CATEGORY SHIFTS AND IMPACT OF TRANSLATION IN *"THE SECRET OF UNICORN"* MOVIE TEXTS

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ABSTRACT
This study aims for (1) analyzing the kinds of category shifts found in the movie of The Adventure of Tintin "The Secret of Unicorn" into Indonesian Subtitle, (2) explaining the dominant category, and (3) describing the influences of those category shifts on transferring the messages of the source language. The data in this research were all of the sentences spoken by the actors in *The Adventure of Tintin "The Secret of Unicorn"* movie, whose translations (subtitles) contain any type of category shifts This research was a descriptive qualitative research. The process of collecting data is by taking all data that are suitable to the criteria and supported the research. There are four types of category shifts occured in the subtitling text of the The Adventure of Tintin "The Secret of Unicorn" movie. They are structure shift, class shift, unit shift and intra-system shift. The structure shift has the highest frequency, that is 289 cases or about 50.7 %. The occurrence of category shift in this movie can make the translation's result more natural, accurate, and communicative.
Keywords: Category shifts, influences, movie.

ABSTRAK
Penelitian ini bertujuan untuk (1) menganalisis jenis pergeseran kategori yang di temukan di film The Adventure of Tintin "The Secret of Unicorn", (2) menjelaskan dominan pergeseran kategori, dan (3) mendiskripsikan pengaruh pergeseran kategori terhadap bahasa sasaran. Data dalam penelitian ini adalah semua kalimat yang diucapkan oleh para aktor dalam film The Adventure of Tintin "The Secret of Unicorn, yang terjemahannya mengandung semua jenis pergeseran kategori. Penelitian ini menggunakan metode deskriptive kualitatif. Proses pengumpulan data adalah dengan mengambil semua data yang sesuai dengan kriteria dan mendukung penelitian. Ada empat jenis pergeseran kategori yang terjadi dalam teks subtitle The Adventure of Tintin "The Secret of Unicorn" yaitu pergeseran struktur, pergeseran kelas, pergeseran unit, dan pergeseran sistem intra. Pergeseran stuktur memperoleh frequensi tertinggi yaitu 289 kasus atau sekitar 50.7%. Terjadinya pergeseran kategori dalam film ini dapat membuat hasil terjemahan lebih alami, akurat dan komunikatif.
Kata kunci : Pergeseran kategori, pengaruh, film.

INTRODUCTION

Catford (1978:73) divided two major kinds of translation shifts. They are level shift and category shift. Category shifts is departure from formal correspondence in translation. Formal correspondence is any grammatical category in the target language which can be said to occupy the same position in the system of target language as the given source of language category in the source language system. The category shifts include structure shift, class shift, unit shift, and intra-system shift.

1. Structure shift involves a change in grammatical structure between SL and target text TL. Catford (1978:73) considers structure shifts the most frequent type of shifts that may occur at all ranks.

2. Unit shift. According to Catford in Hatim (2001:15) it occurs when translation equivalent of a source text unit at one rank in is a unit at a different rank in the target language. It includes shifts from morpheme to a word, word to phrase, clause to sentence, and vice versa.

3. Class Shift. Catford defines it following with Halliday's definition "that grouping of members of a given unit which is defined by operation in the structure of the unit next above" (quoted in Hatim and Munday, 2004:45)". Structure shifts entail class shifts. This is because of the "logical dependence of class on structure.

4. Intra System Shift

This occurs when the SL and TL posses approximately corresponding systems, but where the translation involves selection of a non-corresponding term in the TL system (Catford, 2000). For example, Indonesian and English have different numerical system that known as plural and singular. A sentence in English can show the plural form, but when translated in to Indonesian, the intra-system shift changes plural into singular.

In fact, for translator a text is not easy. People think with translating a word for word or a sentence for sentence would be understood. However, the process of translation is not as simple as that. Because, translation is not only translating the text, a translation process has an important rule to make a good result of translation. The translator should know the culture, diction, and grammatical from the target language. Therefore, in translating process a translator should know the grammatical rule between the source language (SL) and target language (TL). Knowing the grammatical rule is important to make the good sentence. Hence, readers can get the message from the translated text clearly.

In this thesis the researcher is interested to analyze the translation shift especially category shift in the movie *The Adventure of Tintin" The Sectret of Unicorn"* movie texts and the Impact of Translation Result. This movie is based on a comic written by Sir Herge from Belgium. The comic was published in France and used in French language too. The movie was released on 21 December 2011, in America. This movie is directed by Steven Spielberg and produced by Amblin Entertainment that is popular not only for kids but but also for adults.

RESEARCH METHODOLOGY

This chapter discusses method and procedure that are used to solve the problems of the research. In order to describe the type of research, data and source data, population and sample, technique of collecting data, technique of analyzing data, validation data and research procedures.

1. Type of Research.

   This research employs a descriptive qualitative method. The researcher collected, categorized, and analyzed the data to get conclusion on the translation of Category Shift in the The Adventure of Tintin "The Secret of Unicorn" movie texts. According to Sutopo (2002:48) Qualitative research is descriptive in which the researcher is interested in process, meaning, and understanding gained through words and pictures.

2. Data and Source Data.

   The data in this research were all of the sentences spoken by the actors in The Adventure of Tintin "The Secret of Unicorn" movie, whose translations (subtitles) contain any type of category shifts. The source text was in English while the target text was in Bahasa Indonesia. The data were taken from The Adventure of Tintin "The Secret of Unicorn" movie texts.

3. Population and Sample

   According to Sugiono (2010:117) population is generalization geographies such as object and subject have certain quality and characteristic that are settled by the reseacher to learn and then become conclusion. Arikunto (2010:183) purposive sampling is process of collecting sample with subject which is not based on level or part, but the sample is taken based on observations. In this research, the researcher used total sampling technique. This means that the researcher takes all the dialogues containing category shifts (structure shift, class shift, unit shift, and intra-system shift) in the The Adventure of Tintin " The Secret of Unicorn" movie texts.

4. Technique of Collecting Data

   A. Downloading the movie The Adventure of Tintin "The Secret of Unicorn" in You-tube channel.
   B. Watching the movie until done
   C. Reading both the English Language and Indonesian Language
   D. Writing the script of the movie in the book.
   E. Giving marks the sentences which contain of category shifts.
   F. Giving number for each datum

5. Technique of Analyzing Data.

   A. Taking all the sentences from the English texts and transcribe them.
   B. Taking all the translations of the sentences from the Indonesian subtitle text.
   C. Analyzing the type of Translation Shift occurred
   D. Analyzing influences of category shift on transferring message
   E. Drawing conclusion based on the analysis

6. Validation of Data

   In this study, the researcher used triangulation data. According to Sutopo (2002:78) The validity of data is degree of confidence in the data. One technique to check the validity of data is the technique of triangulation.
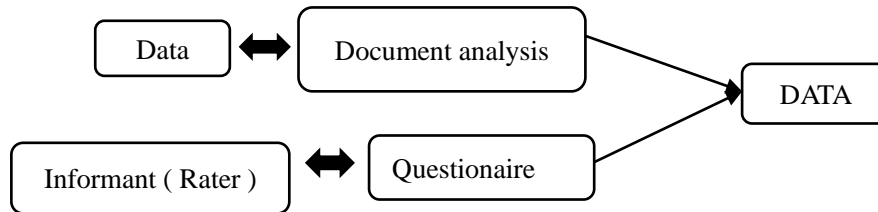
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┌──────┐      ┌────────────────────┐
│ Data │ ◀▶   │ Document analysis  │
└──────┘      └────────────────────┘         ┌──────┐
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┌────────────────────┐   ┌──────────────┐     └──────┘
│ Informant ( Rater )│ ◀▶│ Questionaire │
└────────────────────┘   └──────────────┘
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Diagram 1 Triagulation Data

Based on the diagram, it can be seen that the researcher used document and informant to get the data for this thesis.

7. Research Procedures
   A. The researcher downloaded the movie The Adventure of Tintin "The Secret of Unicorn" in You-tube channel.
   B. The researcher watched the movie The Adventure of Tintin "The Secret of Unicorn" until done.
   C. The researcher read the script movie and writes the script in the paper.
   D. The researcher selected data which contains category shifts based on J.C Catford theory.
   E. The researcher gave number of each datum (each sentences contain category shifts or coding data).
   F. The researcher analyzed the data to find out the dominant of category shifts and the influences for transferring message.
   G. The researcher presented the result of analyzing the data into paper.

FINDINGS AND DISCUSSIONS

Kinds of Category Shifts found in the movie The Adventure of Tintin "The Secret of Unicorn" into Indonesian subtitle.

Based on the analysis, there are four kinds of category shifts according to J.C Catford. They are structure shift, unit shift, class shift, and intra-system shift.

A. Structure shift

A structure shift involves a change in grammatical structure between source language and target language. The total of the data the structure shifts is 289 data. The followings are examples of the structure shifts in a sentence.

DATA 2/MINUTE-00:04:08/TAOT-TSOU
SL : <u>*Your face*</u> is familiar. Have I drawn your before?
TL : <u>*Wajahmu*</u> tampak tak asing, apa aku pernah melihatmu sebelumnya?

In the data above, a structure shift occurs because there is a change in form of noun. In the Source Language *"your"* comes before the headword *"face",* but in the Target Language "mu" as substitution of *"your"* which comes after the word *"face"* as translated into the form "*wajah".* If the grammatical system of the Source Language is applied in transferring the expression *"your face"* and translated literally, it will be changed into *"kamu wajah".* That expression is not acceptable in the Target

Surakarta English and Literature Journal

Language. Therefore, the translator uses shifts in transferring the expression becomes *"wajahmu"*. This expression is more natural and appropriate in Bahasa Indonesia.

B. Class shift

Class shift occurs when the translation equivalent of the source language item is a member of a different class from the original item. Class shift appears 72 cases from 653 data. The following are example of class shift :

DATA455/MINUTE00:14:07/TAOT-TSOU

SL : What <u>*a dish.*</u>

TL : <u>*Cantik*</u> banget

In the data above, a class shift occurs from noun into adjective. The word *"dish"* means *"hidangan"*. The word *"dish"* is categorized as a noun. In this case, the translator does not translate into noun too. In the text, the word *"dish"* is translated into *"cantik"*. Based on KKBI the word *"cantik"* means *"molek"* (tentang wajah, muka perempuan). It would be difficult to understand by readers. The translator changes the original meaning *'dish'* into *"cantik"*. He chose *"cantik"* to emphasize the situation in Source language. He wants to invite the readers feel the situation. The phrase talks about the character in the movie in which the character is compared as a beautiful woman.

C. Unit shift

It occurs when the translation equivalent of a unit at one rank in the Source Language is a member of a different rank in the Target Language. According to Machali (2009:16), the unit shift shows a change of rank ,i.e. a lower rank is translated into higher rank. Unit shift appears enough high it is 216 data. The following are examples of unit shift :

- High to lower level

  DATA80/MINUTE00:15:57 /TAOT-TSOU

  SL: <u>*Goodness me*</u>, why so many questions?

  TL : <u>*Astaga*</u>! Kenapa banyak sekali Pertanyaanya ?

  In the data above, it is translated in high level to lower level. In this case, the Source Language consists of more than one word and then translated into one word only. The word *"Goodness me"* that consists of two words were translated into *"Astaga"* that consist of just one word.

- Low to higher level

  DATA29/MINUTE-00:06:49/TAOT-TSOU

  SL   : Tell me what you paid and l'll give <u>*double.*</u>

  TL   : Kau beli berapa dan kubayar <u>*dua kali lipat.*</u>

  In the data above, a word *"double"* consists of one word and translated into *"dua kali lipat"* which consists of three words.

D. Intra-system shift

Intra-system shift occurs internally within the system of a language, for example the system of singular-plural form in both. For the intra-system shift appears 72 data and become the one who the lowest in another kinds of category shifts.

