



# Research on Applied Linguistics and Literature

issn: xxxxxxxx

Volume 1, Number 1 2022

LEXICAL AND SOCIAL MEANING ANALYSIS IN BALI LANDMARKS

Heryani

THE SYNTACTICAL CATEGORIES OF PHRASE IN FOUR SONGS LYRICS FROM ADELE'S 25 ALBUM

Wina Siti Karmila

AN ANALYSIS OF CODE-MIXING IN DEDDY CORBUZIER'S YOUTUBE VIDEOS

Dhinna Liezantica A'nnur

CODE MIXING ANALYSIS IN THE CAPTIONS OF @PADULIANJING INSTAGRAM ACCOUNT  
(A SOCIOLINGUISTIC STUDY)

Dicky Rachmat Ramdhani

THE USE OF SOCIAL DEIXIS IN INI TALK SHOW

Kiki Zakiyyah

MORPHO-SEMANTIC ANALYSIS IN NAMING OF ECOTOURISM IN BALI

Siti Setia Mintarsih

POLITENESS STRATEGIES USED BY THE ENGLISH LITERATURE STUDENTS

Elva Khoerunisa

TEACHERS' BARRIERS ON THE IMPLEMENTATION OF ENGLISH ONLINE LEARNING  
DURING COVID-19 PANDEMIC

Yoyoh Rohayati, Eva Fitriani Syarifah, Raynesa Noor Emiliyasi



Universitas Sebelas April  
Program Studi Sastra Inggris

Editorial Office: Jl. Angrek Situ no. 19, Sumedang, Indonesia 45323  
[ejournal.unsap.ac.id](http://ejournal.unsap.ac.id)



# **ReAll - Research on Applied Linguistics and Literature**

<https://ejournal.unsap.ac.id/index.php/reall/index>

**Volume 1 Number 1 2022**

LEXICAL AND SOCIAL MEANING ANALYSIS IN BALI LANDMARKS

1-5

**Heryani**

THE SYNTACTICAL CATEGORIES OF PHRASE IN FOUR SONGS LYRICS FROM ADELE'S 25 ALBUM

6-15

**Wina Siti Karmila**

AN ANALYSIS OF CODE-MIXING IN DEDDY CORBUZIER'S YOUTUBE VIDEOS

16-20

**Dhinna Liezantica A'nnur**

CODE MIXING ANALYSIS IN THE CAPTIONS OF @PADULIANJING INSTAGRAM ACCOUNT (A SOCIOLINGUISTIC STUDY)

21-32

**Dicky Rachmat Ramdhani**

THE USE OF SOCIAL DEIXIS IN INI TALK SHOW

33-37

**Kiki Zakiyyah**

MORPHO-SEMANTIC ANALYSIS IN NAMING OF ECOTOURISM IN BALI

38-44

**Siti Setia Mintarsih**

POLITENESS STRATEGIES USED BY THE ENGLISH LITERATURE STUDENTS

45-56

**Elva Khoerunisa**

TEACHERS' BARRIERS ON THE IMPLEMENTATION OF ENGLISH ONLINE LEARNING

DURING COVID-19 PANDEMIC

57-66

**Yoyoh Rohayati, Eva Fitriani Syarifah, Raynesa Noor Emiliasari**

## LEXICAL AND SOCIAL MEANING ANALYSIS IN BALI LANDMARKS

Heryani

Universitas Sebelas April

[heryani.rere@yahoo.com](mailto:heryani.rere@yahoo.com)

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

Bali as one of the best islands in the world has many tourist destinations which are very famous among local and domestic tourists who visit Bali. Beside it is famous for its beautiful and extraordinary beaches, it is also famous for other tourist destinations which make it becomes the Bali landmarks. Here the researcher chooses three Bali landmarks, they are Bajra Sandhi Monument, Garuda Wisnu Kencana, and Tanah Lot. It is important to know the philosophy of each landmark which is the representation of Balinese people, culture, tradition, religion, and other social aspects so the researcher is interested in analyzing the lexical and social meaning of the three Bali landmarks with ethno linguistics approach. The research questions in the study are: 1) What is the lexical meaning of the three Bali landmarks (Bajra Sandhi Monument, Garuda Wisnu Kencana, and Tanah Lot)?; and 2) What is the social meaning of the three Bali landmarks (Bajra Sandhi Monument, Garuda Wisnu Kencana, and Tanah Lot)? Results show that Bajra Sandhi Monument, Garuda Wisnu Kencana, and Tanah Lot have their own lexical and social meaning correlated to one another and represent Balinese people, culture, tradition, religion, and many more.

**Keywords:** *Bali, landmarks, lexical meaning, social meaning, ethnolinguistics, Bajra Sandhi Monument, Garuda Wisnu Kencana, Tanah Lot.*

### INTRODUCTION

Bali is in the fifth position of World's top ten islands for 2016 according CNN based on the survey of Trip Advisor. In 2017, Bali is honored as the winner of 2017 Traveler's Choice™ awards which leads among 418 outstanding destinations across the world by the planning and booking travel website according to The Jakarta Post, April 24 2017. Besides, Bali has many other awards. It shows that Bali as a tourist destination is very recommended to visit by the tourist. In Indonesia itself, Bali is an island which is known for its tourism because most Balinese people work in tourism field. Balinese people still preserve their culture, tradition, religion, and 'adat' which attract local and domestic tourists to visit Bali. Tourism has been instrumental in effecting large-scale social change which resulted in a series of interconnected and paradoxical outcomes, the formations of a new sense of Balinese identity based on religious culture conceived of as ancient, a new notion of culture seen as a heritage from the past which can be exploited as a capital resource to attract tourists, and the idea that notwithstanding the changes brought about tourism. The Balinese are retaining their culture despite increasing exposure to western modernity (Howe, 2005).

Tourism in Bali cannot be separated from culture, tradition, religion, and other social aspects because they are the main tourism aspects which are becoming the brand images used to market Bali as a tourist haven, beside the beauty of nature that Bali has such as so many beautiful beaches. By building museums and cultural theme parks (Adams, 1995; Pemberton, 1994) and by designating specific cultural practices from different areas of Indonesia as cultural 'peaks' (Adams 1997), the Indonesian state markets cultures, identifies cultural objects for tourist attention, and encourages the modification of cultural and ethnic performances to fit in with tourist desires and needs (Howe, 2005:131).

Balinese people in naming or labelling the tourist destinations in Bali, they relate it to the Balinese culture and language itself. The study of learning the origin, definition, meaning and typology of a place is called labelling place or toponymy (Nurhasanah, Wahya, Sunarni: 2014).

Labelling place or toponymy is part of ethno linguistics, so in this study the researcher uses ethno linguistics approach to analyze the tree Bali landmarks.

Based on the background above, the researcher is interested in analyzing the naming in three Bali landmarks with ethnolinguistics approach. Therefore, this research is entitled “Lexical and Social Meaning Analysis in Bali Landmarks”.

Ethnolinguistics is part of anthropological linguistics concerned with the study of the interrelation between a language and the cultural behavior of those who speak it according to britannica.com. Meanwhile, ethnolinguistics is also called linguistic anthropology according to Duranti (1997). The term ethnolinguistics is not famous in US while it is commonly used in European scholarship. Ethnolinguistics is part of a conscious attempt at consolidating and redefining the study of language and culture as one of the major subfields of anthropology (Duranti, 1997). In general its goal is to provide an understanding of the multifarious aspects of language as a set of cultural practices, that is, as a system of communication that allows for interpsychological (between individuals) and intrapsychological (in the same individual) representations of the social order and helps people use such representations for constitutive social acts.

## **METHOD**

This study is conducted to know the lexical and social meaning in three landmarks in Bali. Thus, in this study, the researcher uses qualitative approach and descriptive research. According to Kothari (1990) qualitative approach is concerned with subjective assessment of attitudes, opinions and behavior, while the descriptive research includes surveys and fact-finding enquiries of different kinds. The purpose of descriptive research is the description of the state of affairs as it exists at present. Research in such a situation is a function of researcher’s insights and impressions. In collecting the data, the study used personal interview. The researcher followed a rigid procedure and looked for answers to a set of pre-conceived questions through personal interviews. This method of collecting data is carried out in a structured way where output depends upon the ability of the interviewer to a large extent (Kothari, 1990). Linguistic anthropologists use traditional ethnographic methods such as participant-observation and work with native speakers to obtain local interpretive glosses of the communicative material they record (Duranti, 1997). The researcher interviewed some informants who involved in the tourism and cultural field in Bali such as local tour guides and tourist destination organizer. Besides using personal interview, this study also used the technique of library research by collecting the documentation such as tourist destination book and brochure which contains the information related to the study, and also other source books which are required in conducting this study. In analyzing the data, step by step was followed by the researcher. The researcher collected the data through the interview and the documentation. Then, the researcher selected, identified, and focused on the data by referring to the problems which are stated in the research questions. After selecting the data, the researcher displayed those data into good sentences chronologically in the form of description. After displaying the data, the researcher drew a conclusion in the end.

## **FINDINGS AND DISCUSSION**

### **Lexical Meaning of Tree Bali Landmarks**

#### ***Bajra Sandhi Monument***

Bajra Sandhi Monument morphologically consists of three morphemes, they are bajra, sandhi, and monument which have their own lexical meaning. According to Kamus Bali Indonesia, Bajra is genta. Bajra or genta itself is a bell which is usually used by Hindu priest in spelling the spells when religiousness ceremony. While sandhi or sandi means sign, code, secret, and slogan. Monument is a building to commemorate something. So Bajra Sandhi Monument is a building in the form of a Hindu bell.

#### ***Garuda Wisnu Kencana***

Garuda Wisnu Kencana morphologically consists of three morphemes, they are garuda, wisnu, and kencana which have their own lexical meaning. According to Kamus Besar Bahasa Indonesia, Garuda



is a supernatural eagle-like being that serves as Vishnu's mount, a big bird which has powerful flying ability which has been extinct long time ago. It also the country symbol of Indonesia. Wisnu or in English Vishnu is one of Trimurti Gods (Brahma, Shiva, and Vishnu) who has a role as the God of Preservation. While kencana is from Sanskrit which means gold element. So Garuda Wisnu Kencana is a Garuda bird and Vishnu God statues which are covered with gold.

### ***Tanah Lot***

Tanah Lot morphologically consists of two morphemes, they are tanah and lot. These two morphemes are from Indonesian language. According to Tesaurus Bahasa Indonesia, tanah is the earth, a land, an island, a parcel of land, an area, a lot, a country, a territory, a region, or a village. While lot is the abbreviation of alot, an Indonesian word, which means elastic, inflexible, clayey, tough, prolonged, continuous, stagnant, or complicated. So Tanah Lot means a clayey land.

## **Social Meaning/Representation of Three Bali Landmarks**

### ***Bajra Sandhi Monument***

Bajra Sandhi Monument is a monument to commemorate the struggles of Balinese people when against Dutch colonialism. This monument was built to preserve and develop people's awareness toward cultural heritage in term of heroic values, patriotism, unity, nationalism, and also love for peace which can be handed down to the youths. This monument is located in a field which used to be a battle field when Balinese people struggled to defend their land from Dutch colonialism. Many Balinese people were killed in this battle field. It makes this place became the witness of how hard Balinese people were struggling until Indonesia becomes independent from Dutch colonialism. That is why this monument is also called The Monument of Balinese Struggle. This 4.900 meters square monument has 17 steps on its frontdoor stairs. It has also 8 pillars in the middle pool which is called "Agung" pillars. The height of this monument from the ground until the top is 45 meters. All these numbers symbolize the independence date of Indonesia that is 17 August 1945.

Because the dominant religion in Bali is Hindu, this monument looks like a bell which is always used by Hindu priest. The architecture of this monument is based on Hindu architecture so this monument is also believed to be holy for Balinese people.

### ***Garuda Wisnu Kencana***

Garuda Wisnu Kencana is well known for its two huge statues. Garuda statue and Wisnu or Vishnu statue become the main tourist attraction in this tourist destination. The area of Garuda Wisnu Kencana was a barren and lime area at the first, an artist I Nyoman Nuarta saw an opportunity to make this area becomes a tourist destination, and wished the area becomes prosperous and useful for Balinese people. Balinese people believe a story behind the relationship between Garuda and Vishnu. Here is the story which is written on the wall in Garuda Wisnu Kencana area: Baghwan Kacyapa had two wives, Kadru and Winata. At one time, Kadru bets with Winata to guess Uccaihsrawa's color, the only horse in the jungle. The loser will be a slave. Kadru bets that the color is black, while Winata bets that it is white. Kadru told her sons who were dragons about her bet and they said that Uccaihsrawa's color was white. In order not to be a slave, because she lost in the bet, Kadru asked the dragons to find a way to make the color became black. The dragons went to where the horse was, and they spout out the poison toward Uccaihsrawa so its color turned black. After that, Kadru and Winata visited the horse, and found its color was black. Winata lost and became a slave for Kadru and for her sons, the dragons. She could be free in condition that she could find Tirta Amertha which belonged to Vishnu and was located in Swargaloka.

Garuda, the son of Winata struggled hard to get Tirta Amertha to set his mother free from 1000 dragons, Kadru's sons. Winata's prayer was always with Garuda. He fought against the Gods in the paradise to get Tirta Amertha. After a very long war, they made an agreement at the end that the Gods would gave him Tirta Amertha if Garuda was willing to be Vishnu's riding bird. He agreed with that agreement, and finally he could set her mother free. So Garuda Wisnu Kencana statue is the symbol of God Vishnu riding the great Garuda as his trusted companion. Vishnu himself is the God preservation

and is symbolized as the source of wisdom and the guardian of human beings. He is one of many manifestations of the supreme God who preserves and nurtures the earth. He owns Tirta Amertha (the water which is the source of fertility). Most Balinese people who are Hindu believe this story and they believe the water source in Garuda Wisnu Kencana area is the Tirta Amertha based on the story.

### ***Tanah Lot***

Tanah Lot is one of the most famous landmarks in Bali which is simply among Bal's not-to-be-missed icon. It is known for its 'pura' or Balinese temple standing on a huge rock in the middle of the sea where Hindu people pray. When the sea water is subsided, we can go down to cross the rock base to be closer to the temple and we can see the legendary sea snakes live in a rock cave there. Balinese people believe the story of the creation of Tanah Lot and why Tanah Lot temple was built in a large rock in the sea. According to Bali Magazine, here is the story. Dang Hyang Nirartha, a high priest from the Majapahit Kingdom in East Java who travelled to Bali in 1489 to spread Hinduism, arrived at the beautiful area and established a site honouring the sea god, Baruna. Here, he shared his teachings to Beraban villagers, only to face opposition from the village chief who soon gathered his loyal followers to dispel Nirartha. The priest resisted, incredibly shifting a large rock he meditated upon out to sea while transforming his sashes into sea snakes to guard at its base. The rock's original name, Tengah Lod, means 'in the sea'. Acknowledging Nirartha's powers, the humbled chief vowed allegiance. Before setting off, Nirartha gifted him a holy kris dagger, which is now among the sanctified heirlooms of the Kediri royal palace. Pilgrims bring these relics each Kuningan day by foot on an 11km pilgrimage to the Luhur Pakendungan temple, the priest's former meditational site.

## **CONCLUSION**

From the findings and discussions above, it can be concluded that Bajra Sandhi Monument, Garuda Wisnu Kencana, and Tanah Lot as Bali landmarks are the representation of Balinese culture, tradition, religion, and other social aspects as the main brand image to market Bali and Indonesia to local and domestic tourists. The meaning behind the naming of the three Bali landmarks are as follows: Bajra Sandhi Monument is a monument to commemorate the struggles of Balinese people when against Dutch colonialism. Garuda Wisnu Kencana statue is the symbol of God Vishnu riding the great Garuda as his trusted companion. Tanah Lot known with its Tanah Lot temple is built a large rock in the sea based on the story of Dang Hyang Nirartha, a high priest from the Majapahit Kingdom in East Java who travelled to Bali in 1489 to spread Hinduism.

## **REFERENCES**

- Arti kata "bajra" menurut kamus Bali Indonesia. Retrieved from <https://maknaa.com/bali-indonesia/bajra>
- Bali by Hotel.com. Tanah Lot temple in Bali, Bali's scenic sea temple. Retrieved from <http://www.bali-indonesia.com/magazine/tanah-lot>
- Balai Pustaka Tim. (1990). Kamus besar bahasa Indonesia (3rd ed.). Indonesia: Balai Pustaka
- Duranti, A. (1997). Linguistic anthropology. New York, US: Cambridge University Press.
- Endarmoko, E. (2006). Tesaurus Bahasa Indonesia. Jakarta: Gramedia Pustaka Utama.
- Ethnolinguistics. Retrieved from <https://britannica.com/science/ethnolinguistics>

- Hetter, K. (2016). World's top 10 islands according to TripAdvisor. CNN Travel. Retrieved from <https://edition.cnn.com/travel/article/tripadvisor-world-best-islands-2016/index.html>
- Howe, L. (2005). *The changing world of Bali: religion, society and tourism*. New York: Routledge.
- Kothari, C.R. (1990). *Research methodology method and techniques* (2nd ed.). New Delhi, India: New Age International (P) Ltd., Publishers.
- Kreidler, C. W. (1998). *Introducing English semantics*. London and New York: Routledge.
- Nurhasanah, Wahya, Sunarni. N. (2014). The name of six villages at Situraja district Sumedang regency (Ethnolinguistic Study). *International Journal of English and Education*, Vol. 3, No. 3, pp. 33-39.
- Nurhayati, D. (2017). Bali declared world's top destination for 2017. Jakarta: The Jakarta Post retrieved from <http://www.thejakartapost.com/travel/2017/04/24/bali-declared-worlds-top-destination-for-2017.html>
- Wikipedia. Anthropological linguistics. Retrieved from <https://en.m.wikipedia.org/wiki/Anthropological-linguistics>

## THE SYNTACTICAL CATEGORIES OF PHRASE IN FOUR SONGS LYRICS FROM ADELE'S 25 ALBUM

Wina Siti Karmila  
Universitas Sebelas April  
winasitikarmila@gmail.com

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

English song is not only as an entertainment for the listener to enjoy the music and following the song (singing), but also as a means of learning containing full of knowledge. For example, people are able to relearn sentence structure (grammatical), enrich their vocabulary, train to pronunciation, and many more by listening and learning the song. The aspect of this analysis is Adele's songs' lyrics from 25 album. Adele is one of famous singer from England, her 25 album has many awards, and it albums became the world's best-selling album in 2015. The researcher focuses on one the linguistics study, syntax. More specifically, it is about the syntactical categories of phrase because phrase is the basis of sentences building. Additionally, student or common people who learn English before learning about sentence more, it is better to learn about phrases previously. The aims of this research are describing kinds of syntactical categories of phrases and finding out the dominant syntactical categories of phrase found in Adele's songs' lyrics. The descriptive qualitative method was used for describing, analyzing, and interpreting the data taken from four songs' lyrics of the album. The data were all of words and sentences that consist of songs' lyrics by Adele in 25 album. The technique of collecting data was used documentary and library research. Kind of phrase theory proposed by Thomas and Phrase Structure Rules theory was used to analyze the data. From the data analysis, it shows that there are five kinds of phrase in Adele's 25 album. There are noun phrase 50%, verb phrase 28%, prepositional phrase 11%, adjective phrase 4%, and adverb phrase 7%. The result shows that noun phrase is the dominant phrase in Adele's 25 album. It was supported by the using of transitive verb as the dominant verb in Adele's song lyrics since the phrase which present after verb that is noun phrase as a direct object. Then, noun phrase also commonly has two functions in the sentences such as the subject and the object. In conclusion, noun phrase is mostly found because the singer wants to mention many things of her experience and express her feelings in the past. As suggestion, readers should use songs as not only to be listened but also to be learnt.

**Keywords:** *syntax, syntactical categories, phrase, songs' lyrics.*

### INTRODUCTION

Nowadays, English song can be used as a media to learning English. For instance, people are able to relearn sentence structure, vocabulary, pronunciation, and many more by listening and learning the song. It is because song's lyric is one of the written grammatical units that contains of sentence, phrase, and idiom. Thus, it can be analyzed from structure and literary work.

In recent time, people need to study the component of language (grammar), because many advantages will be caught by studying English grammar. For example, it is easy to get the meaning and the purpose of certain sentence and utterance in communication. It helps someone avoid or decrease misunderstanding, people are able to write and speak English correctly, and others. On the contrary, without studying grammar many problems will be faced. So, grammar is important to be mastered by someone in English.



Studying grammar can be done by studying grammar's book or studying in the school but it is limited. Everyone can learn by written text such as letter, poem, magazine, song's lyric and written text and it can be used as a medium to learn English grammar. It is because a language of the written text contains of sentences. Besides, it can be analyzed into small parts by linguists. Students or common people who are interested in learning about grammar, it can be discussed in the written text is about: part of speech (verb, noun, adjective, adverb, and so on), sentence building (phrase, clause and sentence), and micro linguistic (morpheme, phoneme, and affixation).

According to Smith (1997) cited by Marina (2015) in her thesis says that song is attracting and pleasure as a tool of language learning in teaching and learning English because while the learners studied the materials of the lesson through songs lyric, the learners can get benefit from song. The researcher expected by using songs' lyric in teaching English, the learners will more enjoy and easy to catch the lesson. It needs to know that lyric is the text of a popular song which consists of a lyrics' emotion about their experience, knowledge, and feeling. Then, the songs' lyric has written by an author, it is a concrete material that can be seen, touched, reread and analyzed.

In this research, the aspect of the analysis is in the lyrics of Adele's songs. The researcher focuses on one the linguistics study, syntax. More specifically, it is about the syntactical categories of phrase because phrase is the basis of sentences building. Additionally, student or common people who learn English before learning about sentence more, it is better to learn about phrases previously.

Based on the background above, the researcher is interested in analyzing the syntactical categories of phrase in Adele's 25 album with syntax. This research is used Tree diagram theory proposed by Thomas. Therefore, this research is entitled "The Syntactical Categories of Phrase in Four Songs Lyrics from Adele's 25 Album". Tourism in Bali cannot be separated from culture, tradition, religion, and other social aspects because they are the main tourism aspects which are becoming the brand images used to market Bali as a tourist haven, beside the beauty of nature that Bali has such as so many beautiful beaches. By building museums and cultural theme parks (Adams, 1995; Pemberton, 1994) and by designating specific cultural practices from different areas of Indonesia as cultural 'peaks' (Adams 1997), the Indonesian state markets cultures, identifies cultural objects for tourist attention, and encourages the modification of cultural and ethnic performances to fit in with tourist desires and needs (Howe, 2005).

There are several theories related to the research of syntactical categories of phrase in the four song lyrics of Adele's 25 album. Those theories are described as follows:

#### *Song Lyrics*

Noor (2004) states that lyric contains to express personal feelings. Lyric is also known as a poem. While the definition of song, Moeliono (2007:624) says that song is variety of rhythmic sound. Nowadays, song is not only as an entertainment for listeners to enjoy the music and following the song, but also as a medium of learning that full of knowledge. Especially this research tells about song of English language. So, people can enrich their grammatical structure, vocabulary, and other knowledge by listening and learning of song.

