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THE FUNCTION OF DERIVATIONAL AFFIXES FOUND IN HIGHEND MAGAZINE

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Abstract

The objectives of this research are to know the function of derivational affixes and to analyze the word structure of derivational affixes found in *HighEnd Magazine*. This study focused on the function and the word structure of affixes attached in each word found in *HighEnd Magazine*. The magazine entitled *HighEnd Magazine* is used as the data source. In this research, the writer used the observation method in collecting the data and the qualitative method was used to analyze the data. The data were analyzed by using theory from Katamba (1993) and Carstairs and McCarthy (2002). The researcher used formal and informal methods to present the result of the analysis. There are 302 words attached by derivational affixes found in *HighEnd Magazine*. There are two functions of derivational morpheme they are class changing morpheme and class maintaining morpheme.

Keywords: *Derivational affixes, Function, Structure.*

Introduction

Aronoff and Fudeman (2011:2) stated that 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. Morphology can be defined as the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences (Lieber, 2009:2).

Essentially morphology was concerned with the structure of words and relationships between words. Carstairs and McCarthy (2002:16) stated that morphemes usually called the smaller parts of words. Morphemes can be divided into two parts, namely free morpheme and bound morpheme. A morpheme that can stand by itself as single words can be called a free morpheme. Bound morpheme defined as a morpheme that cannot stand alone, including both prefixes and suffixes and are typically attached to another form (Katamba, 1993:41).

An affix can be defined as a morpheme that only occurs when it is attached to some other morpheme or morphemes such as a root or stem or base. Affixes consist of three kinds such as prefixes, infixes and suffixes. Prefix defined as an affix attached before a root or stem or bases like re-, un-, and in-. Infix is an affix inserted into a root or stem or base itself. However, infix is rarely used in English. An affix attached after a root or stem or base like -ly, -er, -ist, -ing, and -ed can be called a suffix (Katamba, 1993:44). Affixes can be derivational or inflectional, such as prefix un- and the suffix -ment, or suffix -s and -ed.

There are two kinds of morphological processes to form new words in English, namely inflectional morphemes and derivational morphemes. Inflectional morphemes do not modify the word class of the base to which they are attached. Inflectional morphemes form new words by modifying the quantity or the tense of a word base (Katamba, 1993:51). However, derivational morphemes form new words either

by modifying the meaning of the base to which they are attached or by modifying the word class that a base belongs to (Katamba, 1993:47). The functions of derivational morpheme can be divided into two namely class changing morpheme and class maintaining morpheme. In class changing morpheme, several affixes function as class changing morpheme, these affixes used to form an adverb from an adjective, noun from an adjective, noun from a verb, adjective from a verb, adjective from noun, and verb from noun and adjective. In class maintaining morpheme, there are several affixes used to maintain the word class of its base. These affixes used to maintain verb from verb, noun from noun, and adjective from adjective (McCarthy, 2002).

The magazine entitled *HighEnd Magazine* was analyzed as the data source since this magazine contains many words attached by derivational affixes. Furthermore, derivational affixes are chosen as the topic of this study because the writer is interested in learning English word formation. The topic is important to learn since derivational affixes can form new words and increase our vocabulary. By analyzing derivational affixes, we can know more about the function of affixes and also how to attach affixes to the base as the correct word class form in sentences. For example, the function of derivational affixes that used to form a noun from verb presented as the following:

“He made a clear **statement**”.

The base *state* can be classified as a verb. The suffix –ment is added to the base becomes *statement* as a noun. The word *state* means

to formally write or say something, especially carefully and clearly, whereas the word *statement* means something that you say or write that gives information or an opinion (Hornby, 2010:1457). The suffix –ment added here alters the meaning and also the word class of the base from a verb into noun since this suffix is categorized as class changing affixes. The structure of the word can be drawn as follows:

Statement \longrightarrow **[[State]_v –ment]_N**

Method

The magazine entitled *HighEnd Magazine* was used as the data source of this study. It was first published by PT. MNI Entertainment in 2008. The February 2020 edition of the magazine was used by the researcher. This magazine consists of 178 pages and the data were taken from all of the articles in this magazine. This magazine was chosen as the data source because this magazine provides many words with derivational affixes that support as the data source of this study. The observation method was used to collect the data. This method was implemented by the researcher by observing the use of derivational affixes in *HighEnd Magazine*. Some steps used to collect the data.

First, the researcher read all of the articles in *HighEnd Magazine* carefully. Second, the researcher circled and took notes on all the words attached by derivational affixes found in *HighEnd Magazine*. Third, the researcher checked the word class of each word by using a dictionary. After checking the word class, the researcher classified the types of affixes attached to each word, then the researcher put the data into the table. The last, the researcher explained the data based on the theory of derivational affixes.

The qualitative method was used to analyze the data in this study. The data are classified following the theory that used in this study. Some steps used to analyze the data of this study. The first step taken was to classify the types of affixes attached in each word found in *HighEnd Magazine* using theory from Katamba (1993) and Carstairs and McCarthy (2002). The second step is analyzing the function of derivational affixes based on the theory from Katamba (1993) and Carstairs and McCarthy (2002). The functions can be categorized into two namely class changing affixes and class maintaining affixes.

Discussion

After analyzing the data, 302 words are having derivational affixes found in *HighEnd Magazine*. Those affixes can be classified into two functions affixes such as class changing affixes and class maintaining affixes. In class changing affixes, those affixes can be classified into six functions of affixes such as adverbs derived from adjectives, nouns derived from adjectives, nouns derived from verbs, adjectives derived from verbs, adjectives derived from nouns, and verbs derived from noun and adjectives.

Meanwhile, in class maintaining affixes, those affixes can be classified into three functions of affixes such as verbs derived from verbs, nouns derived from nouns, and adjectives derived from adjectives. The percentage of every function of affixes was counted in the following table to know the percentage of every function of affixes found in *HighEnd Magazine*.

The formula used to get the percentage in this study presented as follows:

Finding

Total Data of Finding

X 100% = Percentage

3.1 Table of Class Changing Affixes found in *HighEnd Magazine*

No	Class Changing Affixes	Data of Finding	Percentage
1.	Adverbs Derived from Adjectives	77	28%
2.	Nouns Derived from Adjectives	19	6,91%
3.	Nouns Derived from Verbs	101	36,73%
4.	Adjectives Derived from Verbs	17	6,18%
5.	Adjectives Derived from Nouns	58	21,09%
6.	Verbs Derived from Noun and Adjective	3	1,09%
Total of Class Changing Affixes		275	100%

The table shows prefixes and suffixes that occurred in class changing affixes with the total number of each class adverbs derived from adjectives (77 or 28%), nouns derived from adjectives (19 or 6,91%), nouns derived from verbs (101 or 36,73%), adjectives derived from verbs (17 or 6,18%), adjectives derived from nouns (58 or 21,09%), and verbs derived from noun and adjective (3 or 1,09%). The total of prefixes in class changing affixes occurs in 2 words in 1 prefix.

The total of suffixes in class changing affixes occurs in 273 words in 22 suffixes. The total of class changing affixes found in *HighEnd Magazine February 2020 edition* is 275 words in 23 affixes.

.2 Table of Class Maintaining Affixes found in *HighEnd Magazine*

No	Class Maintaining Affixes	Data of Finding	Percentage
1.	Verbs Derived from Verbs	6	22,22%
2.	Nouns Derived from Nouns	11	40,74%
3.	Adjectives Derived from Adjectives	10	37,04%
Total of Class Maintaining Affixes		27	100%

The table shows prefixes and suffixes that occurred in class maintaining affixes with the total number of each class verbs derived from verbs (6 or 22,22%), nouns derived from nouns (11 or 40,74%), and adjectives derived from adjectives (10 or 37,04%). The total of prefixes in class maintaining affixes occurs in 15 words in 4 prefixes. The total of suffixes in class maintaining affixes occurs in 12 words in 5 suffixes. The total of class maintaining affixes found in *HighEnd Magazine February 2020 edition* is 27 words in 9 affixes.

The discussion about the function and the word structure of derivational affixes found in *HighEnd Magazine* was presented in this part. Labelled and Bracketing (McCarthy, 2002:74) was used to analyze the data. The analysis of English derivational affixes presented as follows:

3.2.1 Class Changing Affixes

Discussion of class changing affixes found in *HighEnd*

Magazine was presented in this part. In class changing affixes, the affixes are used to form adverbs from adjectives, nouns from adjectives and verbs, adjectives from verbs and nouns, and verbs from noun and adjective. The analysis of the function and the word structure can be seen as follows:

a. Adverbs Derived from Adjectives

Data 1

“Also, their **beautifully** plated Pistachio-Crusted Salmon; Roasted Salmon with Pistachio-dill Crust, Cauliflower Puree and Charred Local Brussels Sprouts”.

(Title: It’s A Thriller, page: 142)

Based on the data above, the word *beautiful* can be categorized as an adjective. The suffix-ly is added to the word *beautiful* becomes *beautifully* as an adverb. The word *beautiful* means having beauty; pleasing to the senses or the mind, whereas the word *beautifully* means “in a beautiful way” (Hornby, 2010:115). The suffix-ly added here alters the meaning of the base. Furthermore, since suffix-ly classified as class changing affixes the word class alters from an adjective into adverb. The structure of the word can be demonstrated as follows:

Beautifully → **[[Beautiful]_{Adj} -ly]_{Adv}**

b. Nouns Derived from Adjectives

Data 2

“....; all of which have become embedded in Jully’s **personality** up until this moment”.

(Title: Natural Trendsetter, page: 47)

Based on the data above, the word *personal* can be categorized

as an adjective. The suffix–ity is added to the word *personal* becomes *personality* as a noun. The word *personal* means your own; not belonging to or connected with anyone else or connected with individual people, especially their feelings, characters and relationships, whereas the word *personality* means the various aspects of a person’s character that combine to make them different from other people (Hornby, 2010:1092). The suffix–ity added here alters the meaning of the base. Furthermore, since suffix–ity categorized as class changing affixes the word class alters from adjective into noun. The structure of the word can be demonstrated as follows:

Personality \longrightarrow **[[Personal]_{Adj} –ity]_N**

c. Nouns Derived from Verb

Data 3

“.... and a coveted **appearance** in the Whitney Biennial that resulted in her work being acquired by the Whitney Museum”.

(Title: Art of Representation, page: 119)

Based on the data above, the word *appear* can be categorized as a verb. The suffix–ance is added to the word *appear* becomes *appearance* as a noun. The word *appear* means to give the impression of being or doing something, whereas the word *appearance* means the way that somebody or something looks on the outside; what somebody or something seems to be (Hornby, 2010:57). The suffix –ance added here alters the meaning of the base. Furthermore, since suffix–ity categorized as class changing affixes the word class alters from a verb

into a noun. The structure of the word can be drawn as follows:

Appearance \longrightarrow $[[\text{Appear}]_V - \text{ance}]_N$

d. Adjectives Derived from Verbs

Data 4

“Through his new role, Arifin learns to create a more **sustainable** environment such as minimizing the negative effects of excessive honey farming or fishing in rural areas in Indonesia or fighting deforestation”.

(Title: Enchanting Earthling, page: 126)

From the data above, the word *sustain* can be classified as a verb. The suffix *-able* is added to the word *sustain* becomes *sustainable* as an adjective. The word *sustain* means to make something continue for some time without becoming less, whereas the word *sustainable* means that can continue or be continued for a long time (Hornby, 2010:1507). The suffix *-able* added here alters the meaning of the base. Furthermore, since suffix *-able* classified as class changing affixes the word class alters from a verb into an adjective. The structure of the word can be drawn as follows:

Sustainable \longrightarrow $[[\text{Sustain}]_V - \text{able}]_{\text{Adj}}$

e. Adjectives Derived from Nouns

Data 5

“According to the three good friends, the key to their **successful** synergy is trust and communication”.

(Title: Like Pieces of a Puzzle, page: 88)

From the data above, the word *success* can be classified as a noun. The suffix *-ful* is added to the word *success* becomes *successful*

as an adjective. The word *success* means the fact that you have achieved something that you want and have been trying to do or get; the fact of becoming rich or famous or of getting a high social position, whereas the word *successful* means achieving your aims or what was intended (Hornby, 2010:1491). The suffix-ful added here alters the meaning of the base. Furthermore, since suffix-ful classified as class changing affixes the word class alters from a noun into an adjective. The structure of the word can be drawn as follows:

Successful —————→ **[[Success]_N -ful]_{Adj}**

f. Verbs Derived from Noun and Adjective

Data 6

“.... and Summer Palace gate that **beautify** the lobby”.

(Title: Journey to The East, page: 144)

Based on the data above, the word *beauty* can be categorized as a noun. The suffix-ify is added to the word *beauty* becomes *beautify* as a verb. The suffix-ify added here alters the meaning of the base. The word *beauty* means the quality of being pleasing to the senses or the mind, whereas the word *beautify* means to make somebody or something beautiful or more beautiful (Hornby, 2010:116). Furthermore, since suffix-ify classified as class changing affixes the word class alters from a noun into a verb. The structure of the word can be drawn as follows:

Beautify —————→ **[[Beauty]_N -ify]_V**

3.2.2 Class Maintaining Affixes

Discussion of class maintaining affixes found in *HighEnd Magazine* was presented in this part. In class maintaining affixes, the affixes are used to maintain verbs from verbs, nouns from nouns, and adjectives from adjectives. The analysis of the function and the word structure can be seen as follows:

a. Verbs Derived from Verbs

Data 7

“.... is a story memorable enough to **retell** again and again over a lifetime”.

(Title: Voyage of A Lifetime, page: 134)

From the data above, the word *tell* can be classified as a verb. Prefix re- is added to the word *tell* becomes *retell* as a verb. Prefix re-added here alters the meaning of the base but the word class is still the same. Since prefix re-classified as class maintaining affixes, this prefix does not alter the word class. The word *tell* means to give information to somebody by speaking or writing, whereas the word *retell* means to tell a story again, often in a different way (Hornby, 2010:1262). The structure of the word can be drawn as follows:

Retell \longrightarrow **[Re- [tell]_v]_v**

b. Nouns Derived from Nouns

Data 8

“But ironically it was near-simultaneous heartbreak that brought their **companionship** to a full circle as they spent more time together”.

(Title: Like Pieces of a Puzzle, page: 88)

From the data above, the word *companion* can be categorized as

a noun. The suffix –ship is added to the word *companion* becomes *companionship* as a noun. The suffix –ship added here alters the meaning of the base but the word class is still the same. Since suffix –ship classified as class maintaining affixes, this suffix does not alter the word class. The word *companion* means a person or an animal that travels with you or spends a lot of time with you, whereas the word *companionship* means the pleasant feeling that you have when you have a friendly relationship with somebody and are not alone (Hornby, 2010:291). The structure of the word can be demonstrated as follows:

Companionship \longrightarrow **[[Companion]_N –ship]_N**

c. Adjectives Derived from Adjectives

Data 9

“From acting, I learned that the more **uncomfortable** I am with something, the more I should take a risk on it”.

(Title: Enchanting Earthling, page: 126)

From the data above, the word *comfortable* can be categorized as an adjective. Prefix un- is added to the word *comfortable* becomes *uncomfortable* as an adjective. Prefix un- added here alters the meaning of the base but the word class is still the same. Since prefix un- classified as class maintaining affixes, this prefix does not alter the word class. The word *comfortable* means making you feel physically relaxed, whereas the word *uncomfortable* means not letting you feel physically comfortable (Hornby, 2010:285). The structure of the word can be demonstrated as follows:

Uncomfortable → [Un- [comfortable]_{Adj}]_{Adj}

Conclusion

Derivational affixes can change the word class or change the meaning of a word base. The functions of derivational affixes can be divided into two namely class changing affixes and class maintaining affixes. In class changing affixes, there are some affixes used to form adverbs derived from adjectives, nouns derived from adjectives, nouns derived from verbs, adjectives derived from verbs, adjectives derived from nouns, and verbs derived from nouns and adjectives. Meanwhile, in class maintaining affixes, there are some affixes used to maintain verbs derived from verbs, nouns derived from nouns, and adjectives derived from adjectives.

There are 302 words attached by derivational affixes found in *HighEnd Magazine*. Based on the theory there are two functions of derivational affixes they are class changing affixes and class maintaining affixes. In class changing affixes there are suffix -ly, -y, -ness, -ity, -ing, -ment, -((a)t)ion, -er, -or, -al, -ance, -age, -ful, -able, -ive, -ent, -ish, -ous, -less, -ic, -ate, -(i)an, -ify and also prefix en- with total 275 words or 91,06%. In class maintaining affixes there are prefix un-, re-, dis-, mis- and also suffix -ship, -hood, -ist, -ess, -ish with a total of 27 words or 8,94%. The most frequently appearing is class changing affixes. From the data source, the writer found one prefix which is not explained from the theory that is prefix mis-. In addition, from the data source the writer found some suffixes which are not explained from the theory they are suffix -ous, -or, -ate and -age. Labelled and Bracketing was used to describe the structure of the

words added by derivational affixes.

