason of the errors in the pronunciation that ends with the consonant substitution is that some English consonants are not presented in Japanese consonant. There are no labio-dental and interdental fricative in Japanese, but there are both voiced and voiceless alveolar fricatives (Tsujimura, 1996).

In some words, the sound /θ/ and /ð/ become /t/ and /d/ because it is the closest sound in the Japanese phoneme inventory (see table) to /θ/ and /ð/. However, in some cases like the word three, the sound /θ/ is substituted by /s/ because the following sound is /r/. Comparing these sounds, it can be seen that /t/ is stop, thus the airstream is completely blocked unlike the sound /r/. The sound /s/ is fricative in which the airstream is obstructed but not completely blocked. Therefore, it is easier to pronounce three with /sri/ than /θree/. In the changing process of the sound /s/ and /z/, the environment that applied is between vowels. This is the result of the pronunciation of /z/ and /s/ that are categorized as alveolar. In pronouncing alveolar sounds, the mouth is opened wider allowing to pronounce the vowels easier than dental pronunciation.

Elision

Elision in the English language is the omission of sound in conversation (Anjarningsih,

Saraayu, 2015). It occurs in the word months from the video. The consonant /θ/ is deleted as a process that happens when speakers leave or delete a phoneme out of pronunciation as an attempt to fasten and get rid of difficulties in speech. It can be formulated in a rule

$$[\theta] \rightarrow \emptyset / C ______ C$$

Since elision is done as an attempt to fasten and get rid of difficulties in speech, the reason why McClenny delete the /θ/ sound in the word months /mʌnθs/ is to make it easier for her to pronounce it. The sound before the /θ/ consonant is /n/, while the sound after the /θ/ consonant is /s/. Both of them are alveolar, while /θ/ is a dental sound. If the word months is pronounced /mʌnθs/, the tongue will move from the alveolar ridge, to between the teeth or behind the teeth, then go back to the alveolar ridge. However, when the word months is pronounced by /mʌns/, the tongue will continue to stay raised to the alveolar ridge. The /mʌns/ pronunciation makes it easier and less effort to pronounce the word months.

Conclusion

Japanese consonants have different place of articulation compared to English consonants. Some words in the video show how Rie McClenny pronounced it in a different way. How McClenny pronounced can be identified as phonological processes. There are 17 words found which undergo the phonological processes, in particular, the sounds come from dental consonant. There is only one word which is classified as elision. 94% of the consonants Which are 17 words out of 18 words are the sound substitution happened on both dental sounds. The rest of the words are 6% which is 1 out of 18 is the elision.

Those 17 words which are containing dental sound is substituted with alveolar sound. It takes alveolar sound /d/, /z/, /t/, /s/. In the word, *this*, *than*, *the*, *that*, *they*, *them*, *there*, *those*, and *then*, the consonant /ð/ is substituted into consonant /d/. Based on the feature, both of the consonants have only one similar feature which is voiced consonant. The phonological rule is the sound /ð/ is changed into the sound /d/ in the environment before vowels. The word another, consonant /ð/ is changed into /z/. Both of the consonants have similar features which are voiced and fricative. The phonological rule which occurs is in the environment between vowel.

The words *something*, *thought*, *thing*, and *think*, the consonant /θ/ is substituted with the consonant /t/. In the words, *three* and *anything*, the consonant /θ/ is changed into consonant /s/. The consonant /θ/ and /t/ are voiceless. Meanwhile, the consonant /θ/ and /s/ have two identical features which are voiceless and fricative. While substituting consonant /θ/ with consonant /t/, the phonological rule occurs is that the consonant /θ/ is changed into consonant /t/ in the environment before vowels. On the other hand, consonant /θ/ is changed into consonant /s/ in the environment before a consonant and between consonants.

In the word months, the consonant /θ/ is deleted as an attempt to fasten and get rid of difficulties in speech. The consonant /θ/ is located between consonants. The preceding consonant and the following consonant are alveolar. As a result, not pronouncing the consonant /θ/ will make it easier to pronounce the word months. In conclusion, McClenny substituted dental sound before vowels, between vowels, or in between consonants. She changed the consonant /ð/ and /θ/ to [+alveolar, +stop] and [+alveolar, +fricative] depending on the environment.

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Appendices

Table 1
Rie McClenny’s Pronunciation in “How I Got Hired At BuzzFeed”

Word	Rie McClenny’s Pronunciation	Received Pronunciation
Another	əˈnʌzə	əˈnʌðə
Anything	eniθɪŋ	eniθɪŋ
Months	mʌns	mʌnθs
Something	sʌmθəŋ	sʌmθɪŋ
Than	dæn	ðæn
That	dæt	ðæt
The	də	ðə
The	di	ði
Them	dɛm	ðɛm
Then	dɛn	ðɛn
There	dɛər	ðɛər
They	dɛɪ	ðɛɪ

Table 2
Phonological Process in Rie McClenny’s Pronunciation Percentage

Phonological Process	Frequency	Percentage
Consonant Substitution	17	94%
Deletion	1	6%
Total	18	100%

Table 3
Consonant substitution of the sound /ð/

Word	Received Pronunciation	Rie McClenny’s Pronunciation	Sound Changes
Another	əˈnʌðə	əˈnʌzə	/ð/ → /z/
Than	ðæn	dæn	/ð/ → /d/
That	ðæt	dæt	/ð/ → /d/
The	ðə	də	/ð/ → /d/
The	ði	di	/ð/ → /d/
Them	ðɛm	dɛm	/ð/ → /d/
Then	ðɛn	dɛn	/ð/ → /d/
There	ðeər	dɛər	/ð/ → /d/
They	ðɛɪ	dɛɪ	/ð/ → /d/
This	ðɪs	dɪs	/ð/ → /d/
Those	ðəʊz	dəʊz	/ð/ → /d/

Table 4
Consonant substitution of the sound /θ/

Word	Received Pronunciation	Rie McClenny’s Pronunciation	Sound Changes
Anything	eniθɪŋ	enisɪŋ	/θ/ → /s/
Thought	θɔ:t	tɔ:t	/θ/ → /t/
Three	θri:	sri:	/θ/ → /s/
Something	sʌmθɪŋ	sʌmtɪŋ	/θ/ → /t/
Thing	θɪŋ	tɪŋ	/θ/ → /t/
Think	θɪŋk	tɪŋk	/θ/ → /t/

Table 5
Elision of the sound /θ/

Word	Received Pronunciation	Rie McClenny's Pronunciation	Sound Changes
Months	mʌnθs	mʌns	/θ/ → ∅

Table 6
Summary of Japanese consonants

		Bilabial	Alveolar	Alveo-palatal	Palatal	Velar	Uvular	Glottal
Stops:	[+V]	<i>b</i>	<i>d</i>			<i>g</i>		
	[-V]	<i>p</i>	<i>t</i>			<i>k</i>		
Fricatives:	[+V]		<i>z</i>	(<i>ʒ</i>)				
	[-V]	<i>ɸ</i>	<i>s</i>	<i>ʃ</i>	<i>ç</i>			<i>h</i>
Affricates:	[+V]		<i>dʒ</i>	<i>ʃ</i>				
	[-V]		<i>tʃ</i>	<i>ç</i>				
Approximants:								
Liquid	[+V]		<i>r</i>					
Glide	[+V]				<i>y</i>	<i>w</i>		
Nasals:	[+V]	<i>M</i>	<i>n</i>	(<i>ɲ</i>)	(<i>n</i>)	<i>ŋ</i>	<i>N</i>	

THE PORTRAYAL OF GENDER DYSPHORIA CONSTRUCTED ON CHARACTER "SASANA" IN PASUNG JIWA'S NOVEL

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Abstract

Men in social life are extremely tied up by socio-cultural constructions on how the behavioral and the expression themselves (Crespi, 2003). Within the Indonesia socio-cultural construction a man ought to be brave, fierce, and love to challenge themselves that become the standard of masculinity for men. The construction established by the society unconsciously give more psychological problem to individual and gender bias, particularly in men. Okky Madasari has been giving the portrayal through Sasana's character about discrimination and the change of feminine men caused by social-construction. Sasana, a character portrayed in the novel entitled Pasung Jiwa frequently find that he was stuck in a wrong body, the appearance he demonstrated unsuitable with his sex at birth and oftentimes feel depressed and conflicted. This study proves that the experiences in Sasana are categorized as Gender Dysphoria. Moreover, this study will identify the cause of someone experiencing Gender Dysphoria and describe the whole journey of how the discrimination and pressures coming from the figure's environment around will impact the character. This study uses qualitative descriptive research methodology with textual analysis to prove the Gender Dysphoria within the novel and describing the evidence in depth through analyzing sentences in the novel.

Keywords: Gender Dysphoria, masculinity, Pasung Jiwa

Introduction

Novel is a modern form of literature because it does not only provide fiction narratives, more than that novel shows the readers about the situation of society. Moreover, it also shows the readers about the current or past issues or narrative among society. As it evolves over the time, the story of novels is not only entertaining the readers but also giving information about an object. In each literary works, the author often adds own experience in their work and the author's experience is also often experienced by others (Minderop, A., 2013) so that the results are very close to the actual social life. Many novelists have successfully given informative stories and offer a new point of view about a specific event. Jane Austen, a famous novelist from England in her day wrote not only romantic and tricky novels, but also a perfect social depiction of English classes in the nineteenth century (Przybylska, 2015). More than a social depiction, Jane Austen also provides comments on the social situation, especially manners, origins, behavior, and attitude of other people (Przybylska, 2015). This could be strong evidence that novel can be used as a reference for someone in knowing the situation an event in the past and being the object of literacy studies. Pasung Jiwa by Okky Madasari, an Indonesia famous novel provides a situation of Indonesian society in addressing about masculinity, transgender, or the normative of someone's happiness standards through a character named "Sasana". This novels also clearly tells how a person becomes someone else in the form of Sasana figure to become a Sasa. A man's masculinity is pictured on his characteristics-brave, challenging, competition-and the place he work-public sphere (Kimmel, M. S. 2004). For this long, the masculinity has the standardization to every man to gain the label as "The Real Men" embedded in most Indonesian societies' mindsets. Being born as a man with a womanlike character can lead to discrimination and become a moral burden for the individual, that what Sasana illustrates and feels in the novel. A man will experience more critiques and judges by people around because it is considered as violating human nature means he does not behave like what

others men behave, for instance, girly and bland, as what had been constructed by society. Apart from what Okky Madasari described through her novel *Pasung Jiwa*, it turns out that this case of Gender Dysphoria had also occurred. For instance, the case studied by (Ellepola A. 2018) found 20 years old women wanted to end her life due to gender dysphoria problem. Henceforth, the case like Sasana is not a new phenomenon in society and categorized as Gender Dysphoria problem. The fifth edition of the Diagnostic and Statistical Manual of Mental Disorder (DSM-5) defines gender dysphoria as a condition when someone found unsuitable their experienced gender and the biological sex at birth (APA, 2013). Previously, Gender Dysphoria named as Gender Identity Disorder (APA, 2013) and this case is caused by clinically significant distress or impairment in social, occupational or other important areas of functioning. Regarding to Kaltiala-Heino et al., (2018), people with mind burden and traumatic can experience gender dysphoria and will get strong desire to be treated as other gender (or some alternative gender different from their assigned gender) and/or to be rid of their sex characteristics, and/or the strong conviction of having feelings and reactions typical of the other gender (or some alternative gender). That transition can be caused by trauma which experienced by someone excessively named PTSI or Post Traumatic Stress Injury, that is biological trauma that develops after a person experienced or witnessed horrible events (Global Post Traumatic Stress Injury Foundation, n.d) which also portrayed in the novel of *Pasung Jiwa* through Sasana's character when he experienced more pressures and cause stressful which be the contributing factors of him to experience gender dysphoria. Moreover, there are still more contributing factors may because of someone experiencing Gender Dysphoria. (Dr.Ananya Mandal, MD, 2019) stated that Gender Dysphoria may be caused by genetic causes of biological sex, chromosomal abnormalities, rare condition to a baby born with intersex conditions (also known as hermaphroditism) and sometimes abnormal human bonding and child-rearing may be contributing factors to gender identity disorder. As explained above that discrimination, parenting, and the genetical problem can affect someone's personality which is not too suitable to their gender as well as described by Okky Madasari through her novel within Sasana's character. She portrayed how the consequences of being a man in Indonesia. It is conceived that in Indonesia man will be considered as man if he has fulfilled the standards of masculinity in society, like challenges, brave, and bound by violence and to them, who unqualified as the standard of society, will experience social pressure for instance, being insulted, dissociated and considered as a virus or a crumb. This study will prove that the writings by Okky Madasari in *Pasung Jiwa* are the portrayal of gender dysphoria which appears because of the socio-cultural pressures in Indonesia society. The author will use qualitative descriptive research methodology by collecting data in the form of sentences written in *Pasung Jiwa* novel. Afterwards, the sentences will be analyzed using the psychology literature theory to know the meaning and the interpretation of the character within the sentences (Endraswara, 2008:89)

Findings and Discussion

Parent's Role in Children's Developments

Parents are playing a pivotal role in the growth and development of their children, particularly in childhood where they need more attention and spend time with them to strengthen the bonding. Parenting to children can actually affect a child's personality (Dr.Ananya Mandal, MD, 2019). Family is the first place a child born and grows in this world, apart from the genetic decent given by parents to a child, the parenting also greatly influences the child's personality. Sasana, the character in *Pasung Jiwa* novel, never felt the happiness over his life. He never felt he really want alive.

Seluruh hidupku adalah perangkap. Tubuhku adalah perangkap pertamaku. Lalu orangtuaku, lalu semua orang yang kukenal (Pasung Jiwa, 2003, hal.9).

My whole life is a trap. My body is my first trap. Then, my parents, and everyone I knew (Pasung Jiwa, 2003, p.9).

Suara pertama yang kukenal adalah denting piano. Bukan suara ibuku, bukan pula ayahkuku. Pertama sekali aku mendengar suara itu saat masih berada didalam rahim ibuku. Tak hanya mendengar, aku bisa mengenali dan membedakannya (Pasung Jiwa, 2003, hal.13).

The first sound I recognized was the piano's clink. Not my mother's voice, neither my father. The first time I heard that voice while still in my mother's womb. More than listening, I can recognize, and distinguish them well (Pasung Jiwa, 2003, p.13).

Opened by disappointment, Sasana portrays how he hates his life. Life for him is a trap and the trap is not what he really want to chase in his life, even he tells the reader his parents are also a trap for him which make him confined and tormented. The use of hyperbolic sentences-hear the piano sound when he was in the womb and recognize the piano sound better than his parents' voice-stated that he never felt being a part of his family. Sasana's parents are actually never educated him by violence, but his parents always forced Sasana to obey their desire so that Sasana during his childhood never had the authority over himself. In his daily life, Sasana only allowed to play the piano and go to school, without being allowed to play like other kids. In this case, the depiction of the relationship between Sasana and his parents is clear that he does not love his parents. The feeling of confined mainly over his own life is one factor that contributes to someone depression and the worst is if it comes from the family which supposes to be our support systems. For Sasana, his family is a disaster, this has been proved by (Gray et al, 2015) by using the early psychodynamic theories where gender-variant behavior was derived from parent-infant interpersonal issues or trauma. The pressures he experienced from his parents become the strongest reasons he suffers from the appearance of Gender Dysphoria because the relationship between parents and children can not be understood upon their life and affect the children's personality.

Men, Masculinity, and Violence

Most people portray men as a strong figure, the women's protector they said so that in turn being harsh, ferocious, and full of anger always embedded to the concept of men in the society. This has been the difficulties for Sasana, while he is not strong and does not full of anger like the normal men, hence he became the victims of bullying in the society.

Bagi sekolah ini, keributan, perkelahian, penganiayaan, adalah urusan kecil remaja laki-laki yang bisa diselesaikan mereka sendiri (Pasung Jiwa, 2003, hal.35)

For this school, commotion, fights, and persecution, are little boys' business and can be solved by themselves (Pasung Jiwa, 2003, p.35).

Mereka yakinkan yang seperti ini tak perlu dibawa ke kantor polisi. "Ini kan hanya kenakalan remaja," katanya. (Pasung Jiwa, 2003, hal.37)

They convinced this does not need to be reported to the police. " it is just juvenile delinquency," He (The headmaster) said (Pasung Jiwa, 2003, p.37).

When Sasana becomes adolescent his parents assume to register Sasana to the men's school as the best decision without having a discussion with Sasana. Unfortunately, the plan

does not go in line. Sasana, a man with bland personality being the victim of bullying and worse is discrimination of other students. He was repeatedly beaten, barked, for them it just ordinary delinquency for boys, Barbaric!. This is the standard of masculinity in our society that guy (men or boys) are really close to the violence and the society only can promulgate to the all types of violence within men's world (Heilman, B. & Barker, G, 2018). This had been the contributing factors of Sasana hates himself as a man, not because he was born with a blend personality, but the men are cruel.

Aku benci perkelahian, aku tak mau darah. Aku benci dunia laki-laki. Aku ingin tenggelam dalam dunia Melati-adik perempuannya (Pasung Jiwa, 2003, hal. 39)

I hate fights, I don't want blood. I hate men's world. I want to be Melati – his younger sister (Pasung Jiwa, 2003, p.39)

Sasana and men's world aren't meant to be together. He prefers to be Melati because as his experiences, men's world is harsh for him with bland personality. As said by (George Stewart, 1999) that the situation when someone desires to be the opposite sex, it can be stated that he diagnosed with Gender Dysphoria which can be caused by psychological disorder as one of contributing factors. We also have discussed Sasana is not only experienced one worst event which cause he wants to be a female. More than just a family pressure, he experienced pressure from his friends. The event when Sasana declares he wants to be Melati-his younger sister can be contributing evidence that Sasana ail the Gender Dysphoria. (Hall-Lande et al, 2007; Laursen et al, 2013) have been doing research which proves during adolescence, peer relationship is also critical for psychological well-being. This also makes Sasana feels guilty to be a man because he was never considered by his fellow friends, that he always gets bullying by his friends. This theory is strengthened by (Kaltiala-Heino, 2011) saying that one of the important peer network-related risks is bullying that can change someone's character. Sasana for the rest of his life always experiencing bullying from his fellow friends. He becomes the victim of bullying because his own the gracefulness, he never fights back, either he is weak or not interested to fights. Peer relationship also shapes development, including aspects of gender identity consolidation (70). Developmental difficulties and impaired mental health are associated by loneliness and social isolation from peer relationship (Shevlin et al, 2013; Harris et al, 2013). During his childhood, Sasana had not had many friends, not even one is written in the novel. He grows in sorrow, so growing up, Sasana was not even getting happiness but discrimination and bullying from his friends so and this put the greatest pressure on her.

Aaaaaaaa...aku semakin menyesal dilahirkan sebagai laki-laki (Pasung Jiwa, 2003,hal.44)

Aaaaaaaa.. I am so regretful being a man (Pasung Jiwa, 2013, p.44)

Repeatedly stated desire to be, or insistence that he or she is, the other sex is one of characteristic someone experiencing gender identity disorder (Zucker, K. J. 2000). On this part, Sasana repeatedly said that he hates himself as a man, he hates violence and more than anything within the men.

Aku bukan lagi mahasiswa. Aku penghibur. Aku biduan. Aku mencari uang dengan suara dan goyangan (Pasung Jiwa, 2003, hal.50).

I am no longer a student. I am a comforter, I am *Biduan*, I make money by voice and dance (Pasung Jiwa, 2003,p.50).

After enduring all this time, Sasana wanders about to collage. In Malang, he met Cak Jek, a guy he met in the coffee shop and change his life. Cak Jek helps Sasana revealing his confined soul, re-borning the pleasure he really wants until the time he declares himself as *Biduan*. Biduan is a female singer who carries koplo dangdut songs and shows erotic dancing style than the original dangdut singer (Hidayaningrum, V. 2017). The desire of Sasana to become a Biduan actually sounds impossible because he was born as a man and Biduan and its work only done by women. Furthermore, Biduan also assumes as the underestimated profession by society because considered as a teaser and has erotic dancing style (Hidayaningrum, V. 2017). This also one of contributing evidences that proves Sasana experiencing the Gender Dysphoria as (Dr. Ananya Mandal, MD., 2019) said that when someone wishes to be their opposite sex they can be stated experiencing the Gender Dysphoria, not only dancing style, singing, and having the appearance as Biduan, he even wants to be Biduan.

Aku menerima barang-barang itu (sepatu merah dengan hak tinggi dan lancip, rok-rok mini, blus-blus seksi warna-warni). Cak jek tak bertanya padaku apakah aku mau atau tidak. Tapi akupun tak menolaknya. Entah apa yang dipikirkan Cak Jek. Apakah ia tahu diam-diam aku suka barang-barang seperti ini? (Pasung Jiwa, 2003,halp.53)

I received the items (red shoes with high heels and taper, mini-skirts, colorful sexy blouses). Cak Jek didn't ask me whether I want or not. But I won't reject it either. I wonder what Cak Jek think. Does he know I secretly like those things? (Pasung Jiwa, 2003, p.53)

Aku mau pakai baju-baju ini juga karena aku suka, nggk ada urusan dengan professional-professionalan (Pasung Jiwa, 2003,halp.54)

I want to wear this outfit because I like it, no need to be professionals (Pasung Jiwa, 2003, p.54)

Setelah selesai ia menyuruhku bercermin. Aku takjub dengan wajahku sendiri. Cantik, indah, menyenangkan jika dipandang (Pasung Jiwa, 2003,hal.55)

After that, he told me to look in the mirror. I was amazed by my own face. Beautiful and eyes-pleasing (Pasung Jiwa, 2003, p.55)

When he met Cak Jek, Sasana rediscovered his confined soul, singing, and dancing without bridling by anyone. Unconsciously Sasana has a store to change himself. He like women stuff till the giving of women stuffs by Cak Jek is considered as the desire items by him. He accepts and looks like a woman willingly, even though he knows that Cak Jek exploit himself but he also wants it because he likes women's clothing since he was a child. Crossdressing to frequently pass as the other sex, desire to live or be treated as the other sex, and intense desire to be other sex is characteristic of people experiencing Gender Dysphoria as had been proven by (Dr. Ananya Mandal, MD., 2019; Zucker, K.J. 2000).

Conclusion

Stressful life events will affect the depression and because you experience psychological disturbances within your mind and body (Coltera, Junge,& Lainwand, 2008). The portrayal written by Okky Madasari through Sasana character actually true and ever been exist among society and according to the previous research, the condition of Sasana can be categorized as Gender Dysphoria which caused by depression, stressful, pressures, and bullying from the environment. The climax of chaos occurred during Sasana's adolescences when he hates being a man due to physical abuse from many of his fellow

friends. Unfortunately, adolescence is the most crucial period in determining identity as said by (Steensma et al, 2013) that adolescence is a crucial time for identity and psychosexual development in young people with gender identity concern. However, Sasana even gets pressure from men until he hates himself as a man. In this case, it is clear that the portrayal of family, parents, and people around will influence the everyone's personality and gender identity so that we need for more guidance for children to avoid in experiencing the Gender Dysphoria. This also strengthens that Sasana is not only gain a common depression, more than that he experienced the gender dysphoria because at the end Sasana transformed himself to be a transgender.

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THEMATIC ROLES ANALYSIS IN FINDING MEANING OF SONG LYRICS "BLANK SPACE" BY TAYLOR SWIFT

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Abstract

This paper analyzes the meaning of song lyrics through thematic roles. The researchers utilize Jackendoffs theory of thematic role. This research aims to find how the thematic role reveals meaning including the thematic role that is most employed in the song lyrics. A thematic role is part of a sentence which modifies the verb. The researchers find the meaning of the song in each line by identifying the function of thematic roles such as agent, experiencer, recipient, goal, theme, location, force, and other functions. In the process, the researchers first read through all the lyrics of the song. In this case, people have a different interpretation. To avoid many interpretations, the researchers classify the thematic roles in each word of the song lyrics. After analyzing and classifying the lyrics, the researchers found the agent, goal, theme, experiencer, force, location, and recipient. From those findings, the meaning can be seen from each function of the thematic roles. From those thematic roles can be concluded that the song talks about the emphasis of the song lyrics which are the activities that they do together.

Keywords: meaning, thematic roles, song lyrics

Introduction

Communication is the process of giving people information (Hornby, 2000). Communication aims to deliver a message from the speaker to the listener. It means that the listener has to process the message sent by the speakers so that the listener will understand what the speaker means. Communication is not always face-to-face. The communication also happens in many ways. One of those is through a song lyric. A lyric is a part of a song. It constructs a song and delivers a message to its audience. The lyric uses figurative language to enhance the messages. A lyric unifies and helps people to confess feelings. It has a great influence on its audience especially when the song-writer gets the inspiration from his or her own experience. Thus, the main discussion of this paper is about thematic roles that reveal the meaning of the song. Blank Space is a song written and popularized by Taylor Swift, an American country singer.

Different interpretation may occur when people try to gain an understanding. In this case, song lyric, there is a lot of interpretation from one people to another. In order to avoid a lot of interpretation, the researchers use the thematic role to analyses the meaning of Taylor Swift's song Blank Space. A thematic role is part of a sentence which modifies the verb. It appears in the form of arguments. It emphasizes the position of who does an activity and the result of the activity. Thematic role may be a part of a word's meaning that indicates the role that some individual plays within the action which that word describes (Jackendoff, 1987) as cited in Fasold and Linton (2006, p.143). Thematic roles consist of agent, experiencer, recipient, goal, theme, location, and force. An agent is an argument that voluntarily performs an activity. Experiencer is an argument that endures emotional experience. Recipient is a participant that receives something from the agent. Goal is the purpose or the benefit of what we do. Theme is a participant that may be moved, said, or experienced but not undergoes change. Location is the place and time where or when the situation happened. Force is an inanimate participant which triggers something.

Based on the explanation above, the researchers formulated two problems. First, what are the thematic roles that exist in each sentence? Second, what is the meaning of the song

according to the thematic roles? From the problem formulation that the researchers state, this research aims to find out what kind of thematic roles that exist in the song lyric and to analyze the meaning through the thematic roles which already found.

In this case of problem, the researchers found another study related to this study. this study is written by Marlina (2012) entitled "The Analysis of Thematic Roles in Narrative Texts of Senior High School textbooks", which aims to analyze the thematic role in senior high school textbooks. the writer aims to find out the way thematic role constructs the sentence's meaning in narrative texts and also to find out the thematic role that most employed in narrative texts.

Based on the description above, this study is similar to this research considering the use of thematic role in finding the meaning, however, this research utilizes the song lyric as the primary data. while the study that is written by Marlina utilize narrative texts as the primary data.

Methodology

In analyzing the thematic role of the song, the researchers first identify the thematic role in each line of the lyrics. Then make classification of the thematic role that mostly employed. In collecting the data, the researchers use syntactic rules to distinguish different roles such as Agent, experiencer, recipient, goal, theme, location, force, and others. This part faces a problem since there are some lines that do not have the agent. For analyzing the meaning of the song, first, we read through all the lyrics of the song in order to understand the meaning. Jackendoff's theory of thematic role is applied in this research as has been mention in the above. For the final step, we will explain how the thematic role reveals meaning by basing on the existing information of the theory.

Findings and Discussion

After doing an analysis of the lyrics, there are two parts of the findings. The first one is the thematic role that mostly employed in the song lyrics is the role of theme. In the song lyrics, the role theme occurred twenty times. These are the words that we consider as theme is as follows: incredible things, my next mistake, you, magazine, about me, how this one ends, the bad guys, I am insane, the players, the game, this way too far, a blank space, your name, that girls, all the tables, love. The second is the representation of the thematic role and the explanation about the meaning of each line based on the findings of the representation of thematic role that found in each line.

Table 1. Thematic Roles found in each line

No.	Thematic Roles	Quantity
1	Agent	13
2	Goal	3
3	Theme	20
4	Experiencer	8
5	Force	3
6	Location	4
7	Recipient	4

The findings of thematic roles are in the second line, fourth line, sixth line, ninth line, eleventh line, thirteenth line, fifteenth line, sixteenth line, seventeenth line, twentieth line, twenty third line, twenty fourth line, twenty-fifth line, twenty seventh line, twenty-eighth line, thirty second line, thirty third line, thirty-eighth line, forty-first line, forty fifth line, forty-sixth line, and forty-eighth line. The detail of the analysis for the second part in each

line as follows:

"I" as the agent means that he or she has a purpose to show incredible thing as the theme to "you" is the goal. In the second line, the agent is represented by "I" which "I" is a person who is responsible to perform an activity. In this line, the agent has a purpose to show the person that he/she has something that he/she wants the person to see. This shows that "I" is a doer that described the action. The verb which is used in the sentence is an action verb that has a purpose to show someone an action. "you" in this sentence is a goal. She/he becomes the target of the agent's action. "Incredible thing" is a theme. The theme is used by the agent in the action.

"I" as the experiencer feel something when she saw "you" as the theme. In the fourth line, the experiencer is represented by "I" who is affected by the presence of "you" as the theme. "I" as the agent also aware of the state it means that he/she experiences something strange when they saw the person that is related to what state that both of them is facing.

"You" as the experiencer experiencing something that makes he/she seems like the theme (my next mistake) in the sixth line, the experiencer is represented by "you" and the theme is represented by "my next mistake". It is a kind of state where the experiencer is aware of something that makes him/her experience a condition when he/she sees someone who seems like his/her new mistakes. Meaning to say, the experiencer is aware that the person will be his/her next mistake.

"I" as the agent is doing an activity that includes "You" and "Magazine" as the themes. In the ninth line, the agent is represented by "I" who is the doer of an activity. There are two roles of the theme in this line. The first one is "you" and the second one is "magazine". This means that the agent equalizes both of the themes as one entity. Meaning to say, he/she already knows the person as he/she reads the magazine. It is implying that what the person does will be known right away.

"I" as the agent witness "you" as the experiencer that feels something about the theme (about me). In the eleventh line, the agent "I" represented by "I". The experiencer is represented by "you" and "about me" as the theme. In this line, he/she is witnessing that the person knows about the news that people told to him/her. In this case, the word "I" is the agent indicates by the verb witnessing. The role of "you" as the experiencer is indicated by the experience of hearing the news about the agent.

"I am" as the experiencer is waiting the time when the relationship ends that mentioned in the theme (how this one ends). In the thirteenth line, the experiencer is represented by "I am" and the theme is represented by "how this one ends". In this line, the experiencer is aware of the state where he/she is waiting for the time for the relationship between his/her lover is about to end.

"I" as the agent able to make the theme (the bad guys) to be good as what she/he wants as that is mentioned in the goal (good for a weekend). In the fifteenth line, the agent is represented by "I". The theme is represented by "the bad guys" and the theme is represented by "good for a weekend". "I" as the doer of the activity where he/she is able to make the theme which is the bad guy to be good for a weekend as what he wants. The agent is involving the theme to the action where he/she wants to take the benefit of the activity.

"It" as the force refers to a relationship that is going to last forever (location). In the sixteenth line, force is represented by "it" and the location is represented by "forever". Force in this line is a trigger to something. In this song, it is referring to a relationship that is going to last forever. Forever in this sentence is the location. A location also indicates when the situation is happening then forever is considered as a location. It means that the relationship is going to last forever.

"It" as the force refers to a relationship that is going to be ended quickly (in flames as the goal). In the seventeenth line, force is represented by "it" and the goal is represented by "in flame". Force in this sentence refers to a relationship also but different only in the next thematic role represented by "in flames" as a goal. "In flames" indicates the destination of

the verb goes. Goal also means purpose so the phrase "in flames" in this sentence has become the goal for the relationship that he/she wants their relationship to be.

"You" as the agent is able to inform the recipient (me) about the end of the relationship happened (when it's over as location). In the twentieth line, the agent is represented by "you". The recipient is represented by "me" and the location is represented by "when it is over". The agent as the doer of the activity is performing an action of informing the recipient about the end of their relationship. The recipient is the person that accepts the information. In this sentence indicates that "me" as the recipient will get the information soon about the relationship. The location indicates with time when the situation happens. When "it is over" is location since "you" will tell him/her when their relationship is already done.

"They" as the agent will inform the recipient (you) about the theme (I'm insane). In the twenty-third line, the agent is represented by "they". The recipient is represented by "you" and the theme is represented by "I am insane". The agent is doing an activity to inform the recipient about the state of the singer. So it means that "you" as the recipient will get information about the singer situation that they as the agent shows as the insane person.

"You" as the experiencer notices that "I" as the experiencer feels the love to the theme (the players). In the twenty-fourth line, the experiencer is represented by both of "you" and "I". The theme is represented by "the players". "You" and "I" are considered as experiencer because both of them are aware of the action. "You" is aware of the feeling of "I" that loves "the players" and also "I" is aware of "you" about his/her feelings to the players. "The players" as a theme is considered as the entity that undergoes the state or the situation where both "I" and "you" are experiencing.

"You" as the experiencer feels his/her desire on the theme (the game). In the twenty-fifth line, the experiencer is represented by "you" and the theme is represented by "the game". In this sentence, "you" is experiencing the state that is represented by the game. "The game" indicates the state of "you" experiencing the desire about "you" itself plays. It means that the person that he/she wants to highlight loves to play the game that the person himself/herself creates.

"We" as the agent surely wants to take the relationship (this as the theme) too far. In the twenty-seventh line, the agent is represented by "we" and the theme is represented by "this". "We" is the doer of the activity of convincing the person that the relationship surely will take too far. This refers to the state where this relationship will make him/her and the lover relationship will make them only build the wall between them.

"It" as the force that refers to the relationship will make the theme (you) breathless. In the twenty-eighth line, force is represented by it and the theme is represented by you. it refers to a relationship. "You" as the theme undergoes the state or situation where the relationship will make him breathless. Meaning to say that the state or the situation of their relationship will only make the person suffer.

"I" as the experiencer has something that is a blank space (theme). In the thirty-second line, the experiencer is represented by "I" and the theme is represented by "a blank space". "I" is affected by the state of "has" and it is usually used to express someone's possession. In this sentence, "I" has something, which is "a blank space". "A blank space" refers to something that tells what the sentence is about. Meaning to say this line is showing that he/she has is in the condition where he/she already prepares something to reduce the problem by having "a blank space".

"I" as the agent wants the theme (your name) to be written in the blank space. In the thirty-third line, the agent is represented by "I" and the theme is represented by "your name". As what has been mentioned in line thirty-second, "I" as the doer of the activity has already prepared the person name that he/she wants to write in the blank space. But in this line, he/she is completely ready to write the name in the blank space that has already prepared. It means that he/she is ready to forget the person.

"That girl" as the theme is what she/he wants for a month as location. In the thirty-eight line, the theme is represented by "that girl" and the location is presented by "for a month". "That girl" is considered a theme because it is an entity that undergoes the state or situation where the location is taking place. In this sentence, "for a month" indicates a time where he/she becomes "that girl" for a month. This kind of situation has a meaning that someone is ready to do whatever the person that he/she loves told them to do.

"I" as the agent can make the theme (all the tables) turn. In the forty-first line, the agent is represented by "I" and the theme is represented by "all the tables". The action verbs "make" which indicates the existence of an act done by someone. "I" is considered as an agent because "I" is the doer of the activity. "All the tables" is considered a theme because it indicates that there is a situation that is about to happen. It means that if he/she was angry, it would get worse if he/she has turned the play the game. "All the tables" turn does not mean a mess, but it means he/she will change the things that the person does to him/her

"I" as the experiencer feels jealous. In the forty-fifth line, the experiencer is represented by "I". in this sentence, the experiencer is the one that experiences a situation where he/she the feeling of jealousy. It means that he/she is in the state of situation that makes him/her get jealous.

"You" as the agent will regret the location (each time you leave). In the forty-sixth line, the agent is represented by "you" and the location is represented by "each time you leave". "You" is the one who performs an action in a situation where he/she is regretting the time, which is the location. It means the person will come back again because he is regretting the time where he/she leaves.

"Boys" as the agent and the experiencer wants theme (love) if its torture. In the forty-eighth line, the agent and the experiencer are represented by "boys" and the theme is represented by "love". "Boys" as the doer of the activity only wants to perform an action if the theme itself makes "boys" feel tortured. "Boys" is also considered as experiencer because it also undergoes the emotion of love that also hurts. It indicates with the presence of a verb "want" that is also has meaning to invite something to trigger the action.