DATA224/MINUTE-00:35:59/TAOT-TSOU
SL : Not the sandwich the _keys!_
TL: Bukan roti isinya tapi _kuncinya._

In data above the problem appears in the translation "_keys_" into _"kuncinya"_. _"Keys"_ is a plural because suffix-s who translated in Bahasa Indonesia becoming _"kunci – kunci"_, meanwhile the word _"kuncinya"_ is a singular.

1. The Dominant Cetegory Shift found in the movie The Adventure of Tintin "The Secret of Unicorn" into Indonesian subtitle.

Table 1 The Occurrence of Category Shifts

s of Category Shift	Frequency	Percentage
Structure Shift	289	50.7 %
Class Shift	72	8.6 %
Unit Shift	216	21.7%
ntra-System Shift	76	19 %
Total	653	100 %

From the table above, it can be seen that structrue shifts occurs in the highest frequency, there are 289 cases or about 50.7 % out of the total 653 cases. It happens because the grammatical structure of English and Indonesian is different from each other. The lowest occurrence of category shifts is class shift , it is 72 cases or about 8.6 %. While intra-system shift occurs 76 cases or 19 % and unit shift occurs 216 cases or about 21.7 %. And the researcher concludes that the dominant category shift used by the translator is structure shift in the Movie The Adventure of Tintin "The Secret of Unicorn" based on J.C Catford theory.

2. The Influences of Category Shift on transferring message of the source language into target language.

From both discussions above, the translator of the dialogues The Adventure of Tintin "The Secret of Unicorn" movie texts has good quality. The researcher can know the movie text has good quality in target language because the researcher can analyze the category shifts in every sentence and every character in the movie. So, the researcher can see the tendency of the characters when using category shifts. Moreover, the researcher can add or omission the word for the sentence based on target language. Translation is not just taking text and substituting them into other languages. However, this is not usually the case. The translator needs to have a deep understanding in native languages, as well as cultural differences. Translation requires skill and experience in order to make the right analysis of the meaning in the target language although there are some additions or omissions. It does not influence the original message. The result of the translation sounds natural in the target language.

The occurrence of category shift in an analysis the English – Indonesian The Adventure of Tintin "The Secret of Unicorn" movie texts can make the result the translation is natural, accurate, and communicative. _Di kutip dari penelitian Yunita Widiyantari yang berjudul Kajian Jenis Metafora dan Kualitas Terjemahan Metafora_

dalam novel Harry Potter and the Chamber of Secret :"sebuah terjemahan yang akurat adalah terjemahan yang selain tidak mengandung kesalahan yang mampu mengkomunikasikan dengan baik isi texts bahasa sumber ke dalam bahasa sasaran". By shifts, the translation uses natural forms of the target language and the message of the source language can be conveyed as exactly as possible. Therefore, the audience can catch and understand the messages easily.

CONCLUSION

All the four kinds of category shifts occur in an analysis of category shifts in the English – Indonesian *The Adventure of Tintin "The Secret of Unicorn"* Movie texts and the impact of translation result. They are structure shift, class shif, unit shift, and intra system shift. the structure shift have the highest frequency that is, 289 cases out of 653 category shifts or 50.7 %. The class shifts has the lowest frequency that is 72 cases out of 653 cases or 8.6 %. The unit shifts occurs 216 cases out of 653 cases or 21.7 % and the last is intra-system shifts occurs 76 cases out of 653 cases or 19 %.

Category shift occurs in the *The Adventure of Tintin "The Secret of Unicorn"* movie texts because of some factors. The first factor is that the grammatical systems of the SL and the TL are different so the translator is dictated by the grammar. It means that shift has an aim to get the naturalness. The second factor is the necessity to get a natural translation. The third factor is the importance of delivering message by clarifying the meaning. It can be implied that in teaching and learning of English, the knowledge of grammatical systems of English and Indonesian, as well as the different grammar on both languages should be the main concern of teachers of lectures because it will give contribution for students to use a language properly. In translation education or training, shift as one of the translation methods should be the main concern of translation, because it will help students in producing a good translation. Moreover, a subtitling also should be another concern in the translation teaching and learning because its process is more complex.

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Surakarta English and Literature Journal

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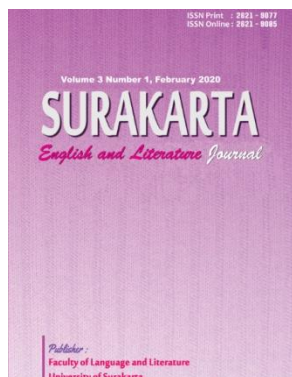
Surakarta English and Literature Journal

INSTAGRAM CAPTION AS ONLINE LEARNING MEDIA ON THE SUBJECT OF EXTENDED WRITING DURING PANDEMIC OF COVID-19

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ABSTRACT

This journal contains Instagram caption as online learning media on the extended writing subject in the midst of Covid-19 pandemic. Instagram is one of the popular culture products in the digital era. It is one of choices to be online learning media especially in improving writing. Most of people have Instagram account in the recent time. They are very active in using Instagram. Anything can be viral on this platform. This study presents the students' perceptions of using social media Instagram. The data were analyzed by using qualitative standard of research. The result of this research is there are the advantages in using of Instagram caption as online learning media on the subject of extended during pandemic of Covid-19. The first advantage shows that participants can understand grammatical English like understanding on simple past tenses, subject- verb agreement and spelling correctly. The second, the participants can build their confidence in English writing by writing some Instagram captions. The third, the participants do writing as a daily habit. They are stimulated to write English captions in the lockdown time. The fourth, the participants got improving vocabularies.
Keywords: Instagram caption, writing, Covid-19pandemic,students' perceptions

ABSTRAK

Jurnal ini berisi *Instagram Caption* sebagai media pembelajaran online pada mata kuliah *Extended Writing* di tengah pandemik Covid-19. Instagram adalah salah satu produk budaya populer di era digital. Instagram menjadi salah satu pilihan sebagai media pembelajaran online terutama dalam meningkatkan kemampuan menulis. Sekarang ini, sebagian besar orang memiliki akun Instagram. Mereka sangat aktif dalam menggunakan Instagram. Apapun dapat viral di platform ini. Penelitian ini menyajikan persepsi

mahasiswa tentang penggunaan media sosial Instagram. Data dianalisis dengan menggunakan standar penelitian kualitatif. Hasil penelitian ini adalah persepsi mahasiswa tentang keuntungan penggunaan *Instagram caption* sebagai media pembelajaran *online* pada mata kuliah *Extended Writing* selama pandemi Covid-19. Keuntungan pertama menunjukkan bahwa peserta dapat memahami tata bahasa Inggris seperti pemahaman tentang *simple past tenses*, *subject-verb agreement* dan *spelling* dengan benar. Yang kedua, para peserta dapat membangun kepercayaan diri mereka dalam kemampuan menulis dengan menulis *caption* berbahasa Inggris di Instagram. Yang ketiga, menulis sebagai kebiasaan sehari-hari para mahasiswa. Mereka terstimulasi untuk menulis *caption* berbahasa Inggris disaat *lockdown*. Keempat, para peserta mengalami peningkatan kosakata.

Kata kunci: *Instagram caption*, penulisan, pandemi Covid-19, persepsi mahasiswa

INTRODUCTION

The era of globalization and popular culture is increasingly influential in all circles. The phenomenon of gadget dependence is increasingly endemic in the World, especially Indonesia. The American popular culture products in question are like Movie, Western Song, Fashion, Social Media, Gadgets and TV Programs. However, the researchers will focus on Instagram as a Social Media. Agustrianita (2017) social media is the online communities in which people interact to each other. Social networking activities have the possibility of enhancing lecturers' professional and adding media/ways in their teaching. The lecturers will be close with their students and will be interactive to enrich English students competences. The students and the lecturers can organize activities such as writing skill, grammar understanding, and etc.

Social Media users can create and organize a profile for them, edit and comment on each other's posts and share information toeach other. The instagram as one of the famous social media, it can be well integrated into their world and society in general. Inference, social media is digital and online communities to build interaction with others. The students are familiar with Instagram as anonline social community. Instagram is one of the social network platforms in which the students usually use it to share their personal information, such as uploading their pictures or videos and writing Instagram captions. Alhabash and Ma (2017) Instagram is a photo- sharing mobile application that allows users to take pictures, apply filters to them, and share the on the platform itself. Instagram has over 400 million active monthly users who shared over 40 billion pictures.

Anggraeni (2017) states the students have different perspectives about the use of instagram in teaching and learning process. The notion of perspective derives from the idea of viewpoints or perception about a case of applying instagram. Johnson in Alnujaidi (2017) proposes that perception is an external factor on participants' point of view, understanding, belief, and reaction to an innovation.

Regarding to the phenomenon of using social media, it is needed to use social media platform in teaching and learning process of English class especially in improving writing skill. Rahman (2009) In the recent years, there has been a growing concern developing in writing skills in the higher education. Learners go on into specific knowledge acquiring situation which is their writing has to be more specific oriented. Uddin (2014) writes in his

study, "writing is the most focused but the least developed English language skill among the university learners. Widagdo (2017) Writing skills are an important part of communication for students throughout their academic life because it allows them to organize their feelings and ideas clearly as well as to convey meaning through well-constructed text. Nunan (2003) wrote that writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Pandemic of Covid-19 has a massive impact on global human life. It influenced toward the world of education. GirikAllo, M.D. (2020) wrote in the midst of COVID-19 pandemic spotted the light on the availability of internet access, financial issue and online learning implementation. Online learning is good during pandemic of COVID-19. It was proved investigation that the learner perceived online learning is very helpful in the middle of pandemic. Learning activities that were previously done by face to face method in the classroom switched to the online learning system. The concept of social distancing and physical distancing requires everyone to stay home so that the spread of this virus is not expanding. Lecturers are required to keep teaching to keep students informed of proper education and teaching. The lecturers must be creative and innovative in using online media. Mamattah (2016) showed the majority of the students think e-learning is an innovative idea and must be encouraged.

This study will be alternative as online learning media on the subject of Extended Writing during pandemic of covid-19 The students can practice writing on their daily activities in using Instagram. Related to the the use of Instagram as a technology that is used to upload students' writing, technology helps increasing educational benefits. Why do we choose Instagram as online learning media on the subject of Extended Writing during pandemic of Covid-19? Because students are very close with this social media. Each student uses this platform in his daily life. Students are very active to use Instagram. So, this is a good opportunity to use it as online mediaduring pandemic of Covid-19. They can get benefits of it. In digital era, people are very familiar with products of popular cultures such as Instagram.

This study focuses on the advantages of using Instagram captions as online learning media in developing English writing skill on the subject of Extended Writing. Based on the existing problems, the research was conducted to answer the research questions about what are the students' perceptions on the advantages of using Instagram captions as online learning media on the subject of Extended Writing during pandemic of Covid-19?

METHODOLOGY

The researchers use qualitative approach. This study presents the students' perceptions in using Instagram caption as online learning media on thesubject of Extended Writing during pandemic of Covid-19. All the participants in this study are students of English Language Teaching Study Program on the subject of Extended Writing during pandemic of Covid-19 at NahdlatulUlama University of Purwokerto. The data were analysed by using qualitative standard of research.The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively

building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014). This study uses qualitative approach by using interviews process. The researcher used interview method to lead a qualitative process in discovering circumstances and perceptions realistically and totally in natural environment which emphasizes meaning, experiences, and definitions.

The subject of research

Researchers are required to examine who will be the unit of analysis based on place, circumstances, people, activities, events, and time. The subject of research in this study is the fourth semester students on the subject of Extended Writing (Academic Year in 2019-2020) of English Language Teaching Department at Nahdlatul Ulama University of Purwokerto. Total of students of this study are 10 students.

