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EDITORIAL TEAMS

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU*: Surakarta English and Literature Journal Volume 7 Number 1 is finally published online. In the ninth edition, we present seven articles which consist of a language article, four linguistic articles and two literature articles. The compositions of writers are two persons from Universitas Nasional Karangturi, a person from Universitas Sebelas Maret, a person from Universitas Pamulang, two people from University of Muhammadiyah Semarang, two people from UIN Maulana Malik Ibrahim Malang, five people from Universitas Islam Nahdlatul Ulama Jepara, Politeknik Negeri Samarinda, Universitas Muhammadiyah Bone, Universitas Muhammadiyah Pringsewu and Institut Bisnis dan Informatika Kosgoro Jakarta, four people from Universitas Dian Nuswantoro Semarang.

A language articles entitled "*The Profile of Undergraduate Students' Ability in Writing Exposition Text*" by Silvy Permatasari and Allvian Ika Fiki Susanto. Four linguistic articles entitled "*Javanese Language Phonemic and Lexicon Variations in Pekalongan City: A Dialectological Study*" by Intan Mustika Sari; "*Understanding the Language Skills of a 19-Year-Old Individual with Down Syndrome: A Psycholinguistics Case*" by Rossy Halimatun Rosyidah; "*The Use of Politeness Strategy and The Influence Factors in Political Talk Show*" by Haryanto Haryanto, Novita Indriani, Muh. Safar, Fini Widya Fansiska, Dyah Utami Dewi and *"Analysis of The Affixation Process in The Second Victory Novel by Morris West*" by Tsania Chairunnisa, Dwi Anggraeni, Putri Marshanda, Jumanto Jumanto. Two literature articles entitled "*An Intertextual Analysis of "Menombak Matahari", "Sarpakuda", and Babad Mangir Suradipura*" by Faqih Sulthan, Testiana Deni Wijayatiningsih; "*Hyperreality to Misery: Migrant's Worker's Life in Hossine's Me Migrant Selected Poems*" by *Nesa Fiikhtiyaril Zahra, Whida Rositama.*

The writers are Silvy Permatasari and Allvian Ika Fiki Susanto from Universitas Nasional Karangturi; Intan Mustika Sari from Universitas Sebelas Maret; Rossy Halimatun Rosyidah from Universitas Pamulang; Haryanto Haryanto from Universitas Islam Nahdlatul Ulama Jepara; Novita Indriani from Politeknik Negeri Samarinda; Muh. Safar from Universitas Muhammadiyah Bone, Fini Widya Fansiska from Universitas Muhammadiyah Pringsewu and Dyah Utami Dewi from Institut Bisnis dan Informatika Kosgoro Jakarta; Tsania Chairunnisa, Dwi Anggraeni, Putri Marshanda, Jumanto Jumanto from Universitas Dian Nuswantoro Semarang; Faqih Sulthan, Testiana Deni Wiajayatiningsih from Universitas Muhammadiyah Semarang; Nesa Fiikhtiyaril Zahra, Whida Rositama from UIN Maulana Malik Ibrahim Malang

Thus, hopefully, the publication of the ninth edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and language related to contemporary problems in English. Wassalamualaikum wr wb.

Surakarta, April 2024

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The Profile of Undergraduate Students' Ability in Writing Exposition Text

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ABSTRACT

This study was aimed to identify the ability of first-semester students' class of 2023/2024 in writing analytical exposition texts according to CEFR level at UNK Semarang and identify the problems faced as well as solutions to these problems. The data were taken from 35 students' writing products and the results of interviews with several students. Data analysis for assessment writing will use Ratnaningsih' theory and CEFR. This research uses mixed methods, in the first stage the researchers will carry out a quantitative method first (calculating writing test scores) and then the researchers will carry out a qualitative method (interviews). The results of this study showed that the writing skill level of participants is at level C1, where the highest aspect obtained by most students is content and the lowest aspect is mechanics. Apart from that, the main problems in writing analytical exposition text are grammar, vocabulary, spelling, punctuation, and capitalization. Lastly, researchers can propose for the problems in this study is to increase or diligently practice writing in English, note down a new vocabulary that has never been known before and increase knowledge with various kinds of references found, for example from YouTube.