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FLOUTING OF CONVERSATIONAL MAXIMS IN 'READY PLAYER ONE' MOVIE

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Abstract

Conversational implicatures is an important thing that need to be interpreted in a conversation to avoid misunderstanding between the speaker and hearer so that the goal of communication can be reached. This research focuses on analysing the types of flouting maxims used by the characters in science fiction movie entitled *Ready Player One* since it is important to make the conversation become more effective. The theory of cooperative principle proposed by Grice used to analyze the types of flouting maxims. The researcher used descriptive qualitative method to describes the data in order to provide deep understanding about the types of flouting maxims used by the characters in the movie. The result of the research shows that there are 25 data of flouting maxim in *Ready Player One* movie. Flouting the maxim of quantity is the highest frequency of flouting maxim in this movie with 8 number of occurrence or 32% occurrence. Furthermore, flouting the maxim of relation and manner has the same frequency with 7 data or 28% occurrence. Flouting the maxim of quality is the lowest frequency of flouting maxim with 3 data or 12% occurrence.

Keywords: *Cooperative principle, Conversational maxims, Flouting maxims.*

Introduction

Language is an important aspect in human life that is used as a mean of communication. Language is classified into two forms, namely spoken and written. Spoken language is simpler and more natural than written language as it is implemented more than written form (Affifatusholihah & Setyawan, 2016). Conversation is one of the forms of spoken language in which the participants communicate each other to share their ideas.

In building a good conversation, both speaker and hearer should be cooperative to avoid misunderstanding between them. Conversation can be said successful when the hearer could get the intention of the speaker's utterance. However, in daily conversation sometime the listener does not understand what the speaker intends to say. According to Hassani (2019), pragmatics studies what the speakers intend to say when they do communication in a conversation. In other words, pragmatics focus on how the factors outside language affect the conversation in a particular situation.

Grice (1975) proposed a theory called as cooperative principle where the participants of the conversation are expected to obey the rules of conversation in purpose to reach the goal of communication. Cooperative principle consists of four conversational maxims which make conversation run briefly and effectively. First is maxim of quantity which require the speaker to provide the right amount information as it is required by the interlocutors. Second is maxim of

quality which requires the speaker to be truthful and avoid an expression that is believed to be false. Third, maxim of relation which means be relevant. This maxim requires the speakers to say something which is relevant to the topic of conversation. The last is maxim of manner which requires the speaker to avoid obscurity and ambiguity of expression.

In daily conversation, people often disregard the conversational maxims through various ways, one of them is by flouting the conversational maxims. Cutting (2002) explain that flouting maxims occurs when the speaker seems break the maxim to convey implied meaning behind the utterances. By flouting the maxims, the speakers expect the hearer to interpret the conversational implicatures of the speaker's utterance. An implicatures in a conversation has to be unfolded in order to be understood (Mey, 2001, p. 45).

Based on the description above, this research focus to analyze the types of flouting maxim used by the characters in *Ready Player One* movie since this is important to build an effective communication. The theory of cooperative principle proposed by Grice (1975) is applied to answer the problem of the study which discuss about the types of flouting maxims. By knowing the types of flouting maxims, the hearer could find the intention behind the speaker's utterance easily.

Method

The data in this research were taken from science fiction movie in 2018 entitled *Ready Player One*. This movie was selected as the data source because it contained a lot of conversational implicatures. The

data was collected through observation method with 4 steps. The first step was watching *Ready Player One* movie repeatedly to observe the use of flouting maxim. The second step was reading the movie script. The third step was transcribing the utterances that contain flouting maxim in the movie. The last was classifying the data into each type of flouting maxims. This study applied the descriptive qualitative method. The data in this research were analyzed descriptively based on the theory of flouting maxims proposed by Grice (1975) to answer the research problems that aimed to find the types of flouting maxims found in the movie which consist of flouting the maxim of quantity, quality, relation and manner.

Discussion

There were 25 conversations in *Ready Player One* movie contained flouting of conversational maxims. According to Grice (1975) flouting maxims happen when the speakers blatantly disregard the conversational maxims to convey an implicatum behind their utterance. The researcher found the characters in the movie perform all types of flouting maxims which consist of flouting the maxim of quantity, flouting the maxim of quality, flouting the maxim of relation and flouting the maxim of manner. Below is the table of types of flouting maxims that occurred in the movie. The table also provided the percentage of each category of data.

Table 1. Types of Flouting Maxims in Ready Player One Movie

No	Types	Total	Percentage
1.	Flouting the maxim of Quantity	8	32 %
2.	Flouting the maxim of Quality	3	12 %
3.	Flouting the maxim of Relation	7	28 %
4.	Flouting the maxim of Manner	7	28 %
Total		25	100 %

The table shows that all types of maxims are flouted by the characters in *Ready Player One* movie. The total number of flouting maxims performed by the characters in this movie are 25 numbers of occurrences. The highest frequency of flouting maxim uttered by the characters is flouting the maxim of quantity with 8 frequency or 32%. This type of flouting maxims occurs when the characters in the movie intend to emphasize their ideas. They persuade the interlocutors to admit what the speaker have said is the truth. Moreover, the characters also give more information than it is required to justify their statements. Flouting the maxim of relation and manner have the same frequency with 7 times or 27% and followed by flouting the maxim of quality with 3 frequency or 12%. The example of data analysis is presented below.

1. Flouting the maxim of quantity

This type of flouting happens when the speakers provide more or less information than it is required by the interlocutor. This type of flouting maxim usually occurs when the speaker become more informative in a conversation (Grice, 1975). The example of flouting

the maxim of quantity found in the movie can be seen in the following conversations.

Datum 1

Parzival : What's up, Aech?

Aech : Hey what up, Z!

Parzival : The next race is in 20 minutes and I can't delay one. What the hell are you up to?

Aech : Man, getting' my kills on, bro.

Parzival : Is that Daito?

Aech : **Daito and Sho.**

(Ready Player One, 05:45 – 05:56)

The context of situation of the conversation above is in the game video chat. In the conversation, Parzival is asking about the man whom he see in front of Aech. He thinks that the man is Daito, his friend. In this situation they are in different places, Parzival is walking in the lobby and Aech is fighting in the battlefield. The conversation above involves Parzival and Aech, who are best friend in the virtual world. Parzival talks to Aech through the game video call while Aech is hunting an artifact in planet doom with Daito and Sho. Aech shot the enemies that are trying to attack a man. Parzival who is talking with Aech sees the man that he recognizes as Daito. He then asks Aech to make sure that the person whom he sees is Daito or not by saying “*is that Daito?*”. Aech who think that Parzival does not see Sho answers his question by saying “*Daito and Sho*” to tell Parzival that Sho also

join him to fight.

Aech utterance belong to flouting the maxim of quantity because in the conversation above, he blatantly gives more information than it is required by Parzival. Parzival's question requires "yes" or "no" answer but in Aech utterance, he exceed the amount of information that is required by saying "*Daito and Sho*". Through the utterance, he implies that he does not only fight with Daito but Sho also join him in the battlefield. This analysis is supported by Grice (1975) theory in which flouting the maxim of quantity occurs when the speaker blatantly gives more information than it is required or talk either too much.

2. Flouting the maxim of quality

This type of flouting maxims happens when the speaker says something that is untrue or the speaker tells lie which means he or she denies something that they believe to be false. The use of figure of speech like irony, metaphor, meiosis, and hyperbole may flout the maxim of quality (Grice, 1975). The data of flouting the maxim of quality can be seen in the following conversation.

Datum 2

Samantha : This leads right to the alley.

Wade : You first.

Samantha : **I'm right behind you.** Go now!

Wade : Come on!

Samantha : Wade, the OASIS needs you. I'm going to delay them.

Wade : Wait, no, no! Wait!

Samantha : You will forgive me for this, I promise.

(*Ready Player One*, 01:14:45 – 01:15:00)

The context of situation in this conversation is in Samantha's hideout. The participants in this conversation are Wade and Samantha. They are friend in the virtual world. In this situation, Wade is talking to Samantha in their hideout but suddenly, IOI armies raid the building where Wade and Samantha are hiding. They are trying to capture every people in the building. Samantha who is shocked because IOI are trying to capture them then led Wade into a room with a vent that lead to the alley. Samantha tells him to go to the vent to flee from IOI armies. She assures Wade that she would go after him but when Wade go to the vent and ask her to come with him, Samantha refuses and said "*Wade, the OASIS needs you. I'm going to delay them*". He then closes the vent to save Wade.

Samantha's utterance is classified as flouting the maxim of quality because in the conversation, she told what she believed to be false or giving untrue response. The utterance "You first. I'm right behind you" has contradictory meaning in which she does not fulfill her utterance that stated she will go after him. She refuses to go with Wade and decided to give time for Wade to flee from IOI armies. It can be seen in her utterance which stated "*Wade, the OASIS needs you. I'm going to delay them*". Her utterance implies that she wants Wade to be save. This analysis is supported by Grice (1975) theory in which flouting the maxim of quality occur when the speaker gives untrue

statement or in which they lack of adequate evidence.

3. Flouting the maxim of relation

flouting the maxim of relation usually occur when the speaker suddenly changes the topic of discussion and overt failure to address interlocutor's goal in asking a question (Grice, 1975). The speaker often flouts the maxim of relation to avoid a certain topic that he or she do not want to talk about. The data of this type of flouting maxim are presented below.

Datum 3

Parzival : Art3mis!

Nolan : Who?

Parzival : Samantha Cook! Where is she?

Nolan : **If you wanna talk, we can talk, but you gotta put that gun down.**

(Ready Player One, 01:22:06 – 01:22:15)

This conversation happens between Parzival and Nolan in the VR game called the OASIS. Parzival disguised as Wade Watts which is his real identity in the real world but in fact, they were in the VR game. Nolan did not know that he is still in the virtual world because Aech has hacked Nolan account so he thought that he had been in the real world. Knowing Nolan is unaware that he is still in the virtual world, Parzival takes an advantage from Nolan stupidity. He takes Nolan's VR device from his eyes as if they are in the real world. Nolan surprised because he saw Parzival and Daito in front of him with a gun. Parzival ask him a question about where does he kept Samantha by

saying "*Art3mis!*". Nolan does not know who is he looking for then asks Parzival who is he talking about by saying "*Who?*". Parzival answered his question that she is looking for Samantha while threatening Nolan with a gun on him in order to get the truth about Samantha. Nolan who feels threatened, then negotiate with Parzival by telling Parzival to put the gun down so they can talk.

In the conversation above, Nolan has flouted the maxim of relation because he gave an answer that is not relevant to the topic. in the conversation Parzival asks him regarding where he keep Samantha but he gives an answer that is not relevant to Parzival's question by saying "*If you want to talk, we can talk, but you gotta put that gun down*". Nolan's response fails to observe the goal of conversation which requires an answer that mention about a place but Nolan does not include it in his answer. In his utterance, Nolan implies that he will be cooperative when Parzival and Daito stop pointing the gun at him. This analysis is supported by Grice (1975) in which flouting the maxim of relevance occurs when the speaker does not give relevant answer to the topic of discussion. This type of flouting maxim usually involves a sudden change of topic.

4. Flouting the maxim of manner

Flouting the maxim of manner involves the absence of explication, briefness and transparency of communicative purpose. The speaker or the listener should not use words in which one of them does not know or will not understand. Both of them should also not

state something in a long, drawn-out way if they could say it in a much simpler manner. This type of flouting maxim mostly occurs when the speaker uses ambiguity of expression in their utterance or when the speaker is trying to obscure the information that they want to give to the interlocutors (Grice, 1975). The example of flouting the maxim of manner is presented in datum 4 below.

Datum 4

Parzival : AeCh, ten minutes till the race starts.

AeCh : **OK mom, I heard you.**

(Ready Player One, 07:08 – 07:11)

This conversation occurs in the game video chat which involved Parzival and AeCh who are best friend in the virtual world. In this situation, AeCh is hunting an artifact in the planet doom while Parzival talk to him from the game lobby. Parzival wants to remind AeCh his best friend that the race will start in ten minutes. He wants his best friend to join him for the race on time. AeCh who feels his concentration is broken because Parzival is talking too much, then gives a response to Parzival's question by saying "*OK mom, I heard you*" to tell Parzival that he has heard what he says.

Based on the conversation above, AeCh flouts the maxim of manner because he is giving ambiguous expression in his utterance. The word "*Mom*" in his utterance is causing ambiguity because Parzival might be confused by his utterance. He might think that AeCh is talking to his mom in the real world. In fact, he is calling Parzival by saying "*Mom*". In this context, Parzival is not AeCh's mother but

he is Aech's best friend. Related to the context of situation, Aech flouts the maxim of manner to imply that he wants Parzival to stop bothering him because he is still fighting in the planet doom. Based on the explanation it can be concluded that Aech has flouted the maxim of manner which requires the speaker to avoid ambiguity. This analysis is supported by Grice (1975) in which flouting the maxim of manner occurs when the speaker is blatantly being ambiguous or obscuring expression in a conversation.

Conclusion

This study focusses on flouting maxims found in the characters' conversation in *Ready Player One* Movie through the use of the theory of cooperative principle proposed by Grice (1975). The theory is used to analyze the types of flouting maxims found in the movie. The result of the study shows that the characters in *Ready Player One* movie perform four types of flouting maxim which are flouting the maxim of quantity, flouting the maxim of quality, flouting the maxim of relation and flouting the maxim of manner. From all the types of flouting maxim that are performed by the characters in the movie, the most dominant data that appear in the movie is flouting the maxim of quantity with eight frequencies. The characters in this movie mostly flouted the maxim of quantity to emphasize their argument in order to persuade the interlocutors. They were trying to influence the interlocutors to agree with the speaker's ideas by giving more information. Moreover, the characters also give more information than

it is required to indirectly mock or tease the interlocutor. Flouting the maxim of quality appears three times in the movie. This type is the lowest occurrence of flouting maxims that appear in the movie. The characters in the movie flout the maxim of quality when they were involved in precarious situation that force them to give incorrect information. Furthermore, they say something what they believed to be false in purpose to fulfill their own purposes. Flouting the maxim of relation appears seven times in the movie. This type of flouting maxim occurs when the characters give a response that is out of the topic of discussion. They gave irrelevant response for the interlocutors in purpose to change the topic of conversation that the speaker does not want to talk about. The characters also flout the maxim of relation to negotiate with the interlocutors. The last is flouting the maxim of manner which occur when the characters give ambiguous expression or when they give obscure expression in order to reprimand and tease the interlocutors. Flouting the maxim of manner appears seven times in the movie.

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AN ANALYSIS OF HYPERBOLE FOUND IN SHAWN MENDES SONG LYRICS

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Abstract

Language is the primary media to communicate, and it can build the relationship with each other which has function to carry the meaning. This study concerns to analyze hyperbole found in Shawn Mendes song lyrics that were released in 2016. There are two problems that are formulated in this study, they are: (1) what are hyperbole found in Shawn Mendes song lyrics; (2) what are the meaning of hyperbole found in Shawn Mendes song lyrics, there are two theories used in this research the first theory proposed by Knickerbocker and Reninger (1963:367) that is used to identify hyperbole and the second theory is the theory of meaning which supported by Leech (1981) to analyze the meaning. The method used in collecting the data was done by formal and informal method. The writer collected the data by listening the songs, reading the scripts, underling, and classifying the lyrics which are contain one type of figurative language that is hyperbole. The data analyzed descriptively by using qualitative method. The total of hyperbole found in eight tittle of Shawn Mendes lyrics are 10 terms, the songs that most appear used of hyperbole is "lights on" which has three terms.

Keywords: *hyperbole, meaning, song lyrics*

Introduction

Basically, language is the major factor of human daily life to build communication with each other. Without learning language, we cannot communicate to other people also unable to create relation in social life because language itself is the tools to convey something. Language is become usual medium among human being (Altikriti,

2016). Through language people able to share their opinion, experience, ideas, and emotions. In applying the language, it can be applied in written, spoken, and gesture or sign language. language also become the media to that used by the people to carry the explicit even the implicit meaning. According to Sapir (1921), language is the symbol of communication in delivering the ideas and emotions. Communication is the way to share the ideas and it is successful not when the addressee recognizes the linguistic meaning of the utterance but when he/she infers the speakers meaning from its (Altikriti, 2016)

One of language which famous is English language, it has become the international language and it is functions is to create the relationship between international people particularly for political and business interests. Since knowing language, people able to create their emotion and feeling. There were many types of people delivering the purposes to other people are direct and indirect. Direct communication people tell their purpose without using the dept imagination to understand and it is not the new thing by the speaker or hearer, while indirect communication is the way how people tell their purpose to the others use the varieties ways and it needs time to understand what they said. Most of People convey their bury feelings through many ways such are poetry, novel, and song. People apply their imagination via figurative language.