Data collection procedure

Data collection method used is interviews. Interview is an efficient way to elicit in-depth information of someone's experience, perspectives, and opinions (Lambert, 2012). The researchers make a table of the results interview. This research reports the initial findings from the interviews with 10 students. To analyze the data, the interviews were transcribed and the coded. By coding the transcripts, it is expected that some patterns emerge in the data.The code used here is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldana, 2013). In this study the data being coded vary from a single word, sentence (s), to full paragraph. Once the coding finishes, categories or themes were generated (Creswell, 2014). The last step of analysis involved the process findings. The role of researchers is controlling the interview and recording. The role of information is central. The questions focused on the research questions arranged in the interview guide so that they are focused.

In this open interview, the researchers apply the open interview process. This process can make it easier for the researchers to keep a diary of small events that occur during the interview process as additional analysis for researchers. The researchers also capture the caption from their Instagram that they posted with hastag *#learningenglishwithmrsade*.Data collection used is interviews. There are 5 questions in the interview guide; (1)Does Instagram caption writing increase grammatical sentences? (2)Does Instagram caption writing help you practicing your writing? (3) What is your challenges to use Instagram as online learning media during pandemic of Covid-19? (4) What is your feeling in doing this activity during pandemic of Covid-19? (5) What are the advantages of this activity during pandemic of Covid-19?

Instruments

Dornyei (2007) says the most frequently used qualitative data collection instruments include observations and interviews to have thick and rich data, and to explore the situation. This research used open questions to get the data and the result. So, the researcher can write into descriptive data. The researchers also took sample screenshots of the captions from their Instagram that they posted with hastag *#learningenglishwithmrsade.*

Surakarta English and Literature Journal

Data analysis techniques

The researchers used qualitative method as data analysis techniques. The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014). The researchers did interview and took some samples of captions to be data. The researchers analyzed the results of interview. Interview is an efficient way to elicit in-depth information of someone's experience, perspectives, and opinions (Lambert, 2012). Interview is not only asking questions and the interviewee answer but also the researcher has to engage actively in the conversation focused on the study. The researchers make a table of the results interview. The captions on Instagram also were analyzed to match the answers and the interviewing results. The data of interview results is made to be group of sub heading. The researchers putted the analysis on the tables.

Procedure of the research

The researchers did analysis of captions on Instagram. They captured the captions as supporting data. The researchers did interview with 10 participants to get their perceptions. In this study, the researchers will obtain the research data by interviewing several sample informants for research data. Then the researchers will also analyze the documents during the observation; analyze the captions on their Instagram account. This will greatly assist the process of data collection and data processing.

FINDING(S) AND DISCUSSION

The data analysis of participants' interview results are presented on the table 1. On the table 1, the researchers did analysis to look for the findings. The researchers wrote note from the interview process. Thus, the researchers got four advantages based on the analysis of the second column. Then, the researchers wrote the results of the research on the third column, table 1. We can look the percentage of the responses results on the table 2 below.

Table 1. Data Analysis of Participants

Interview process	Analysis	Results
"….Yes mrs, I understand to arrange sentences on my caption using correct grammar. Because I have a lot of time with my gadget in the midst of Covid-19 pandemic" "…. I understand Tenses especially Simple Present Tenses, Simple Past Tenses, and Simple Future Tenses. Because I try to describe my picture on my caption" " I am to be practicing simple past on my caption about recount"	During pandemic of Covid-19, most of students said that they can arrange the sentences using correct grammatical. Two students (20%) still got challenges or trouble in choosing the word with correct grammatical.	Grammatical Understanding

" I can understand part of speech that it is very important in developing sentences with good grammar" " I understand part of speech too, it indicates how the word functions in meaning as well as grammatically within the sentences" " I still think a lot to prepare word to match with the topic and other sentences with correct grammar or tenses"		
" I feel confident to post my sentences" " I am proud with myself if I can write caption in English"	Most of student got self-confidence building to product sentences to explain the capture.	Confidence Building in Writing
" I am addicted to post caption in English" " YesMrs, I write on caption as my daily habit. I can get comment from my friend and like from my followers. Because in the lockdown time, people have many time with their social media" " In the midst Covid-19 pandemic, we must lockdown, so I just do my activities using my handphone. I always open my Instagram. Writing caption as expressing way what I think. It is be my daily habit right now". "I feel happy for writing on my caption as my daily habit".	All of students (100 %) practice writing on their daily life and make it as a behavior. They feel happy to write and to post caption.	Writing as a Daily Habit During Pandemic of Covid-19
" …on my writing process for my caption, I got many vocabularies. I open my dictionary to know new words that I want to know the spelling" " Of course mrs. I arrange the sentences. And sometime, I did mistakes. Then, I correct my word and check my words. It is memorable process" " I can improve my vocabularies. Especially about part of speech. I practice analysis of which is noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. "In the lockdown time, I spent time with writing. I got many vocabularies when practiced writing. A long of the day I did my	100% of students said that they can improve vocabularies by using Instagram caption on Extended Writing Subject. In the lockdown time, they did their activities using their social media.	Improving Vocabularies

activities using handphone"					

Table 2. Responses Results of Interview

Questions	Q 1	Q 2	Q3	Q4	Q5
The questions about	Grammatical	Writing	Challenges	Feeling	Advantages
Total students	8	10	2	10	10
Percentage	80%	100 %	20%	100 %	100%

On the table 2, the results showed the results responses of interview in using Instagram caption as online learning media on the subject of Extended Writing during pandemic of Covid-19. On the question of number 1 (Q1), the researchers looked that there are 80 % of students stated grammatical understanding. On the question of number 2 (Q2), 10 students (100%) answered question about writing skill. We can look on the table 1 that the students got confident building in writing. Instagram caption writing helps improving writing skill. Thus, the students feel confidence in writing. Question of number 3 (Q3) is about challenges to use Instagram as online learning media during pandemic of Covid-19. Two students (20%) still got challenges or trouble in choosing the word with correct grammatical. Question of number 4 (Q4) is question about feeling. It is a feeling doing this activity during pandemic of Covid-19. 100 % of students answered that they felt happy and addicted in expressing their idea on the caption writing. So, they did it as a daily habit. Question of number 5 (Q5) asks about the advantages. 100% of students said that they can improve vocabularies by using Instagram caption on the subject of Extended Writing. In the lockdown time, they did their activities using their social media.

The results of this research showed that there are four advantages in using of Instagram caption as online learning media on the subject of extended writing during pandemic of Covid-19.From the process of data analysis in the research, the researchers lookedfour advantages as the findings of the research. These are grammatical understanding, confidence building in writing, writing as a daily habit during pandemic of Covid-19, and improving vocabularies.

GRAMMATICAL UNDERSTANDING
The first advantage shows that participants can understand English grammatical on the understanding of simple past tenses, subject- verb agreement and spelling correctly. According to Alufohai (2016) grammar at the sentences level is fundamental for the writing of composition in English language. There are many rules in grammar for instance articles, parts of speech, sentence patterns, and tenses, etc (Cook and Ricard) cited in Muhsin (2016, p. 81). The results of analysis showed that 80 % of students like writing sentences on Instagram. They can understand the structure of grammar.
" *Yesmrs, I understand to arrange sentences on my caption using correct grammar",* *(Participant 1)*

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" I understand Tenses especially Simple Present Tenses, Simple Past Tenses, Simple Future Tenses. Because I try to describe my picture on my caption"(Participant 2)
" I am to be practicing simple past on my caption about recount" (Participant 3)
" I can understand part of speech that it is very important in developing sentences with good grammar"(Participant 7)

Figure 1. Participant
Figure 2. Participant
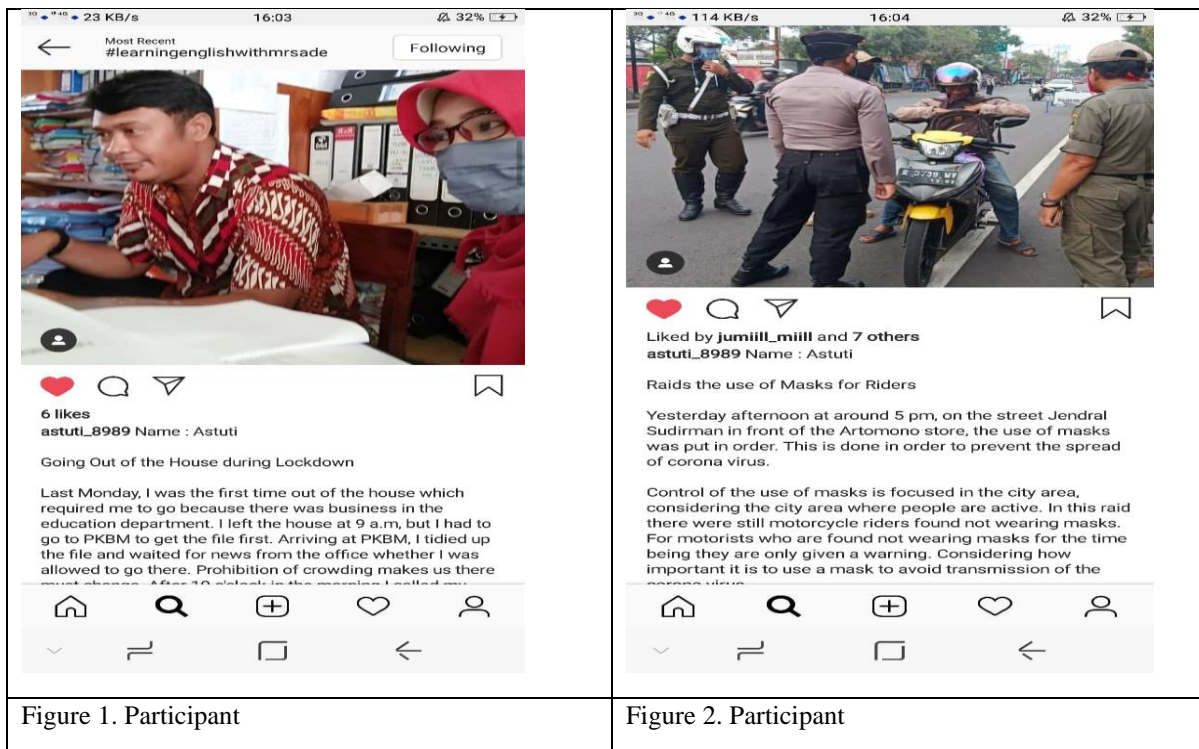
Most of students (80%) said that they can arrange the sentences using correct English grammar. They can describe the picture and arrange it correctly. The pictures are simple present tenses and simple past tenses. There are two students (20%) still having challenges or troubles to choose the word correctly. On the figure 1, the student practiced to write recount text with the real picture. She used simple past tenses. On the figure 2, the student wrote the news. She reported the real news of the day by using simple past tense and simple present tense.