Conclusion

From the discussion above, the thematic roles that discovered in each line of the song lyrics are agent, goal, theme, experiencer, force, location, recipient. The majority is theme, as the number is twenty. The second is agent, with the amount of thirteen of it. The third is experiencer, eight of it. The fourth is both location and recipient, with their amount is four. And the last is goal and force, in which there are three of them. Based on the analysis above, "I" as the agent refers to Taylor Swift, the singer of the song. while "You" refers to an ex-boyfriend. The song tells about their past when they are in a relationship.

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THE INFLUENCE OF PEOPLE THAT ARE IMPORTANT TO MADELINE WHITTIER ON HER PERSONALITY DEVELOPMENT IN NICOLA YOON'S EVERYTHING, EVERYTHING

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Abstract

Human psychology is a complex study field. It covers all of the cause and effects that create the personality of an individual. Research has shown that certain occurrences that happen during the primary stages of life have a significant influence on an individual psychologically. Erik Erikson introduced Psychosocial Theory that explains the psychological stages in a human's life and how the success rate in passing each stage defines the traits of an individual's personality. The psychosocial theory is used to conduct this research on *Everything, Everything*, a novel by Nicola Yoon. This novel portrays the life of Madeline Whittier, who is diagnosed with an incurable disease called SCID (Severe Combined Immunodeficiency) that made her had to stay inside her house for 17 years. The writer then found out that people who are closest to Madeline have different ways to treat Madeline as a person, instead of a patient. Those people are Madeline's mother (Pauline Whittier) and lover (Olly). Finding that made the writer chose *Everything, Everything* to be the object of this research because there is so much more in this novel than just a sick girl finding love. The research aims to find the influence of the way people treat an individual (Madeline Whittier) on her personality shaping process. It turned out that the way her mother treated her reminds Madeline of her illness all the time while the way Olly treated her gave Madeline hope and bravery to be more than an 18-year-old girl with SCID.

Keywords: literary research, personality, personality development

Introduction

Everything is the first novel written by Nicola Yoon and was released in 2015, with the movie released in 2017. The story is about the life of Madeline Whittier, an eighteen-year-old girl who was diagnosed with SCID (Severe Combined Immunodeficiency) since she was a year old. Madeline's illness is complex because the cause of her allergic reaction is unknown. Everything, even a particle of dust, has a chance to be the trigger. Due to her illness, she hasn't left her house in 17 years. She had a mom who was also the doctor who is responsible for her, and although she was sick and could not come out of her house at all, she liked her life. That was until she met Oliver Bright, or Olly, that she started to want and expect more than she should. She fell in love with Olly. In the end, she found out that she was never sick and all of it was her mother's doing. Her mother did not want to lose her after the death of her brother and father.

The writer read this book for the first time around 2016. The writer was attracted to read it because of all the relatively good reviews circulating around. This book seemed to be just about a girl with an incurable illness who found love. But, this book is much more than that. SCID is one aspect that describes Madeline, but Madeline is not just a patient of SCID. She is a person with her own qualities that makes her different than anyone else. The understanding of this fact alone influences the way people treat her. Should Madeline be taken care of all the time? Could Madeline hope to go outside one day and live a normal life like anyone else? After realizing this, the writer chose this book as the object of this research and analyze it using psychological approach. The theory that is used as a base is Psychosocial Theory by Erik Erikson

The first objective is to identify Madeline Whittier's personality traits. Madeline as a teenage girl who just turned eighteen surely could not experience the same childhood like other people around her age because of her illness. Therefore, there is a chance Madeline's

success rate in passing psychological stages stated in Erikson's theory is different with people who did not have to spend their days inside a sterilized house. The writer is going to find out whether or not this information influences Madeline's personality.

The second objective is to find out how people who are the closest to Madeline treat her. Since the first time Madeline was diagnosed with SCID, Mrs. Whittier and Carla are the ones who stay beside her almost around the clock. Noting that Mrs. Whittier is a doctor and Carla is a nurse, it can be said that Madeline is in good hands in term of monitoring her health. On the other side, it can be said that Madeline grew up watching mainly both of them. In this research, the spotlight is given to Mrs. Whittier. The writer is going to find out how Mrs. Whittier treats Madeline as a person and her daughter by analyzing the interactions between both of them. The findings of this are going to be compared to the way Olly treats Madeline. Olly really just appeared in Madeline's life, but he is able to sit on the position of people whom Madeline cherishes the most. Madeline in one way or another depends on Olly and given that Olly is a boy around her age and that particular aspect of him can be something Mrs. Whittier could never have in terms of understanding Madeline's heart. The writer is going to find out whether or not there is a change in Madeline's behaviour after she met Olly.

The third objective is to state how the treatments from Mrs. Whittier and Olly influences Madeline's personality development. Mrs. Whittier and Olly, in the writer's opinion, are like different sides of the arrow regarding how Madeline and her SCID had to be treated. Each of them had their own opinions and choices for this matter. Both of them loved and wanted to protect Madeline, but had a different way to show it. The writer is going to find out how different Mrs. Whittier and Olly in terms of treating Madeline, then identify the influence of it to Madeline's personality shaping process.

The study that is chosen to be compared with this research paper is an undergraduate thesis by Ferisa Julianti, a former student of Universitas Sanata Dharma's English Letters Study Program batch 2014. This thesis is titled *The Influence of Augustus Waters' Existence on Hazel's Personality Development in John Green's The Fault in Our Stars: A Psychoanalytical Study*. The writer chose this thesis because it has the same analysis topic which is personality development. The thesis compares Hazel Grace's characters before and after she met Augustus Waters. Before Hazel met Augustus, she was described as pessimistic, solitary and stubborn.

"In the beginning of the story, Hazel does not really care about her life because she always thinks about her death every day." (Julianti, 2014, pg 26), "Hazel Grace is a solitary girl who keeps people at a distance because she does not want to hurt people by her death." (Julianti, 2014, pg 28), "Hazel is a stubborn person. This characteristic of Hazel can be seen from her attitude towards her mother." (Julianti, 2014, pg 29). While after she met Augustus Waters, she was described as loving and caring. "After she meets Augustus Waters, this loving characteristic is more clearly seen from Hazel." (Julianti, 2014, pg 34), "Hazel is a caring person to people around her. After she meets Augustus, Hazel's characteristic which is solitary begins to disappear..." (Julianti, 2014, pg 35).

The first difference between the thesis and this research paper is the analyzed work. Everything, Everything that is used to be the object of this research is relatively new and not so popular like *The Fault in Our Stars*, so there was no research or thesis about it yet. The second difference is the theory that is used. The thesis used Psychoanalytic Theory by Sigmund Freud while this research paper used Psychosocial Theory by Erik Erikson. And the third difference is how the analysis of personality development is presented. The thesis compared the characteristics of the main character before and after she met certain someone, while this research paper compared the characteristics of the main character at the beginning of the story that is shaped by the treatment of one figure towards her and how it began to develop while another figure entered her life.

Methodology

The object of this research paper is a novel titled *Everything, Everything* by Nicola Yoon. The genre of this novel is a young-adult romance. This research paper uses a psychological approach and The writer made this research paper with library research, where the writer answers the problem formulations by collecting sources from internet and books. The primary data is from *Everything, Everything* novel itself while the secondary data is citations from the internet that the writer found. The writer hasn't used any book as a source.

Findings and Discussion

The story of *Everything, Everything* is written with Madeline's point of view when she was 18 years old. She did not tell a lot about her childhood, except that her brother and her father died when she was still a baby and that she was diagnosed with SCID at the age of 1. "It's a form of Severe Combined Immunodeficiency, but you know it as "bubble baby disease". Basically, I'm allergic to the world. Anything can trigger a bout of sickness. It could be the chemicals in the cleaner used to wipe the table that I just touched. It could be someone's perfume. It could be the exotic spice in the food I just ate. It could be one, or all, or none of these things, or something else entirely." (pg 12). Due to this diagnosis, Madeline had never left her house. "According to my mom I almost died as an infant. And so I stay on SCID row. I don't leave my house, have not left my house in seventeen years." (pg 11)

From the fact how her illness does not allow her to even come out of her house and therefore almost did not socialize with anyone other than her mother, Pauline Whittier and her nurse, Carla (except for online class and support group), the writer assumed that Madeline Whittier did not experience childhood like other children, and that it somehow affected the development of her personality and how she passed the stages of it. If Madeline was 18, that means she probably just entered the sixth stage, which is Intimacy vs. Isolation.

The first stage is Trust and Mistrust. And as this stage happens when an individual is just a vulnerable baby, the role of adults is really significant. Adults around Madeline were only Mrs. Whittier and Carla. It can be said that they were the ones who stayed with Madeline since day one and therefore they were the ones who she looked up the most, so she built the trust towards adults through them. And the writer concludes Madeline passed this stage successfully from how close she was with her mom.

Mrs. Whittier as a mother provided Madeline with love and time. Madeline and her mother had this tradition to spend their time together during her birthday. " "Movie Night or Honor Pictionary or Book Club ?" my mom asks while inflating a blood pressure cuff around my arm. She doesn't mention her favorite of all our post-dinner activities – Phonetic Scrabble. I look up to see that her eyes are already laughing at me." (pg 13).

The writer thinks that Madeline passed the second stage, but with some notes. Aside from being Madeline's mom, Mrs. Whittier was also her doctor. Mrs. Whittier as a doctor tried to give Madeline all the best medical treatments. Mrs. Whittier made sure Madeline and everything surrounding her to be checked every two hours to make sure there was nothing wrong with her. From her blood pressure and breaths per minute to room temperature and air filter status (pg 12). From this, the writer can see that Mrs. Whittier was really, really protective of her daughter. Madeline was already in a sterilized house yet Mrs. Whittier still took the time to do all of those things. The writer thinks that by doing this, somehow, Mrs. Whittier made Madeline seem to be sicker than she already is.

The other thing is how the books that Madeline likes to read had to be sterilized first before reaching her hand. "In my white room, against my walls, on my glistening white bookshelves, book spines provided the only color. The books are all brand-new hardcovers – no germy secondhand softcovers for me. They came to me from the Outside, decontaminated and vacuum-sealed in plastic wrap." (pg 10)

Madeline is someone whose hobby is reading books. Reading books is a way for her to

spend time. "I've read many more books than you. It doesn't matter how many you've read. I've read more. Believe me. I've had the time." (pg 10) From the way Madeline described this certain activity, the writer thought that sure, Madeline loves reading books but it is also as if reading books is the only activity that can be done. Mrs. Whittier as a doctor somehow constantly reminds Madeline of her illness and how she would not be able to experience a normal life like everyone else. And the writer thinks somehow this makes Madeline learn to not hope too much.

The third stage is Initiative vs. Guilt. As this stage is the one happens during preschool years and depended on one's peer group, Madeline passed this stage in a special way. The only ones who know about her existence are Mrs. Whittier and Carla. Also with occasional online class and support group, but as her teacher and online friends did not interact with her face to face, the influence is not as large as Mrs. Whittier and Carla.

Madeline was only an 18-year-old teenager, but as she only ever associated with adults who know about her SCID, she was really mature for her age. And it can be seen on how she knew to never voice out her hope for her illness to be cured. Even if it is her birthday wish. "What did you wish for?" she asks as soon as I open my eyes. Really. There's only one thing to wish for – a magical cure that will allow me to run free outside like a wild animal. But I never make that wish because it's impossible. It's like wishing that mermaids and dragons and unicorns were real. Instead I wish for something more likely than a cure. Something less likely to make both of us sad. "World peace," I say." (pg 15).

Madeline knew how hard Mrs. Whittier tried to balance the role of being a mom and a doctor, therefore she did not want to make her mother sad. But that does not mean that Madeline was entirely hopeless. She still let some hope stayed inside her by how she wrote PROPERTY OF: Madeline Whittier on the inside of front cover every time she received a new book. "I don't know why I do this. There's no one else here except my mother, who never reads, and my nurse, Carla who has no time to read because she spends all her time watching me breathe." (pg 10).

Then, she also wrote the rewards if anyone found her book. "This is the section that takes the longest time, and I vary it with each book. Sometimes the rewards are fanciful, sometimes the rewards are not so fanciful, and sometimes the rewards is just: me (Madeline)." (pg 11). Madeline knew about the zero possibility for anyone to miraculously found her book and return it to her yet she still did all of that because deep down inside, there was this repressed desire to be able to live normally like everyone else.

The fourth stage is Industry vs. Inferiority. This stage is all about personal talent, and Madeline passed this rather successfully because she knew what she likes and what she is able to do, which is making architecture model. Mrs. Whittier supported this hobby of hers by enrolling her to an online class. "The assignment was to design an outdoor shopping/dining center in my favourite style. I chose art deco because the buildings look like they're flying even though they're standing still." (pg 52). It can be seen how Madeline truly love this class. What Mrs. Whittier did let Madeline know that just because she was sick and was "trapped" in her own home does not mean she cannot do what she is passionate about.

The fifth stage is Identity vs. Confusion. It happened approximately around children and/ or adolescences from 12 to 18 years old. Madeline just turned 18 and that makes her stand between the fifth stage and sixth stage which is Intimacy vs. Isolation. The fifth stage is about personal identity, something that makes an individual different than the others. And all her life, the one thing that Madeline knew makes her different than anyone else is SCID. Madeline had never denied this but that does not make she loves this aspect of herself either.

The vacuum-sealed door, Carla who is around Madeline half the day and all the constant check on her body that were assigned by Pauline Whittier to "protect" her daughter. But, those things are also constant reminders to Madeline that her SCID is something that could not be cured, something that she has to live with for the rest of her life. And the writer assumes that this particular identity is already planted in Madeline's unconscious mind

through how she would place an astronaut in each miniature building that she made. "Whenever I make a new model I make a clay astronaut figure and hide him in it. Each figure is different. This time he's in full astronaut gear complete with airtight helmet and bulky oxygen tank, sitting in diner at a table piled high with food. I've made miniature banana split sundaes, blueberry pancake stacks, scrambled eggs, toast with butter and marmalade, bacon, milkshakes, cheeseburgers and fries." (pg 53).

The writer assumes that the astronauts represent Madeline's feeling of being trapped with her illness. The astronaut had to wear a helmet and oxygen tank to protect himself like Madeline had to be inside her home for seventeen years to protect herself. And the food are the things outside that Madeline wanted but could not get. "It's just wonderful, my dear. But how will he eat all that scrumptious food with his helmet on?" I look back at my astronaut. It'd never occurred to me that he'd want to eat the food." (pg 54) This thought in Madeline's head after what Mr. Waterman said represents how she had tried to make herself to never hope too much.

The new change on Madeline's life began to happen when new neighbours moved in next door. It was Olly and his family. Olly was a boy around Madeline's age and seeing how Madeline has lived almost all her life in the confinement of her home with Carla and her mom, she naturally felt curious about them. About Olly, specifically. It was like Madeline was enticed by Olly. "He's no longer crouched. He's staring up at me. Our eyes meet. Vaguely I wonder what he sees in my window – strange girl in white with wide staring eyes. He grins at me and his face is no longer stark, no longer severe. I try to smile back, but I'm so flustered that I frown at him instead." (pg 23).

As Madeline showed attraction towards Olly, the writer assumes that Madeline is entering the sixth stage, Intimacy vs Isolation, when an individual seeks an intimate relationship with other people aside from family members. The effect of Olly on Madeline started to happen when Madeline lied to Mrs. Whittier. Madeline found something aside from her predictable routine that occupied her mind yet she chose not to tell her mother. In other words, she lied to her mother. Seeing how close Madeline with Mrs. Whittier, it was out of her nature to do that. "I've never lied to my mom. I've never had a reason and I don't think I know how to. But something tells me what I need to do. "I've just been reading too much. You know how I get with a good book." I make my voice as reassuring as possible. I don't want her to worry. She has enough to worry about with me as it is." (pg 28).

It was mentioned above how Madeline had this repressed desire to be able to live normally like everybody else by writing rewards for those who find her book and return it. There was a progress on this when later on, Olly and her sister, Kara, came to Madeline's house bringing a Bundt cake. Given the situation and all, Mrs. Whittier of course could not accept the cake. "I head upstairs imagining what a Bundt cake tastes like." (pg 31) It was a sentence said by Madeline and the writer assumes it was not because Madeline actually wanted the cake. It was because the cake was brought by Olly. This occurrence, in the writer's opinion, signifies how Madeline let herself hope more than she should. The difference is before, Madeline did not specify anyone whom she wanted to receive the rewards, but in this occurrence, her too-good-to-be-true hope was caused by Olly.

The interaction between Madeline and Olly escalated after they exchanged email address and got to know each other. Olly told Madeline about his father who was drunk most of the time and borderline abusive to everyone in the family while Madeline told Olly about her illness. Before Madeline tell Olly, she typed: "I want us to be friends. I don't want you to feel sorry for me." (pg 51). From this, the writer assumes that Madeline wanted to interact to Olly without being reminded by her incurable illness. She wanted to feel normal and healthy when she was with Olly.

Another change on Madeline that is caused by Olly was described through how Madeline was more conscious of her appearance on the day Carla let the boy enter the house and meet Madeline. "I head to the mirror to "fix myself". I've almost forgotten what I look

like. I don't spend a lot of time looking. There's no need when there's no one to see you." (pg 62). On that day, Madeline acted like a teenage girl who is going to go on her first date. She thought Olly is the one who deserves to see her in her best state.

Their first meeting started awkwardly for a few moments, but the writer notices the way Olly treated Madeline like her illness is curable through " "Where do you want to go the most ?" he asks. "Beside the outer space ?" "Yes, Maddy. Beside the outer space." I like the way he says Maddy, as if he's been calling me that my whole life. "The beach. The ocean." "Want me to describe it for you ?" " (pg 67). Instead of saying things to show his pity like "I'm sorry", he offered to help Madeline imagine the place she wants to go the most.

If before what Madeline wanted was to meet Olly face to face, her wish was escalated. "I might not be in *love* but I'm in *like*. I'm in serious *like*." (pg 72). Madeline admitted what she felt towards Olly and like a teenage girl who was over the moon after a date, she saw Olly everywhere in the house. However, things did not end just that way. "And it's just not Olly that I see. I keep picturing myself floating high above the earth. From the edge of the space I can see the whole world all at once. My eyes don't have to stop at a wall or a door. I can see the beginning and the end of time. I can see infinity from there. For the first time in a long time, I want more than I have." (pg 72). From this, it can be seen that through Olly, Madeline learnt to hope again.

The peak of Madeline's behavioural change caused by Olly was when Madeline decided to run away to Maui, Hawaii with Olly. Sounds like what a reckless teenager would do, but the writer thought this was Madeline's way to be truly living. "Ever since Olly came into my life, there've been two Maddys: the one who lives through books and doesn't want to die, and the one who *lives* and suspects that death will be a small price to pay for it." (pg 144). Olly was the one who made Madeline braver than she had ever been before. Madeline was ready to leave everything she learnt about life from the books and chose to experience it with Olly, even if death is her risk.

Conclusion

Mrs. Whittier and her ways in treating her daughter made Madeline felt content with her life that is accompanied with SCID for 17 years but also made Madeline be reminded every time that her SCID is incurable and she had to stay in her sterilized house in order to stay alive. While Olly is the one who gave Madeline *the hope* to live like every normal, healthy person does. Furthermore, because of Olly, Madeline got the bravery to make her hope a reality, even if she had to pay it with her life.

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WORD FORMATION PROCESS IN WORDS THAT REPRESENT FEMALE CHARACTERS IN THE HANDMAID'S TALE SEASON 1

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Abstract

As language always develops, there are new words that can be found in literature, for instance, in books, movies, series, or songs. Those new words are formed to support the elements of the story such as the plot, the characters, or the setting. The recent example can be seen in "The Handmaid's Tale" (2017), a series based on Margaret Atwood's book under the same title contains new words that can be analyzed with morphology. Morphology is one of the branches in linguistics which deals with the internal structure of words. Morphemes, as the elements of the words, is divided into free and bound morphemes. This research aims to find out and analyze the words which represent female characters in The Handmaid's Tale Season 1. The words are taken from five episodes in the first season and are analyzed with the morphological approach to see the word formation process that occurred in the words. Results show that several words which represent female characters are structured with two processes in word formation, they are derivations and compounding. The derivation process consists of free morphemes and bound morphemes which is either suffix or prefix. This process will also change the meaning or part of speech. The compounding process combines two or more roots. It will change the meaning which may be different from the roots. Therefore, there are new words which represent female characters that can be analyzed with the word formation process.

Keywords: Morphology, word formation process, female characters

Introduction

Morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed (Aronoff and Fudeman: 2005). Morphology studies the internal structure of words such as roots, prefixes, and suffixes.

As language always develops, there are new terminologies that can be found in linguistics and literature, for instance, in film, series, or songs. Those words are formed to support the elements of the story, including the characters, the plot, or the setting that are already written. One of the examples is The Handmaid's Tale. Handmaid's Tale is American web television series directed by Bruce Miller, aired on Hulu, and based on the novel with the same name by Margaret Atwood.

The series takes place at the United States and sets in a dystopian society where fertility rates collapse as the result of sexually transmitted disease. Fred Waterford and his wife Serena Joy come up with newly-created social classes in the society in which by the law, women are not allowed to work, own property, handle money or read. In other words, the society is dominated by males. Also, the fertile woman is gathered and they are trained to be "handmaid" at Red Center. The handmaids are assigned to be pregnant and bear children for those families who cannot. The handmaids are raped which is called "Ceremony" every month by the males in front of their wives.

In this series, there are words which represent the female characters, few of them are newly-formed and the rest already exists. It can be analyzed with a morphological approach

for instance, “*handmaid*”, “*posting*”, “*fruitful*”, “*forbidden*”, etc. The researchers choose this series as the female characters has a big role in the story.

The goal of this paper is to figure out the words which represent the female characters. Then, it would be analyzed with word formation process as one of the objects that it is studied in Morphology. After that, it would be categorized into types of word formation process that is found in the words.

Methodology

In this paper, the object of the study is focused on words which represent female characters found in the serial *The Handmaid’s Tale* Season 1 that is aired in 2017. Those words are used as utterances for calling the handmaids, or to describe the female characters’ personality.

The researchers take the primary data by watching the series. After that, the episodes that contain words which represent female characters are chosen. There are ten episodes in season 1 and we choose the first three episodes for this research.

To analyze the data, the researchers use the morphological approach. First, the words will be analyzed with the word formation process. Then, it is defined and categorized based on the word formation process that is found in the words.

There are 13 words found which represents the female characters. The word formation processes found in the analysis are derivations and compounding. There are seven words which occur derivational process, two words with derivational prefixes attached, five words derivational suffix attached. There are also four nominal compounding words.

Findings and Discussion

Morpheme

A morpheme is the smallest meaningful unit in a language. It is often misunderstood as words, but morpheme actually means the smallest units of words. Morpheme has two types; they are free morphemes and bound morphemes.

Free Morphemes. Free morphemes are morphemes that can stand by themselves as single words. There are two types of free morphemes which are lexical morphemes and functional morphemes. Lexical morphemes are morphemes which carry the content of the message we convey. For example, set of ordinary nouns, adjectives, and verbs such as house, doll, run, sad, happy, yellow, and long. While functional morphemes are functional words such as conjunctions, prepositions, articles, pronouns to link the lexical morphemes such as these following words: and, but, because, on, an, a, near, above, them, it, that.

Bound Morphemes. Bound morphemes are morphemes that cannot normally stand alone and are attached to another form. When a free morpheme is attached to bound morphemes, the basic word form is called a stem. Bound morphemes are divided into two types, derivational morphemes, and inflectional morphemes. Derivational morphemes are bound morphemes to make new words of a different grammatical category from a stem.

It will be explained further in these following examples:

Free morpheme	Part of speech	Bound morpheme	Words	Part of Speech
Good	adjective	-ness	goodness	noun
Care	verb	-less	careless	adjective
Light	noun	-en	lighten	verb

Table 1.1 Bound Morpheme

Inflectional morphemes are bound morphemes to indicate aspects of the grammatical function of a word. The purpose of inflectional morphemes is to show if a word is singular or plural, past tense or not and if it is a comparative or possessive form.

It will be explained further in this following example:

For example, Jin's two sisters are really different. One likes to have fun and is always laughing. The other liked to read as a child and has always taken things seriously.

Enclitic. Enclitic is a kind of contraction, a bound form which derives from an independent word and must be attached to the preceding word. In English, there are two kinds of enclitics: contracted auxiliaries, which are attached to the preceding subject, and the negative contraction *-n't*, which is attached to the preceding auxiliary.

Bound Roots. Bound roots are roots that are occasionally bound morphs. Bound roots are often foreign borrowings that were free in the source language, but not free in English. For example, *-vert* (convert, revert); *-mit* (transmit, commit); *-ceive* (receive, deceive); or *-fer* (prefer, transfer). However, *-vert*, *-mit*, *-ceive*, and *-fer* cannot stand alone as independent words unless we know Latin, from which these words are derived.

Bound roots	Words
<i>-vert</i>	convert, revert
<i>-mit</i>	transmit, commit
<i>-ceive</i>	receive, deceive
<i>-fer</i>	prefer, transfer

Table 1.2 Bound Roots

Affix. Unlike a root, an affix does not contain meaning. It is always attached to a root. In English, there are four kinds of affixes: prefixes, an affix which attaches to the beginning of roots. Suffixes, an affix which attaches to the end of roots. Infixes, an affix which is inserted in the middle of the words. In Modern English, infixes are only used for a humorous purpose, as in *im-bloody-possible* and *abso-goddamn-lutely*. The last one is circumfixes, an affix which attaches to the beginning and to the end of a root at the same time. For example, *enlighten*, *embodiment*. However, this paper focuses only on prefixes and suffixes.

There are two categories of affixes: derivational and inflectional. The main difference between those two is that derivational affixes are added to morphemes to form new words that may or may not be the same part of speech. For example, the affixation of the suffix *-ly* to adjectives such as *nice*, *quick* and *happy* in order to derive the adverbs *nicely*, *quickly* or *happily*. Inflectional affixes are added to the end of an existing word for purely grammatical reasons. In English, there are only eight total inflectional affixes: *-s* (3rd person singular present); *-ed* (past tense); *-ing* (progressive); *-en* (past participle); *-s* (plural); *'s* (possessive); *-er* (comparative); and *-est* (superlative).

Suffix	Function
<i>-s</i>	Third-person singular present
<i>-ed</i>	Past tense
<i>-ing</i>	Progressive
<i>-en</i>	Past participle
<i>-s</i>	Plural
<i>'s</i>	Possessive
<i>-er</i>	Comparative

-est	superlative
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Table 1.3 Inflection affixes

Word formation Processes

As language always develops, there may be new words that have been created because of various reasons. For instance, it may be because of the development of technology, as seen in the word *YouTube*. The word *YouTube* consists of the morpheme *You* and *Tube*. When it is combined, it becomes the creation of new terms, or usually called *Coinage*. Coinage is one of the processes occurring in the word formation process.

Word formation is a process in which morphs are combined to create new words. There are several types of word formation process. Other than coinage, there are compounding, derivations, blending, shortening, clipping, back formations. However, the main focus of this paper will be derivations and compounding.

Derivations. Derivations are the insertion of word-forming affix. The types of derivational affixes are suffixes or prefixes. They function either to create new meaning or change the part of speech when inserted in words. In this paper, it is found two prefixes and five suffixes.

Prefix. A prefix is a group of letters that placed at the beginning of a word. The prefixes that are found in three episodes are –un and –of.

1. Prefix un-

Prefix un- is derivational morpheme. It is attached at the beginning of the noun, therefore, it changes into a new meaning and also the part of speech. Prefix un- states negative meaning. The example is “unwoman”.

2. Prefix of-

The prefix of- is the new type of prefix that can be found in *The Handmaid’s Tale*. The prefix of- is derivational morpheme which is attached to a noun, in this series, is placed at the beginning of the name of the handmaids. The use of prefix of- does not change the word class but only change the meaning. The examples are “Offred”, “Ofglen”, “Ofwarren”, “Ofsteven”.

Suffix. A suffix is a group of letters which placed at the end of a word. The suffixes that are found in the three episodes are -ful, -ed, -y, -ion and -ship.

1. Suffix -ful

The suffix -ful is the derivational morpheme which converts the root to another part of speech and also changes the meaning of the root. The example is the word “fruitful”.

2. Suffix -ed

The suffix -ed is the derivational morpheme which is attached to a noun and change into an adjective. It also changes the meaning. The example is the word “blessed”.

3. Suffix -y

The Suffix -y is one of the derivational morphemes which is attached to a noun. It functions to change the part of speech and meaning. The example is the word “dirty”.

4. Suffix -ion

The suffix -ion is one of the derivational morphemes which is attached to a verb or a noun. It functions to change the part of speech from a verb to a noun. The example is the word “abomination”. While it does not change the part of speech when it is attached to a noun, as in the word “companion”. It also changes the meaning when it is added.

5. Suffix -ship

Suffix -ship is one of the derivational morphemes which is attached to a noun and it functions to change the meaning. The meaning of the suffix -ship is to express a

condition. The example is the word “companionship”.

Word	Parts of speech	Suffix	Word	Parts of speech
fruit	noun	-ful	fruitful	Adjective
bless	noun	-ed	blessed	Adjective
dirt	noun	-y	dirty	Adjective
company	noun	-ion	companion	Noun
companion	noun	-ship	companionship	noun

Table 2.1.1 Suffix

Functions of Derivational Morphemes

Prefix *un-*

1. Unwoman

The word *unwoman* consists of two morphemes, the first one is *woman* which considered as free morpheme and *-un* as bound morpheme. The morpheme *woman* is categorized as a noun. When it is combined, they are considered as derivational morphemes since the meaning and the part of speech have changed.

Derivational Prefix	Word	Parts of speech	Word	Parts of speech
{un-}	{woman}	noun	Unwoman	verb

Table 2.2.1 Prefix *un-*

The literal meaning of the word *woman* is an adult female human being. The prefix *-un* can be defined as a negation, or “not”. Therefore, *unwoman* is defined as to deprive of feminine qualities. The part of speech also has changed from noun to verb.

Prefix *of-*

1. “Offredthe “Ofglen”, “Ofwarren”, “Ofsteven”

The word “Offred”, “Ofglen”, “Ofwarren”, “Ofsteven” each consists of two morphemes. The first one is *-Of*, the second one is the name of the commanders such as Fred, Glen, Warren, and Steven. In this case, the prefix *-of* is bound morpheme that has to be attached to the name. The commander’s name is also free morpheme. The prefix does not change the part of speech.

Derivational Prefix	Word	Parts of speech	Word	Parts of speech
{Of-}	Fred	Noun	Offred	noun
{Of-}	Glen	Noun	Ofglen	Noun
{Of-}	Warren	Noun	Ofwarren	Noun
{Of-}	Steven	Noun	Ofsteven	Noun

Table 2.2.2 Prefix *of-*

When those two morphemes are combined, they are considered derivational morphemes since the meaning has changed. The word “Fred”, “Glen”, “Warren”, and “Steven” before being added the prefix *-of* is just a name of a commander. When the prefix *-of* is added at the beginning of the names, it becomes the name of the handmaids which shows the identity of their commanders. In other words, it expresses the relationship between handmaids and their commander.

Suffix *-ful*

The word *fruitful* consists of two morphemes. The first morpheme is *Fruit* and the second is

the suffix -ful. The morpheme fruit is free morpheme while the suffix -ful is bound morpheme since it must be attached to the word fruit to have a meaning. When those two morphemes are combined, the meaning and part of speech then have changed. Fruit which categorized as a noun becomes an adjective when the suffix -ful is attached at the end of the word.

A change in the meaning also occurred. Fruit as a noun can be defined as a product of a tree and can be eaten as a food. When the suffix -ful is added, it can be meant that the tree is able to produce a lot of fruits or is fertile.

Derivational Prefix	Word	Parts of speech	Word	Parts of speech
{-ful}	{fruit}	noun	Fruitful	adjective

Table 2.2.3 Suffix -ful

Suffix -y

The word dirty consists of two morphemes. The first morphemes are dirt and the second is the suffix -y. The word dirt is free morpheme while the suffix -y is bound morpheme. When those two morphemes combined, the meaning and part of speech have changed. Dirt which categorized as a noun becomes an adjective when the suffix -y is added at the end of the word.

The meaning has also changed. The meaning of dirt is a substance which soils something. When the prefix is added, the meaning changes into “not clean”.

Derivational suffix	Word	Parts of speech	Word	Parts of speech
{-y}	{dirty}	noun	dirty	Adjective

Table 2.2.4 Suffix -y

Suffix -ed

The word blessed consists of two morphemes. The word bless is the root and the suffix -ed. The word bless is free morpheme and the suffix -ed is bound morpheme. There are changes in the meaning and part of speech when two morphemes are combined. Bless is categorized as a noun and changes into an adjective when -ed is added.

The meaning also has changed when the suffix is attached to the root. The suffix -ed is stating the condition of having something, in this case, blessed means a condition which someone is having the blessing.

Derivational suffix	Word	Parts of speech	Word	Parts of speech
{-ed}	{bless}	noun	blessed	Adjective

Table 2.2.5 Suffix -ed

Suffix -ion

The word companion consists of two morphemes. The word company is the root and the suffix is -ion. The word company is free morpheme and the suffix -ion is bound morpheme. There is no change in the part of speech when these two morphemes combined, but there is a change in the meaning. Company means the condition of being with another person, whereas companion means the person whom one spends a lot of time.

The word abomination consists of two morphemes. The word abominate is the root and the suffix is -ion. The word abominate is free morpheme and the suffix -ion is bound morpheme. Unlike companion, there is a change in part of speech and meaning. Abominate

is a verb and when there is -ion added at the end of the word, it becomes a noun.

The meaning also has changed. The word “abominate” means to detest, whereas abomination refers to a thing that causes the hatred feeling.

Derivational suffix	Word	Parts of speech	Word	Parts of speech
{-ion}	{abdominate}	verb	abdomination	noun

Table 2.2.6 Suffix -ion

Suffix -ship

The word companionship consists of three morphemes. The word company is the root and the suffix is -ion and -ship. When the suffix -ship is added at the end of the word companion, it changes the meaning only. It refers to the feeling of friendship.

Compounding

Compounding is the combination of two or more free roots. Generally, one of the words is the head of the compound and the other its modifier (Garvey, 2010).

a. Handmaid

The word “*handmaid*” is compound nouns. It combines the word hand and maid which have the same word class, noun.

Therefore, there is no change in the word class. The word “*hand*” has lexical meaning “*the end part of a person's arm beyond the wrist, including the palm, fingers, and thumb*” whereas the word “*maid*” has lexical meaning “*a female domestic servant*”. However, when those two words are put together as a word, it produces new meaning. The new meaning is not always identified by the meaning of each word. The word “*handmaid*” does not necessarily mean a servant who works only with their arms. The meaning of “*handmaid*” is a female servant.

Word	Parts of speech	Word	Parts of speech	Compound word
{hand}	noun	{maid}	noun	handmaid

Table 2.3.1 Compounding

b. Birthmobile (birth+mobile)

The word “birthmobile” is compound nouns. It combines the word birth which is a noun and mobile which is an adjective.

The combination of noun and adjective resulting in the change of word class which becomes a noun. The word ‘*birth*’ has lexical meaning “*the emergence of a baby or other young from the body of its mother; the start of life as a physically separate being*” whereas the word “*mobile*” has lexical meaning “*able to move or be moved freely or easily*”. If the two words are combined into one word, the meaning and the word class of the word as a unity change. The word “birthmobile” in the series means “*A small van that transports Handmaids to a fellow Handmaid's birthing at her Commander's house*” (Truong, 2019).

Word	Parts of speech	word	Parts of speech	Compound word
{birth}	noun	{mobile}	adjective	Birthmobile

Table 2.3.2 Compounding

c. Taskmistress (task + mistress)

The word “*taskmistress*” is compound nouns. It combines the word task and

mistress which have the same word class, noun.