#### *Syntax*

According to Matthews (1981) the term "syntax" is form ancient Greek "syntaxis", a verbal noun where literary means arrangement or setting out together into phrases, or clauses and phrases or clauses into sentences. It can be concluded that syntax is one of linguistics branches which is very important to be used in analyzing sentences. In other words, syntax is a linguistic study about structure language such as like how the word becomes phrase, clause, and sentence.

#### *Syntactical Categories*

A syntactical category is a family of expression that can substitute for one another without loss of grammatically (Fromkin, et. al 2011). There are some syntactical categories. They are sentence, phrase (noun phrase, verb phrase, preposition phrase, adjective phrase, and adverb phrase) and part of speech (determiner, noun, preposition, adverb, auxiliary verb). A phrase is one or more than one word that does not contain the subject- verb pair necessary to form a clause. Phrases can be very short or quite long. Chaer (2012) says that phrase is the form of grammatical unit in the form of nonpredicative words usually called unit of word which fulfill one of syntactic function in a sentence.

Thomas (1993), states that phrasal categories such as noun phrase, verb phrase, prepositional phrase, adjective phrase, and adverbial phrase.

## METHOD

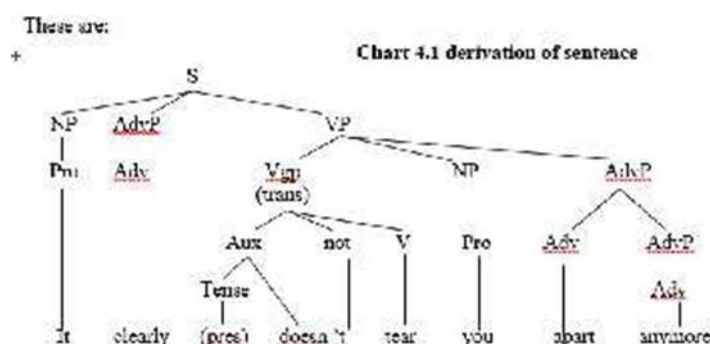
The researcher used descriptive qualitative approach. Descriptive approach was selected because the data in the form of song lyrics. Descriptive as known that analyzed about the data in the form of words of pictures rather than number (Bogdan and Biklen 1982, cited in Sugiyono 2017). In collecting the data, this research used documentary and library research technique to collect the data. Arikunto (2013 in Wahyuni 2011) documentary method which is used to collect data based on transcripts, books, newspaper, magazine, symbol and rule. Those are related to this research which told the art based on Sugiyono because this research about the song's lyrics and transcript that is about transcript of the song's lyrics based on Arikunto. Hadi (1990) cited in Harahap (2014) states that one of research type if it is seems from the place of getting the data is library research. Library research is the data and the materials to finish the research which come from library such as book, encyclopedia, dictionary, journal, document, magazine, and so on. So to get the data, this research used library research to find and read the data sources which is related to the research. In analyzing the data, Miles and Huberman (1984) cited in Sugiyono (2017) explain that data analysis of qualitative research is done interactively and continuously until the research gets complete data. There are three activities in the data analysis; data reduction, data display, and conclusion drawing/verification.

## FINDINGS AND DISCUSSION

### The syntactical categories of phrases used in four songs lyrics from Adele's 25 album

#### *The syntactical categories in the first songs' lyric entitled Hello*

In Hello song lyric, it was found five phrases those are noun phrase (NP), and verb phrase (VP), prepositional phrase (PP), adjective phrase (AdjP), and adverb phrase (AdvP). To present the example of each phrase, it will be explained randomly.



Based on the diagram, types of phrase which are used in the diagram above these are noun phrase (NP), verb phrase (VP), and adverb phrase (AdvP). NP as the subject "it" consists of Pronoun "it". VP as the predicate consists of Verb group (transitive) "doesn't tear" plus Noun Phrase "you" plus Adverb Phrase "apart anymore". Verb group "doesn't tear" consists of Auxiliary "does" plus Not plus Verb "tear", Auxiliary consists of Tense (present), Noun Phrase consists of Pronoun "you". AdvP as the adverb consists of Adverb "apart" plus Adverb Phrase "anymore", Adverb Phrase consists of Adverb "anymore". (First lyric, line 20).

```

graph TD
    S --> NP1[NP]
    S --> VP1[VP]
    NP1 --> Pro1[Pro]
    Pro1 --> It[It (pres)]
    VP1 --> Vsp[Vsp (essential)]
    Vsp --> Aux[Aux]
    Aux --> Tense[Tense]
    Tense --> is[is]
    Vsp --> V[V]
    V --> empty1[']
    empty1 --> empty2['']
    VP1 --> AdjP[AdjP]
    AdjP --> Adv[Adv]
    Adv --> so[so]
    AdjP --> Adj[Adj]
    Adj --> typical[typical]
    VP1 --> PP[PP]
    PP --> Prep[Prep]
    Prep --> of[of]
    PP --> NP2[NP]
    NP2 --> Pro2[Pro]
    Pro2 --> me[me]
    PP --> S_prime[S']
    S_prime --> to[to]
    S_prime --> VP2[VP]
    VP2 --> talk[talk]
    VP2 --> PP2[PP]
    PP2 --> about[about]
    PP2 --> myself[myself]
  
```

AdjP as the subject clause consists of Adverb “so” plus Adjective “typical”. PP as the direct object consists of Preposition “of” plus Noun Phrase “me” plus S2 “to talk about myself”, Noun Phrase consists of Pronoun “me”. (First lyric, line 22).

In When We Were Young song lyric, it was found five phrases those are noun phrase (NP), and verb phrase (VP), prepositional phrase (PP), adjective phrase (AdjP), and adverb phrase (AdvP). To present the example of each phrase it will be explained randomly.

Diagram illustrating the hierarchical structure of the sentence "But if by chance you're here alone":

The root node **S** branches into **S<sub>1</sub>** and **NP**.

**S<sub>1</sub>** branches into **But**, **if**, **by**, and **chance**.

**NP** branches into **you** (labeled **pro**) and **VP**.

**VP** branches into **V<sub>you</sub> (intrans)** and **AdvP**.

**V<sub>you</sub> (intrans)** branches into **Aux** and **V**.

**Aux** branches into **Tense**.

**V** branches into **'re**.

**AdvP** branches into **Adv** and **NP**.

**Adv** branches into **here**.

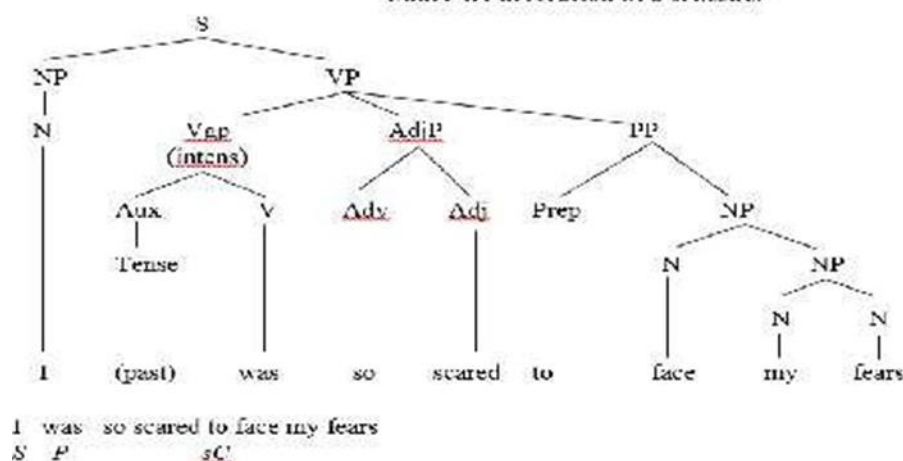
**NP** branches into **N**.

**N** branches into **alone**.

The sentence structure is summarized as: **But if by chance you're here alone**.

Below the sentence, the words are labeled with their grammatical functions: **But** (A), **if** (S), **by** (P), **chance** (A), **you** (S), **'re** (P), **here** (A), **alone** (A).

Chart 4.4 derivation of a sentence



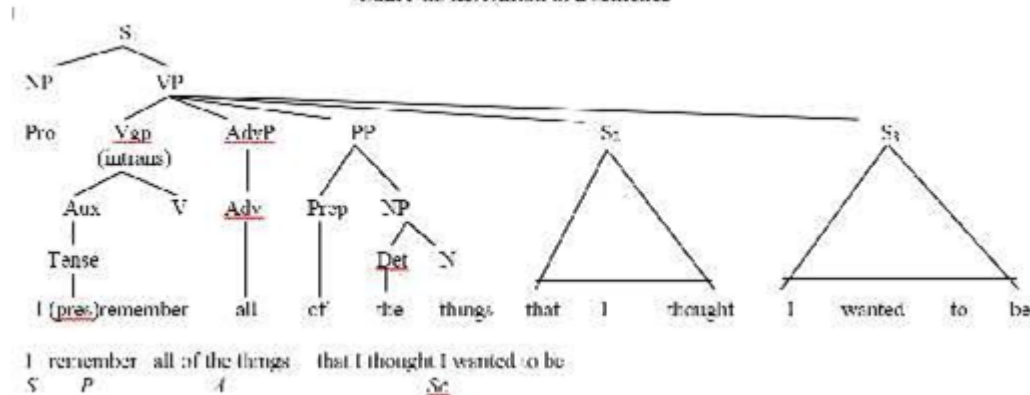
Based on the diagram, the following data will be explained about adjective phrase (AdjP) and prepositional phrase (PP). AdjP as subject clause consists of Adverb “so” plus Adjective “scared”. PP as subject clause consists of Preposition “to” plus Noun Phrase “face”, Noun Phrase consists of Noun “my” plus Noun Phrase “fears”, Noun Phrase consists of Noun “fears”. (Second lyric, line 19).

### *The syntactical categories in the third songs' lyric entitled Remedy*

In Remedy song lyric, it was found five phrases those are noun phrase (NP), and verb phrase (VP), prepositional phrase (PP), adjective phrase (AdjP), and adverb phrase (AdvP). To present the example of each phrase it will be explained randomly.

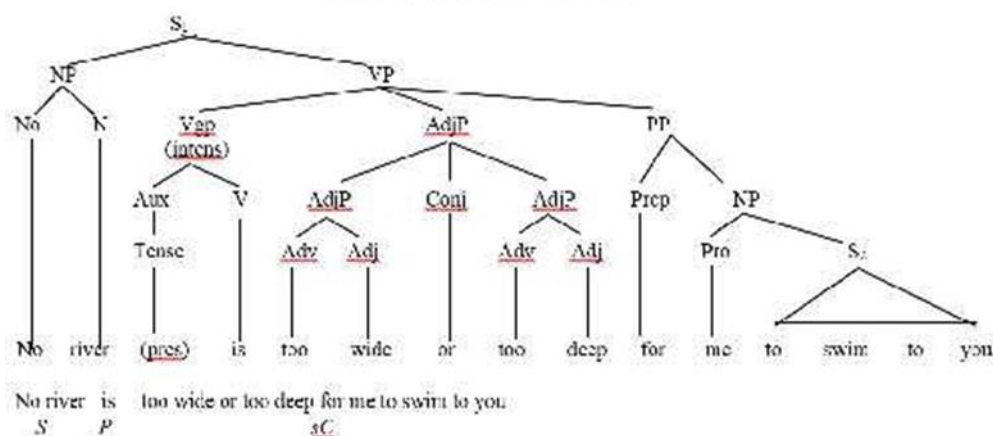
These are:

Chart 4.5 derivation of a sentence



Based on the diagram, the following data explained about noun phrase (NP), verb phrase (VP), and adverb phrase (AdvP). NP as the subject consists of Pronoun “I”. VP consists of Verb group (intransitive) “remember” plus Adverb Phrase “all” plus Prepositional Phrase “of the things”, Verb group (intransitive) consists of Auxiliary plus Verb “remember”, Auxiliary consists of Tense “present”, AdvP as the adverb consists of Adverb “all”, Prepositional Phrase consists of Preposition “of” plus Noun Phrase “the thing”, Noun Phrase consists of Determiner “the” plus Noun “things”. (Third lyric, line 1). Because the dominant religion in Bali is Hindu, this monument looks like a bell which is always used by Hindu priest. The architecture of this monument is based on Hindu architecture so this monument is also believed to be holy for Balinese people.

Chart 4.6 derivation of a sentence



Based on the diagram, the following data will be explained about adjective phrase (AdjP) and prepositional phrase (PP).

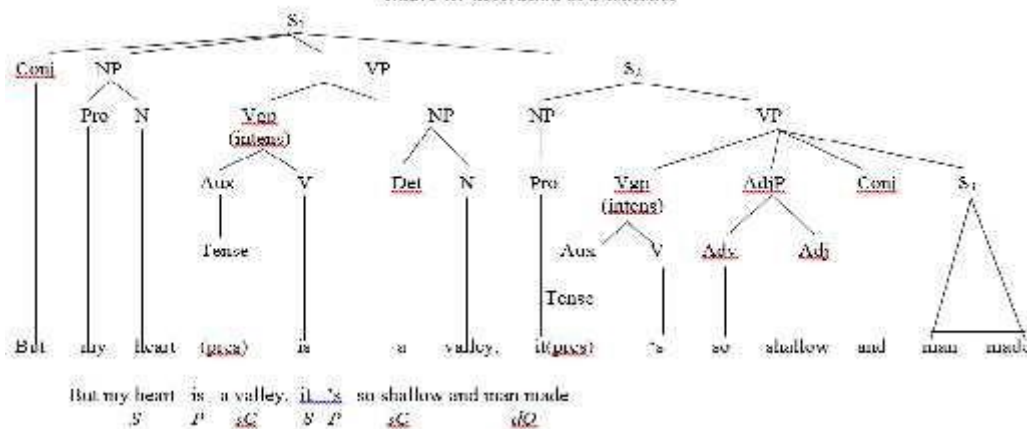
AdjP as the subject clause consists of Adjective Phrase “too wide” plus Conjunction “and” plus Adjective Phrase “too deep”. Adjective Phrase consists of Adverb “too” plus Adjective “wide”, Adjective Phrase “too deep”. PP as the subject clause consists of Preposition “for” plus Noun Phrase “me to swim to you”, Noun Phrase consists of Pronoun “me” plus S2 “to swim to you”. (Third lyric, line 12).

#### *The syntactical categories in the fourth songs' lyric entitled River Lea*

In River Lea song lyric, it was found five phrases those are noun phrase (NP), and verb phrase (VP), prepositional phrase (PP), adjective phrase (AdjP), and adverb phrase (AdvP). To present the example of each phrase it will be explained randomly.

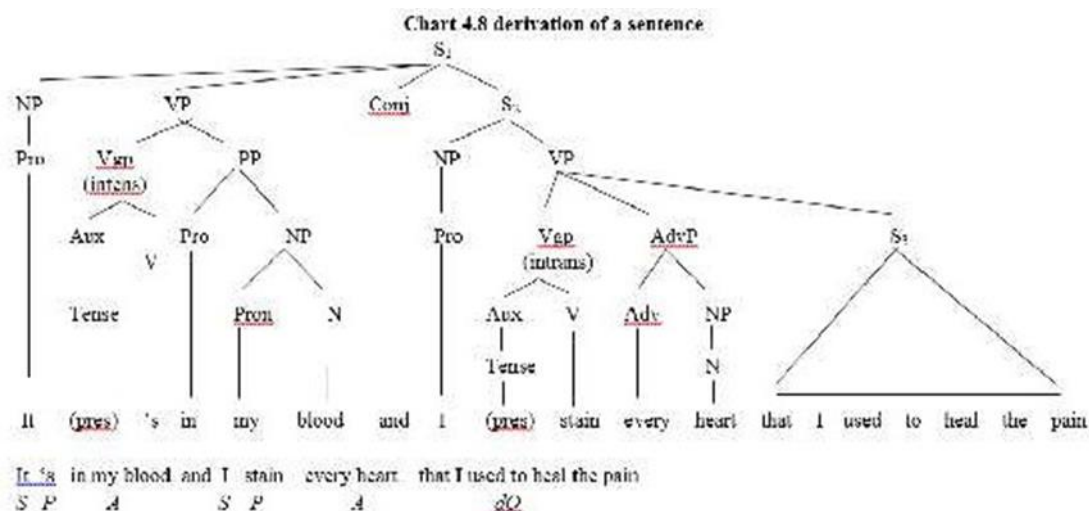
These

Chart 4.7 derivation of a sentence



Based on the diagram, the following data explained about noun phrase (NP), adverb phrase (AdvP), verb phrase (VP), and adjective phrase (AdjP). NP as the subject “my heart” consists of Pronoun “my” plus Noun “heart”. VP as the predicate consists of Verb group (intensive) “is” plus Noun Phrase “a valley”, Verb group (intensive) Auxiliary consist of Tense “present” plus Verb “is”, Noun Phrase “a valley” consists of Determiner “a” plus Noun “valley”. AdjP as subject clause consists of Adverb “so” plus Adjective “shallow”. (Fourth lyric, line 3).





Based on the diagram, the following data explained about prepositional phrase (PP) and adjective phrase (AdjP). PP as the adverb consists of Preposition “in” plus Noun Phrase “my”, Noun Phrase consists of Pronoun “my” plus Noun “blood”. AdjP as the adverb consists of Adverb “every” plus Noun Phrase “heart”, Noun Phrase consists of Noun “heart”. (Fourth lyric, line 3).

#### The dominant syntactical categories of phrase found in four songs lyrics from Adele's 25 album

The result of the classification and percentage analysis of syntactical categories is presented in the following table:

No.	Types of Phrase					Result	Percentage
1.	Noun Phrase	37	49	25	39	150	50 %
2.	Verb Phrase	20	26	17	21	84	28 %
3.	Prepositional Phrase	9	10	2	11	32	11 %
4.	Adjectiv e phrase	5	3	3	2	13	4 %
5.	Adverb Phrase	6	6	2	8	22	7 %
						301	100%

The table above shows the occurrence phrase. The table shows the distribution of phrase is classified into five kinds, namely noun phrase, verb phrase, prepositional phrase, adjective phrase, and adverb phrase. From the percentage analysis, it is found that noun phrase occupying the most frequent used in Adele's 25 Album since it is found 50%, verb phrase 28%, prepositional phrase 11%, adjective phrase 4%, and adverb phrase 7%.

Thomas (1993) states that phrase can also consists of one constituent. Based on the result of analysis, the syntactical categories of phrase found in the four song lyrics from Adele's 25 album can be classified into five basic syntactic categories of phrase. According to Thomas (1993), states that five kinds of phrasal categories they are Noun Phrase (NP), Verb Phrase (VP), Prepositional Phrase (PP), Adjective Phrase (AdjP), and Adverbial Phrase (AdvP). In the four song lyrics, five phrases appear in all of the songs' lyrics.

There are 301 phrases that found in all of songs' lyrics. In the four songs' lyrics, noun phrase found 150 phrases, verb phrase found 84 phrases, prepositional phrase found 32 phrases, adjective phrase found 13 phrases, and adverb phrase found 22 phrases.

Based on analysis, noun phrase is the most frequent phrase pattern found in data since it is found 51%. The second form of phrase which is often used is verb phrase with the frequent found in this research is 26%. The third, prepositional phrase is 11%. The fourth phrase, adjective phrase is 4%. The last frequent that is adverb phrase 7%.

Furthermore, in the frequency of occurrence of kinds of phrase stated that noun phrase as the mostly phrase which exists in the four songs' lyrics in Adele's 25 album. These are three reasons that why noun phrase as the dominant phrase in the four songs' lyrics from Adele's 25 album. The first reason, noun phrase commonly has two functions in the sentence such as the subject and the object. It is difference from other phrases like verb phrase, prepositional phrase, adjective phrase, and adverb phrase which is only has one function in the sentence.

The second reason, verb phrase has the classification they are Transitive, Intransitive, Ditransitive, Intensive, Complex-Transitive, and Prepositional (Thomas, 1993). In the fourth songs' lyrics, Transitive found 35 phrases, Intransitive found 12 phrases, Ditransitive found 9 phrases, Intensive found 27 phrases, Complex-Transitive found 1 phrase, and prepositional does not find in the songs' lyrics. Transitive verb become the mostly verb which exist in the data since this result of the analysis stated that phrase which many appeared in the data is noun phrase. It is because as well-known like the statement from Thomas (1993:36), transitive verb has to have a direct object to be complete. So the phrase which will be appeared after transitive is noun phrase as a direct object.

All of the song lyrics in 25 album tell Adele's love story and her past life experience. Based on [letsingit.com](http://letsingit.com), Adele says that the lyrical content features themes about yearning for her old self and her nostalgia. That is her melancholia about the passage of time.

There are some explanations about the content of the four songs' lyrics in this research based on Stummer (2015). The first song lyric in this research is Hello. Hello song lyrics, it can be seen as being conversational, revolving around (all the relationship of Adele's past, ranging from friends, family members, and ex partners). The second song lyric is When We Were Young. Adele says that this song lyric is making up for lost time. She further explained that she felt bad for always wishing to get older and to move onto the next thing. Now, she wishes she had it all back, so in this album, she is revisiting herself at age 25 to make peace with the past. The third song lyric is Remedy. "Remedy" is a heartfelt ballad about Adele's three-years-old song, Angelo, but the song's promise to "be your remedy" also applies to her other loves one. The song is a tender promise to be there for those Adele cares about. The last song lyric is River Lea. River Lea tells about coming to terms with who you are and how where you have come from does or does not effect that person.

The reason of Adele created 25 album above is related to the finding of this research that is noun phrase as the mostly found in the song lyrics. Adele's song lyrics in 25 album tell about her past life experience, particularly, the song lyrics tell about Adele's past love story. Based on the statement above, noun phrase can consist of subject and object, Adele's song lyrics more emphasize subject and object because the singer wants to mention many things of her experience and express her feelings in the past.

## CONCLUSION

In this research, it can be concluded there are five kinds of phrase that found in the lyrics. They are noun phrase (NP), verb phrase (VP), prepositional phrase (PP), adjective phrase (AdjP), and adverb phrase (AdvP). Based on analysis, noun phrase is the most frequent phrase pattern found in data since it is found 50%. The second form of phrase which is often used is verb phrase with the frequent found in this study is 28%. The third, prepositional phrase commonly used 11%. The fourth, adjective phrase frequent is 4%. The last, adverb phrase is 7 %. Noun phrase as the mostly phrase in four song lyrics in Adele's 25 album because noun phrase commonly has two functions in the sentence such as the subject and the object. Transitive verb is the mostly verb which exist in the data since this result of the analysis stated that phrase which many appeared in the data is noun phrase. Noun phrase in the

form of subject and object are mostly found because the singer wants to mention many things of her experience and express her feeling in the past.