Figurative language is expression by the speaker or writer which has the function to fetch the meaning which is different from the

literal interpretation. Prawiro (2019) defines that figurative language used to give effect to the story of the song by comparing or identifying one thing in terms of another that has a meaning or non-literal. Figurative language has the central role in writing the song, poetry, and novel because by using the figurative language, it is the way to make the people interested with their creation. Knickerbocker and Reninger (1963) states that there are ten types of figurative language such as; simile, personification, metaphor, hyperbole, synecdoche, paradox, metonymy, allusion, irony, and dead metaphor.

By the definition above, it is concluded that figurative language serves to deliver the feelings, thoughts, and perception that is unable to express in literal meaning. One of figurative language that is exist in figurative language is hyperbole. Hyperbole is derived from Greek word "*hyper*" which means over and "*ballien*" which means throw. Based on Perrine (2011:101), hyperbole or overstatement is simply exaggeration in the service of truth. The author can use hyperbole to add an extra drama or comedy of the propaganda situation.

Hyperbole is one figure of speech that usually used by the speaker or writer of human daily life such as in writing the song or poem. The existence of hyperbole has become the major factor to make people engrossed what is conveys by the speaker. Hyperbole is figure of speech which full of aesthetic because there is explicit meaning that might be difficult to understand. According to Chaer Abdul (2012), semantic divided into six namely: lexical, grammatical and contextual meaning, referential meaning, connotative meaning, conceptual meaning, and lexeme.

This research interested in analyzing hyperbole found in Shawn Mendes song lyrics. Shawn Mendes is a singer which has rich of logical thing and high imagination in writing the song. One of the figurative languages he used is hyperbole. Hyperbole is part of speech which found in Shawn Mendes song lyrics. In this research there are eight title of song which contains hyperbole. The researcher focused analyze ten songs from Shawn Mendes because there are some hyperboles are found. The used hyperbole in song lyrics is important because hyperbole is the figure of speech that can make the lyrics interested.

Song is one of way to entertain ourselves because the lyrics that exist in the song might bring us into emotion and also and also might be brought inspiration. When we listen to the song, sometimes we find some lyrics that very strenuous to understand that we have never heard before in our daily life conversation of the lyrics, it might be has the stylistic of sentence.

The lyrics which exist in the song is output of the writer experienced and they got the inspiration. Via the inspiration they be able to create the lyrics into many types of figures of speech. Hence, it is important to understand the types of figurative language that exist in song lyrics particularly hyperbole. In other hand lyrics is the result of imagination by the writer. Hyperbole is part of speech which has important role in song that are written by song writer because it will make people curious and interested with that song. Hence, it is

principle for those who loves song to figure out what are the literal meaning of hyperbole which found in the song lyrics.

In this research analyzed eight selected song lyrics by Shawn Mendes album “Illuminate” that were released in 2016. Shawn Mendes is the Canadian singer and song writer. One of his song that was popular in the world is “*Treat You Better*”. This is the rationale the researcher finds out hyperbole, and the meaning of it that found in his song lyrics.

Regarding to the research background, there are two problems raised by the researcher as follows: 1) What are the total of hyperbole found in Shawn Mendes song lyrics? and 2) What are the meaning of hyperbole used in Shawn Mendes song lyrics? In this research, the writer proposed two purposes of the study as follows: 1) To find out hyperbole used in Shawn Mendes song 2) To analyze the meaning of lyrics of hyperbole found in Shawn Mendes. This research specifies to analyze of hyperbole and its meaning which found in Shawn Mendes song lyrics.

Method

The data of this research were taken from Shawn Mendes’s album (Illuminate) and it was chosen eight songs which has hyperbole entitled, *Treat You Better*, *Ruin*, *Mercy*, *Three Empty Words*, *Lights On*, *Patience*, *Understand* and *Roses* were released in 2016. This research used qualitative method to serve the data by explanation and discussion. There are four steps in collecting and processing the data are: a) listening to the song carefully and repeatedly to understand the contest of the song, b) downloading the lyrics of the song in internet

and then listening again while check the script of song, c) underlining the sentence of the lyrics that have figurative language of hyperbole, d) classifying the data based on types of figurative language of hyperbole.

The method that used to analyze the data is qualitative method which analyzed it descriptively. The first steps in this analysis were identifying the hyperbole found by using the theory of figurative language by Knickerbocker and Reninger (1963:367) and used the theory by Leech (1981) to find out the meaning.

This research was presented through formal and informal method. Formal method was supported by using table in order to make the data clearly and easy to be understood, while informal method was presented the description explaining the analysis. Descriptive method is used to describe the meaning of hyperbole found in Shawn Mendes song lyrics.

Discussion

In this research there were ten terms which contains hyperbole found in eight songs. from those ten terms of hyperbole writer were analyzed based on theory of figurative language which is proposed by Knickerbocker and Reninger (1963:367) and supported by Leech (1981). In the table 3.1 we can see the detailed number of the research finding regarding to total hyperbole found in song lyrics of Shawn Mendes album “Illuminate” that were released in 2016.

Table 1 Hyperbole Found in Ten Song Lyrics of Shawn Mendes

No	Type	Tittle of Songs	Numbers of Data
1	Hyperbole	Lights On	3
		Treat You Better	1
		Ruin	1
		Mercy	1
		Three Empty Words	1
		Patience	1
		Understand	1
		Roses	1
		Total	10

Based on the table of data 3.1 above of hyperbole, there are ten data which contain of hyperbole served on the table. Ten data were taken from eight tittle of song in Shawn Mendes album they are; ‘Light On’ with the total three terms, Treat You Better, Ruin, Mercy, Three Empty Words, Patience, Understand, Roses, with the total one term in each song. By seeing the list of the total in box, the song most widely used of hyperbole is ‘Lights On’.

This part analyzed the data with small description how the hyperbole defined. There are ten data that analyzed. According to Knickerbocker and Reninger (1963:367), hyperbole is an exaggeration used for special effect. Hyperbole is one of figure of speech that full of entity politics to create imagination which has the function to carry the meaning based on the condition that might has happened.

Data 1

I wanna love you with the lights on
Keep you up all night long

Darling, I wanna see every inch of you

I get lost in the way you move

(“Lights On” line 11)

The sentence above categorized as hyperbole because there is an exaggeration of the sentence by the song writer. Apparently, it is the propaganda way in order to understand and learn more about her. In fact, we cannot see every inch other people since people have secret that cannot show other people.

The sentence above contained connotative meaning because the meaning that appear in this sentence is beyond from literal meaning. In point of fact, people love each other of course by looking something special by someone. Hence, he wants to know more about her bad and good attitude of her life. As we know, eyes unable to see small thing that exist inside of other people. Connotatively, the sentence” darling, I wanna see every inch of you” is represents by the songwriter feeling that he wants open minded both of them. In this case, the message of the sentence is when we fall in love with someone, we should be more understand about he or she that we love.

Data 2**Hold you 'til the night's gone**

Darling, I wanna see every inch of you

I get lost in the way you move

(“Lights On” line 10)

The sentence above categorized as hyperbole because there are exaggeration things between the word “hold” and the phrase “night’s

gone”. “Hold” is the activity that human doing every day in specific condition, and “night’s gone” is the dark intensity of condition which started from 06 PM to 06 AM. As we know, we have limited energy to hold people since those things are something impossible that human doing all night, but it is kind of exaggeration by the song writer to express his love.

Regarding to Leech (1981), this sentence defined as connotative meaning because the meaning is beyond from the literal meaning. In reality hold is the way to show the attention to other people. In this sentence means that, the author expresses his feeling through varieties ways. He wants their relationship looks harmonize every day. In this case, the author describes his care and attention to his partner.

Data 3

Hold you 'til the night's gone

Darling, I wanna see every inch of you

I get lost in the way you move

(“Lights On” line 12)

In data above categorized as hyperbole because the sentence clearly exaggeration. In the reality, lost is the condition that unforeseen incident was committed while “move” is the human movement every day. In fact, people never lost by seeing other people how they move and it is impossible happened in life. Human cannot lose because have mindset and characteristic.

The data above defined as connotative meaning because in fact, human never lose since has the characteristic of human being. Lost in this sentence do not the real defining of lost but, it is explaining that

the song writer lost the expectation and feels ignore by his partner. Connotatively, the sentence” I get lost in the way you move” means that his girlfriend do not loyal to him hence, he thought that he lost his happiness because he faced bad things in his life.

Data 4

We're still talking everyday

I'm running out of things to say to ya

What's really gonna break my heart

Is to have to tell your little brother

(“Three Empty Words” line 16)

This sentence classified as hyperbole because the author giving overstatement. When we speak to other people, we never running out of things to say. It is impossible people running out of things to say.

Leech (1981), states hyperbole is an exaggeration. This sentence categorized as connotative meaning because the meaning is conveying the beyond meaning that exist in this sentence. The author very admires to the girl that might have lovely appearance or attitude of the girl so that is why he feels nervous when stay close with her. Connotatively, the author wants to tells that he was running out of things to say since by looking the appearance of the girl.

Data 5

I'll stop time for you

The second you say you'd like me to

I just wanna give you the loving that you're missing

Baby, just to wake up with you

(“Treat You Better” line 17)

The data above showed as hyperbole because there is an exaggeration of the sentence and it can be seen the words “stop” and “time”. Stop is the end of movement of activity, and “time” is the period of the condition. Time as always run and it cannot stop by other things even human. Human do not have super energy to stop the time since time is not living things. The sentence above is very overstatement by the song writer that he gives the opportunity to his girlfriend.

The sentence above classified as connotative meaning because the meaning which appeared is beyond from the literal interpretation. As we know, human have limited energy to face the possible things but, the sentence” I will stop time for you” is the clearly exaggeration that the song writer wants to describes his affection that time is important to his girlfriend. He has spare time even though he got busy but, he can manage the time to his future partner. The message of this sentence is the author express his attention to his partner.

Data 6

And I'm not tryna ruin your happiness, baby,

But darling, don't you know that I'm the only one?

Do I ever cross your mind?

Do I ever cross your mind?

(“Ruin” line 30)

The data above evidently categorized as hyperbole because the song writer has said exaggerated thing to the girl. It can be seen by two words that exist in the lyric; “cross” and “mind”. Cross is the

movement activities particularly when cross the line, and “mind” is the human intellect. In truth, human never cross to other people mind since mind is not the place to cross.

The sentence above has connotative meaning because the meaning which has appeared in the sentence is beyond from literal meaning. Cross cannot exist in human mind, but through great mind human able to change impossible thing. Connotatively, the sentence “do I ever cross your mind?” is explaining about feeling by the author which full of curious. Hence, he wants to get some answer of his wonder feeling.

Data 7

You've got a hold of me
Don't even know your power
I stand a hundred feet
But I fall when I'm around you

(“Mercy” line 3)

The sentence above defined as hyperbole since we knew that people never stay hundred feet. “Stand” is the activity to stay in specified time, and “hundred feet” means is position which have the great amount. Human never do the things that out of human characteristic. Human of course has the limited energy to run their life and it is absolutely happened in real life.

The meaning of the sentence above defined as connotative meaning because the meaning is out of literal meaning. the sentence “I stand a hundred feet” do not means as powerful but the meaning is the

author wants to tell that he was ignored by his girlfriend and all the expectation have gone, he needs mercy from her.

Data 8

Ooh, you give me a little taste

Lure me in then you take it from me

Oh, I hate that, I love it **cause you're driving me crazy**

(“Patience” line 7)

Knickerbocker and Reninger (1963:367), hyperbole is an exaggeration for special effect. This sentence classified as hyperbole because the songwriter exaggerating driving can make people crazy. As we know, driving the activity particularly drive the car and bike. “Driving” is the activity to control and operation vehicle, and “crazy” is the mentality disruption. We never knew people feel crazy by driving. it could not happen in real life. In this case the song writer interested with someone.

The sentence above categorized as connotative meaning because the meaning is beyond from the literal meaning. As we know, we cannot make people crazy, but we can make change people mentality. In this sentence crazy is not explain about people disruption but it explains about the song writer feels happy he found the girl who was made him interested. Connotatively, the lyric “you’re driving me crazy” is the way convey his feeling that he was fall in love with the girl with her beauty, attitude and everything. In this case, the author wants to tells that he was very interested hence, he feels crazy.

Data 9

When you wake up

Your whole world's flipped

It's just different and you gotta, you know

You gotta, you gotta go with it and

That's just simply growing up

(“Understand” line 34)

The data above categorized as hyperbole because the exaggerated that people wake up make the world flipped. It is distinctly exaggeration by seeing the phrases” wake up” means is the condition when wake up from the bed, and “world flipped” means is the condition of change position. We know that “world” is the place we live it is impossible when we wake up can change the world position. Human do not have energy to change the something impractical since we knew that human just have bounded power.

The meaning of the data above defined as connotative meaning because the beyond is beyond from the literal meaning. The sentence is illogical since we know that when people wake up, we never seen the world change the position. The sentence does not describe the “world” itself, but describing that identical with the “world”. Connotatively, the “world” is representing the people who are live in the earth. Respect and understand other people in the world is the way to change of life. The meaning of the sentence is the author wants conveys to his girlfriend to respect each other because by doing that positive thing, people around us feel comfortable.

Data 10

It's not that I don't care about the love, if you have

It's not that I don't want to see you smile

But there's no way that he can feel the same

Cause when I think of you, my mind goes wild

(“Roses” line 18)

The sentence above, showed as hyperbole because the sentence clearly overstatement by seeing the words” think” and” wild”. Think in dictionary is the way to form connected ideas, and “wild” is the something that out of control. If we think someone, we never feel our mind goes wild. When people think other people, their mind never will, since as human being when think each other surely have the control. I this case the author might think that there is something special about someone hence, he always thinks about that woman.

The sentence above totally connotative meaning because the meaning of the sentence is beyond from the literal meaning. connotatively, the sentence” when I think of you my mind goes wild” is explaining about the author felling that he was very happy when he saw someone that he interested. Hence, his mind feels wild when saw his partner.

Conclusion

Finally, the writer has analyzed eight song lyrics in Shawn Mendes which contains hyperbole they are; *Treat You Better*, *Ruin*, *Mercy*, *Three Empty Words*, *Lights On*, *Patience*, *Understand* and *Roses* were released in 2016. Those songs containing ten terms of hyperbole. During processing identifying the data, the researcher found wonderful aspect. The writer concluded that the song writer has awesome imagination to apply his feeling to the listener. In this

research the writer found ten data which are contained hyperbole, those ten terms of hyperbole found in eight songs from Shawn Mendes song lyrics. The most song widely used hyperbole is “*Lights On*” which has three term of hyperbole, last rank are; *Treat You Better*, *Ruin*, *Mercy*, *Three Empty Words*, *Patience*, *Understand* and *Roses* only have one term in each song. There is one type of meaning found in the lyric is connotative meaning.

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TRANSFORMATION PRACTICES OF MULTILITERACY IN ENGLISH CLASSROOM

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Abstract

Today's students are digital native generations that heavily rely on the use of technology and social media in their personal, interpersonal and social interaction. Their way of living indeed shapes the way they interact, learn and perform in English learning class. In accordance with that, multiliteracy which is recognized by the use of technology and social media is seen as a 'bridge' to fill the gap between teachers and the digital native students. The objective of the present research, therefore, is to investigate the implementation of multiliteracy in teaching speaking at SMPN 2 Batu. To answer the research question, the research employs a qualitative research design which uses observation and interviews as the research instruments. The result of the present research revealed that seven practices indicated the integration of multiliteracy in teaching speaking at SMPN 2 Batu. The practices involve the use of pictures and video to support the lesson, the creation of video and poster as the student project, students' exploration of digital tools to edit pictures, the use of online platform to submit the work, the exploration of the internet to facilitate their learning, the exposure of conventional as well as digital text, and lastly, reflection. In addition, there are four challenges experienced by the teaching in multiliteracy at SMPN 2 Batu namely time constraint, limited internet connection or access, passive students and diverse digital skills.

Keywords: *Multiliteracy, multimodality, Teaching Speaking, 21st century skills.*

Introduction

As the technological development has transformed people especially in the way they interact with others, pedagogy at all levels needs to be transformed along with the technology advancement. Teenagers today are identified as the digital native generation, since they are highly depending on the use of digital devices in their personal, inter personal as well as social interaction. Digital Native learners use digital learning devices where the students and teachers use the opportunity to interact digitally (Nur & Riadil, 2019). They further stated that it is because the digital native students were born in the era when instant and virtual networking is inevitable. The generation is heavily attached to the smartphone for various purposes from academic, social, and or entertainment.

Given that the present teachers need to deal with the digital native generation, special treatment needs to be undertaken. Teachers are demanded to improve their knowledge and skills to cope with today's challenges. Today's English class demand for multiliteracy which enables students not only uses single modality, but multi-modality in their learning process. Multiliteracy is "The multiplicity of communications channels and media and the increasing salience of cultural and linguistic diversity" (Cope & Kalantzis in Rivas & Cardozo, 2018). It means that the multiliteracy utilizes multimodal communication tools which contribute to variation in linguistics and culture. In addition, multiliteracy has expanded the border of literacy

orientation since it integrates the use of four modalities such as reading, writing, speaking, and listening, the use of cognitive, linguistics and sociocultural dimensions in the meaning making processes and communication (Paesani, 2018). Indeed, literacy skills have been expanded to multi-literacy one (Hidayat & Susanto, 2020).