Therefore, when those two words combined as one unity, the word class is still a noun. The word “*task*” has lexical meaning “*a piece of work to be done or undertaken*” whereas the word “*mistress*” has lexical meaning “*a woman in a position of authority or control*”. The word “*mistress*” comes from the word “*master*”, however, it becomes feminine after suffix –ess added. When those two words are combined into one word, it produces new meaning which is “*a person who imposes a harsh or onerous workload on someone*”.

Word	Parts of speech	word	Parts of speech	Compound word
{task}	noun	{mistress}	noun	Taskmistress

Table 2.3.3 Compounding

d. Pinhead (pin + head)

The word “*pinhead*” is compound nouns. It combines the word pin and head which have the same word class, noun.

Therefore, the word class of the word pinhead is still a noun. The word “pin” has lexical meaning “*a thin piece of metal with a sharp point at one end and a round head at the other, used for fastening pieces of cloth, paper, etc*” whereas the word ‘head’ has lexical meaning “*the upper or anterior division of the animal body that contains the brain, the chief sense organs, and the mouth*”. After being put together as a word, the meaning changes into “*a very dull or stupid person*”.

word	Parts of speech	word	Parts of speech	Compound word
{pin}	noun	{head}	noun	Pinhead

Table 2.3.4 Compounding

Conclusion

Based on the discussion done in this paper, it can be concluded that there are several words which represent female characters in *The Handmaid’s Tale* Season 1 (Episode 1-3). Those words can be analyzed by using morphological approach. It can be seen from the word formation process which occurs on the words that are found.

There are two types of word formation process that can be found in the series which are derivations and compounding. In this research we find 11 kinds of morphemes which derivational morphemes prefix consist of –un and –of and derivational suffix consists of –ed, –ion, –ship, –y, and –ful. For the compounding, we find nominal compounds with four words which are “*handmaid*”, “*birthmobile*”, “*taskmistress*”, and “*pinhead*”.

This research finds some function of derivational English morphemes as negation, as nouns, as a verb and as adjectives. After analyzing the nominal compounds, this research also finds that the change of meaning of the words is not necessarily identified by the meaning of each word alone. However, the combination of the words which become one unity produces new meaning in which sometimes is not related to the roots.

Finally, as the discussion has been done, this research would like to give some suggestions for the other writers based on the research findings and discussion. It is suggested that the other writers can use this research as a reference. Hopefully, there will be any further research to complete and make this research better and useful for further studies.

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EMOTIONAL EXPRESSION THROUGH NATURE IN WILLIAM WORDSWORTH'S "I WANDERED LONELY AS A CLOUD"

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Abstract

This research is about the emotional expression that contains in the William Wordsworth poem entitled "I Wandered Lonely as a Cloud", and how it represents through nature. The theory used in this research is the theory of imagery. While the method used in this research is descriptive research and the technique of data collecting is library research. There are two approaches used in this research, namely the formalist approach and structural approach. The result of the research shows how the imagery used by the poet to describe his feeling, and the poet used nature as the object. He felt loneliness all the time, even though he was in the middle of a crowd though. Because of his chaotic feelings, he began his journey to find something that could make him feel happy. Everything changed, when he met a thousand daffodils danced beautifully in the breeze. The finding also related to the visual imagery, auditory imagery, and kinesthetic imagery, while each imagery represents the emotion of the poet itself.

Keywords: imagery, emotional expression, loneliness

Introduction

As humans, we certainly live with a feeling. There is no human in this world who does not have feelings, and of course, that feeling varies every day. The feelings we have often turn out to be the emotion that we use to show our feelings, maybe often we take them out in the form of happiness, pleasure, gratitude, anger, or even hatred. At one time we could feel like the happiest person, but at the same time, other people could feel sadness. These feelings often change over time, as well as the emotions that we emit. We will not know when the emotion will change, and the way each person will be different in delivering it. The way we express that feeling is what we commonly call *The Emotional Expression*. Emotion is something that is very unique and interesting, therefore there are a lot of literary works that combine emotional elements in it. Literature is often used as an intermediary in making literary works related to emotion. Out there, there are several literary works such as novels or poems that describe how emotions coexist with humans every day. According to Gross, 'Emotional expression refers to how one conveys experience through both verbal and nonverbal behavior' (Gross, 1998b, 1999). Based on what Gross has said, emotional expression is a way someone chooses to express what they have felt or how they convey it in various ways, either directly through words or implicitly through body language, eyes, etc. In contrary, Ekman stated that 'Emotional expression largely focused on whether perceivers could infer emotion from static portrayals of prototypical configuration of facial muscles thought to convey anger, disgust, fear, sadness, surprise, and happiest' (Ekman, 1994). Whereas according to Ekman, emotional expression is how our faces express or express our expressions through our faces. Which means emotional expression here focuses on facial movements, not body language.

Through literature, it is not just emotion that takes a lot of attention, but nature also often makes us interested in putting it into a literary work. Often we are astonished at all the exposure of its beauty. Many of the poems or novels with the theme of nature succeed in bringing us into the atmosphere, so we imagine more deeply, and also feel as the author wants to describe. As in the poem "I Wandered Lonely as a Cloud", we feel the element of nature is very thick from every part of this poem. According to Wordsworth himself, he

stated that 'Nature is a teacher whose wisdom we can learn and without which and human life is vain and incomplete' (2010). It means nature plays the best teacher in our lives. There are many things that we can take and we learn from nature, nature can provide everything we need, and it can also make us feel blessed because without nature, human life is nothing. Another theory of nature stated by Aristotle through his book *Physic*, 'A source or cause of being moved and of being at rest in that to which it belongs primarily' (physics: II, 1996). In his book, Aristotle states that nature is a movement and nature is also the source of everything. Nature is something that is certain and will always remain the same until whenever unless something changes it.

Many literary works that use elements of emotion and also nature in it, as in the poem which will be discussed further entitled "I wandered lonely as a cloud" or also known as *Daffodils* is a famous poem written by William Wordsworth in 1807. This poem focuses on nature that the poet wanted to express by his feeling and inspired by his lonely walk that made him able to write this piece. This poem tells about the beauty of nature, which is about someone who wandered and felt stunned by the beauty of nature.

Moreover, the beauty of nature that is expressed by the speaker's emotion will be revealed by one of poetic devices, that is imagery. The main theory of the research is the theory of imagery, related to visual imagery, auditory imagery, and kinesthetic imagery. Morris in his book stated that 'In the imagery literature, visual imagery is synonymous with 'seeing' movement or being instructed to 'picture' or visualization it' (2005:128). According to Morris visual imagery means how our eyes or our sense of sight capture an event and visualize it in our minds. The second imagery used is auditory imagery. In contrast to visual imagery, this one imagery depends on our sense of hearing in gathering information. According to Hubbart auditory imagery is 'images of sounds that often evoke images regarding the object that emitted those sounds or how those sounds produced' (Chapter XII, 2013:223). Through auditory imagery, we can imagine and depict how is the situation or the atmosphere of a moment, or what happened at that time. The last imagery used in order to discuss this poem is kinesthetic imagery. According to Morris, 'Kinesthetic information refers to sensory information from receptors throughout the body about body part location and movement, so kinesthetic imagery pertains a sensory experience' (2005:129). It means kinesthetic imagery is imagery that uses hands or our sense of touch to understand how the shape or the textures of a thing is.

Research Method

The main data of this research is a famous poem comes from major English romantic poet William Wordsworth. "I Wandered Lonely as a Cloud" is a poem that tells the story of natural beauty that was discovered by accident. The speaker was feeling the emptiness in his heart because of many burdens in his life when he accidentally found a stretch of daffodil flowers. Seeing the extraordinary beauty, the speaker revealed it emotionally. In a state of an empty heart and in the midst of that beauty makes him doubt about what he actually feels. Descriptive research is used to help the researcher describe a situation, subject, behavior, or phenomenon that happened at the moment.

Library research is used as a technique for collecting data. In this research uses two approaches, they are structural approach and formalist approach. According to D'haen 'Structural approach producing relevant result by looking in places where one would not look without being urged by sturdy model' (2011:143). While formalist approach according to Wilfred's understanding "In formalist approach, the assumption is that a given literary experience takes a shape proper to itself, or at the least that the shape and the experience are functions of each other" (2005:103). Then, using structural and formalist approach researcher will discuss the topic of the study. These two approaches are used to analyze the topic of the study that is the emotional expression revealed through nature in the poem "I Wandered Lonely as a Cloud".

Result and Discussion

Emotional Expression through Nature in "I Wandered Lonely As A Cloud"

A. Imagery as the Representative of Emotional Expression through Nature in William Wordsworth's "I Wandered Lonely as a Cloud".

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

"I Wandered Lonely as a Cloud" contains many imagery elements in it. This imagery will be used to discuss the narrator's form of emotional expression on what he feels through nature. This is what will be discussed further in the following research.

1. Visual Imagery in William Wordsworth's "I Wandered Lonely as a Cloud"

Visual imagery is imagery that is related to the sense of sight. In this poem some visual imagery is found, as in the first stanza:

I wandered lonely <i>as a cloud</i>	1
That <i>floats on high o'er vales and hills,</i>	2

In the first line of the first stanza, the narrator says that he '*wandered lonely as a cloud*'. He described himself walking like a cloud. Commonly, clouds are objects that always move in groups. Clouds will never move alone. However, he described himself as a lonely cloud. In this situation he felt the emptiness in his heart, feeling alone even though he was in the crowd as if no one around him noticed him. Then in the second line, the phrase *floats on high o'er vales and hills,* describes the problems it is facing. The word '*vales*' illustrate the feeling of the narrator. The valley is steep, cold and lonely. Just like the feeling being felt by the narrator. In all the burdens of his life, he is always alone. He did not even

try to share his problem with others, even though there were many people around him. The word '*hills*' represent that as if the burden in his life is too much that over time it turns into a pile of burdens that make him feel that he is living in an increasingly difficult situation and making him become an introvert person.

The next visual imagery in this poem is:

When all at once I saw a crowd, 3
A host, of golden daffodils; 4

In the third and fourth lines of the first stanza of this poem is interconnected, which is '*crowd*' in the third line represents the amount of happiness that the narrator feels at that time. While in the fourth line, '*golden daffodil*' represents the feeling of admiring, happiness feelings that are being felt by the narrator. '*golden*' illustrate a time when all are in the most beautiful era. As well as '*daffodil*', the flower depicts a beauty but is only for a while, it is not eternal and can also change.

Another visual imagery that is also present in this poem is in the following line:

Beside the lake, beneath the trees, 5
Fluttering and dancing in the breeze. 6

The word '*lake*' in the fifth line of this poem represents a feeling of calm or peace. While '*trees*' symbolizes protection that provides warmth that eventually builds a feeling of being protected and comfortable. The word '*lake*' in the fifth line of this poem represents a feeling of calm or peace. While '*trees*' represents protection that provides warmth that eventually builds a feeling of being protected and comfortable. While '*fluttering and dancing*' is an activity that is often carried out by people who are happy. In other words, the speaker at that time was feeling happiness in his life. Same as written on the second stanza in line twelve:

Tossing their heads in sprightly dance. 12

In this line, the phrase '*sprightly dance*' also represents happiness as reflected in the sixth line in this poem.

The next visual imagery also found as in the second stanza of this poem:

Continuous as the stars that shine 7

In the seventh lines the sentences '*stars*' represents something that comes and goes, one after another. Sometimes it can be seen but also often does not appear. But here '*shine*' visualizes a hope. This represents the speaker's hope that everything that comes and goes, in the end, is always something good.

The next visual imagery in this poem is:

Along the margin of a bay: 10

In the tenth lines '*margin of the bay*' illustrate the boundless feeling of the narrator. The speaker himself wishes many things in his life, and no one can resist his desire.

Another visual imagery that is also present in this poem is in the following stanza:

The waves beside them danced; but they 13
Out-did the sparkling waves in glee: 14

The waves are something that often comes to the shore and takes everything away. But the '*wave*' here is described as it is dancing. '*Waves beside them danced;*' them here refers to the row of daffodil. '*Sparkling waves in glee:*' this is telling us that the waves that should be scary, turn out into beautiful when they meet those '*flowers*'. It means that even something is bad when it is given a touch of happiness it will turn out to be something beautiful.

2. Auditory Imagery in William Wordsworth's "I Wandered Lonely as a Cloud"

Auditory imagery is dealing with the sense of sounds. This imagery is found in the first stanza of this poem:

Fluttering and dancing in the breeze. 6

'Breeze' illustrate the atmosphere found by the speaker. Also illustrates the situation where tranquility is the main attraction of the place that makes the speaker fascinated. There is no disturbance or noise, there is only beauty that mesmerizes the narrator's eyes.

The next auditory imagery in this poem is:

The *waves* beside them danced; but they 13

Out-did the sparkling *waves* in glee: 14

The sound of the waves describes the narrator's feelings. Feeling that is uncertain but often comes repeatedly. Anxiety, sadness, fear mixed together. But in line thirteenth, describing different things, after the narrator sees the expanse of beauty from daffodils, his feelings get better. Change to be happy. All the anxiety and sadness that fills his heart is gone, changing with happiness.

3. Kinesthetic Imagery in William Wordsworth's "I Wandered Lonely as a Cloud"

Kinesthetic imagery deals with the existence of a movement, whether physical or action categorized as kinesthetic imagery. As in this poem, some kinesthetic imagery is found in it:

That *floats on high o'er vales and hills*, 2

'*Floats on high o'er vales and hills*' in the second line describes the narrator's journey. The narrator goes very far and has gone through many places, the narrator even goes through various difficulties to find something that can repel loneliness in his heart. '*vales*' describes the places that have been traversed by the narrator, while '*hills*' describes the difficulties faced by the narrator in his life.

The next kinesthetic imagery in this poem:

Fluttering and dancing in the breeze. 6

'*Fluttering and dancing*' describes happiness, and here the narrator can see that happiness radiates even though it is from a series of wildflowers. When he saw those flowers dance, the narrator felt happiness bursting out of his heart, and all the feelings of sadness and loneliness in his heart suddenly disappeared. The narrator is only fascinated by what he sees, the flowers that dance under this gust of wind teach the narrator that even the smallest thing in the world can bring happiness.

Another kinesthetic imagery that found in the poem is:

Tossing their heads in sprightly dance. 12

'*head*' is a body part that is usually only possessed by living things. But the narrator calls the petals '*heads*' which means the narrator not only considers them like ordinary flowers but something special he likens them to living things. When the speaker saw the flowers dancing, he imagined that the daffodils were truly alive. So when he saw them dancing he didn't feel sad anymore, he felt accompanied by the daffodils.

The next kinesthetic imagery in this poem:

For oft, when on my couch I lie 19

This line describes the narrator sitting in solitude. However, he no longer felt alone at this time. Because when he sat down and entered into his reverie when he almost felt lonely again, he again remembered the daffodils who made him feel very happy. Instantly the daffodils cast out all sadness and loneliness in his heart.

Conclusion

From this research, the conclusions that can be reached in the poem "I wandered lonely as a cloud" is, some of the imagery reveal something. The visual imagery, auditory imagery, and kinesthetic imagery are concerned about what the narrator sees or hear with the feelings that the narrator feels. As in the visual imagery, *lonely as a cloud* describing loneliness, *vales and hills* illustrate the burden in his life, *crowd* represents amount of happiness, *golden* illustrate time of glory, *daffodils* represents the beauty, *trees* represents the protection, *sprightly dance* represents happiness, *stars* represent nothing immortal, *shine* represents a hope, *margin of a bay* represents the boundless feeling, and *waves beside them dance* depict

that everything can change no matter what it is. While in the auditory imagery, *breeze* illustrates tranquility, and *waves* represent the anxiety, sadness, and fear. In kinesthetic imagery, *floats on high o'er values and hills* illustrate the narrator journey, *fluttering and dancing* represents the happiness comes from the flowers, *tossing their head in sprightly dance* describe that the daffodils truly alive, *for oft when on my couch I lie* represents that the narrator no more feeling lonely.

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DOING ME AN EDUCATE: WORD FORMATION PROCESSES IN DOGGOLINGO

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Abstract

DoggoLingo has created a new Internet linguistic phenomenon in recent years. However, despite its proliferation, few kinds of research have been done regarding this subject. The purpose of this paper is to investigate the usage of word formation in DoggoLingo and to see how DoggoLingo plays with constraints of English morphology seeing as it is derived from English. This paper uses data collected from various internet sources and analyzes them using the morphological approach with Brinton & Brinton (2010) as the main source of theory. From the analysis, it was found that DoggoLingo has almost all the types of word formation processes as mentioned by Brinton & Brinton, with back-formation and shortening as the exceptions. Also, the research found another word formation used in DoggoLingo, namely phonetic spelling. In conclusion, even though this paper found that there are several violations of English word formation, DoggoLingo still largely conforms to the word formation of Standard English.

Keywords: internet slang, memes, DoggoLingo

Introduction

Morphology is the study of morphemes, or the minimal units of meaning or grammatical function (Yule, 2010, p. 67). A morpheme may be free, meaning it can stand by itself as a single word, or bound, meaning it cannot stand alone and is typically attached to another form. Morphology also studies the process of word formation. The types of word formation processes are derivation, reduplication, functional shift, compounds, blending, back-formation, shortening, and root creations (Brinton & Brinton, 2010, pp. 94-110). These processes may be observed not only in Standard English, but also in English-based Internet slangs used in memes, DoggoLingo being an example.

The term "meme" originally referred to cultural ideas which were passed on from one person to another (Dawkins, 1989, p. 192). The phrase "Internet meme" is now commonly used to describe "a piece of culture, typically a joke, which gains influence through online transmission" (Davison, 2012, p. 122). Internet memes spread rapidly due to users of such social networking sites as Reddit, Facebook, or Twitter who use them to share common interests. Internet memes are proliferated not only in their original form but also as user-created derivatives (Zappavigna, 2012, p. 212).

David Crystal claims in *Internet Linguistics: A Student Guide* that the features of Internet memes have given rise to new language variations which members of online communities invent to convey their ideas. Crystal argues that meme languages are an innovative form of language play, the need of which is a part of human nature (Crystal, 2011, p. 10).

One of the more recent meme language phenomena is DoggoLingo or Doggo-Speak, an English-based "specialized vernacular used primarily in memes extolling the cuteness of dogs" that emerged among online dog lover communities (Valdez, 2018). It contains intentional misspellings, transformations, and other modifications of English that contribute to the humor of the memes. It has precedence in earlier Internet pet languages such as

LOLcats and Doge memes (Boddy, 2017). The popularity of DoggoLingo is such that even sites that do not specifically cater to pet lovers have employed DoggoLingo in their publicity so as to garner attention. For example, in 2019, Lucidchart, a graphic design site, used DoggoLingo in its advertisement (Lucidchart, 2019).

Despite the popularity of DoggoLingo, few linguistic analyses of it have been conducted. At present, the only existing study of DoggoLingo is Jennifer Bivens' thesis *Describing Doggo-Speak: Features of Doggo Meme Language* (2018) which discusses the syntax of DoggoLingo.

This paper will focus on the word formation processes in DoggoLingo because DoggoLingo primarily derives its vocabulary from a play on English words. The research is conducted to demonstrate how it is used by online communities to explore and play with the constraints of the morphology of the English language.

Methodology

The researchers utilize primary and secondary research methods. The primary research method involves a descriptive analysis of a corpus consisting of DoggoLingo vocabulary collected from ten online sources using random sampling. The sources are taken from Twitter, Facebook, Instagram, and Reddit, which are among the most popular and accessible social media sites. Furthermore, the sources are selected such that they represent DoggoLingo in an understandable way and include all kinds of variations in DoggoLingo morphology. From each source, the researchers select three random posts that use DoggoLingo and are posted between January 2019 and May 2019 in order to reflect the recent nature of this meme. On the other hand, in doing the secondary research method, the researchers collect information from related literature.

The research uses a morphological approach, which the researchers deem the most suitable to analyse the word formation process in DoggoLingo. Several steps are conducted in order to carry out the research. Firstly, DoggoLingo words are collected from the sources to form a corpus. The words in the corpus are then categorized based on the word formation process. Next, the frequency of each process is presented in tables and charts. Finally, the conclusion is drawn from the analysis.

Findings and Discussion

Word formation processes in English

The types of word formation processes in English are derivation, reduplication, functional shift, compounds, blends, back-formation, shortening, and root creations (Brinton & Brinton, 2010, pp. 94-110). This research will depart from the assumption that the word formation process in DoggoLingo is similar to that in English due to its origin as English-based lingo.

From the primary research, it is observed that seven out of the eight word formation processes identified by Brinton & Brinton are found in the corpus: derivation, reduplication, functional shift, compounds, blends, and root formation in the form of onomatopoeia. The other processes are not found in the sources used. In addition, there is another process that is distinctive of DoggoLingo, namely phonetic spelling.

Word formation processes in DoggoLingo

The following discussion will be divided based on the types of word formation processes that are observed. From the data that has been collected, categorized, and analyzed by the researchers (see Appendix), three words are randomly selected to represent each type of word formation process.

1. Derivation

Derivation is the addition of a word-forming affix. The addition of a derivational affix to a root produces a new word with one or more of the following changes: 1) a phonological change (including stress change), 2) an orthographic change to the root, 3) a semantic change, and 4) a change in word class (Brinton & Brinton, 2000, p. 94).

Based on our findings, affixation occurs in DoggoLingo, but only in the form of suffixes. No usage of prefixes is found. In addition, the suffixes found in DoggoLingo are not entirely the same found in English language, though DoggoLingo originated from English. Examples can be found in these three words:

a. Scruffer (N)

A *scruffer* is a Parson Russell Terrier breed dog. The origin of the word comes from the derivation between the word “scruff” and suffix -er, resulting in *scruffer*: Scruff (N) + -er = Scruffer (N)

According to the dictionary, the word “scruff” means someone with an untidy appearance, which ties with the untidy fur of a Parson Russell Terrier. However, people who are unaware of DoggoLingo might think that “Scruffer” is an agent noun of the activity called, perhaps, “scruffing” (though such word does not exist in the dictionary). According to the English language, that’s how it should have been. The suffix -er is a type of suffix that is added to verbs in order to make the verbs into agent nouns (Brinton & Brinton, 2010, p. 97). However, DoggoLingo violates the rule in order to be different.

The word “Scruff” is not a verb, it is a noun, in which it is false in English to add the suffix -er upon a noun. Only verbs get to be attached with the suffix -er or -or in order to produce an agent noun. However, people who use DoggoLingo on the internet ignore that rule.

b. Woofer (N)

Woofer is, according to the source received, is a term to name a big dog. This word originated from the process of derivation between the word “woof” and the suffix -er: Woof (V) + -er = Woofer (N)

The addition of the suffix -er changes the word class of the word “woof” from what was originally a verb into a noun, but not an agent noun, as this word is used to *name* a big dog on the internet, not to name something that is doing the activity of “woofing”.

c. Corgo (N)

Corgo is another name for a Corgi dog, according to the source we received. The original word had gone through a process of derivation, where the word “corgi” is combined with the suffix -o: Corgi (N) + -o = Corgo (N)

There is a violation of English language in this process; the suffix -o does not exist in English language. the addition of the suffix -o also happens to be meaningless, so the class of the word remains the same. Corgo remains to have the same meaning with its original word; Corgi, which is a Corgi dog. There are several other vocabularies in DoggoLingo that are attached with the suffix -o as well, such as catto (cat + -o), boyo (boy + -o), and huggo (hug + (g) -o).

2. Inflection

Inflection is a process of adding an inflectional suffix to indicate the grammatical meaning of a certain word. There are two kinds of inflections that exist, one is the productive kind and the other is the non-productive kind. There are eight kinds of productive inflections as shown in the table below.

Table 1
Productive inflections in English

Type of inflection	suffix	Word class
Plural number	-s	Noun
Possessive case	-s	Noun
Present tense	-s	Verb
Past tense	-ed	Verb
Past participle	-ed	Verb
Present participle	-ing	Verb
Comparative degree	-er	Adjective
Superlative degree	-est	Adjective

Source: Brinton, L. J., & Brinton, D. M. (2010). *The Linguistic Structure of Modern English*, p. 86. Philadelphia, PA: John Benjamins Publishing Company.

Meanwhile, there are only a few amounts of non-productive inflections found in English language, which are found in select members of a class, but would never be added to a new word. For examples are the plural vowel alternation of the word *tooth* – *teeth*; the -most superlative of *foremost*; the -en past participle of *write* -*written*; or the past tense vowel alternation of *ring* – *rang* (Brinton & Brinton, 2000, p. 86). Here are the uses of inflectional suffixes found in DoggoLingo.

a. Doing

Doing is a word that originated from the word “do”. Add the suffix -ing onto the word, and the word “doing” is produced: Do (V) + -ing = doing (V).

The word “doing” is actually a part of a phrase that is commonly used in DoggoLingo. The following is the formula of the phrase:

Doing + me + a + (N)

What actually happens to the word “doing” is that it gives the effect of passivization, where the sentence is rendered passive. For example, “doing me a mesmerize” basically has the same meaning as “I am mesmerized” or “(something) is mesmerizing me”.

b. Bamboozled

Bamboozled is a word very often used to express the expression after a certain dog is fooled or deceived. Its origin is the word “bamboozle” with an addition of inflectional suffix -d. The following is the formula of the phrase:

Bamboozle (V) + -d = Bamboozled (Adj/V3)

c. Goodest

The word “goodest” does not exist in English, as the correct word is “best”. However, the users of DoggoLingo once again ignored the rule. This word is often used by people to describe an obedient or smart dog that deserves the best compliment there is. It originated from the word “good” and the superlative degree inflectional suffix -est.

Good (Adj) + -est = Goodest (Adj)

3. Reduplication

Reduplication is a process whereby "the initial syllable or the entire word is doubled, exactly or with a slight phonological change" which is "often used ... for humorous or ironic effect" or to express onomatopoeia (Brinton & Brinton, 2010, p. 100). Three different kinds of reduplication can be identified:

1. exact reduplication: the initial syllable or the entire word is doubled without any phonological change;
2. ablaut reduplication: the vowel alternates while the consonants are identical; and
3. rhyme reduplication: the consonants change while the vowel remains the same (Brinton & Brinton, 2010, p. 100).

Several instances of exact and ablaut reduplications are found in the data. For example:

a. Blup blup

Blup blup refers to the sound of oxygen being blown in water. It is often used to describe aquatic or swimming animals. It is an exact reduplication as the morpheme *blup* is repeated exactly twice.

b. Snip snap

Snip snap is an onomatopoeic reduplication which refers to the snapping sounds that a scorpion's claw makes. It is an ablaut reduplication as there is an alternation of vowels (*i* and *a*) while the consonants are the same.

c. Wink-wonk

Wink-wonk refers to the action of doing a wink. It is also an ablaut reduplication as there is an alternation of vowels (*i* and *o*) while the consonants are identical.

4. Conversion

A conversion or functional shift "involves the conversion of one part of speech to another without the addition of a suffix" (Brinton & Brinton, 2010, p. 100). Seven instances of conversion are found in the data. All of them are shifts from verb to noun (V > N) and found in the structure: doing (+ (O)) + a + (N).

Table 2

Comparison of certain words that undergo conversion in DoggoLingo

No.	Word	Usage in Standard English (as verbs)	Usage in DoggoLingo (as nouns)	Type of shift
1	educate	"She was <u>educated</u> in the US." (Oxford Dictionary)	"Wow doing me an <u>educate</u> " (Wow, you are educating me.) (The Doggo Subtitled, 2019)	V > N
2	exhaust	"Even a short walk <u>exhausted</u> her." (Oxford Dictionary)	"And it is doing me an <u>exhaust</u> " (And it makes me exhausted.) (Strider The German Shepherd, 2019)	V > N
3	displease	"The tone of the letter <u>displeased</u> him." (Oxford Dictionary)	"Peasant doing me a <u>displease</u> " (This peasant is displeasing me.) (Strider The German Shepherd, 2019)	V > N

From the table, we can see that V > N conversion occurs after the verb *do*. It is also often used to passivize a sentence, as in Examples 1 and 2. In the shift, the action is treated as "an object, though the emphasis may be on the action" (Brinton & Brinton, 2010, p.100).

5. Compounds

According to Brinton & Brinton, "a compound is a combination of two or more free roots (plus associated affixes)" (p. 103). It can be written as a single word or as two words (with or without hyphen), however, it will always be regarded as one word. Therefore, because it is regarded as one word, it carried only one primary stress sound. It is externally modified, therefore it does not carry the literal meaning of a word.

There are three types of compounds in English:

1. Compound nouns: every compounding of any word class resulted as a noun.
2. Compound verbs: every compounding of any word class resulted as a verb.
3. Compound adjectives: every compounding of any word class resulted as an adjective.

In our data, we found only compound nouns. Examples are:

a. Sosig Boy: N + N > N

Sosig is derived from the word "sausage" (food) to refer to the breed of a dog which is a Dachshund. This breed of dog is already known as sausage dog or a weiner dog. In DoggoLingo, however, most people refer to their pet dog as "boy". So, the phenomenon here is that there is an intentional misspelling of the word sausage to sosig (Noun) and combined with the word boy (Noun) to create sosig boy (Noun).

b. Long Doggo: Adj + N > N

Long Doggo refers also the breed Dachshund. Long (Adj) refers to the dog's body. The word doggo (Noun) is derived from the word dog. Therefore, Long Doggo is a compounding of the word "long" and "doggo" to create "long doggo", which is used to describe a long-bodied breed of dog known as Dachshund.

c. Beard Boye: N + N > N

Beard refers to the fur of the dog which resembles those of beard. Boye is an exaggeration of the word "boy". In this case, beard (Noun) is combined with the word boy (Noun) to create beard boye (Noun) referring to the dog breed Scottish Terrier which is typically long-haired, resembling a beard.

6. Blends

A blend 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 & Brinton, 2000, p. 107). The blends found in Doggolino usually have the form of a pun; a joke or type of wordplay in which similar senses or sounds of two words or phrases are deliberately mixed. Usually, one of the morphemes in DoggoLingo blends is a word related to dogs, such as *dog*, *pup*, or *paw*. Here are some examples of blends found in DoggoLingo:

a. Doggles

A *doggles* refers to a dog wearing goggles. As already hinted from the definition itself, this term is also usually used by people to name dogs whose owners are bikers.

Dog (N) + gog(gles) (N) = Doggles (N)

b. Grizlord

Grizlord is another name for the well-known Grizzly bear. Its large size and rather similar anatomy with dogs are jokingly used by people that Grizzly bears are overgrown dogs that might eat them if they want to. Hence, the term "lord" is added, since it represents someone who possesses a larger power, or size, in this matter.

(Griz)zly (N) + Lord (N) = Grizlord (N)

c. Pawgress

Pawgress is a term often used to replace the word "progress". Indeed, its origin came from the word "progress". If blended with the word "paw", which refers to the paw of a dog, we have the result "pawgress".

Paw (N) + Pro(gress) (N) = Pawgress (N)

The word paw is actually also blended with some other words that result in several other terms that people use. For example, pawtion (paw + portion), and pawkward (paw + awkward).

7. Root formation in the form of onomatopoeia

Onomatopoeia is a word that is created based on the imitation of the sound. The spelling of an onomatopoeia resembles the phonetics or the sound that it creates. It is highly conventionalized and language-specific. Onomatopoeia belongs to the category of root formation, therefore creating a new word or giving a name to a phenomenon. In DoggoLingo, which is specific to English, we found several examples of onomatopoeia:

a. Awoo (V/N)

It is considered as an onomatopoeic word because it is mimicking the sound of a dog's howl.

b. Boop (V/N)

It is the sound when someone is touching the dog's snout or when the dog is touching other's snout, therefore it is considered onomatopoeic.

c. Mlem (V/N)

The sound made by the dog when they are noisily licking their own nose, therefore it is onomatopoeic.

8. Other processes: phonetic spelling

Some DoggoLingo words are English words that have undergone graphological change and become spelled phonetically, without any change in meaning. Phonetic spelling is a distinctive feature of DoggoLingo. Several examples of phonetic spelling are found in the following words:

a. Boi

Boi, derived from “boy”, refers to male dogs. There is a graphological change from <y> to <i> to reflect the morpheme /ɪ/ in /bɔɪ/, the phonetic transcription of “boy”.

b. Agen

In the formation of *agen*, there is a replacement of <ai> in “again” with <e>, reflecting the vowel /ɛ/ in the pronunciation of the word, /ə'gen/.

c. Hek

Hek originated from the phonetic spelling of “heck” (English euphemism for “hell”), which is /hɛk/ in phonetic transcription.

Frequency of word formation processes

It is observed that the most common word formation processes are compounds (19 words) and derivation (18), followed by phonetic spelling (14) root formation (12), conversion (7), and the least frequent are inflection (4) and reduplication (4). It is consistent with Brinton & Brinton's observation that derivation and compounding are the most responsible in the formation of new English words (2010, p. 94). This is likely because DoggoLingo is derived from English.

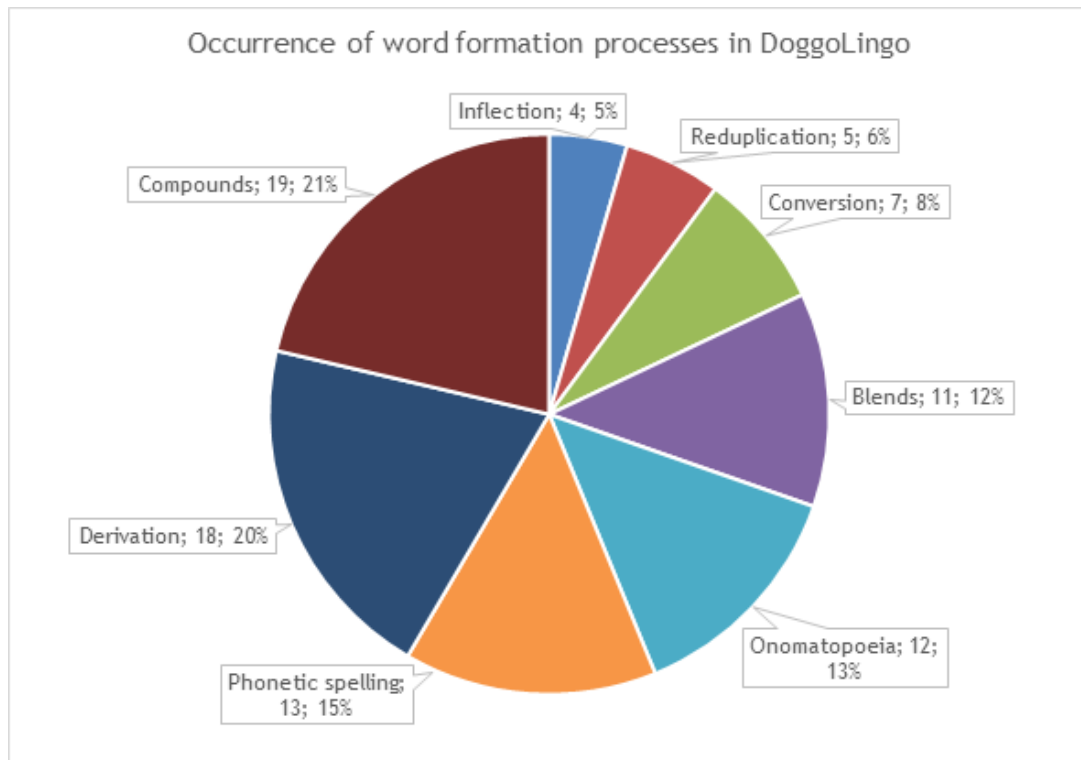


Figure 1. Occurrence of word formation processes in DoggoLingo.

Conclusion

This research concludes that the types of word formation processes found in DoggoLingo are derivation, reduplication, functional shift, compounds, blends, and coinage. Back-formation and shortening are not found in the sources used. In addition, there is another process found in DoggoLingo, namely phonetic spelling. Among the processes found, the most common is derivation, followed by compounds, phonetic spelling, onomatopoeia, blends, conversion, inflection, and reduplication.

Several violations of the English language are found in DoggoLingo word formation, although the basic principles of word formation processes are still observed. They are deliberately done by DoggoLingo users to play with words and form distinctive slang words that still largely conform to the basic principles of Standard English word formation.