## REFERENCES

- Chaer, Abdul. 2012. *Linguistik Umum (Edisi Revisi)*. Jakarta: PT Rineka Cipta.
- Chaer, Abdul. 2009. *Sintaksis Bahasa Indonesia (Pendekatan Proses)*. Jakarta: PT Rineka Cipta.
- Fromkin, V., Rodman, R., & Hyams, N. 2011. *An Introduction to Language*. Ninth Edition. Canada: Nelson Education, Ltd.
- Harahap, Nursapia. 2014. Penelitian Kepustakaan. *Jurnal Iq'ra*, (vol.08. no.01). Fakultas Dakwah dan Komunikasi IAIN-SU Medan.
- Krisnawan, Ireneus Arya Widiyarna. 2018. *The Use of Phrases Containing to in Jakarta Post's Selected Articles About Politics and Technology*. Thesis. English Letter Study Program Department of English Letters Sanata Dharma University Yogyakarta.
- Marina, Amalia Prisca. 2015. *An Analysis of Phrases in the Lyrics of Taylor Swift's Songs (Red Album)*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.
- Matthews, P. H. 1981. *Syntax*. Great Britain: Cambridge University Press.
- Oxford Learner's Pocket Dictionary. 2008. Fourth edition. New York: Cambridge University press.
- Putri, Alfini Iyasha. 2017. A Syntactic Analysis on the English Translation of Surah Al Qiyamah Using Tree Diagrams. *Linguistics, Literature and English Teaching Journal*, (vol.7. 17-39). English Education Department of UIN Antasari Banjarmasin.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Thomas, Linda. 1993. *Beginning Syntax*. Great Britain: T. J. Ltd.
- Wahyuni, Rina. 2011. *An Analysis on of English Slogan on Commercial Products*. Thesis. English Education Program, Department of Islamic Education, State Islamic College (STAIN) Tulungagung.
- Sobar, Khoirul. 2012. *Pengetahuan umum lirik lagu sebagai genre sastra*. Retrieved from <http://khoerulsobar.wordpress.com/pengetahuan-umum/lirik-lagu-sebagai-genre-sastra/> Accessed on April, 14th 2018.
- Stumme Cliford. 2015. What does "Hello" by Adele mean?. Retrieved from <http://popsingproffessor.com/blog/2015/11/27/what-does-hello-by-adele-mean>. Accessed on August 31st 2018.
- Stumme Cliford. 2015. What does "Remedy" by Adele mean?. Retrieved from <http://popsingproffessor.com/blog/2015/11/27/what-does-remedy-by-adele-mean>. Accessed on August 31st 2018.

Stumme Cliford. 2015. What does “River Lea” by Adele mean?. Retrieved from <http://popsingproffessor.com/blog/2015/11/27/what-does-river-lea-by-adele-mean>. Accessed on August 31st 2018.

Stumme Cliford. 2015. What does “When We Were Young” by Adele mean?. Retrieved from <http://popsingproffessor.com/blog/2015/11/27/what-does-when-we-were-young-by-adele-mean>. Accessed on August 31st 2018.

## AN ANALYSIS OF CODE-MIXING IN DEDDY CORBUZIER'S YOUTUBE VIDEOS

Dhinna Liezantica A'nnur M., S.S  
Universitas Sebelas April  
[officialdhinna@gmail.com](mailto:officialdhinna@gmail.com)

Received: 7-3-2022

Accepted: 4-4-2022

Published: 20-6-2022

### Abstract

This research is an analysis about the code-mixing phenomenon which happens in videos. The purposes of the research are (1) to find out the types of code-mixing used in YouTube video by Deddy Corbuzier; (2) to describe Deddy Corbuzier's factors for using code-mixing in his YouTube video. In this research, descriptive qualitative research was used to reveal the social phenomenon in relation to code-mixing issues. The grand theory of this research is sociolinguistics about code-mixing based on Hoffman's theory which describes the types of code-mixing and Holmes's theory which describes the factors of code-mixing. The object of this research was the utterances from Deddy Corbuzier's YouTube video. There are four videos which are selected based on motivation categories. From the data analysis, it shows that Deddy Corbuzier used outer code-mixing as he mixed his Indonesian utterance with an element derived from English. In his utterances, he often used intra-sentential mixing in the form of word. Based on the data analysis, the researcher has found five factors which support Deddy Corbuzier to use code-mixing in his utterances. There are (1) bilingualism and multilingualism; (2) discussed a particular topic; (3) social dimension; (4) formality dimension; (5) goal of the interaction. The dominant factors which support this code-mixing are bilingualism and goal of the interaction.

**Keywords:** *code-mixing, sociolinguistics, YouTube video*

### INTRODUCTION

Nowadays, many media that can be used to facilitate communication; one of them is social media. At present social media is often used by the millennial generation for interacting to other people (Chandra, 2017). One of social media which is very popular and liked so much by the public is YouTube. In Indonesia, there are a lot of content creators known as Youtuber who are successful in the YouTube world such as Deddy Corbuzier. He often creates motivational content which has a lot of critical thinking. In delivering his aspirations or information to the YouTube, he used language variations such as code-mixing in his utterances. The code-mixing that he used is between Indonesian-English.

In this era, English as international language has intervened in many other languages in the world, including Indonesia. The Indonesian society considered that the use of code-mixing between English-Indonesia is a normal thing and becomes a style of speaking. In fact, the growing development of globalization has an effect on the society awareness about their native regional languages. All levels of society now often used code-mixing in their daily communication, it includes public figures such as Deddy Corbuzier. So, based on the research background, the researcher is interested in analyzing the use of code-mixing by Deddy Corbuzier in his YouTube videos. Furthermore, this research is also intended to provide an evidence that code-mixing is still relevant to the language needs, especially for expressing critical views.

There were several researchers who had conducted several studies about code-mixing. The first, Hairennisa (2018) conducts the research in analyzing the code-mixing phenomenon in students WhatsApp's chat. Hairennisa found that the student most used code-mixing in the form of phrase insertion. Furthermore, she also found the motivational reasons of students' for using code-mixing because they were being empathetic about something, repetition used for clarification and due to the lack of equivalent lexicon in the languages. Another study of code-mixing used by student in social media was conducted by Riana (2018). Riana found that the dominant type of code-mixing that the student used in the Instagram caption is word insertion. Moreover, she found the social function of using code mixing in



Instagram caption such as make a good relationship with friend and also can give information or another with interesting language. However, this research differs from previous research based on several aspects. First, the research object is YouTube video by DeddyCorbuzier as public figure. Second, the type used in this research is three between intra-sentential, intra-lexical, and involving a change of pronunciation. Third, the factor which influences him to use code-mixing. Therefore, the purposes of the study are to analyze the code-mixing produced by DeddyCorbuzier in his YouTube videos and factors which are causing him to use code-mixing. this research attempts to address the following research questions:

1. What are the types of code-mixing used in YouTube video by DeddyCorbuzier?
2. What are the factors for using code-mixing in YouTube video by DeddyCorbuzier?

### **Code-Mixing**

Someone who usually has the ability to speak more than one language is generally very sensitive to the core differences in the language they use and realizes that changes that occur in language are needed for communication needs. When communicating, speakers will pay attention to social situations that make them have to change the code in a conversation (Wijana&Rohmadi 2013, 65). These changes can be called code-switching and code-mixing. The similarity between code-switching and code-mixing is the use of two or more languages. While the most obvious difference is code-mixing using only words, phrases, clauses, affixation, or phonological order.

Meyerhoff (2006, p. 287) defined code mixing as a form of mixing fragments of words, phrases, and clauses in a language in other languages used. The use of code-mixing is seen when speakers are using one language, but in it there are several words from other languages. For example, the speaker will mix Indonesian with English such as: "Saya sudahresignsemenjaktahunkemarin." In this example code mixing occurs because the speaker mixes two languages (codes) in the sentence. On the utterance there is a dominant language used, e.g., Indonesian and in the predominantly English. In a conversation which contains code-mixing, Hoffman (cited in Setya, 2016) states that there are three types of code-mixing based on the situation in which the speaker is located, there are:

1. Intra-sentential Mixing: this type code-mixing places more emphasis on a syntactic unit constituent which can be in the form of word, phrase, and clause.
2. Intra-lexical Mixing: Simply the speakers mixing the code by adding prefix or suffix from the native language to the word from foreign language.
3. Involving a Change of Pronunciation: Each language has a different phonological order and sometimes speakers change the phonological order in other languages by using their own language phonological order.

In addition, Holmes (2013, p. 25) describes many factors that cause people to choose the code before they were speaking, as follow:

1. Bilingualism and Multilingualism

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. The phenomenon of using two languages or more by a speaker in interaction with others alternately is called bilingualism or multilingualism.

2. Discuss a Particular Topic

People may select a particular variety or code because it makes it easier to discuss a particular topic, regardless of where they are speaking.

3. Social Distance Dimension

The same person may be spoken to in a different code depending on whether they are acting. The relationship status between people can be intended as a way in selecting the appropriate code.

4. Formality Dimension

Features of the setting and the dimension of formality may also be important in selecting an appropriate variety or code. The speaker will change the code based on the situation where the speaker takes the conversation.

5. Goal of Interaction

Each speaker must have a goal to get when interacting, for example the speaker uses code-mixing so that the conversation is more interesting or raise prestige. It also could be that people using code-mixing in their interaction with the audience so what the speaker want can be achieve easily.

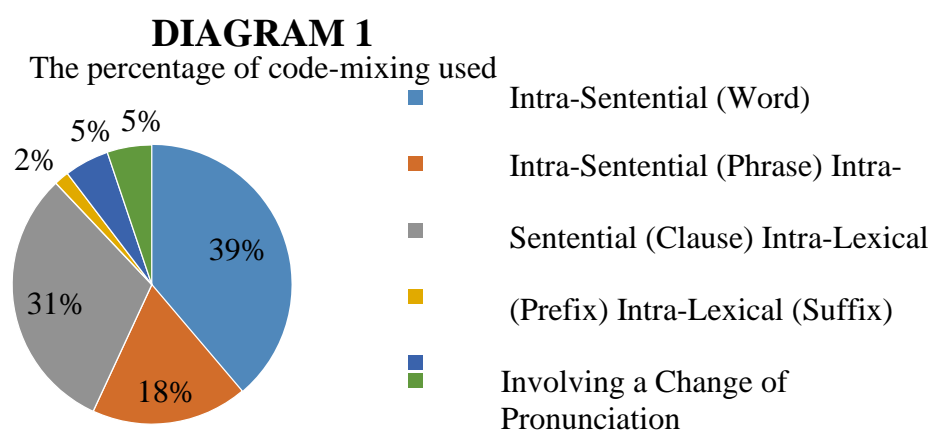
## METHOD

In this research, descriptive qualitative research was used to reveal social phenomenon in relation to code-mixing issues. Words, expressions, and contexts were deeply observed and carefully examined to find out the code-mixing issue of Deddy Corbuzier's utterance in his YouTube video. The types and factors of code-mixing in his YouTube video will be described and explained systematically in this research. The object that will be analyzed is taken from 4 videos with the category of motivation by DeddyCorbuzier.

These videos are interesting to be analyzed because the video is categorized as motivation for today's young generation in Indonesia. In addition, this video is interesting to be observed as the research object because the language used by Deddy in delivering his aspirations contains a lot of critical thinking. In collecting the data, observation and documentation techniques are used as revealed by Sugiyono (2014, p. 63). The researcher observes the YouTube channel of DeddyCorbuzier and find out the video with the category of motivation which contains code-mixing. After finding the video which contains code-mixing, the researcher limits the object research for only four videos. The documentation technique referred to by the researcher is the data obtained from DeddyCorbuzier's video. The video is downloaded to make easy for the researcher to watch repeatedly. The researcher transcribes the whole utterances of the video. The results of the transcript are re-read while listening to the video so the data collected is accurate. After transcribing the researcher writes the utterance which contains the types of code-mixing based on Hoffman's theory. Furthermore, from those data, the researcher analyzed the factors which cause DeddyCorbuzier to use code-mixing.

## FINDINGS AND DISCUSSION

After the data reduction process, all the data of Indonesian-English code-mixing found by the researcher from the four videos are 116 data. Furthermore, the number of data from the whole code-mixing in these four videos will be displayed in a diagram that shows the percentage the use of code-mixing by Deddy Corbuzier as follow:



Based on the diagram above, the highest percentage of code-mixing in the four Deddy Corbuzier's videos is the type of intra-sentential mixing in the form of word which reaches 39%. For example:

Data 061

*"...yang punya sertifikat sebagai master di Wingchoun."*

This data belongs to the type of intra-sentential mixing because Deddy inserts the word from a foreign language master in his native utterance. In addition, the lowest percentage is the type of Intra-lexical Mixing in the form of prefix which only has 2%. For example:

Data 041

*“menurut gua ga diajarin tuh gimana cara bermain, maintain Instagram,”*

The data above is counted as this type of code-mixing because Deddy combines the English word maintain with an Indonesian prefix ‘me-’ which has meaning to. Furthermore, the researcher can consider that the dominant form used by Deddy Corbuzier is depended on the function of the word itself as a single unit of language. Moreover, a word is easily understood than a clause or a phrase by his viewers who the most dominant is Indonesian people.

Besides, the dominant factor which supports Deddy Corbuzier to use code-mixing are bilingualism and goal of the interaction. The researcher considers that Deddy is bilingual person because Deddy has mastered his native language (Indonesian) and he has mastered other language or foreign language (English). It is proven by many uses of code-mixing in his four videos. For example:

Data 093

*“Tapi buat mereka yang ga tau they destroy their life just by social media.”*

Based on the data above, Deddy inserts this English clause because of the support of bilingualism between Indonesian and English. This is proven by the number of utterances which are often inserted by many words, phrases, and clauses as the researcher stated in the data finding. The other factor is goal of the interaction. Every code-mixing that he used have a goal which will be delivered by the viewer, for example:

Data 019

*“Ya gua tau ntar lu ngatain gua bahwa gua unsocial.”*

Based on the researcher analysis, as public figure, someone who is considered to be less associated with other people tends to have a bad view. In this utterance Deddy does not said it in Indonesian but choose to mix it with unsocial because he wants to soften the native word itself. It is support by the factor of the goal the interaction.

## CONCLUSION

Based on the findings and discussions above, it can be concluded that the whole data which are found by the researcher in these four videos are 116 data. The type of code-mixing used can be categorized into the word forms are 45 data, the phrase forms are 21 data, the clause forms are 36 data, the prefix forms are 2 data, the suffix forms are 6 data, and the involving a change of pronunciation are 6 data. Furthermore, the researcher has found the factors which support Deddy Corbuzier to use code-mixing in his utterances. The first is bilingualism and multilingualism. The second is he discussed a particular topic. The third is social dimension that places him as public figure. The fourth is formality dimension. The last is the goal of the interaction. The dominant factors which support this code-mixing are bilingualism and goal of the interaction.

## REFERENCES

- Chandra, E. (2017). YouTube, citra media informasi interaktif atau media penyampaian aspirasi pribadi. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 1(2), 406-417. Retrieved from <https://journal.untar.ac.id/index.php/jmishumsen/article/view/1035/938>
- Hairennisa, H. (2018). Code mixing in students' Whatsapp (WA) chat at eight semester of English study program at State Islamic of University RadenIntan Lampung. (Skripsi, Universitas Islam Negeri Raden Intan Lampung, 2018). Retrieved from <http://repository.radenintan.ac.id/4821/1/HANYA%20HAIRENNISA.pdf>
- Holmes, J. (2013). *An introduction to Sociolinguistics*. (4th ed.). New York, NY: Routledge.
- Meyerhoof, M. (2006). *Introducing Sociolinguistic*. New York, NY: Routledge.
- Riana, R. D. (2018). *The Sociolinguistic study on the use of code mixing in Instagram by the students of English education department at IAIN Salatiga*. (Skripsi, Institut Agama Islam Negeri Salatiga, 2018). Retrieved from <http://e-repository.perpus.iainsalatiga.ac.id/3851/1/SKRIPSI.pdf>
- Setya, J. W. K. (2016). *The analysis of code-mixing used in "Marmut Merah Jambu" by Raditya Dika*. (Skripsi, Universitas Kristen Satya Wacana, 2016). Retrieved from [http://repository.uksw.edu/bitstream/123456789/9513/2/T1\\_112012085\\_Full%20text.pdf](http://repository.uksw.edu/bitstream/123456789/9513/2/T1_112012085_Full%20text.pdf)
- Sugiyono. (2014). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Wijana, I. D. P., & Rohmadi, M. (2013). *Sosiolinguistik*. (5th ed.). Yogyakarta: PustakaPelajar.

## CODE MIXING ANALYSIS IN THE CAPTIONS OF @PADULIANJING INSTAGRAM ACCOUNT (A SOCIOLINGUISTIC STUDY)

Dicky Rachmat Ramdhani  
Universitas Sebelas April  
dickyrr69@gmail.com

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

This study is entitled “Code Mixing Analysis in The Captions of @padulianjing Instagram Account”. It focuses on finding the kinds of code mixing supported by the theory from Pateda (1992) and explaining the factors of code mixing occurrence supported by the theory from Hoffman (1991). This study is a qualitative descriptive study. The researcher collects the data of 30 post captions from September 2018 until April 2019 by observation and documentation techniques. The result shows: 1) the kinds of code mixing occurs in the form of word, phrase, clause, baster, repetition, and idiom; and 2) there are six factors of code mixing occurrence namely when talking about a particular topic, when quoting someone’s statements, when showing empathy & sympathy, when inserting a sentence connector, when trying to attract others’ attention, and when having limited vocabularies. In conclusion, there are 6 forms of code mixing and 6 factors lead the code mixing. It is recommended for the further researchers to do interview when investigate the same research object.

**Keywords:** *code mixing, Instagram, sociolinguistics*

### INTRODUCTION

Indonesia is a multilingual country; there are many multilingual societies, because there are also many types of races. Most of Indonesian people speak at least two languages, which are traditional language (as a mother tongue for every ethnic in Indonesia) and Indonesian language as a national language. Being multilingual societies provides huge opportunity to speak more than one language. Sundanese language has more than 42 million speakers and in Indonesia, Sundanese language also becomes a mother tongue which has the second most users after Javanese language. Sundanese language is spoken by almost all people in West Java and Banten.

The popularity of Sundanese language decrease nowadays is because the Sundanese language users also decrease. It happens because the Sundanese language has a complex undakusukbasa, so that the speakers feel difficulties in speaking Sundanese. Sudaryat (2007) in Ikmaliah, Haerudin&Hernawan (2014) says, undakusukbasa is a manner or politeness in using language. For that reason, the users of Sundanese language try to solve the difficulties by mixing the Sundanese language and Indonesian language. As Cited in KOMPAS.com (2010), Al-Bustomi (2010) says that some of Sundanese people mix Sundanese language with Indonesian language in their speech because they are afraid to make a mistake when they speak Sundanese, even though they also realize about the importance to accustom themselves to use Sundanese language.

In this globalization era, the phenomenon of mixing two or more languages not only occurs in a usual conversation, but it also often occurs in social media. Furthermore, the situations can be formal or informal. The phenomenon of mixing two or more languages occurs in social media especially in Instagram caption post. This phenomenon of mixing two languages in a speech is called code mixing.

Nowadays, Instagram has become the most popular social media among teenagers (Piper Jaffray’s Fall 2018 survey cited in Sheetz, 2018). Therefore, the researcher is interested in analysing the code mixing in Instagram caption. The researcher also chooses @padulianjing Instagram account as the object of the study because the code mixing phenomenon is often occurs in the post captions



of @padulianjing Instagram account and it always mixes the Sundanese language with Indonesian language, and sometimes with English in its captions. Therefore, the researcher will focus to find out code mixing in the captions of @padulianjing Instagram account. As the result, the researcher entitled this study as Code Mixing Analysis in The Captions of @padulianjing Instagram Account. The research purposes of the study are: 1) To find out kinds of code mixing; and 2) to explain the factors of code mixing occurrence in the captions of @padulianjing Instagram account.

According to Chaer and Agustina (2004) in Malabar (2015), in sociolinguistic study, especially caused by bilingualism and multilingualism, there are three preferences of language namely intra language variation (variation within the same language), code switching and code mixing.

Living among multilingual society becomes the main cause of code mixing occur (Malabar, 2015). Code mixing is seldom found in the formal situation. Therefore, Zenab (2016) suggests that the main characteristic of code mixing is the informal or relaxed situation and condition. In addition, Kasyulita (2017) states that code mixing usually occurs in the middle of a sentence.

Hamidah (2015) defines the meaning of code mixing which is "a speaker inserts or mixes two languages in a single utterances and it usually occurs in informal situation." Kridalaksana (1993) in Malabar (2015) suggests that the aim of code mixing is to enlarge language styles or language varieties, include with the use of words, clauses, phrases, idioms, greeting and the other aspects.

The other definition of code mixing, Kasyulita (2017) says that is the use and the mixing of two or more languages in a speech. Furthermore, she explains code mixing often happens when the use of two language systems cannot be separated.

Based on the aforementioned theories of code mixing, the researcher concludes that code mixing means mixing the two languages on the same topic which is delivered by a speaker or writer to the addressee in oral or written text at the same time, in informal situation.

Pateda (1992) in Murliaty, Gani and Tamsin (2013) mentions there are six kinds of code mixing, as follows:

1. Code mixing in the form of word. Word is the smallest unit of language consists of a morpheme or more than a morpheme. Example: Mereka akan married bulandepan.
2. Code mixing in the form of phrase. Phrase is a combination of two or more words, but it is impossible to form a perfect sentence because it has no predicate. Example: Dead line pendaftar kapan?
3. Code mixing in the form of clause. Clause is a unit of grammatical organization which smaller than a sentence, but larger than a phrase, word or morpheme and clause having a subject and predicate. Some clauses are independent, so they can stand themselves as a sentence which grammatically completes statement; there is a main idea on it. Other clauses are dependent; they cannot stand themselves because it needs the other clauses which have the main idea of the sentence to create the meaning of the whole sentence. Example: I need to sleep now, gara-gara aktifitas yang cukup padathari ini.
4. Code mixing in the form of baster. Baster is a combination of two elements and creates one meaning, the form of baster basically forms of English and there is an addition of Indonesian slang affixation or vice versa. Example: Santai dong, slow-in aja, gak usah buru-buru.
5. Code mixing in the form of repetition. Repetition word is a word formed because of words reduplication. Example: Jangankhawatir, kitadinifine-fine ajakok.
6. Code mixing in the form of idiom. Idiom is group of words with a meaning that is different from the meaning of the individual word. It means that idiom creates new meaning that is different from the real meaning of each word. Example: *By the way, makasih bagnet lo dah mau jadi temen gue selama ini.*

Code mixing occurs if there are some factors on it. As cited in Luke (2015), Saville-Troike (1986) suggests that there are three reasons of inserting the code mixing, namely:

1. To strengthen or soften request or command. Code mixing works to soften a command or strengthen the request to sound more polite, and shows the power on someone else.