In accordance with that, this paper aims at examining teaching practice with multiliteracy in the context of Indonesian junior high school. There are three reasons why it is important to highlight multiliteracy in teaching speaking at junior high school in Indonesia. Firstly, multiliteracy in teaching speaking is rarely discussed in the Indonesian context. The concept which is characterized by the great use of multimedia (Blyth, 2018) is quite problematic for Indonesian teachers. The current majority school situation does not support the use of multimedia in the classroom. The use of internet connection is limited at school, as some schools restrict the use of smart phone and or the use of social media at school. Secondly, teaching speaking especially for junior high school in Indonesia is not an easy task for English teachers. Indeed, the objective of teaching speaking is to improve students' oral production (Putra, 2019).

Additionally, Putra also stated that the skill to communicate in English affects the students' language performance at school and their success in their future. It is in 2013 Curriculum, Indonesian start learning English formally in junior high school. Moreover, the changing environment from elementary to secondary school has challenged the students' skills to the adapt the new learning atmosphere and new subject (Kustiningsih, 2019). It is due to the fact

that the English subject at school integrated all four English skills in the course. It means that the present curriculum, 2013 Curriculum, does not provide specific skills to be taught separately. The national examination held every semester put so many weights on reading, writing and grammar, without giving an adequate portion to other skills such as listening and speaking.

The English teachers need more time to teach speaking separately (Nazara, 2011 in Putra, 2019). In relates to that, Nur and Riadil (2019) stated that teachers prefer to teach grammar than speaking and writing. The last reason for the importance of focusing on teaching speaking in Indonesian Junior High School is because the students are facing complex problems in practicing their speaking skills. In regards to this, Kustiningsih (2019), revealed that in junior high schools, students experience speaking problems such as pauses in expressing the ideas, low duration in speaking, lack of vocabulary and low motivation to use English when speaking with teachers or classmates.

Multiliteracy, which enables the digital native students to use technology as well as social media to interact, is seen to be able to boost the students' motivation and performance in their speaking. This research conducted to analysis and describes the teacher integrate multiliteracy in teaching speaking at SMPN 2 Batu and what kind of the challenges to do it.

Method

The current research employs qualitative as the design. The qualitative design was chosen as the researchers intended to give comprehensive findings which are not from numerical data. The research involved three female teachers: one English teacher and the other two were the researchers who had the teaching internship program at the school. The English teacher has been teaching English for more than ten years. While the two teachers, the lecturers of the English Language Education Department, were there for the program of PDS (*Penugasan Dosen di Sekolah*) which encourages lecturers to teach at school to have teaching experience at the school level.

The data for the present research was taken from the observation and interview with the teachers. The observation was conducted for eight times with the aim to clearly depict the implementation of multiliteracy in teaching speaking. Particularly, the current research employed participant observation as the researcher played the role as the teacher and or the observer. In addition, an interview with English teacher was intended to know the teacher's challenges in integrating multiliteracy in teaching speaking. The qualitative data analysis was then conducted to identify the emerged theme which was validated through data triangulation.

Data triangulation which was conducted in order to improve the validity of the research was employed by checking the multiple data gained in the observation and interview. In doing so, the results of observation and interview were examined and coded to identify the theme. In terms of the context, the research took place during the odd

semester of 2019-2020 academic year at a junior high level, namely SMPN 2 Batu, East Java, particularly at eighth grades.

Content/Discussion

The findings of the present research revealed that there are eight strategies used by the teacher in integrating multiliteracy in teaching speaking at SMPN 2 Batu. Those strategies were elaborated as follows:

Strategies in integrating multiliteracy:

The teacher used pictures to introduce the topic in the lesson

The first strategy that indicated the implementation of multiliteracy is the use of pictures by the teachers. The pictures were shown in a PowerPoint presentation in different topics. When the topic addressed was expression of ‘congratulations’, the teacher displayed pictures related to the topic such as sports events, English competition and student competition. In addition, some pictures showing sequences of stories were also displayed when the teacher explained about the other topic, which was about health. The activity was done in order to attract students’ interest so that they are more motivated to engage in classroom activities.

Indeed, the skills and competence to introduce the topic and elaborate them is regarded as one of the basic pedagogical competence which needs to be mastered by teachers (Munib, 2018). Karwati and Priansa (2014) further argued that there are nine basics pedagogical expertise such as: the skill to start lesson, to ask questions, to reinforce,

to have stimulus variation, to elaborate, to facilitate discussion, to manage class, to facilitate individual learning and lastly, skills to close the lesson. In addition to this, multimodality in multiliteracy can be in various forms such as gestural, oral, visual and technological through songs, comics, articles, images, videos, songs, etc. (Valencia, 2017). Multiliteracy has expanded the use of text which is not solely in printed copy but also may exists with the combination of technology through digital form (Puteh-Behak & Ismail, 2018).

The teacher set a project in which the students created video and poster

The second strategy that characterized the use of multiliteracy in teaching speaking at SMPN 2 Batu was the teacher set the students project to create video and poster related to the lesson. Firstly, the students collaboratively created a video which showed their activities and conversation that use certain English expression. At that time, the students were expected to create a video of congratulating their friend for his or her achievement in a group of three.

Additionally, the students were also required to show conversation which implied disappointment and use the right statement to express it. Before record the video, the students discussed the content of the video and shared the roles. The speaking activities displayed in the video was performed by the students based on the skills and knowledge they have previously gained in the classroom. For the second project, the students were asked to work in pair to create a poster. The poster was about health which classified into four subtopics such as healthy mind, healthy body, healthy

lifestyle and healthy environment.

In regards to this, Sinegar and Ramadhan (2019) argued that current language teaching has transformed from linguistic competence to communicative competence. It means that learning language will be more meaningful if the students use the language as the means of communication. More specifically, by creating a video which shows how they interact using the target language, students are not only practicing their skills but also improve their communication skills.

In addition, discussion performed by the students indicated multiliteracy as they are able to interpret the information as well as communicate their ideas collaboratively (Julianda et al., 2018). In this strategy, the teacher played important role in facilitating and guiding the learning process so that the students were on the right track. She gave clear instruction so that the students know the way in accomplishing the project, checked the students' progress in accomplishing this task, and evaluate the results so that the students know their achievement. The teacher guided the students to complete the task and strengthen their understanding (Cao & Yao, 2018).

Teacher gives opportunities for students to explore and use picture/ font editing tools

Multiliteracy was characterized teaching speaking at SMPN 2 Batu when the teacher provides the opportunities for students to explore and utilize editing tools for their project. In the project of

creating a video, the teachers are aware that students have various level of digital skills. As the project was a group work, some students performed well with great results of video which showed the complexity in preparing the script, giving the subtitles and editing the video.

However, some other students had difficulties in accomplishing the task due to their lack of competence in creating a good video with audio and editing the results. Similarly, the diverse of students' digital skills was found in the next project which was about creating poster. When making a poster, some students have different style and way of editing the poster. Some groups preferred to use digital tools to edit the poster, while other groups prefer to have conventional way of editing with color pencil.

The above findings showed that technology indeed facilitate learning (Kohnen & Adams, 2019). It means that the students and teacher in 21st century need to take advantages of the overwhelmingly used of technology in every aspect of life. Accordingly, digital skills which are essential for 21st century skills are required. In relates to this, one of the purposes of multiliteracy is to acquire and improve 21st century skills (Abidin, 2015). More specifically, 21st century highlights the use of internet and online platform. Alvarez (2016) also suggested teachers to integrate the multimodality by optimizing potential channels in communication to create meanings.

The teacher asked the students to submit through online platform

The next strategy that indicated multiliteracy in teaching

speaking at SMPN 2 Batu was when the students were required to submit the assignment through online platform. At the final stage of their project, the teacher asked the students to submit the assignment via WhatsApp application. The application was selected to ease the submission process because all the teacher and students were familiar with the application. In doing so, the students did not difficulties in submitting the work, and the teacher also did not have difficulty to access and assess the work. The submission was done by sending the video file to the teacher's WhatsApp number.

Social networks and digital media platform have enables changed interpersonal and intrapersonal communications (Sun, 2019). It means that people nowadays have multiple and different preference for communication. Some people preferred to have offline, while others prefer to have online media through social media like Twitter, Facebook, WhatsApp, etc. In addition, online resources are encouraged to be effectively utilized as it more efficient (Nabhan, 2019). In the similar notion, Kent (2018) also identified the role of digital application to enable individuals to have borderless constant communication.

The teacher encouraged students looked for supporting ideas and pictures online

Multiliteracy was characterized teaching speaking at SMPN 2 Batu when the teacher encouraged the students looked for supporting ideas and pictures online. More specifically, the teacher guided the

students to explore the example of posters online and or the statement to support this. Although the teacher has given example of poster, but the students found it necessary for them to explore more examples online. The teacher at that time did not give demo of how the students can find relevant or supporting ideas or pictures online because all students have adequate skills in doing so through Google.

In regards to the way the students seek for more information independently, it is argued that the teacher needs to give space for the students to practice multimodality independently (Sun, 2019). In addition to that, she also stated that before giving the space for the students to independently learn, the teacher needs to provide opportunities for the students to ask questions. Accordingly, teacher may switch roles among director, co-explorer, co-learner as well as co-creator. Indeed, multiliteracy requires curricular modification in response to the changes in classrooms so that the teachers are adequately equipped with necessary skills and knowledge (Kent, 2018).

However, the anxiety of using technology was indicated in the work of Kohnen and Adams (2019) who reported that in China, the parents were worried of the excessive use of smart phones or computers that may threaten the student academic progress at school. It was due to the negative propaganda in the media that warns the negative effect of internet and technology addiction.

Teacher provide reading texts in various forms to solve problems and create knowledge

Multiliteracy was indicated in teaching speaking at SMPN 2

Batu when the teacher provides the students with reading text in various forms, from printed to digital forms. The printed books are easily available at the school library. In the strategy, the teacher asked the students to find relevant and required information about a famous doctor in Indonesia in history. In doing so, the students were expected to gather important information at school library which complete the missing information. It was interesting activity because the teachers intentionally asked the students to visit the school library to collaboratively find the book, discuss the answer and by doing so, creating the knowledge. On the other hand, the students accessed the digital text when the students were asked to find poster which inspired them for their poster project.

They googled out the relevant posters to enrich their ideas about how to create an interesting poster. Multiliteracy is the learning mode that enables the students to use all the four skills in language efficiently and integrate them with knowledge they discover (Rahman & Damaianti, 2019). When the students conventionally gather information by reading books at the library as well as in digital form, the meaning making process is created in the concept of literacy.

Teacher conducted reflection

The last strategy that characterized multiliteracy in teaching speaking at SMPN 2 Batu was reflection. In the reflection, the teacher provided opportunity for the students to express what they thought about the strategies implemented. From the reflection, it was found that

all of the students enjoyed the overall learning process. Although some students mentioned that had their own difficulties, they stated that the projects have enabled them to explore English beyond classroom.

In regards to this, Nabhan's work (2019) also indicated that reflection is critical stage in multiliteracy. The study which was done in writing context is used as empirical data about the implementation of multiliteracy. The reflection implemented in the present research was also done in order to identify the students' responses of multiliteracy in their class. Similarly, it is also stated that multiliteracy provides opportunity for the learners to apply the knowledge reflectively which attached to their goals. Wiley (2019) argued that students who are reflective have better performance and have the tendency to remediate their actions. Additionally, the reflection is given by allowing the students to express their experience in the implementation of multiliteracy (Nurlaela, 2020).

Challenges in integrating multiliteracy in teaching speaking at SMPN 2 Batu

Based on the interview, there are four challenges in in challenges in integrating multiliteracy in teaching speaking at SMPN 2 Batu. Each of the challenges was explored below:

a. Time constraint

The first challenge in integrating multiliteracy in teaching speaking at SMPN 2 Batu was time constraint. It means that the teacher needs to invest more time not only in planning the lesson, but also in implementing the lesson. This is due to the use of videos or pictures to introduce the topics of the lesson, and to support the learning activities.

Based on the teacher's interview, she stated that she needed more time to find and set the right images or videos. She further elaborated that she needed to match the images and or videos with the objective of the lesson, as well as the students' familiarity. She needed to make sure that images or videos supported the students' understanding and suitable with their level. In this regard, the teacher stated that:

"It takes time for me to prepare the lesson, especially when I need to google out the supporting images for my students. I have to select the appropriate images that interesting for teenagers like them, understandable for their level, and match with the objective of the lesson."

Reflecting from the finding, time is regarded as challenge since multiliteracy involves digital devices and skills which may take effort and time. Nabhan (2019) supported the view by stating that the shift from traditional way of teaching takes time and effort for the teacher to prepare. Accordingly, Munib (2018) suggested that the teacher needs to have a good time management. Being aware about the time constraint, he added that the teacher needed to set priorities in managing time. An effective teacher is the one who can strategically plan and manage the use of teaching time to frame and arrange tasks to help students keep learning in the classroom or at home.

b. Limited internet connection or access

Secondly, the challenge in integrating multiliteracy in teaching speaking at SMPN 2 Batu was identified in the limited internet access. As multiliteracy has shifted the learning modes into student-centered ones, students were expected to seek relevant information her or

himself. The easiest activity to do so was exploring the internet which required connection. It became challenge as some students reported that they have limited internet access at home. They said that they did not have enough access because they have limited connection at home. The challenge was identified during the class observation. It happened when the teacher asked about the students' difficulties in working on their project. The student stated:

“Mam, I had a problem with connection, because I had limited internet package (connection). I had to edit and upload the video.”

However, the students coped with the challenge by looking for the free internet access offered by coffee shop around their neighborhood. They further commented:

“My friends and I decided to go to coffee shop with wifi connection so that we can discuss and browse the internet freely...”

The same constraint is identified in the work of Nabhan (2019) who reported that the respondent stated notion which implied that students face difficulties if the connection is bad. Moreover, in Chinese context, the challenges of internet access were also identified (Sun, 2019). It was stated that multiliteracy is not applicable when only teachers who have the access to internet while the students do not have adequate access on internet or digital devices. The limited access of internet was reported to be significantly affecting the students' performance in multiliteracy.

c. Passive students

Passive students became the challenge in integrating multiliteracy in teaching speaking at SMPN 2 Batu. Based on the observation, some students were passive and reluctant to participate in

the classroom activities. In addition, they did not engage well in the class activities and preferred to stay silent in the group discussion. At that time, when the teacher asked about the appropriate expressions for certain situation, the students actually knew the answer, but they remained in silence because they were afraid of making mistakes. In the teacher's perspective, it is said:

"The weaker students seem to be passive, tried to avoid classroom participation. They sometimes are not confident with their English. I had to really invite them to discuss with their peers and speak up"

Indeed, passive students indicated that they are not motivated in the lesson. Valencia (2017) stated that when the students were motivated, they can express their ideas creatively. When the researcher asked the reasons why the students were passive, the students stated that they had low self-confidence to participate in the classroom activities.

d. Diverse digital skills

The last challenge in integrating multiliteracy in teaching speaking at SMPN 2 Batu was the diverse digital skills. As previously mentioned, students have level of different digital skills. Some of them are great at using certain software and or application to create poster or video, while others are still struggling to do so. In this case, the teacher stated that"

"The students have different level of computational and digital skills. In previous class, some students have sophisticated skills in producing an attractive video as their project, but some others do not have the skills to do so."

The same challenge is also identified by Sun (2019) who conducted a research on multiliteracy in Chinese context. She argued that with limited digital skills, multiliteracy cannot be effectively implemented as both teacher and students need to have skills; otherwise it is only 'semi-play'. Moreover, it is also argued that multiliteracy in pedagogy has transformed the role of technology in education that become more inevitable. The same notion is identified in the work of Kohnen & Adams (2019) who reported that multiliteracy has improved the students' technological literacy. In accordance to that, the diverse level of digital skills similarly pinpointed in the research of Liu (2018) suggested that the teacher is encouraged to give prerequisite computer skill and give the students sense of freedom to expand the skills themselves.

Conclusions

The present paper pinpointed the use of multiliteracy in teaching speaking at SMPN 2 Batu. Driven by two research questions which firstly focused on the implementation of multiliteracy and the challenges occurred during the process, it was found that the multiliteracy was implied in eight practices in the classroom such as the use of pictures and video to support the lesson, the creation of video and poster as the student project, students' exploration of digital tools to edit pictures, the use of online platform to submit the work, the exploration of internet to facilitate their learning, the exposure of conventional as well as digital text, and lastly, reflection.

Secondly, the research also revealed four challenges in implementing multiliteracy at SMPN 2 Batu namely time constraint,

limited internet connection or access, passive students and diverse digital skills. All in all, the result of the research has evidenced the implementation of multiliteracy in English teaching, particularly in the junior high school level. Although some challenges are experienced, multiliteracy for the junior high students can be applied by integrating multi modal resources, such as audios, videos, images and reading text. In line with this, Zhang and Zou (2020) stated that multiliteracy aims to enrich the students understanding in various modes to have various contest of situations. Accordingly, teachers can use multiliteracy framework to enhance the students' understanding in their pedagogical experiences.