As a future direction for meme research, it is advisable to focus on the phonological aspects in DoggoLingo word formation, which this paper has only touched upon briefly in analyzing the processes of onomatopoeia and phonetic spelling. Alternatively, a research into the reasons for the use of DoggoLingo may shed light into the pragmatic aspect of meme language. Lastly, a comparative study between DoggoLingo and such other memes as Dogespeak might also be carried out for a deeper understanding of how word formation in meme languages can reveal further insight into English morphology.

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Appendix

Corpus of DoggoLingo Words Collected by Researchers

Table 1
DoggoLingo words collected by researchers from 10 sources

No.	Word	Word class	Word formation process	Meaning	Freq.	Additional notes
1	Catto	N	Derivation	A cat	4	cat + -o = catto
2	Corgo	N	Derivation	A Pembroke Welsh corgi dog	3	corgi + o = corgo
3	Boyo	N	Derivation	Boy, used to refer to male dogs	3	Boy + o = boyo
4	Doggo	N	Derivation	A dog	46	dog + -o = doggo
5	Fatto	Adj	Derivation	Fat	3	Fat + o = fatto
6	Floofer	N	Derivation	A fluffy dog	1	Floof + er = floofer
7	Gobbler	N	Derivation	A dog that eats greedily	1	gobble + -r = gobbler
8	Huggo	V	Derivation	A hug	4	hug + -o = huggo
9	Puggerino	N	Derivation	A puppy pug dog	33	Pug + -erino = puggerino
10	Puggo	N	Derivation	Pug dog	2	Pug + -o = puggo
11	Pupper	N	Derivation	A puppy	1	Pup + -er = pupper
12	Scruffer	N	Derivation	A Parson Russell terrier	1	Scruff + er = scruffer
13	Shoberino	N	Derivation	A Shiba Inu dog	1	Shobe (shiba) + -erino
14	Smarto	Adj	Derivation	Smart	2	Smart + -o = smarto

15	Woof	N	Derivation	A big dog	1	woof + -er = woof
16	Wrinkler	N	Derivation	A dog with wrinkly skin	4	Wrinkle + -er = wrinkler
17	Yapper	N	Derivation	A very small puppy	2	Yap + er = yapper
18	Yorko	N	Derivation	A yorkshire terrier	2	York + -o = yorko
19	Bamboozled	Adj	Inflection	Fooled, confounded	5	bamboozle + -d
20	Doing	V	Inflection	Doing (used in combination with a noun derived from a verb)	12	do + -ing
21	Goodest	Adj	Inflection	Good	1	Good + -est
22	Hecking / hekking	Adj	Inflection	Hecking	3	Hek + -in = hekkin
23	Blup blup	N	Reduplication	The sound a fish makes	1	Onomatopoeic reduplication of the sound of oxygen being blown in water
24	Clip clop	N	Reduplication	The sound of a horse walking	1	Onomatopoeic reduplication of the sound horseshoes make
25	Cluk cluk	N	Reduplication	The sound a chicken makes		Onomatopoeic reduplication of the sound that a chicken makes
26	Snip snap	N	Reduplication	A scorpion's clicking of its claws	2	Onomatopoeic reduplication of the snapping sound that a scorpion's claw makes
27	Wink-wonk	N	Reduplication	Winking	1	Alternation of <i>wink</i>
28	Educate	N	Conversion	Education	2	V > N

29	Exhaust	N	Conversion	Exhaustion	1	V > N
30	Displease	N	Conversion	Displeasure	1	V > N
31	Proceed	N	Conversion	The action of proceeding	1	V > N
32	Regret	N	Conversion	Regret	1	V > N
33	Resign	N	Conversion	The act of resigning	1	V > N
34	Squat	N	Conversion	The act of squatting	1	V > N
35	Aqua Pupper	N	Compound	A beaver	1	aqua (water, where beavers live) + pupper (puppy)
36	Beard Boye	N	Compound	A Scottish terrier	3	beard (the excessive hair of a terrier) + boye (male dog)
37	Blup blup doggo	N	Compound	A fish	1	blup blup (reduplication of the sound of oxygen being blown in water) + doggo (dog) = blup blup doggo
38	Clip Clop Neigh Doggo	N	Compound	A horse	1	clip clop (reduplication of the sound of horseshoes) + neigh (the sound a horse makes) + doggo (dog)
39	Cluk cluk doggo	N	Compound	A chicken	4	cluk cluk (reduplication of the sound of chickens) + doggo (dog)
40	Cone head doggo	N	Compound	A dog with a cone around its neck	2	cone (a cone worn by sick dogs) + head + doggo (dog)

41	Croccodoggo	N	Compound	A crocodile	2	crocco (crocodile) + doggo (dog)
42	Danger noodle	N	Compound	A snake	3	danger (snakes are commonly thought to be dangerous) + noodle (whose shape is similar to a snake)
43	Destruction zone	N	Compound	The area around a dog's tail	1	destruction + zone
44	Downward doggo	N	Compound	A dog stretching	2	downward (moving or pointing towards a lower level) + doggo (dog)
45	Hoppy flop doggo	N	Compound	A rabbit	1	hoppy (hop (from a rabbit's movement) + -y) + flop (when a rabbit throws itself onto its side) + doggo (dog)
46	Leg lifts	N	Compound	When a dog pees	2	leg + lifts, alludes to how dogs lift their legs while peeing
47	Long doggo	N	Compound	A Dachshund dog	2	long (referring to the shape of a dachshund) + doggo (dog)
48	Red clowd	N	Compound	A Chow Chow dog	2	red + clowd (cloud)
49	Sea pupper	N	Compound	A seal	3	sea (where seals live) + pupper (puppy)
50	Snip snap doggo	N	Compound	A scorpion	2	snip snap (reduplication of the snapping sounds that a scorpion's claw makes) + doggo (dog)

51	Sosig boy	N	Compound	A Dachshund	2	sosig (phonetic spelling of sausage) + boy
52	Special doggo	N	Compound	A fennec fox	3	special + doggo
53	Stretchy neck doggo with dots	N	Compound	A giraffe	3	stretchy + neck + doggo + with + dots (the giraffe is likened to a dog with spots and a neck that can stretch long)
54	Disapuppoted	Adj	Blend	Disappointed	1	disappointed + pup = disapuppoted
55	Dispupoint	V	Blend	Disappoint	1	disappoint + pup = dispupoint
56	Doga	V	Blend	Dog yoga	1	dog + yoga = doga
57	Doggles	N	Blend	A dog wearing a pair of goggles	1	dog + goggles = doggles
58	Grizlord	N	Blend	Grizzly bear	2	Grizzly + lord = grizlord
59	McDognald's	N	Blend	McDonald's	1	McDonald's + dog = McDognald's
60	Pawgress	N	Blend	Progress	1	Paw + progress = pawgress
61	Pawkward	Adj	Blend	Awkward	1	Paw + awkward = pawkward
62	Pawtion	N	Blend	Portion	1	Paw + portion = pawtion
63	Shobesity	N	Blend	An obese Shiba Inu dog	1	Shobe (shiba) + obesity
64	Subwoofer	N	Blend	A dog standing in a puddle	3	Submarine + wooper (a big dog) = subwoofer

65	Awoo	V/N	Onomatopoeia	To howl (V); a howl (N)	5	
66	Blep / blop	N	Onomatopoeia	A dog sticking out the tip of its tongue	3	
67	Boop	V/N	Onomatopoeia	To touch a dog's snout (V); the act of touching a dog's snout (N)	1	
68	Chonk	N	Onomatopoeia	A fat animal	2	
69	Derp	N	Onomatopoeia	A dog running with its tongue out	5	
70	Floop	N	Onomatopoeia	Ear	1	From the sound of ears flapping
71	Mlem	V/N	Onomatopoeia	To lick nose	5	
72	Monch	V	Onomatopoeia	To eat greedily	1	
73	Ruff	N	Onomatopoeia	The bark of a small-to medium-sized dog	1	
74	Stump	V	Onomatopoeia	Hind leg	1	From the sound of a dog's hind legs stumping on the ground
75	Tap	V	Onomatopoeia	Front leg	1	From the tapping sound made by a dog's front legs
76	Yum	N	Onomatopoeia	Food	2	
77	Agen	Adv	Phonetic spelling	Again	1	Replacement of <ai> in <i>again</i> with <e>, reflecting the pronunciation of the word, /ə'gen/

78	Attenshon	N	Phonetic spelling	Attention	3	Replacement of <tion> in <i>attention</i> with <shon>, reflecting the segment /ʃən/ in /ə'ten.ʃən/
79	Boi	N	Phonetic spelling	Boy, used to refer to male dogs	74	Replacement of <y> in <i>boy</i> with <i>, reflecting the diphthong ɔɪ in /bɔɪ/
80	Cheewawa	N	Phonetic spelling	a Chihuahua dog	1	<hua> becomes <wa> reflecting /:wɑ:/ in /tʃi'wɑ:wɑ:/, <i> becomes <ee> reflecting the vowel /ɪ/
81	Delicious	Adj	Phonetic spelling	Delicious	1	<ou> becomes <u> reflecting /ə/ in /dɪ'lɪʃəs/
82	Fren	N	Phonetic spelling	Friend	3	<riend> in <i>friend</i> becomes <ren>, reflecting the pronunciation when there is a reduction of syllable-final consonant clusters (/fɪend/ -> /fɪen/)
83	Gud	Adj	Phonetic spelling	Good	5	<oo> in <i>good</i> becomes <u>, reflecting the
84	Hek	N	Phonetic spelling	Heck	1	<ck> becomes <k>, reflecting the final phoneme /k/ in /hek/
85	Hevan	N	Phonetic spelling	Heaven	1	<ea> becomes <e> reflecting /ɛ/ in /hevən/, <en> becomes <an> reflecting /ən/

86	Ruff	Adj	Phonetic spelling	Rough	3	<ough> becomes <uff> which corresponds to the segment /ʌf/ in /ɪʌf/
87	Shoo	N	Phonetic spelling	Shoe	1	<oe> becomes <oo> which corresponds to the long vowel /u:/ in /ʃu:/ (as the <oo> in <i>too</i> /tu:/)
88	Smol	Adj	Phonetic spelling	Small	4	a becomes o to reflect the low back unrounded vowel in /sma:l/
89	Sof	Adj	Phonetic spelling	Soft	2	<t> is deleted, reflecting the pronunciation when there is a reduction of syllable-final consonant clusters (/sɒft/ -> /sɒf/)

A SYNTACTIC ANALYSIS OF THE WORD "FREE" FOUND IN CORPUS

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Abstract

The writers of this research paper aim to find out what is the syntactical function of the word "free" to determine what form of the word is the most frequently used from three possible forms; which are verb, adverb, or adjective. By using news on the web corpus (NOW), the researchers took sixty sentences as the sample, in which they are divided into three batches. From these sample sentences, it can be concluded whether the word "free" is frequently used as adjectives, verbs, or adverbs. The function of each word category is different, in which adjective is the modifier of noun, verb is the modifier of the subject, and adverb that is used as the modifier of verbs or adjectives in several occasion. The writers then listed the samples sentences in the findings and discussion of this paper which explains what is the syntactical function of the word "free" as an adjective, verb, and adverb in each of the sample sentences. Because the data is taken from NOW, the result of this research is limited to represent the sentences taken from articles and news on the web.

Keywords: free, word function, word category, syntactic analysis

Introduction

The study of language is called linguistics, which studies the meaning, form, and context of a language. There are several fields of study in linguistics, such as morphology, phonology, pragmatics, semantics, and syntax. Syntax as one of linguistics branch studies the word structure of sentences in a language. Sentences are divisible into constituents that are arranged in a particular way and each of them has a function in the structure. However, it is possible that these constituents can consist of parts. In this case, the structure has a hierarchical structure where there is a hierarchy of the parts under the constituents. Besides analyzing the hierarchical structure of the parts of sentences, syntax also deals with syntactic structure. In syntactic structure, the constituents will be identified according to their categories and functions from the result of linguistic expressions analyzes. (Burton-Roberts, 2011)

One of the first things that people noticed when they started thinking about language as language was that words tend to fall into categories and that the members of these categories behave in similar ways. The traditional name for those categories is the "parts of speech". In this paper, we will do syntactic analysis research on word category. The word we will analyze is "free". The first objective of this research is to find out which word category of the word "free" is the most used in sentences. Free as a word is mostly used as several word categories, which are verb, adverb, and adjective. The second objective is to analyze how the word "free" syntactically used in the sentences.

With a more accurate idea of word categories, we will be equipped with the basics that we need to begin studying sentence structure.

Verbs

Verbs are words that applied after auxiliaries. Auxiliaries are verbs that give clauses or sentences functional or grammatical meaning, such as expressing tense, aspect, modality, emphasis, and other function. Auxiliary verbs can be followed with verbs in various forms to distinguish the tenses morphologically, such as present tense, past tense, plural or singular tense.

The example of a verb that is used in present tense is "We walk." The past form of the tense will be changed into "We walked." If we change the subject from plural form "we" to "he" or "she", the tense will also change into "He/She walks." To indicate a progressive form of the tense, verbs can be added suffix - ing, such as walking.

In English, there is a form of a verb that uses "to- "before the verb. It is called infinitive verb (Nordquist, 2018, para. 1). There are several types of verb that can be used in infinitive form, such as agree and plan. The infinitive forms of those verbs are to agree and to plan. All infinitive verb has the word "to" in front of the verbs.

Adjectives

Adjectives are usually used as the determiner of nouns, or specifier of the application in words, for examples "the big house" "an angry elephant" or "blue bird". The adjectives of those noun phrases are big, angry and blue. The word big modified "house", the word angry modified "elephant" and the word blue modified "bird". Adjectives mostly appear before a noun, but sometimes they can also appear after specific verbs which is the linking verbs. Linking verbs link subjects to word or phrase that tells the state of being of the subject. The examples are "Mawar is happy" or "He is busy".

Basically, most of all adjectives are gradable that express the grammatical category known as degree. The example of the degree is the comparative degree. Comparative degree is used to distinguish two things, in which one of them is "greater than the other" by adding suffix -er or with the word "more" other example is superlative degree that used -est on the word most to express greatest intensity among more than two items.

Adverbs

Adverbs used as the modifier of verbs. It functions to verbs basically the same as the functions of adjectives to nouns. However, adjectives and adverbs are related but do not have the same functions. The examples of adverbs are "Tom smiled warmly" and "She eats noodle slowly". In those sentences, the adverb "warmly" modifies "smiled" and "slowly" modifies "eats". Most adverbs can be a modifier to adjectives and some of them can be a modifier to words phrases and clauses exclude noun.

Methodology

In this paper, the method that we used to obtain the data needed is quantitative method by using a collection of written texts from news on the web corpus. The data is collected by analyzing the written texts that use the word "free" inside the sentences. In this research, the writers use corpus new on the web (NOW). In obtaining the data, the writers take twenty sentences from the corpus to see the distribution of the word "free". After obtaining the first result, the writers then take another twenty examples from the same source to determine the distribution. Then the same step is repeated for one more time to find the third result. From those three results, the writer can make a conclusion whether the word "free" is more used as a verb, adverb, or noun. To find out the distribution of the word "free", the writers make an analysis by determining the functions and categories of the word free in sixty sentences. Then, the pattern will be analyzed further by taking account of the syntactic function of the word in sentences to find out the function of the word "free".

Findings and Discussion

After doing research on the distribution of the word "free" in corpus on the web, the writers find out that "free" is more used as an adjective in three batches of twenty sentences. In the first batch of the three, sixteen sentences out of twenty sentences use "free" as an adjective. The example of the sentences using free as an adjective is as following:

“...Dialogue and debate are integral to a *free* society and we welcome...”

In the sentence, the word “free” is included in a noun phrase, which is “a free society”. In English, the article “a” is always followed by a non-specific noun which in this case the noun phrase that follows the article is “free society”. The noun phrase “free society” has a head which is society, and the word “free” is used as a modifier of the noun head. Other than this sentence, there are five other sentences in which the word “free” followed the particle “a”.

This is another example of a sentence that has the word “free” as an adjective to modify nouns in compound sentence:

“...Srivaddhanaprabha was a true man of the people, giving away *free* beer and hot dogs...”

In the sentence, the word “free” is used in two noun phrases that are connected by a conjunction. The noun phrase “Free beer and hot dogs” is actually two noun phrases; which consist of “free beer” and “free hot dogs”. The two noun phrases then are connected by the conjunction “and”, so the meaning of the noun phrase “free beer and hot dogs” is actually “free beer and free hot dogs”, not hot dogs and free beer. The word “free” is omitted from the second noun phrase because it doesn’t need to be repeated because of the conjunction “and”. In this sentence, the function of the word “free” is the modifier of the head of the noun beer and hot dogs.

“...It was first published by the *Free* Press...”

In the sentence, the word “free” is included in a noun phrase that follows the article “the”. Article “the” is used to describe a specific noun. The word “free” in this sentence is used as the modifier of the noun head “Press”.

It was found in the first batch that three sentences out of twenty sentences use the word “free” as adverbs. The first example of the sentence is in the following:

“...” make pollution *free* again...”

In that sentence, “free” is placed after the noun pollution. As an adverb, the word “free” is used to modify verb—in this case, the word “make” before the noun pollution. The second example of the sentence using “free” as an adverb is this:

“...landed with her face in a hollow at a surface level and one hand *free*...”

In this sentence, the word free is an adverb so the noun that the word “free” follows is not what the word directly modifies. “One hand free” means that one hand is free or one hand that is free, therefore the word “free” is following the silent verb “is”. The meaning of the sentence then can’ be changed into “free one hand” because free doesn’t function as the modifier of the noun.

“...then punching and wriggling her way *free* over the course...”

Free is used as an adverb in this sentence. Even though the word free is located after the word “her way”, free isn’t the modifier of that word. As an adverb, free has a function of the modifier of verbs and in this case, the verb is “wriggling” that is located in front of the word “her way”.

From twenty sentences in the first batch, only one sentence that uses the word “free” as a

verb. The sentence is as follows:

"...this trend will continue to *free* drivers from the pressure of finding..."

In the sentence, the word "free" is started by to-infinitive verb. The to-infinitive verb in this sentence is following another verb which is "continue". The word "free" here is used to modify the subject of the sentence which is "this trend" and is followed by the object "drivers".

The second batch of the three, eighteen sentences out of twenty sentences use "free" as an adjective, which is used as the modifier of the noun in the sentence. There are eight sentences in which the noun that was modified by adjective "free" is the word "press". The example of the sentences using free as an adjective is as following:

"..integral to a *free* society and we welcome and encourage..."

In this sentence the word "free" used as a modifier the noun head which is society. The word just modifier the noun society because the sentence ended with the word "and", means that the next are the new sentence that makes it different from the sentence before. Three other sentences have the same form of sentence which use the article "a" before the noun phrase containing the word "free"

".. once a week *free* upgrade to premium screenings..."

In this sentence, the word "free" is included in a noun phrase, which is "free upgrade". The word free modifies the noun upgrade. The noun phrase "free upgrade" has a head which is upgrade and the word "free" is used as a modifier of the noun head.

".. I would go with the *free* mobile version of Sefaria..."

In the sentence the word "the" modifier the noun which is the word "free". In the English article "the" is used especially before a noun. And the word "free" modifies the word mobile because the word "free" is followed by the article "the" that makes it a noun phrase. Ten other sentences have the same form of sentence which use the article "the" before noun phrase containing the word "free".

In this batch, there is only one sentence using free as a verb. There is no sentence that is use word free as an adverb. The sentence is as following:

".. the 56-year-old has been *free* on bail pending his appeal ..."

In the sentence, the word "free" is a verb that acts as the modifier of the subject of the sentence. The subject of the sentence is "the 56-year-old".

In the last batch, nineteen sentences out of twenty sentences use "free" as adjectives. There are seven sentences in which the noun that was modified by adjective "free" is the word "press". The examples of the sentences using free as an adjective are as following:

"All participants will receive a *free* membership to Strathspey and a *free* demo recording from ..."

This example features a compound sentence, in which the usage of conjunction is practiced. In the sentence, the word "free" is used in two noun phrases and both are connected by the conjunction. The noun phrases "a free membership and a free demo recording" is actually two noun phrases which are "a free membership" and "a free demo recording" and both are connected by the conjunction "and". The word "free" is repeated in the sentence in order to emphasized each noun phrases, if the word "free" omitted from the second noun phrase the sentence would be like "a free membership and a demo recording" and it looks like both

noun phrases stand in different meaning even connected with the conjunction “and”. In this sentence, the function of the word “free” is the modifier of the head of the noun membership and demo recording and both use the article “a” before the noun phrase containing the word “free”.

“Like this article? Click here to subscribe to *free* newsletters from Lab Manager”

In the sentence, the word “free” is used in noun phrase which is “free newsletters” even though it followed the word “to”. The function of the word “free” here is used to modify the head of the noun “newsletters”.

“..a *free* society and we welcome and encourage...”

In the sentence above, the word “free” included in noun phrases and used as a modifier of the noun head which is “society”. The word “free” just modifier the noun “society” because the sentence ended with the word “and” as the conjunction that does not have any relation with the next sentence. In this sentence, there is also included the article “a” that follows by the noun phrase “free society”.

“Your *free* trial has come to an end”

In this sentence, the word “free” is included in a noun phrase, which is “free trial”. The word free modifies the noun “trial”. The noun phrase “free trial” has a head which is trial and the word “free” is used to modify the noun head.

“to Philadelphia in *free* agency”

In the sentence above, the word “free” is included in a noun phrase, which is “free trial”. The word free modifies the noun “trial”. The noun phrase “free trial” has a head which is trial and the word “free” is used to modify the noun head.

“... to lead a crime free existence remains high”

In the last batch, only one sentence uses free as a verb. The sentence that used the word “free” as a verb is discussed below;

“KI tablets will be *free*”

In the sentence, the word “free” is used in a verb phrase. The word “free” here is used to modify the subject of the sentence. The subject of this verb phrase is “KI tablets”.

Conclusion

In conclusion, the word “free” mostly appears as adjectives in the news on the web corpus. There are fifty-four sentences out of sixty sentences in which “free” is used as adjectives that modify the nouns that follow the word “free”. Three sentences out of sixty sentences used “free” as adverbs which function as the modifier of verbs and adjectives. Another three sentences out of sixty used “free” as verbs that function as the modifier of subjects in the sentences. From this data, we can conclude that news on the web mostly uses free as an adjective in their articles. The reason as to why “free” is mostly uses as adjective in news on the web is because “free” can be used to convey various kind of message which has different meaning depending on the context or the noun that it modifies, such as free time which mean a time in which someone has nothing to do. In Merriam-Webster, free has many definitions in which mostly are explaining the state of something, such as not bound by something, not restricted by qualification, and an open state. In the finding, there is one most frequently used noun that is modified by the adjective “free”, which is the noun press. The reason why free is most used in news article on the web to modify the word press is because the word free is used to emphasize the characteristic of press or media that gives people the freedom of speech. This fact supports the conclusion of this research that the

most frequent usage of the syntactical function of the word "free" is adjective in which it is used to modify a noun in a sentence.

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A SOCIO-PRAGMATIC STUDY OF PHATIC UTTERANCE IN THE SECRET LIFE OF PETS MOVIE

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Abstract

This research discusses the phatic utterances in The Secret Life of Pets movie. The phatic utterance is the way how people deliver a speech in freely that served a social function rather than an informative function. Using phatic utterances, we show that we care for someone and make them understand well about our intention. The research aimed to identify the types of phatic and the phatic functions expressed by the characters in the movie. The method of this research was descriptive-qualitative. The data of the study were phatic utterances expressed by the characters in The Secret Life of Pets movie. The socio-pragmatic approach is used to analyze the data. There are three types of phatic utterances found in the movie; they are health or well being, well wishes or peace and purpose or direction. The phatic functions revealed in the movie are to express the doing of collegiality, to be the icebreaker that clear the way for more intimate conversation, to send or to receive communication, to maintain the contact with the person, and etcetera.

Keywords: phatic, utterances, socio-pragmatics, types of phatics, phatic functions

Introduction

Communicative competence based on Troike (2013: 2) is such knowledge, together with whatever skills are needed to make use of it. The requisite knowledge includes not only rules for communication and shared rules for interaction, but also the cultural rules and knowledge that are the basis for the context and content of communicative events and interaction processes. It means that communication is not only delivering the argument but also for establishing and maintaining relationship in our social life. It is not only the person who says something to the other but also as a bridge to build relation with others in society. Talking about building the relationship among others, the concern of this discussion is phatic. According to Malinowski (1923:9):

The social importance of "talking for the sake of talking" he labeled it in phatic communion, such as ritual words and gestures which are exchanged when people are meet, and there are standard topics of conversation, the weather and in other cultures, it may be health of relatives.

It means that phatic utterances help us to communicate with each others. It is the way how people show their care and how we make the other understand well about our intention. Using phatic utterance we used language in freely, aimless and for social intercourse which means people can express their feeling in expressing greetings, asking questions, giving comments and others.

According to Doughty, (in Nodoushan, 1995:24) speakers do not have a direct acquaintance with language any more than they do with society. What they actually experience is the linguistic manifestation of relationships. It means that language is important and it could be how society describes the thing with their relationship. In communicative competence, the speaker produces speech or (SPEAKING). According to Hymes, (in Wardhaugh, 2006:247) states that: Ethnography of a communicative event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives. For convenience, Hymes uses the word SPEAKING as an acronym for the various factors he deems to be relevant. Ethnography means communication with other people that describes the factors, must be understood by people and it is relevant. Then he also mentions that a definition of SPEAKING. Hymes (in

Wardhaugh, 2006: 247-248) states:

Eight defining features of SPEAKING: (1) S refers to the setting (i.e. the time, place, physical circumstances, and psychological setting or scene); (2) P refers to participants (i.e. speaker, addressor, hearer, and addressee); (3) E refers to the ends (i.e. purpose, outcomes, and goals); (4) A refers to act sequences (i.e. message content and message form); (5) K refers to keys (i.e. manner/spirit in which something is said); (6) I refers to instrumentalities (i.e. channels and forms); (7) N refers to norms (i.e. norms of interaction and interpretation); and (8) G refers to genres (i.e. categories of communication).

The eight factors above are the bridge that makes people communicate. According to Kreidler (in Swandani, 2015: 29) the categories of illocutionary acts or speech act are assertive, performatives, verdictive, expressive, directive, commissive and also phatic. It means that he classified into seven kinds of speech acts. The last one of his discussion is phatic. This study will identify the types of phatics and the phatic functions that are expressed through the conversation in the characters in *The Secret Life of Pets* movie. Talking about communication, Malinowski (in Chasanah, 2015: 7) says the social importance of "talking for the sake of talking" he labeled it in phatic communion, such as ritual words and gestures which are exchanged when people are met, and there are standard topics of conversation, the weather and in other cultures, it maybe health of relatives. Using phatic utterances we show that we care to someone and make them understand well about our intention, for example asking about someone health, or something important. Meanwhile, Jaworski (in Chasanah, 2015: 9) states in a different way. He mentions that phatic communion as small talk, like casual conversation, chit-chat, gossip, minimal conversation, social-talk, time out talks, and others.

By referring to the definition of phatic proposed by Malinowski and Jaworski it means that phatic is talking about small talk, but it will make someone enjoys doing this activity, like gossiping, chit-chatting and so on. Malinowski (in Cruz 2005: 228/2) described phatic communion as a language used in free, aimless, and social intercourse. For example to express a greeting, questions about the inter-locutor's health, well being, family, a comment about the topic that may seem obvious or trivial, such as the weather. When someone utters the phatic utterances they are free to choose the topic of the discussion and it only used to build social relationship. Malinowski, (in Hamdan and Alex, 2016: 6) classifies phatic communion into three types they are, health or well being, well wishes or peace and purpose or direction. The writer uses these types to find out the various types in *The Secret Life of Pet* movie.

Language in communication is found in Jakobson's verbal communication or speech (in Chasanah, 2015: 10) which is emphasized on phatic function. The factors of phatic in verbal communication are based on the context, addresser, messages, addressee, contact, and code which in "contact" to the term of phatic function is declared.

The Secret Life of Pets movie produced by Universal/ Illumination Entertainment 2016 and it was written by Cinco Paul, Ken Daurio, and Brian Lynch. The movie described some workers who go to work every day and they stay in an apartment with their pets in New York City. The main character of this movie is Max, Katie's dog. Max has many friends in that apartment; those are Gidget one of beautiful dog in the apartment, Chloe is a fat cat, Pepe is a Chihuahua doggy, Mel has wide eyes and a friendly pug, Sweetpea is a beautiful little bird, Leonard is a dainty poodle, Norman a guinea pig, another dogs of Katie is Duke, Tiberius, and others. Max is the main character. He is a good dog. He really loves Katie, Katie is his owner. Further, Katie brings the other friend in her apartment, his name is Duke. Max shocks and hates him. Further, it changes him to be a rude pet. He wants Duke to feel that Max hates him. He cheats Duke to be his slave. One day, all of the pets go to the Dog Park and have fun together. The dog walker forgets about Max's leash. Then, Duke and Max got caught by the animal control van. They try to run and try to cheat a little rabbit

because they think they can escape from the animal control van. Further, they meet the other wild animal, such as crocodile, snake, piranha, pig, and others. There are a lot of accidents happen between rabbit and dog in the cave. Furthermore, after the other pets get back to home and Gidget knows that Max is lost. Gidget is panicking, as she really cares with Max and she tries to look for Max. The ending of this movie is Gidget finds him. All pets come back to their apartments and life with merciful of God that brings Max comes back.

Methodology

Research is a way to make you understand about the cases around us. In this research, the writer includes the methodology of research in two ways. Those are qualitative and descriptive methods. Nassaji (2015: 2) states that Qualitative data is the aim in completing data with the using of naturalistic data. That is, they attempt to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables. Nevertheless, qualitative data become the purpose of the collecting data without manipulating variables but using the naturalistic data, such as the script of *The Secret Life of Pets* movie. The writer collects data in the ways they are communicating especially in the conversation in *The Secret Life of Pets* movie.

Secondly, descriptive method according to Gal, Gal, and Borg (in Nassaji, 2015: 2) says that descriptive research is to describe a phenomenon and its characteristics. It concerned with what rather than how or why something has happened. In addition, it means that the descriptive method can get the way how and why the cases happen, what is the meaning, and the reason for the cases. Further, the descriptive method is used to describe the context in the movie, why the communication happens and what the meaning is.

Findings and Discussion

This discussion is to answer two statements of the problems; these are types of phatic utterance and phatic functions in *The Secret Life of Pets* Movie. In addition, the following of the discussion will be served in the next subchapter.

Types of phatic utterance in The Secret Life of Pets Movie.

1. Health or Well Being

This type includes the use of greeting that it delivers by someone to another, such as; "**How are you?**" "**Are you healthy?**" It means that phatic that is used if the speaker produces the utterance to someone with purposes or not.

Datum 1

Gidget : "**Hi, Max**" (1)

Max : "Hi, Gidget.

Gidget : "**Any plans today?**" (2)

Max : "Yes, big big draft today Gidget, I got big plans to stay here, and wait Katie comes back."

Gidget : "**That's sound exciting**" (3)

Description of the Context:

The context of the conversation is both dogs are in a different apartment. The situation is in the morning while both owners go to work. The scene of this conversation happens while Gidget and Max are alone. Gidget tries to make conversation to break the silent among Max and her. Both Gidget and Max are close friends. This conversation is between two people, as the speaker and hearer through Gidget and Max are in a different apartment. They can look at each other through the apartment's window. Gidget tries to greet Max. In her looks, she interprets that she falls in love with Max. She stares Max in a long time through her apartment's window. Her looks really cares to Max.

Data Interpretations:

Gidget expresses of greeting. The word **"Hi"** delivers to another (Gidget to Max) because Gidget tries to deliver her speech to Max. The beginning of their speech is greeting. The social relation between Gidget and Max are close to each other. While the second words **"Any plans today?"** describes well being among others. Social relation happens when the speaker tries to make others respond. It is the way to make other interest to the speaker through their language. Even though the context of this sentence does not have any purposes, it describes the types of phatic especially well being.

Moreover, **"That's sound exciting"** means to end the conversation. As the following context between Gidget and Max, there is no conversation. After that, the speaker tries to give her speech in a proper manner to the listener.

2. Well Wishes or Peace

It includes the wishes of something that delivers by someone to express the care of their action. This action such as; **"Have a good day"**, **"Have a nice journey"** and others.

Datum 2

Duke : Psssttt...
Max : (ignores this. So Duke goes slightly louder)
Duke : PSSSSTTTT....
Max : (rolls his eyes, does not look at Duke)
Duke : **"Hey... little guy."** (whispers)
Max : "Uh-huh"
Duke : "By the way, that is, that is one a gorgeous bed."
Max : "Yeah. It's okay."
Duke : "Maybe we can share, you know, one night you get the bed, the next night I do, that kinda thing...."

Description of the Context:

This scene of conversation takes place in Max's apartment, especially in Max's bed. The conversation happens between two speakers. When both Duke and Make try to sleep. The characters are Max and Duke. Katie brought home a new dog from the pound, he is Duke. Both Max and Duke are never met before. For the first time, Max saw at Duke. The Duke body is big and he has thick fur. Max's thinks that Katie will never love him anymore because Duke is big and handsome. The conversation happens in the evening, while Katie comes back home and brings Duke with her. Max is angry and he does not care with Duke, but Duke is doing the opposite. He tries to make friend with Max. In his looks, he interprets that he tries to greet Max, the gestures of spinning around and licks Max means that Duke tries his best. His look really shows that Duke is a nice guest, but Max's interaction is the opposite. He does not care to Duke and always ignores Duke.

Data Interpretations:

"Hey... little Guy." the words describe natural greeting; the part of his body movements reveals that Duke wants to give a good impression when first meets. In the words **"Hey"** it is such kind of greet that opens their conversation.

3. Purpose or Direction

When someone communicates to others they deliver their speech and try to make their purpose extended. The other is to ask for direction. The example of this type such as: **"Where are you going?"** **"Where have you been?"** It could depend on the context of situations, and the purpose of their utterances.

Datum 3

Max : **"Hey, Mel. Where you been man?"**
Mel : "OH! GET THIS, last Sunday owner feeds me a small white little pill, right. I start to feel a little groggy. The next thing I know, I wake up, I'm in

- the sky.”
- Max : “Wait a minute, in the – the sky?”
- Mel : “Yeah, there are suitcases everywhere. I’m locked up in a crate.”
- Cloe : “Come on.”
- Max : ***“There are suitcases in the sky?”***
- Mel : “So, I pass out from fear. And when I wake up I am in Florida.”

Description of the Context:

This conversation takes place in the Max’s apartment; all his friends are joining together. They are Mel, Chloe and Sweetpea. One of them is Mel; he is a weird friend of Max, because all he did is absurd. He acts but others will not believe. In addition, his gestures does not describe that what he says have truly happened. While Mel tries to speak, his body does not stay calm, unsteady and weird. His eyes look at Max then he tries to imagine about his dream. His act like he is drunk. Moreover, Max acts that he believes and supports Mel to deliver his speech. In addition, their relationship is a close friend. Max tries to make Mel comfortable with Max question, even though the other friend does not believe Mel.

Data Interpretation:

“Hey, Mel. Where you been man?” these sentence describes that Max asks for what Mel did yesterday, even though Max and his friends know that he lies. They still ask him the question; the purpose of these words is to break the silence among others.

In other words, ***“There are suitcases in the sky?”*** is a direct question to Mel. The context of these is to describe that Max does not believe Mel. However, he still acts that he believes. The question from Max has a purpose that is to strike Mel’s answer. However, Max knows it does not happen to Mel, he tries to act the common ways to get the purpose of Mel’s.

Phatic Functions in *The Secret Life of Pets* movie

1. To express the doing of collegiality

Datum 4

- Max : “Thanks a lot Duke. I don’t like to use this phrase because its offensive to our kind, but you are a bad dog! Katie’s not gonna like this. I—I can’t go to the pound! (Notice Duke is scare) ***What? What’s wrong with you?***”
- Duke : “Well Katie just, she just got me out of the pound. And if—if I go back, Max it’s the end of the line for me.”

The conversation is between Max and Duke. Duke tries to change Max. While Duke wants Max does not judge him and receives him to their family. However, Max does not accept it. Further, a bad accident happened. They are locked inside a metal cage. In New York, if pets do not have a leash, they will go to the Animal Control Van. They got caught by the animal control van. Max and Duke do not have an animal leash. It happened because of the wild cats. They steal their leash and make Max and Duke controlled by the worker from the animal control van.