2. Real of lexical need. An interlocutor conducts code mixing is because of the lack of equivalent lexicons in the interlocutor's language. To convey clear messages and avoid vague meaning, the speakers may switch their language into the target language (either first or second).
3. To exclude other people when a comment is intended for only a limited audience. By using an unknown language that no one understands at all, the speaker excludes others. Interferences in communication will be resolved by code mixing because sometimes the speaker only wants to communicate with certain people.

Moreover, Hoffman (1991) in Kurniawan (2016) mentions that there are six factors that cause the code mixing occurs, namely:

1. When talking about a particular topic. People prefer to discuss about particular topics in any kind of subjects that make them comfortable to express their condition, especially informal situation.
2. When quoting someone's statements. People insert someone's statements in their statement, for example when they say the famous expression from the well-known figures.
3. When showing empathy and sympathy. Mixing languages can also be used in an empathy and sympathy situation.
4. When inserting sentence connector. In some situations where language switching and language mixing are used, people tend to label the interjection or phrase connector unintentionally or intentionally.
5. When trying to attract others' attention. In this kind of situation, there is a motivation to use code mixing to attract people's attention and increase their pride while interacting with others.
6. When having limited vocabulary. In this kind of situation, people tend to mix the languages which have no translation into the other language or the target language in order to avoid the misunderstanding and be more understandable by addressee.

## **METHOD**

In this study, to observe and to find the result, the methodology used in this research is qualitative method. Moleong (2009: 6) as cited in Pribady (2018: 62) suggests that the aim of qualitative research is to holistically understand about a phenomenon of the research subject's experiences, for examples in behaviour, perception, motivation, etc., in a specific natural context and using different research methods by describing in the form of words and language. Therefore, descriptive approach is used because it gives benefit for the researcher in describing the result of this study. Related to the research purposes, the objective in this study is to discover the answers of the research questions clearly and correctly about the occurrence of code mixing phenomenon in the captions of @padulianjing Instagram account.

In this study, the researcher uses observation and documentation techniques. To observe and obtain the data from the object of the research, this study involves the researcher himself as the research instrument (human instrument) and uses the researcher's smartphone as the research instrument also. After observing the research object, the researcher collects the data through the documentation technique by capturing the screen (Screenshot). After that, the data will be retype/copied into a Microsoft Word Document to make researcher easier analyse because the text from images file cannot be copied. There are lots of data from the Instagram post captions; therefore the data will be limited for 30 post captions.

In data analysing step, the researcher interprets the data. It is supported by the researcher understanding, Cambridge Dictionary, and the direction & guidance from the supervisors & friends who understand of the topic. After analysing the data, the researcher draw a conclusion based on the finding from the study. Suggestions are also needed to make this study more correct and complete.

## **FINDINGS AND DISCUSSION**

### **Kinds of Code Mixing**

After reducing the data, the researcher finds 127 numbers of code mixing which occur in 30 post captions of @padulianjingInstagram account from September 2018 until April 2019. The following is the table of the numbers of code mixing occurrence.

Table 1 THE NUMBER OF CODE MIXING KINDS

No.	Kinds of Code Mixing	Numbers		Total
		Indonesian	English	
1.	Word	30	30	60
2.	Phrase	20	6	26
3.	Clause	15	2	17
4.	Baster	8	11	19
5.	Repetition	2	2	4
6.	Idiom	0	1	1
<b>Total</b>				127

### *Code Mixing in The Form of Word*

Word is the smallest unit of language consists of a morpheme or more than a morpheme (Pateda, 1992 in Murliaty, Gani and Tamsin, 2013: 264). In this context, code mixing in the form of word happens when an English word or an Indonesian word are inserted into Sundanese utterances. This was proven by the following examples.

*“Alwaysayawaejelmamangpaatkeunkesempatan.”*  
(003/CMFW/24-10-18)

The utterance above is a part of @padulianjingInstagram post caption on October 24<sup>th</sup>, 2018 edition. Based on the utterance above, the researcher finds an English word “always” in the Sundanese utterance. In this utterance, the admin of @padulianjinginserts word “always” in Sundanese language. The utterance above means “There are always people who take advantage of a chance.” In addition, code mixing in the form of word also occurs in Indonesian language from one of the captions. The following example is one of them.

*“Nikmatipoeliburnusasingkatsingkatna~”*  
(005/CMFW/20-11-18)

The utterance above is a part of @padulianjingInstagram post caption on November 20<sup>th</sup>, 2018 edition. Based on the utterance above, the researcher finds an Indonesian word “nikmati” in the Sundanese utterance. In this utterance, the admin of @padulianjing insert word “nikmati” in Sundanese language. The utterance above means “Enjoy this short holiday.”

### *Code Mixing in the Form of Phrase*

Apart from code mixing in the form of word, code mixing also occurs in the form of phrase in the post captions of @padulianjingInstagram account. Phrase is a combination of two or more words, but a perfect sentence cannot be formed because it has no predicate (Pateda, 1992 in Murliaty, Gani and Tamsin, 2013: 264). In the context of the study, code mixing in the form of phrase occurs when Sundanese utterances are inserted by an English phrase or an Indonesian phrase. This was proven by the following examples.

*“Nice quotesayahhh @pidibaiq.”*  
(026/CMFP/22-01-19)

The utterance above is a part of @padulianjingInstagram post caption on January 22<sup>nd</sup>, 2019 edition. The code mixing in the form of phrase written by the admin of @padulianjingis “Nice quotes” which written in English and it is inserted in Sundanese utterance. The whole of this caption tells about the

appreciation from @padulianjingto a film entitled “Dilan 1991”. “Dilan 1991” is a film which is adapted from a novel which has the same title written by PidiBaiq. The phrase “nice quotes” should be “nice quote” to be exact because in this caption there is only one quote from PidiBaiq. Additionally, code mixing in the form of phrase also happens from one of the captions in Indonesian language. The following example is one of them.

“Wihhhdiantosyeuhnobardibioskopceesku, *rapatkanbarisan*, pinuhkeunbioskop!”  
(029/CMFP/22-01-19)

The utterance above is a part of @padulianjing Instagram post caption on January 22<sup>nd</sup>, 2019 edition. The phrase “*rapatkanbarisan*” is used as the Indonesian code mixing in Sundanese utterance. The phrase “*rapatkanbarisan*” means “close ranks” in English. In this utterance, @padulianjing tries to invite the readers of this post caption to watch and support local film. The utterance above means “All friends and I are waiting to watch the film together. So guys, close ranks and make the movie theatre crowded.”

### **Code Mixing in the Form of Clause**

The other kind of code mixing which occurs in the post caption of @padulianjingInstagram account is code mixing in the form of clause. Clause is a unit of grammatical organization which smaller than a sentence, but larger than a phrase, word or morpheme and clause having a subject and predicate (Pateda,1992 in Murliaty, Gani and Tamsin, 2013: 264). In this case, code mixing in the form of clause occurs when the admin of @padulianjinginserts an English clause or an Indonesian clause in his Sundanese utterances in the captions. The following examples have proven this.

“*Silent is gold*munbahasainggrisnamah,”  
(001/CMFC/15-09-18)

The utterance above is a part of @padulianjingInstagram post caption on September 9<sup>th</sup>, 2018 edition. The clause “silent is gold” is used as English code mixing in Sundanese utterance. The clause “silent is gold” should be written as “silence is golden” to be exact. The whole of this caption tells that it is better to be silent, do not involve in people’s business and problems because it will make more complicated. Therefore, @padulianjingseems want to give more emphasis by inserting an English proverb in this post caption.

Moreover, code mixing in the form of clause in Indonesian language also occurs in one of the captions. One of them is the below example.

“*Tetepsemangatyaceesku*, kalemwehkahirupanmah, poerebo di gassdeui!”  
(046/CMFC/03-02-19)

The utterance above is a part of @padulianjingInstagram post caption on February 3<sup>rd</sup>, 2019 edition. The code mixing in the form of clause written by the admin of @padulianjingin Indonesian language is “*tetapsemangatyaceesku...*” In this part of the caption, the admin of @padulianjinggives a support and an advice that we should always keep our spirit and health. The utterance above means “Keep your sprit my friends, take it easy and then continue on Wednesday.”

The fourth kind of code mixing in the post captions of @padulianjingInstagram account is code mixing in the form of baster. To know more about code mixing in the form of baster, it will explain in the point “4” below.

### **Code Mixing in the Form of Baster**

Baster is a combination of two elements and creates one meaning, the form of baster basically forms of English and there is an addition of Indonesian slang affixation or vice versa (Pateda, 1992 in Murliaty, Gani and Tamsin, 2013: 264). This baster code mixing was proven by the following examples.

*“Enjoyinajawehmasidiberekesehatan, tong fokusteuingneangcuan!”*

(020/CMFB/21-12-18)

The utterance above is a part of @padulianjingInstagram post caption on December 21<sup>st</sup>, 2018 edition. The code mixing in the form of baster written by the admin of @padulianjingis “enjoyin”. The word “enjoyin” is formed by English word “enjoy” and Indonesian affixation “-in”. Even though, without adding the affixation “-in”, the purpose of using word “enjoy” in this utterance is still the same, it means “Let us enjoy everything as long as we are in a healthy condition and not to be focused too much on making money.”

Here is the other example of the same type of code mixing in the form of baster.

*“Aslinaleuwihbahagiapanggihtatapmuka, katimbangningalipostinganmanehna!”*

(096/CMFB/05-04-19)

The utterance above is a part of @padulianjingInstagram post caption on April 5<sup>th</sup>, 2019 edition. The code mixing in the form of baster written by the admin of @padulianjingis “postingan”. The word “postingan” is formed by English word “posting” and Indonesian affixation “-an”. “Postingan” is familiar among Indonesian society especially in social media users. Indonesian social media users are addressing their posts as “postingan”. The utterance above means “It feels much happier meeting with friends in real life rather than reading their post on social media.”

### **Code Mixing in The Form of Repetition**

The next kind of code mixing which occurs in the post captions of @padulianjingInstagram account is code mixing in the form of repetition. Repetition word is a word formed because of words reduplication (Pateda, 1992 in Murliaty, Gani and Tamsin, 2013: 264). This kind of code mixing was proven by the following example.

*“Telahberpulangsebuah motor skupi yang saencan-nyasietabaikbaik saja,”*

(054/CMFR/07-02-19)

The utterance above is a part of @padulianjingInstagram post caption on February 7<sup>th</sup>, 2019 edition. The code mixing in the form of repetition written by the admin of @padulianjingis “baikbaik”. The repetition “baikbaik” can be categorised as the Indonesian code mixing because it is written in Indonesian language and put in Sundanese utterance. The utterance above means “A skupi has been broken where everything is fine, before.”

### **Code Mixing in the Form of Idiom**

The last kind of code mixing which occurs in the post captions of @padulianjingInstagram account is code mixing in the form of idiom. Idiom is group of words with a meaning that is different from the meaning of the individual word (Pateda, 1992 in Murliaty, Gani and Tamsin, 2013: 264). It means that idiom creates new meaning that is different from the real meaning of each word. This was proven by the following example.

*“Keunlahmasieta yes, kami nganmerenyaho~ btw support teruspelemdalam negeri yes!”*

(067/CMFI/25-02-19)

The utterance above is a part of @padulianjingInstagram post caption on February 25<sup>th</sup>, 2019 edition. The code mixing in the form of idiom written by the admin of @padulianjingis “btw”. “btw” is also known as “by the way” which is used to introduce a new subject or to give further information. The utterance above means “Everything is up to him, right? We only tell him. By the way, always support the local films, yes.”

### **Factors of Code Mixing**

Based on the finding, the following is the number of code mixing factors in 30 post captions of @padulianjingInstagram account from September 2018 until April 2019.



**TABLE 2**  
**THE NUMBER OF CODE MIXING FACTORS**

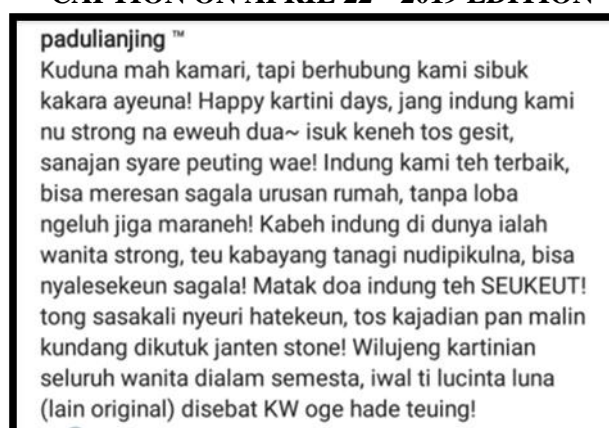
No.	Factors of Code Mixing	Numbers		Total
		Indonesian Language	English	
1.	Talking about a particular topic	40	11	51
2.	Quoting someone's statement	2	0	2
3.	Showing empathy and sympathy	25	18	43
4.	Inserting sentence connector	0	1	1
5.	Trying to attract others' attention	9	6	15
6.	Having limited vocabulary	0	15	15
<b>Total</b>				<b>127</b>

Hoffman (1991) as cited in Kurniawan (2016: 171) states that code mixing occurs by six factors below:

#### *Talking about a Particular Topic*

People prefer to discuss about particular topics in any kind of subjects that make them comfortable to express their condition, especially informal situation. This was proven by the following example.

**FIGURE 1**  
**CAPTION ON APRIL 22<sup>nd</sup> 2019 EDITION**

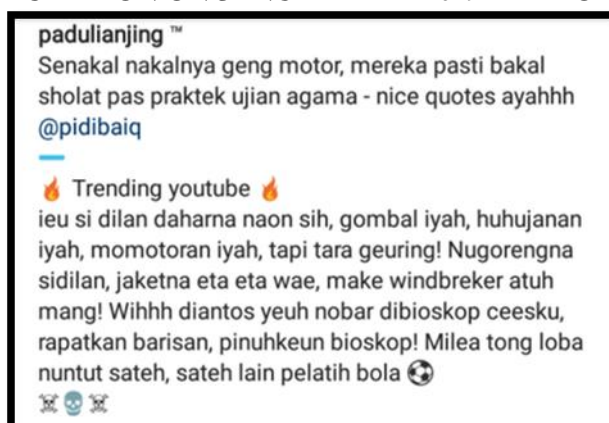


The figure above is a post caption of @padulianjing Instagram account on April 22<sup>nd</sup>, 2019 edition. Based on the figure, the researcher interprets that the caption talks about a particular topic, which is an Indonesian historical day; *Kartini's Day*. When talking about a specific topic, code mixing is used in more than one utterance in the same caption written by the admin of @padulianjing. A part of this caption says "**Happy KartiniDays**,..." (108/TPT/22-04-19). It can be categorised as code mixing in the form of clause. The clause "**Happy KartiniDays**,..." should be written as "**Happy Kartini's Day**,..." to be exact. The next code mixing used in the same caption occurs in the other part which says "*Kabehindung di dunia ialahwanit**strong***." (111/TPT/22-04019). This utterance means "All mothers in this world are strong women." In this utterance, the caption writer inserts an English word "**strong**" in Sundanese utterance; it is called code mixing in the form of word. The word "**stone**" from the utterance "...*pan malinkundangdikutukjanten stone*!" (113/TPT/22-04-19) is also categorised as a code mixing in the form of word. It is a part of *MalinKundang* story which contextually still related to the *Kartini's Day* topic because it invites us to respect our mother, not only in *Kartini's Day* but also for now and forever.

#### *Quoting Someone's Statements*

People insert someone's statements in their statement, for example when they say the famous expression from the well-known figures. This was proven by the following example.

**FIGURE 2**  
**CAPTION ON JANUARY 22<sup>nd</sup> 2019 EDITION**

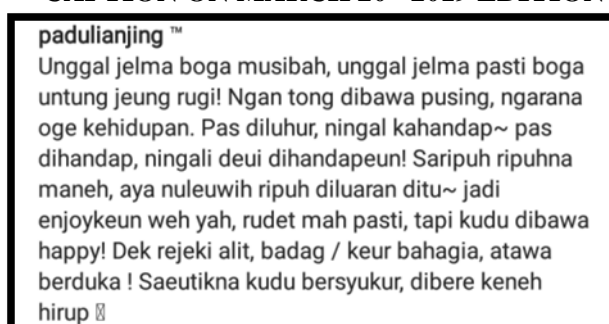


The figure above is a post caption of @padulianjing Instagram account on January 22<sup>nd</sup>, 2019 edition. Based on the figure, the researcher interprets that code mixing in this caption happens when quoting someone's statements. The statement in a part of caption says "*Senakalnakalnya geng motor, mereka pasti bakal sholat pas praktek ujian agama.*" (024/QSS/22-01-19 & 025/QSS/22-01-19) It means "As bad as motorbike gang, they will definitely pray when they have a religion practice test." This statement is uttered by Dilan in the film. Dilan is a main character of Dilan 1991 film adapted from Dilan 1991 novel written by Pidi Baiq.

#### ***Showing Empathy and Sympathy***

Mixing languages can also be used in an empathy and sympathy situation. This was proven by the following example.

**FIGURE 3**  
**CAPTION ON MARCH 20<sup>th</sup> 2019 EDITION**



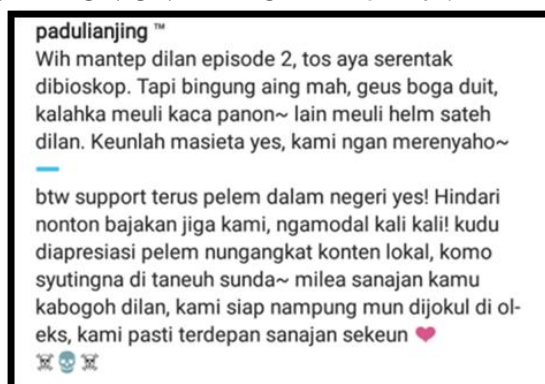
The figure above is a post caption of @padulianjing Instagram account on March 20<sup>th</sup>, 2019 edition. The researcher interprets that in this caption, the admin of @padulianjing seems want to show his sympathy by giving support about people's tragedy and inviting other people not to be sad. In a part of the caption says "*Jadi enjoykeun weh yah, rudet mah pasti, tapi kudu dibawa happy!*" (076/SES/20-03-19 & 077/SES/20-03-19) This part of caption means "Even though we are hit by a huge tragedy, we should be grateful because we are still alive and should continue and enjoy our life happily."

#### ***Inserting Sentence Connector***

Besides quoting someone's statements, code mixing can also occurs when inserting sentence connector. In some situations where language switching and language mixing are used, people tend to

label the interjection or phrase connector unintentionally or intentionally. This was proven by the example below.

**FIGURE 4**  
**CAPTION ON FEBRUARY 25<sup>th</sup> 2019 EDITION**

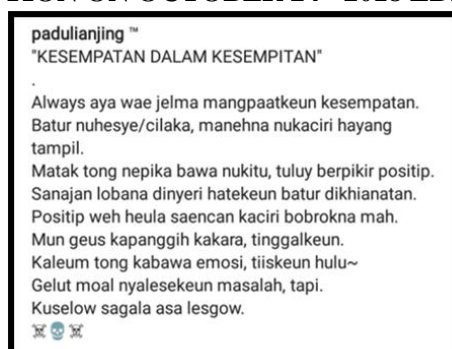


The figure above is a post caption of @padulianjing Instagram account on February 25<sup>th</sup>, 2019 edition. One of code mixing factor is inserting sentence connector. The sentence connector in this caption is the idiom “**btw**” from a part of caption which says “*btw support terus pelem dalam negeri yes!*” (067/ISC/25-02-19) This utterance means “By the way, always support the local films, yes.” The idiom “**btw**” is also known as “by the way”. The purpose of inserting the sentence connector in this caption is to emphasize about something or to move to other topics.

### *Trying to Attract Others' Attention*

In this kind of situation, there is a motivation to use code mixing to attract people’s attention and increase their pride while interacting with others. This was proven by the following example.

**FIGURE 5**  
**CAPTION ON OCTOBER 24<sup>th</sup> 2018 EDITION**



The figure above is a post caption of @padulianjing Instagram account on October 24<sup>th</sup>, 2018 edition. One factor of code mixing occurrence is to attract attentions. To attract readers’ attentions, this caption inserts a code mixing as the title of this caption. The kind of code mixing is in the form of clause, it says “**KESEMPATAN DALAM KESEMPITAN**” (002/TAA/24-10-18) which is an Indonesian proverb. The equivalent in English proverb, it says “Strake while the iron is hot”. The researcher interprets that @padulianjing seems want to make the post on October 24<sup>th</sup>, 2018 edition become more interesting by inserting a code mixing as the title of the caption.

### *Having Limited Vocabulary*

In this kind of situation, people tend to mix the languages which have no translation into the other language or the target language in order to avoid the misunderstanding and be more understandable by the addressee. This was proven by the example below.

**FIGURE 6**  
**CAPTION ON APRIL 5<sup>th</sup> 2019 EDITION**

padulianjing™  
 Teu dihaja isuk tadi mamang panggih baturan  
 heubeul, nubaheula mineng panggih, ayeuna teu  
 dijadwaljol panggih dijalan. Aslina leuwih bahagia  
 panggih tatap muka, katimbang ningali postingan  
 manehna! Naha kami beuki tatap muka, soalna realita  
 dunia sosmed sok teu sabanding jeung kanyataan~  
 loba carita nu di 'hidden' ~ ai tatap muka mah, geus  
 puguh nyata teu dijieun jieun. Masalah dapur,  
 semangat hirup, kumaha ngajalanana meh survive!  
 Loba kisah inspiratip nutiasa dibagi, sanajan musibah  
 tapi janten berkah, bisa sharing loba hal~ mugi  
 duduluran csku dimanapun tetep terjaga, sanajan  
 hese panggih, mun aya waktos nyimpangkeun! Hidup  
 pertemanan~ mun dek apal baturan kami saha, gow  
 follow @harrykoi\_ ( si sagudang talenta ) ❤️ / saksas  
 terus cskoi 📷

The figure above is a post caption of @padulianjingInstagram account on April 5<sup>th</sup>, 2019 edition. Based on the figure above, the researcher interprets that @padulianjing's Sundanese vocabularies are limited which refers to some of social media terms in this caption such as word “*postingan*” from the utterance “*Aslina leuwih bahagiapanggihtatapmuka, katimbangningalipostinganmanehna!*” (096/HLV/05-04-19). It means “It feels much happier meeting with friends in real life rather than reading their post on social media.” The next term is “**hidden**” from “*lobacarita nu di 'hidden' ~*” (098/HLV/05-04-19) which is written in English as “There is a lot of hidden stories.” Therefore, it is still necessary to use a real of lexical. In addition, to support this interpretation, Saville-Troike (1986) says that one of code mixing factors is the need of real lexical (cited in Luke, 2015).