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POLITICAL DISCOURSE STRUCTURE ON JOE BIDEN'S ACCEPTANCE SPEECH

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Abstract

Politic is a struggle for power to gain attention and persuade the audience. This study attempts to describe the political discourse on Joe Biden's Speech. The data were taken from Joe Biden's acceptance speech at the 2020 Democratic National Convention. The analysis of the data was conducted by a descriptive qualitative method. The writers tried to find the structure of political discourse in Joe Biden's speech. The result of this study shows there are 8 topics found in Joe Biden's speech, namely (1) Crises, (2) the country that everyone wishes to live, (3) missions of Joe Biden, (4) Joe Biden and Kamala Harris's life story and family, (5) the campaign and election's value, (6) Joe Biden's reason for running as president, (7) Joe Biden's opinion of his opponent, and (8) Joe Biden's perspective about America. Each topic consists of some elements of political discourse structures: local semantic, lexicon, syntax, rhetoric, expression structure, and speech act and interaction. Therefore by considering the use of political discourse structure, the speaker able to persuade the audience.

Keywords: *Politics, Political discourse structure, Speech.*

Introduction

Language has become an essential tool in humans' lives to express themselves, change information, persuade, deliver an idea, etc. When language is used in political discourse, the function might be to change information or provide an idea the target is to manipulate certain things. According to (Aristotle, 1926), language is used to impress the audiences and persuade them against specific actions. Speech is used by people involved in politics to communicate with citizens to influence or gain power by making them on their side. Political speech can be said as a speech to struggling for power, control, and maintain it.

People are delivering a speech at many events. However, they will most of the time put their interest if the speaker is an essential people such as politicians or presidential candidates because they will be the next leader if they are elected and determine the nation's future. Usually, political speech provides an argument against the opponent by stating the opponent's negative side and the positive side of himself. Politics is seen as an action to struggle for power between them who try to maintain and resist it. Politics cannot be separated from persuasion and gain public attention. Speech is brought by politicians or presidential candidates mostly about issues around those areas or countries.

Furthermore, they will show their interest in it and promise their future action toward those issues. In organizing the political process, language holds an essential role in persuading citizens to choose them and against the opponents. Politics is always about the powerful

political institutions in conducting political actions. Therefore, the study of political discourse is identified as a study to investigate political action's language.

In the 2020 United States presidential election, Joe Biden is a candidate from Democratic Party against Donald Trump from Republican Party. He delivered his acceptance speech at Democratic National Convention and got published on media. In his speech contain lots of notions regarding racial justice, economics, COVID-19 outbreak, environment, etc. through his political speech, he tried to persuade people that he is the right leader to lead the United States and the opponent cannot be given a second chance otherwise the opponent will make this nation worse. Based on the political speech that Joe Biden delivers. This study examines language strategy and how the structure of Joe Biden's acceptance speech is analyzed using Van Dijk's theory in 1997.

In his study, Van Dijk 1997 focused on political text structures and strategies since it has persuasion effectiveness. These strategies and structures are topics, superstructure or textual 'schemata', local semantics, lexicon, syntax, rhetoric, expression structure, and speech act and interaction. The topic that the candidate mostly uses is about the issues being a concern in that country, past and future activities of the opponent's candidate, and past action. The superstructure or textual 'schemata' is about the speech's overall structure, consisting of opening, content, and closing. Local semantics is how the speaker

builds a positive image about himself. Lexicon deals with local meaning or unique words that are being used in political language. The syntax is considered the use of the political pronoun 'we' and passive sentence to focus on the object. Rhetoric gives the persuasive effect in speech, such as repetitive operation (semantics repetition and parallelism) and verbose style (hyperbole, euphemism, and litotes). The expression structure deals with sound applied in the speech, such as pitch and intonation or shouting and whispering, which has meaning. The last is speech act and interaction, which concern illocutionary forces such as order, command, advice, or promise.

This study aims to help people explore the knowledge regarding political language since politics has an important role in society; hence, they have critical thinking about what is being said by politicians and the implicit purpose behind that speech. Therefore, the readers will not be persuaded easily. Moreover, this study hopefully could give knowledge for the readers who wants to conduct political and persuasive speech, therefore, they know how to deliver their speech and strategy that should be used in composing the speech to make the listeners and readers get persuaded.

Some previous studies on political discourse structures and political speech of presidential candidates have been conducted. One of them is a thesis entitled *A Political Discourse Analysis on Rodrigo Roa Duterte's Drug War Policy* by Utari (2017) analyzed Duterte's language representation's semantic structure when joining an interview with BBC News. However, this study of political discourse does not examine the structure of the language used in the BBC News

article. In a journal article entitled *A Critical Discourse Analysis of the Electoral Talks of Iranian Presidential Candidates in 2013* written by Gowhary et al. (2015) examined the three-dimension model in speeches of two parties' candidates during the campaign while this current study, the writer examines the structure of the political speech. The previous study used the theory of Fairclough, and this current study used the theory of Van Dijk.

The method used in this study is the descriptive qualitative method because the data will be described descriptively, and the data is analyzed based on the theory of Van Dijk 1997. The technique used in this study is the observation method, which is represented by explanations. The first step is downloading the video and script, then note-taking for related data significant to the theory then analyzing those data.

Method

The writer conducted library research to collect and analyze the data. This research's data were taken from Joe Biden's acceptance speech at the 2020 Democratic National Convention. The video duration is twenty-four minutes, forty-seven seconds. In collecting the data, some steps used in this research, such as (1) The writer downloaded the video from the YouTube link <https://www.youtube.com/watch?v=rmN90VuLH6Y&t=838s>, (2) The writer transcript the text, (3) note-taking for related data, (4) classifying the data based on their topic. The data were analyzed

descriptively according to the theory. Finally, formal and informal methods used in presenting the data.

Result and Discussion

This section describes the results of research findings; the data were analyzed based on the theories proposed by Van Dijk (1997). The writer presents research findings are as follows.

Table 1. Structure of Political Discourse on Joe Biden’s Speech

No	Topics	Structure of Political Discourse			
		Local Semantic	Lexicon	Syntax	Rhetoric
1	Crises	-	-	✓	✓
2	the country that everyone wishes to live	✓	-	✓	✓
3	Missions of Joe Biden	✓	✓	✓	✓
4	Joe Biden and Kamala Harris’s life story and family	✓	✓	-	✓
5	the campaign and election’s value	✓	✓	✓	✓
6	Joe Biden’s reason for running as president	✓	-	✓	✓

7	Joe Biden’s opinion of his opponent	✓	-	✓	✓	
8	Joe Biden’s perspective about America.	✓	✓	✓	✓	

Based on the table above, there are eight topics found from the data source, they are (1) Crises that consists of 2 elements of political discourse structure, (2) the country that everyone wishes to live consists of 5 elements of political discourse structure, (3) missions of Joe Biden’sconsists of 6 elements of political discourse structure, (4) Joe Biden and Kamala Harris’s life story consists of 3 elements of political discourse structure, (5) the campaign and election’s value consists of 4 elements of political discourse structure, (6) Joe Biden’s reason for running as president consists of 3 elements of political discourse structure, (7) Joe Biden’s opinion of his opponent consists of 5 elements of political discourse structure, and (8) Joe Biden’s perspective about America consists of 4 elements of political discourse structure.

The analysis of each stage following the theory of Van Dijk 1997 is explained as follows:

1. The superstructure or Textual ‘Schemata’

- Opening

The opening of this speech is from the first until the third paragraph.
The speaker opened his speech with the words of a famous human

rights activist named Ella Baker, who tells to give people light to find their way. The purpose of bringing this statement is to tell people that he is the light to lighten people's lives in that country because they will get the good, not the worse.

- Content

The content of Joe Biden's speech starts from the fourth until the fiftieth paragraph, telling about four crises that United States faces: the COVID-19 outbreak, racial justice, economic issues, and environmental issues. Further, he claims the opponent for what being happen and bringing his notions to the nation. To give more persuasion and sympathy, he brought his family and life stories and vice-presidential candidate Kamala Harris's experience as a minority.

- Closing

The closing of his speech is in the fifty-first until fifty-fifth paragraph, bringing his promise for the nation and trying to give hope in this difficult situation faced by the United state or even the world. To make it more dramatic, he brought the poetry of Seamus Heaney which relate to the point of his speech regarding the moment of making hope or implicitly means a hope that will be gotten if the speaker is elected.

2. Structure of Political Discourse in a Topic

Data 1

Topic	<i>"After losing my first wife in a car accident, Jill came into my life and put our family back together"</i>
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Local Semantic	<i>“Her story is the American story. She knows about all the obstacles thrown in the way of so many in our country”</i>
Lexicon	<i>“I know she will make a great First Lady for this nation”... Senator Kamala Harris</i>
Rhetoric	<i>“She knows about all the obstacles thrown in the way of so many in our country. Women, Black women, Black Americans, South Asian Americans, immigrants, the left-out and left-behind.”</i>

[Source: Paragraph 30]

- Topic: Joe Biden and Kamala’s life story and family

In examining the topics of political discourse, semantic macro position should be analyzed in defining the topic. The main topic that could be assumed from the data above is Joe Biden and Kamala Harris’s life story. Based on Van Dijk's (1997: 25) theory in observing more about the topic, the relevant participants who involved themselves in the statement should be known. First, it could be seen clearly in the quotation that the relevant semantic participants of the topic were Joe Biden and Kamala Harris with their families.

He stated that his background of life was not beautiful and Kamala Harris. Joe Biden argued that his father had been knocked down few times hard but always rises up and never give up. Besides, he also lost his first wife in a car crash. The speaker did not stop in his family story. He continued by bringing the life story of his vice president candidate Kamala Harris.

Kamala Harris was born as a minority in American; she is categorized as a black woman, South Asian American, immigrant, and left behind. However, she overcomes every obstacle she had faced. Intrinsically, he asserted that he and Kamala Harris are strong people who have faced many difficulties and can overcome those difficulties and surely can overcome the country's challenges. In contrast, Kamala Harris's statement, who experienced as a minority to mention that their administration will maintain a justice system and equality for every people no matter their race, and gender because vice president candidate Kamala Harris know how it feels to be the minority in the US.

Since the semantic macro position could be defined as the way the political actor gave a prominent position of himself, and through it, the next political action is expected to be done when Joe Biden let the audiences new about Kamala Harris and his past life, it could be assumed that this is the way the speaker convinces the audiences that their life was full of struggle. Therefore people would believe that Joe Biden and Kamala Harris could be great presidents and vice presidents of the US since they lived and were shaped from a situation that taught them to be strong.

- Local semantic

The local semantic is the way in how the speaker gives a positive image about himself. In the quotation above, it could be seen clearly that the speaker tried to provide an excellent impression to the audiences since he grew up in a middle-class family and his life full of

struggle and Kamala Harris, who struggle to live in the US as a minority. Therefore, they could have citizens' attention, especially those who seek equality, because they see that the vice presidential candidate, Kamala Harris, experienced the struggle as a minority, making the president and vice president candidates one day fulfil their hope. From the story he brought, he tried to convince the audience that he is the right person to be elected.

- Lexicon

Lexicon refers to the local meaning or specific vocabulary in terms of political language issued in the political discourse. In the quotation above, there are words 'Senator' and 'first lady'. According to Longman Active Study Dictionary, senators mean people who are a member of the senate. When this word is seen from the context of speech in the data source and where this speech was brought, Longman Active Study Dictionary is accepted. On the other hand, the word 'first lady' means the US president's wife, wife of the head of any nation (Free Dictionary by Farlex). When this definition is related to the context of the speech and also the place or country where this speech was being exercised, the description is accepted because the first lady that means by the speaker is his wife, who will be the first lady when the speaker is elected to be president of USA.

- Rhetoric

Based on the data above, in the quotation, *"She is a powerful voice for this nation. Her story is the American story. She knows about*

all the obstacles thrown in the way of so many in our country. Women, Black women, Black Americans, South Asian Americans, immigrants, the left-out and left-behind. But she's overcome every obstacle she's ever faced. No one's been tougher on the big banks or the gun lobby. No one's been tougher in calling out this current administration for its extremism, its failure to follow the law, and its failure to simply tell the truth” the semantic repetition is found since the speaker repeated the same meaning when he explained his vice president candidate Kamala Harris, he kept repeating the idea of her such as her family background, obstacle she faced, etc. hence, Joe Biden can gain the attention of people by sharing the story of Kamala Harris.

Data 2

Topic	<i>“United in our dreams of a better future for our children and us”</i>
Local Semantic	<i>“We have a great purpose as a nation: To open the doors of opportunity to all Americans.”</i>
Syntax	<i>“As God's children each of us has a purpose in our lives....all men and women are created equal”</i>
Rhetoric	<i>“As God's children, each of us has a purpose in our lives. And we have a great purpose as a nation: To open the doors of opportunity to all Americans. To save our democracy, To be a light to the world once again”</i>
Expression Structure	<i>“We have a great purpose as a nation: To open the doors of opportunity to all Americans. To save our</i>

	<i>democracy. To be a light to the world once again ...let us begin -- you and I together, one nation, under God -- united in our love for America and united in our love for each other”</i>
Speech Act and Interaction	<i>“Let us begin, you and I together, one nation, under God, united in our love for America and united in our love for each other”</i>

[Source: Paragraph 53]

- Topic: the country that everyone wishes to live

Based on the quotation above, the ideal topic could be defined as about the country that everyone wishes. Here is the semantic macro position. Firstly, in his utterances, the topic's relevant semantic participants were ‘we’ to emphasize the participants, which means the speaker put himself and audiences to take a role in the topic he delivered. In this topic, he delivered the idea of hope, love, and light that enlightened people's lives. People can live in a nation that values equality and giving everyone the same opportunity. This statement is addressed to everyone who lives in the USA and promises this place of love, hope, and light if he is elected as president.

- Local semantics

Based on the quotation above, it could be seen that the speaker named Joe Biden tried to give a good impression to the audience since he said everyone has the same purpose for the nation to allow all Americans and save the democracy there. Moreover, he argued that he

and the citizens would make their hope come true if they unite. Intrinsically he brought the idea that he understands what the people want and hope. Therefore he will make it happened because he has the same purpose for the nation, which is the same as citizen's hope.

- Syntax

The use of syntax in political discourse is a variation of words used by political actors in political discourse. The variations of the word that are highlighted are passive voice and political pronouns. In the quotation "*all men and women are created equal*" the passive voice is found to highlight the vital object of the sentence which is 'all men and women are highlighted as the concern because in some cases, women are mistreated.

Besides passive voice, the political pronoun also found in the quotation "*As God's children each of us has a purpose in our lives*". the speaker uses the political pronoun 'we' and 'us' to make an argument that he and the society are in the same position and mission for their country which explained that they have the same purpose in their life.

- Rhetoric

Based on the quotation above, a persuasion strategy named rhetoric is found in the quote, "*As God's children each of us has a purpose in our lives. And we have a great purpose as a nation: To open the doors of opportunity to all Americans. To save our democracy. To be a light to the world once again*" this rhetoric called semantic repetition because the speaker repeated the same meaning referring to

the purpose of the nation to emphasize the meaning of the speech.

- Expression structure

Based on the quotation above, ‘:’ is categorized as expression structure to enlighten the words after that quotation such as in the statement “*we have a great purpose as a nation: To open the doors of opportunity to **all Americans**. To **save** our democracy. To be a **light** to the world once again*” the bold words are the message he wants to emphasize by giving slow intonation in those words.

Moreover, the expression structure also found in the quotation “*With passion and purpose, let us begin -- you and I together, one nation, under God -- united in our love for America and united in our love for each other. For love is more powerful than hate. Hope is more powerful than fear. Light is more powerful than dark. This is our moment. This is our mission*” ‘—’ is used to emphasize by separating the essential words from the whole sentence, which is the words after that quotation, and also that words he wants to emphasize are given a high pitch.

- Speech act and interaction

The illocutionary force intended in this theory in the form of directives is advice, command, and order. From the quotation above, it can be seen that the data “*With passion and purpose, let us begin, you and I together, one nation, under God, united in our love for America and united in our love for each other*” use illocutionary act as advice through audiences by adding the phrase ‘*let us begin*’ it means the

speaker gives the audiences advice to take an action together for the betterment of the nation.

Conclusion

Political discourse structures are used to make the speech more structured from opening until closing and can give a persuasive effect to the audience. Based on the research and discussion, the conclusion is the speaker opens his speech by bringing words from a famous human rights activist that is related to the message he wanted to share, the content of his speech is about 4 crises that happen in the US, blaming the opponent and giving the information about himself and his partner.