CONFIDENCES IN WRITING
The second, the participants can build their confidences in writing by practicing through writing Instagram captions. They try to write sentences confidently. They prepared well their organization of paragraphs so that they wrote Instagram Captions. So, this case will train their confidences in writing by the topic related to the picture which is posted.
" I feel confident to post my sentences"(Participant 7)
" I am proud with myself if I can write caption in English"(Participant 10)
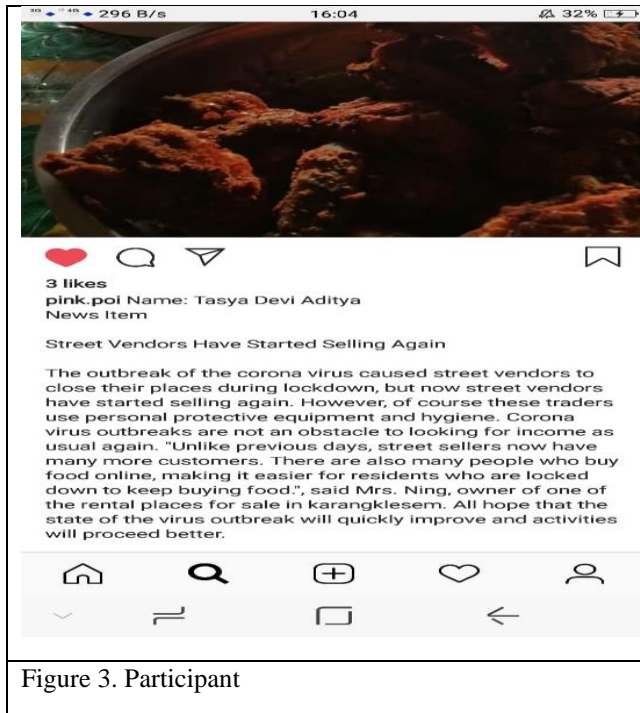
Surakarta English and Literature Journal
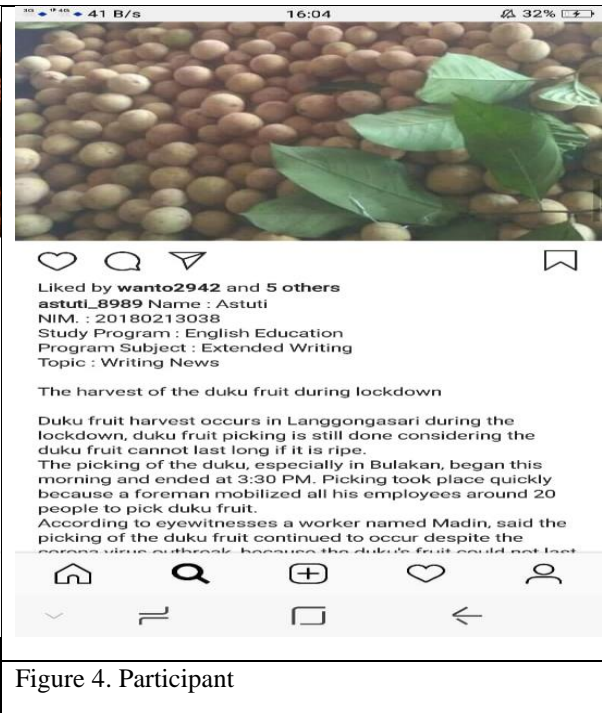
| Figure 3. Participant | Figure 4. Participant |

WRITING AS A DAILY HABITDURING PANDEMIC OF COVID-19

The third, the participants did writing as a daily habit. They had a lot of time with their gadget. They usually opened their social media especially Instagram in their daily life. So, writing English captions would be positive behaviour in developing writing skill.

" I am addicted to post caption in English"(Participant 10)

" YesMrs, I write on caption as my daily habit. I can get comment from my friend and like from my followers. Because in the lockdown time, people have many time with their social media"(Participant 4)

" In the midst Covid-19 pandemic, we must be lockdown, so I just do my activities using my handphone. I always open my Instagram. Writing caption as expressing way what I think. It is be my daily habit right now". (Participant 9)

"I feel happy for writing on my caption as my daily habit". (Participant 10)

All of students (100 %) practiced writing on their daily life and made it as a behavior. They practiced to make simple caption if there was not any assignment from the lecturer. They wrote it routinely. Every day they opened their gadget especially their social media. People had many time in the lockdown time to use a social media especially Instagram. They spent time with their gadget. So, many people can read the students' captionsand commented their writing. They felt happy to write and to post caption.

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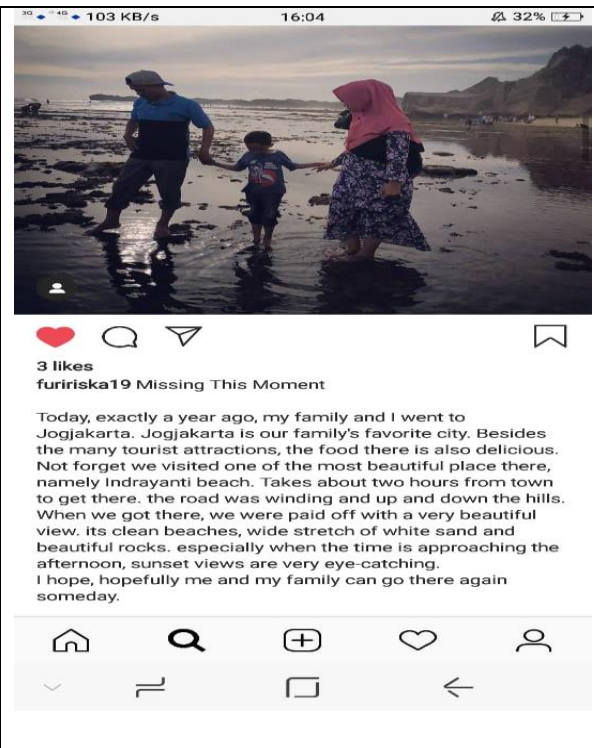
| Figure 5. Participant | Figure 6. Participant |

IMPROVING VOCABULARIES

The fourth, the participants got improving vocabularies. When they began writing the caption of Instagram, they prepared well about the diction of the sentences. And they also read and understand other captions related to the subjects. The students can give comments each other. In the lockdown time because of Covid-19 pandemic, the students did the activities by using their gadget. They practiced writingInstagram captions on the subject of Extended Writing. It needed their knowledge to know the meaning of vocabularies. They can differ words differences in part of speech when they wrote sentences.

> " ...on my writing process for my caption, I got many vocabularies. I open my dictionary to know new words that I want to know the spelling". (Participant 1)
> " Of course Mrs. I arrange the sentences. And sometime, I did mistakes. Then, I correct my word and check my words. It is memorable process". (Participant 7)
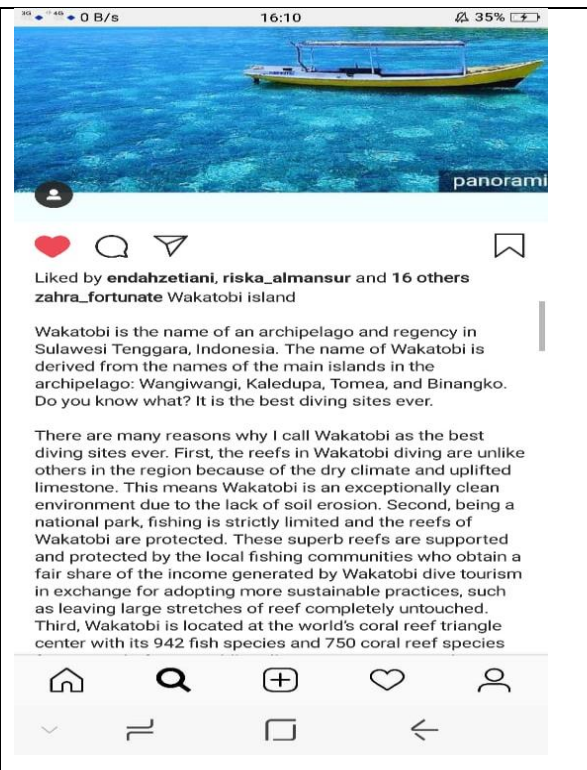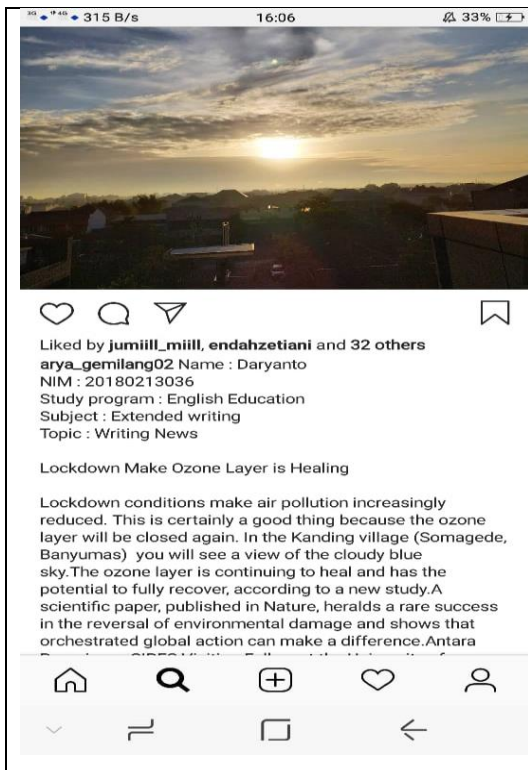
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Figure 7. Participant

Figure 8. Participant

Figure 9. Participant	Figure 10. Participant

" I can improve my vocabularies. Especially about part of speech. I practice analysis of which is noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection". (Participant 8)
"In the lockdown time, I spent time with writing. I got many vocabularies when practiced writing. A long of the day I did my activities using handphone". (Participant 10)

In the midst of Covid-19 pandemic, the participants had many times in using gadget. The students tried to find the meaning of vocabularies.They also read and understood other captions related to the subjects. The students canarrange words to give comments to each other. Other followers also read their captions and wrote comments. So, their vocabularies were increasing.

CONCLUSION(S)

Learning activities that were previously done by face to face method in the classroom switched to the online learning system. During pandemic of Covid-19, the concept of social distancing and physical distancing requires everyone to stay home so that the spread of this virus is not expanding. Lecturers are required to keep teaching to keep students informed of proper education and teaching. The lecturers must be creative and innovative in using online media. So, this research focused on Instagram caption as online learning media that the lecturer used it on the subject of Extended Writing.

In conclusion,online learning is good during pandemic of COVID-19. Online learning is very helpful for students during pandemic. This journalshowed the students' perceptions on the advantages of using Instagram captions on the subject of extended writing during pandemic of Covid-19. The first advantage shows that participants can understand English grammatical on the understanding of simple past tenses, subject- verb agreement and spelling correctly. The second, the participants can build their confidences in English writing by practicing through writing on Instagram captions. The students tried to write sentences confidently. They prepare well their organization of paragraphs that they wrote on Instagram caption. So, this case will train their confidences in writing the topic related to the picture which is posted. The third, the participants do writing as a daily habit in the lockdown time. They are stimulated to write captions in English. People have many times to use and to open their social media in the midst of Covid-19 pandemic. So, the students practiced writing in their daily life even there is no assignment from their lecturers. They will do writing continuously. Thus, writing English captions will be positive behavior in developing writing skill. The fourth, the participants got improving vocabularies. When they begin writing the captions of Instagram, they prepare well about the diction of the sentences. The students know the new vocabularies from the caption. And they also read and understand others captions related to the subjects. The students can give comments each other.

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LEXICAL COHESION ANALYSIS ON ADELE'S SONGS LYRICS IN THE ALBUM 25

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ABSTRACT

The objectives of this study are to identify the kinds of lexical cohesion used in Adele's song lyrics in the album 25 and to find out the impact of the most type to hearers. This research is a descriptive qualitative research. Data analysis was performed by categorizing data based on the theory from Halliday and Hasan consisting of reiteration (repetition, synonym, superordinate, general word) and collocation. The final step is to present data and make conclusions. The research findings show that repetition has 34 data with 47%, followed by synonym has 15 data with 21%, superordinate and collocation have 9 data with 12% and general word has 6 data with 8%. Repetition dominates the lexical type of cohesion and general word is the least appear. The impacts of the most type to hearers are repetition makes the meaning of the song deeper and hearers will be deeper in enrolling their emoticons in the song.