## CONCLUSION

Based on the most dominant kind of code mixing occurrence which is code mixing in the form of word, the researcher considers that the phenomenon of mixing Sundanese language and English or Indonesian language by @padulianjingInstagram account is because the admin of @padulianjing's Sundanese vocabularies are limited. It happens because not all the terms of social media can be translated into Sundanese languageto find the equivalent in Sundanese. There are 6 factors of code mixing in the captions of @padulianjing Instagram account namely when talking a particular topic, when quoting someone's statements, when showing empathy and sympathy, when inserting a sentence connector, when trying to attract others' attention, and when having limited vocabularies. Moreover, the most dominant factor is code mixing happens when talking about a particular topic. The researcher considers that it happens because when discussing about particular topics in any kind of subjects, the caption writer inserts code mixing seems want to express his condition, especially informal situation that make him comfortable. In addition, there are other motivations of inserting code mixing in the post captions of @padulianjing Instagram account namely: 1) The admin seems want to educate his followers by inserting code mixing on his post captions and also by delivering a lot of life advices; 2) The admin seems want to entertain by inserting code mixing on his captions in the purpose to make the posts more interesting and entertaining, 3) The admin seems want to look hip and up to date and follow the era by inserting code mixing in its post captions.

## REFERENCES

- Damayanti, W. (2016). AnalisisPenggunaan Multilingual Anak Tingkat Sekolah Dasar Di Lingkungan Gang Siti MardiahCibaduyut Bandung (StudiSosiolinguistik). *JurnalPenelitian Bahasa dan Sastra Indonesia* V1.i1 (100-110)

- Hamidah, F. N. (2015). Code Mixing Found In BukanEmpat Mata Program on Trans 7 Television Channel. *JEELS, Volume 2, Number 1, May 2015*
- Ikmaliah, I. Haerudin, D. & Hernawan. (2014). Kemampuan untuk menggunakan dan suku bahasa Sunda dalam menulis percakapan siswa kelas VII di SMP Negeri 1 Kutawaluyata tahun ajaran 2013/2014. *Dangiang Sunda Vol. 2 No. 2 Agustus 2014*
- Kasyulita, E. (2017). Analysis of Students Code Mixing in Facebook Social Networking. *Applied Science and Technology, Vol. 1 No. 1 2017* <http://www.estech.org>
- Kompas.com. (March 13<sup>th</sup>, 2010). "Basa" Sundagaul. Retrieved on February 28<sup>th</sup>, 2019. From: <https://bola.kompas.com/read/2010/03/13/1126132/Basa.Sunda.Gaul>
- Kurniawan, B. (2016). Code-mixing on Facebook postings by EFL students: A smallscale study at an SMP in Tangerang. *Indonesian Journal of English Language Teaching, 11(2), October 2016, pp. 169-180*
- Luke, J. Y. (2015). The Use of Code-Mixing Among Pamonanese in Paratandaya Closed-Group Facebook. *Jurnal LINGUA CULTURA Vol.9 No.1 May 2015*
- Malabar, S. (2015). *Sosiolinguistik*. Gorontalo: Ideas Publishing.
- Margana. (2015). Establishing English-Indonesian Bilinguals in Indonesia: From Theory to Practice. *RA Journal of Applied Research Vol. 1 Issue 10 Page 365-374, No*
- Murliaty, Gani, E. & Tamsin, A. C. (2016). Campur Kode Tuturan Guru Bahasa Indonesia Dalam Proses Belajar Mengajar: Studi Kasus Di Kelas VII Smp Negeri 20 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia, Vol. 1 No. 2 Maret 2013; Seri D 241 – 317*
- Pribady, H. (2018). *Pengantar Metodologi Penelitian Linguistik*. <https://www.researchgate.net/publication/326133884>
- Sheetz, M. (October 22<sup>nd</sup>, 2018). *Instagram inches ahead of Snapchat in popularity among teens: Piper Jaffray*. Retrieved on April 8<sup>th</sup>, 2019. From <https://www.cnbc.com/2018/10/22/instagram-ahead-of-snapchat-in-popularity-among-teens-piper-jaffray.html>
- Zenab, A.S. (2016). Kedwibahasaan Anak Sekolah Dasar Dan Implikasinya Terhadap Pembelajaran Bahasa Indonesia. *Riksa Bahasa, Vol. 2, No. 1, Maret 2016*





## THE USE OF SOCIAL DEIXIS IN INI TALK SHOW

Kiki Zakiyyah  
Universitas Sebelas April  
kikizakiyyahh@gmail.com

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

The research entitled “The Use of Social Deixis in Ini Talk Show” aims to find social deixis used by the participants of Ini Talk Show NET.TV and to find out inappropriate function of social deixis in the talk show. The researcher analyzed the data from two episodes of the talk show using the theory of social deixis from Levinson (1983). This research used qualitative descriptive method and the data collection techniques were observation and documentation. The result showed that from 88 data, there were 67 relational social deixis and 21 absolute social deixis. In addition, there were four inappropriate functions of social deixis. The factors of inappropriate function of social deixis usage are the relationship among the communicator and the type of the program that consists of humor. The researcher suggested for the next researcher to investigate other kinds of television program using the theory of social deixis from Levinson (1983). The researcher hopes this research will be one of references in doing similar research.

**Keywords:** *Ini Talk Show, Levinson, Pragmatics, Social Deixis*

## INTRODUCTION

To make good communication, people should know about people who involve in the interaction, where they do the interaction and the context of speech event. Representation of people can be seen by how a person looks other people. Social variable can be a factor of how people represent the other and also influential to how people created communication among them. Social variable that happened in society can be in forms of gender, age, relation, position in society, power, education, wealth and occupation. Those social variable can make the people get high appreciation from societies, such as through language or lexical choice used by the societies to them in any circumstance.

Talk show programs involve many people from different backgrounds. A talk show always invites people with different social variable, from the high until the lower to become the guest of the program. Thus, the social variable differences affect how they speak, how they use language. Talk shows with comedy genre are interesting to be analyzed because comedy talk shows usually uses a relaxed atmosphere, and the language used in comedy talk shows is sometimes uninhibited. Sometimes if language added by humor it will change the accuracy in speaking and made it impolite.

Komisi Penyiaran Indonesia (KPI) gives many warning to many television programs about impoliteness that happened in their program. About 44 sanctions in 2018 given by KPI to some television stations about children and teens protection (cited from Dewi, 2018). The impoliteness happened on their attitude and language usage. Most of language usage is about the participant using bad words or taunting on the television program.

Ini Talk show (episodes Deddy Corbuzier, Ria Ricis dan Atta Halilintar (1) and Spesial Keluarga Pak Jokowi (2)) becomes the research object because Ini talk show is a comedy talk show. The issue from KPI as stated before is also one of the reasons of the researcher chose social deixis to be analyzed because the talk show that had been given warning by KPI about social deixis usage three times. Thus, this is interesting to analyze whether there is any mistake of social deixis usage in this talk show or not. The mistake in lexical choice sometimes happens all of sudden as spontaneity on the stage, thus, it will make a bad assumption about the show and people who do it.

Regarding the issue above, the selection of words can be analyzed by social deixis aspect in pragmatics. Social deixis is communication that the reference to the variable of people. Social deixis show expressions indicate social variable or honorific. It can be seen by lexical choice used by the

speaker according to the circumstance. According to Levinson (1983) social deixis divided into two types, relational social deixis and absolute social deixis. Relational social deixis is a deictic reference to a social relationship among the speaker and the addressee(s). Relational social deixis may be a lexical item (e.g. my husband, teacher, cousin, etc), pronouns (you, her). Relational social deixis is divided into four types, there are 1) referent honorific (the speakers' deference can only be delivered to the respected target); 2) addressee honorific (can be directly delivered by the speaker to the addressee without the target honorific); 3) bystander honorific (people or something that become an object of communication who is not included in the conversation between the speaker and addressee); and 4) setting honorific (honorific used in certain time and situation). Absolute social deixis is a deictic reference encoded only to the speaker or addressee. Absolute social deixis usually expresses social status of the speaker and addressee. For example: Your Highness, Your majesty. Absolute social deixis is divided into two types, authorized speaker (the words encoded for speakers only) and authorized recipient (respect given to people who is appropriate to get it).

The inappropriate function of word can be analyzed by function of social deixis and maxim in principle of politeness by Leech (1993). According to Leech (1993) politeness principle is divided into six maxims, 1) Tact Maxim (the speaker minimizes the cost to the listener and maximize the benefit to the listener); 2) Generosity Maxim (the speaker minimizes the benefit and maximizes the cost of themselves); 3) Approbation Maxim (maxim the speaker minimizes the dispraise and maximizes the praise to the listener); 4) Modesty Maxim (the speaker minimizes praise of themselves and maximizes the dispraise of themselves.); 5) Agreement Maxim (the speaker minimizes disagreement expression between the communicator and maximizes agreement expression between the communicator.); and 6) Sympathy Maxim (the speaker minimizes antipathy between the communicator and maximizes sympathy between the communicator).

Maxims is a linguistics principle that is used in lingual interaction (Wahidah and Wijaya, 2017). Maxims suggests the communicators to use polite languages to avoid impolite language in the utterance. It can be concluded that the used of maxims are to maximize in giving honorific to hearer by the speaker. In maxim, there will find maximize and minimize term. Maximize is the term in show polite expression and minimize is the term in show impolite expression that given by the communicator.

According to the explanation above, this research attempts to answer two research questions: 1) what are social deixis used by the participants in Ini Talk Show NET.TV? 2) is there any inappropriate function of social deixis in Ini Talk Show NET.TV?

## METHOD

This research used the descriptive qualitative approach. The qualitative approach is a method used to present the research in the form of text without involving in numeral or statistical aspects. According to Creswell (2007), qualitative approach is a method to investigate issues in society and to investigate the issues, some information has to be collected from the research object uses descriptive study. Thus, in the qualitative approach, the descriptive study is important to be applied, because the descriptive study will support the researcher to get more information about the research object.

According to Sugiyono (2015), in qualitative method, collecting the data can be in the form of observation, interview, documentation, and triangulation. This research only took two of the techniques of data collection, there are observation and documentation. Observation in this research is conducted when the researcher directly observed the conversation happened on the Ini Talk Show NET.TV that referred social deixis. Documentation in this research is the transcript is written by the researcher from the video of Ini Talk Show from NET.TV.

In collecting the data, the researcher uses some techniques, 1) watch the videos more than twice, 2) listen to and identify the use of social deixis, 3) make the transcription of the conversation, and 4) Identify the transcript based on Levinson's theory.

Based on the explanation above, this research will do the steps in analyzing the data according to Miles and Huberman in Sugiyono (2015): 1) Data Reduction or Data Classifying; after collecting the data, the researcher classified the data of social deixis into the two types of social deixis. 2) Data

Display; and 3) Conclusion Drawing or Verification; the researcher concluded the result of the research with the explanation based on the theory used by the research.

## FINDINGS AND DISCUSSION

### The Use of Social Deixis in *Ini Talk Show NET.TV*

According to the finding of the research, in the two episodes of *Ini Talk Show NET.TV* there were 88 data that were identified as social deixis. From 88 data of social deixis that were found in this research, the words and phrases were then classified into the types of social deixis: 1) 67 relational social deixis consisted of 4 referent honorific, 29 addressee honorific, 32 bystander honorific, and 2 setting honorific; 2) 21 absolute social deixis consisted of 10 authorized speakers and 11 authorized recipients. For example:

#### *Relational Social Deixis (Referent Honorific)*

- Andre : “Sabar..sabar..sabar.. sabar... ah nakal deh.  
Sabar..sabar..sabar..itukanbarucontoh.  
Guabilangjugaapa. Jangandikasihtantangan. Dah  
tau dia orang nyabegitu. Maafya..maafya.”
- Deddy : “Ya..ya..ya..”
- Andre : “Oke... sudahada**Master Deddy**”
- Deddy : “Heh”

**Data D3/E1/P/00:09:03-00:09:25**

Based on the conversation above, the researcher found reference honorific, that is the name of a person and his title. The data consists of ‘*Master Deddy*’. According to the conversation, ‘*Master Deddy*’ referred to the guest of the talk show DeddyCorbuzier. The title ‘*Master*’ shows one of his profession, which is a magician and mentalist. Referent honorific should have ‘target’ of the respect (Levinson, 1983), wherein this data the target of honorific is ‘*Deddy*’ and ‘*Master*’ is his profession.

#### *Absolute Social Deixis (Authorized Recipient)*

- Deddy : “Andagaknyalaminsaya”
- Andre : “Salam dong”
- PakRT : “Eh ada orang”
- Atta : “Tadiada info dari**Pak RT**, tadikatanya Kang  
Sulesakit. Jadisayadatangkesinilangsung.”

**Data D15/E1/W/00:33:07-00:33:19**

Based on the conversation above, the researcher found the use of the phrase ‘*Pak RT*’ that refers to Haji Bolot who acted as a neighbourhood leader in the talk show. The phrase is categorized as an authorized recipient because the honor was delivered by Atta to Haji Bolot that had position as the head of neighbourhood leader or *RT*. In this context, only people who have the position in neighborhood association who can get the naming like that.

#### *Inappropriate Function of Social Deixis in Ini Talk Show NET.TV*

From 88 data finding of social deixis, the researcher found four inappropriate function of social deixis there are: 1) *setan*, 2) *tuyul*, 3) *sibotak*, and 4) *Tantribulet*. The researcher explained about inappropriate social deixis regard to the function of social deixis and supported by the theory by Leech (1993) about politeness principal (maxims).

The four data of social deixis above categorized as approbation maxim. Because approbation maxim also called as honorific maxim (Rahardi, 2005 cited from Khoerot, 2015). It is similar with the function of social deixis which is to give honorific to other people. The findings are contrary the purpose of maxim and the function of social deixis because thus those words categorized as taunting. For Example:

Sule : "CobacollabamaDeddy"  
 Deddy : "Yuk colab..colab"  
 Haruka : "Okeh.. hi guys sekarangsamasisibotakini"  
 Ria : "EmangharusgituHaruka"

#### **Data D7/E1/P/00:23:00-00:23:16**

In this case, the word 'sibotak' clarified the appearance of Deddy who have not hair. However, the word 'si' becomes the reason why the phrase categorized inappropriate. "Si" is the word used in front of the name of person (closeness or polite less). Based on the description, it can be concluded that the word 'sibotak' can be categorized as impolite in giving the nickname that given by Haruka as the speaker and DeddyCorbuzier as the addressee, based on the social status in term age because Haruka's age lower than Dedy Corbuzier and also used to derisivingDeddy who has bald head. Thus, this word is categorized as an inappropriate function of social deixis, which the function of social deixis is to give honor to people who have higher social status than the speaker.

## **CONCLUSION**

Referring to the first research questions, the researcher found 67 relational social deixis and 21 absolute social deixis. The use of relational social deixis influenced by relation between the speaker, addressee, bystander and the setting. Based on the finding of the research the use of relational social deixis is influenced by the relation between the communicator, for example friendship, age and position. However, the use of absolute social deixis is influenced by the words or phrases that are encoded to the speaker or to the recipient. In addition, the absolute social deixis is influenced by the position of the speaker and the recipient; and the words and phrases that are encoded by the speakers to themselves. Related to the second research question, there were four social deixes that are categorized as inappropriate functions of social deixis and approbation maxim. Social deixis and approbation maxim are related. Both have the function to give honorific to the listener/addressee. People who used unpleasant word categorized as approbation maxim but give maximize dispraise to the listener (impolite), for example taunting. Based on the finding of the research, the use of social deixis depends on the context of communication and the participant involved in the speech event. In the pragmatics, especially in social deixis a word cannot be encoded to a certain meaning, but it can be interpreted other meaning based on the knowledge of the participant.

## **REFERENCES**

- Creswell, J. W. (2017). *Research design: Metodekualitatif, kuantitatif, dancampuran* (4th. Eds.). Yogyakarta. PustakaPelajar.
- Dewi, R. K. (2018). Kpijatuhkan 44 sanksitahunIni, didominasiterkaitperlindungananak-remaja. Retrieved March 28, 2019, from <https://nasional.kompas.com/read/2018/12/19/22583861/kpi-jatuhkan-44-sanksi-tahun-ini-didominasi-terkait-perlindungan-anak-remaja>
- Huang, Yan. (2007). *Pragmatics*. Oxford, NY: Oxford University Press.
- Khoerot, Umdatul. (2015). Kesantunanberbahasadalam rubric "urunrembuk" di surat kabar radar jogjajawa pos. (Thesis, UniversitasNegeri Yogyakarta, 2015). Retrieved from <http://eprints.uny.ac.id/27983/1/Skripsi%20Umdatul%20Khoerot.pdf>
- Leech, Geoffrey. (1993). *Principles of Pragmatics*. New York: Longman.

- Levinson, S. C. (1983). *Pragmatics*. New York: Oxford University Press.
- Nofitasari. (2012). Deiksis sosial dalam novel *laskar pelangi*. (Thesis, Universitas Negeri Yogyakarta, 2012). Retrieved from [eprints.uny.ac.id/8371/1/1-05210144025.pdf](https://eprints.uny.ac.id/8371/1/1-05210144025.pdf)
- Sugiyono. (2015). *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif dan R&D*. Bandung: ALFABETA.
- Wahidah, Y. L. & Wijaya, Hendriana. (2017). Analisis kesantunan berbahasa menurut leech pada tuturan berbahasa Arab guru pondok pesantren Ibnu Nulqayyim Putra Yogyakarta tahun ajaran 2016/2017. *Jurnal Al Bayan* Vol. 9, No. 1; January-June 2017, pp. 1-16. Retrieved from <https://media.neliti.com/media/publications/94361-ID-none.pdf>
- Yule, George. (1996). *Pragmatics*. New York: Oxford University Press.

## MORPHO-SEMANTIC ANALYSIS IN NAMING OF ECOTOURISM IN BALI

Siti Setia Mintarsih  
Universitas Sebelas April  
sitisetiamintarsih@gmail.com

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

This research presents the linguistics perspective on the naming of ecotourism in Bali. Bali is an island in Indonesia, located in South East Asia. Linguistics study employed to analyze the data are morphology and semantics. A research was conducted by identifying the names of ecotourism destinations in Bali, then they were analyzed based on the word formation studies. The meanings or messages of the destinations' names are discussed with the semantics study with metaphors. This research is using word formation theory by Yule and meaning with metaphors by Newmark. This research using qualitative descriptive method by using triangulation theory, those are interview and library research. This research aims to describe the types of word formation process and to explain the meaning of ecotourism names in Bali. The results of this research show there are 5 morphological process in naming of ecotourism in Bali, such as borrowing, blending, compounding, acronym, and conversion. In addition, from 5 morphological process, borrowing is used dominantly. In the semantics study, the names of ecotourism in Bali mean the physical characteristics of the nature, tourism destination, location of the destination, and activity in the destination.

**Keywords:** *Word formation, Semantics, Bali, Ecotourism*

### INTRODUCTION

Tourism is a whole related elements which consist of tourists, tourist destinations, travel and industry. Moreover, in all aspects of life in a country, tourism has become a global industry that involves many important elements. Indonesia has a wonderful natural tourism and also rich in cultural tourism as evidenced. The historical heritages and the diversity of arts and cultural customs of local people that attract local and foreign tourists plays an important role in the development of the countries, so that potentials made Indonesia as one of the tourist destinations.

The Island of paradise is indeed suitable given to Bali Island because it has a natural beauty. The beauty is like a paradise. Mountains, hills, valleys, lakes, ravines, cliffs, waterfalls, rice fields, rivers to beaches, bays and seas in Bali have an exotic and amazing view. Bali as one of the main tourist attractions in Indonesia is a barometer of national tourism development. Therefore, Bali plays an important role in the development of tourism in Indonesia.

Tourism cannot be separated from language. In the aspect of naming, the role of linguistics is needed concerning structure and grammar so that it can be understood by tourists. In addition, in the aspect of naming, the use of appropriate language style and choice of words is also very important because it plays a role in determining the success of tourism promotion. Word-formation and their meaning can provide a clear and interesting impression so that it can attract readers to visit these attractions. Therefore, the writer chooses this topic as a focus of this research.

Based on the explanation above, the purposes of this study is to analyze the word formation process by using morphology in order to classify the types of word formation process and to understand how the ecotourism names in Bali tend to use certain theory of semantic, conceptual metaphor, and cultural value. The data for this paper were gained by library research by collecting and recording the sources of information about the ecotourism in Bali.

There are two questions which provide the major problems and are going to be analyzed in this study. Those are: 1) What are the types of word formation process which is used in naming of Ecotourism in Bali?; 2) How do the naming of Ecotourism in Bali denote upon its meaning?



## Word Formation

According to McMannis (1998), “Morphology is the study of how words are structured and how they are put together from smaller parts”. Yule (2010) announced that there are several types of word formation except he added coinage, as one of missing word formation and eliminated abbreviation because it tends to be the same as acronym.

### *Compounding*

Compounding is the process of merging two bases, which may be words in their own right, to form a different lexical item (Yule, 2010:49). For example, washing machine (compound noun) is the combination of word washing (verb) and machine (noun). Generally, the head comes after the modifier. For instance, machine which is head modified by washing.

### *Blending*

The process of joining two separate forms of word to produce a single new term and is typically accomplished by taking only the beginning of one word and joining it to the end of the other word is called blending (Yule, 2010:55). Diverge from compounding which has head and modifier, blending shares properties of the referents of both elements. For example: infotainment (information + entertainment).

### *Coinage*

Coinage is the invention of totally new terms, including taking the name of person or place which is called eponym (Yule, 2010:54). Some eponyms are technical terms, based on the names of those who principally discovered or invented things, such as volt from Alessandro Volta.

### *Borrowing*

Borrowing is the taking over of words from other language and borrowing is one of the most common source of new word in English language and also Bahasa. For example in Bahasa: Kolonel from word colonel, simple from word simple, and skor from word score. All these word are taken from English Language (Yule, 2010).

### *Acronym*

An acronym is formed from the initial letters of an expression (Yule, 2010:58) which is pronounced according to ordinary grapheme-phoneme conversion rules (Bauer, 2006:500) which means it is articulated as single words and has sometimes kept their capital letters. For example: NATO is originally North Atlantic Treaty Organization.

### *Conversion*

Others have preferred to say that one of the processes available in derivational morphology is conversion, whereby a lexeme belonging to one class can simply be ‘converted’ to another, without any overt change in shape. For example: even though “father” can function as a verb, it is the noun as in “my father” that is more basic (Andrew, 2002: 48).

## Semantics Frame

Fillmore (2006: 373) remarked that frame semantic is a way of looking the meaning of a word and characterizing concept for creating new expression in order to put another meaning to it. It emphasizes that to understand a word, one has to have knowledge about anything related to that word. For example, the word buyer is related to the words seller, goods, and money. From frame semantic point of view, it can be said that the verb buy focuses on the actions of the buyer with respect to the goods, backgrounding the seller and the money. To simplify, frame semantic is the way of looking for the meaning of a word through its associative meaning which is an expression has to do with individual mental understandings of the speaker. However, people might have difference idea about the meaning of a word. It is influenced by cognitive frames, which related to the cognitive ability to recognize meaning, and interactional frames, which associated to the way of conceptualizing the words or conversation between the speaker and interlocutor, or between the writer and the reader (Fillmore, 2006: 379).