The function of what Max said to Duke describes his solidarity, even though they do not have a good relationship. It is the way to make conversation because Max and Duke look afraid. Duke thinks it seriously. Duke does not want to go to the pound again. Katie as their owner, just already brings Duke out from the pond. Hence, it happens to him again. When Max stares at Duke, he looks really afraid. So, Max tries to give him a question. In this animal control car only Max as his family. ***What? What’s wrong with you?*** It is Max expression when he looks at Duke. These utterances are usually produced by others if they know their friend in bad condition.

2. To be an icebreaker that clear the way for more intimate conversation

Datum 5

- Gidget : ***"Hey guys, where's Max?"***
Mel : "Nobody likes you squirrel!" (they continue to throw acorns)
Gidget : ***"Guys, seriously, where is Max?"***
Buddy : "Calm down, girl, he is right – (looks) huh, he is gone."
Mel : "Oh it is fine; I heard his screaming after he disappeared into thus bushes."
Gidget : "MAX IS GONE."

The entire dogs come back to their apartment, except Max and Duke. The scene of this conversation is in the evening while they are back to the apartment. However, Gidget stays at her apartment because she likes to watch television. Gidget has also known the others as Max's friends. She looks around the dogs through her apartment's window. She confuses why Max does not go back with the other dog. Gidget decides to interrupt them. Her look really panics and afraid. She is afraid Max will get a bad accident. She shouts to her friend and tries to find out Max, even though she knows that Max does not go back to the apartment.

"Hey guys, where's Max?" this utterance indicates Gidget interrupts their friend. What she says is to break their conversation among others. In addition, she tries to open a channel for communicating with her friend. Through her common language, she uses ***"Hey, guys"***. For the first time, Gidget utters her speech to interrupt their friend joy with other animals. However, their friend does not notice her. Gidget does not surrender yet. She tries once again.

"Guys, seriously, where is Max?" She cares to Max. She decides to interrupt the other friends to search Max. This word also produces because Gidget wants clear situation. Where Max is and what happens with him. It is the Gidget ways to find out Max. Gidget tries to make intimate interaction with her friends because she knows that Max is lost.

3. To send or to receive communication

Datum 6

- Duke : ***"Who are you guys?"***
Snowball : "Huh, Who are we? Who are we? (a beat) We are THE FLUSHES PETS
Thrown away by our owner, and now we are out for revenge! It's like a club, but with biting and scratching."
Max : "Take us with you"

The conversation is between Max, Duke, and Snowball. Both Duke and Max never met with Snowball before. Further, they try to ask a question to Snowball. They think Snowball is smart. She can open the cage using a carrot. It makes Duke and Max proud of her. Duke amazes and wants to know who Snowball is. The situation is in the animal control car. When Snowball destroys the car and makes her friends escape from the cage. Snowball looks briefly. Her position is as the head of the wild animal in the cave. Snowball tries to help their friend from animal control car.

The function of these words ***"Who are you guys?"*** is to send a question to the hearer that they never met before. This conversation happens in the car that Duke and Max are caught by the worker of the animal control van. Duke tries to get information from Snowball through questioning ***"Who"***. It means of a question, and the hearer will answer or not. It depends on the hearer. This scene Snowball answers the question. Duke tries to act common through this question because he thinks they will go out from the cage too.

4. To maintain the contact with the person we are talking to

Datum 7

- Dog Walker : ***"Hey, What's up?"***
Female Dog Walker : "Oh, Hi."
Dog Walker : ***"Your hat is the best hat I've ever seen"***

Female Dog Walker : "Really?"
Max : "Hey! Excuse me, genius, you forgot my leash (sighs)
.... Never mind"

The dog walker walks down the street surrounded by dogs, including Max and Duke who are tethered together. The dog walker is alone when he walks with all the dogs. The situation takes place in Dog Park. Then, the dog walker unhooks the dog's leashes, when he gets to Max. He notices to a female dog walker, because she also stands alone. Distracted, he does not remove Max's leash from his collar, so Max is left dragging it around. There are a lot of people who bring their pets in the Dog Park. Both dog walkers have never seen each other before. Further, the dog walker tries to greet her and makes a small talk.

While, the dog walker tries to say "**Hey, What's up?**" it means that he expresses that he cares to everyone. He expresses that he is addressing through his greets. He does not want to stand alone with his dogs, but he tries to communicate with other society. In addition, he tries to make a common greeting to others through his language. Both dog walkers are trying to greet each other, even though they have never met before.

He also maintains his speech in the next utterances "**Your hat is the best hat I've ever seen**" he gives attention to the opposite speaker. It describes the common expression while you have never met before with others. It also totally happens in society.

Conclusion

Communication through language is really important. There are many phatic utterances found in *The Secret Life of Pets* movie. The types of phatic deliver by the main character and the other friends. The three types of phatic utterances are; health or well being, well wishes or peace and purpose or direction. The phatic functions revealed in the movie are to express the solidarity of groups in relationship, to be an ice breaker that clear the way for more intimate conversation, to send or to receive communication, to maintain the contact with person and others.

Meanwhile, this study focuses on how the characters communicate with each other. In *The Secret Life of Pets* movie indicates both of the types and the functions of phatic utterances. The most types of phatic utterance in the movie are health or well being while the most functions are to send or to receive communication.

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IMPLIED MEANING AND HUMOROUS DEVICES IN THE DARK MEMES

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Memes are popular culture in the vast world of the internet. They have so many topics. One of them is dark humor which deals with sensitive topics such as deformities, tragedy but they are delivered in funny ways. The study focuses on the implied meanings and the humorous devices found in the dark memes. The objectives of this study were to analyze the implied meanings of the dark meme captions and explain the humorous devices of the dark memes. It was a descriptive qualitative study. The data for this study were the dark memes found on the internet. In collecting the data, the writer used the documentary method by selecting the dark memes which were found on the internet. The data were analyzed by using Richard Dawkins's theory (1976) about memes and Verschueren's theory (1999) about implied meanings. The findings of this study revealed the implied meaning behind the dark memes, such as racism, tragedy, abuse, and sexual. The humorous devices in forming the dark meme captions are irony, malapropism, hyperbole, and sarcasm.

Keywords: meme, dark memes, humor, implied meaning, humorous devices

Introduction

Internet is an inseparable part of our daily lives. We can find many things on the internet, such as actual news to fun to-do things. One thing that we are going to discuss is the internet meme, one of the most popular subcultures on the vast world of the internet. Internet meme is an art, it is usually formed by just words or with an image to explain the purpose and what it means on its topic. For the terms of meme, it was coined by Richard Dawkins (via Russ, Helen:2014:55) while he draws a line between genetic and culture as a self-replicating unit of culture. This concept based on Dawkins has a similar concept with Darwin's principles, survival for the fittest, as the meme keep evolving and changing from time to time. The definition of meme is a unit with an ability to self-replicating via imitating with reliability.

One of the most popular internet meme theme is humor. Humor is derived from Latin, *Humorem*, it means body fluids. Humor as defined by Walker (in Abbas:2015:81) "the ability to smile and laugh, and to make others do so." Humor is an action that has tendencies to provoke laughter and amusement. Humor can be applied to almost everything, starts from daily conversation to digital and written media.

Humorous device is a tool to provoke the laughter contained in a humor, such as hyperbole, pun, understatement, and et cetera. The humor that is attached together in the memes usually contains something like sarcasm and satire, one of the humorous devices, that makes the humor in memes little bit offensive because it contains some offensive topics.

One of the popular genres of humor is black humor. Black humor or gallow humor is a humor that deals with the unpleasant side of human lives. The terms Black Comedy was coined by André Breton in 1935 while he interpreted Jonathan Swift's writings. Lagasse (in Willinger,2016:160) states that most of black humor often use device, which are related to tragedy and sometimes it is equated to tragic farce, and Maxwell (in Willinger,2016:160) also states that dark comedy is perceived as morbid, nasty, psychopathic, twisted, and often very funny. Based on two statement above, dark humor are kinds of nasty kind of humor. A meme that associated by a black comedy usually mentioned as a dark memes. This memes will be analyzed based on the pragmatics point of view, especially the implied meaning.

Pragmatics is a branch of linguistic that studies the way in which context contributes to meaning. Chapman and Clark defines pragmatics as "an aspect of the study of language in use. It is concerned with how language users interact, communicate, and interpret

behavior" (in Abbas:2015:81). This clearly shows that pragmatic is a field of study of language that learns the use of language, such as how the language users interact, communicate, and their interpret behavior.

Based on Verschueren(1999:25), implied meaning is something that goes beyond what is given by the language form itself or what is literally said, in other words, behind a sentence, they have something that is deeper than the meaning itself. According to Grice, he gives two differences in implicature, one is conventional and second is conversational implicature. Grice gives a statement regarding of conventional Implicature (1989:25) is a part of implicature which uses a word conventional meaning to convey its meaning, meanwhile for the conversational implicature, based on Grice (1989:26) is happened during a conversation between two people.

This research's purpose is to analyze the implied meaning and the humorous devices in the dark memes. Thus, this research hopefully helps the further research about memes in the later research.

Methodology

This research is an qualitative-descriptive research, designed to analyze the humorous devices in the dark memes and also its implied meaning. For collecting the data, the writer uses documentary method. The data is focused on caption only memes and fetched from 9gag.com and reddit.com, to analyze the data, the writer uses descriptive method since in this research, the writer is going to analyze and describe the memes.

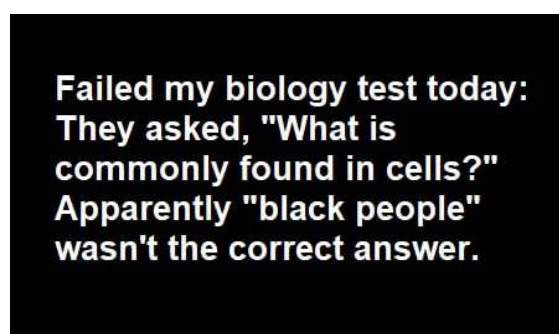
Finding and Discussion

This section will be divided into two parts, first is the implied meaning of the memes and the second is the humorous devices that is contained in the dark memes caption.

1.The Implied Meaning of the Dark Memes

Some of the memes do not use only images to convey their meanings, but also the captions, or the message written on the pictures. Some of them exist along with the image and some of them do not. The implied meaning is a meaning beyond what is conveyed to the listener. In this case for each dark meme, the caption will be analyzed.

1.1 Racism



(www.reddit.com)

Racism as defined in Merriam-Webster dictionary is a belief that race is primary determiner of human traits and capabilities and their races produces inherent superiority based on their races. In other word, racism is a belief where people's capabilities and traits are based on their races.

The implied meaning that is shown on this meme is racism. At a glance, this meme is related to biology, and it has a question, what is commonly found in cell? But the creator also gives the answer and black people is an obvious mistake in biology. Biology and black

people do not have relation, as biology is the study about life forms and black people is refers to dark skinned people.

There are two things related in this meme are “the cells and the black people”. The cells itself, in biological area is the smallest life form that forms bigger life forms, however besides its meaning in the biology, the cells has another meaning. One of the meaning is Prison, and if it linked to the past, that black people is discriminated.

As the black people, they were African descendant who were immigrated to the America due of several reasons, starting from disease, famine, hunger, and the others. However, one of them was caused by slavery. As they were slaves, most of them were traded and distributed to some areas, such as America, and it resulted to the American civil war, which was caused by the slavery abolishment that Abraham Lincoln made.

This meme is clearly talking about negative stereotypes as it points to racism. In this meme, the creator implicitly states about racism, as the maker says that the cells’ the prison is only filled with black people. Thus, this meme means that the negative stereotypes that most of the criminal are black people.

1.2 Sexual



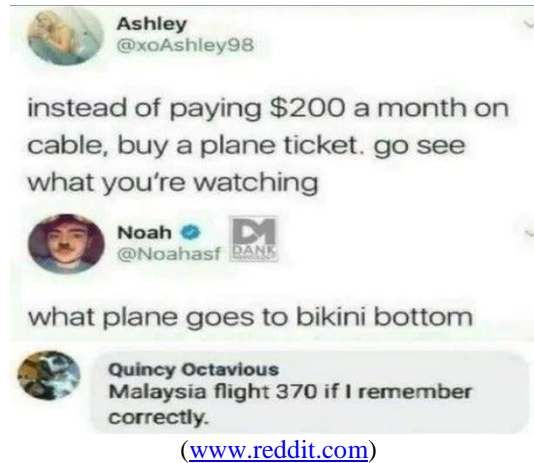
(www.reddit.com)

Sexual is a manner in which human expresses their sexuality. There are some examples about dark memes with sexual content.

The form of this meme is a photo of a promotional pamphlete, this meme has unintentional mistakes or a typo caused by the creator of the pamphlete. The mistake was caused by the typo is the word “anally” as found in the “*Did You Know? Kansas city welcomes 25 million visitor anally*”. The creator probably wants to type “annually”, but the lack of word “u” creates a serious problem. That poster is about Kansas tourism fact that Kansas city welcomed 25 million tourist per year, but because of the lack of word “u”, it changes the entire meaning of that poster. For further information, anal is one of the terms in sexual intercourses.

Moreover, of that simple mistake, the entire poster is talking about how Kansas citizen welcomed the tourist that visits their cities. Those who read this poster will think that the Kansas citizen welcome their tourist sexually. This mistake might drive people into different image of Kansas city.

1.3 Tragedy



This meme is started from a person's tweet, she said instead of spending \$200 for a pre paid show, she asked to a random Twitter user to buy a plane ticket and go to the latest film location that they have watched. One of the random users of Twitter answered "what plane goes to bikini bottom". By mentioning this sentence, it means that user has watched *Spongebob Squarepants* series, and the series is on a fictional cities in the depth of the sea, named *Bikini Bottom*.

The meme creator cropped a picture that was taken from another social media, Facebook, that writes about Malaysia Airlines flight MH370. For background information, MH370 is a flight which was lost along with its 239 passengers due to an unknown reason, one of the speculation, as cited from Telegraph.co.uk, one of the cause is the depressed pilot.

Henceforth, the entire meaning of this meme is because of one of the Twitter users wants to go to the fictional city in the sea from *Spongebob Squarepants*, a famous cartoon series, *Bikini Bottom*, the meme creator uses the tragedy of Malaysian flight incident and said MH370 flight destination is the *Bikini Bottom*. Until this time, the plane pieces have not been completely retrieved nor have the passengers, even though some parts have been found.

1.4 Abuse



This meme is about a person's tweet. This person tells us about her story about her toddler hitting her head on a bar in the playground, she asked her toddler to duck and she quacked. A word "duck" can function as two different word class, first is as a noun, which is described as two legged white bird with wide beaks, and second is as a verb, means to evade. But, the toddler decided to give a sound similar to *duck*, quacking, and it pissed her

off and later she decided to shoot her, because she did something that she did not expect to do. Instead of evading the bar, she decided to quack at her.

Usually, toddlers learn about something that their parents has taught to them, and also patience is needed in order to interact with them. Some of the people's reaction toward the toddler is different, one of them is smiling, having fun with the toddler, meanwhile, for those who hates children, his or her behavior toward the toddler is little bit harsh.

At the first glance, this kind of memes seems normal. No edited pictures, but if we see it once again, the part "i shot her" is the edited part. Based on the context, this meme creator seems to be showing his hatred toward the children, thus, this meme is created.

2. Humorous Devices

In this section, the writer is going to analyze what kind of humorous devices that is contained on these dark memes

2.1 Irony



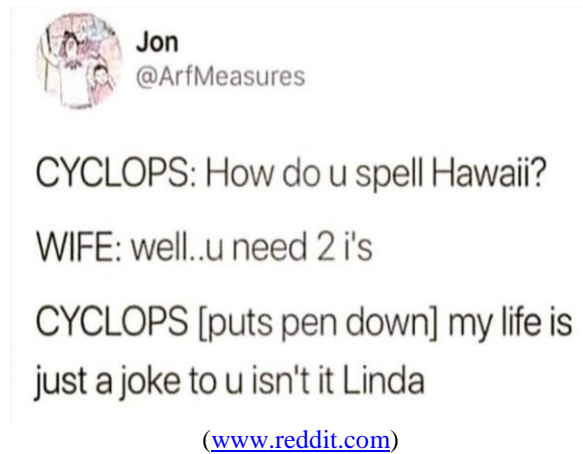
This meme contains one of the humorous devices, irony. Irony is one of humorous devices which deals with the opposite of an action or a word. First of all, it starts with some American English vocabulary and British English vocabulary differences, and the last part is the total opposite, as a school and shooting range is a totally different place. A school is a place for educating people, and shooting range is a place where we can use and test a gun. Thus, the last sentence equalizes the school with the shooting range.

This meme refers to the school shootings that often happen in America. American government legalizes the usage of weapon for civilians, which means all people aside of law enforcer such as cops, are authorized to own and use a gun. One of the newest school shooting case happened on seventh May in STEM school, Denver, caused one death and inflict injuries to eight person, as cited from New York Times.

This is dangerous as not all civilians have good manner. Moreover, this accident happens, the school shooting. This brutal accident makes the creator write and add the humorous devices, irony, in the statement, "this is school not a shooting range".

2.2 Malapropism

Malapropism is a branch of humorous devices that deals with misuse of word that is caused of similarities in pronunciation, or the word, for example:



This meme is about a short conversation between two persons. First is named “cyclops”, and second is called “wife”. The cyclops asks to the wife how to spell Hawaii, and the wife answers that he needs two i’s. The cyclops is angry and asks to the wife that she is not rudely teasing him.

A cyclops here is just no merely a person name. This refers to Greek mythology, an one-eyed giant which is affiliated with titans, which are imprisoned.

As a word “i” sound is similar with how we pronounce *eye*. The cyclops here only has one eye, meanwhile, the wife answering his question about how to write Hawaii, and her answer indirectly insults the cyclops, by saying two “i”. Therefore the malapropism is on “i”, since this alphabet has the same way of pronunciation of the word “eye”.

2.3 Sarcasm



Sarcasm is one of the humorous devices that is intended to taunt or mock someone. In this meme, the sarcasm is shown on the statement above. This meme starts by a fact about left handed people, but as we read, it becomes weird as the creator compares left handed people with people with no hand.

The sarcasm is shown on the entire caption of the meme. The caption form is a comparison between two things, and the creator compares left handed person with the disabled person, as the the creator gives an explanation that the left handed person has higher chance in finishing their exam instead of the disabled person.

As comparing to another person is considered as rude, in this meme, the creator wants to mock the disabled person by using one of humorous devices, sarcasm, and by using these comparison, this meme is aimed to insult and mock the disabled person.

2.4 Hyperbole



Hyperbole is a humorous devices which deals with the exaggeration of a things. The theme of this meme is history, especially the John F. Kennedy tragedy. The creator creates a Twitter account named it as John F. Kennedy, and then the creator makes that tweet and makes a parody of the accident.

The hyperbole part in this meme is the boredom shown on the entire meme. The boredom is bad, but its reaction is exaggerated. The creator expresses the boredom as a nightmare, and then exaggerates the boredom by asking someone to kill him. The creator takes JFK incident as a parody, and during the parades, John F. Kennedy was assassinated. So, the hyperbole is shown on the creator's reaction when facing boredom.

Conclusions

The conclusion of this research is that dark memes are a dark joke-related meme. Memes which use some dark topics, and most of them usually are inappropriate to be laughed at as a joke, such as racism, tragedy, abuse, and sexual. In dark memes, creators use some humorous devices in order to spice things up, as the topic is dark, and the word is funny. The memes themselves have several implied meanings, as the Dark memes bring some serious matters, but they use the humorous devices in forming the caption. Thus, the joke is formed from these two aspects, as those themes are inappropriate to be laughed at. The humorous devices found in this research are malapropism, irony, hyperbole, and sarcasm.

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THE VEERED IDEA OF ISLAM PRESENTED IN AZAB SOAP OPERA

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Abstract

Indonesian Broadcasting Commission or Komisi Penyiaran Indonesia (KPI), stated in 02/P/KPI/03/2012 article B that Indonesia broadcast programs should contain educational content to build an independent and integrated society. However, some of the TV programs in Indonesia seemed to be inconsistent in following the rules. One of the TV programs named Azab is a religious soap opera that is related to Islam. Azab's goals in the pre-production have fulfilled the standard of broadcasting qualification but, apparently in the process of production, the content of the program seemed to be inconsistent with the goals. The violation of content also includes the veered idea of Islam that is visualized unrealistically through the soap opera. The researchers find some misinterpretations of the religious teachings and extreme polarization of characters which may lead to misunderstanding.

Keywords: veered idea, religious soap opera, TV program

Introduction

The religious soap opera of *Azab* is created as the continuity of the genre that has high rates in the previous time, highly estimated due to the dominance of Muslim in Indonesia. Komisi Penyiaran Indonesia's rule about TV Broadcast Standard no 02/P/KPI/03/2012 article B considered that,

"every Indonesian broadcast program should strengthen national integration, educate people's character and identity within an application of the belief to God both physically and mentally, enrich the life of nation, advance people welfare in order to build an independent, democratic, just and prosperous society" (Komisi Penyiaran Indonesia, 2012).

According to the standard that has been maintained, TV program should be broadcasted due to the needs of educating and developing people's integration. *Azab's* aim, as it is written in the TV channel's website is "Life lessons's stories: wickedness during life will be avenged when the death comes (PT. Indosiar Visual Mandiri, 2019)" Considering the description of the program, it should contain educational context for audience of all ages but, the 'avenge' in the description may cause two different connotation. The first connotation will be referring to an advice to do well in life, however there is also a tendency that refers to revenge which later unconsciously possibly to teach the audience about revenge. Therefore, the soap opera fails to meet the expectation because of its tendency to veer particular lesson in the context of religious teaching.

The unnecessary images of the soap opera visualization, such the exaggeration of acts, dramatization, etc may be considered more attractive to the audience than the value delivered. In this paper, the writers would like to discuss the *Azab* soap opera seen from its characters, plot, and also the veered idea found in characters and plot. The writers will identify the plot and characters from two selected episodes of *Azab* soap opera. The writers will see what the veered idea's form is actually presented, what stimulates it and what caused by it.

Religious soap opera first emerged in 2004. A year later, in May 2005, according to AC Nielsen survey, there were 35 titles of them for example: *Rahasia Ilahi*, *Takdir Ilahi* (TPI), *Astagfirullah*, *Kuasa Ilahi* (SCTV), *Istigfar*, *Hidayah* (Trans TV), *Pintu Hidayah*, *Hikmah* (RCTI), *Misteri Ilahi*, *Titipan Ilahi* (Indosiar) and many more. Most of them are

adopted from source text, for example magazine. There are three magazines which become the pioneer of magazines that become the source text, i.e. *Hidayah*, *Ghoib*, and *Insting*. According to Irawanto, religious soap opera is a new phenomenon in Indonesian political reform in 1998. The genre was pioneered by *Hidayah* magazine in 2001. Since the first edition, this magazine immediately gained success, sold 10,000 copies, and constantly raised their printed copies every year. Obviously, this market's success initially drove the emergence of religious soap opera. Since this religious magazine experienced a great success, more than ten production houses offered cooperation with *Hidayah* magazine to adapt its mystical stories into television program. (Nazaruddin, 2017)

The religious soap operas mostly present the stereotype of Muslims in Indonesia. This stereotypical idea is not necessarily wrong but it does not give the audience the truth or actual image of Muslims in Indonesia. The stereotypical idea also includes generalization of ideal Muslim. The visualization of Muslim society is polarized into black and white. As examples, a robber would likely be labeled as a bad person in the whole of the story unless he does repent and surrender to God. A similar case can also be found in the visualization of the protagonist. The protagonist would be visualized as a flawless yet suffered character. This visualization is not necessarily true image of being Muslim especially in Indonesia's society. The program seems to be generalizing that the protagonist would always do good and the antagonist would always do bad. While in society, there is no such absolute truth or fault, many factors might play a role in the case. The stereotypical and generalization which shift the main idea to a not necessarily true image of the society create a veered idea in the soap opera's delivery to the audience. In this paper, the researchers would like to use *Azab*, a religious soap opera in Indosiar TV channel, as the object of the study. The researchers would try to reveal the veered idea within the soap opera.

Methodology

In this paper, the researchers use library research as the method. Library research involves the step-by-step process to gather information in order to conduct the research. In this paper, the researchers use secondary sources and primary sources. Secondary source is used because the researchers analyzed some studies related to religious soap opera which have been done by other researchers. Primary sources are used by the researchers because the researchers analyzed the primary data which is two episodes of religious soap opera.

Findings and Discussion

A. Summary, Plot and Characters Analysis

In this study, the writers use two episodes of *Azab* titled *Makam Penjual Ikan Busuk Yang Licik Berbau Tengik dan Dihancurkan Tanaman Merambat* and *Kain Kafan Menghitam dan Jenazah Tersedot Lumpur Hidup Karena Menjual Kerupuk Kulit dari Limbah Sepatu* as the objects of the study. After the researchers analyzed the objects, they found some similarities between these two episodes. In the first object, *Makam Penjual Ikan Busuk Yang Licik Berbau Tengik dan Dihancurkan Tanaman Merambat*, the story starts with the main character's failure in his work. The main character is a fish seller who was desperate because he could not reach the target of selling so that the unsold fishes were rotten. The condition that happened to the main character made him cheat while working and he was obsessed of instant success. The obsession is apparently the main cause of the main character's act to be dominant and oppressive to other characters. The other characters who were troubled by the main character are portrayed as patient and delicate characters. They are also described as a good-hearted and devout Muslims.

Makam Penjual Ikan Busuk Yang Licik Berbau Tengik dan Dihancurkan Tanaman Merambat is the first episode the writers want to analyze the plot of the story and characteristics of each character. The episode begins with the death of the main character and then the story is thrown back to the previous event of the main character's life. The main

character, Rusdi, gets jealous to Agung who is very successful in selling fish at the market. Because of Rusdi jealousy, he decides to use rotten fish to trap Agung and make him accused of selling rotten fish. Meanwhile, Rusdi also sells the rotten fish to the customer but he hides it by using chemicals. The fish are poured with formalin so that the fish will look fresh. Rusdi's wife, Tiwi, found the formalin fish that her husband has made and brought it to the laboratory to be tested. It is a shocking fact for Tiwi to know that the fish which her husband sold contained poison. Then, Rusdi is caught when he was selling rotten fish, although Rusdi is already known for cheating, he is still rude and oppressing his wife. Apparently when he poured poison into Mr. Teguh's pond, it was his hamartia. Rusdi's foot are trapped by a net that makes him drowned and died. He is found by Agung in the next day. Rusdi's dead body smells like rotten fish and the body is hard to be buried. Even after he is buried, there are some vines all of the sudden and break Rusdi's grave.

Kain Kafan Menghitam dan Jenazah Tersedot Lumpur Hidup Karena Menjual Kerupuk Kulit dari Limbah Sepatu is the second subject to be identified. By seeing the title, the script's writer presumably uses it to gain the audience's interest and curiosity. Though the title is quite clear and does not contain any clue, apparently it applies a different strategy in gaining the audience's interest. The clarity of the title is provoking the audience in a different way rather than giving a clue as a conclusion of the story. The title is a form of causal phrase which brings out a cause-and-effect phenomenon in it while the relation between cause and effect is omitted. The audience is expected to be curious about how the cause and effect relate to each other, or in other words, the audience is made to be curious about the process of how the story between the end and the beginning.

The opening of the story is a shocking scene of the doom. The doom is portrayed in irrational incident within a cover of mystical and supernatural themes. The opening scene is showing the water used to wash the body of the main character, Eko, turns into turbid and cannot be used all of sudden. Then the scene is followed by the incident of the shrouds that will be used to cover the body suddenly turning into black for two times. The incidents that happened are identified as an unfinished matter that is left by the deceased. Then, the story started from the beginning: the presumably beginning of the doom.

The beginning starts from the despair of Eko: the collapse of Eko's skin crackers factory caused by fire. Eko was a successful skin crackers entrepreneur but he lost everything by the fire, therefore, he must start his career again from zero. However, Eko is not a delicate and hard-working figure. From the beginning, Eko is portrayed as a temperamental character and abusive towards his wife. He is able to express his temperament side anywhere by anger and shouting even when there are other people watching him and his wife. Then the story continues with the meeting of Eko and Heru, his old friend, and finds a chance to be successful instantly. Eko makes use of the shoe waste of Heru's factory to make skin crackers without spending money. These rising actions bring the plot of the story to the climax: the coming of the tragedy. The death of Eko is figured as a tragic death. Eko is trapped in his burnt room right after being chased by his worker that asked for their wage. From the dialogue of the worker, Eko has not been paying their wage for two months. In that scene, the workers also take role in saying what happened to Eko is a doom or torment from God for the bad deeds that Eko has done.

The fall of Eko is marked by the early doom: the water's color which suddenly turns turbid and the shroud's color which also turns to black. Moreover, the presence of Heru who confessed his friend's unforgivable fault made Eko falls worse. Heru's insincerity apparently said as the barrier for Eko to rest in peace. After some dialogue, apologize is out of Heru's mouth but the doom still followed after that. The denouement portrayal is seen by Eko's body that falls to live mud. Pak Ustadz, as a figure who is honoured for his wisdom, asks Fitri to let it happen as it is God's plan.

The plot of the *Kain Kafan Menghitam dan Jenazah Tersedot Lumpur Hidup Karena Menjual Kerupuk Kulit dari Limbah Sepatu*'s episode is following the form of roller coaster

plot, in which the turning point or climax is in the death of the main character. This could mark that death is a prominent thing into the falling action of the character heading the effect of his deeds. This means that if there is no climax as the turning point there would be no falling action for the main character. Hence, death is assumed as a key for the doom to get in the story. By the analysis, it can be concluded that the script writer's point of view is highlighting the point that doom or torment for punishing human would come after the death. In other words, death is part of the process for the main character's bad deeds which relate the cause and effect as it is written as the title.

B. The Veered Idea

In the plot and characteristics analysis the writers found that the idea of Islam in the soap opera is veered. The Islam that is presented in the soap opera is not supposed to be as it is presented. Religious soap opera, especially *Azab* is supposed to give an actual image of Islam and its followers in order to be an educational TV program. The actual image that is referred here is the image of the society's complexity that cannot be justified simply into good or bad. However, what the program contains is dominated by stereotype and generalization of ideal Muslims which mean it teaches the audience to simply group people by stigma.

The stereotypical idea is found by the writers in the generalization of ideal Muslim. In both of the episodes that are identified by the writers, the protagonist characters are found to have similar characteristics. They are portrayed as devout Muslims with delicate heart. They have extra patience than the main character but they live miserably next to the main character, the antagonist. In both of the episodes, the main characters are an abusive husband toward his wife. Both Tiwi, Rusdi's wife, and Eko's wife, Fitri, are constructed as a character that full of patience, obedient to the Islam's teachings, abused by their husband but constantly remind their husband to do well and avoid bad deeds. The missing point is that the soap opera depicting the good and bad as an absolute thing while the context of bad and good is wide and cannot be justified by the surface of some couple of deeds that highlighted.

From the analysis of the characters, both Tiwi and Fitri are categorized as oppressed characters while Rusdi and Eko are categorized as oppressor characters. The characteristics of oppressed character are shown as "slave consciousness" or "fatalistic attitude" (Baker-Shenk). The oppressed people tend to be passive toward their oppressive situation and think like "I cannot do anything about it." They feel adapted with the situation. Same with Tiwi and Fitri, who are the protagonists and also inferior. They cannot do anything to what their husbands do for being mean to others, and often get abused by their husband. The opposite of oppressed character, oppressor character are the dominant power group. They tend to feel superior of their oppressed character. Both Rusdi and Eko are the antagonists and dominant, they are the one who takes control over their wives. This kind of characters has led them into a selfish character which justifies any action which could make them earn lots of money.

On the other side, there are found neighborhood as supporting characters. They take part in stating the judgment and mocking toward the main character or the family of the main character. They are presumably an image of public judgment toward such characteristic that found in the main character. However, their sayings are sometimes too judgmental, in which it is caused by the genre and pattern that applied parallel in *Azab* soap opera. But it is improper as a program that is aired in prime time as *Azab*, considering there might be under age audience. Example, in the *Kain Kafan Menghitam dan Jenazah Tersedot Lumpur Hidup Karena Menjual Kerupuk Kulit dari Limbah Sepatu*'s episode, there are dialogues,

neighborhood 1: *Kok bisa – bisanya kejadian seperti ini ya?*

neighborhood 2: *Mungkin ini Azab dari Allah*

Here, as in the example, the neighbors seemed to know what *Azab* is and in what form it happened to someone. However, this perspective might not work in another similar event. There are a lot of factors that might interrupt and considering that no one knows the exact process of God's punishment. Therefore, a further explanation is needed to inform the audience that the show can be understood by its context, not merely just from the visualization. Another supporting character that can be found in any of *Azab*'s episodes is Ustadz or Ustadzah. The character of Ustadz usually shows up in the end of the episodes. Ustadz is constructed as a wise figure that always appears in the funeral and he becomes the moderator to reveal what the deceased has done in his life. Meanwhile, actually Ustadz or Muslim theologian has bigger roles among the society. In the middle of conflict, in both of the episodes, the *Ustadz* characters do not appear to reconcile or gives any advice to solve the problem: as if everything comes later than the bad deeds of the main characters. The writers assumed that if the figure of *Ustadz* appears in the middle of the conflict it would be a reminder for the audiences that the figure of *Ustadz* in real life is also as a figure that we can come to anytime we need to get advice to be close to God, not merely as a Muslim theologian that comes up in formally particular event.

Similar with the first object, the second object which we analyzed titled *Kain Kafan Menghitam dan Jenazah Tersedot Lumpur Hidup Karena Menjual Kerupuk Kulit dari Limbah Sepatu* also have the same pattern of plot. The background conflict of this episode is also the failure of the main character, and it pushes him to cheat on his work only to gain more money. The protagonists that are troubled by the main character are not as temperamental as the main character and portrayed as a kind-hearted person also a devout Muslim. The appearance of the neighborhood becomes the object that is affected by the main character's cheating also, becomes the group of people who blame and mock the main character. The conflict also settled in the ending part, when the main character died and got the *Azab*.

Using a long title such as *Makam Penjual Ikan Busuk Yang Licik Berbau Tengik dan Dihancurkan Tanaman Merambat* actually attracts the audience to watch the episode. They might be curious about the story and what exactly does happen in the movie. Once they watch it, they would probably give their reaction either during or after the movie. The title of *Azab* is rather to be seemed as a joke than lesson for putting not ethically proper title of someone's death. The soap opera title and its content are too exaggerating; it can be seen from how they make the long title which caused a sensation. The moral messages on religious soap opera are expected to be an alternative of moral learning which shows moral actions. However, the director and scene writer seem to be ignoring the main purpose of creating the plot. Through the object that the writers already analyze before, the writers would sum up that the misled of religious soap opera presents Islam as irrational religion:

First, Islam sees the reality as extreme black and white. (Nazaruddin, 2009) The antagonist character depiction in most of religious soap opera tend to make the antagonist one is someone who is really mean, powerful, and does not have any good sides. Otherwise, the protagonist character depiction appears as someone who is extremely kind and powerless. Then, death is something dreadful that God will give for His people cruelly. In most religious soap opera, the ending is about death scene with weird and terrible funeral procession. For example like: died with a blister head so that the face become creepy, died with an enlarged stomach and blood out, corpse and grave full of leeches, etc. This terrible death and funeral scene are usually shot in a close up and detailed scene. The thing that needs to be remembered is death is something terrifying, and that terrifying thing is a doom from God.

Conclusion

The episodes of *Azab* are mostly generalizing Muslims, within stereotypical representation that is visualized by the show. Those good characters are constructed as characters that always do good. They would not make any mistakes or even hurt other people. Different with the good characters, the bad characters are also assumed as the opposite. They would do bad things in order to make the good character suffer. Meanwhile, there is no absolute truth or fault. There are many factors that could possibly interrupt and solution could possibly come from anywhere. The aim of the show to give a lesson and usefulness for the audience is shifted into an entertainment for the audience to relate as the focus of the show and to gain their attention, rather than to give an educational show with quality. This is marked by the unrealistic visualization and exaggeration of event in the show that cannot be understood logically.