Later, he closed the speech by promising hope to society. Moreover, Joe Biden's speech is found eight topics namely (1) crises, (2) the country that everyone wishes to live, (3) missions of Joe Biden, (4) Joe Biden and Kamala Harris's life story and family, (5) the campaign and election's value, (6) Joe Biden's reason for running as president, (7) Joe Biden's opinion of his opponent, and (8) Joe Biden's perspective about America. Each topic consists of some elements of political discourse structure: local semantic, lexicon, syntax, rhetoric, expression structure, and speech act and interaction. This element is used to emphasize the meaning of words and leads people's perspective and mind whether to get support or against the opponent, and in the end be able to win the election.

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THE DERIVED PROCESS OF DERIVATIONAL MORPHEME FOUND IN “THE POWER OF A POSITIVE WIFE BOOK”

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Abstract

The purpose of the research is to describe the derived process of derivational morpheme found in “The Power of a Positive Wife Book” This study focused on: The derived process of each derivational morpheme used in “The Power of a Positive Wife Book.” Qualitative and supported by quantitative method was used in this research and the data source was “The Power of a Positive Wife” Book. The method used in collecting the data was descriptive qualitative method. The result of the analysis was presented by using formal and informal method. In affixes, have three types as follows: suffix, infix and prefix. There are nine types of derived process of derivational morpheme such as Noun derived from Adjective, Adjective derived from Noun, Noun derived from Noun, Verb derived from Verb, Noun derived from Verb, Adjective derived from Adjective, Verb derived from Noun, Adjective derived from Verb and Adverb derived from Adjective. The frequencies of each kind of derivational morpheme are different to each other. The most frequently occurring were derived adverb from adjective and the most rarely occurring was derived Adjective from Adjective. Derived verb from Adjective and derived adjective from verb were not found in this data source. The total data of derivational morpheme found in The Power of a Positive Wife Book was 195 words.

Keywords: *derivational, morpheme, process*

Introduction

The study of word structure is defined as morphology. Speakers generally regard words as inseparable units of meaning so the claim that words have structure may be surprising. This is possibly because there are many morphologically simple words (Katamba, 1993:19). Morpheme is the smallest, indivisible, units of semantic material or grammatical characteristics consisting of words that are indivisible, by definition it is not possible to decompose a morphine into smaller units that are either important on their own or have a grammatical role in a noun as a single or plural number (Katamba, 1993:20).

There are two kinds of morphemes, which are, Free Morpheme and Bound Morpheme. The free morpheme is just a simple word that has a single morpheme then free morpheme can occur independently. Bound Morpheme, by contrast to a free morpheme, a bound morpheme is used with a free morpheme to construct a complete word then bound morpheme cannot stand independently.

In English Morphology, there are two kinds of morphological process in forming a new word. They are inflectional morpheme and derivational morpheme. Inflectional morphemes never modify a word's grammatical category (part of speech), it means not change the word class of the bases but change the meaning of the bases only. For instance, tall and taller, are both adjectives. A different form of the adjective tall is simply generated by the inflectional morpheme -er (comparative marker). Derivational morphemes also modify a word's

portion of expression. It means change the word class of the bases and change the meaning of the bases. For instance, when we add the derivational morpheme -er to the verb read becomes the noun reader. Read is actually a verb, but the reader is a noun. There are nine types of derived process of derivational morpheme such as Noun derived from Adjective, Adjective derived from Noun, Noun derived from Noun, Verb derived from Verb, Noun derived from Verb, Adjective derived from Adjective, Verb derived from Noun, Adjective derived from Verb and Adverb derived from Adjective (McCarthy 2002).

The book entitled "The Power of a Positive Wife" was analyzed as a data source because in this book there are many words that are attached with derived morphemes. In addition, derivational morphemes were chosen as the topic of this research because the researcher are interested in studying English word formation, this topic is good for deeper discussions to know and learn more clearly about how to form new vocabulary by adding prefixes, infixes, suffixes and combinations. It is important to learn and know more about derivational morpheme because it can help us to increase our vocabulary, knowing that many words with different parts of the speech can be getting from a single word. For example, the derived process of derivational morpheme, which form Adverb derived from Adjective "But once encouragement becomes a habit, positive, life-giving words will flow out of our heart and off our tongues more **naturally**" (Chapter 10, Page: 142). The word naturally in the data is kind of word which has Adverbializer. The base of the word naturally is natural. The word class of natural is Adjective.



The word natural (Adj) means existing in nature, not made or caused by humans (Hornby, 2010:983). The word natural got suffix –ly becomes naturally. The word class of word naturally is Adverb. The word naturally (Adv) means without special help, treatment or action by somebody (Hornby, 2010:983). Suffix -ly is derivational morpheme which change the word class, this is kind of class changing derivational morpheme. The addition of suffix –ly makes the word class change. The derived process of word naturally is Adverb, which is derived from Adjective. The derived process can be seen as follows:

Naturally	[[natural]_{Adj}
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Method

This research is library research, which means this research does not need observation in the field but this research used a book related to the research. The data in this study was taken from a book entitled “The Power of a Positive Wife”. This book was chosen as the data source of this study because in this book have many chapters and pages. In this book there are many words attached with derivational morpheme. This book published on 1 June 2003 and was written by bestselling author Karol Ladd. The contents of this book are mainly about the power of women. The method of collecting the data in this research is observation method by observed the data found in the book. After the data collected, they were analyzed. The data were analyzed qualitative and supported by quantitative methods. In analyzing the

data, the researcher classifies the data based on their types then explained each data based on the derived process in derivational morpheme.

Discussion

After analyzing the data, the researcher found nine derived processes in “The Power of a Positive Wife” Book. They are Noun derived from Adjective, Adjective derived from Noun, Noun derived from Noun, Verb derived from Verb, Noun derived from Verb, Adjective derived from Adjective, Verb derived from Noun, Adjective derived from Verb and Adverb derived from Adjective. However, in the research there are two derived processes were not found in the data, namely derived verbs from adjectives and derived adjectives from verbs. The frequency of each type of derived morpheme is different from one another. The most frequently occurring are the derived adjectives of the adjective and the rarely occurring are adjective derived from the adjective. The total data were found in “The Power of a Positive Wife” Book are 195 words.

The percentage of every derived process of derivational morpheme was counted in the following table in order to know the percentage for all of the derived process of derivational morpheme found in The Power of a Positive Wife Book the writer used the following formula as follow:

$$\frac{A}{R} \times 100\% = P$$

The derived process of derivational morpheme found in The Power of a Positive Wife” Book, namely:

Table 3.1 The Derived process of Nominalizer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Nominalizer	-ness	16	53,33%
	Noun derived from Adjective	-ity	14	46,67%
Total			30	100%

Based on the table 4.3, there are 2 types of Nominalizers which derived Noun from Adjective are –ness (17, 56, 67%) and –ity (14, 46, 67%).

Table 3.2 The Derived process of Nominalizer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Nominalizer	-hood	2	18,18%
	Noun derived from Noun	-ship	9	81,18%
Total			11	100%

Based on the table 4.4, there are 2 types of Nominalizers which derived Noun from Noun are –ship (9, 81, 18%) and –hood (2, 18, 18%).

Table 3.3 The Derived process of Nominalizer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Nominalizer Noun derived from Verb	-ment	12	52,17%
		-ance	3	13,04%
		-ion	3	13,04%
		-ing	5	21,73%

Total	23	100%
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Based on the table 4.5, there are 4 types of Nominalizers which derived Noun from Verb are –ment (12, 52, 17%), -ance (3, 13, 04%), -ion (13, 04%), -ing (5, 21, 73%).

Table 3.4 The Derived process of Adjectivizer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Adjectivizer Adjective derived from Noun	-full	17	58,62%
		-al	7	24,13%
		-less	3	10,34%
		-ish	2	6,89%
Total			29	100%

Based on the table 4.6, there are 4 types of Adjectivizers which derived Adjective from Noun are –full (17, 58, 62%), -al (7, 24, 13%), -less (3, 10, 34%), -ish (2, 6, 89%).

Table 3.5 The Derived process of Adjectivizer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Adjectivizer	in-	2	28,57%
	Adjective derived from Adjective	un-	5	71,42%
Total			7	100%

Based on the table 4.7, there are 2 types of Adjectivizers which derived Adjective from Adjective are un- (5, 71, 42%), in- (2, 28, 57%).

Table 3.6 The Derived process of Verbalizer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Verbalizer	dis-	3	42,85%
	Verb derived from Verb	re-	4	57,14%
Total			7	100%

Based on the table 4.8, there are 2 types of Verbalizers which derived Verb from Verb are dis- (3, 42, 85%), re- (4, 57, 14%).

Table 3.7 The Derived process of Adverbializer found in “The Power of a Positive Wife” Book

No	Types of Derivational Morphemes		Occurrence	Percentages
1	Adverbializer	-ly	91	100%
Total			91	100%

Based on the table 4.9, there are 1 type of Adverbializers which derived Adverb from Adjective is –ly (91, 100%).

This part presented the discussion about the derived process of derivational morpheme found in the chapters of The Power of a Positive Wife Book. The data were analyzed by using Labelled and Bracketing (McCarthy, 2002:74). The analysis of English derivational morpheme presented as following:

Data 1, Noun derived from Adjective

Suffix –ity

Does he have a few flaws? Is he a perfect balance of **sensitivity**, godliness, responsibility and great looks? (Chapter 7, Page: 99)

The base of the word sensitivity is sensitive. The word class of sensitive is Adjective. The words sensitive (Adj) means aware of and able to understand other people and their feelings (Hornby, 2010:1345). The words sensitive got suffix -ity becomes sensitivity. The word class of word sensitivity is Noun. The word sensitivity (N) means the ability to understand other people's feelings (Hornby, 2010:1345). The word sensitivity in the data above is kind of word which has Nominalizer. Suffix -ity is derivational morpheme with change the word class, this is kind of class changing derivational morpheme. The addition of suffix -ity makes the word class change. The derived process of word sensitivity is Noun, which is derived from Adjective. The derived process can be seen as follows:

<p>Sensitivity → [[sensitive]_{Adj} -ity]_N</p>

Data 2, Adverb derived from Adjective

Suffix -ly

I love what Benjamin Franklin said as our American forefathers pulled together against their common enemy: "We must all hang together, or we shall all hang **separately**." (Chapter 6, Page: 94)

The word separately with bolded mark in the data above have base separate where it is an Adjective (Adj) means forming a unit by itself; not joined to something else (Hornby, 2010:1346). The word separate got suffix -ly becomes separately. The word class of word separately is Adverb (Adv) means as a separate person or thing; not together (Hornby, 2010:1346). This word is kind of word which has Adverbializer. The addition of suffix -ly makes the word class change.

Suffix -ly is derivational morpheme which change the word class, this is kind of class changing derivational morpheme. The derived process of word separately is Adverb, which is derived from Adjective. The derived process can be seen as follows:

Separately → [[separate]adj -ly]Adv

Data 3, Adjective derived from Adjective

Prefix un-

Making our husbands aware of our interests, needs and desires is healthy. But creating a war over those interests, needs and desires is more often than not, both unhealthy and **unnecessary** (Chapter 6, Page: 86)

In the data above, the word unnecessary is kind of word which has Adjectivizer. The base of the word unnecessary is necessary where it is an Adjective (Adj) mean that is needed for a purpose or a reason (Hornby, 2010:986). The word necessary got prefix un- becomes unnecessary where it is an Adjective (Adj) means not needed; more than is needed (Hornby, 2010:1633). Prefix un- is derivational morpheme without change the word class, this is kind of class maintaining derivational morpheme. The addition of prefix un-makes the word class not changes. The derived process of word unnecessary is Adjective, which is derived from Adjective. The derived process can be seen as follows:

Unnecessary → [[un- [necessary] _{Adj}] _{Adj}

Data 4, Noun derived from Verb

Suffix –ance

Nor does she live on a performance track, trying to please her husband in order to gain his approval. She looks to God, not her husband, for affirmation and **acceptance**. (Chapter 1, Page: 9)

The word acceptance above having base accept which is a Verb (V) means to take willingly something that is offered; to say ‘yes’ to an offer, invitation, etc (Hornby, 2010:7). The words accept got suffix –ance becomes acceptance. The word class of word acceptance is Noun. The word acceptance (N) means the act of accepting a gift, an invitation, an offer, etc (Hornby, 2010:7). The data above is kind of word which has Nominalizer. The addition of suffix –ance makes the word class change. Suffix -ance is derivational morpheme with change the word class, this is kind of class changing derivational morpheme. The derived process of word acceptance is Noun, which is derived from Verb. The derived process can be seen as follows:

Acceptance → [[accept] _V –ance] _N

Data 5, Adjective derived from Noun

Suffix –ful

Psalm 100:2 often came to Martin’s mind: “Worship the LORD with gladness; come before him with **joyful** songs.” “We might not leave this jungle alive,” Martin said, “but at least we can leave this

world serving the Lord with gladness. We can serve him right here where we are, and with gladness.” (Chapter 8, Page 118)

The word joyful in the data above is kind of word which has Adjectivizer. The base of the word joyful is joy. The word class of joy is Noun. The word joy (N) means a feeling of great happiness (Hornby, 2010:809). The word joy got suffix –ful becomes joyful. The word class of word joyful is Adjective. The word joyful (Adj) means very happy; causing people to be happy (Hornby, 2010:809). The addition of suffix –ful makes the word class change. Suffix -ful is derivational morpheme which change the word class, this is kind of class changing derivational morpheme. The derived process of word joyful is Adjective, which is derived from Noun. The derived process can be seen as follows:

Joyful → [[joy]_N –ful]_{Adj}

Data 6, Noun derived from Noun

Suffix –ship

The answer is submission. When we willingly submit to our husbands’ **leadership**, we are able to work more effectively to fulfill God’s plans for our lives together. (Chapter 7, Page: 105)

The word leadership with bolded mark have base leader where it is a Noun (N) which means a person who leads a group of people, especially the head of a country, an organization, etc. (Hornby, 2010:844). The word leader got the suffix –ship to be leadership (N)

which means the state or position of being a leader (Hornby, 2010:844). The data above is kind of word which has Nominalizer. This derivational morpheme creates new lexeme by modifying significantly the meaning of the base, which attached suffix *-ship*. This morpheme is a kind of class maintaining morpheme that produces new lexemes, which belong to the same from class of the base. The derived process of word leadership is from noun to noun. The derived process can be seen as follows:

Leadership → [[leader]_N -ship]_N

Data 7, Noun derived from Verb

Suffix *-ment*

I think of Gretchen who invested many long hours of research, **development**, and hard work to start a jewelry business. I was not easy, but owning and operating her own business had always been her dream. The end result, she will tell you, has been worth the sacrifice. (Chapter 7, Page: 106)

Suffix *-ment* is derivational morpheme which change the word class, this is kind of class changing derivational morpheme. The addition of suffix *-ment* makes the word class change. The base of the word development is 'develop'. The word class of develop is verb. The word develop (V) means to gradually grow or become bigger, more advanced, stronger, etc; to make something do this (Hornby, 2010:400). The word 'develop' got suffix *-ment* becomes 'development'. The word class of word 'development' is Noun. The

word development (N) means the gradual growth of something so that it becomes more advanced, stronger, etc: (Hornby, 2010:400). The derived process of word development is Noun, which is derived from Verb. The derived process can be seen as follows:

Development → **[[develop]_V -ment]_N**

Data 8, Noun derived from Adjective

Suffix -ness

Our respect is a catalyst that moves our husbands toward greatness. You’ve heard it said, “Behind every great man stands a great woman.” How true! A husband’s **greatness** flows from the respect and honor his wife gives him. (Chapter 7, Page: 107)

In the data above, the word greatness is kind of word which has Nominalizer. The word great is the base of the word greatness. The word class of great is Adjective (Adj) means extremely good in ability or quality and therefore admired by many people (Hornby, 2010:655). The word great got suffix -ness becomes greatness (N) means the quality of being extremely good in ability or quality and therefore admired by many people (Hornby, 2010:656). Suffix -ness is derivational morpheme which change the word class, this is kind of class changing derivational morpheme. The addition of suffix -ness makes the word class change. The derived process of word greatness is Noun, which is derived from Adjective. The derived process can be seen as follows:

Greatness → **[[great]_{Adj} -ness]_N**

Data 9, Adjective derived from Noun

Suffix –al

As positive women, we must find **practical** ways to respect our husbands- even when it's a challenge to do so. (Chapter 9, Page: 127)

The base of the word practical is practice that is a Noun (N) means action rather than ideas (Hornby, 2010:1148). The word practice got suffix –al becomes practical. The word class of word practical that is an Adjective (Adj) means connected with real situations rather than with ideas or theories (Hornby, 2010:1148). The addition of suffix –al makes the word class change. Suffix -ful is derivational morpheme which change the word class, this is kind of class changing derivational morpheme. The derived process of word practical is Adjective, which is derived from Noun. The derived process can be seen as follows:

Practical → [[practice] _N –al] _{Adj}

Data 10, Verb derived from Verb

Prefix dis-

One of the main ways we can deepen our relationship with our spouses is to **discover** creative ways to enjoy each other's company. Companionship develops as we find activities that we have fun doing together. (Chapter 11, Page: 154)

The word discover in the data above is kind of word which has Verbalizer. The bases of the word discover is cover that is Verb (V)

means to place something over or in front of something in order to hide, protect or decorate it (Hornby, 2010:337). The word cover got prefix dis- becomes discover that is Verb (V) means to be the first person to become aware that a particular place or thing exists (Hornby, 2010:416). The addition of prefix dis- makes the word class not changes. Prefix dis- is derivational morpheme without change the word class, this is kind of class maintaining derivational morpheme. The derived processes of word discover is Verb, which is derived from Verb. The derived process can be seen as follows:

Discover → [[dis- [cover]v]v

Data 11, Noun derived from Verb

Suffix –ing

Take my meager yet faithful gifts and abilities and use them to be a **blessing** in our home. May my words and actions be a joyful testimony to a life lived for your glory. (Chapter 17, Page: 265)

Suffix -ing is derivational morpheme with change the word class, this is kind of class changing derivational morpheme. The addition of suffix –ing makes the word class change. The word blessing in the data above is kind of word which has Nominalizer. The base of the word blessing is bless that is Verb (V) means to ask God to protect somebody or something (Hornby, 2010:142). The words bless got suffix –ing becomes blessing. The word class of word blessing is Noun. The word blessing (N) means God’s help and protection, or a prayer asking for

this (Hornby, 2010:143). The derived process of word blessing is Noun, which is derived from Verb. The derived process can be seen as follows:

Blessing → [[bless]_V-ing]_N

Conclusion

Derivational morphemes modify a word's portion of expression. It means change the word class of the bases and change the meaning of the bases. The data source in this research is a book entitled *The Power of a Positive Wife*. There are nine types of derived process of derivational morpheme such as Noun derived from Adjective, Adjective derived from Noun, Noun derived from Noun, Verb derived from Verb, Noun derived from Verb, Adjective derived from Adjective, Verb derived from Noun, Adjective derived from Verb and Adverb derived from Adjective. Derived verb from Adjective and derived adjective from verb were not found in this data source. In the data source, the researcher found 195 data which 30 data classified Noun derived from Adjective, 29 data classified Adjective derived from Noun, 11 data classified Noun derived from Noun, 7 data classified Verb derived from Verb, 23 data classified Noun derived from Verb, 7 data classified Adjective derived from Adjective and 91 data classified Adverb derived from Adjective.