Metaphors is a style of language that compares one entity to another. Metaphors are part of a style of language or figure of speech that is generally in the form of words or phrases that are usually

used to give certain effects. The meaning of the word or phrase is not used in the actual sense, but is used as a figure of speech (Palmer, 1979 and Lakoff, 1980).

### **Types of Metaphors**

According to Newmark (1988), metaphors are divided into several types. They are:

- a. Dead metaphor, i.e., a metaphor where one is hardly conscious of the image, frequently relate to the universal terms of space and time, the main part of the body, general ecological features, and the main human activities.
- b. Adapted metaphor, this metaphor is adapted from the contemporary metaphor. The example of the adapted metaphor is the ball is a little in their court, it is adapted from the contemporary metaphor the ball is in their court.
- c. Recent metaphor/neologism, neologism since the words used are new metaphors or renew themselves in language. The examples of metaphorical metaphors are walkman from the word walk and man. The metaphor has a new meaning "portable cassette player". The metaphor software is from the word soft and ware, they make a new meaning.
- d. Original metaphor, it contains a message, attitude, or view from the writer. This metaphor is sometimes called as a poetical metaphor. It is used by the writer to express something more specific; for instance, "This tidal wave of generosity will help them rebuild". He used the tidal wave as metaphor since the word tidal used to describe a generosity.

### **Ecotourism Destination**

In this study, researchers used the definition of ecotourism as explained by TIES (The International Ecotourism Society), which defines ecotourism as a responsible nature tourism trip by conserving the environment and improving the welfare of local communities. The principles of ecotourism that were formulated were mostly adopted from the principles of TIES (The International Ecotourism Standards).

### **METHOD**

Descriptive qualitative method was employed in this research. The purpose of descriptive research is to describe condition and phenomenon, then there is no right and wrong emphasis in the study, but it intends to give description of the names of nature tourism destination (Nunan, 1992). The data were taken from the Ecotourism in Bali. The data use the theory of triangulation that involves using more than one theoretical framework in the interpretation of the data. In this case, the writer gain the data from library research and interview. The writer use survey design as a research design. The Island of paradise is indeed suitable given to Bali Island because it has a natural beauty that will not be found anywhere else, therefore it has become the most favorite ecotourism destination in Bali. Hence, Bali has various ecotourism destinations such as mountains, beach, hills, valleys, and lakes which are potential as international nature tourism destination. The data were in the form of destination names. Then, they were analyzed based on the word formation and their meaning use semantics frame with metaphorical meanings. The metaphor theory used in the analysis was Newmark's (1988) since it was relevant with the data that used local language then it should be translated to investigate the figurative meaning in the words/phrases used as the destination names.

### **FINDINGS AND DISCUSSION**

#### **Morphological Process**

This analysis discovered that there were 5 types of word formation process employed in naming of Ecotourism in Bali. Those are borrowing, blending, acronym, compounding, and conversion.

#### ***Borrowing***

Based on word formation theories, there are 5 data which are categorized as borrowing. Borrowing is the taking over of words from other language. In this case there are 3 data that taking over from Balinese language and 2 data taking over from Sanskrit (Sanskerta) language. Then, the meanings are being discussed further in metaphors.

The data were drawn in the following table.

TABLE 1

No	Destination	Base
1.	Danau Bedugul	Bedogol
2.	Pantai Pandawa	Pandawa
3.	Pantai Kuta	Kuta
4.	Tanah Lot	Lod
5.	Puja Mandala	Puja Mandala

### **Blending**

From 10 data of ecotourism destination in Bali, it is identified that 1 destination is employing blending, i.e., by combining two or more than words into one word or phrase as seen in Table 2.

TABLE 2

Destination	Base
Danau Bedugul	Bedug + kul-kul

### **Acronym**

There is 1 datum that is categorized as acronym. An acronym is formed from the initial letters of an expression (Yule, 2010) which is pronounced according to ordinary grapheme-phoneme conversion rules (Bauer, 2006) which means it is articulated as single words and has sometimes kept their capital letters as seen in following table.

TABLE 3

Destination	Base
GWK	Garuda WisnuKencana

### **Compounding**

From 10 data of ecotourism names in Bali, it is identified that 2 destinations are employing compounding, i.e., by combining two or more than words into one compounding word or phrase as seen in Table 4.

TABLE 4

No	Destination	Base
1.	PulauPenyu	Pulau + Penyu (Noun) + (Noun)
2.	Pura Ulundanu	Ulun+ danu (Noun) + (Noun)

### **Conversion**

There is 1 datum of ecotourism names in Bali that is identified as conversion. Conversion define as derivational morphology, whereby a lexeme belonging to one class can simply be 'converted' to another, without any overt change in shape.

TABLE 5

Destination	Base
DesaPenglipuran	Peng + <i>Lipur</i> (V) + an = Penglipuran (N)

### **Semantics Frame**

#### **Danau Bedugul**

The source data was collected by record the explanation that is explained by Balinese person. He is a tour guide in Bali. His name is BliEndry. As a result, from the interview and completed by the source

from the library research the name of Bedugul is from the words "*bedug*" and "*kul-kul*", these two words are two instruments that produce sounds. *Bedug* is a musical instrument of Muslims and is also placed in mosques, while *Kul-kul* is *kentongan* used as a sign for Balinese communication (Khaliq, 2014). *Kul-kul* beaten in accordance with the agreed sound, in a short time the society will gather at that place. In this case it appears that *kulkul* has an enormous ability to mobilize the masses. When *kulkul* has a functions to mobilize the masses, it can also be interpreted as a mobilization of power. Power can be synchronized with the electric power from the generator. Thus it can be said that the genset and *bale kulkul* spaces have mutually reinforcing functions and produce a justifying resultant.

The names of Ecotourism object in the data have unique meaning since they give the identities of the destination. Metaphorically, it is investigated that Danau Bedugul is categorized as dead metaphore. Based on the meaning, the local language used as the destination names are frequently related to the universal terms of space and time, the main part of the body, general ecological features, and the main human activities (Newmark, 1988). Due to another version came from the legend in several years ago. Bedugul/Bedogol related to the part of the body. In ancient times there was a Tabanan King who take a bath in one of the lake. In the past period, ancient people take a bath did not wear clothes or naked. And when the King bathed there, the King did not know there was a woman passed in front of the lake. Suddenly the King of Tabanan moved from his immersion, spontaneously this woman shout "*Bedogol* the King in sight (*Bedogol Raja kelihatan*)". Therefore, this village and this lake was called Bedogol that has a meaning "male-genital *ataualatkelaminpria*", initially this village had no name, since that time, the village was named Bedogol which became Bedugul in this time.

#### ***Pantai Pandawa***

Pandawa Beach, located in Kutuh Village, Badung Regency. The name of Pandawa Beach comes from Sanskrit (*Bahasa Sansekerta*), Pandawa which literally means the son of Pandu, namely a King of Hastinapur in the story of Mahabharata. This figure is described as good and wise characters. In this place, we can find PancaPandawa statues namely *Arjuna*, *Bima*, *Nakula*, *Sadewa*, and *Yudhistira*. The five statues are made and placed on a rock cliff overlooking the beach. The name Pandawa Beach was taken because there is a similarity to the story written in the story of Maha Bharata with the fact of the people in Kutuh Village, so that the society agreed to give the name of the beach (secret beach) as Pandawa Beach so that both stories can be remembered for all time.

#### ***Pantai Kuta***

Kuta Beach is a tourism place located in Kuta district, south of Denpasar City, Bali, Indonesia. Kuta comes from the Balinese Language that has a meaning as a fort (*benteng/kubupertahanan*). The name of this beach was given by Gajah Mada when it anchored its boats for the first time for an invasion of Bali when Bali was ruled by the 18th-century King Mengwi, formerly called KutaNimba. Nimba means base or forest. Kuta Beach known as a place for having good waves for surfing, especially for beginner surfers. In addition to the beauty of the beach, Kuta beach tourism also offers various types of entertainment such as bars, restaurants and shops.

#### ***Tanah Lot***

Tanah Lot comes from the word "Tanah" which means land and "Lot" (Lod) which comes from the Balinese language which means sea, because it is located on the sea or on the beach such floating. Tanah Lot means a Land or Island which is located at sea, therefore people also call it Tanah Lot.

Tanah Lot is located in Beraban Village, Kediri, Tabanan Regency, on the southern coast of the island of Bali, approximately 25 kilometers from Denpasar City. Tanah Lot is located on a large sea rock overlooking the Indian Ocean. This place is a Hindu temple that was built to worship as the God of the Sea or the God of Baruna for the safety and prosperity of the world and the balance between the sea and the earth.

#### ***Puja Mandala***

According to the name of "Puja Mandala", it comes from the Sanskrit language "Puja" that has a meaning offerings / worship and the word "Mandala" which means circle. This place of worship, located on Jalan KurusetraKampial Village, Benoa Village, South Kuta. Puja Mandala is the center of

5 different worship place extends from the Mosque, the Catholic Church, the Vihara, the Protestant Church and the Temple.

### **GWK**

GWK standing for 'Garuda WisnuKencana' which has a meaning "bird of Garuda, Vehicle of *Dewa Wisnu*". GWK is one of the ecotourism in Bali located on a plateau of padas stone. GWK is expected to be a symbol for a culture based on natural balance to maintain harmony between the environment, fellow and also God. In Tri Murthi concept where *Dewa Wisnu* is tasked with preserving the universe and Garuda as *Dewa Wisnu* vehicle is a symbol of selfless service. So it is hoped that this place will become a symbol of saving the environment. In addition, the names of ecotourism destination also appoint the ecological features, such as GWK (Garuda WisnuKencana). Therefore, GWK can be categorized as Dead Metaphor. From the legend, Garuda WisnuKencana means the eagle which be amount of the god/ *Dewa Wisnu*. This area is the first real rock and steep sloping then transformed into the beautiful and amazing with charming architecture. The area of Garuda WisnuKencana (GWK) Bali Cultural Park planned to be established a landmark or Bali mascot, in the form of a giant statue, that is a statue of *Dewa Wisnu* riding a Garuda bird.

### **Pulau Penyu**

Compound nouns are formed from two or more words where the word has a functions as a noun. Such as PulauPenyu that can be categorized into compounding, Pulau (Noun) + Penyu (Noun) = PulauPenyu (Noun). Turtle Island or known as *Pulau Penyu* is a small island used as an island for breeding a turtle. Therefore, the island named Turtle Island or *PulauPenyu*.

### **Pura Ulundanu**

Ulun Danu Temple is a Balinese Hindu Temple located in Candi Kuning Village, Baturiti, Tabanan Regency. Ulundanu Temple can be categorized as Compounding. Ulundanu Temple standing for the word Ulun (Noun) + danu (Noun). The word "Ulun" means upper course or *hulu*, it can be leader or *kepala* and "Danu" means lake. The name Pura Ulun Danu means temple which is located in the upper reaches of the lake or the power and in this case meant Ulun Danu Beratan by means of the power of Lake Beratan namely the Dewi Danau. In this case, the meaning of Ulundanu Temple also can be identified as the dead metaphor which the existence as a metaphor is almost unnoticed. This type of metaphor usually uses universal words.

### **Desa Penglipuran**

Penglipuran is derived from the word that can be analyzed as the following:

	Peng	+	<i>lipur</i>	+	an	= Penglipuran
Confix	{peng}	+	Verb	+	{-an}	=Noun Derivation

*Lipur* has a meaning entertaining the sadness. Penglipuran belongs to the type of the word formation "conversion" because there is a change in the function of the word "Lipur" (Verb) which means to entertain and change to the noun "Penglipuran" which means a place to console (Sudiarta, Nurjaya, 2015). In addition, Penglipuran village can be identified as recent metaphor/neologism, neologism since the words used are new metaphors or renew themselves in language. The metaphor "Penglipuran" is from the word "lipur" with confix "peng-an", they make a new meaning and word classes.

The source data was collected by record the explanation that is explained by Balinese person. She is a tour guide in Bali. Her name is Mbok Cindy. She stated that:

"... ada yang mengartikan Penglipuran itu dulunya merupakan tempat untuk lipur para raja. Jadi dulunya itu kan Bali di pimpin oleh raja-raja, jadi kalau mereka mau refreshing itu di Desa Penglipuran. Kebetulan lokasinya itu di puncak, sehingga dari sana itu sejuk..."

Penglipuran Village is located in Bangli, East Bali. The village has a clean environment, lots of park areas, and there are trash bins in every 30 meters. Therefore, Penglipuran village was even awarded

the Kalpataru award and won with the title of the cleanest village in the world along with villages in the Netherlands and India in 2016.

## CONCLUSION

The names of eco-tourism in Bali have different morphological processes. From 10 data of ecotourism names in Bali there are five types of morphological processes. The first process is taking over of words from other language called borrowing amount 5 data and borrowing is the most effective process used in the morphological processes of naming ecotourism in Bali. The second is joining two words by taking parts of the two words called blending amount 1 data. The third process is formed from the initial letters of an expression called acronym amount 1 data. Then the process of merging two bases, which may be words in their own right to form a different lexical item called compounding amount 2 data. The last type of morphological process is a lexeme belonging to one class can simply be 'converted' to another, without any overt change in shape called conversion amount 1 data. In the meaning, the names of destination contain metaphorical expressions namely dead metaphor that is show the main part of the body which become general ecological features of the destination and recent metaphor or neologism since the names of the destination renew themselves in their meaning. There are some other nature tourism destinations in Bali that have not been touched for research and development, such as Sanur Beach, Nusa Penida and Ubud. Therefore, they could be potential research in another point of view in the following research about ecotourism.

## REFERENCES

- Fillmore, Charles J. (2006). Frame semantics for text understanding. *Proceedings of WordNet and Other Lexical Resources Workshop*, NAACL.
- Khaliq, S. (2014). *.Sejarah dan Obyek Wisata Bedugul*. Retrieved from <http://saadilahkhaliq.blogspot.com/2014/06/sejarah-bedugul.html>
- McCarthy, Andrew. (2002). *An Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University Press.
- McManis, C. (1998). *Language files: Materials for an introduction to language*. Reynoldsburg, USA: Advocate Publishing Group.
- Newmark, P. (1988). *A textbook of translation*. Singapore: Prentice Hall.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge, England: CUP
- Palmer, F.R. (1979). *Semantics*, Cambridge: Cambridge University Press
- Sudiarta, Nurjaya. (2015). Keunikan Desa Penglipuran Sebagai Pendorong Menjadi Desa Wisata Berbasis Kerakyatan. *Soshum Jurnal Sosial Dan Humaniora*, Vol. 5, No. 3 Nopember 2015.
- Yule, G. (2010). *The Study of English Language* 4th Edition. Cambridge: Cambridge University Press.



## POLITENESS STRATEGIES USED BY THE ENGLISH LITERATURE STUDENTS

Elva Khoerunisa  
Universitas Sebelas April  
akhwatzakiyyah@gmail.com

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

This research is an analysis about the use of politeness strategies in the conversation between students English literature department. The purposes of this research are to classify the strategies of politeness which are used by the students of the third grade during the studying activity and the factor which is support them to use politeness strategies. This research used qualitative method. The researcher analyzes the data based on the Brown and Levinson's theory which explains about the strategies and factors of politeness. The research subject is the students of the third grade of sixth semester in English literature department. The research object is the conversation conducted by them during the studying process. The result of the research showed that the total of politeness strategies used by the students is 53 data. The highest number of politeness strategies used by the students is bald on record strategy. In addition, the lowest number of politeness used by the students is positive politeness strategy. The factors which are influenced the students to use these politeness strategies are social distance, power relation, and the degree of impositions. The most dominant factor which influence students to use politeness strategies is social distance.

**Keywords:** *conversation, factor, politeness, strategies, students*

### INTRODUCTION

In our daily life we use language to communicate with other people because we cannot avoid interaction. Language helps people to understand each other. In addition, as a social creature we have to build a good relationship with other people. To build a good relationship, people need politeness as a tool to make the communication and the relationship among other run well.

Politeness is needed to keep the conversation smooth, keep another person's feeling and maintain the relationship among people. According to Leech (1983) politeness is a form of behavior that establishes and maintains comity and the ability of participants in social interaction to engage in interaction in an atmosphere of relative harmony. The application of politeness strategy occurs when the speaker realizes that saving the hearer's face is important. It would not be polite if a speaker directly gives an order, for example to someone that the relationship is not too close. It may threaten the face of his friend. Communication is the most important step for the social process. The researcher can listen to communicator's politeness when they are interacting.

In our social life, we interact with different kinds of people. They also have the different ways of communication when they are interacting. That circumstance could bring the people misunderstanding in communication. We need to use politeness and understand kinds of politeness strategies because when it is understood we will be able to choose the kind of utterance to use depends on the circumstance and with whom we are talking. That is why politeness strategies are important to be discussed.

Regarding the explanation above, In doing this research, the purposes to be achieved are based on the research question above, there are: 1) To find out the kinds of politeness strategies used by the 3<sup>rd</sup> year students of English literature department; and 2) to find out the factors making the 3<sup>rd</sup> grade students of the English literature department choosing the politeness strategies.

### Politeness

In communication, people need politeness when they are interacting with each other. Politeness is important to make the communication run well. According to Yule (1996) politeness is a rule or habit which is established and agreed upon as a form of human cooperation in social life. Politeness is one of the branches of pragmatics study. Politeness is the study of how the people interact in their daily life to show their politeness depends on the culture, situation, social distance or closeness. It is also different when we use it depends on the social distance, it will be different when a person talks with his close friend and when he talks with a friend that not too close with the speaker.

According to Brown and Levinson (1978), there are some actions that might threat either positive face or negative face of somebody else. Those kinds of actions are called face threatening act (FTA). The actions that threats negative face include request, order, reminding, advice, suggestion and warning. Then, the actions that might threat positive face are expression of disapproval, criticism, contradiction, disagreement and also bringing bad news of the hearer. Furthermore, there are several actions that threat both positive face and negative face namely complaint, interruption, threat and also strong expression of emotion. There are several ways to convey FTA. It can be conveyed directly, more politely, or indirectly. These ways are called politeness strategies.

Regarding the utterance situation, Leech (1983) stated the several aspects contained in the utterance situation. These aspects are:

- a. The participant consists of the speaker and the listener.
- b. The context of the utterance.
- c. The purpose of the utterance.
- d. Speech as a form of action or activity.
- e. Utterances as a verbal products.

The rules of politeness are different in each culture. In one culture it may be polite but in the other culture it may be impolite. For example in Sundanese when we are making conversation with the person who is older than us it will be impolite when we look at the speaker's eyes. Furthermore, politeness can be used to show awareness of the other person's face in the interaction among people in the university. Each person has to know and be aware that in their interaction there are some norms and rules. So we have to be sympathy and respect for each other.

### **Politeness Strategies**

Politeness strategy is one of communication strategy that focuses on the hearer's face by minimizing the potential conflict when communicating between people by using good words and polite actions (Brown and Levinson, 1978). In general, the basic idea of politeness strategy is an effort or desire to understand people's involvement in language interaction must always be based on satisfaction from fulfilling people's desire. Brown and Levinson (1987) classified the politeness strategies according to how the communicator find the way to minimize the problem which may occur when they are getting interaction. There are bald on record strategy, off record strategy, positive politeness strategy, and negative politeness strategy.

#### ***Bald on Record***

On the record is the opposite of off the record strategy. When we say something directly about our purpose and what we need. This strategy can only be done if the speaker is not afraid of the response that will be carried out by the hearer. For example:

- 1) "Lisa, borrow me your book."
- 2) "Give me your hat."

The instruction above shows that the speaker uses direct strategy without further commotion, since the speaker does not care about the opponent's face. This strategy can also be used if speakers have higher power than the other speaker and speakers do not care if there is no cooperation from the opponent speaker.

#### ***Off Record Strategy***

When the speaker wants to say something, he/she not always say it directly. Sometime the speaker uses the code which is certainly the other people will understand it. This strategy is also used when the speaker wants to do something but wants to avoid responsibility for doing so. For example:

- 1) "OMG I forgot to bring money."
- 2) "Umm... I think I forget where I put my wallet."

The instruction above shows that the speakers allow the listeners to give more than one interpretation of what the speakers say. This strategy does not always succeed because it is depend on the listener's sensitivity.

### ***Positive Politeness Strategy***

Positive politeness refers to keep the positive face from the other person. In doing this strategy, speakers give the impression that speakers have the same desire to the other speaker to show friendship between them. For example:

- 1) "Oh Anne, so beautiful you are. Just the girl I wanted to see."
- 2) "I'd appreciate it if you'd let me use your computer?"
- 3) "John, you are really good at solving computer problems."

The example above shows that the speaker can satisfy the addressee's positive face wants by emphasizing that speaker wants what the hearer's wants. Besides, this strategy also as kind of social accelerator which indicates that speaker wants to come closer to hearer.

### ***Negative Politeness Strategy***

Negative Politeness is a kind of politeness which deals with satisfying the hearer's negative face. It concerns with respect behavior. In conducting this strategy, speaker would like to emphasize the hearer's relative power. The characteristic of negative politeness is the use a modal verb. For example:

- 1) "Would you like to lend me your book?"
- 2) "Can I ask you something?"
- 3) "I was wondering if you could help me."

The example above shows that the use of this strategy is more likely if there is a social distance between the speaker and the listener. When the speaker uses negative strategy, it uses to emphasize the speaker's respect for the listener. According to Brown and Levinson (1978:71-83), there are several factors which influences the choice of politeness strategies. People could choose which strategy to use depends on social distance, power relation, and the degree of imposition.

### **Social Distance**

Social distance is a measure of social contact between speakers and the other person to know each other, and how they relate in context (Brown & Levinson, 1987). When the speaker interacts with the listener who has a close relationship with them, they usually use the higher degree of politeness. For Example: John is in the class and he forgot to bring the pen. Then he can tell to his closer friend by saying "Lend me your pen, I forgot to bring it". While when John says it to the person or friend that he does not have the close relationship with him, he may say "Excuse me, would you like to lend me a pen? I forgot to bring it." Based on the example that has been stated before, social distance refers to the relationship between the interlocutors. If two people are so close, they will have a low social distance.

### **Power Relations**

Power is a relationship statement that states how much a person can force others without losing face (Brown & Levinson, 1987). We can use the higher degree of politeness to the person who has the higher power. For example: When Talita asks to her lecturer, she may say, "Sorry Mam, could give the explanation about this material?". Diferrent with if she asks the same question to her friend, she may say, "Hey John, give me the explanation about this." Based on the example that has been stated before, the lecturer has the high power than the students so Talita be more polite than when she speaks with her friends. Furthermore, the higher degree of politeness strategy can be used when one side has more or better information than the other.