Keywords: Lexical cohesion, lyrics song, adele'song

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis kohesi leksikal yang digunakan dalam lirik lagu Adele pada album 25 dan untuk mengetahui dampak dari tipe yang paling dominan bagi pendengar. Penelitian ini adalah penelitian kualitatif deskriptif. Analisis data dilakukan dengan mengelompokkan data berdasarkan teori dari Halliday dan Hasan yang terdiri dari reiteration (repetition, synonim, superordinate, general word) dan collocation. Langkah terakhir adalah mempresentasikan data dan membuat kesimpulan. Temuan penelitian menunjukkan bahwa pengulangan memiliki 34 data dengan 47%, diikuti sinonim memiliki 15 data dengan 21%, superordinate dan kolokasi memiliki 9 data dengan 12%, dan general word memiliki 6 data dengan 8%. Pengulangan kata mendominasi jenis kohesi leksikal dan general word paling sedikit muncul. Sebagai dampak dari jenis kohesi leksikal yang dominan adalah pengulangan kata membuat makna lagu menjadi lebih dalam dan pendengar akan lebih bisa menghayati emosi mereka dalam lagu.

Kata kunci: Kohesi leksikal, lirik lagu, album adele

INTRODUCTION

Discourse is meaning (systematic) between parts in any language. As a unity of meaning, discourse is read as a whole language because every part of the discourse is related to unity. In addition, the discourse also discusses the context. As an abstract unity, discourse is distinguished from text, writing, reading, speech, or inscription, which contains the same meaning, namely 'concrete manifestations that are visible, legible, or seen (Pesona bahasa 2007: 92). A discourse must have full cohesion between the text and the concepts that surround it.

Cohesion is a form of syntactic organization, place of sentence that is solid in arrangement, to result the speech. Cohesion is the formal links that mark various types of inter-clause and inter-sentence relationship within discourse (Nunan, 1993:116). Halliday and Hasan (1976:4) divided it into two kind's namely grammatical cohesion and lexical cohesion includes reiteration (repetition, synonym, near synonym, substitution and general words) and collocation. Grammatical cohesion is combination of shape between sentences formed in lexical system.

Lexical cohesion refers to the relationship in meaning between lexical items in a text, in particular, content words and the relationship between them (Paltridge 2008:133). The principle behind this lexical type is the cohesive effect achieved by the continuity of lexical meaning (Halliday and Hasan, 1976:320). According to Halliday and Hasan, there are two classifications of lexical cohesions; 1) Reiteration applies the words that have the same or near the same meaning to produce the semantic relation within sentences. Therefore, reiteration decides the semantic connection using the same words. It repeats the words that are used before. Reiteration embodied of repetition, synonym, superordinate, and general word, 2) Collocation is lexical cohesion that is achieved through the association of lexical items that regularly co-occur. It also includes pairs of words drawn from the same ordered entries such as colours, numbers, months, days of weeks and the like (Halliday and Hasan, 1976:285).

Song is an act of art singing. It can be said that the song is a record of human activity, human experience, and also human feelings because the composer documented his thoughts into song lyrics. This can represent the realities of life such as love, hope, violence, friendship, sadness, happiness, etc. In songs, lyric is the most important part of giving a harmonious feel. Based on Oxford Dictionary (2003: 257), the lyric has meanings as the words of the song to express strong emotions with an imaginative way. In addition, a song lyric is written for different purposes such as to entertain, to inspire or comment on the people around us. Because words and ideas are songs that have a story and it is part of the time when they write songs that are similar to poetry. In addition, the lyric also reveals personal feelings (Frederick, 1988: 114). According to Kennedy (1983: 502), the song lyric is such as poetry.

In this study, the researcher has a reason in choosing lexical cohesion as the research title because the researcher wants to analyze how many types of lexical cohesion found in adele songs in the album "25". Then, the researcher looks for the dominant, submissive and impact of the song to hearers. In the album "25", there are 11 songs that are very interesting to be analyzed. However, the researcher only took 6 songs in the album. The type of music in this album is pop and most of the songs tell love story. Adele collaborates with other musicians to organize good music using several instruments to support the song such as; percussion, guitar, piano, drum and recorder.

RESEARCH METHODOLOGY

This type of research is qualitative descriptive research. As stated by Bogdan and Tylor in Widyaswara (2012: 31), qualitative descriptive research is a type of research that produces descriptive data in the form of written and oral words from people or observed behavior. In this study, descriptive research was used to explain the types of lexical cohesion, dominant, submissive and impact found in Adele's song lyrics.

Object of the research is attributes or properties or values of people, objects or activities that have certain variations set by the researcher to be arranged and then concluded (Sugiyono, 2009:38). In this study, the object of research is Adele's song lyrics in the album "25". The data source was taken from 6 song in the album "25". The songs are : All I ask / ALA, I Miss You / IMY, Hello / HL, Send My Love / SML, Love in the Dark / LITD and Million Years Ago / MYA.

In this study, the data are collected though documentation. Documentation is the method used in scientific research in order to collect the data by using document. The document is written substance (Moleong, 2009:216). The researcher presents the data by giving code in each datum in classification and analysis. The example of datum number is below :

Datum (S.1/Sz.17/LC/Rp)

S.1 : refers to the number of the song

Sz.17 : refers to stanza number of song lyrics

LC : refers to lexical cohesion

Rp : refers to repetition

After the data has been collected, the researcher classified the data such as follows identifying the data which contain lexical cohesion from the songs, classifying the data related to lexical cohesion based on the theory, finding every kinds of lexical cohesion devices from the data, finding the dominant and submissive of the lexical cohesion from the data, finding the impact of the lexical cohesion to hearers, making conclusion.

FINDING AND DISCUSSION

FINDING

This chapter presents the research findings and discussion. In finding, the researcher provided the table of intensity in using lexical cohesive devices in all six songs. The following table is the table of the types of lexical cohesion found in Adele's songs lyrics in the album "25".

Table 1: *Statistical table of Lexical Cohesion*

Type of lexical cohesion	Total data	Persentase
1. Repetition	34 items	47%
2. Synonym or Near-synonym	15 items	21%
3. Superordinate	9 items	12%
4. General words	6 items	8%
5. Collocation	9 items	12%
Total	**73 items**	**100%**

From the data above, the researcher can conclude that repetition is the most dominant of lexical type which appear in Adele's songs in the album 25. Repetition reaches 47%, meanwhile the other types are lower than that. The second dominant type is synonym or near-synonym as much as 21%, then collocation and super ordinate reach 12%. General word is the lowest percentage as much as 8%.

DISCUSSION

After presenting the data, it is necessary to analyze the types of lexical cohesion such as follows:

1. Repetition

There are 34 items of repetition. They are grouped into this category because Adele wants to make the listener more emotionally absorbed in the meaning of the song by repeating the words in the lyrics.

SONG 1 (AIA) :
Datum (S.1/Sz.01&03/LC/Rp)

Sz.01 - I won't **say** a word
Sz.03 - They've all been **said** before you know

Analysis data:

Based on the data above, the researcher found the repetition from the word **say** twice. The word which is mentioned more than one is called repetition. The word **say** formal repetition because it uses the simple word and repeat in the same word. However, the word **said** is the past form of the word **say**. The word **say** here is verbs.

SONG 2 (IMY) :
Datum (S.2/Sz.01,02&04/LC/Rp)

Sz.01 - **I want** every single piece of you Sz.02 - **I want** your heaven and your ocean's too
Sz.04 - **I wanna** teach you things you never knew, baby

Analysis data:

In song 2, the researcher found the repetition data from the second song. In this data the reseacher found the repetition from the word **I want** more than twice. The word **I want** in stanza 01 and stanza 02, the form kind of repetition is belongs to into formal repetition, because the repeated word   still stays in the same category which is verb. However, the word **Wanna** in stanza 04 is informal because the word is abbreviated (want to). The reason behind the author keep repeating the same word is to make a text connected to each other.

2. Synonym or near-synonym

Instead of repetition in the same word, the author uses the similar words with similar means which is called synonym. There are 15 items of synonym or near synonym. The author of the song deliberately uses different words even though he means the same in order to vary the vocabulary in the lyrics of the song.

SONG 1 (AIA)
Datum (S.1/Sz.01&06/LC/Sn)

Sz.18 **-** And I'm sure my eyes, they **speak** for me
Sz.21 - **Tell** me who do I run to?

Analysis data :

The researcher found some words from the data above that has similar meaning. In the first example in the song 1, the researcher found the word **speak** in stanza 18 has similar meaning with the word **tell** in stanza 21. The second meaning of the word **speak** is synonymous with the word **tell**.

SONG 2 :

Datum (S.2/Sz.18&19/LC/Sn)

Sz.18 : - I was too **strong** you were trembling

Sz.19 : - You couldn't handle the hot heat **rising** (rising), umm

Analysis data :

The next data of synonym was found in song 4. In the song 4, the word **strong** and **rising** is synonym because both words have the same meaning. The word **strong** means that she is a weak woman and she is able to get through this problem. The word **rising** means the same meaning as the word **strong,** definition of the word **rising** and **strong** is synonym. The author uses synonym in the text because the author wants to use various word.

3. Superordinate

There are 9 items of superordinate. The author of the song uses words that include more specific meanings of words. Superordinate is the second part of reiteration. According to Fromkin, (2003), superordinate is the connection of the meaning between more general term and more specific term.

SONG 1 (AIA) :

Datum (S.2/Sz.24&25/LC/Spr)

Sz.24 - Towards me from across the room

Sz.25 - Brushing past my every **groove**

Analysis data :

Based on the data above, the researcher found superordinate. The word **toward** which is found in stanza 24 is superordinate with the word **groove** which is found in stanza 25. In the data above, there are several authors who use words that encompass other words so that they are seen interrelated with one another.

4. General word

There are 6 items of general word. The author of the song uses a special word or phrase that is contained in a certain type or unit of words in one of the songs in the album 25.

SONG 1 (AIA) :

Datum (S.1/Sz.13&15/LC/Gn)

Sz.13 - Take me by the hand while we do what **lovers** do

Sz.15 - 'Cause what if I never **love** again?

Analysis data :

The reseacher found general word or usually known as general noun. In the above lyrics song, the researcher found the word **Love** which can be more general than the word **lover**. **Lover**s are always synonym with the word love, like, dear, etc. The word **love** refers back to **lovers**.

SONG 2 (IMY) :

Datum (S.2/Sz.08&26/LC/Gn)

Sz.08 - Your body standing over me

Sz.26 - Bring **your heart**, I'll bring **my soul**

Analysis data :
The reseacher found general word in stanza 8. The reseacher found the word **Your body** above which is more general than the word **Limbs**. Limbs can be anything such as mouth,eyes,ear,hand,etc. In this context, the word **your body** that the author means above is **your heart** .

5. Collocation
        There are 9 items of collocation. The author of the song uses words that tend to be used in a dominant one in some of the lyrics in the album 25. According to McCarthy (2000, p. 65), collocation is the cohesion that is achieved through the association of a lexical item that regularly co-occur.
SONG 1 (AIA) :
Datum (S.1/Sz.07,08&10/LC/Cl)
        Sz.07 – Now, don't get me wrong
        Sz.08 – I know there is no **tomorrow**
        Sz.10 – If this is my **last night** with you
Analysis data :
        The researcher found three different kinds of collocation in three different stanzas. In the song 1, the researcher found collocation in stanza 07,stanza 08, and stanza 10 which are the words like **Now, Tommorow,** and **Last night.** These words belong to collocation because this collocation explains the adverbs of time sequentially. This kind of collocation has its own purpose in the song lyrics. The reason that author used this kind of collocation is that the author wants to explain the situation that happen in every time.
SONG 5 :
Datum (S.5/Sz.19/LC/Cl)
        Sz.19 : - I can't face your **breaking heart**
Analysis data :
Based on the data above the collocation item in the song lyrics are **breaking heart** because the word are fix connection. **Breaking heart** means that someone who feels betrayed. In the lyrics song this collocation shows that she is broken heart with her lover.