The writers found that by the writing strategy for the title, it constructs a curiosity over someone's doom in his death. Both of the episodes that the writers take as subject have a clear title of how someone dies. As one of the soap opera's attributes to gain the audience's attention, the title has become the first and most frequent part that people like to pay attention to before they watch the show. The writers assumed that it is not a good idea to mention such typical title since it occurs a curiosity over the tragedy. By mentioning the tragic death in the title, it means that the tragic death becomes a tool used by the script writer to gain the audience's attention. This depicts that the script writer is constructing a satisfied feeling over someone's death or torment. People are made to feel attracted and curious over someone's death, which is an improper thing to be done over someone's death. In the end, Komisi Penyiaran Indonesia (KPI) seemed to not have any right to ban the program although religious soap opera contains more bad sides than good sides. According to Komisi Penyiaran Indonesia's official website, the authority and duties of KPI is just controlling and developing the broadcasting program in Indonesia. (Pengawasan Penyiaran, 2017) Meanwhile, the one who is responsible to take action regarding the banned broadcasting program is UU Penyiaran no. 32 tahun 2002. Another reason why KPI cannot ban the program is because the religious soap opera have high ratings: KPI cannot ban the major interest even if it not effectively educating.

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MORPHOLOGICAL MISANALYSIS DEVELOPMENT ON WORD "HAMBURGER"

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Abstract

The object of the study is to analyze how morphological misanalysis of "hamburger" word has some development which is from the word "Hamburg + er", which refers to Hamburg people. It is also applied by some franchise over the world based on the study of etymology, how this kind of sandwich is called hamburger. The other object is to discover how the development of "Hamburger" word may create new words such as cheeseburger, beef burger, fish burger, etc. The methodology used is a qualitative method. The sources of the data are the internet and Go-Jek application. The internet is used to collect the data because the etymology of hamburger is needed to prove that the morphological misanalyzing develops the new formula "new condiments + burger". Meanwhile, Go-Jek Application is used to collect the data of McDonald franchise and Flip burger franchise because they are the examples of the morphological misanalyzing which create a new formula "new condiment + burger" such as fish burger and chicken burger. The populations are two which are from McDonald franchise and Flip Burger franchise. The observation technique is observing how misanalyzing develops the new formula "new condiment + burger" based on the etymology. The findings are based on the etymology of hamburger which refers to people from Hamburg. In the beginning, Hamburg people had high-quality meat and they brought it to America. America tried to differentiate steak discovered by the Hamburg people. Time by time, American tried to simplify "Hamburger steak" became hamburger. Because of it, the morphological misanalyzing develops a new formula "meat + burger" which is also adapted by McDonald as the global franchise and Flip Burger as the local franchise. Therefore, the morphological misanalyzing of hamburgers forms a new formula "new condiment + burger" such as cheeseburger, chicken burger, and beef burger.

Keyword: hamburger, misanalysis, and morphological process.

Introduction

It is interesting because most people like eating hamburger, but do they know the origin of hamburger? The researchers choose the topic to inform everyone that hamburger is actually a steak made by Hamburg people.

However, perhaps most people don't know it and misunderstand hamburger by thinking that hamburger is a suffix between "ham + burger". Based on the misunderstandings, it creates morphological misanalysis that creates a new word such as cheeseburger.

The object of the study is to analyze how morphological misanalysis of "hamburger" word has some development which is from word "Hamburg + er" which refers to Hamburg people and also applied by some franchise over the world based on the study of etymology, how this kind of sandwich is called hamburger. The other object is to discover how the development of "Hamburger" word may create new words such as cheese burger, beef burger, fish burger.

Morphological misanalysis is the process that derives new words by moving the part of speech of a word and no changing of its form. This can occur because of actual misunderstanding, when we analyze a word that has a similar sound or words from dialog or song. Etymology is the study of the origin of words and how the meaning of words has changed over the course of history. *Etymology* derives from the Greek word *etumos*,

meaning *true*. *Etumologia* was the study of words' *true meanings*. This evolved into *etymology* by way of the Old French *ethimologie*. That's all fairly straightforward, but there are many words in the English language that have unexpected and fascinating origins. Here are a few such examples. Etymology not only enhances your understanding of your native language, but also gives you insights into its shared roots with other languages.

In the late 19th century, the Hamburg steak became popular on the menus of many restaurants in the port of New York. This kind of fillet was beef minced by hand, lightly salted and often smoked, and usually served raw in a dish along with onions and bread crumbs. The oldest document that refers to the Hamburg steak is a Delmonico's Restaurant menu from 1873 which offered customers an 11-cent plate of Hamburg steak that had been developed by American chef Charles Ranhofer (1836–1899). This price was high for the time, twice the price of a simple fillet of beef steak. However, by the end of the century the Hamburg steak was gaining popularity because of its ease of preparation decreasing cost. The term *hamburger steak* was replaced by *hamburger* by 1930, which has in turn been somewhat displaced by the simpler term, *burger*. The latter term is now commonly used as a suffix to create new words for different variants of the hamburger, including cheeseburger, porkburger, baconburger and mooseburger.

McDonald and Flip Burger franchise will be used as our sample. In this case, McDonald and Flip Burger's menu will be used as our sample. It is because they use "the real name" on their menu. It means they call their hamburger as hamburger without any nicknames. Moreover, McDonald and Flip Burger are easy to be found in Indonesia. McDonald as a global franchise that sells burger. It means that McDonald is globalized. Flip Burger as a local franchise that also sells burger. It means that Flip Burger is a franchise from Indonesia. Therefore, those two franchises are chosen to see how local franchise adapted global franchise especially on their menu as a proof of Morphological misanalysis development on word "hamburger."

The purpose of this paper intends to figure out the etymology of Hamburger, how this kind of sandwich is called hamburger, to discover how the development of "Hamburger" word may create new words, and how this misanalysis globalizes and is adapted by local franchise, what kind of morphological process which appeared in the development of hamburger word.

Methodology

1. Qualitative Method

The sources of the data are the internet and Go-jek application. The internet is used to collect the data because the etymology of hamburger is needed to prove that the morphological misanalysing develops to be a new formula "new condiments + burger" and Go-jek Application is used to collect the data of McDonald franchise and Flip burger franchise because they are the examples of the morphological misanalysing which create a new formula "new condiment + burger" such as fish burger, chicken burger.

2. Historical approach

The method is used to inform the etymology of "Hamburger" word.

Findings and Discussion

A. Findings

Hamburg people had a high-quality meat. They called it *steak*, then it changed to be hamburger steak because American tried to differentiate steak discovered by the Hamburg people. Time by time, American tried to simplify "Hamburger steak" to hamburger. Time by time, people called it burger. It made a lot invention such as beef burger, chicken burger, fish burger, cheese burger, etc.

The researchers found that McDonald and Flip Burger sell burgers based on those inventions and are still commonly sold at present. Flip burger as local franchise adapted the

menu of the global franchise, McDonald.

The researchers also would like to discuss the kind of morphological process of the development of word “Hamburger”:

1. Compounding

The combination of two or more free roots (plus associated affixes).

2. Backformation

A derivation a morphologically simple word from a form which they analyze, on the basis of derivational and inflectional patterns existing in English, as a morphologically complex word.

3. Affixation

Process of attaching an affix to the root either to the left side or right side of the root when an affix is attached to the end of the root or the right side of the root is called a suffix. In the other hand, if the affix is attached in the beginning of the root or to the left side of the root it is called a prefix.

4. Blending

Similar to compounding, but in blending only parts of the words are combined.

5. Splinter

False morphological division of words may result on more or less productive suffixes.

6. Clipping

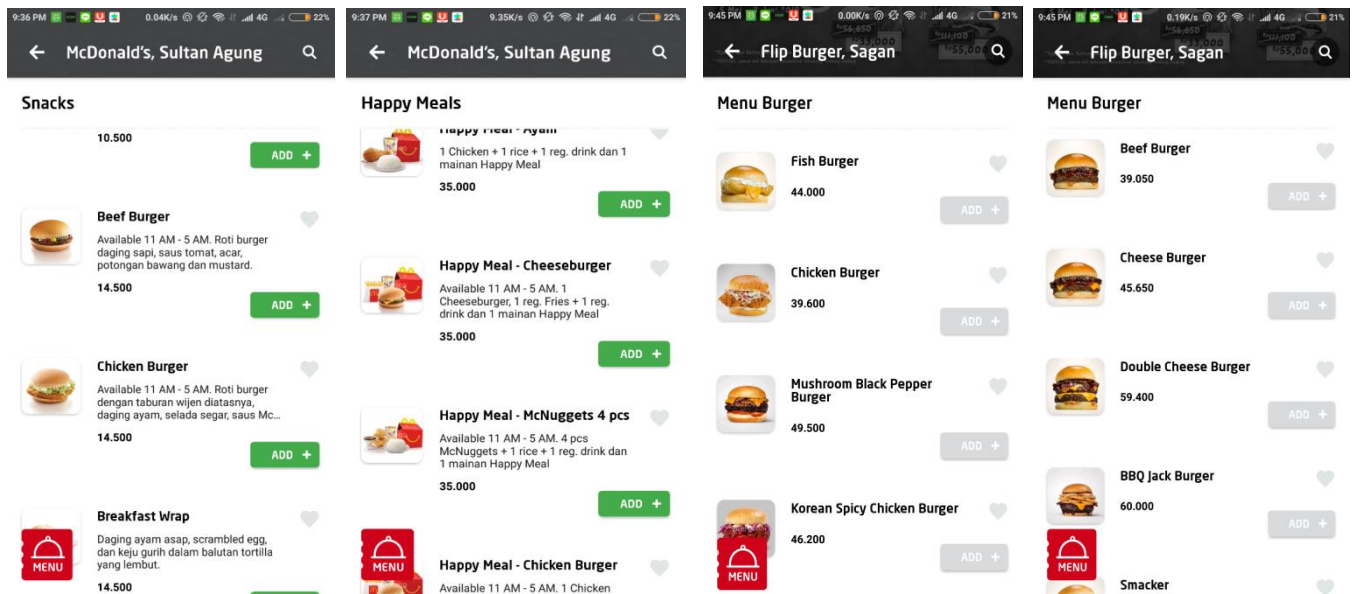
Process of shortening a longer word by deleting one or more syllables.

B. Discussion

Based on the research questions, the researchers will analyze the data to answer the question: how does morphological misanalysis on word “hamburger” make new words?

First of all, the researchers will discuss about the etymology of “hamburger”. In 19th century, Hamburg people had high-quality meat and tried to make a something new based on the meat. Finally, they discovered steak. After the Hamburg immigrant came to America, they sold this steak to survive. American called it “Hamburger steak”. It referred to steak which was made by Hamburg people. In this case, affixation was applied on Hamburg + er to refer to Hamburg people. Hamburger was also kind of compounding process such as “cup + board” to be “cupboard” and “white + board” to be whiteboard. Therefore, it means hamburger is a word combination of “ham + burger”. It also distinguished hamburger steak with another steak. Time by time, American recognized this kind of food as theirs. Next, they no longer called it hamburger steak because it was too long to pronounce and too hard to remember. Finally, they omitted the “steak” and called it hamburger. In this part, people began to misanalyse this word because the hamburger’s patty looked like ham, they believed that the patty was ham and the bun was burger. After that, they tried to make something new to substitute the ham to be “new condiment + burger” such as chicken burger, fish burger, cheese burger, and beef burger. Based on this analysis, it makes new inventions of morphological misanalysis.

Globalized franchise menu such as McDonald was adapted by Flip burger as local franchise. The menu such as chicken burger, cheese burger, fish burger, and beef burger of McDonald is not only imitated by Flip Burger, but it is also adapted to be fish burger, BBQ Jack burger, mushroom black pepper burger, toppoki burger, eggys burger, and Korean spicy chicken burger. In short, the menu of burger is not only imitated but also adapted by Flip Burger and McDonald. Based on this idea it shows how the development of word globalizes, applies, and understands over the world.



McDonald	Flip Burger
Cheese burger	Cheese burger
Chicken burger	Chicken burger
Beef burger	Beef Burger
Fish fillet burger	Fish burger
Prosperity burger	BBQ Jack burger
Triple burger with cheese	Korean Spicy Chicken burger
Burger with egg	Mushroom Black Pepper burger
Sausage burger	Double Cheese burger
Black burger	Eggsy burger
Topokki burger	-

Based on that table, it indicates that menu contains the development of “Hamburger” word to be imitated and adapted by global and local franchise. In this case, they use the morphological misanalysis of “Hamburger” to be applied as their product. This is also a proof of the development of morphological misanalysis happening, misunderstood, and makes new formula “new condiments + burger”.

Based on that brief history, McDonald was older than Flip burger was. They can be considered as a fuse of hamburger restaurant. The founders of Flip Burger said that they tried to adapt hamburger menu from global franchise such as McDonald, Burger King, and Wendy’s. They tried to make an adaption based on the imitation that they did for example: McDonald has Cheese Burger, Chicken Burger, Beef Burger, and Fish Fillet Burger. Then, Flip Burger made an imitation of McDonald’s menu such as BBQ Jack Burger, Korean Spicy Chicken Burger, Mushroom Black Pepper Burger, Double Cheese Burger, and Eggsy Burger. As the proof of the adaption that was done by Flip Burger are BBQ Jack Burger as an adaption from Beef Burger, Korean Spicy Chicken Burger as an adaption from Chicken Burger, Double Cheese Burger as an adaption from Triple Burger with Cheese, and Eggsy Burger as an adaption from Burger with Egg.

The Morphological Process:

1. A compound is the combination of two or more free roots (plus associated affixes). It can sometimes be difficult to distinguish a compound – which is considered a single word. Both the semantics and the syntax of the compound are complex. Often the semantics of compounds are not simply a sum of the meaning of the parts. Note the various ways in

which the meanings of the roots of the compounds interact with home:

Homeland is land which is one's home.

Homemade is something which is made at home.

Homebody is someone who stays at home.

Homestead is a place which is home.

Homework is work which is done at home.

Homerun is a run to home.

Homemaker is a person who makes (cares for) the home.

The hamburger is also a compounding. The other example is:

Cheeseburger is a burger which is made with cheese.

Note that in addition to combine two roots, compounds may not only contain derivational or inflectional affixes, but it may also contain conversions and back formation.

2. Backformation is a derivation of simple word from a form which they analyze, on the basis of derivational and inflectional patterns existing in English, as a morphologically complex word. For example, by analogy with the very common derivational pattern in English in which the agentive suffix -er is added (sing + -er > singer, work + -er > worker, buy + -er > buyer)

Therefore, people misanalysed the word "Hamburger" by thinking it is a process of compounding. They thought Hamburger is a burger which is filled by ham. But, literally Hamburger includes backformation by adding the suffix -er. It can be concluded Hamburger is (Hamburg + -er), which means Hamburg people.

3. Affixation is process of attaching an affix to the root either to the left side or right side of the root. When an affix is attached to the end of the root or the right side of the root, it is called a suffix. On the other hand, if the affix is attached in the beginning of the root or to the left side of the root, it is called a prefix.

According to brief history of hamburger, the affixation on "hamburger" word appeared when hamburger was called hamburger steak.

Hamburger → Hamburg (n) + er (suffix)

In this section suffix -er shows the agent noun.

Suffix -er refers to people who are from Hamburg. It happened because at that time American people tried to distinguish the steak that was made by people from Hamburg.

4. Blending is similar to compounding, but in blending, only parts of the words are combined. Here below some examples of blends:

Radio + telegram	= radiogram
Biological + mechanic	= bionic
American + Asian	= Ameranesia
Medical + care	= medicare
Mono + rail	= monorail
Turbo+ propeller	= turboprop
Cheese + hamburger	= cheeseburger

From the examples above, it can be seen that there is no exact rule in forming a blend as shown above. It seems that practicality becomes one of the factors taken into consideration to make a blend.

5. Splinter is false morphological division of words may result on more or less productive suffixes. For example:

Ham/ <u>burger</u>	→	- cheeseburger	:	cheese	+	burger
		- fish-burger	:	fish	+	burger
		- beef-burger	:	beef	+	burger

- chicken-burger	: chicken	+	burger
- mushroom-burger	: mushroom	+	burger
- veggie- burger	: veggie (vegetable)	+	burger

6. Clipping is process of shortening a longer word by deleting one or more syllables.

Examples:

Facsimile	= fax
Hamburger	= burger
Gasoline	= gas
Advertisement	= ad

Conclusion

Therefore, hamburger steak that was literally Hamburg people's steak was misanalysed by the American after Hamburg people came to there to introduce Hamburger steak. It became hamburger which contained affixation to describe the Hamburg people, but, it was misanalysed as the patty is ham, though it is not real ham and the bun is burger. Therefore, it discovered new phenomenon "new condiments + burger" such as "chicken + burger", "beef + burger", "fish + burger" that is applied at present. It also makes some of morphological processes on the development of word "Hamburger" such as compounding, backformation, affixation, blending, splinter, and clipping.

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EXPLORING THE MOTIVATION OF ENGLISH LANGUAGE EDUCATION DEPARTMENT'S FRESHMEN TO TAKE AN ENGLISH MAJOR IN ONE OF PRIVATE UNIVERSITY IN YOGYAKARTA

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Abstract

Deciding a major in University is still a problem for students' high school graduate. It has many factors that impact freshmen choices, and one of them is motivation. Moreover, motivation becomes the factor to choose among several majors toward the freshmen choices. So, this paper came to investigate EFL freshmen' motivation on choosing a major in English Language Education Department of Private University in Yogyakarta (ELED PUY). This paper wants to know deeply about the freshmen' motivation about why they choose ELED PUY. The participants are 178 freshmen from ELED PUY in academic year 2019/2020. Quantitative data method was used to gather the data by spread online questionnaires. The data from the questionnaire was analyzed statistically by finding the mean and the percentage of each item. The findings will be analyzed data from one of the results in the questionnaire, which was the second question "why do you choose ELED PUY?" and its question result will be shown each respond. The findings showed that passion was the reason why 103 freshmen choose ELED PUY, other 38 freshmen was because they want to get a career and the rest showed that they had other reasons. In the end, the result of this research also will be used as an evaluator for ELED PUY.

Keywords: freshmen, choosing a major, motivation, ELED PUY

Introduction

Choosing a major in Indonesia is still a problem for most freshmen who have graduated from senior high school. The majors that freshmen choose in college have important consequences for both the freshmen themselves and the larger society (Stater, 2011). The knowledge to choose a major in college should be passed to senior high school because it will impact on freshmen's career options. Freshmen make their college major decisions in part due to future views with the different majors. The choice of college major plays a critical role in determining the future earnings of college graduates (Kang, 2010). In Indonesia, there are more than 500 universities, which have been divided into two types: state institutions and private institutions. Approximately, there are 75 state universities and 466 private universities in Indonesia (Kelembagaan Ristekdikti 2019). This condition raises many arguments, which one is better in choosing a major in university.

One of the major that has been established in universities in Indonesia is that English Language Education Department. Even though English is not Indonesian first language, but it still attracts attention of freshmen who have graduated. Choosing English as the major in University are underlined several factors. Most of the freshmen who have graduated from senior high school choose English Language Education Department because they want to be a teacher or someone who relates to education because it will relate to their experiences in college. An essential part of the future teacher is the experience (Finch, 1965).

Past studies investigating freshmen's major choices have discussed it about gender perspective (Kugler, Tinsley, and Ukhaneva, 2017; Mullen, 2013; Zafar, 2013) but in this paper, the researchers want to explore what their reason is and their perspectives to choose an English Language Education major regardless of the gender. Besides, in this paper, the

researchers also want to investigate EFL freshmen' motivation on choosing a major in English Language Education Department in One of Private University in Yogyakarta (ELED PUY). The researchers want to do this research in ELED PUY because each year starting from batch 2017 until 2019 always shows an increase of the number of freshmen who enrolls in ELED PUY.

In this study context, the research question is, "What is the freshmen's motivation to take an English major in One of Private University in Yogyakarta?". Thus, the review will focus on knowing how the freshmen got to know ELED PUY and what they would be later on after graduating from this major.

Literature Review

The Factors on Choosing a Major

Undergraduate freshmen in the first year or usually called by freshmen have a reason behind choosing a major in university. There are a lot of reasons for each freshman on choosing a major. The expert has investigated what kinds of factors that could affect freshmen to decide their final choice on it. It showed that economy, decision between male and female, parents pressure, passion, and department reputation can be the reasons.

The effect of tuition on the probability of choosing a major is generally larger for freshmen with more high school credits in similar subjects and smaller for those with more credits in dissimilar subjects (Stater, 2011). As the Stater said, financial and the freshmen' background become the influencer for the freshmen to choose their major in the academic first year.

Gender also can be a factor that influences the freshmen' choices. A study by Eccles (1986) suggests that male-stereotyped occupations are perceived by young women as more difficult, but not more important, than comparable female- stereotyped occupations. Because engineering and science fields require extensive mathematical training, it is impossible to consider this question without also examining gender differences in mathematics performance and academic course selection. Some have argued that gender differences in freshmen major choice are the result of socialization in traditional gender roles. It has been suggested that women are more likely to select majors that have been traditionally dominated by women (Jacobs, 1986; Lackland, 2001; Solnick, 1995). Researchers have explained that women tend to choose disciplines like education, nursing and English because of their female gender role orientation (Lackland, 2001). Differences because of gender can prove that choosing a major, especially for English Education major is truly affect freshmen to decide their choices.

Freshmen also have reasons or goals for their choices, and the general belief that altruism, social idealism, and a commitment to social change are major factors in opting for social work as a career (Merdinger, 1982; Wagner, 1989), a consistent belief with social work's long-standing commitment to the oppressed. So, most freshmen choose a major because they also see and survey the major that is supposed to help the society. And some of them feel, those majors are very important to be learned. In society, they want to be useful people so they have to decide what they want to by choosing the right major based on their belief. Therefore, society is also the factor in choosing a major.

Cebula (1982) stated that the individual choosing a major might also consider its nonmonetary characteristics such as the perceived quality of teaching quality in the department, in the department's reputation, and the department's course requirements for graduation. They also might include the freshmen's perceptions of the "friendliness" of the department's teachers, the probability of getting good grades in that department, the competitiveness of freshmen in that department, and the relevance of the field's subject matter to the individual.

Besides those factors, freshmen also have motivation about why they choose the major. Motivation can come from themselves or the suggestion of people and society.

Motivation has a long history within educational research (see reviews by Ball 1982; Weiner 1992; Young 1950). Then, Vivian Cook (2001) with his book, wrote that there were two motivations for second language learning: integrative motivation and instrumental motivation. **Integrative motivation** happened because those who were learning the language wanted to take part in the culture of its people or language. They learn a language to know not only about the language itself but they also want to learn the use of the language in its culture. While **instrumental motivation** is a motivation to learn a language where they have goals on their learning. For example, they have goals to study abroad, they were looking for a job, or other reasons which give implement toward their future (school, job). Every freshman has their motivation why they choose English education major, it could be using the internal rates of return in each of the different majors as the explanatory variable for curricular choice, starting salary differentials will be used, (Cebula 1982).

Methodology

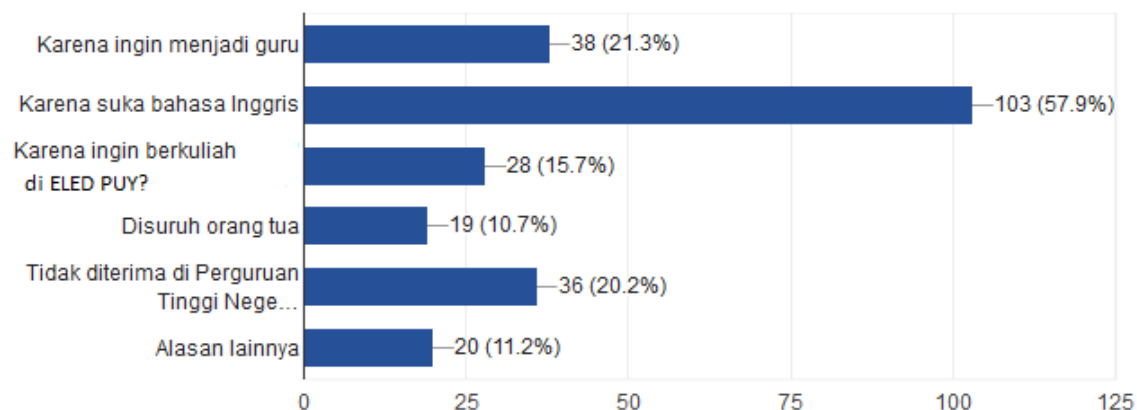
The institution that the researchers choose is an English Language Education Department in One of Private University in Yogyakarta (ELED PUY). The participants of this study are the freshmen who have enrolled officially in ELED PUY. A quantitative method was mainly used to know the freshmen' reasons by spreading an online questionnaire through Google Form to the participants. A huge number of target respondents can be reached via email and other social networks. Relatively less time, less manpower, and less expense are other potential advantages (Mondal, H., Mondal, S., Ghosal, T., & Mondal, S., 2019). Approximately 178 new freshmen of ELED PUY have filled the online questionnaire. The questionnaire consists of three questions which mainly ask how they know about ELED PUY, why they choose ELED PUY and what they want to be after studying at ELED PUY. The questionnaire was translated into the Indonesian language to suit the context of the study and to ease the participants to understand each item in the questionnaire. The data from the questionnaire were analyzed statistically by finding the mean and the percentage of each item. The findings will consist of the result of analyzed data from one of the results in the questionnaire, which was the second question "why do you choose ELED PUY?" Finally, the analyzed data from second question result will show each respond.

Finding and Discussion

This study aims to explore the motivation of English Language Education Department's freshmen to take an English Major at one of Private University in Yogyakarta and what their motive is to be enrolled to ELED PUY. To answer the questions, the finding comes from analyzed questionnaires which have been divided into several results by percentage each answer.

Mengapa memilih *ELED PUY* ?

178 responses



Regarding the result that participants had filled why they choose ELED PUY, it showed that passion takes the most results which indicated that most of the freshmen who enrolled in ELED PUY love to learn and to know about English. As the data mentioned above, about 57% of freshmen chose ELED PBI PUY because their passion in English, followed by 43% of freshmen who chose ELED PUY with various reasons such as they want to be a teacher, forced by parents, they were rejected in other universities and many more.

Passion is one of the biggest reasons that impact freshmen to be enrolled ELED PUY. Therefore, choosing a major is crucial and truly impact freshmen' future. Then, the motivation of the freshmen could make the Department know what they should do to improve their services.

Fifty-seven percent freshmen choose English Education major because they like English and claim that they want to learn deeper about English. It proves that English as an international language makes people want to learn the language and motivates people to speak English. The important thing is, the freshmen also have the passion and willingness to learn English for themselves.

The following results show that 21,3% freshmen in ELED PUY choose English Education major because they want to be an English teacher. The correlation between the major and their ambition are the same. Therefore, the freshmen have prepared their choice to be an English teacher with taking English Education major. Freshmen also have reasons or goals for their choices, and the general belief that altruism, social idealism, and a commitment to social change are major factors in opting for social work as a career (Merdinger, 1982; Wagner, 1989).

In Indonesia, being rejected by the public university is the common problem that mostly happen. Twenty point two percent freshmen choose English Education major because they were rejected by the public university they have chosen previously. But here, it has two probability, either they really like to learn English, or they just set this major as the waiting list to jump to the next academic year.

As the expert (Cebula, 1982) said, the individual choosing a major might also consider its nonmonetary characteristics such as the perceived quality of teaching quality in the department, in the department's reputation, and the department's course requirements for graduation. So, 15,7% freshmen choose ELED PUY because they want to continue their studies there. They have observed how the department is, which means they have put their belief to the department.

Parental pressure is also one of the factors that influences the freshmen's choices on choosing a major. Ten point seven percent freshmen choose English Education major because they follow their parents' instruction. There are also the other reasons that have been raised from 11,2% freshmen who have chosen English Education major. It relates with the statement, every freshman has their motivation why they choose English education major. It could be using the internal rates of return in each of the different majors as the explanatory variable for curricular choice, starting salary differentials will be used, (Cebula 1982).

In the end, the highest percentage of reasons why freshmen choose ELED PUY is because they want to learn English. The next highest percentage reason is because of their choice to be an English teacher in the future. It means, that the correlation between their choices and their goals are the same and have the inline ways. Then, the next highest percentage is the common issues of being rejected by the public universities. It also showed that the freshmen choose ELED PUY because of the quality, reputation, and the course requirement for the graduation of the department. Then, the thing that we cannot deny is that the parents also take part in the freshmen's decision. Therefore, parental pressure is found too in this investigation. Rest of the reasons are not to be known due to the correspondents' limit of privacy.

Conclusion

Choosing a major for students high school graduate is still a problematic condition. This happens because of several factors such as economy, parents, passion and many reasons behind. In this study context, as the researcher, they would like to explore the motivation of freshmen who have officially enrolled in English Language Education of Private University in Yogyakarta (ELED PUY) on why they choose ELED PUY as their major in college. However, to find out the result, the researcher spread out an online questionnaire that consists of three questions. The finding will inform about analyzed data from the second question in the questionnaire.

Some researches have been conducted by the researchers that discuss about choosing a major. One of the reasons in choosing a major is that the economic factor, such as paying tuition. The effect of tuition on the probability of choosing a major is generally larger for freshmen with more high school credits in similar subjects and smaller for those with more credits in dissimilar subjects (Stater, 2011). It proves that the economy, especially paying tuition will impact freshmen choices. Next, gender is also one of the factors in choosing a major. A study by Eccles (1986) suggests that male-stereotyped occupations are perceived by young women as more difficult, but not more important, than comparable female-stereotyped occupations. Because engineering and science fields require extensive mathematical training, it is impossible to consider this question without also examining gender differences in mathematics performance and academic course selection.

The result of this study shows that the highest factor why the freshmen take an English major in ELED PUY is because of passion or self-motivation. Approximately about 57% of freshmen choose ELED PUY because of their passion in English and followed by their aim that they want to be an English teacher or Lecturer, which is in line with their major. However, the rest of the result showed that freshmen take an English major in ELED PUY because of economy factor, parental pressure and being rejected by their initially-desired public university. Based on the result of the study, it answers the question research: What is freshmen motivation take an English major in ELED PUY? The answer is passion.

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SYNTACTIC STRUCTURE AS PRESENTED IN ARCHIE THE REDCAT'S "EGGNOID" WEBTOON

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Abstract

The development of language and literature in the digital era enables people to enjoy literature in such different forms. There are many platforms used by people in the Contemporary Era such as website, smartphone application, etc. English is one of the languages that is used recently in literature in the modern era. Syntactic structure in English Language Studies is important to maintain the knowledge of the meaning of the sentences or clauses. According to Quirk (1973), there are four types of verbs complementation, such as Copular, Monotransitive, Complex Transitive, and Ditransitive. One of the complementation verbs that is commonly used in non-academy writing, for instance, is Ditransitive Verbs in comic. Therefore, this research will focus on Ditransitive verbs complementation in Archie the RedCat's "Eggnoid". Webtoon or web-based cartoon is one of the new forms which transforms a print-based comic into digital form. Webtoon was chosen as the topic of this study since the growth of Webtoon has been increasing from day to day so that it becomes popular worldwide. The purpose of this study is to find out the syntactic pattern of the ditransitive sentence in Webtoon "Eggnoid" by Archie the RedCat using the theory which was proposed by Quirk (1973). The submitted paper also deals with the syntactic analysis of English ditransitive verbs in Webtoon. The result shows that Webtoon "Eggnoid" by Archie the RedCat uses a lot of ditransitive verbs complementation to maintain short and simple sentences.

Keywords: syntactic analysis, ditransitive verb, verb complementation, syntactic pattern

Introduction

Syntax is the study of the grammatical structure of words and phrases. This study is important to English Language students to know about the structure of the sentences clearly. Syntax also helps people to know what the exact meaning of a sentence. Noel Robert – Burton (2016) stated that Syntax is interesting because syntax gives us the vision of the meaning of the sentence based on our own understanding of the meaning of the sentence. According to Miller, syntax is a knowledge which deals with the arrangement of the words to build phrases, clauses, and to build sentences. In Syntax there are many terms, Verb and its complementation which are interesting to be discussed in this paper. Verbs and its complementation or Verbs complementation are the different categories of verbs which show the potentialities for the complementation. Verb is an important element that interested to analyze in syntactic ways. There are five types of Verbs Complementation such as Copular, Intransitive, Transitive, Ditransitive, and Ambitransitive. Verbs Complementation that the researcher are interested to analyze are Ditransitive Complementation. Ditransitive Complementation is English verbs that takes both direct objects and indirect objects. Quirk (1973) states that "Ditransitive complementation involves two objects that are not in intensive relationship: an indirect object (normally animate), which is positioned first, and a direct object (normally concrete)". The research would use the ditransitive complementation type to analyze the data found in Webtoon "Eggnoid" by Archie the RedCat. The Ditransitive verbs complementation also had been categorized into some groups such as [D1], [D2], [D3], [D4], [D5] and [D6].

There is the definition of the ditransitive verbs complementation according to Quirk:

1. Type D1: this type consists of object which is categorized as noun phrases. The noun phrase placed as both indirect object and direct object.
2. Type D2: the object of this type consists of object and prepositional object. This type could be separated to two types again such as [D2a] and [D2b]. The D2a is when the object is direct object and prepositional object, whereas D2b is when the object is indirect object and prepositional object.
3. type D3: the object consists of indirect object and that-clause. There is also the other type of D3 that is D3pr that consists of the prepositional object and that-clause object.
4. type D4: This type consists of indirect object and finite wh-clause object.
5. type D5: In this type the object consists of indirect object an wh-infinite clause object.
6. type D6: The object in this type consists of indirect object and to-infinite clause object.

This research will discuss about the Ditransitive verbs complementation which appears in Eggnoid, by Archie. Eggnoid is one of the comic that is well known in Webtoon. This comic tells about the story of Kirana or Ran who is protected by Eggy the human from other spaces. Kirana is an orphan child since kid, so Eggy has been sent to protect and accompany her. This comic had many readers from many countries and had been translated to six languages. This number shows that Eggnoid had been enjoyed by big numbers of people that used Webtoon as their entertainment application. The researchers choose Eggnoid because in Eggnoid there are a lot of Ditransitive Complementation which become the focus of this study.

This research will give information about the Ditransitive Complementation which without realization appears around us. Sometimes speaker that used ditransitive complementation did not realize the function of the ditransitive complementation. This research will give a new picture of the function.

Methodology

This research would focus on the analysis of the ditransitive complementation which is found in Eggnoid by Archie the RedCat according the Quirk et el's theory. The data is collected by reading Eggnoid in the Webtoon. Data limitation that the researchers took is the last 30 episode of season 3. The researchers would show the type of the ditransitive complementation which found in Eggnoid..

Findings and Discussion

1. Type [D1]

According to Quirk et al. (1985:1208) "ditransitive complementation in its basic form involves two object noun phrases: an indirect object, which is normally animate and positioned first, and a direct object, which is normally concrete." The pattern of type [D1] is usually SPO_iO_d and the objects are typically noun phrase. The researchers found 64 types of [D1] verb complementation in *Eggnoid Webtoon*.

[1] Ran tells you everything now?
S V Oi:NP Od:NP A

[2] You think I give a damn?
S V Oi Od

Compare with:

[1a] Does Ran tell everything to you now?
Yes-No Ques S V Oi Od: PP

[2b] Do you think I give a damn?
Yes-No Ques S V Oi Od

The author uses this particular pattern [1] and [2] instead of replacing them with a corresponding prepositional phrase *to you now* (which normally follows the direct object *everything*) in [1] and in order to avoid complexity and complicated sentences.

In the sentence above, the grammatical pattern of a question is supposed to be *Yes-No Question Word (does), Verb, Object*, and *Adjunct* (even not obligated). However, in [1] and [2], the author eliminates the Question Word *Does* [1] and *Do* [2] and omits the preposition *t/o* in [1]. Both of the objects in [1] are in the form of Noun Phrases. However, it's not possible for the author to omit the direct object.