### **The Degree of Imposition**

The higher degree of imposition of the object that we talking about, we will choose to use indirect utterance when we speak. It is because the direct utterance is less polite than indirect utterance. For the example when a person want to borrow a pen from someone we may say “Borrow me your pen”, while if the person want to borrow something that has the higher degree of imposition than pen he/she may use the indirect utterance, because when the person use the direct utterance such as “Borrow me your diamond.”, it will be inappropriate.

So based on the explanation above, politeness is divided into three strategies. The first is bald on record, the speaker uses the direct utterance. Second is off record, the speaker uses code in hopes the listener will understand it. Third is positive politeness, the speaker gives impression to the listener to show friendship between them. The last is negative politeness, deals with satisfying the listener's negative face. Furthermore, those strategies are also influenced by several factors. There are social distance, power relations, and the degree of Impositions.

## METHOD

The researcher used descriptive method because the result of the research would be explained by descriptive sentences. The politeness strategies used by the third grade students could be explored systematically and accurately based on Brown and Levinson theory about politeness strategy. In this research, the researcher not only collected and arranged the data, but also, interpret the data and interview the objects of this research to get the best result. The researcher used the descriptive method in this research, in conducting this research the researcher did some ways to collect data, such as doing observation and interview. The first technique is observation, during observation, the researcher takes a seat at the back to investigate the use of politeness strategies in student's utterances. Then, the researcher records the conversation of the students by using video recorder. After getting the data, the researcher writes the script from the recording to determine easily the parts of the dialogues which contain the certain forms of politeness. The second technique is interview, the unstructured interview technique was used in this research to obtain information directly through question and answer with informants without preparing the question. The interview is aimed to support the result of the research about the factors which influence the use of politeness strategies. The researcher interprets the data in data analysis. The researcher's supervisor and classmate checked the findings data and the data interpretation through discussions and gave some suggestions about the findings. After analysing the data, the researcher draw a conclusion based on the finding from the study. Suggestions are also needed to make this study more correct and complete.

## FINDINGS AND DISCUSSION

From the video and voice recorder, the data which have been collected belong to all strategies of politeness: 1) Bald on Record, 2) Off Record, 3) Positive Politeness and 4) Negative Politeness. These data are divided into the fourth of politeness strategies as showed in the table below.

No.	Politeness Strategies	Number	Percentage (%)
1.	Bald On Record	22	41%
2.	Off Record	10	19%
3.	Positive Politeness	9	17%
4.	Negative Politeness	12	23%
<b>TOTAL</b>		<b>53</b>	<b>100%</b>

Based on the data percentage above, it can be considered that the highest percentage of politeness strategies used by the student is bald on record strategy which attains 41%. In addition the fewest percentage of politeness strategy is positive politeness which only has 17%. The data below are some utterances from the students which have been chosen by the researcher as an utterance samples which is containing politeness strategies. Further description is in these data table.

### 1. Strategies of Politeness

### a. Bald on Record Politeness Strategy

According to Brown and Levinson (1987) bald on-record politeness strategy is used when the threat of the hearer's face is very small or in situations where the speaker has more power than the hearer. There are student's utterances samples including to bald on record.

No.	Data Code	Utterance
1.	Datum04/S4/BOR	<i>Mending ge pang motokeunuranglah.</i> (It is better just to take a picture of me.)
2.	Datum11/S5/BOR	<i>Tan dieukeun cai nu kamu.</i> (Tan, bring your drinking water here.)
3.	Datum41/S4/BOR	<i>Cik feb pangmukakeun panto.</i> (Feb, open the door.)

### b. Off Record Politeness Strategy

Off record strategies allows the listeners to give more than one interpretation of what the speakers say. The statement as the result is not directly addressed to the hearers Brown and Levinson, (1987). There are student's utterances samples including to off record.

No.	Data Code	Utterance
1.	Datum01/S13/OR	<i>Barusan ga kedengeran.</i> (Just now it does not sound.)
2.	Datum24/S13/OR	<i>Ya Allah ieu hawa meni panas meni hareudang.</i> (Ya Allah the weather is so hot itis really hot.)
3.	Datum13/S5/OR	<i>Itugeurapulennakalahmurag.</i> (Well, the pen just fell.)

### c. Positive Politeness Strategy

Positive politeness is a strategy which is oriented towards the face saving or the positive self-image of the hearers. It promotes solidarity and friendship between the two parties involved (Brown and Levinson, 1987). There are student's utterances samples including to positive politeness strategy.

No.	Data Code	Utterance
1.	Datum22/S13/PP	<i>Ifa bawa kue. Ayang mau ga?</i> (Ifa bring a cake. Do you want it, Ayang?)
2.	Datum37/S6/PP	<i>Iya jadi kan bahasa teh ada di dalam pikiran kita, nah dari bahasa dan pikiran kita itulah akhirnya tercipta budaya.</i> (Yes, the language is in our minds, so from our language and mind, finally it creates the culture.)
3.	Datum14/S5/PP	<i>Hehe makasih cantik.</i> (Hehe thanks pretty.)

### d. Negative Politeness Strategy

Negative Politeness strategy intends to create distance between the speaker and the listener to show respect. It also performs the function of minimizing particular impositions of the listener (Brown and Levinson, 1987). There are student's utterances samples including to negative politeness strategy.

No.	Data Code	Utterance
1.	Datum32/S7/NP	<i>Mel bolehminjembukucatetanga?</i> (Mel, may I borrow your notebook?)
2.	Datum38/S3/NP	<i>Teh Iis, boleh minjem motornya?</i>

		(The Iis, may I borrow your motorcycle?)
3.	Datum40/S2/NP	<i>Mel, maaf boleh pinjem tipe x nya?</i> (Mel, sorry can I borrow your tape x?)

## 2. Factors of Politeness Strategies

After categorizing the whole data of politeness strategies, then the researcher classifying the politeness strategies which are influenced by several factors: 1) Social Distance, 2) Power relation, and 3) The Degree of Impositions as showed in the table below.

**TABLE 6**  
**FACTORS WHICH INFLUENCED STUDENTS TO USE POLITENESS STRATEGIES**

No.	Factors of Politeness Strategies	Number	Percentage (%)
1.	Social Distance	39	74 %
2.	Power Relation	1	2 %
3.	The Degree of Impositions	13	24 %
<b>TOTAL</b>		53	100%

Based on the data percentage above, it can be considered that the highest percentage of the factors which influenced the students to use politeness strategy is social distance which attains 74%. In addition the fewest percentage of factors which influenced the students to use politeness strategy is power relation which only has 17%. The data below are some example of politeness strategies which is influenced by several factors, as follow:

### a. Social Distance

Social distance is a measure of social contact between speakers and the other person to know each other, and how they relate in context (Brown and Levinson, 1987). The utterances below are the example of politeness strategy which depends on this factor.

No.	Data Code	Utterance
1.	Datum49/S1/BOR	<i>Mawa cai teu?</i> (Bring the drinking water?)
2.	Datum51/S4/NP	<i>Wios nitip beli cai?</i> (May I entrust to buy water?)

### b. Power Relation

Power is a relationship statement that states how much a person can force others without losing face. It means when people who have power or authority over us than those who do not, we tend to use a greater degree of politenesscontext (Brown and Levinson, 1987). The utterance below is the example of politeness strategy which depends on this factor.

No.	Data Code	Utterance
1.	Datum36/S3/NP	<i>Bal tolongjelasinsoalnyaakubelumngertitentangini.</i> (Bal could you explain because I don't understand this.)

### c. The Degree of Impositions

The higher degree of imposition of the object that we talking about, we will choose to use indirect utterance when we speakcontext (Brown and Levinson, 1987). The utterances below are the example of politeness strategy which depends on this factor.

No.	Data Code	Utterance
-----	-----------	-----------



1.	Datum34/S4/BOR	<i>Feb aya pulpen teu? Mun aya nginjeum euy urang.</i> (Feb, is there a pen? If yes, I borrow it.)
2.	Datum43/S4/NP	<i>Hampuraihurangnginjeumheuladuit. Kepastidigantian.</i> (Sorry, I borrow the money. It will definitely be returned later.)

## Discussions

### 1. Strategies of Politeness

#### a. Bald On Record Politeness Strategy

The bald on-record politeness strategy is used when the threat of the hearer's face is very small or in situations where the speaker has more power than the hearer (Brown and Levinson, 1987). These data below are some analysis of this strategy.

#### Datum 04/S4/BOR

S4 : “*Horeamaing. Mending ge pang motokeunuranglah.*”  
( I am lazy, it is better just to take a picture of me.)

S1 : “*Sokatuh sing benerihgayana.*”  
(Look up your pose.)

Context: The conversation above is uttered by S4 and S1. The conversation happened when S4 asked S1 to go to the canteen because the situation of the class was boring.

The sentence ‘*mending ge pang motokeunuranglah.*’ has English meaning ‘it's better to just take a picture of me.’ This data is categorized as bald on record strategy because S4 as the speaker has more power than the hearer, so S1 more followed S4's willingness to take a picture of him than fulfilling his desire to go to the canteen. Here is another example:

#### Datum 11/S5/BOR

S5 : “*Tan dieukeuncai nu kamu. Uranghayangnginum.*”  
(Tan, bring your drinking water here. I want to drink)

S15 : “*Beli dong. Hahaha..yeuh.*”  
( buy it by yourself. Haha.... Take it!)

Context: The conversation above is uttered by S5 and S15. The conversation happened when the S5 ask for S15's drinking water.

The speaker above uses direct strategy by saying ‘Tan, bring your drinking water here’. S5 also explained the reason why S15 had to give her drinking water by saying ‘I want to drink’. It is considered as bald on record politeness strategy because the instruction is clearly stated to S15 without further commotion. Here is another example:

#### Datum 41/S4/BOR

S4: “*Cikfebpangmukakeunpanto, di kelashareudangkieu duh nepi ka ngesang.*”  
(Feb, open the door, it is very hot in this class. I am sweating)

S1: “*Heehnyapanonpoekuatkamentrangkitu.*”  
( That is right, the sun is sweltering)

Context: The conversation above is uttered by S4 and S1. At that time, the weather in the class is so hot because the sun bright so shine. Because the weather was like that, it is make S4 asked S1 to open the door by saying ‘Feb, open the door.’

The bold clause is considered as bald on record politeness strategy because the speaker is not afraid of the response that will be carried out by the hearer.

#### b. Off Record Politeness Strategy

Off record strategies allows the listeners to give more than one interpretation of what the speakers say. The statement as the result is not directly addressed to the hearers (Brown and Levinson, 1987). These data below are some analysis of this strategy.

#### **Datum 01/S13/OR**

S13 : “*Aduuhhhbarusangakedengeran.*”

(Ouch I did not hear that)

Context: The utterance above is uttered by S13 when she wants to write a sentence delivered by the lecturer.

The data above means ‘just now it doesn't sound’. The speaker does not hear about what the lecturer said. So she used the off record politeness strategy by not asking a help to write the sentence that is left behind because it can't be heard. Moreover, the speaker not naming the hearer or addressing her friend directly in hopes that someone will help her. Here is another example:

#### **Datum 24/S13/OR**

S13 : “*Eh ga jadi ketang nanti aja hehehe. Ya Allah ieu hawa meni panas meni hareudang.*”

(Yaa Allah the weather is so hot it is really hot.)

S11 : “*Bilang we pengen di nyalainkipas. Tuhatoshurung.*”

(Just say you want me to turn on the fan. Now, it is already on)

Context: In the situation above, the speaker said that the class is so hot by saying ‘Ya Allah the weather is so hot it's really hot.’ and the sentence is not intended for anyone.

The data above is considered as off record because even though S13 did not say to others, actually she uses the code that she certain the other people will understand it. This strategy is successfully done because S11 immediately turned on the fan by saying 'Just say you want to turn on the fan. Now, it's already on.' Here is another example:

#### **Datum 13/S5/OR**

S5 : “*Itugeurapulpennakalahmurag.*”

(OMG I dropped my pen)

S3 : “*Initeh.*”

(This is it *teh*)

Context: The utterance above occurred when she was wrote the material but the speaker accidentally dropped her pen. In that situation there is a friend beside her. The speaker said that utterance to give a clue and hopes her friend will help S5. Then S3 understand the utterance which S5 gave and helps S5 to take the pen by saying ‘this is it *teh*.’

### **c. Positive Politeness Strategy**

Positive politeness is a strategy which is oriented towards the face saving or the positive self-image of the hearers. It promotes solidarity and friendship between the two parties involved (Brown and Levinson, 1987). These data below are some analysis of this strategy.

#### **Datum22/S13/PP**

S13 : “*Ifabawakue. Ayangmauga?*”

(Ifa bring a cake. Do you want it, Ayang?)

S14 : “*Ininih, hehe.*”

(I want it, hehe.)

Context: S13 brings a cake to the classroom, then she offers it to her close friend.

The conversation above contains politeness strategy because the speaker said a sentence ‘Ifa bring a cake. Do you want it, Ayang?’ to the hearer. It is categorized as positive politeness strategy because the speaker wanted to grow a positive image in order to increase harmony in friendship between them by offering the food that S13 had. This strategy used when the speaker wants the hearer to receive her cake and it is happen because S14 said ‘I want it, hehe’. Here is another example:

**Datum 37/S6/PP**

S3 : “Bal tolongjelasinsoalnyabelumngertitentangini.”

(Bal, explain it please, I didn’t understand about it.)

S6 : “**Iyajadikanbahasatehada di dalam pikirankita, nah daribahasa dan pikirankitaitulahakhirnyaterciptabudaya.**”

(Yes, the language is in our minds, so from our language and mind, finally it creates the culture.)

Context: The utterance above uttered when his friend asking about something that she don’t understand. S6 explains the material that she did not understand by saying ‘Yes, the language is in our minds, so from our language and mind, finally it creates the culture.’ He gives a very clear explanation in the hope that his friend would understand.

The strategy that appears in this utterance is positive politeness because S6 hopes that the answer can maintain the solidarity that they have built so far.

**Datum 14/S5/PP**

S5: “*Hehemakasihcantik.*”

(hehe thanks pretty.)

The utterance above shows that the speaker praised her friend about her friend’s kindness. This utterance has English meaning ‘thanks pretty’. This data is categorized as positive politeness strategy because the speaker utters that praise in order to save the hearer’s positive face and engaging the friendship to her friend. In this case, her friend helps the speaker to take something. Then as a thank you, S5 praised her friend.

**d. Negative Politeness Strategy**

Negative Politeness strategy intends to create distance between the speaker and the listener to show respect. It also performs the function of minimizing particular impositions of the listener (Brown and Levinson, 1987). These data below are some analysis of this strategy.

**Datum 32/S7/NP**

S7: “**Mel boleh minjem buku catetan ga?**”

(Mel, could I borrow your notebook?)

S9: “*Ini ma. Eh, shalathelayuu.*”

(This is it Ma, lets shalat first)

Context: The situation of the conversation above is crowded because the students understood the material at that time the lecturer gave.

The conversation above contains the data of politeness strategy as the speaker said “Mel, could I borrow you notebook?” This utterance considered as negative politeness strategy because the speaker used a modal verb ‘could’ as a form of politeness towards friends whose books S7 will borrow. Here is another example:

**Datum 38/S3/NP**

S3: “**Tehlīs, bolehminjemmotornya?** Mau ketemucustbentarkok di depan gang unsap.”

(The Iīs, may I borrow your motorcycle?)

S5: “Iyasokini fit kuncinya.”

(Sure, here is the key)

Context: The students were resting when the conversation above took place.

One of the utterances above contains a politeness strategy as the researcher bold the words which mean ‘Tehlīs, may I borrow your motorcycle?’ This utterance considered as negative politeness because the speaker speaks with carefully and also be concerned with politeness because S5 is older than S3. This is also proven by the use of modal verb ‘May’ as the function of minimizing particular impositions of the listener.

**Datum 40/S2/NP**

S2 : “**Mel, maafbolehpinjemtipe x nya?**”

(Mel, sorry can I borrow your tipe x?)

Context: At that time, the students were writing some material which has been given by the lecturer. Then, S2 mistakenly wrote the material and said ‘Mel, sorry can I borrow your tape x?’ to her friend. The bold sentence shows that this data is categorized as negative politeness strategy. By looking at this data, the speaker wants to emphasize her respect for the listener. Besides, the use of modal verb ‘can’ is one of the characteristics of negative politeness.

## 2. The Factors of Politeness Strategies Used by Students

The students of third grade in STBA Sebelas April Sumedang could choose which strategy to use in their conversation depends on the factors that influence the using of politeness strategy according to Brown and Levinson (1987). Those are:

### a. Social Distance

When people interact with someone who has a close relationship with them, they usually use the lower degree of politeness strategy in their utterances or conversation (Brown and Levinson, 1987) . In this case, the student also chooses the lower degree of politeness strategy, as example:

**Datum 49/S1/BOR**

S1: “**Mawacaiteu?**”

(Bring the water?)

S4: “*Teumawa. Ka kantin we yuurangmeuli.*”

(No, I do not. Let’s buy it in the canteen)

The bold sentence above shows that the speaker used bald on record strategy because the speaker have a close relationship to the listener so S1 used the direct strategy to his friend by asking ‘bring the water?’. Then, the listener is not angry to the speaker because S4 gives the direct answer by saying ‘I’m not.’ The he continued his utterance by saying ‘Let go to the canteen.’ Different if the speaker do not have a close relationship with the listener, as example:

**Datum 51/S1/NP**

S1 : “**Wiosnitipbelicai?**”

(May I entrusted to buy a water?)

The utterance above was uttered by S1 to his friend who he’s not close to him. In this case, he uses negative politeness as shows in the data above which has English meaning ‘May I entrusted to

buy a water?’. It is considered as negative politeness because the speaker uses the modal verb ‘may’. By looking at the data above, the speaker may have a less relationship to the speaker because he uses the higher degree of politeness strategy with a view to minimize a particular imposition of the listener.

### b. Power Relation

Power is a relationship statement that states how much a person can force others without losing face. It means when people who have power or authority over us than those who do not, we tend to use a greater degree of politeness. As example if someone has the power about the knowledge that he/she has than the other person. The uses of politeness strategy will more high because the listener has more power than the speaker or otherwise (Brown and Levinson, 1987). For example:

#### Datum 36/S3/NP

S3 : “**Bal tolongjelasinsoalnyaakubelumngertitentangini.**”  
(Bal, could you explain because I do not understand this.)

The utterance above shows that the speaker has less knowledge than the listener. It is proven because S3 said ‘Bal could you explain because I don’t understand this.’ Besides, the speaker uses the modal verb ‘could’ because the listener has the authority over the speaker, so she uses a greater degree of politeness. The power that listener have is some special knowledge or skills that others need.

### c. The Degree of Impositions

The degree of imposition is influenced by the object that someone will talk about. The object to be selected affects whether someone will speak using direct or indirect utterance. The data below shows that the speaker uses the different politeness strategy because the object which will be borrowed has a different value (Brown and Levinson, 1987). For example:

#### Datum 34/S4/BOR

S4: “**Feb ayapulpenteu?Mun ayanginjeumeuyurang.**”  
(Feb, is there a pen? If yes, I borrow it.)

The utterance above has English meaning ‘Feb, is there a pen? If yes, I borrow it.’ This data shows that the speaker uses direct utterance to borrow a pen to his friend. The use of direct utterance is because the borrowed object has a low value. In contrast to the object that has high value, the speaker will talk like this.

#### Datum 43/S4/NP

S4: “**Hampuraihurangnginjeumheuladuit. Kepastidigantian.**”  
(Sorry, I borrow your money. It will definitely be returned later.)

The utterance above has English meaning ‘Sorry, I borrow the money. It will definitely be returned later.’ This data shows that speaker uses the word ‘sorry’ because money has a high value than a pen. The speaker continued his utterance with ‘It will definitely be returned later.’ because what he is borrowing is more valuable money than a pen. So, to ensure that he would be given something more valuable than a pen, he continued his utterance with that sentence.

From the explanation above, the researcher found that the most frequent politeness strategy used by the students is bald on record strategy and the most dominant factors is social distance. Based on the observation, the researcher found that there is the correlation between the most frequent politeness strategy, the dominant factor, and the student’s closeness. Because they have been together for more than 3 years, thus they are more intimate in having conversation.

## CONCLUSION

The researcher found the students applied politeness strategy while they are communicating each other. From the analysis conducts by the researcher there are 53 data occurs in the conversation. The data is divided into 22 utterances of bald on record strategy, 10 utterances of off record strategy, 9 utterances of positive politeness strategy, and 12 utterances of negative politeness strategy. So, the most frequent of politeness strategy used by the student is bald on record strategy. Based on the data analysis, the researcher has found the factors which support the third grade students of the English literature department to use politeness strategies in their conversation. There are social distance, power relation, and the degree of impositions. These factors also are supported by the use of bald on record strategy and negative politeness strategy.

## REFERENCES

- Brown, & Levinson, S. C. (1987). *Politeness Some Universals of Language Usage*. Cambridge: Cambridge University Press.
- Leech, Geoffrey. (1983). *Principles of pragmatics*. London: Longman.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University press.



## TEACHERS' BARRIERS ON THE IMPLEMENTATION OF ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC

Yoyoh Rohayati, <sup>2</sup>Eva Fitriani Syarifah, <sup>3</sup>Raynesa Noor Emiliarsari

<sup>1,2,3</sup> Universitas Majalengka

<sup>1</sup>yoyohrohayati429@gmail.com, <sup>2</sup>evafitrianisyarifah@unma.ac.id, <sup>3</sup>raynesanoor@gmail.com

Received: 11-02-2022

Accepted: 06-03-2022

Published: 20-06-2022

### Abstract

The COVID-19 pandemic has changed all activities in various fields, including education. Learning that has long been done conventionally, has now been done completely online. This presents various impacts in its implementation. The purpose of this study was to find out the barriers faced by English teachers during online teaching in the pandemic. This research was conducted in one senior high school in Majalengka Regency, with three English teachers as samples. The method used is qualitative research with a case study approach. The research instrument were observation and interviews. The results showed that there were various problems that barriers the online learning process. These barriers are caused by internal and external factors. Where internal factors are problems that come from within the teachers themselves such as (1) teachers have difficulty in building character, (2) lack of knowledge about ICT, (3) teaching styles such as methods and media that teachers use (4) difficulties in building good classrooms effective, which is caused by learning burnout and lack of interaction, and (5) lack of time. Then the obstacles contained in the external factors are the obstacles experienced by students which can become barriers for teachers in teaching online, including: (1) economic problems and (2) lack of support. It can be conclude that online learning still has various barriers in its implementation so that further research is needed to find a solution, then the learning can be carried out optimally.

**Keywords:** *English online learning, teachers' barriers, pandemic covid-19*

### INTRODUCTION

Currently, the world is dealing with a new virus that has been announced by the World Health Organization (WHO) which occurred on 11 March 2020 which was first discovered in Wuhan, China. This virus spreads very quickly, thus giving various impacts in several fields, one of which is on the education sector. The spread of the corona virus changes all human activities including the learning process (Darmalaksana et al., 2020). This causes learning to be done online. To avoid this outbreak, online learning during the Pandemic is an alternative solution (Basilaia & Kvavadze, 2020; Bauerlein, 2008; Laprairie & Hinson, 2006; Taha et al., 2020).