CONCLUSION

        Based on the findings, the researcher found that there are many lexical cohesion items in the six Adele's lyrics songs in the album "25". In analyzing data, the writer applied theory of cohesion introduced by Halliday and Hassan (1976). The lexical cohesion makes cohesion in the songs. Based on the result of the study, it can be concluded that all types of lexical cohesion are appeared in the text. The types are repetition, synonym or near-synonym, superordinate, general words and collocation.
        After the researcher analyzed the lyrics, the results showed that repetition is the most dominant in the lyrics songs. Repetition is 47%, synonym or near synonym is 21%, superordinate is 12%, collocation is 12% and the lowest one is general word 8%. Then the submissive data obtained from the analysis of the data is general word. In the study, the researcher obtained data on 6 items of general word type from 6 songs on the album. General word is the smallest percentage 8% of the data.
   The reseacher found 2 impacts after analyzing data. First, impact is the most type of repetition. Hearers will have deeper meaning of the song. The second impact, hearers will be

more deeper in enrolling their emoticon in the song because there are lots of repetitions. Hence, they can dramatize the meaning of the song.

Some suggestion can be made for this study. This study does not cover all aspect of cohesion. The researcher only chose one type of cohesion which is lexical cohesion. For further research, the researcher expects that all aspect of cohesion should be analyzed (grammatical and lexical). In this study, the researcher selected written material to be analyzed. For the next researcher, she or he can select spoken material as an object of analysis. Due to this study is only about analyzing the types and dominant type of lexical cohesion, the next study is expected to develop more about cohesion such as explores the function of cohesion and analyzing the cohesion in deeper analysis.

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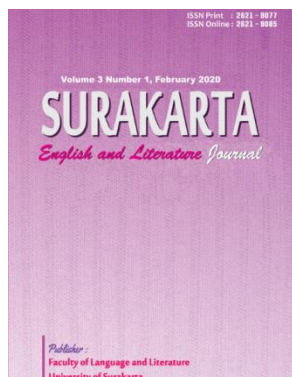
PRAGMATIC FAILURE OF STUDENTS CONVERSATION IN SPEAKING CLASS OF XI GRADE IN MA AL-HIKMAH TANON

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ABSTRACT

In communication with others, sometimes people cannot hear correctly between speaker and hearer, but the conversation can be continued. Accordingly, the pragmatic role is needed. Nevertheless, many cases used pragmatically might fail for many reasons, such as: cross-culture understanding, even misunderstanding of grammatical form. That case happens not only in real life conversation, but also in the classroom. This article is aimed to analyze the pragmatics failures of English students' conversation in the speaking class. The discussion starts from the definition of Pragmatic and Speech act, and Pragmatic Failures in speaking class. It will be followed by the analysis of some conversations of the pragmatic failure in speaking class of EFL. This study shows that there are ten conversations of pragmatic failure. Based on those conversations, the researcher found the cases, firstly, there are kinds of speech act in English students' conversation in the speaking class, namely: directive, assertive, declaration depended on Levinson's theory. Moreover, secondly, pragmatic failure happens in English students' conversation in speaking class is pragmalinguistics failure.

Keywords: Pragmatics, Speech Act, Pragmatic Failure

ABSTRAK

Dalam berkomunikasi dengan orang lain, kadang terdapat beberapa orang yang tidak bisa mendengar dengan benar antara penutur dengan pendengar, tetapi, percakapan tersebut dapat berjalan dengan baik. Oleh sebab itu, peran pragmatik sangat dibutuhkan. Meskipun, terdapat banyak kasus bahwa menggunakan pragmatik mungkin tidak dapat berhasil karena beberapa alasan, seperti: pemahaman lintas budaya, ataupun ketidakpahaman mengenai bentuk aturan tata bahasa. Masalah tersebut tidak hanya terjadi pada percakapan kehidupan sehari-hari, akantetapi juga didalam kelas. Artikel ini bertujuan untuk menganalisa kegagalan aturan tata bahasa pada percakapan siswa dikelas berbicara. Pembahasan pada artikel ini dimulai dari pengertian aturan tata bahasa dan perilaku berbicara, dan kegagalan aturan tata bahasa dikelas berbicara. Hal ini akan

disertai dengan analisa kegagalan aturan tata bahasa pada beberapa percakapan oleh siswadikelas berbicara. Pada penelitian ini, terdapat 10 percakapan yang mengandung kegagalan aturan tata bahasa. Berdasarkan pada percakapan-percakapan tersebut, peneliti menemukan beberapa kasus, Pertama, terdapat beberapa jenis perilaku berbicara pada percakapan berbahasa inggis siswa, seperti, *Directive, Assertive, Declaration,*hal ini berdasarkan teori Levinson. Dan kedua, kegagalan aturan tata bahasa yang ada pada percakapan berbahasa inggris siswa dikelas berbicara adalah kegagalan pragmalinguistik.

Kata Kunci: Aturan Tata Bahasa, Perilaku Berbicara, Kegagalan Pragmalinguistik

INTRODUCTION

Language is the most appropriate tool in human being to continue messages, ideas, emotions or even to develop the distinguish in language or culture during communication. Hence, language learners absorb a new language by the beginning the language, they already know in which learning a new language is usually affected by the first speaker of that language. In order to communicate contextually on a foreign language context, a language learners need to identify a pragmatics or context-bound feature through some meaningful activities and pragmatics awareness-raising tasks (Safont Jordà, 2004, p.25), in order to the foreign language teachers to consider the possibility of transferring pragmatic interlanguage features (Žegarac& Pennington, 2008, p. 147).

Pragmatics is seen as acceptance of language acquisition and one of the major components of the organization of knowledge of a language that's become one of the most critical concern in linguist scholars (Karthik, 2013, p. 1). In a narrow segment of linguistic view, "pragmatics learns the factors that order our choices in language in social interaction and influenced on other's choices" (Crystal, 2008, p. 379). Moreover, pragmatics deals only with aspects of the context coded in the pragmatics competency structure of linguists. More interestingly, pragmatics is known as the field of interdisciplinary language, sociology, psychology, and so on. Thus, Verschueren points out that it is a "general cognitive, social, and cultural perspective on linguistics phenomena related to the usage in forms of behavior" (as cited in Culpeper &Haugh, 2014, p. 7). In pragmatics, context can be defined as a series of suppositions that have critical effect on production, and interpretation of communicative acts.

Communicative is part of the important one in human live in order to establish a relationship in society. Teaching an excellent communication and the way to deliver to the students is essential, so that it does not create misunderstanding.

Pragmatics is a favorite term in EFL/ESL studies. It was a popular field of learning in the late sixties and early seventies. As a branch of applied sciences, pragmatics is concerned about the use of language and its positions that is systematically espoused from conformity of content or logical form (Horn & Ward, 2006). That is one of the keys to effective communication within a certain context is important.

In pragmatics, the issues discussed widely is speech acts, as with Levinson (1983), which said that all the problems with language use theory in general, the speech act theory may had aroused the most wide curiosity. In additional study of speech act, there are three main discussion about a level beyond the range of speech act utterances; Locutionary, Illocutionary, and Perlocutionary.

Locutionary act: the utterance of a sentence with determinate sense and reference

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Illocutionary act: the making of a statement, offer, and convention force associated with it (or with its explicit performative paraphrase)

Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance. (Levinson, 1983)

The pragmatic failure was firstly created by Jenny Thomas in her article Cross-cultural Pragmatic failure in 1983. She defined and classified pragmatic failure in the essay and set a based theoretical for the analysis of pragmatic failure in cross-cultural communication. Thomas argued that pragmatic failure refers to "the incapability to understand what is meant by what is said" (1983, p.22). Accurately speaking, Thomas only tries to analyze what pragmatic failure is like and does not give a specific concept to define what pragmatic failure is (Tang Jingwei, 2013).

Pragmatic failure occurs for there are different cultures, ethnic and different background knowledge between speaker and hearer. The real problem with pragmatic failure is that an interpretation that should not have achieved an optimal level of relevance and that hearer uses it as evidence to make attributions of beliefs and intentions to his interlocutor based on his cultural knowledge and contextual assumptions.

The pragmatic failure may transmit from developing and ability factors such as: 1) Negative transfer of discourse stretches or linguistic strategies, 2) Undue overgeneralizations of L2 forms to inappropriate settings, 3) Anxiety to communicate as clearly as possible, 4) Lack of cultural knowledge, 5) Excessive and restrictive usage of textbook language, 5) The limited language to which learners are exposed in the classroom (Thomas 1983; Tannen 1984; House 1990; Hurley; 1992; Kasper 1992; Hale 1996). (Sperber and Wilson, 1986-1995)Understanding the origins and causes of pragmatic failure certainly requires an awareness of how hearer process utterances, which processing strategy they use and why they reach a particular interpretation.

Pragmatic failure and speech act recently happen in the English teaching learning process on a conversation between teacher and students. This study focused on analyzing pragmatic failure and speech act in English teaching learning process. The theoretical approach used pragmatic failure by Jenny Thomas and the speech act by Levinson. Jenny Thomas defined and classified pragmatic failure in the essay and set a theoretical foundation for the analysis of pragmatic failure in cross-cultural communication. Levinson said that the main issue which any pragmatic theory must explain is a speech act, along with presuppositions and implicature. Based on the focus, it is broken down into some questions as follow:

1. What kinds of speech act in the English students' conversation in the speaking class?
2. How does the pragmatic failure happen in the English student's conversation in the speaking class?

The objective of the study is to explain the kinds of speech act in the English students' conversation in the speaking class; to elaborate pragmatic failure happens in the English students' conversation in the speaking class. The significance of the study is theoretically to accumulate the research on speech act and pragmatic failure. By doing this, researcher got many perspectives on the pragmatic study. Practically the study can give many advantages for the reader in understanding the conversation in the teaching learning process.

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METHODOLOGY

The research method of the study can be explained as follows. Type the study is qualitative one with a descriptive approach through the pragmatic failure by Jenny Thomas and speech act by Levinson on English students' conversation in the speaking class. Type of the data consists of primary and secondary data. The primary data derive from the script of English students' conversation in the speaking class. The secondary data covers some data that support the analysis. The technique of the data collection is done through library research with the following steps; transcript the English conversation that relates to the speech act and pragmatic failure. The technique of the data analysis is carried out by applying the theory of pragmatic failure by Jenny Thomas.

FINDINGS AND DISCUSSION

In this part, the researcher explains the result of the research. The data collected based on ten conversations in each conversation has a pragmatic failure. Then the data analysis consists of several parts, such as situation, conversation, and analysis.

Conversation 1
Situations:
Teacher comes into the class and asks one of the students to lead the prayer.
Teacher   : "Please, lead the prayer!"
Students   :"Yes miss, wait for five minutes."
Analysis:

In this conversation above, the researcher know that the conversation used the Directive type of Speech Act. This situation explained that the teacher gives a command to the students with uttering *"Please, lead the prayer!",* and the students answered with uttering *"Yes miss, wait for five minutes"*, this answered categorized as ***Pragmalinguistic Failure***, because usually, when the teacher comes they already pray and reciting Asmaul Husna. So, in this case, students were getting failed to understand what their teacher said.

Conversation 2
Situations:
After, the teacher and students pray together, the teacher greets the students.
Teacher   :"Good morning? How are you doing?"
Students   :"Morning, I'am learn to speak English Miss."
Analysis:

The students recognize the utterance "*good morning*" (greeting) and understand the intended meaning of it. They also understand how to response to the greeting by replying "*Morning*" to the teacher. However, in the later of utterance " *How are you doing?*" is not usual for them. They used to hear "*How is life*?" instead. In this case the pragmatic failure appears because of the word "doing". This failure categorized as ***Pragmalinguistic Failure*** because it relies on linguistic. The word "*doing*" as the students know is the example of Present Progressive. Some students still answered the question "*how are you doing?*" with uttering "*I'am*

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learn speak English Miss". However, the answer was not what the teacher had hope for, while, the answer that the teacher expects, such as " *Morning, I'm fine, thank you*", or "*Morning, So so*". It is usually happened in the EFL class, because of the lack of linguistic knowledge of form and practice.