Keywords: Analytical Exposition Text, Writing Ability, CEFR

1.   Introduction

Writing is one of the skills that individuals need to improve when learning a language, especially English as an international language (Febrianto, 2021). According to Maulidina & Wibowo (2022) , writing has several components such as grammar, punctuation, vocabulary, word selection, the organization of ideas and many more. First, grammar plays an important role especially in writing a text; the aim is to help the reader understand the content of reading. When a text contains grammatical errors and mistakes, readers will find it difficult to understand the text and uncomfortable in reading it. Therefore, in writing, grammar must be accurate.

The second is punctuation like an exclamation mark plays a crucial role to help readers to show how the intonation emphasizes. It also can assist the readers to recognize the state of mind of the writer. Third, vocabulary is important in writing. By mastering many vocabularies, the writer can explore his/her writing deeper using idioms that can add value to a composition. Underscoring the importance of vocabulary acquisition, alqahtani (2015) emphasizes that lexical know-how is principal to communicative competence and to the acquisition of a second language. The fourth, word selection is also important in writing skill, because if the use of

vocabulary in writing is not in accordance with the context, the readers will not be able to understand the message conveyed. Another aspect of writing is the organization of ideas. It is also important and must be present when writing a text. What is meant by the organization of ideas is about Coherence and Cohesion to ensure between one sentence and another will be organized (Maulidina & Wibowo, 2022). In writing a text, ideas, therefore, must be connected to one another (coherence) and one sentence to another must be connected and coherent (cohesion) so that the text that we write can be well structured and coherent.

Kartika (2019) states that English also has several types of texts (genres), namely narrative, procedure, recount, descriptive, exposition and so on. Researchers here focus on analytical exposition texts taught at UNK for students inside the first semester of the 2023/2024 academic year. Analytical exposition is a textual content that explains the writer's ideas or evaluations approximately a particular phenomenon. According to Nurhamdah (2020), analytical exposition texts contain students mastering the topic with the purpose to provide arguments as support. This means college students should gain some knowledge that will be used to investigate the topic. The purpose of the analytical itself is to convince the reader that the topics presented are important topics to be discussed. Therefore, this text only contains the opinion of the author. This is why the researchers chose analytical exposition text. Researchers are interested in analyzing and focusing on students' ability to write analytical exposition text in the way they follow indicators in writing such as clarity of capital letters, correct use of spelling, correct use of punctuation in sentences, and integration between sentences.

The researchers want to identify that in Indonesia there seems to be only few investigated in a variety of resources or studies related to writing ability and comprehensive identification to determine the level of student writing at which level to use tools named CEFR (Framework, 2018). The Council of Europe created it to provide 'a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe'. It became envisaged often as a planning device whose purpose became to promote 'transparency and coherence' in language education. The CEFR is a framework that describes language learners' capacity in phrases of speaking, reading, listening, and writing at six reference levels, published by (Council of Europe, 2001).

Some of the research in Indonesia that uses CEFR is Reski et al. (2021) entitled *An Analysis of Students' Ability in Writing Analytical Exposition Text* has the same focus as this research and other parts, but there are similarities and differences between this research and former studies. The difference is that the participants in the previous research were held at high schools while this research was held at universities. The researchers surveyed 25 students from science and social studies classes while this research surveyed 35 students from the management, psychology, and accounting department in semester 1 of the 2023/2024 academic year. Previous research used descriptive quantitative research design while this research uses mixed methods. Irwan et al. (2018) entitled *Students' Ability in Writing an Analytical Exposition Text at the English Department of Padang State University* has the same focus as this research and other parts. The difference is that previous research used descriptive quantitative research design whereas this research uses mixed methods.

Permatasari (2018), entitled *Error Analysis on EFL Learners' Analytical Exposition Writing*, which has the same focus as this research and other parts. The difference is that the participants in previous research were held at high schools while this research was held at universities and previous research used a descriptive qualitative method while this research used a mixed method. Nurhamdah (2020), entitled an *Analysis of Students' Ability in Writing Analytical Exposition Text*, which has the same focus as this research and other parts. The difference is that the participants in previous research were held at high schools while this research was held at universities and previous research used quantitative and descriptive while this research used a mixed method. The gap in this research lies in the results of the research, if previous research only analyzed the results of students' writing abilities at the level based on the CEFR using quantitative or qualitative methods, this research analyzes the results of students' writing abilities at the level based on the CEFR, the problems experienced during the writing process and researchers provide solutions to the problems faced by students using mixed methods.