Online learning is a distance learning process, by utilizing e-learning as a learning facility. E-learning is considered quite effective because it can help teachers in building online classes according to learning conditions. Through e-learning, teachers and students can overcome the barriers of place and time that can become obstacles to learning. In addition, with the use of E-Learning, teachers can take advantage of several learning media such as Youtube, Google Classroom, Google Meet, Zoom, Webex, and many more.

Many barriers experienced by teachers in learning process, such as bad signal conditions, that is can barrier the learning process. To overcome this problem, adequate internet access and effective internet connectivity is needed. The next barrier is learning techniques, where the teachers tend to be monotonous in delivering material, so this will cause boredom and affect student interest in learning. Hence, designing content interesting and practical are things that teachers must think about in the learning process. Apart from that, also on need facilities and infrastructure as well as ICT knowledge possessed by the teachers, as supporting factors in the learning process. Therefore, the teachers must

be creative and technology literate, for goodness sake implementation of maximum learning. Related to the technology as a support for online learning during the pandemic, Carrilo & Flores (2020:2) explains that the use of technology depends on three pedagogical factors. The main factors include student-centered learning, the teachers role as a facilitator and the integration of knowledge. The second factor is the learning design which includes the flexibility of learning, learning according to the individual needs of each student, according to the context, social, learning process, and the use of appropriate technology tools. The third factor is facilitation which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, and attitude and commitment. So, according to this statement, it can be concluded that for the implementation of effective online learning, the three pedagogical factors in the use of technology must be carefully considered by the teacher before starting the classes. Such as creating student-centered learning, using technology in accordance with student needs, and making clear commitments, so that the students are more sensitive to a phenomenon, when the learning process takes place.

Then, the change in the learning system from conventional to online is also a challenge for teachers in applying appropriate learning methods. Especially in English learning, where there are some material that must be explained directly, given the level of understanding of the students are different. Moreover, most of students think that the English is a difficult subject to learn, this is because English has a different pronunciation structure from other languages and a lack of confidence in using English. This will causes problems in the classroom, especially with the limited of time in teaching so that the teachers do not provide opportunities for students to use the language. According to Lai (1994) cited from Yulia (2013:2), specifically mentions "problems that occur in class such as limited time to use language and students' lack of confidence to speak in English (self-esteem, language anxiety and lack of opportunities)". This is in line with the opinion of Huang et al (2020:2) describing three main challenges in online learning during the pandemic. The first the limited time, in preparing and adjusting the material. Second, the lack of direct interaction which results in barrier the learning process. The third, the use of pedagogy which is effective in motivating and luring students to be active in participating in online learning. From the two statements, it explains that limited time is a barriers to online learning. Therefore, it is the teacher's obligation to use time as effectively as possible, and how to motivate students to take online classes, so that communication and interaction will be established, because conditions of online classrooms make it difficult for teachers to know when students are lost or look confused and do not know when to speed up or slow down the lessons.

Besides that, the teachers also need to consider how they teach during the pandemic, which is not only in the context of delivering material or giving assignments, but it is expected to be able to be creative in choosing and developing methods, utilizing appropriate media, and conducive online classroom processing so that the material can be conveyed and understood by all students. Therefore, the presence of media is indispensable in online learning to overcome these problems. In responding to the teaching and learning process in this pandemic era, the use of media, especially in online classes, requires creativity as well as careful instructional considerations from the teachers. The use of media is an important part of responding to the learning process in this pandemic era (Lestiyawati, 2020). In online learning, the use of media is very needed as a form of creativity and also mature instructional considerations from the teacher. Online learning media or often referred to as e-learning, is a medium to support education and can facilitate learning. Therefore it is hoped that the educators can be more creative in class management and smart in choosing the right learning media to use in online learning now. In other word, the teachers are required to create teaching materials and teaching techniques that are good and interesting, while students must be active in learning.

There are many studies on the barriers caused by the application of online learning in non-pandemic situations, while in this study the authors investigated the obstacles experienced by teachers during the covid 19 pandemic. In a previous study, Febrianto et al, (2020) have conducted research related to the implementation of online learning and the obstacles experienced During the COVID-19 pandemic, he used quantitative methods to obtain data. The results of the study reveal that online learning is not effective, because there are still many obstacles, such as the difficulty of accessing the

internet and signal factors. This is the similarity in this study, that the signal factor has always been the main obstacle in online learning. In line with that, a study related to online teaching during the pandemic in Indonesia was conducted by Atmojo and Nugroho: (2020). The study investigated teaching activities and challenges in secondary schools during the pandemic. Some of the challenges found were; some students do not have their own smartphones, the internet connection is not stable, some students are not able to meet the adequate internet quota. The number of studies that discuss the problems faced by students when learning online, for novelty, the authors try to examine the obstacles experienced by teachers in implementing online learning during this pandemic. This is because the existence of these problems is important to conduct research on the problems faced by teachers, because teachers have an important role in the success of learning.

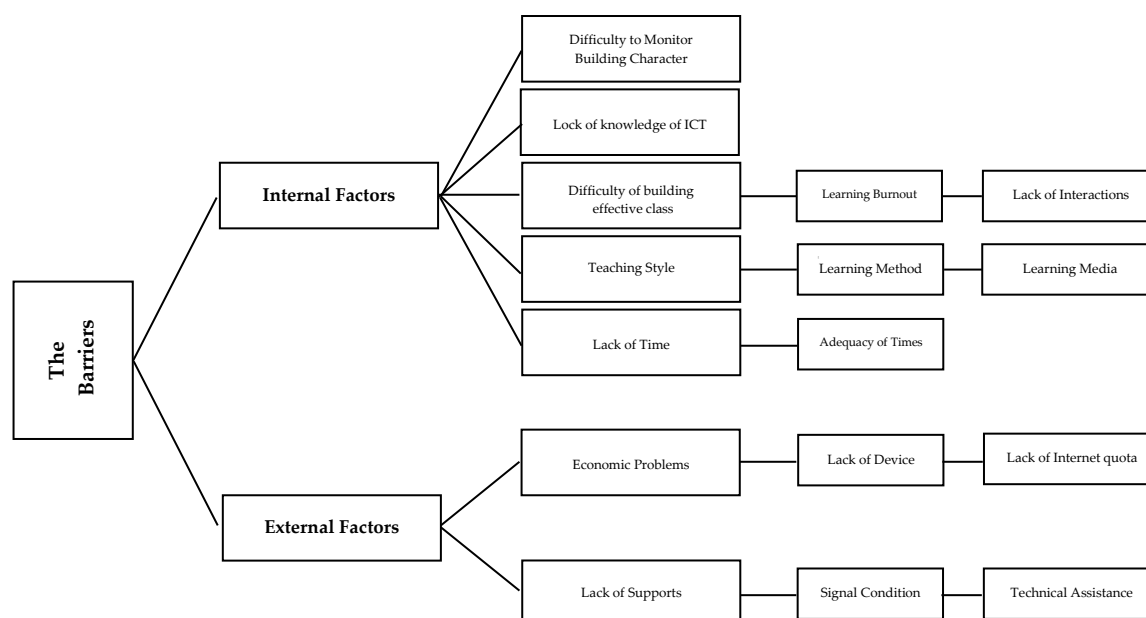
## METHOD

This research was conducted at one of senior high school in Majalengka West Java. This research was conducted using a qualitative method with a case study approach. According to Creswell (2014) "qualitative research is research with an approach to understanding the meaning of individual or group and exploring social or human problems". While the case study focuses on a single unit such as an individual, group, organization or program (Creswell (2012), Ary, Jacobs, and Soronsen 2010). To obtain data, observation and interview techniques have been carried out to three English teachers. This was done to find out the barriers faced by the English teachers in conducting online learning during the covid 19 pandemic. Then the researchers used reduction data, display data, and conclusion to analyze the data.

## FINDINGS AND DISCUSSION

### Barriers faced by the English teachers while teaching online during the COVID-19 pandemic

From the results of observations and interviews, it turns out that complex problems can be found that can interfere with English teachers when teaching. These problems are caused by internal and external factors. Where internal factors are problems that result from within the teacher himself, while external factors are problems faced by students but can hinder teachers in teaching.



*Figure 1. Barriers on teaching Online*

## sInternal Factors

- Difficulty to monitor building character

Difficulty in monitoring is one of the most difficult barriers faced by teachers in dealing with online learning during the pandemic. One of them is that the teacher has difficulty monitoring students in terms of delivering material. Teachers find it difficult to monitor whether students really understand the material well or not, because if only learn through the virtual world without any direct communication with the teacher, it will only make students only know, without any understanding of the learning material. So the teacher must think of ways and modify the lesson plan in such a way that the method used is appropriate and understood by students.

However, actually this obstacle is not just on how teachers transfer knowledge, but the main obstacle is how to keep teachers focused on developing character education. Both in terms of empathy, emotion, honesty, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, and so on. This is because education is not only a transfer of knowledge but also a transfer of value where the teacher's role is needed and cannot be replaced with any sophisticated technology. In accordance with Friana, (2021) that the use of technology in education is only to facilitate teachers in transferring knowledge, not to build student character.

*"During the implementation of online learning, I was constrained to monitor student character, how to create student character so that they become human beings who really have good character. In terms of emotions, empathy, and behavior. I find it difficult to recognize the character of students so that the results cannot be monitored properly. Because children can cheat when doing assignments, the teacher cannot measure every student's ability because the result is only a piece of writing. So it's very difficult when compared to face to face. So I find it difficult to monitor character building. Be it student courtesy, discipline, caring, responsibility, and many other things."*

- Lack of knowledge of ICT.

All learning activities have been integrated by utilizing ICT as a liaison between teachers and students. Therefore, in order for learning to run smoothly, the teachers are obliged to better understand everything related to technology. However, it is still found that most teachers are still constrained by the use of ICT. It can be seen from the observation that teachers have difficulty operating several learning applications. Even teachers don't know how to get out of video conferencing. In addition, it was also found that teachers did not understand the use of the google classroom application, even teachers were not good at making Power Point. This problem was also expressed by the respondent during the interview stage. That he had difficulty using applications such as Google Classroom. This is due to the lack of ICT pedagogical training by teachers. In accordance with their opinion, Cuckle and Clarke (2002) state that at their university, lack of pedagogical ICT training is a significant barrier to the use of ICT in the classroom.

*R1 : "There are still difficulties, if I don't understand how to use Google Classroom. Even though I've used , because it's comfortable in WhatsApp, I finally use WhatsApp Group "*

It was also expressed by R2 that she did not understand how to use the Google Meet application.

*"Yes, if I still don't understand how to create a room or create a link when holding a video conference in Google Meet, so I like to ask students for help and keep practicing".*

- Difficulty in building an effective class.

- *Learning Burnout*

Prolonged online learning has a negative impact on student interest. Where students have started to feel bored and so lazy to follow the lesson. The learning burnout occurs in a period where their enthusiasm for learning begins to decrease. So that students are very tired and have no desire to continue learning. Learning burnout was also found in a study conducted by Alsaad et al, (2021) in Febriani (2021) that 50.8% of students had a high level of saturation during online learning.

*R3 : "Because online learning has been going on for a long time, so many students feel bored and lazy so many students don't send assignments and really miss meeting their friends".*

- *Lack of Interaction*

During the pandemic, the implementation of learning has completely changed to an online method, so it is more difficult for teachers to create interactive communication in online classes when compared to conventional classes. This is because the interactions that occur in conventional classes are different from those that occur in online classes. So it takes effort to create a good interaction between teachers and students, because it will greatly affect the course of the learning process. However, the teachers find it difficult to create good online classroom interactions, so this is another challenge for teachers. This is in line with the opinion expressed by Huang et al (2020: 2) that there are three main challenges in online learning during the pandemic. Where one of the challenges is the lack of direct interaction which results in the inhibition of the learning process.

*R1 : "Sometimes there are times when students are enthusiastic about participating in learning, but more often students get bored easily. Sometimes all students attend, and sometimes half of them are absent from online classes, this is a problem for me. and this feeling of boredom also affects the interaction in the classroom. they are just silent, indifferent so class conditions become ineffective."*

- Teaching Style

- *Learning Method*

From the results of observations, it shows that in practice the teacher uses various learning methods such as discussion methods, lectures, and exercises. However, the teachers has difficulty using the discussion method, because the interaction is so lacking that there is no discussion. It was caused by a lack of preparation and lesson planning. According to Emiliasari, (2019) stated that some research in the context of EFL show that teachers have difficulty in designing lesson plans, one of which is in determining learning media and methods.

*R3: "When teaching I have used the same learning method as I used it when learning face-to-face, such as lecture method, discussion, and practice methods. It's just that I have difficulty in the discussion method, because the class does not interact and is not as expected".*

- *Learning Media*

Regarding the media, the teacher revealed that they had no difficulty in using learning media. The teacher explained that they had used a variety of varied learning media such as youtube, Whatsapp, Google Classroom, Google Form, Zoom and Google Meet. The teacher added that they only had difficulty because of signal problems when using learning media such as zoom and google meeting. This is because the application requires a strong internet network so that students are often disturbed, especially those in remote areas. So that teachers only use learning media whose network is stable and low in quotas. This is done so that all students can follow the lesson well without any obstacles.

*R2 : " I dont have a trouble. Because online-based learning has been done for a long time, I have started to get to know various learning media. I use youtube for student practice activities, because by making practice videos it can be seen clearly how they speak and pronounce them as well as from body styles and explanations of the material. I also use Google meet, WhatsApp can use voice notes, Zoom, and Google classroom".*

Then R1 also explained that he had used learning media according to teaching needs.

*R1 : "No. During online teaching, I use learning media such as Youtube for teaching materials, WhatsApp Group for discussions, Google Forms for student training, Google classroom, Zoom and if I practice making project videos".*

#### - Lack of Time

Limited teaching time becomes the next problem for teachers. Where the teachers are challenged to be able to manage and use time optimally so that teaching can still be delivered properly. Lessons that were previously conducted every two weeks for four hours, now learning is only done once a week for two hours, and that too for the whole class. This becomes an obstacle for teachers, because teaching cannot be channeled optimally, so this will affect student understanding. According to Lai (1994) in Yulia (2013) Specifically mentions "problems that occur in the classroom such as limited time to use language and students' lack of confidence to speak English (self-esteem, language anxiety and lack of opportunities). in learning the language because there is not enough time for teaching.

*R1: "Not enough, because the limited time the space for students to be more flexible in learning the language. So that I am also confused, if the material will not be understood by students well".*

R3 also explained that the lack of time complicates the teachers' condition

*R: 3 "Not enough. In online learning teaching hours have been reduced. if in conventional learning students study twice a week, while in online learning the teacher can only teach once a week. If online 2 hours for the whole class. while face-to-face 4 hours for classes. It's like relieving the teacher but actually the teacher is having a hard time because there is a bigger responsibility. And students may not necessarily be able to understand the material ".*

#### External Factors

##### - Economic Problems

*Lack of Device and Lack of Internet Quota*



Economic factors are very influential on the ongoing online learning process during the pandemic. This is because the economic situation is a supporting factor for the ongoing learning process. Where students and teachers need quotas to be able to connect to the internet, and require devices such as computers and mobile phones as learning facilities and support. Therefore, economic conditions really affect the course of the learning process, especially during the current pandemic. Simamora (2020) Explains that learning also has an impact on economic conditions because they cannot afford internet quota to access online learning media, and complains that cellphones do not support online learning. In this study, it was also found that students were constrained by learning tools and internet quotas. Where most students do not have a personal cellphone so they have to take turns using it with their brother or sister. This causes most students to not be able to take online classes. So that teachers are also hampered in distributing teaching.

*R2 : "Another problem is the lack of device owned by students. Most of the students do not have a personal cellphone so they must be used interchangeably with their brother or sister. If study schedules clash, one of them cannot attend the lesson. In addition, there are also those whose cellphones are damaged or do not allow connecting to the internet. "*

This is also revealed by R3

*R3 : "Most students don't have a personal cellphone. So you can't attend online classes. In addition, students are also constrained by quotas, especially for students belonging to low economic conditions".*

#### - Lack of Supports

##### • Signal Condition

Since online learning was introduced, both teachers and students have been affected by limited access to technology and connectivity where both are indispensable. These limitations will influence each other and are interrelated with each other. So that it will have an impact on the fluency of today's learning. The internet has an important role in an online learning activity. Where a stable signal condition is very influential on the smoothness of a teaching. In order to be able to connect to the internet smoothly, it requires adequate connectivity and internet network. However, in reality online learning cannot run effectively. That's because the signal conditions are not supportive and inadequate. Mohalik & Sahoo (2020) stated that most of their students have problems connecting to the internet. This incident causes students to not be able to fully accept learning.

*R2: "When using video conferencing students are often constrained by the network so that learning is disrupted. This is due to poor signal conditions especially for students who live in remote areas."*

*R3: "Signal conditions really interfere with learning, especially for students who live in rural areas where it is difficult to get a network. So that learning cannot be conveyed completely. "*

##### • Technical Assistance

Poor signal conditions also affect the number of technical problems in teaching online classes. This will make it difficult and at the same time become barriers for students in

taking online classes, especially for those who find it difficult to get a network. Technical assistance can be found when students have difficulty using complex learning applications. For example, can't connect to Google Meet, the sound is interrupted while doing a video conference, or the video suddenly turns off while learning is taking place. This causes students' focus to be disturbed and they cannot listen to the lesson well. It is not uncommon for students to experience boredom and think that online learning is not of high quality. This is in accordance with a study conducted by Nambiar (2020) which showed that students considered online classes to be of poor quality. That's because there are so many distractions in the classroom, such as technical problems, which reduces the effectiveness of online classes. Therefore, it can be concluded that many problems in online learning, such as technical problems, are an obstacle in online learning, so that teaching success cannot be achieved.

*R2: "When using the Google Meet or Zoom application, poor signal conditions greatly interfere with learning activities. Many students complain that they cannot enter video conferences, or cannot hear voices clearly. So I have to reconsider the right media to be used in online learning"*

## CONCLUSION

Barriers can also be called obstacles to something that makes something difficult to progress. Based on the results of the analysis and discussion of the barriers faced by the English teachers in the implementation of online learning during the pandemic, complex problems were found caused by internal and external factors. Internal factors are factors caused from within the teacher himself. Which consists of difficulties in monitoring character building, lack of knowledge of ICT, difficulties in building effective class due to lack of interaction and learning burnout, teaching style which consists of learning methods and media used by teachers. While external factors are problems faced by students but become barriers for teachers when teaching. Which includes economic problems where students are constrained by lack of devices and internet quotas, then lack of support such as poor signal conditions and technical assistance, the last one is lack of time, namely sufficient time when teaching online. Many problems were found, so further research is needed to find solutions to overcome these problems.

## REFERENCES

- Alsaad, A., Alkhalaf, A. B., Alali, K. M., Jumanah, H., & Almahdi, I. S. (2021). Burnout prevalence and associated risk factors among KFU students, Alhasa, Saudi Arabia. 25(107)
- Atmojo, AEP & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. Register Journal, 13(1), 49-76. doi: 10.18326/rgt.v13i1.49-76.
- Basilaia, G., & Kvavadze, D. (2020). Transisi ke Pendidikan Online di Sekolah selama Pandemi SARS-CoV-2 Coronavirus (COVID-19) di Georgia. *Penelitian Pedagogis*, 5(4), 1–9. doi.org/10.29333/pr/7937
- Bauerlein, M., (2008). Melek online adalah jenis yang lebih rendah: Membaca lambat mengimbangi skimming web. *The Chronicle of Higher Education*, 55 (4).
- Carrillo, C, & Flores, M. A. (2020). COVID -19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43 (4), 466–487. <https://doi.org/10.1080/02619768.2020.1821184>

- Creswell, J. W. (2012). Educational Research. University of Nebraska, Lincoln
- Creswell, J. W. (2014). Research Design Qualitative, Quantitative, and Mix Methods Approaches (4<sup>th</sup> ed.). America: SAGE publication.
- Cuckle, P, & Clarke,S. (2002). Mentoring student-teachers in schools: Views, practice and access to ICT. *J.Comput. Assist. Learn.*18, 330-340. CrossRef.
- Darmalaksana, W., Hambali, R., Masrur, A., & Muhlas, M. (2020). Analisis Pembelajaran Online Masa WFH Pandemic Covid-19 sebagai Tantangan Pemimpin Digital Abad 21. *Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19 UIN Sunan Gunung Djati Bandung*, 1–12.
- Emiliasari, R.N, & Jubaidah, I.S. (2019). Lesson Planning in EFL Classroom: A Case Study in Lesson Plan Preparation and Implementation. *WEJ*. Vol.3 No.2
- Febriani, R. D., Triyono, Hariko. R., Yuca, V., Magistarina, E. (2021). Factors Affecting Student's Burnout In Online Learning. *Journal Neo Konseling*. 3(3). Doi: 10.24036/00567kons2021.
- Febrianto. P.T., & Mas'udah, S, Megasari.L.A. (2020). Implementation of Online Learning during the Covid-19 Pandemic on Madura Island. *International Journal of Learning, Teaching and Educational Reserch*. Vol.19, No. 8,pp. 233-254. Doi: org/10.26803/ijlter.19.8.13
- Friana L E.(2021).Problem of Online Learning during Covid-19 Pandemic in EFL Classroom and Solution.Journal of English Language Teaching and Literature.vol.2,number 1,p:38-47
- Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources. *Smart Learning Environments*, 7 (1). <https://doi.org/10.1186/s40561-020-00125-8>
- Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises-reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability*, 32 (2), 237– 270.
- Lestyanawati. R. And Widyanoro, A. (2020) Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak. *CLLIENT (Culture, Literature, Linguistics, English Teaching)*, 2 (1),71-82.
- Mohalik, R., & Sahoo, S. (2020). E- Readiness and Perception of Student Teachers' Towards Online Learning in the Midst of Covid – 19 Pandemic. *SSRN Electronic Journal*. Doi: 2139/ssrn.3666914
- Nambiar, D. (2020). The impact of online learning during COVID-19: Students' and teachers' perspective. *The Internasional Journal of Indian Psychology*, 8(2),783-793.
- Simamora, R.M. (2020) The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis Performing Arts Education Students. <https://doi.org/10.4662>. *Studies in Learning and Teaching*. Vol. 1, No. 2, August 2020: 86-103.

- 
- Taha, MH, Abdalla, ME, Wadi, M., & Khalafalla, H. (2020). Penyampaian kurikulum dalam Pendidikan Kedokteran selama keadaan darurat: Panduan berdasarkan tanggapan terhadap pandemi COVID-19. *MedEdPublish*, 9. <https://doi.org/10.15694/mep.2020.000069.1>
- Yulia.Y.(2013). Teaching Challenges In Indonesia: Motivating Students and Teachers' Classroom Language. *Indonesian Journal of Applied Linguistics*, Vol. 3 No. 1, July 2013, pp. 1-16