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AN ANALYSIS OF POLITENESS STRATEGIES USED IN WEBTOON CONVERSATION ENTITLED *NANO LIST*

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Abstract

The study concerns with the politeness strategies that occur in the conversation uttered by the characters in Webtoon entitled *Nano List*. This study aims at analyzing the reasons of applying politeness strategies between the characters in Webtoon entitled *Nano List*. This study used descriptive qualitative method to analyze and arrange the data which means that the collected data were analyzed by the reason of using certain politeness strategies. The data related with the reason of applying politeness strategies were analyzed using Social Factors theory by Holmes and supported by Face-Threatening Act theory by Brown and Levinson. The result of the study shows that there are four aspects of Social Factors which influence the use of politeness strategies, those are Participant, Setting, Topic and Function of the Interaction. Participant of the Interaction was most frequently used in the conversation between the characters in the Webtoon entitled *Nano List* because the characters in that Webtoon mostly want to show their friendliness towards the hearer.

Keywords: *Politeness strategies, Social factors, Conversation.*

Introduction

Communication is the process of transferring knowledge from one person to another in order to establish and exchange understanding. It is an essential aspect of a person's life that helps them to communicate with other people in society through the use of language. Language can be conveyed orally or in writing. In order to prevent misunderstandings and for communication to run smoothly, the hearer must understand the speaker's intent. If there is a misunderstanding, it will be difficult to correct the speaker's perception or picture. There will, however, be several ways to prevent confusion. Using politeness techniques is one of them.

Brown and Levinson (1987) assert that politeness techniques are developed to save the hearer's face. Face refers to a person's regard for himself or herself and their ability to preserve their "self-esteem" in public or private circumstances. Using a politeness technique when speaking will have a huge impact on the contact outcome, as the hearer will be able to grasp the speaker's utterance more readily, and confusion between the speaker and the hearer will be minimized. Politeness techniques are often employed focused on the social aspects of the contact. Politeness techniques are often employed focused on the social aspects of the contact. Characters in literary works often utter politeness strategies, and one of the literary works in which characters utter politeness strategies is comics.

Comics are a visual medium for communicating ideas, often with text or other visual material, and are mainly intended to be entertaining. In comics, the text denotes dialogues that help to progress the plot and character relationships. The internet has turned the

medium of comics into e-comics and comics applications in recent years. Webtoon is a well-known digital comic. Webtoon is a South Korean online comic application that was released in 2004 by Naver Company. It comes in a number of languages, including Chinese, Thai, Indonesian, and English, and covers a broad range of genres, including horror, suspense, comedy, romance, fantasy, action, and slice-of-life (Webtoon, 2019). There is also a rating and ranking system for comics to help readers select the best ones. *Nano List* is one of the Webtoon comics with a high rating.

Nano List is a science fiction Webtoon with a compelling storyline. This e-comic has received over 2.9 million likes and has a rating of 9.52. Because the main character is a student and the majority of the readers are students, the writer chose this e-comic to be analyzed. As a result, the characters' conversations may be similar to the readers' real-life conversations.

According to the background stated above, this study tried to establish a problem which is what are the reasons of applying politeness strategies in the conversation between characters in Webtoon entitled *Nano List*. The analysis of this study was done by classifying the types of politeness strategies used by the characters in the conversation and the reason of applying certain politeness strategies by the characters in Webtoon entitled *Nano List*.

Data Source

In this study, the data was taken from the conversation consist of words, phrase and sentence expressed by the characters on Webtoon entitled *Nano List*. The data of this study were taken from the conversation uttered by the characters on the Webtoon entitled *Nano List*. This Webtoon was written by Songah Min and the English version was published on the 1st of July 2016. The total episode of this Webtoon is 146 episodes which the final episode was finished on 14th December 2018 with 23.623 likes. This Webtoon was chosen to be analyzed because the characters gave orders to each other, some characters showed closeness and some showed respect, the androids who work under a company also talk differently when they talk to each android compares to their boss which contain different reasons of applying politeness strategies.

Methods

This study used descriptive qualitative method to analyse and arrange the data about reason of using certain politeness strategies by the characters were analysed using the theory proposed by Holmes (2001) about social factors and supported by face-threatening act theory proposed by Brown and Levinson (1987). The observation method and note-taking technique were used in collecting the data by observing the data and writing down the conversation uttered by the characters that contains politeness strategies in Webtoon entitled *Nano List*. There were some following steps in collecting the data, those were downloading Webtoon application from smartphone, reading the Webtoon repeatedly per episode, taking some screenshots of the Webtoon entitled *Nano List* that contains politeness strategy,

transcribing all of the conversation from the screenshots, and the last step was classifying the data based on types of politeness strategies.

Theoretical Review

Social factors theory stated by Holmes (2001) in his book which entitled *An Introduction to Sociolinguistics* will be used to analyze the reason of applying politeness strategies in the characters' utterance in Webtoon entitled *Nano List*. FTA (Face-Threatening Act) a theory proposed by Brown and Levinson (1987) in their book entitled *Politeness: Some Universals in Language Usage* will be used to support the analysis of reason applying politeness strategies uttered by the characters in Webtoon entitled *Nano List*.

a. Social Factors

Social factors are influenced by the language strongly. They are the participants who are talking and who they are talking to; the setting which one is related to its users where they are talking; the topic, which deals with what is being talked about; and the function of the interaction, which deals with why they are talking (Holmes, 2001: 8).

- The Participants of Interaction

People generally speak to children and adults in different ways and some do adapt. Their speech style or "accommodate" more than others (Holmes, 2001: 225). Differences in social identity, age, sex, and personal characteristics depending on the speaker's context. When it comes to interacting, one main problem participants become the easiest to identify. There are different types of participants, such as

family members (mother-son), workplace participants (boss-employee), and social participants (friend-friend). The participants or speakers may speak in a variety of ways and use a variety of word choices when discussing the same topic or issue.

- **The Setting of Interaction**

Many factors in the social context will influence which linguistic variety is used in a given situation. Every speech group has a variety of styles from which participants can choose depending on the situation. When discussing a single subject, people must be taught the meanings of their words in the cultural contexts in which they are most commonly used. Individuals' speech is coded differently depending on the situation or social context in which they are speaking. When making an utterance that is dictated by the social context, speakers must create an acceptable style (Holmes, 2001: 10).

- **Topic of the Interaction**

According to Holmes (2001: 25) people can choose a specific variety or code because it makes it easier for them to decide a specific subject, regardless of where they are speaking. Each participant in the conversation may have a different perspective on what is being discussed than the others.

They may use thematic, syntactic, and logical links to connect utterances. Feedback in this case represents the continuation of a conversational subject. Regardless of the environment or addressee, a certain subject may be addressed in one code rather than another. People try to focus on one key subject in order for communication to flow smoothly.

Functions of the Interaction

According to Holmes (2001: 259-260) There are many ways to categorize the role of expression. They are expressive (to convey the speaker's feelings), directive (to persuade others to do something), referential (to provide information), metalinguistic (to comment on language itself), poetic (to focus on a language's aesthetic features), and phatic (to focus on a language's phonology) (to state solidarity and empathy with others). The use of language is the goal of these interactions. It is the result of a dynamic social and cultural system. Considerations of politeness are discussed as part of the discussion of how speech functions are conveyed in various contexts.

b. Face-Threatening Act (FTA)

The researcher uses this theory to support the first and second problems. Actions that put another person's face or self-esteem in threat are known as face-threatening acts. According to Brown and Levinson (1987: 65), Face-threatening actions may be verbal (using words/language), paraverbal (conveyed by speech characteristics such as tone, inflection, and so on), or nonverbal (not using words/language) (facial expression, etc.). Face-threatening acts are consisting of two related aspects.

- Negative Face

According to Brown and Levinson (1987: 66) negative face is restricting the hearer's (H) personal freedom as well as freedom of action include:

- 1) Those actions, such as order/request, suggestions/advice,

informing, threats/warning/dares, signify a potential act of hearer (H). Example: "Keep it a secret." The speaker warns the hearer where his/her statement is anticipating the hearer's future action.

- 2) Those actions signify a constructive potential action by the speaker against the hearer, such as offers or promises. Example: "I promise I will give the novel back next week." The speaker promises to the hearer where the speaker's statement is his/her future action which involve the hearer.
- 3) Those actions, such as compliments/expressions, are based on the speaker's desire for the hearer or his/her goods. Example: "Good job!" This compliment demonstrates that the speaker's positive emotions toward the hearer include an expectation of a positive response from the hearer (thanking/expressing positive emotions to the hearer).

- **Positive Face**

Brown and Levinson (1987: 66) also stated that positive face is threatening the hearer individual desire that his/her personality is respected by others, as follows:

- 1) Disapproval, criticism, complaints, accusations, inconsistencies, reprimands, insults, and other expressions that evaluate the hearer's positive face negatively. Example: "I told you to make a brief summary not a full paragraph" Since she or he is being blamed for doing something wrong, the hearer's positive face is threatened by this statement.
- 2) The speaker's expression indicates that the speaker is unconcerned about the hearer's positive face, as in the case of

bad news, an emotional subject, interruptions, etc. Example: “Do not be lazy!” The speaker discusses a subject that reveals the hearer's emotional weakness because the speaker is unconcerned about the hearer's self-image and thereby threatens his or her face.

Results and Discussion

There are 100 data of total occurrences in this study presented by explaining the reason of using politeness strategies found in the conversation uttered by the characters in Webtoon entitled *Nano List* by using social factors theory that can be seen below.

Table 1. The social factors found in Webtoon entitled *Nano List*

N o	Social Factors	Occurrence s	Percentag e
1.	Participant s of the interaction	41	41%
2.	Setting of the interaction	5	5%
3.	Function of the interaction	32	32%
4.	Topic of the interaction	22	22%
Total		100	100%

Table 4.1 shows that there were 100 data of social factors that occurred as the reason of the characters applying politeness strategies in the conversation in Webtoon entitled *Nano List*. Among them, participants of the interaction were the most frequently used as the

reason with 41 data (41%), followed by the topic of the interaction with 31 data (31%), function of the interaction with 23 data (23%), and setting of the interaction with 5 data (5%). Participants of the interaction took the highest occurrence among the other factors as the speakers in this Webtoon mostly talk with different participants rather than different settings, topics, or functions that made participants mostly influenced the factors in using certain politeness strategies.

A. Participant of the Interaction

This study found that there are 41 data which has participants of the study as the most influenced factors of using politeness strategies in conversation between characters in Webtoon entitled *Nano List*.

Data 1

Milo : Too tired...

Sol Park : **Stayed up all night, right? Get some sleep.**

Milo : I can't sleep on a desk.

This data was taken from the conversation between Milo Ahn and Sol Park. Both of them were a classmate. Milo laid his head on the table and noticed by Sol Park, he asked Milo to get some sleep. As the social factors, the participants of the interaction were Milo and Sol Park, they were a classmate. The setting of interaction was in the classroom. The topic of interaction was Sol Park suggested Milo to sleep because he assumed that Milo stayed up all night. The function of interaction was directive as he asked Milo to get some sleep.

In addition, the participants of the interaction were influenced the most as Sol Park worried that his friend Milo was tired and asked him to get some sleep. Moreover, Sol Park as the speaker used negative face as his face-threatening act to limit Milo's freedom act as he asked

Milo to get some sleep.

B. Setting of the Interaction

This study found that there are 5 data which has setting of the study as the most influenced factors of using politeness strategies in conversation between characters in Webtoon entitled *Nano List*.

Data 2

San	: Step on it!!
Driver	: This is the fastest I can go!!
San	: Go faster!!!
Driver	: To hell?!

This data was taken from the conversation between San and a driver. They were chasing someone's car. San asked the driver to go faster but that was the fastest the driver could go. As the social factors, the participants of the interaction were San and a driver. The setting of the interaction was in a car where they tried to chase other's car. The topic of the interaction was San asked the driver to go faster but the driver could not do it. The function of the interaction was directive as San asked the driver to go faster. However, the setting of the interaction was influenced the most as San wanted the car, she was in could chase the other's car.

Furthermore, negative face was used by San as her face-threatening act to limit the driver's freedom act as she asked the driver to go faster.

C. Topic of the Interaction

This study found that there are 22 data which has topic of the study as the most influenced factors of using politeness strategies in conversation between characters in Webtoon entitled *Nano List*.

Data 3

Nano : Why isn't Milo coming?

Secret. Lim : Ah- he is too traumatized to get in the car.
(They said it will be hard for him to be mobile right now.)

Nano : Hey!! **That means he 'can't' come not he 'won't' come!! Why can't you speak correctly?!!** You piece of shit! You better do your fucking job right!!

This data was taken from the conversation between Nano and Secretary Lim. Nano had to stay in a bunker for a while and Secretary Lim was asked to watch over Nano. Nano had to stay in a bunker because she was not be able to control her emotion and it made her released nano list from her body that could destroyed everything. As the social factors, the participants of the interaction were Nano and Secretary Lim. They were closed to each other back to when both of them work in the same company. The setting of the interaction was in a bunker. The topic of interaction was secretary Lim told Nano the reason why Milo will not come because he was traumatized to get in the car.

The function of interaction was referential as secretary Lim informed something to Nano. Furthermore, the topic of interaction was influenced the most as secretary Lim told Nano why Milo will not come and Nano said it means Milo could not come not will not come.

Moreover, Nano used positive face as her face-threatening act. As the speaker, Nano negatively evaluates what was said by secretary

Lim as she said it was not Milo will not come but he could not come.

D. Function of the Interaction

This study found that there are 32 data which has function of the study as the most influenced factors of using politeness strategies in conversation between characters in Webtoon entitled *Nano List*.

Data 4

Jungkyu : Ahh... How thankful...!! It's all right now, Chacha...

It's all right! I didn't lose you. Thank God...

Nano : Enough, man! Geez you don't know when to stop.

Hand me the information already!

This data was taken from the conversation between Jungkyu Oh and Nano. Jungkyu offered Nano an important information if she could help him to repair his android Chacha. As the social factors, the participants of interaction were Jungkyu and Nano. The setting of interaction was in a basement where Chacha was repaired. The topic of interaction was Jungkyu was thankful to see Chacha was fine but Nano asked him to stop it and gave her the information. The function of interaction was directive as Nano made Jungkyu to do something which was hand her the information. However, the function of interaction influenced the most as Nano used directive function to asked Jungkyu about the information after she helped him to fix his android.

Furthermore, Nano used negative face as her face-threatening act to limit Jungkyu's freedom act as she asked Jungkyu to hand her the

Conclusions

As result of the analysis above, it can be concluded that the social factors could be classified into four types, those are participants of the interaction, topic of the interaction, setting of the interaction and function of the interaction. From the finding, participant of the interaction was the most frequent reason of using politeness strategies by the characters in the conversation, followed by topic of the interaction, function of the interaction, and setting of the interaction. The participant of the interaction took the most influence in among the other social factors in uttering the utterance by the characters in Webtoon entitled *Nano List* was because mostly the characters in this Webtoon had a talk with different participants rather than the other factors.