In this study, the researchers will provide a review regarding the level of writing skills based on the CEFR. The first level is level A1. At this level, writers need to be able to produce short texts and simple postcards. The next level is level A2. At this level, writers must be able to produce short simple notes, messages, and personal interests. Besides that, the authors need to be capable of describing experiences, activities, goals, hopes, ambitions, and briefly provide reasons and explanations for opinions and plans. The next level is level B1. At this level, writers must be able to produce simple, connected text on familiar themes. The next level is level B2. At this level, writers must be able to produce detailed texts and effectively present an argument. The next level is level C1. At this level, writers must be able to produce clear, well-structured texts on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices. The last level is level C2. At this level, writers must be able to produce and discuss sophisticated and complex texts. That's a review regarding the level of writing skills based on the CEFR (British Council, n.d. 2023).

Therefore, researchers want to identify the initial level of students, material development, determination of teaching materials, and teaching techniques based on CEFR. From the explanation above, the researchers chose UNK as the place of research, because previous research mostly only examined high schools, so in this study the researchers plan to examine new things related to how students' writing abilities in tertiary institutions are analyzed in depth using indicators or aspects of writing skills. Hence the researchers will conduct a study entitled *"The Profile of Undergraduate Students' Ability in Writing Analytical Exposition Texts"* by answering the following questions:
1. How is the first-semester students' class of 2023/2024 ability in writing analytical exposition texts according to CEFR level?
2. What problems do they encounter in writing an analytical exposition?
3. What are solutions to the problems they face in writing analytical exposition?
In connection with the problems above, the main objective of this research are:

1. To identify the ability of first-semester students' class of 2023/2024 in writing analytical exposition texts according to CEFR level at Universitas Nasional Karangturi Semarang.
2. To identify the problems encountered by students in writing analytical expositions.
3. To provide solutions to the problems faced by these students.

The scope of this look is to analyze the writing ability of analytical exposition texts for first-semester students' in the academic year 2023 / 2024 at Universitas Nasional Karangturi Semarang. This study focuses on analyzing aspects or indicators in writing assessment and also at which level they are based on CEFR and what problems they encounter in writing analytical exposition texts.

This paper is important because it is related to writing skills, and this research aims to know students' writing skills. Researchers will research and analyze associated with Student's ability in writing Analytical Exposition Text. In addition, researchers will analyze the aspects contained in writing skills to solve the problems raised by researchers above, namely those related to Content, Organization, Language Use, and Mechanics. Researchers formulate temporary conjecture results related to the formulation of the problem that the researcher has written above. The hypothesis is that each student has a high writing level, especially for those who have taken English courses. Their average will be at the Good to Average level or at the CEFR at level C1.

2. **Methodology**

2.1 Research Design

The research design is Mixed Method Research. Based from Sugiyono (2011), he said that the research purpose is to examine the conditions of natural and artificial objects. Where researchers can serve as instruments for measurement, data collection techniques can use tests and interviews. Data analysis is inductive (qualitative) and deductive (quantitative), and mixed research results can be used to understand meaning and make generalizations. This theory is supported by Creswell (2014) who states that the mixed method is a research approach that combines or connects quantitative and qualitative research methods together in a study in order to obtain more comprehensive, valid, reliable and objective data. Mixed Method research itself is divided into two main models, namely the sequential model and the concurrent model. In this study, researchers used the "Sequential Explanatory Design" method or model. The reason is that the researchers will conduct a test first on the participants and the results of the test will be calculated quantitatively. Then after that, the researchers will use qualitative methods by conducting interviews in order to find out what problems were encountered while carrying out the test.

2.2 Research Participants

This research involved 35 undergraduate students from the management (16 people), psychology (9 people) and accounting (10 people) departments of the first semester class of 2023 who are taking English classes at Universitas Nasional Karangturi Semarang. All of the students needed to write it down on the test, and after that, the researcher will select five people to be

interviewed about the problems or obstacles they faced during the writing process and their causes.