2. Type [D2]

This type consists of an object followed by prepositional object. The difference with ditransitive type [D1] is the prepositional objects normally have only one passive. Prepositional is an important aspect in ditransitive complementation. Therefore, type [D2] had been divided into two different categories to give more details, which is [D2a] and [D2b].

a. Type [D2a]

Type [D2a] consists of Direct object followed by prepositional object. Direct object is something that receives the action, not animate. In *Eggnoid Season 3* we found 13 sentences which contain ditransitive complementation type [D2]. There are the examples:

[1] don't blame it on me
V Od Oprep

[2] Stop throwing things at me
V Od Oprep

[3] Explain everything to me
V Od Oprep

Sentences above that are found in *Eggnoid* shows that the ditransitive verb in [1],[2], and [3] followed by Direct object (Od) and Object Preposition (Oprep). In sentences [1],[2],and [3] it is shown that the sentences experience the subject omission because the beginning of all the sentences is ditransitive verb.

b. Type [D2b]

Type D2b verb complementation consists of Indirect Object and Prepositional Object. In *Webtoon Eggnoid*, there are 16 sentences which are considered as type D2b. In this type, the direct objects are in the form of object preposition. Moreover, prepositional phrase is used to form the direct object.

[1] Take them all to the police station
V Oi Oprep

[2] Should I report him to the police?
Modal S V Oi Oprep

Based on the sentences above, the verbs in [1] and [2] are followed by indirect object and object preposition. It's possible to distinguish the pattern of Indirect Objects in [1] and [2]. Both of them are in the form of pronoun, yet sentence [1] is completed with Object Complement *all*. On the contrary, in [2], the direct object is just simply a pronoun *him*. Of these two, [1] seems to lose its Subject, while sentence [2] the subject *I* is preceded by modal auxiliary verb *should*. It indicates that ditransitive verb which occurs in imperative sentence like in [1] tend to omit the subject. The same example is provided from sentence [3]:

[3] Don't drag me into it
 V Oi Oprep

The pattern of [3] is similar with [1], as an imperative sentence, the subject, which is commonly placed before the object is deleted. These three sentences have various patterns even though they are considered as type D2b.

[4] She asked me for help
 S V Oi Oprep

[5] It's stopping me from remembering
 S V Oi Oprep

In contrast with sentence [1], [2], and [3], where each sentence has different pattern, sentence [4] and [5] have the same pattern, namely SVOiOprep. Both [4] and [5] do not eliminate their subjects since they are known as declarative sentences.

[6] I'll even introduce you to [my best friend], Olfie
 S V Oi Oprep [Ocomp]

The last sentence in D2b type of verb complementation shows that its pattern resembles the previous sentences [4] and [5]. However, in [6], complement *my best friend* is added before the NP *Olfie*

3. Type [D3]

In this type of verb complementation, the direct object is in the form of *that-clause*.

[1] Diany once told me that you had a really hard time when you
 S Adv V Oi *that-clauseObj*
were young

[2] Remember when I told you that I couldn't answer when Diany
 S V Oi *that-clauseObj*
asked me all these questions about the eggnoids?

[3] You need to show her that you really regret what you did
 S V Oi *that-clauseObj*

[4] Should I let the whole school know that you are just as
 Modals S V Oi *that-clauseObj*

screwed up as I am?

The indirect object in sentence [1]-[3] is realized by Noun Phrase in the form of pronoun *me*, *you* and *her*. Sentence [4]’s indirect object is also realized by Noun Phrase. However, it uses the phrase *the whole school* as the replacement of pronoun. It consists of determiner *the*, pre-modifier *whole*, and the head *school*. The four verbs in sentence [1]-[4] are followed by finite clauses, meaning that the verbs show tense. It is marked from the words *had*, *were* in [1], *asked* in [2], *did* in [3], and *are*, *am* in [4].

In addition, there are two relative clauses found inside [1] and [2]’s *that*-clause. They are introduced by subordinator *when* and *what*. The clauses are *when you were young* in [1] and *what you did* in [2]. Both of them are dependent clauses and in the form of past tense. Quirk et al. (1985), says that indirect object in *show* is optional, therefore it’s possible to omit the word *her* in [3].

4. Type [D6]

According to Quirk, this type may be used to introduce indirect directives. The use of the noun phrase and an infinitive construction are the unique terms in this type. In this research, the researchers found five ditransitive complementation, such as:

[1] <u>Call</u> V	<u>him</u> Oi	<u>to get hiss ass over her right now</u> to-infinitive clause	
[2] <u>tell</u> V	<u>Eggy</u> Oi	<u>to come here</u> to-infinitive clause	
[3] <u>Tell</u> V	<u>Eggy</u> Oi	<u>to get over here</u> to – infinitive clause	
[4] <u>You</u> S	<u>told</u> V	<u>me</u> Oi	<u>to stay back</u> to-infinitive clause
[5] <u>I'll</u> S modal	<u>teach</u> V	<u>you</u> Oi	<u>to attack me</u> to-infinitive clause

In the sentences above, it is shown that the ditransitive is followed by the noun phrases and to-infinitive clause. Moreover, indirect object is represented by noun phrase. Sentences [1], [2], and [3] do not have any subject like sentences [4] and [5] which used pronoun as the subject in the sentence. The subject of sentences [1], [2], and [3] is eliminated and preceded by verb.

Conclusion

From this data, we may conclude that, *Webtoon “Eggnoid”* by *The RedCat* uses a large number of ditransitive verb rather than the others (transitive, complex transitive, or intransitive). The study found that *Eggnoid* uses 132 ditransitive verbs, 90 transitive verbs, and 58 intransitive verbs. Based on Quirk et al. (1985) theory about verb complementation, the researchers found five out of eight types of it in *Webtoon “Eggnoid”*. Type D1 is the most used complementation in *Eggnoid* because pattern in D1 is relatively simple (SVOiOd). It tends to eliminate the preposition *of* or *to* which commonly appear before the indirect object. As a result, the sentence in this *Webtoon* is effective and simple.

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MODALITY ANALYSIS IN JOKOWI'S INAUGURATION SPEECH

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Abstract

Language in Systemic Functional Linguistics has three major purposes which are ideational, interpersonal and textual. This research focuses on the interpersonal meaning where the language is used to express emotions, feelings, attitudes, and judgments. This is important because audiences are able to know the speaker's meaning; either to give or demand commodity and the speaker's attitude. This research is conducted to identify types of modality which are used in the speech and to find out the speaker's attitude in the speech through modality. The data of this research is all clauses containing modality taken from Jokowi's inauguration speech. The figure of Jokowi is chosen because he is the well-known president of Indonesia. Through his speech, he has enough power to influence the audiences. Based on the result of the study, the researchers found that Jokowi uses twelve modulations and seven modalizations. Jokowi uses modalizations to show the probability of Indonesia to become a great nation through hard work, *gotong royong*, and having trust in government. In modalization, all of his statements use a high degree of modal values. It means that Jokowi believes what he has said will highly be true. While in modulation, Jokowi uses inclination to show the ability of Indonesia to make the sea great again. He also uses obligation to instruct people to work hard for maritime matters.

Keywords: Modality, Jokowi, Speech

Introduction

We use language in our daily life to communicate with other people. According to Halliday, language has three major purposes, which are to talk about what is happening, to interact, and to turn the output of the previous two functions into a coherent whole (1994, p. 13)). The three major purposes are called metafunctions. The metafunctions are called ideational, interpersonal, and textual.

In order to communicate with others, interpersonal meaning is used to express his/her emotions, feelings, desires, attitudes, and many more. Interpersonal meaning uses language to encode interaction with other people. Furthermore, Halliday adds that an act of speaking suits to be called as an "interact" because there is an exchange in which giving implies receiving and demanding implies giving in response (Halliday, 1994). Therefore, language which participates in communicative acts takes the role in expressing and understanding the feelings, attitude, and judgment (Akmala & Gurning, 2014). In this research, the writers focus on the interpersonal meaning of language. Interpersonal meaning covers the exchange of commodities which are information, goods, and services. The exchange of those commodities is expressed through modality.

Studying the use of modal is important because it makes us able to know the speaker's meaning either he/she wants to demand or give commodity. Moreover, it also shows the speaker's attitudes and feelings. The writer is interested in analyzing modality because it has potential meaning to influence audiences. Nowadays, there are so many speeches delivered by famous figures which contain modality.

The object of this research is a speech of Jokowi since Jokowi is a public figure, the president of Indonesia, who frequently speaks in front of the public. Therefore, the language that he used is powerful enough to influence his people due to his important position. He uses language in his speech as the medium in his interaction with his people. He shows a particular attitude that will influence the audiences. The attitude of Jokowi is realized in the used of modality in his speech which becomes the focus of interpersonal meaning in

Systemic Functional Language. It is interesting because this speech is delivered at first when he has become the president and no longer as the candidate.

There are two research objectives in this paper. First, it is to identify the types of modality used by Jokowi in his inauguration speech. Second, it is to figure out the attitude of Jokowi in his inauguration speech.

To support this paper, there are two related studies under the same topic to be reviewed in this paper. First, the similar study has been conducted by Amalia, Subandowo, Faliyanti, and Thresia (2018) entitled "An Analysis of Domain Mood and Modality of Interpersonal Meaning in Susilo Bambang Yudhoyono (SBY)'s Speech". This study is aimed to observe the mood and modality types in personal meaning of Bambang Yudhoyono and observe the dominant mood and modality types in SBY's speech and thirdly describe the interpersonal meaning in case of mood and modality in SBY's speech. Their studies use discourse analysis as the approach and theory of systemic functional linguistics. They found that there are two moods type in SBY's speech, which are indicative and imperative. The dominant type of mood is declarative and the dominant modality is "can". This research shares the similarity with previous studies in the use of modality analysis and the type of data that is taken from speech. However, the difference is this research will not discuss the mood like what they have done.

Different from other, Pionery and Isti'annah(2016)'s research entitled "Modality Analysis in Melania Trump's and Ivanka Trump's Campaign Speeches in Republican National Convention" focuses on revealing the ideology of the speaker through modality. The research is aimed to firstly find out the types of modality employed by Melania Trump and Ivanka Trump in their campaign speech, secondly to reveal the ideology reflected by the use of the modality. They use stylistic as the approach. The findings show that there were four types of modality found in the speech; inclination, obligation, potentially and ability, and probability. The ideology revealed is commitment and self-promotion. Commitment is revealed by the used of inclination and self-promotion is revealed by the used of potentially and ability, and usuality. This research shares the similarity with previous study in the use of modality analysis and the type of data. This research will focus only on the used of modality. However, this research does not focus on revealing ideology.

Methodology

The data used in this research is all clauses containing modality taken from Jokowi's inauguration speech. The speech is delivered on Monday, October 20, 2014, in front of Parliament members in Jakarta. This research uses the unofficial translation on internet retrieved from the website address <https://www.rappler.com/world/regions/asia-pacific/indonesia/72529-text-jokowi-inauguration-speech>. This is a trusted website that provides the translation of Jokowi inauguration speech.

In collecting the data, the writers find the translation version of the Jokowi's inauguration speech. Then, identify the clauses which contain modality in the speech.

In analyzing the data, first, the writers identify what commodity is changed, either it is demanding or giving information or goods or services. Then, the writers identify the type of modality, either it is included as modulation or modalization. The writers decide the modal values, either it is high, median, or low degree. Because the purpose of this research is to observe how are the Jokowi attitudes toward his triumph on a presidential election, based on the type of modality, modal values/commitment, modal responsibility, and its meaning, the writers want to know how Jokowi positions himself in this particular situation or case.

Findings and Discussion

There are two types of modality; Modalization and Modulation. In modalization, the commodity that is exchanged is information. There are two types of how information is exchanged, either through probability (how likely it is to be true) or usuality (how frequently

it is true). The basic thing in probability is how possible/probable or certain about the information said in the speech. For example, “The student might be sick”. While in usuality, it is important to see if the information happens sometimes/often/always. For example, “My mother always picks me up after school”.

Modalization argues about a proposition. The proposition contains argumentation which ranges from two poles of polarity, which are positive (yes) and negative (no). It means that proposition is not always in positive polar (something is fully certain/usual) or in negative polar (something is not fully certain or usual) but the proposition can also be in between these two polarities. There are numbers of choices of degree of certainty or of usuality which is called commitment. The commitments are high values, median values, and low values.

The example of modalization in probability which has a high degree is “shall”, for example, I shall be sad. It means that the speaker is sure that he/she himself/herself 95% is sad. While the example of a low degree of probability is “may”, for example, “Dita may be in her home”. It means that the speaker is not really sure about what he/she says. The speaker just says what is possible or perhaps. The speaker is only making a guess. The speaker can think of other possibilities. Dita may be in her home or in other places. The example of median degree is “They should be here now”. It means that the speaker is in between high and low.

The example of modalization in usuality which has a high degree is “always”, for example, “I always sleep at 9 p.m”. It means that the activity of sleeping at 9 p.m is the speaker’s habit which always been done every day. The example of low degree of usuality is “sometimes” and median degree example is “often”.

On the other hand, the exchange of goods and services is called modulation. There are two types of modulation which are obligation and inclination. In obligation, the speaker commands the hearer in order to demand goods and services, such as permissible/advisable/obligatory. The example is “You must do the homework”/ When the speaker offers him/herself to give the goods or services it is called inclination. In inclination, speaker may signal the ability/willingness/determination. The example is “I will buy you a doll.” As well as modalization, modulation also has modal commitment which ranges from high degree, median degree, and low degree.

The example of a high degree of modulation in obligation is “Must”, for example, “You must sleep now”. It means that the speaker orders the hearer to sleep at that time. There is no other choice instead of sleeping. The example of low degree in obligation is “Can”, for example “You can go now”. The speaker does not strongly ask the speaker to go. In case the hearer wants to go, the speaker permits it.

In inclination, the example of high degree inclination is “will”, for example, “I will help you”. It means the speaker is ready to sacrifice herself/himself to help the hearer. The example of low degree inclination is “can”, for example “I can help you”.

The use of modality is seen in the speech by Jokowi in his inauguration day. The writers found 19 modality in his speech. The modality consists of 12 modalization and 7 modulation. The modulation found in Jokowi inauguration speech is summarized in the two tables below:

Table 1. Summary of Modalization Pattern in the Data

No.	Modal	Type	Modal Values	Frequency	Percentage
1.	Will	Probability	High	9	75%
2.	Certain	Probability	High	3	25%

Total	12	100%
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Table 2. Summary of Modulation Pattern in the Data

No.	Modal	Type	Modal Values	Frequency	Percentage
1.	Will	Willingness	High	1	14,28%
2.	Will	Ability	High	1	14,28%
3.	Can	Ability	Low	2	28,57%
4.	Have to	Obligation	High	1	14,28%
5.	Urge	Obligation	High	2	28,57%
Total				7	99,98%

In Table 1, it shows the type of modalization that Jokowi used is probability. In the speech, all the probabilities have a high degree of certainty. It means that he is sure of what he says. He accepts the responsibility for the attitude of being expressed. His beliefs on what he said is highly likely to be true. Jokowi is responsible for the information or statement that he makes. Jokowi commits himself to the validity of what he is saying. For example, "My administration will ensure that every person in the motherland feels the presence of their government." This example shows that Jokowi believes that his government will give their best on serving people. By looking at the good work of the government, people will feel the existence of the government. People will get the benefit from the government's performance.

Another example is "The nation will be stronger if state institutions do their work according to the people's mandate as written in the constitution." In this example, Jokowi provides two things, the first one is the goal "stronger nation" and the second one is the condition to achieve this goal where the state institutions do their work based on people's intention. Jokowi believes that his goal to make Indonesia stronger will happen if the condition in his statement is also done.

The data shows that Jokowi mostly uses "will" in showing the possibility. Instead of using "will", there are three data found in his speech when he used the word "certain". For example, in the sentence "I am certain that we can share this heavy task together with unity and through gotong royong and the hard work". In modal responsibility, this statement is categorized as explicit subjective modalization. Subjective means this statement is his subjective point of view. Explicit means the modality is expressed in a separate clause. "I am certain" is provided in a separated clause. He uses this method in a subjective way means that he highlights his personal stance by saying "certain". His statement about sharing the heavy task through *gotong royong* is considered as his point of view. For him, Indonesia is able to do heavy task if it is done together.

Besides using positive polarity in making statements, Jokowi also uses negative polarity in picturing Indonesian condition. For example "We will never become a big nation if we were divided". The word "Never" shows the highly negative polarity. In this statement, Jokowi gives the goal "big nation" and also the condition to reach this goal, but in a negative way. It means that this goal will not be reached if they do not do that. Indonesia is impossible to become big nation if they do not do what Jokowi said. He uses "will" which has high values of probability. It is not likely to be true if the condition has not been done.

Another example is "We will never be truly free without hard work." This statement means with hard work, people can achieve the freedom that they seek. Jokowi uses highly negative polarity which is never. Never is used because the goal to be free cannot be achieved without hard work.

In Table 2, it shows the types of modulation in Jokowi's inauguration speech. He uses willingness, ability, and obligation. Those types of modulation have different degrees of commitment. For example, the statement "I will stand with the people and the Constitution." "will" has a high degree of modal values. Jokowi uses "will" which means that he is strongly sure and willing to be with the people and his government in every situation.

The other type of modulation that Jokowi uses is ability. In Jokowi's inauguration speech, the modal "will" and "can" are used to show the ability. However, those two types of modulation have different degree of modal values. Here, the modal "will" has a high degree of modal values as shown in the statement "It's time to restore everything so that *"jalesveva jayamahe"* (in the sea we will triumph), a slogan used by our forefathers, will echo again." Jokowi asks people to look after our oceans, seas, the bays, and the straits, in order to restore Indonesia as a maritime country. During his leadership, he asks people to start making movements. Jokowi believes in people's ability to make the slogan *"jalesveva jayamahe"* to echo again.

If Jokowi uses a high degree of modal values in modulation with the modality "will", he uses the modality "can" to show a low degree of modal values. The modality "can" is found in the statement "We can share this heavy task together with unity and through *gotong royong* and hard work." Here, *gotong royong* means to work together as a whole to achieve something. This statement means with the heavy task can be done together if people are united and doing the task with hard work by helping each other.

The modality "can" is also used in negative polarity. It is found in the statement "Building a country cannot be done alone by its president and vice president, and the administration that I lead, but we need a collective strength." This statement means that the ability to build a country is capable through the collective strength of every citizen in Indonesia, not only through the president and his government.

Another type of modulation that is used by Jokowi is that obligation. For example, "We have to work out to restore Indonesia as a maritime country". The modal finite "have to" express a directive implicating. This statement is given either imposed by external force or it is originally from the speaker. It means that there are two possibilities of Jokowi says this obligation, first, it can happen because of the condition where Indonesia nowadays is not a maritime country anymore and this condition forces the citizens to restore it, second, it can happen because it comes from internally Jokowi himself.

Beside using "have to", the two other data of obligation, shows that Jokowi uses the word "urge". For example, in the sentence "I urge you to work hard, *gotong royong*, because this is the historic movement for us all to move together, to work, work and work". This statement shows that Jokowi gives command to the hearer. He demands goods and services from the hearer. He demands an action done by the hearer. He orders his hearer to work hard.

Conclusion

The modality in Jokowi's inauguration speech consists of modulation and modalization. Jokowi uses modalization more than modulation. There are twelve modalization which consist of the modality "will" and "certain". There are nine statements using "will" and three statements using "certain". Both of them are showing the probability. Jokowi uses those modalization to show the probability of Indonesia of becoming a great nation. He is certain that with hard work, *gotong royong*, and having trust in the government, people will truly *merdeka* or in other words, get the freedom. All the statements said by Jokowi have high degrees of modal values which means Jokowi believes that the

probability will likely be true in the future.

Meanwhile, there are seven modulation which consist of the modality "will", "can", "have to", and "urge". Jokowi uses seven modulation, the distribution of obligation and inclination is merely the same. From the analysis, it can be concluded that, in obligation, Jokowi focuses on ordering people to work hard to make the maritime of Indonesia live again. He focuses on maritime matters because from three obligations he used, two of them are talked about working hard on maritime matters and one obligation is used to talk about work hard through *gotong royong*. While in inclination, Jokowi shows the ability of Indonesia to make the sea great again if they are together. Jokowi shows only one statement about his willingness to stand for Indonesia. It means that Jokowi focuses on the work of togetherness especially in maritime matters between president and Indonesia citizen rather than the work of Jokowi himself.

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GENDER STEREOTYPE CONSTRUCTED IN U MILD CIGARETTE ADVERTISEMENT KODE COWO SERIES AND LOYAL GAK KENAL WAKTU EDITION

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Abstract

Commercial advertisement on television is an effective method of marketing since it is accessible for various layers of society. Hence, it has been utilized by companies, including cigarette companies, to promote their brands. However, because of the health risk of cigarette, the government applies strict policies toward cigarette advertisement such as prohibiting cigarette companies to show and discuss their products in a television advertisement. It forces cigarette companies to make an alternative yet well-targeted advertisement. The target market of cigarette companies is heavily focused on men since cigarette is massively consumed by men and the product is linked to masculinity. Therefore, cigarette advertisements rely on and utilize society's construction of gender to attract their market target. In response to that, this study aims to analyze gender stereotype constructed in U Mild cigarette advertisement, particularly *Kode Cowo series* and *Loyal Gak Kenal Waktu* edition. To analyze the advertisements, this study applies semiotics and gender stereotype theories. Semiotics theory is applied to analyze the symbol, icon, index and verbal sign used in the advertisements. Meanwhile, gender stereotype theory is used to analyze the image of masculinity and femininity constructed in the advertisements. This study shows that U Mild advertisements use traditional gender stereotype in building the image of men and women as part of the strategy to attract the audience. The ideal image of men and women is shown through the distinct traits of masculine and feminine.

Keywords: gender stereotype, advertisement, semiotics

Introduction

Cigarette's existence is controversial in Indonesia due to its contribution to Indonesian's economy. But on the other hand, it endangers society's health. The dilemma faced by Indonesian's government regarding the regulation of cigarette is which one Indonesia should trade-off, either it is its economy benefit or society's health. In the economic sector, cigarette companies contribute to providing job fields for tobacco farmers and Indonesian's workers. However, government cannot easily ban the existence of cigarette in Indonesia due to its contribution to the economic sector. To get the benefit and to minimize cigarette's risks, government create a special regulation for cigarette companies in Indonesia. One of the regulations addressed to cigarette companies is related to cigarette advertisement.

As stated in Government Regulation of the Republic Indonesia number 109 of 2012 article 26, government controls the regulation of cigarette advertisement in printed media, broadcast media, technology media and or outdoor media. In the Regulation of the Republic Indonesia number 109 of 2012 article 27 alphabet (a) to (k), it explains the details of the advertisement regulations. It is stated that the cigarette advertisement must include the health warning in form of picture and writing, include "18+" sign, do not show cigarette image, do not show that the brand is a cigarette brand, do not show that cigarette is good for health, do not show a child, teenager, and or pregnant women, do not show any cartoon character and not contradict social norm.

With those restrictions and the government's control, cigarette company should find an alternative way to make their advertisements without disobeying government regulation, yet achieving the purposes which are to familiarize the product to society and attract their target market to buy their products. Television is one of effective platforms to

advertise due to its accessibility. Television commercial advertisement is applied by many cigarette companies such as HM Sampoerna Tbk company that advertise U Mild cigarette, one of their cigarette brands. U Mild cigarette advertisements focus on the story, actors and or actresses and the tagline. The famous U Mild advertisement is *Cowok Lebih Tahu* series and the latest is *Loyal Gak Kenal Waktu* edition that starting to broadcast in 2019.

Cigarette is a gender-linked product. As stated by WHO, globally, men are smoking cigarette 4.4 times more than women. In every year, more than 5 million people die caused by tobacco use. The majority of those 5 million people is men (World Health Organization). Hence, as the majority of cigarette's consumers, men are the target market of cigarette companies. With such fact, the advertisement of cigarette may be gender-linked to attract the target market. Realizing the possibility, this study aims to analyze the sign in U Mild cigarette advertisements which are the symbols, icon, index and verbal sign. The second aim of this study is to analyze the gender stereotype constructed in U Mild cigarette advertisements.

In conducting this study, the researcher looks related study as the reference. The researcher finds two related studies. The first related study is entitled Representasi Maskulinitas Dalam Iklan Televisi Umild "Kode Cowo" (The Representation Masculinity in U Mild Television Advertisement "Men Code"). This related study is conducted by Samuel Gilbert Linggosiswojo. Relevant to the title, the study aims to analyze how masculinity is represented in U Mild television advertisement. The study uses John Fiske' semiotic theory. There are three levels in the theory which are reality, representation and ideology level. The result of the related study shows that the masculinity stereotypes represented in U Mild advertisements are macho and successful. However, on the other hand, there are masculinity traits that are not based on masculinity stereotype, such as nerd, manipulative, and loving. The different of the related study with this study is that that related study is focusing on masculine traits. On the other hand, this study will not only analyze the masculine traits but analyze both traditional masculinity and femininity stereotype in the U Mild cigarette advertisement (Linggosiswojo, 2016).

The second related study is entitled Gender Equality in Media Television (Semiotics Analysis of Fair and Lovely Advertisement Issue of Marriage or Master Degree). The study is conducted by Desliana Dwita and Isna Wijayani. It aims to analyze the gender equality conveyed in "Fair and Lovely" advertisement broadcasted in Indonesia. The study uses semiotics analysis and qualitative interpretative method to analyze the object. The results of the study show that women are portrayed as confident, having bold opinions, like to discuss, firm and straight forward in speaking and wise in decision making. The message in the advertisement is that women can be equal to men, particularly in education and careers (Dwita & Wijayani, 2018).

Methodology

The objects that are used in this study are U Mild cigarette advertisements, particularly some editions in *Cowok Lebih Tahu* series that are broadcasted from 2015 and *Loyal Gak Kenal Waktu* edition that are broadcasted for the first time in 2019. The variety of the broadcast year chosen in this study is to show that the gender stereotype in the U Mild advertisements exists years before and continues until today. The reasons in choosing U Mild Cigarette advertisement is that the researcher sees that U Mild cigarette advertisements are more relatable with the daily life of men. It is proven by the context and the tagline of the advertisement.

The theories applied in this study is gender stereotype and semiotics theories. Semiotics theory is applied to analyze the elements in U Mild cigarette advertisements. Meanwhile, the gender stereotype theory is used to analyze the traditional stereotype of masculinity and femininity constructed in the advertisements. This study is qualitative. The method of this study is library research method. In conducting this study, the researcher gets

the references to gender stereotype theories by visiting the library and read the sources to understand traditional gender stereotype.

Semiotics theory examines the behavior of sign-using (Britannica, 2018). Semiotics analyze verbal sign and non-verbal sign. The verbal sign is language, while non-verbal sign can be in forms of shapes and colors in the advertisement (Dwita & Wijayani, 2018). In this study, the researcher will analyze the verbal sign and Pierce's icon, index, and symbol. Icon is signified by resemblance. Meanwhile, index is a causal connection with the signified such as smoke indicates fire and symbol is a convention and need to be learned such as a brand logo (UK Sage Publication).

Gender stereotype is "a standardized and often pejorative idea or image held about an individual on the basis of their gender" (Pilcher & Whelehan, 2004, p. 167). Hence, the theory of gender stereotype examines the standard of masculinity and femininity in society. Gender itself is different from sex because sex is determined biologically and gender is socially constructed. Traditionally, gender is divided into two groups which are masculinity and femininity. (Pilcher & Whelehan, pp. 56-57).

In traditional gender stereotype, masculine and feminine have different traits. According to Connell, masculinity has certain traits such as physical toughness and strength, heterosexuality, and paid work (Connell as cited in Pilcher & Whelehan, 2004, p. 85). Meanwhile, the stereotype of feminine traits are a woman is a sexual object, housewives and working on domestic or caring jobs (Tuchman as cited in Pilcher & Whelehan, 2004). Other stereotypes for femininity are dependence on men, passive or submissive in a heterosexual relationship, irrational, emotional, obedient and incapable of solving their problem (Blackwood, 2011). Tyson also describes traditional gender stereotype and he states in his book *Using Critical Theory* that:

According to traditional gender roles, men are naturally rational, strong, protective and decisive. In contrast, traditional gender roles define women as naturally emotional (which, in a patriarchy, usually means irrational), weak, nurturing and submissive (2001, p. 142).

Besides the masculine traits for individuals, homosocial interaction contributes to preserving homogenic masculinity. Homogenic masculinity is a practice in preserving the domination of men over women in which related to the gender stereotype where women are weaker than men (Connell as cited in Bird, 1996). Homosocial interaction refers to the nonsexual interaction among men (or women) with the member of their sex. The homogenic masculine traits in homosocial interaction held by men are emotional detachment, competitiveness, and sexual women objectification (Bird, 1996).

Findings and Discussion

This part discusses the analysis of this study. The analysis is divided into two parts: traditional masculine traits and traditional feminine traits. Before going to the sub-part, this part begins with the description of U Mild cigarette advertisements as the object of this study.

Table 1. Description of U Mild Cigarette Advertisements

No.	Advertisement's Title	Description
1.	<i>Kode Cowo #182</i> <i>Tiap Luka Punya Cerita</i> (Every Pain Has Story)	Three men are just finished doing a workout. They are muscular men. Some scenes show a man who falls from a big motorcycle and another scene shows a man who falls to a big mirror so that the mirror is wreck while he is falling. Then, one of the men is showing a woman's picture with long and black hair. At first, he looks sad but when he looks at the camera, he is smiling.
2.	<i>Kode Cowo #051</i> <i>Kalo Cinta Gak Pandang</i>	The advertisement is started with a scene showing a man who is getting out of his car in a basement parking lot. Then, he opens a door and enters his

	<i>Bulu</i> (Love is Indiscriminate)	apartment. In the next scene, he is opening his refrigerator, taking a bottle, pouring the water in a plate for his cats and the cats coming to the man. The last scene shows the cat is already silently sitting on his lap and he is touching the cat's fur. Another cat is sitting on the sofa.
3.	<i>Kode Cowo #043</i> <i>Peluk Boleh Lama Jangan</i> (Hug is allowed Long Hug is a No)	The scene shows two men with black clothes surrounded by big and expensive motorcycles are hugging but suddenly the man (talent A) realizes something and they stop hugging. When they stop hugging, talent A makes an expression showing disagreement and dissatisfaction. In the end, they continue their greeting with high five.
4.	<i>Kode Cowo #170</i> <i>Teman Tetap Ada Batas</i> (Friendship Still Have A Limitation)	The advertisement shows the same two men as in <i>Peluk Boleh Lama Jangan</i> . The scene also shows the two men surrounded by motorcycles. They meet each other and do the movement as if they are going to hug each other. However, before they hug each other, they suddenly stop it. So, instead of hugging each other, they do high five.
5.	<i>Kode Cowo #011</i> <i>Tau Kapan Harus Bohong</i> (Knows When to Lie)	The advertisement shows a woman who makes her boyfriend food. The body language of the girl shows she cannot wait for the man's response. Her boyfriend is lying. He shows "it's good" expression and his hand makes "I like it" sign in front of her, but shows dislike expression behind the girl. The girl is happy and doesn't know the man is lying.
6.	<i>Loyal Gak Kenal Waktu</i> (Loyalty Doesn't Know Time)	The advertisement shows three men who are best friends. Talent A is the narrator of the story. Talent A tells that they have already been friends for a long time. After always meeting each other, one by one goes, following their path. Chris (talent B) is the first one who starts their life by marrying a girl. The narrator comments, "ya... cakep sih" (pretty, actually). Then, the narrator tells that Abi (talent C) is following his instinct in which Abi becomes a photographer. The narrator himself is opening a restaurant. At the end of the advertisement, the three of them send a message that there's one thing that will never change which is their friendship.

The table is showing the title of the advertisements and its description. From the description, the researcher can analyze the gender stereotype constructed in those advertisements. The following sub-parts are divided into masculinity and femininity because there is a dichotomy in gender in which gender is divided into two: masculinity and femininity.

Traditional Masculine Traits

1. Physical Toughness and Strength

Physical toughness and strength are two different things. Physical toughness means the ability to overcome any circumstances well, including abusive circumstances (Allen, 2013).

On the other hand, physical strength is the physical ability caused by muscle to do difficult activities. Physical toughness and strength in the U Mild advertisement are strongly shown in the advertisement number one which is *Kode Cowo #182: Tiap Luka Punya Cerita*. The physical toughness and strength are reflected by the index in the advertisement.

The indexes that show the physical toughness are the wound in the characters' body, the breaking glass and the accident of falling from a motorcycle. Those indexes show physical toughness since it is considered as abusive circumstances which are able to create injuries. However, the visual shows even if the characters already experience such circumstances, they remain fine. It proves the physical toughness of the characters.

Meanwhile, the indexes which construct the physical strength are the muscle in the characters' body and the workout activities. The muscle represents physical strength since the trait of physical strength is when an individual has the muscle to do heavy or difficult activities. Workout also represents physical strength because workout requires physical strength to be done and or it has a purpose to create physical strength. Hence, those indexes indicate physical strength.

2. Emotional Detachment

Emotional detachment is withholding the expression of intimacy to maintain individual boundaries and hegemonic masculinity (Bird, 1996). The emotional detachment is reflected in the advertisement *Kode Cowo #043: Peluk Boleh Lama Jangan* and *Kode Cowo #170: Teman Tetap Ada Batas*. From those two advertisements, it is shown that men should maintain the boundaries in homosocial interaction through emotional detachment. The emotional detachment is represented through the index which is avoiding a hug and the verbal sign which is the taglines.

As an action involving two individuals or more, hug creates intimacy since a hug requires physical touch in which can break the individual's boundaries. The index sends nuance that a hug for men should be avoided. Even if men are fine with a hug, the hug has limitation in which it should be only in a short-moment hug. Avoiding hug is one of the examples of emotional detachment because a hug is one of the symbols of intimacy that can break the individual's boundaries. Also, the two taglines: *Peluk Boleh Lama Jangan* and *Teman Tetap Ada Batas* show that in friendship, men should have clear limitation or boundaries. These boundaries should be maintained by using one of its methods such as avoiding hug. Hence, to maintain their boundaries and intimacy, men tend to emotionally detach.

3. Heterosexual Relationship

A heterosexual relationship is one of the traits for an ideal image of a man. Meaning to say, the ideal relationship for men in traditional gender stereotype is a relationship involving two individuals with a different sex. The heterosexual relationship in U Mild cigarette advertisements is shown in *Kode Cowo #043: Peluk Boleh Lama Jangan*, *Kode Cowo #170: Teman Tetap Ada Batas*, *Kode Cowo #182: Tiap Luka Punya Cerita* and *Kode Cowo #011: Tau Kapan Harus Bohong and Loyal Gak Kenal Waktu*.

In *Kode Cowo #170: Teman Tetap Ada Batas*, the stereotype that is constructed is not only emotional detachment but also heterosexual relationship. The heterosexual relationship is reflected in the index and the verbal. The index is avoiding hug and the verbal sign, in this case, is the tagline. The avoidance of hugging means that if two men are hugging, there will be an intimacy between two individuals from the same sex. Other than that, the tagline 'Teman Tetap Ada Batas' shows that friends have boundaries. This boundary should be maintained because when the intimacy between two men, it may lead to a homosexual relationship. Intimacy is avoided because it may result, lead or be similar to a homosexual relationship.

For *Kode Cowo* #182: *Tiap Luka Punya Cerita*, *Kode Cowo* #011: *Tau Kapan Harus Bohong*, and *Loyal Gak Kenal Waktu*, a heterosexual relationship is represented through an icon which is a woman icon. Those advertisements show couples whose sexes are male and female. In *Kode Cowo* #182: *Tiap Luka Punya Cerita*, a man is showing a picture of a woman and the man looks brokenhearted. The other couple is shown in *Kode Cowo* #011: *Tau Kapan Harus Bohong* where the woman makes the man food. The other couple is seen in *Loyal Gak Kenal Waktu* when the narrator tells about his married friend. Hence, the heterosexual relationship is strongly portrayed in the advertisements.