Conversation 3
Situations:
When the teacher comes in the classroom, the teacher checked the student's attendance.
Teacher   : "Any students absent today?"
Students   :"Really! Amazing."
Analysis:
        Based on the conversation above, the researcher knows that the conversation categorized as ***Pragmalinguistic Failure***, because the failure appeared when students are replaying the teacher's question. In this case students do not understand the teacher's question and lack of grammatical form.

Conversation 4
Situations:
When the teacher comes to the classroom, the teacher will give an information about something to the students.
Teacher   : Before we start our lesson today, I've a news.
Students   : Yes, already.
Teacher   : Can you guess it?
Students   : of course, I can

Analysis:
        Based the situation above, the utterances have **Assertive types of Speech Act**. The teacher informs to students that they want to give news. Then some of the students give a response *"Yes, already"*. This condition is a grammatical error form and gets a negative transfer. *"Yes, already"* this utterance used Indonesian English, and that means *"Ya, Sudah "*students usually use these utterances like this when they speak English. The next response of some students is ambiguity also. Before the teacher starts her lesson, she asks them *"Before we start our lesson today, I've a news."* then students answers *"Yes, already."* May be the students want to replay *"Yes, I know"* or they don't understand the teacher's meaning. And then in the utterance *"of course, I can"*,that utterance is ***Pragmalinguistic Failure***, because the students misunderstanding within their teacher is talking about.

Conversation 5
Students   : I'm sorry Miss, I'm late.
Teacher   : This is a quarter past seven right?
Students   : Oh yeah, no problem.
Teacher   : Sit down please!

Surakarta English and Literature Journal

Analysis:

Based on the conversation above, researcher know that the conversation categorized as *Pragmalinguistic Failure*, because the failure appeared when students are replaying the teacher's question. In this case students do not understand what the teacher's question and lack of grammatical form.

Conversation 6

Teacher   : Last meeting, I've given you assignment? Haven't you?
Students   : No, I don't know.
Teacher   : Already finished, you can submit now!
Students   : It's nothing personal.

Analysis:

The conversation above includes **Directive types in SpeechAct as asking**. The teacher reminds and asks to students about some assignments like *"Last meeting, I've given you assignment? Haven't you?"* One of the students answers *"No, I don't know."* It means that they understand about the questions but in the next questions students do not understand because they answer *"It's nothing personal."* The utterance unsuitable with the question because the meaning is the assignment is not essential. The pragmatics failure appears in this conversation, regarded as the wrong answers. It will cause the communication in this text error if they read the text overall with some wrong form of words.

Conversation 7

Teacher   : Be ready class, we're gonna have a cloze test.
Students   : No father.
Teacher   : There is questions before I'll give you the paper?
Students   : I don't know.

Analysis:

Based the situation above, the utterances have **Assertive types of Speech Act**. Teacher informs to students that they want to get a cloze test. Then some of the students give a response *"No father"*. This condition is a grammatical error form and gets a negative transfer. *"No father"* in Indonesia means *"Tidak Papa, "*students usually use this utterance when they have a joke with their friends. The next response of some students is ambiguity also. Before the teacher gives a paper, she asks them *"There are questions before I'll give you the paper?"* then students answers *"I don't know."* May be the students want to replay *"I don't have a question"* or they do not comprehend the material.

Conversation 8

Students 1   : You can help me!
Students 2   : Sorry, I'm using it. You can borrow to your friends.
Students 1   : No problem thank you.

Analysis:

The situation above happens to two students that students 1 to ask help to students 2. Student 1 says *"You can help me!"* it means student 1 needs help to do something but the

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response of student 2 is *"Sorry, I'm using it. You can borrow to your friends."* The utterance has a meaning that student 2 uses something not doing something so the response of the student 2 is a pragmatic failure. They are also misunderstanding each other. The type of speech act in this conversation is **Directive with the meaning of asking.**

Conversation 9
Teacher   : The questions consist of twenty in essay.
Students   : Ohh, it is easy.
Analysis:
        The teacher explained about a number of essay to the students with the utterance, "*The questions consist of twenty in an essay*". And the response of the student is "*Ohh, it is easy*". There are some considerations about student's response. The students understand about the explanation or the student listened "*essay*" word, heard like "*easy*". Based on Thomas theory, the limited language in which learners are exposed in the classroom is also a pragmatic failure. This conversation is the **Declaration of Speech Act**.

Conversation 10
Teacher   : Less than five minutes, please!
Students   : Am afraid.
Analysis:
        The situation happens in the last session in the quiz, the teacher reminds students that time less than five minutes with the utterance *"Less than five minutes, please!"* then students answer *"Am afraid."* In this response there is an error in grammatical form and do not a suitable response that student's utterance. The type of speech act of the conversation is **Assertive**.

CONCLUSIONS

        Based on the analysis above, it can be concluded as follows, Firstly, most kinds of the speech act in the English students' conversation in the speaking class are directive, assertive, declaration based on Levinson's theory. Secondly, the most pragmatic failure that happens in the English students' conversation in the speaking class is Pragmalinguistics Failure. It causes of wrong grammatical form, a misunderstanding because of limited language knowledge is exposed by students based on the Thomas theory.

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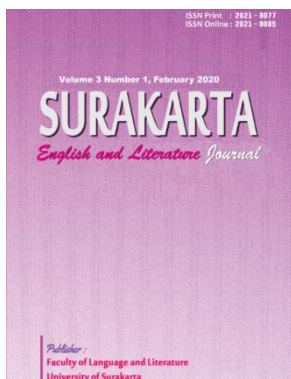
STUDENTS' PERCEPTION OF POLITENESS IN COMMUNICATING WITH TEACHERS THROUGH INSTANT MESSAGING APPLICATION:A NARRATIVE INQUIRY

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ABSTRACT

This paper aims to determine students' perceptions about etiquette and politeness that must be considered by students when communicating with teachers in an instant messaging application. This study is a qualitative study with a narrative inquiry. The object of research was 8th grade students of Al-Abidin Islamic Middle School Surakarta.The data were collected by interviewing five students from the 8th grade of Al-Abidin Islamic Middle School Surakarta.The results showed that most students already understood the concept of politeness, although it was still simple. Students also understood the reasons why they have to be polite in sending messages to the teachers, although the reasons were more due to age differences.In assessing the contents and the procedures how the way they send massage, the students have already known which one polite or not.
Key words: Politeness, communicate, perception

ABSTRAK

Makalah ini bertujuan untuk menentukan persepsi siswa tentang etiket dan kesopanan yang harus dipertimbangkan oleh siswa ketika berkomunikasi dengan guru dalam aplikasi pesan instan. Penelitian ini adalah penelitian kualitatif dengan pertanyaan naratif. Objek penelitian adalah siswa kelas 8 Sekolah Menengah Islam Al-Abidin Surakarta. Data dikumpulkan dengan mewawancarai lima siswa dari kelas 8 Sekolah Menengah Islam Al-Abidin Surakarta. Hasil penelitian menunjukkan bahwa sebagian besar siswa telah memahami konsep kesopanan, meskipun itu masih sederhana. Siswa juga memahami alasan mengapa mereka harus sopan dalam mengirim pesan kepada guru, meskipun alasannya lebih karena perbedaan usia. Dalam penilaian isi dan prosedur bagaimana mereka mengirim pesan, para siswa sudah tahu mana yang sopan ataupun tidak.
Kata Kunci: Kesopanan, komunikasi, persepsi

INTRODUCTION

Communication is a process by which information exchanges between individuals through a standard system of symbols, sign or behaviour. Through communication, people can interact with each other. To be able to communicate, people need a system or a sign which is called language. Language is a system of sound sign that agreed and used by a specific member of society to cooperate, communicate and to identify among themselves. Wardhaugh (1977:7) stated that language allows people to say things to each other and express their communicative needs. By using language, people can express their feelings or convey a message. They are also able to exchange ideas and knowledge with each other.

Current advances in information and communication technology have made it easier for people to communicate remotely through their electronic devices. People can communicate without having to meet face to face by sending messages through instant messaging applications, such as Whatsapp, Facebook Messenger, WeChat, Line, KakaoTalk,etc. For practical reasons, instant messaging applications have also been used by educators as a supporting medium in teaching and learning activities.Some of the uses of instant messaging applications in the teaching and learning process include using the group chats to create learning and study groups, create audio lessons that can be sent directly to students, stay in contact with students outside the classroom, send out assignments to students even when thay are not in class, and facilitate real-time communication between students and teachers or between teachers and parents (Dhere, 2019).

In its function of facilitating real-time communication between teachers and students as well as teachers and parents, several shortcomings owned by the instant messaging applications, including the possibility of misunderstanding or impoliteness due to incorrect choice of words in conveying messages. To avoid the possibility of impoliteness in sending messages to the teacher, students must pay attention to ethics and politeness. Politeness can be defined as the application of good manners and etiquette.According to the Longman dictionary of contemporary English, politeness is defined as having or showing good manners, consideration for others, and correct social behaviour.(Said, n. d.). It refers to the appropriate or acceptable use of language in a given situation (Thomas, 1995: 156). According to Mills (2003:6), politeness is the expression of the speakers' intention to mitigate face threats carried by particular face threatening acts toward another.

This study focused on students' perception about etiquette and politeness that must be considered by students when communicating with teachers in an instant messaging application. Politeness is one of important thing releted to their atittude in the most society including in the school environment.

Perception is called the part of communication, perception refers to the way sensory information is organized, interpreted, and consciously experienced. If our perceptions are not accurate, we are not likely to communicate efectively. Perception allows us to take the sensory information in and make it into something meaningful. Perception is the first step of the formation of an opinion and is linked to experience, expectation and general impression. Jerald, Greenberg and Robet A Baron (1999) define perception as the process through which we select, organize, and interprate information gethered by our sense in other to understand the world around us.

Priyeti (2010) in there are two kinds of perception namely positive perception and negative perception . Positive perception is perception that describes all of knowledge (know

or known) and respond object taht perceived positively. Positive perception help the student more easy to undestand in the teaching and learning process. Meanwhile, negative perception is perception that describe knowledge knowledge (know or known) and respond object taht perceived negatively. The basic assumption of Brown and Levinson's (1978) politeness theory is that politeness might be seeen as something universal, as they describe human beings as rationally-behaving subjects whose ultimate goal is to maintain face. According to Brown and Levinson (1992), the face is the public self-image that everyone wants to claim for himself, and it relates to two aspects: positive face and negative face. The positive face reflects the wants of being desirable or approved by interlocutors, while negative face reflects the primary claim to territories, personal preserves and rights to non-distraction (Brown and Levinson, 1992:62).

Politeness in communication, courtesy, or etiquatte is a procedure, custom prevailing in the society. The people live together in society and do available convention or norms in the society. Politeness is the best expressed as aplication of good manners or etiquette. It is culturally defend phenomenon, although what is considered polite in one culture can sometimes impolite in other cultural context.

In the standard meaning of the word "polite", at least three dimensions can be identified: (1) polite as civil society correct; (2) polite as kind or friendly; (3) polite as tactful or diplomatic (Escandell, 1998). Pragmatically, politeness is interpreted as a strategy used by a speaker to achieve a variety of goals, such as promoting or maintaining harmonious relations (Yule, 1996:60). The concept of politeness is related to the utterance. The utterances delivered by the speaker must contain politeness, for making the listener feels comfortable and appreciated. It is essential to consider those in communication for avoiding conflict as well as creating harmony.