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THE ETHNO LINGUISTICS STUDY ON *TUPAI* AND *KAPPA* IN *PERIBAHASA* AND *KOTOWAZA*

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Abstract

Peribahasa and *kotowaza* are two types of proverbs from different countries, Indonesia and Japan, yet hold similar purpose and intention, i.e. to maintain people's behaviour. It is essential to research the ethnolinguistics aspects of these proverbs due to the different cultures underlying them. This research aims to compare between the *peribahasa* (*sepandai-pandainya tupai melompat, sesekali gawal (terjatuh juga)*) and the *kotowaza* (*Kappa mo kawa nagare*), as well as the culture behind them through the analysis of the lexicons. The analysis is performed by using the identical method with differentiating technique. The analysis reveals that both *peribahasa* and *kotowaza* have different denotative meanings, yet similar connotative meanings. The *peribahasa* uses *tupai* as the representation of human behaviour, whereas the *kotowaza* uses the word *kappa*. Both of these proverbs have already become ideology within the society since people are using this as a medium to advise others. Through the ethnolinguistics analysis of proverbs by using speaking tools by Hymes, these proverbs are fulfilling the *participants*, *ends*, *acts*, *instrumentality*, and *genre* with *participants* is the only aspect differing them. Based on the description, it can be concluded that despite occurring from a different country and cultural background, both *peribahasa* and *kotowaza* have the same connotative meaning and purpose. Both proverbs have already become an ideology in society for their function and belief.

Keywords: *denotative and connotative meaning, ethnolinguistics, kotowaza, peribahasa.*

Introduction

Language is closely related to culture. The way a language is used is very dependent on the culture developed in a certain area. Through language, thoughts, ideas, and meaning are delivered in the form of praise, curses, advice, or hope. Some of these utterances are conveyed explicitly, yet the rest are conveyed implicitly, through various expressions and one of them is the proverb. By having an essential role in maintaining people's behaviour, the popularity of proverbs spreads all over the world and can be found in almost every country which occurred in different terms such as *peribahasa* in the Indonesian language and *kotowaza* in the Japanese language.

Kamus Besar Bahasa Indonesia (KBBI) defines proverbs as a group of words or sentences that have a fixed structure, usually impersonating a specific purpose (including thimbles, expressions, parables); or expressions or concise sentences, containing comparisons, parables, advice, principles of life, or rules of behaviour. Proverbs often become a medium for someone to implicitly advise others. Animals, plants, or inanimate objects are used to represent and describe the human's characters and qualities. For instance, elephants are often used to represent something large; in contrast, ants are used to describe something small. Another instance shows an inanimate object, such as *tong kosong* (empty barrel) in *tong kosong nyaring bunyinya* to imply that unintelligent people usually talk about things that they do not know.

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In line with *peribahasa*, *kotowaza* (short sentences or utterances that have been told from generation to generation since time immemorial, which contain truth, satire, and moral lessons (Saputra, 2016)) also use animals, plants, or inanimate objects as the representation of human's characteristics and personalities. *Kotowaza* presents similar purpose as *peribahasa* and some of *kotowazas* even have the same meaning with *peribahasa*, for example *Kappa mo kawa nagare* which is similar to *sepandai-pandainya tupai melompat, sesekali gawal (terjatuh juga)* (Chaniago, 1995). These two expressions mean that no matter how clever someone is, he/she can do something wrong. Despite containing only a few words, these expressions reveal the culture underlying the formation of the expression by looking at the constituent elements.

Reflecting on the problems mentioned previously, it is important to research proverbs, particularly the comparison between two expressions, namely *peribahasa* (*sepandai-pandainya tupai melompat, sesekali gawal (terjatuh juga)*) and *kotowaza* (*Kappa mo kawa nagare*) as well as the culture underlying them through the analysis of the lexicons constructing them. Both of these proverbs are chosen due to their meaning similarity.

This case, furthermore, may lead to a focused analysis on the different ethnolinguistics aspects hold by each proverb. By using the observation method and applying the semiotic theory of Roland Barthes and SPEAKING from Dell Hymes, the *peribahasa* and *kotowaza* are accurately analyzed to fulfil the objectives of this study.

Based on this background, two problems are formulated,

namely: 1. What is the meaning of the *peribahasa sepandai-pandainya tupai melompat, sesekali gawal (terjatuh juga)* and *kotowaza (Kappa mo kawa nagare)*? 2. How do the *peribahasa* and *kotowaza* differ based on the semiotic theory of Roland Barthes and speaking from Dell Hymes?

Method

This research is qualitative where the data presented follows the actual situation. Written data are used and obtained from two sources, i.e. the book by Amran YS Chaniago, BA entitled *1700 Peribahasa Bahasa Indonesia* for the *peribahasa*, while the *kotowaza* was obtained from <https://www.cs.cmu.edu/~fgandon/miscellaneous/japan>, a website providing the *kanji*, Latin alphabets, literal meaning, and the implied meaning of the *kotowaza*. The data are collected by using the observation method, a method used in language research by listening to the use of language on the studied object (Sudaryanto (2015)). Furthermore, to realize this method, a note-taking technique is used to record the data.

After data collection, the step proceeded to data analysis by performing descriptive qualitative analysis. It aims to reveal events, facts, phenomena, and various variables that occur during the research. The analysis is performed by applying the identity method with the differentiating technique. The identity method or *metode padan* is defined as something to compare (Mahsun, 2012). As the analysis guideline, two theories are used, i.e. Roland Barthes' semiotic theory

Putu Sandra Putri Astariani, Made Budiarsa, I Nyoman Udayana and the speaking theory from Dell Hymes. The first theory breaks down the data to obtain the connotative and denotative meaning, whereas the second theory is used to describe the cultural differences underlying the *peribahasa* and the *kotowaza*. Barthes' theory is the development of Saussure's signified and signifier by calling it the *order of signification* consisting of levels of denotation and connotation. Denotation is a level of sign that produces an explicit meaning because there is a match between the sign and the sign or the sign with the reference. In other words, denotation has a high level of agreement, because a sign always appears with a marker that cannot be replaced with another and vice versa.

Meanwhile, the connotation produces an implicit meaning where the relationship between the marker and the sign or the sign and its reference is uncertain and indirect (has a low level of the convention). Apart from focusing on the meaning of denotation and connotation, Barthes also saw another aspect called myth. However, what is meant by myth by Barthes is not something mystical and occult, but a communication system and a way of expressing messages where there is cultural interaction that can influence meaning. Concerning the order of signification, myths are at the second level of marking which results from developing connotative meanings derived from denotative meaning. If this myth is accepted by the public and widely believed, it will become an ideology.

To reveal the ethnolinguistic aspects that underlie these expressions, a supporting theory is needed which can be used as a basis for the next stage of analysis. This is where the speaking theory

proposed by Dell Hymes is used. This theory is a tool in ethnolinguistic research which includes communication ethnography. Hymes coined this theory around 1974 and divided it into eight tools, namely:

1. S as the first letter refers to the *situation* which includes the setting and plot the activity takes place.
2. P refers to the *participants* particularly the parties (anyone) involved. This aspect includes the parties involved and the roles they play, or the relationships they have with other participants.
3. E is the initial letter of the *ends* or purpose of communication.
4. A for *acts*, or acts of speech (speech acts), which includes the form and content. Any action can be called a communicative action if it has the intention to convey something to the participants.
5. K represents the *keyword* where one can focus on the tone of speech, namely how the utterance is heard or conveyed.
6. I, namely *instrumentality*, means the medium for conveying the message, both oral and written.
7. N, namely *norms*, means the norms or rules that must be obeyed when delivering utterances.
8. G as the last tool, *genres*, is a type of utterance such as proverbs, apologies, prayers, pleasantries, and so on.

Although eight tools make up this theory, not all of them will be used in their application. All of this depends on what aspects you want to ask so that the tools used can be adjusted accordingly, for

Putu Sandra Putri Astariani, Made Budiarsa, I Nyoman Udayana example, a researcher can only use three tools, P, A, and S to find out participants, speech acts, and the setting of an utterance (Winston, 2012). All the analysis steps are summarized as follows:

1. Looking carefully at the *peribahasa* and *kotowaza* to obtain their respective denotative meanings and connotations
2. Determining whether these expressions have become ideology or remain a myth
3. Analysing the data ethnolinguistic by finding which words differ the expressions in terms of culture
4. After obtaining the words, they are analysed by using Barthes' semiotic theory. This is continued by analyzing the whole clauses by using Dell Hymes' speaking theory.

As the result, the cultural difference between the *peribahasa* and *kotowaza* can be found. The results of the analysis are presented by using formal and informal methods. Formal means the presentation of the results of the analysis using tables, whereas the informal method emphasizes descriptive analysis using words. By applying both of these methods, the results of the analysis can be presented clearly.

Content/Discussion

The Analysis of *Peribahasa*

Sepandai-pandainya tupai melompat, sesekali gawal (terjatuh) juga

The denotative meaning of this proverb is that a squirrel (a fruit-eating animal with fluffy, yellow or brown fur, living in a tree (*KBBI*)), as an animal that moves by jumping from one place to another, must be good at jumping, yet must have fallen sometimes. The meaning of this denotation develops into a connotation where

‘*Sepandai-pandainya tupai melompat*’ represents someone who is very good at something, whereas the phrase *sesekali gawal (terjatuh) juga* symbolize the mistake that is possibly happened. Therefore the connotation of this proverb is that no matter how clever someone is, mistakes are inevitable and are still possible to happen.

This proverb aims to advise someone to be able to tolerate the mistakes someone made, even if that person is an expert in a certain field because no human being is perfect. The meaning of this connotation subsequently developed into a myth in society, however since the expression and the meaning are believed to be true and is often used by people as a mean to express a certain message to others, this myth has turned into an ideology.

The Analysis of *Kotowaza*

河童も川流れ (*Kappa mo kawa nagare*)

This *kotowaza* has the same meaning and purpose as the *peribahasa* ‘*Sepandai-pandainya tupai melompat, sesekali gawal (terjatuh) juga*’, the only aspect distinguishing this *kotowaza* from the *peribahasa* is the creature as the representation of culture within the expression. *Kappa* is a Japanese mythological creature which is often called as *Gatarou* (川太郎) or *Kawako* (川子) which both mean ‘creek’. This creature has human-like features, its body is estimated to be half of the height of a child, has scaly skin similar to reptiles with the colour of green to yellow or blue. *Kappa* also has webs between its fingers, like a duck. Of all the features that have been mentioned,

Putu Sandra Putri Astariani, Made Budiarsa, I Nyoman Udayana another look that is unique to *kappa* is the water-filled cavity on its head. The water in this cavity is its main key to move freely on the land, if the water spills then the *kappa* cannot move anymore. In Japanese Shinto belief, *kappa* is considered the god of water or *Suijin*. However, some people have claimed to see *kappa* which is said to live in rivers in Japan and classify it as cryptozoology. *Kappa* usually attacks humans who bathe in rivers and prey on them.

As the first level in Barthes' semiotics, the denotative meaning of this expression is even a *kappa*, one of the Japanese mythological creatures that live in the water, which is good at swimming, can be swept away in rivers. This denotative meaning leads to a connotative meaning that is, someone who is smart or even considered to be an expert in a certain field can make mistakes. This connotative meaning is similar to the *peribahasa*, thus the purpose of this expression is the same, namely, one should tolerate and forgive mistakes made by someone, even though that person is an expert because nobody is perfect. The meaning of this connotation subsequently develops into a myth in society, nevertheless, the belief of meaning and truth of this expression leads to wide usage by people as a media to give advice for others, as a result, this myth has turned into an ideology.

The Comparison between *Peribahasa* and *Kotowaza*

Based on the analysis of denotative and connotative meanings, a comparison can be made based on the ethnolinguistics point of view. By viewing under Barthes' semantic theory, particularly the denotative and connotative meaning, the *peribahasa Sepandai-pandainya tupai melompat, sesekali gawal (terjatuh) juga* has a

different denotative meaning from the *kotowaza kappa mo kawa nagare*, yet both proverbs have the same connotative meaning, namely symbolizing people who are experts in their fields but cannot avoid mistakes because no human is perfect. The similarity in the connotative meaning also makes these two expressions have the same purpose, namely to advise someone to tolerate the mistakes of others even though he/she is an expert in a certain field because as a human being, mistakes are inevitable.

In terms of culture, both proverbs and *kotowaza* certainly have different backgrounds. This difference in the cultural background is analysed by implementing the SPEAKING (*situation, participant, end, act, key, instrumentality, norm, and genre*) theory by Hymes. Despite having eight “tools” to reveal the ethnolinguistic aspects, only five are used, namely *participants, ends, acts, instrumentality, and genres*. The comparison based on Hymes’ tools is presented in the following table.

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Table 1. The comparison between *kotowaza* and *peribahasa*
based on Hymes' research tool

Hymes' Research Tools	<i>Kotowaza</i> <i>Kappa mo kawa nagare</i>	<i>Peribahasa</i> <i>Sepandai-pandainya tupai melompat, sesekali gawal (terjatuh) juga</i>
Participants	<p>Japanese society</p> <p>This is shown by the diction, which uses <i>kappa</i> instead of other creatures that are more familiar to others. <i>Kappa</i> is a mythological creature from Japan. With the same cultural background and knowledge about <i>kappa</i> had by the Japanese, they will immediately be referred to the <i>kappa</i> as a creature living in water, has scales, webs, and has a hollow in its head. Therefore, the Japanese people can well and fully understand the meaning of this <i>kotowaza</i> in a denotative and connotative way. As a result, the aims and objectives of the <i>kotowaza kappa mo kawa nagare</i> can be well conveyed.</p>	<p>Indonesian society</p> <p>Although squirrels are not endemic to Indonesia, they are often and can be easily found in Indonesia, especially in plantation areas. Thus, the Indonesians must understand the word 'squirrel'. Indonesian people also have the same knowledge that squirrels are animals that are good at jumping since it is the way it moves from one place to another. Different things will happen if the term <i>kappa</i> is used in Indonesian proverbs. It will be very difficult for people (except those who study the Japanese language and culture) to</p>

		understand what <i>kappa</i> is. Given this difficulty, the intention and purpose of this proverb will be difficult to convey. Nonetheless, by using <i>tupai</i> as the representation of this proverb, Indonesian people may easily understand the denotative meaning and comprehend the connotative meaning. As the result, the intention of this <i>peribahasa</i> will be well-delivered.
Ends	To advise someone to understand that no creature is perfect. Even a human being who is an expert in a certain field can make mistakes. Therefore, someone should be able to tolerate the mistakes of others since the mistake is inevitable.	Has the same purpose and goal, namely to advise someone to understand that nobody is perfect. Even an expert can make mistakes. Therefore, someone should be able to tolerate the mistakes of others.
Acts	Directive	Directive
Instrumentality	Written language variety	Written language variety

Genres	<i>Kotowaza</i> (Japanese Proverb)	<i>Peribahasa</i> (Indonesian proverb)
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The table shows that even though they have the same aims and objectives, there are still several elements that can distinguish *peribahasa* and *kotowaza*. The most obvious element is the cultural background adopted by each community presented by the *participant* tool.

Conclusion

Based on the analysis, it can be concluded that the *kotowaza kappa mo kawa nagare* and the *peribahasa sepandai-pandainya tupai melompat, sesekali gawal (terjatuh) juga* has different denotative meanings. The *kotowaza* denotatively means that as a good swimmer, even a kappa can be swept away in a river, whereas the *peribahasa* means that even a squirrel can fall down when jumping, although jumping is its main movement. Despite having different denotative meanings, the connotation meaning is the same and the intention and purpose are the same, namely, ‘even someone skilled and expert can make mistakes. Therefore one should be able to tolerate the mistakes of others because nobody is perfect. The connotative meaning of this expression leads to the occurrence of myths, which are later developed into an ideology because people believed in the connotative meaning and used these two expressions to advise others.

In line with the meaning analysis based on Barthes’ semiotic theory, the ethnolinguistics analysis shows that several tools can distinguish *kotowaza* and *peribahasa*. These tools are *participants*, *ends*, *acts*, *instrumentality*, and *genres*. Participants show the

differences between the parties involved, namely the Japanese society for the *kotowaza* and the Indonesian society for *peribahasa*. Ends denote the meaning and purpose of these expressions, namely to advise others to understand that no creature is perfect, including human beings. Even an expert can make mistakes because the mistake is inevitable. Therefore, someone should be able to tolerate the mistakes of others. Acts show that the expression has the purpose to ask, urge, invite someone to do or not do something, and give advice. Next is instrumentality which indicates that this expression present in written variety. The last tool, genres, indicates the type of text or discourse used, namely a proverb which is respectively known as *kotowaza* in Japanese and *peribahasa* in Indonesian.

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