4. Paid Work

The next traditional masculinity stereotype is paid work. Paid work refers to stereotype that men are working in the work field that enables them to earn money. Earning money is the stereotype to maintain the dominance of men since by being financially independent, men will have freedom and power. For example, dominance is created by men's ability to pay the bills or to provide for his family. The paid work stereotype is shown in the advertisements *Kode Cowo* #051: *Kalo Cinta Gak Pandang Bulu* and *Loyal Gak Kenal Waktu* through the indexes, symbols, and icon.

The indexes and symbols are represented *Kode Cowo* #051: *Kalo Cinta Gak Pandang Bulu* edition. The indexes are car, wristwatch, and apartment with complete facilities. Those indexes indicate prosperity or even wealth because of its expensive price. Meaning to say, the advertisement shows that a man should be able to earn money to create wealth or to be independent. Furthermore, the cat is the symbol of a member of his family because the cats are now owned by the man. In the advertisement, the man is feeding his cat. That is to say, a man should be able to provide daily needs for his family. It can only be done by doing paid work.

The next advertisement which is *Loyal Gak Kenal Waktu* shows the icons that indicate paid work which are two men who work as a businessman and photographer. Businessman and photographer are the exact representation of paid work since those jobs earn the workers money. The three men also show dignity or a proud feeling when they tell the story. Hence, it is interpreted that to be recognized as an ideal man, men should work and earn money.

5. Sexual Objectification of Women

The last stereotype constructed in U Mild advertisements is objectifying women. The sexual objectification toward women is shown in *Loyal Gak Kenal Waktu* through verbal sign. It is reflected in the comment by the narrator when he tells that one of his friends is already married. The narrator comments "*ya... cantik sih*". By the comment, it can be seen that even in marriage, men still see women by his physical appearance. The objectification on women's physical appearance will always exist even if the relationship is already serious. It also proves that physical appearance is one of the parameters to marry a woman.

Traditional Feminine Traits

1. Dependency on Man

The dependency on man is one of the traditional stereotypes of femininity. The dependency of women toward men is shown in the advertisement *Kode Cowo* #051: *Kalo Cinta Gak Pandang Bulu* through the symbol which is the cat. According Eksa in Mojok.co, the cat in the advertisement is the metaphor for women because of its physical similarity with women (Eksa, 2019). In the advertisement, the cat becomes dependent on the men. The dependency is seen when the cats should be fed by the man. It means, the cats cannot survive if the man does not help them. Women are considered as having a dependency on men because of a patriarchal value which believes in the dominance of men over women (Pilcher & Whelehan, 2004, p. 93). It is related to paid work as a masculine trait. As stated previously, a man should do paid work to be independent and have the power to maintain its dominance. Hence, the symbol of the cat indicates the dependency of women on men.

2. Domestic or Caring Work

The last feminine trait is doing domestic work. Domestic or caring work means doing the household works such as cooking, nurturing family members, and washing clothes. Domestic work is related to women's inferiority. It is because doing domestic work does not give women enough power or independence. In comparison, domestic work is having less status than paid work done by men since most of the domestic workers are housewives who do not have a job. Even if the domestic work is done to earn money, the salary for domestic workers is still less than the paid work done by men such as becoming a manager, government member, and engineer.

The domestic work is shown in the advertisement *Kode Cowo* #011: *Tau Kapan Harus Bohong* through the icon which is cooking job. The visual shows that the woman makes food for the man. Because cooking is one of the domestic or caring works, it means that the visual confirm the trait of femininity as work on domestic or caring job.

Conclusion

After analyzing the U Mild advertisements by using the icon, index, and verbal sign, it is shown that U Mild advertisement is using traditional gender stereotype in their advertisements. The traditional masculine traits are emotional detachment, paid work, heterosexual relationship, sexual objectification of women, physical toughness and strength. Meanwhile, the feminine traits are a dependency on men and domestic work. It can be seen in the analysis that the masculine traits are more heavily constructed than feminine traits. The phenomenon happens because the target market of cigarette are men. Hence, to attract men's interest, U Mild advertisements focus on men. Furthermore, the aim of showing the traditional gender stereotype, the advertisements are to be relatable to society's daily life and in line with their belief to create acceptance by society instead of controversy. Society's acceptance matters so that society is willing to buy the product. Nevertheless, the role of feminine traits in cigarette advertisements is considered as significant since to strengthen the differences of two-opposite gender: masculinity and femininity.

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THE ANALYSIS OF ENVIRONMENT DESTRUCTION PORTRAYED IN THE WALL-E MOVIE

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Abstract

The environment is an essential part of society which all living beings interact with every day. It is important to preserve the environment to maintain its habitability. All living beings rely on this environment's habitability to stay alive. However, these days, modernization conducted by humans slowly harms the environment. That harmfulness of modernization to the environment is portrayed in the Wall-E movie. Wall-E is a movie about the earth's vegetation extinction which is affected by modernization. This research aims to analyze the effect of modernization towards environment portrayed in the Wall-E movie. There are two problems formulated in this research which will be discussed. Those problems are about the condition of earth and humans described in the movie and modernization harmfulness towards the environment. Ecocriticism approach to literature by Cheryll Glotfelty is being applied as the approach of this research. As for the theories, human ecology theory by Margaret M. Bubolz and M. Suzanne Sontag, as well as Modernization theory by Max Weber are used to support the findings for this research. The findings of this research show that the earth, based on the movie, will become an uninhabitable place which forces humans to live in space. Humans will become too comfortable with the conveniences provided by modernization. This modernization indirectly harms the environment because it develops ignorant mindset in humans toward the importance of preserving the environment.

Keywords: Environment, Modernization, Destruction

Introduction

Environment and human's life are two entities in this world which connect to each other. They are interconnected to each other and both are influencing each other. It is so important to keep the relation healthy. Otherwise, there will be dire consequences especially to the ecosystem surrounded the environment area. It is up to humans to preserve good relation between them. Unfortunately, in the time this paper is written, they are so many greedy actions created by humans themselves to take the advantages of environment which could endanger the ecosystem surrounding the environment.

One of the reasons humans become so greedy and harm environment is because of modernization. The demands of modernization create greediness attitude in humans' mind. As a result, environment and its ecosystem become sacrificial lamb. This indirect effect of modernization which could harm environment is being pictured in the Wall-E, a movie about environment destruction. We choose this topic because environment destruction is one of the hottest issues in this era.

Nowadays, watching movies becomes part of everyday life for some people. Due to advance technology development, such as internet and smartphone, people can watch movie anytime and anywhere. Everyone has different purposes in watching movie, such as for refreshing, spending their time, getting information as well as perspective, learning foreign language and trying to understand other cultures. Most people like watching movie no matter their life condition whether in sad or happy, whatever their background, whoever they are, sex or age. Not only in big cities, but also in small town, people watch movies.

Movie or film is one branch of the art and a type of visual communication which uses moving pictures and sound to tell stories or to teach people something that usually contains someone's life story, fiction, and biography as an entertainment to them. Movie describes many things like science, love, life, politic, nature etc. Most of movies are created from real stories in the world, criticism about something, and the other adopted from books or novels.

Movie is a medium that can educate people and enable them to improve their understanding on specific subject though visual. Movie is a medium that has important influence in giving information and as a tool to deliver messages to the audience or people. The messages can be positive or negative depends on the audience, because movie shows to the audience by visualization. By using movie, people can educated moral, education, social, cultures and values. If we want to try to understand a movie, it could give us information, education, and inspiration.

In this research, we will discuss a movie called WALL-E. WALL-E was released in the United States on June 27, 2008, and it is a computer-animated science fiction film produced by Pixar Animation Studios for Walt Disney Pictures. This movie tells the story in the future, humans abandon the earth because there are too much trash on it. WALL-E himself is a robot with habit of picking up everything he finds interesting, lives alone on the planet with a pet cockroach. He has quite a collection of things, from lighters to a working iPod and even a small ring box. He even has the last living plant. When a spaceship comes to earth and drops a sophisticated spy robot named EVE to look for a living plant, WALL-E falls in love with her. WALL-E gives her the plant, which makes EVE go into sleep mode. When a spaceship comes to take EVE back, WALL-E too goes with her. What follows is an adventure onboard the Axiom, where people move on hovering chairs and get liquid food which they suck up through a straw. Due to laziness, they have become so fat that they are unable to move. Due to hastily given instructions given to it, auto, the autopilot tries to get rid of the plant which compels WALL-E, EVE, the pilot and some malfunctioning robots to find a way to retrieve the plant and save the earth.

WALL-E is included in criticism movie and it criticizes about consumerism, corporatism, nostalgia, waste management, human environmental impact and concerns, obesity, and global catastrophic risk. This research aims to analyze the effect of modernization towards environment. There are two problems formulated in this research which will be discussed. Those problems are about the condition of earth and humans described in the movie, and modernization harmfulness towards the environment.

There are two studies from previous researchers that contribute to this research. This research relates to theoretical aspect of a previous study titled *An Analysis of Environmental Issues Using Ecocriticism in James Cameron's Film Avatar* written by Rohmah Romadhon in 2011, from English Department, Faculty of Letters and Humanities, State Islamic University "Syarif Hidayatullah" Jakarta. Rohmah Romadhon's thesis is aimed to find out the environmental issues which appear on Cameron's film, *Avatar*, by analyzing the relationship among the characters. To answer the research questions, the writer uses ecocriticism theory as the tool to analyze the collected data.

Methodology

The researcher used the observation method as the method to obtain the informations from the movie for the study. The observation method was done in order to collect adequate and relevant data to address the research objectives of this study. Nonetheless, the researcher uses qualitative research method.

In the first step, researcher watch WALL-E movie for several times to have a better understanding about the story and the problems in the story. So, researcher can identify the message that the creator of the movie wanted to deliver to the audience.

The next step is the researcher marked the important scenes from the movie that are to

be analyzed. After that, the researcher analyzed each findings and tried to relate it to the human ecology theory and modernism theory. After the researcher gathered all of this, then the researcher found the answer of this research's problem.

Findings and discussions

The Condition of Earth and Humans Described in the Movie.

Environment is one of the most important things in our life. The air which we breathe is the product of environment, more specifically, the nature environment. All living beings need to preserve it in order to keep the earth's level of habitability. Being the most ingenious being which God ever created, it is our responsibility as a human to preserve environment. Humans take full responsibility of preserving environment. The earth's level of habitability is depending on humans' action. We as a human can decide if we want to destroy environment in order to gain selfish profit or to preserve environment in order to save living beings' existence. In the Wall-E movie, unfortunately, humans, controlled by their greediness and modernization, choose to destroy environment in order to get 'selfish profit.'

Wall-E is the depiction of what would happen if humans cannot preserve environment. The possibility of human's life when they fail to preserve environment is being portrayed in the Wall-E. In the movie, humans and the earth itself are being in their lowest level. Humans have to leave the earth and live in the spaceship because they have failed to preserve environment. Because of that, the earth has lost its habitability. Almost all of the flora and fauna in the earth are extinct.

Forced to live in spaceship, humans have lost its humanity. In the movie, the only thing which they care about is only their selves. They spent their life living 'unhealthy life' which makes all of them become fat. They are being controlled by modernization. Even, as the times passes by, humans in the Wall-E don't even know about what a plant is. Thousands of years has dulled humans' awareness about environment.

Humans have failed to protect the environment, although they are the entity which should be the most responsible to preserve environment. Just like being stated in human ecology theory by Margaret M. Bubollz and M. Suzanne Sontag. Moreover, human ecology theory by Margaret M. Bubollz and M. Suzanne Sontag also states that human and environment relationship is a system. Based on this theory, humans and environment are interconnected to each other. Both humans and environment are influencing each other. The ecosystem is constructed based on this system of relationship.

This system of relationship between human and environment is also the thing which preserves environment. So, as the most responsible entity to preserve environment, if humans do fail to preserve environment, then earth will lose its habitability and that's what happened in Wall-E Movie. The earth can be no longer a place for humans and other living beings to live.

In the movie, the system of relation between human and environment has lost. Both human and the earth have suffered of this although in the very human beginning of the story, humans tried to save the earth by inventing a robot to try collect living plant in order to preserve and reproduce it. But their effort came to no avail for thousands of years. Only in the ending of the story, which is already 700 years after human had to live in spaceship, humans finally find the plant they wanted for thousands of years. To do that, they have to fight with their own robot creation, which is the manifestation of modernization.

In the movie, when humans are being forced to live in the spaceship, for thousand of years, the earth is only occupied by Wall-e which is a robot. This single robot is trying to clean up all of the trashes in the earth. The earth is completely being left alone by human. Trashes and population are everywhere. Humans only try to fix that by sending some robots to search a plant in order to reproduce it.

Although in the movie human can be described 'ignorant' toward environment, in the of the story, they try to fight the robot in order to save the environment. They have begun to

sense the importance of preserving environment and try to back to live in the earth when they are not being controlled by modernization. They tried to re-establish the good relation system between humans and environment.

Modernization Harmfulness Towards the Environment

Max Weber, a German sociologist, developed a theory called Modernization Theory. The theory basically postulated the evolution of traditional non-industrial societies toward a uniform modernity, with the Western model serving as the reference point (Vaidyanathan & Strand).

Weber's Modernization Theory was then developed further by an American sociologist, Talcott Parsons. Parsons (1951) is credited with having famously set up the antithesis between tradition and modernity as two distinct and opposed sets of pattern variables, which are fundamental relational choices. Here, 'tradition' is characterized by ascribed status, collective orientation, particularist action (i.e., emphasis on special relationships such as family), and relationships which are diffuse (which fulfill a large range of needs, e.g., a parent), and affective. Conversely, the values of modern social orders would be achieved status, individual orientation, universal norms, relationships which cater to only specific needs, and affective-neutral or impersonal relationships (Vaidyanathan & Strand).

The analysis will use Modernization Theory by Max Weber which was developed further by Talcott Parsons. It will use two of the values of modern social orders of the theory which are individual orientation, and universal norms.

Individual Orientation and Universal Norms Effect for the Environment

This analysis will show a combination between individual orientation and universal norms in the movie, as both modern social orders is connected to one and another. Then, it will explain the combination harms for real-life environment. As an emphasis, this analysis will only analyse human behaviours depicted in the movie which can be harmful for real-life environment instead of analyzing the environment's depiction in the movie.

The first modern social order in this part is individual orientation. Individual means intended for one person (Merriam-Webster Dictionary) and orientation means a usually general or lasting direction of thought, inclination, or interest (Merriam-Webster Dictionary), so individual orientation means general interest for one person. The second modern social order is universal norms. Individual means present or occurring everywhere (Merriam-Webster Dictionary) and norm means a widespread or usual practice, procedure, or custom (Merriam-Webster Dictionary), so universal norms means a widespread practice that present everywhere. Blending those definitions, a combination of individual orientation and universal norms means a widespread practice of general interest for one person that present everywhere. A passage that exhibit individual orientation is,

A HUMAN PASSENGER sitting, reclined, in the chair. He is large, round and soft - like a big baby. Wears a red, BNL jumpsuit. The chair seems to be steering itself. Guided by floor lines, just like the robots. Speaker headrests block his peripheral vision. A HOLOGRAPHIC SCREEN floats inches in front of his face (Stanton & Docter, 2008).

The sentences 6 and 7 show that a human passenger only has attention for a screen that appeared in front of his face. He won't get distracted by other things because his peripheral vision is blocked by speaker headrests. Whatever happens outside his screen, he won't know.

This behaviour of individual orientation is harmful. If this behaviour only displayed by a single person, it might be okay, but in in the movie, this kind of behaviour is a universal norm. A passage that shows individual orientation is a universal norm is,

THOUSANDS OF PASSENGERS fill the giant space. All reclined and riding on hover chairs. MULTIPLE FLOOR LINES guide their chairs in all directions. Humans have become the most extreme form of couch potatoes. Absolutely no reason to ever get up. No purpose. Every one of them engrossed in their video screens. Cocooned in virtual worlds. Over-developed fingers tap ARMREST KEYPADS. The controls allow them to steer.....order food.....play games.....and most of all.....CHAT MINDLESSLY with other passengers: The CHATTER is deafening. No one notices Wally at all. He drives into the endless human traffic (Stanton & Docter, 2008).

The second sentence explains that humans are in the same condition. They all riding same chairs like in the first passage. They have the same speaker headrests that block their peripheral vision, and holographic screens that float in front of their face. It shows that individual orientation is a universal norm.

For real-life environment, a combined behaviour between individual orientation and universal norms is harmful. For example, people use a lot of plastic and fossil fuels in everyday life. While plastic and fossil fuel make people life a lot easier, the environment get the bad effects. Plastic use a lot of time to be decomposed, and fossil fuels pollute the air. The harm of plastic and fossil fuel is well-known, but a lot of people still use them because they are oriented to themselves, specifically to make their life easier. When an individual think this, it might be harmless, but if the thinking is a universal norms, it will produce harms to the environment.

As the world is getting modern everyday, the combination between individual behaviour and univesal norms will be more apparent. More people will think more about themselves than the environment. As long as the combination grows, the environment will get worse everyday unless an action is taken.

Conclusion

In conclusion, in the movie, the earth and humans are in their lowest condition states. The earth becomes uninhabitable place for all living beings to live. The earth's environment is being destroyed. Humans, who should be the entity to save the earth and its environment, fail to do their job. Instead, they lose their sense of awareness toward preserving environment and choose to be controlled by modernization.

Furthermore, the movie depicts a human behaviour that is harmful for the environment. The behaviour is a combination between individual orientation and universal norms. The combination is harmful because it is a widespread human self-orientation thinking, while ignoring the environment. As long the thinking exists, environment will suffer.

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AN ANALYSIS OF THE CHARACTERS' SPEECH ACT UNDERLINING ENVIRONMENTAL CONCERNS IN DR. SEUSS' *THE LORAX* (2012) MOVIE

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Abstract

Language is used by people in daily life to communicate with each other. Just like other activities, speaking, which is one of the communication means by language, is also considered as an act. Linguistically, this phenomenon is called as speech acts. Speech acts can show how people react to a particular issue. Therefore, reflecting on the matter, this study analyzed speech acts that underline environmental issue. This research chose Dr. Seuss' *The Lorax* (2012) movie as the object of the research because it provides many observable speech acts and shows a depiction of environmental concern, especially deforestation. Also, this research has two objectives. The first objective is to identify the speech acts in the movie Dr. Seuss' *The Lorax*, and the second objective is to examine the speech acts successfulness in inferential linguistic communication regarding environmental concerns. In analyzing the data, this research applied content analysis approach. To support the analysis, this research used syntactic structure of speech acts by George Yule and Alan Cruse and the theory of inferential linguistic communication by Adrian Akmajian et al. This research found that there are twenty-five conversations containing speech acts that underline environmental concerns that consist of thirteen declarative structures, nine interrogative structures, and three imperative structures. Overall, speech acts found within the conversations are fifteen directives, eight assertives, one commissives, and one expressives. Moreover, from these twenty-five communications, twenty-three of them are considered as successful linguistic communication while two of them are not.

Keywords: pragmatics, speech acts, communication, *The Lorax*, environment

Introduction

In its linguistic sense, communication is the transmission and reception of information or message between a source and a receiver using a signaling system (Crystal, 2008, p. 89). The most common system used daily by people in communication is language. With language, people can do various activities such as conveying a message, giving an order, requesting information, making a promise, telling jokes, and many more. In using language, especially the spoken language, the process and the result of the utterance production is called as speech (Bussmann, 1996, p. 1106). Moreover, even though it just produces a single utterance, speech is considered as an act.

From the major divisions of linguistics, pragmatics, according to Dawson & Phelan (2016) is the study of language used by people in actual conversations. It studies both how a particular utterance is determined by context to examine whether it is appropriate or inappropriate as well as how changes to context alter the sentences' meaning (p. 433). Consequently, pragmatics is the appropriate discipline to examine speech produced in communication. Linguistically speaking, the act that is done simply by using language is called as speech acts. Speech acts are a prominent part of language since they examine and show how the process of communication is done.

The language which is done by speech and actions is called speech acts. Linguistically, speech act contains three processes, what we say called illocutionary, intent or content that we say is illocutionary and what we do when before or after saying as the impact is perlocutionary (Austin 1962).

The use of language varies nowadays, one of which is protesting for environmental

damage or social life. The problem can be identified from a linguistic perspective because Linguistics is the learning of language which involves the analysis of language forms, language meanings, and language in context and specified with a pragmatic approach because pragmatics is the study of the practical aspects of human action and thought. That approach will be used by researchers to complete a study of the speech acts that discusses communication and environmental relationships of the film *Dr. Seuss' The Lorax* (2012) Movie.

Through this research, it helps the reader understand the meaning of speech acts in *Dr. Seuss' the Lorax* and shows how communication can affect the environment. So that the researchers titled this with An Analysis of the Characters' Speech Act Underlining Environmental Concerns in *Dr. Seuss' The Lorax* (2012) Movie.

The film *Dr. Seuss' the Lorax* was chosen as the object of this research because this film shows the damage to nature caused by human activity. One of the most striking damage is the depletion of forests because there are no more trees, which causes humans to replace the function of trees with instant things. In the film, it is told Once-ler that the main cause of the destruction of the trees.

In this case, the cause of forest destruction is clearly illustrated. So that in some parts through some characters strongly opposes the destruction. For example, when the Lorax blocks the Once-ler's intention to cut trees by saying "I am the Lorax, I speak for the trees, for the trees have no tongues. And I am asking you, sir, at the top of my lungs. Oh please don't cut down another one ". This shows how the characters in the movie maintain their environment by relying on the language.

The language used in one of the examples above is not necessarily just an expression but accompanied by actions that make the expression more expressive. This is in accordance with the statement of Yule (2010) that communication depends on not only recognizing the meaning of words in an utterance but also recognizing the intention of the speakers by their utterances (p. 127).

In addition, several similar researches that have been conducted before also show how speech acts are being used and signify particular concern in a movie. One of them was the study conducted by Anindita Dewangga Putri (2015). In her research entitled "Directive Speech Acts Showing Leadership Style Used by Miranda Priestly in the Devil Wears Prada Movie", she found that there are four types of speech acts employed by Miranda Priestly, namely commands, requests, prohibitions, and questions. The research approach of her research is the theory by Searle in Huang's book (2007) which divides speech acts into five classes, namely declarative, representatives, expressives, directives and commissives.

Also, she uses direct and indirect speech acts data, which causes her to use the theory from Yule (1996) to support her research. Then, she also uses the theory of politeness from Brown and Levinson (1987) and the last one uses the theory of Baldoni (2003) to see the leadership style in objects. Another study is conducted by Dilla Ramayanti and Leni Marlina (2018) entitled The Analysis of Types Illocutionary Acts in "Tangled" Movie. The results found in that movie are directives, representatives, expressive, and commissives speech acts, that used the theory from Searle (1976). This study shows that the dominant speech acts used are directives which 44% of total speech acts found in the movie. In contrast to the two studies above, in this study, the researchers focused on utterances that underline the environment while in the previous study the first focused only on directive speech acts that showed leadership and the second study explained more about the types of illocutionary.

This research focuses to find out the types of speech acts on the utterances. The researchers use Searle theory of illocutionary act. According to Searle (1976), there are five classes of speech acts: representative, directive, commissive, expressive and declarative. In order to see the success or unsuccessful communication that underlines the environment. The researchers use theory by Adrian Akmajian (2001) where a communication is considered successful if the hearer recognizes the speaker's communicative intention.

Linguistic communication works because the speaker and the hearer share a system of inferential strategies leading from the utterance of an expression to the hearer's recognition of the speaker's communicative intent (p.370).

Methodology

Pragmatic analysis was used in this research. Pragmatics becomes the approach in this study since it is the major branch of linguistics that focuses on language understanding in contexts (Fromkin et al., 2011, p. 207). Considering the language used in communication, Yule (2010) stated that communication obviously depends on not only recognizing the meaning of words in an utterance, but also recognizing the intention of the speakers by their utterances (p. 127). Because of that reason, pragmatics was necessarily used in this research especially the theories of speech acts and linguistic communication in order to comprehend the communication created by the speaker and the hearer in connection to language structure and context of utterance. Furthermore, this research used content analysis approach because content analysis focuses on studying and interpreting recorded material with the intention of learning about human behavior (Ary et al., 2010, p. 29) in which research the communication done by people. The recorded material can be textbooks, public records, news, music, films, tapes, or other documents.

In this research, particularly, the recorded material used as the object was a 2012 movie entitled *Dr. Seuss' The Lorax* that tells about the plight of the environment caused by deforestation. The duration of the film itself is 1 hour and 26 minutes. In addition, this research focuses on the speech acts underlining environmental issues in the film. Hence, the type of data used in this research was the utterances of the character that consisted of words, phrases, and sentences.

The whole film was selected to obtain the data needed in this research. However, they were filtered with the criteria based on the research objectives in order to limit the scope of this research. Moreover, the speech acts that are intended to be found in this research are based on syntactic structure or grammatical performativity theory by George Yule and Alan Cruse as well as Searle's theory of illocutionary acts types. Therefore, in collecting and analyzing the data, this research conducted several steps. First, the whole story of *Dr. Seuss' The Lorax* movie was watched several times in order to find the speech acts and to understand the context in which the speech acts were produced. Second, the selected speech acts were filtered by nouns and verbs in the utterance that are related to the environment, namely: tree, ground, forest, grow, plastic, air, chop, plant, photosynthesis, seed. Pronouns that refer to these words are also included. These filtered speech acts were then classified based on their structures and functions in regards to Searle's theory of classification of illocutionary acts, and to determine whether the speech acts were successful or not according to Akmajian et al.'s theory of inferential linguistic communication.

Findings and Discussion

This research found that there are twenty-five conversations containing speech acts that underline environmental concerns in the *Dr. Seuss' The Lorax* (2012) movie. These speech acts were analyzed by using the theory of syntactic structure of speech acts by George Yule and Alan Cruse. Then, the type of the speech acts are analyzed by Searle's theory of the type of illocutionary acts. While in order to determine whether the communication is successful in underlining environmental concerns or not, the data was analyzed with the theory of inferential linguistic communication by Akmajian et al. (2001).

As the basic theory of speech acts, Austin (1962) stated that speech acts performed by producing utterances consist of three levels of acts, which are locutionary act, illocutionary act and perlocutionary act. Locutionary act is the basic act of utterance in which it produces a meaningful linguistic expression. Illocutionary act is performed by the communicative force of an utterance such as to order, to invite, etc. On the other hand, perlocutionary act is

the intended effect created from the utterances. From these acts, Searle (1976) believed that the basic linguistic communication is the illocutionary act and there are many linguistically prominent dimensions of differences between illocutionary acts (p. 1). In addition, Cruse (2000) also stated that there is no communication without illocutionary force (p. 333). Specifically, illocutionary force is the illocutionary act designed by making an utterance. Additionally Cruse (2000) stated that a specific linguistic signal can be functioned to encode illocutionary force. He then categorizes it into two types which are lexical and grammatical. The lexical type is usually identified by performative verbs such as promise, beg, warn, etc. whereas the grammatical type is generally identified by its grammatical performativity (structure). Furthermore, most languages have grammatical forms of indicating the illocutionary force of an utterance and the forms perform the same sort of purpose that performative verbs do (Cruse, 2000, p. 336). Succinctly, the syntactic structure of an utterance specifies the function of the utterance.

According to Yule (2010), based on its syntactic structure, utterances can be categorized into interrogative, imperative and declarative (p. 134). Cruse (2000) provided the same categorization as Yule yet he added exclamation in the categorization. Furthermore, sentence structure does not always determine the type of speech acts, so in order to understand an utterance, speech event or context must be involved in the process. Besides this syntactic structure categorization, speech acts, as stated by Searle in Cruse (2000) can be categorized into assertives, directives, commissives, expressives and declaratives. Assertives commit the speaker to the truth of expressed proposition; directives aim at eliciting some sort of action on the part of the hearer; commissives commit the speaker to some future action; Expressives signifies the speaker's psychological attitude to a presupposed state of affairs; while declaratives are believed to give a change in reality (Cruse, 2000, pp. 342-343)

In addition, concerning the successfulness of communication, Akmajian et al. (2001) provided two models of linguistic communication which are the message model and inferential model. Message model of linguistic communication asserts that communication is successful when the hearer decodes the same message that the speaker encodes (Akmajian et al., 2001, p. 354). Because of that, this model tends to have some problems in communication such as ambiguity and nonliterality. Yet, inferential linguistic communication model is more effective than the message model because it can overcome the problems of message model. In inferential model of linguistic communication, communication is successful if the hearer understands the speaker's communicative intention in which they share a system of inferential strategies (Akmajian et al., 2001, p. 370). In other word, in theory of inferential linguistic communication, an utterance is successful when the hearer understands the intended message that the speaker try to convey. Therefore, in order to understand the intended message, the hearer needs to know the context of the utterance and not just always interpret the utterance literally. This linguistic communication model is more effective than the message model because it can overcome the problems of message model of linguistic communication.

By using those theories above, this research gained the data. The data gained from the object is shown and analyzed as follows:

1. Interrogative

Interrogative structure is usually identified by its forms as a question. Therefore, it ends with question marks. All interrogatives according to Cruse (2000) express ignorance on some point, and meant for eliciting a response from a hearer which will remove the ignorance. There are two kinds of questions. The first one is yes/no question, and the other kind provides an incomplete proposition and meant for eliciting a response which completes the phrase proposition in such a way that the resulting proposition is true (Cruse, 2000, p. 338) *what are those* in the example below provides the proposition *those are X* and interrogative

structure tries to provide a value for X so that it causes the complete proposition true.

a. Directives Speech Act

Directive speech acts are speech acts that have the purpose of causing some action from the hearer once the speaker uttered it. In this interrogative structure, all of them are directive speech acts in the form of question. Therefore, the speaker, by creating interrogative sentence, interrogative speaker demands some action from the hearer such as answering or giving information.

Table 1.1 Interrogative - Directives

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
01/TL/00:05:47	Ted : What are those? Audrey : Those are trees. Real ones. They used to grow all around here.	Interrogative	Directives	√	
Context: Ted is curious about what is depicted in Audrey's painting because he has never seen it before. Then, he asks Audrey about the objects depicted painting and she explained it to him.					

2. Declarative

Declarative structure is the most ordinary type of sentence in language. It is usually found in the form of statement and ends with period. According to Cruse (2000), a sentence with declarative structure has much illocutionary force. From our findings, declarative sentences that underline environmental concerns contain speech acts that function as assertives, commissives, expressives, directives which mean a declarative sentence could act as statement, promise, agreement, and command.

a. Assertive Speech Act

Assertives speech act require the speaker to the truth of the expressed proposition. Assertive could be found in verbs such as state suggest claim. Our finding shows that assertives mostly found in the form of statement.

Table 2.1 Declarative - Assertives

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
11/TL/00:31:01	O'hare :	Declarative	Assertives	√	

	<p>So, I hear you have become interested in trees.</p> <p>Ted :</p> <p>Where did you hear that?</p>				
<p>Context: Ted was caught leaving the town by O'hare and he was blocked by O'hare's bodyguard so that he would not go. O'hare informs him that he knows about Ted's interest in trees. He expresses it by making a statement.</p>					

b. Comissive Speech Act

Comissive speech acts are speech acts that obligate the speaker to some future action. It can be inferred from verbs such as vow, undertake, promise, etc. The finding shows that comissive speech act is found in the form of promise

Table 2.2 Declarative - Comissive

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
13/TL/00:39:25	<p>Once-ler :</p> <p>All right, look. I hereby swear that I will never chop down another tree. I promise.</p> <p>The Lorax :</p> <p>Thank you. But I'm going to keep my eye on you.</p>	Declarative	Comissives	√	
<p>Context: After a failed attempt to evict the Once-ler, the Lorax, some animals and the Once-ler have a debate near a river. The Lorax states that the living creatures inside the forest need trees and what the Once-ler has done is threatening the living creature. Considering the animals, the Once-ler swears that he will never chop down tree anymore. He expresses it by making a promise.</p>					

c. Expressive Speech Act

Expressive speech acts are speech acts that make the speaker's psychological attitude known to a presupposed state of affair. The finding shows that expressive speech act is found in the form of agreement.

Table 2.3 Declarative – Expressive

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
16/TL/00:52:17	The Once-ler : Well, I guess it couldn't hurt to chop down a few trees. Once-ler's Mom : You've made me so proud, Oncie.	Declarative	Expressive	√	
Context: Once-ler's Mom tells his son that the production of Thneed takes so long because the harvesting system by not cutting down the trees is not effective. So, she persuades Once-ler to start cutting down the trees if he wants to make her mom proud of him. The Once-ler considers his mom's idea and state that it's okay to cut down a few trees. He expresses it by making an agreement.					

d. Directive Speech Act

Directive speech acts are speech acts that prompt some kind of action on the hearer. The finding shows that directive speech act is found in the form of command.

Table 2.4 Declarative – Directive

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
17/TL/01:02:31	The Once-ler : The last Truffula seed. You need to plant it, Ted. Ted :	Declarative	Directives	√	

	Yeah, but, nobody cares about trees anymore.				
Context: After telling Ted about his past, The Once-ler shows Ted the last Truffula seed and gives it to him. Then, he asks Ted to plant it. He expresses it by making a command.					

3. Imperative

Imperative structure is structure that tends to express a command or a request from the speaker. According to Cruse (2000), imperative structures resembles declarative and interrogative which main component is to get someone to do something.

a. Directive Speech Act

Directive speech acts are speech acts that prompt some kind of action on the hearer. The finding shows that directive speech act is found in the form of command.

Table 3.1 Imperative - Directives

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
20/TL/01:09:56	Audrey: Oh, no. The seed! O'hare : Get that seed!	Imperative	Directives	√	
Context: Ted, his grandma and Audrey are on top of a building with the seed. Knowing the fact, O'hare shoots a big fan behind them with a controlled clamp and pulls it down, blowing the seed away. Audrey shouts at Ted and his grandma so that they can chase the seed. She expresses it by making a command.					

Our finding shows that there are twenty-five communications in the form of conversation that contain of speech acts underline the environmental issues. Based on Akmajian et al's theory (2001) of inferential model of linguistic communication there are twenty-three communications considered successful, while two of them are not. The successful communications are marked with the hearers could understand the intention of the speaker. And most of them are communicating about how to conserve the damaged environment due to deforestation. While two communications that are not successful are found in conversation that are not supporting the conservation of environment. The example of the failed communication is shown as follows:

Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
03/TL/00:06:51	Ted : So, Mom, do	Interrogative	Directives		√

	<p>you happen to know if there's any place where I could get a real tree?</p> <p>Ted's mom : Ted, we already have a tree. It's the latest model.</p>				
<p>Context: Ted, his mom and his grandma are having dinner at Ted's house. Because of Audrey's wish, Ted asks his mom about how to get a real tree. However, instead of giving him the information, his mom tells him that the latest model of artificial tree that they have is already enough.</p>					
Data Number	Utterances	Speech Acts		Inferential linguistic communication	
		Sentence Structure	Type of Speech Act	Successful	Unsuccessful
12/TL/00:31:11	<p>O'hare : Here's the deal, I make a living selling fresh air to people. Trees? They make it for free. So, when I hear people talking about them, I consider it kind of a threat to my business.</p> <p>Ted : I don't even know what you're talking about.</p>	Declarative	Assertives		√

Context: O'Hare is explaining why trees are threat to his business so in order to secure his business, O'hare threatens Ted to not leave the town anymore and talk about trees.

Conclusion

This research finds that there are several types of speech acts in the study object *Dr. Seuss' The Lorax*. The selected speech acts in this research are grouped according to their sentence structure. After analyzing the data regarding the speech events (context) they belong to, it is revealed that there are three different sentence structures in the collected data, namely: interrogative, declarative, and imperative. All interrogative structures function as directives, while the declarative structures function as assertives, commissives, expressives, and directives. In addition to that, all imperative structures function as directives. Moreover, almost all of the speech acts are considered successful in conveying the intended message of the speaker according to the theory of inferential linguistic communication. The unsuccessful speech acts occur when the hearer fails to grasp the context in which the speaker makes an utterance.

In regards to environmental concerns, the speech acts in the analyzed movie that contain environment-related words, particularly nouns and verbs, like 'tree', 'ground', 'grow' are selected as the data. These environment-related words are used in selecting the data in order to underline the environmental concerns that the movie tries to convey to its audience.

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