Goff-Man's (1959) state taht politeness is way people use to communicate,creat, and maintain social rules. Social distance is a prime *characteristic of social rules, and politness serves to regulate social distance.* Fraser (1990) states that is a state the one to exist in every conversation, particapations note not that someone is being polite. In other words, politeness is a form of good deed done by someone to the other person courtesy in politeness is by calling the older people with the *Mr or Mom* not directly by his or him name, using the polite language when lettering massage for the older people with some certain procedure. Althought the form of potiteness between nations is different, but the basic is still same.

Impolitness is a human behavior taht is done intentionally or unintentionally impressed not good. This is happens because of someone uncontrollable emotions or high selfishness. According (Culpeper 1996) assert taht honesty is "the use of strategies that are designed to have the opposite effect-taht of social disruption". Impoliteness comes when the speaker communicates face-attack intentionally, the hearer perceives and behaviour as intentionally face-attacking. Impolitness also comes in the writtenrudeness when someone context when someone lettering with a negative perception that recieved by the interlocutor.

RESEARCH METHODOLOGY

This study is a qualitative descriptive study with a narrative inquiry. The researchers collected the data by interviewing five students from the 8th grade of Al-Abidin Islamic

Middle School Surakarta. All five students were chosen randomly. The researchers interviewed students about their perceptions of politeness and their opinions about the importance of politeness, especially politeness in sending messages through chat applications to teachers. Then the researcher shows some examples of students' messages to the teacher and asks students to express their opinions on the message, whether they think the message is following the perception of politeness. The interview was conducted in November, 2019. The researchers described and concluded the results of the interviews and analyzed them using theories relate to politeness by expert.

FINDINGS AND DISCUSSION

Students' Perception of Politeness

Based on the results of the interview, almost all students interviewed argued that politeness is an act of respecting others and not offending others. According to student IAP, *"Politeness atau kesopanan itu ya kita menghormati orang lain. Tidak menyinggung atau membuat orang lain marah."* (Politeness is when we respect others, does not make others angry or offended). Student ATH expressed a similar thing, *"menurut saya, sopan itu kalau kita nggak ngomong kasar atau nggak melakukan hal yang tidak baik seperti menghina, mengejek orang lain."* (In my opinion, we called polite if we do not say rude or do things that are not good such as insulting, or ridiculing, to others).

According to student KYL, *"menurut saya, sopan itu menghargai orang lain, contohnya menghargai orang yang lebih tua. Tapi tidak ke yang lebih tua saja. Kita harus sopan juga sama yang lebih muda, harus menghargai."* (In my opinion, it's called polite if we respect other people, like respecting older people. But not only to the older ones. We must also be polite to the younger). Meanwhile, student JZ argued that politeness is *"sikap menghargai perasaan orang lain"* (Politeness means respect for other people's feeling). In line with student JZ, student AF stated that politeness is *"menghargai orang lain dan tidak melakukan perbuatan yang menyinggung perasaan orang lain."* (Politeness is respecting other people and not doing actions that offend others).

Students' Opinions about the Reasons why Students should be Polite in Sending Messages to the Teacher

Based on the results of the interviews, almost all students interviewed thought that the politeness of students towards teachers, both at school and when sending instant messages to teachers is important. *"Sopan sama guru itu penting. Soalnya kalau guru itu kan sama seperti orang tua."* (Being polite to the teachers is essential, because the teachers are like our parents) (An interview with student JZ). Meanwhile, according to student KYL, *"Sopan pada guru itu penting, karena kesopanan adalah sebagian dari iman."* (Being polite to the teacher is essential, because politeness is part of faith).

The same thing was expressed by student AF. She argued that *"Gurukan lebih tua daripada murid. Kemudian guru juga berjasa memberikan ilmu pada murid, dan guru juga sudah seperti orang tua kita di sekolah, jadi kita harus sopan."* (The teachers are older than the students, then the teachers have also been credited with providing knowledge to students. Teachers are also like our parents at school, so we must be polite to the teachers). According to student ATH, *"Sopan sama guru kalau mengirim pesan itu penting, karena guru kan udah*

ngajarin berbagai macam hal sama kita, jadi kia harus menghargai, terus guru juga lebih dari kita, jadi kita harus menghormati mereka."(Politeness in sending instant messages to teachers is important, because teachers have taught us many things, so we must respect the teacher. In addition, teachers are also older than us).

Students' Opinions about the Appropriate Procedures and Contents in Sending Messages to the Teachers in Accordance with Politeness Etiquette

Based on the results of the interviews, almost all students argued that the appropriate procedure in sending a message to the teachers isto give greetings first, then convey the intent, which ends with greetings. According to the students, when students send messages to teachers, the language must be more standard and more polite than when students send messages to fellow students. *"Kalau mau ngirim chat ke guru, kan guru termasuk orang tua. Jadi kalo mau chat guru setidaknya itu harus menggunakan salam, kemudian menyampaikan maksud terus mengucapkan terimakasih."*(If the students want to send a message to the teachers, because the teachers are among those who are older, the students must at least use greetings, then convey the intention and then say thank you) (An interview with student JZ).

In line with JZ, student KYL stated that *"Murid idealnya harus sopan. Contohnya, menggunakan salam, lalu menyampaikan apa yang disampaikan, dan berterima kasih."* (Students should ideally be polite. For example, using greetings, then conveying what is said, and thanking).Meanwhile, according to student ATH, *"menurut saya itu, pertama ucapkan salam, kedua menggunakan bahasa sopan misalnya 'saya', ketiga langsung menyampaikan maksud dan tujuannya apa, nggak usah basa-basi macam-macam dan ke empat bahasanya yang sopan yang baku, terakhir salam lagi."* (In my opinion, first, greetings. Second, use polite language. Third, convey the intentions and objectives directly, no further ado. Fourth, the language must be polite. Finally, greetings again).In line with student ATH, student IAP argued that in sending message to the teachers, the students have to *"mengucapkan salam, gak pake aku, kamu tapi saya. Kemudian menyampaikan maksud kenapa menghubungi guru tersebut. Terus untuk mengakhir ucapkan salam lagi."* (Say greetings, students must pay attention to the term self-reference that is standard and polite, then convey the intent of why to contact the teacher, then finally end it with greetings).

Meanwhile, student AF provided additional information about what students should pay attention to when sending messages to the teachers. She stated that a student should also ask whether the teacher is busy or not. If the teacher is not busy, then the student can continue the question. *"Pertama ucapkan salam, kemudian bertanya gurunya sibuk apa tidak. Kalau misalkan sibuk minta waktu luang, kalau missnya tidak sibuk ya langsung saja."* (First say hello, then ask whether the teacher is busy or not. For example, if the teacher is busy, ask for free time, but if the teacher is not busy, go ahead).

Students' Opinions when They were Asked to Assess the Appropriateness of the Sample Student Message to the Teacher

Example 1

Surakarta English and Literature Journal
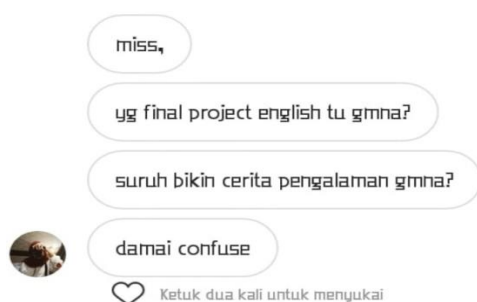
According to student JZ, *"Ini nggak sopan banget, karena tanpa salam, tidak memperkenalkan diri, dan bahasanya dicampur-campur"* (the student was impolite, because she did not say greetings, did not introduce herself, and used mixed language). According to student ATH, *"Ini nggak sopan, miss. Okelah dia mungkin sudah merasa akrab dengan miss, tapi miss kan guru. Harusnya bilang salam dulu, Assalamu'alaikum dulu, memperkenalkan diri dulu, lalu menyampaikan maksud dengan bahasa yang sopan."* (This student was impolite. Even though the student already feels close to the teacher, she should still greet, introduce herself, then convey her intentions in polite language." In line with JZ and ATH, student IAP argued that *"Nggak sopan, miss, karena caranya nggak tepat, dan bahasanya nggak pas diomongkan ke guru."* (The student was impolite, because the procedure in sending a message was not correct and the language was not appropriate).

Student AF and student KYL expressed similar things. Student AF stated that *"Kalau murid bertanya pada guru seharusnya bahasanya yang sopan. Sebelumnya mengucapkan salam dulu dan memperkenalkan diri, lalu diakhiri dengan salam juga."* (If students ask something to the teacher, the language should be polite. First say greetings, and introduce themselves, then end with greetings as well). Meanwhile, student KYL stated that *"Kalau menurut saya, ini kurang sopan miss. Memang sih maksudnya supaya akrab, tapikan guru lebih tua, harusnya bahasanya tetap sopan. Pakai salam, memperkenalkan diri, lalu salam lagi miss."* (In my opinion, this is not polite. She feels familiar with the teacher, but the teacher is older than student. We should be use the polite language, for example we use greetings, introduce ourselves then end with greetings).

Example 2

Surakarta English and Literature Journal

According to student KYL, the sender was *"tidak sopan, karena tidak ada salamnya, lalu bercanda nggak jelas, dan nggak memperkenalkan diri."* (The student was impolite, because she did not say greetings, she joked at the teacher, and she didn't introduce herself). In line with student KYL, student AF argued that *"Ini nggak sopan miss, salah. Karena terlihat ada* emoticon-*nya terus menyampaikan maksudnya secara langsung nggak ada basa basinya."*(This is not polite. There are emoticons, and she delivered her intentions without further ado). The same thing was expressed by student ATH. She stated that *"Ini nggak sopan miss, karena cara menyapanya kurang benar, nggak memperkenalkan diri, lalu dia bercanda."* (It's impolite, because the way she greet was not right, she didn't introduce herself properly, then she joked at the teacher). Meanwhile, according to JZ, *"bahasanya sudah cukup sopan miss. Walaupun bercanda, tapi tidak menyinggung karena maksudnya kan memuji miss, kan. Tapi harusnya sih tetap memperkenalkan diri dulu dan menyampaikan salam."* (The language used was polite enough for me. Although there was joke, but the purpose was to praise, so it was not offensive. But she should still introduce herself).

Example 3

According to student JZ, *"sudah sopan miss, karena sudah ada salam, lalu memperkenalkan diri."* (The student was polite, because she gave greetings, then introduced herself).Meanwhile, according to student ATH, "*menurut saya anak itu sudah baik, tapi seharusnya dia lebih sopan lagi, maksudnya gak hanya salamnya aja yang sopan tapi dia harus tapi dia harus mengucapkan kata-kata yang baik juga."* (In my opinion, the student is a good kid, but she should be more polite, meaning not just greetings are polite but she has to say good words,too).

DISCUSSION

Based on the findings, politeness is one of the importance thing that should be considered by the students when they are texting their teachers using instant massaging application. Based on students perception that politeness is reflected by their atittude when they are communicating with the older people in their society including with their teachers. Students also know the reason why they should be polite when texting their teachers. The first they are considering the teachers as their parent in the school, so they should be respect them, the second they are considering that all the teachers are older than the students. So, they should polite as kind or friendly. Those perceptions related to the theory, (Escandell, 1998) said at least there are three dimensions that can be identified as a "polite" (1) polite as civil society

correctly; (2) polite as kind or friendly; (3) polite as tactful or diplomatic. Based on the examples of the text massages, student can classify which are polite and which are impolite. Students already understood the concept of politeness. It can be applied by the students when they are sending massage to their teachers or people that older than them.

CONCLUSION

Through the previous explanation, it can be concluded that most students already understood the concept of politeness, although it was still primary and simple understanding. Students also understood the reasons why they have to be polite in sending messages to the teachers, although the reasons were more due to age differences. In assessing the contents and the procedures how the way they send massage, the students have already known which one polite or not.

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