2.3 Instrument

The research instrument can be interpreted as a device or media used by researchers to get the data. According to Creswell (2009) said, "Instrument is a device for measuring, observing, or documenting quantitative data. Let alone this in accordance with the research objectives that focus on analysis skills in writing analytical exposition text, and only test respondents through their knowledge and interviewing them without providing input. The research instrument used in this study was the writing test. The instrument used is a writing test, which will be provided in the form of a piece of paper which will be carried out in class. According to Ratnaningsih (2016), Assessment of writing is divided into several categories, namely:

Table 1 Assessment of Writing by Ratnaningsih (2016)

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	25-20	● Match the purpose of an analytical exposition text
	Good to average	19-15	● Mostly relevant to the points of writing but lacks detail of information ● Match the purpose of an analytical exposition text
	Fair to Poor	14-9	● Inadequate development of the points of the text ● Almost match the purpose of an analytical exposition text
	Very Poor	9-1	● Does not relate to the points of the text or not enough to evaluate ● Does not match the purpose of an analytical exposition text
Organization	Excellent to very good	25-20	● Well-organized of an analytical exposition text
	Good to average	19-15	● Loosely organized of an analytical exposition text, but main ideas stand out
	Fair to Poor	14-9	● Ideas confused or disconnected
	Very Poor	9-1	● No organization or not enough to evaluate
			● Few errors of agreement, tense, articles

Aspects of Writing	Level	Score	Criteria
Language use	Excellent to very good	25-20	
	Good to average	19-15	• Several errors of agreement, tense, articles, pronouns and prepositions • Meaning seldom obscured
	Fair to Poor	14-9	• Frequent errors of agreement, tense, articles, pronouns and prepositions • Meaning obscured or confused
	Very Poor	9-1	• Dominated by errors • Does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	25-20	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization
	Good to average	19-15	• Occasional errors of spelling, punctuation, capitalization
	Fair to Poor	14-9	• Frequent errors of spelling, punctuation, capitalization • Poor handwriting
	Very Poor	9-1	• Dominated by errors of spelling, punctuation, capitalization • Handwriting illegible or not enough to evaluate

Score = Aspects of Writing; Content (max score: 25) + Organization (max score: 25) + Language use (max score: 25) + Mechanics (max score: 25)
Total Score: 100.

The table above is a rubric scoring table for assessing writing skills. There are four aspects of writing assessment, namely content, organization, language use, and mechanics. Each level has an assessment category: from excellent to very good, good to average, fair to poor, to very poor. The scores given are adjusted to each category, the minimum score is 1 and the maximum score for each category is 25. The assessment must be carried out according to the criteria in each category, so here the researchers first read the students' writing results and then match them with the predetermined criteria. The total score is seen per aspect by adding the score results from one aspect to another.

Another instrument used by researchers is interviews. Sugiyono (2018) suggests an interview structure is used as a data collection technique, when researchers or data collectors already know for sure what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions that have alternative answers prepared. With this structured interview every respondent was given the same question, and collectors' data records it (Sugiyono, 2018). Semi structured interview, this sort of interview is covered within the in-depth interview category, where implementation is freer whilst in comparison with based interview. The purpose of this type of interview is to discover the problem more openly, in which the parties invited to interviews are requested for opinions and thoughts (Sugiyono, 2018). Unstructured interviews, according to Sugiyono (2018) are a free interview where the researcher is not using an interview guide that has been prepared systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked, however for more in-depth information about respondents; the researchers can also use unstructured interviews (Sugiyono, 2018).

Based on the explanation above, this research uses semi-structured interviews to make it easier to conduct data analysis. The author does interviews with 5 students from the management (1 people), psychology (2 people) and accounting (2 people) departments of semester 1 class of 2023 who are taking English classes at Universitas Nasional Karangturi Semarang. In qualitative research there is no standard in conducting interviews and numbers of the respondents will also change as the research progresses.

There are two interview questions that have been prepared by researchers:
1. "What problems or obstacles did you face when writing an analytical exposition on the topic of child-free yesterday? Please explain in detail."
2. "What is the reason why you are facing these difficulties? Please explain."

2.4   Procedure of Data Collection

Tests and interviews were attempted to ensure that the test was good and understandable. Meanwhile, interviews could be understood and could obtain more in-depth data. On November 10/ 2023, participants were asked to answer the writing test independently using the answer sheet provided in class. Then, the researchers asked participants to be willing to take part in an interview after the test. The main question in the interview was about what difficulties they faced when writing analytical exposition texts. All interviews were recorded with participants' consent for later analysis. All data from tests and interviews that had been recorded will be useful data, analyzed, arranged and categorized.

2.5   Technique of Data Analysis

Data that has been amassed needs to be analyzed. The researchers will analyze this data through some steps. Some formulas were applied in this research to process the data as follows:

2.5.1   Tabulating the students' scores

The students' score was tabulated by using the following criteria from Ratnaningsih (2016):
There are four aspects of writing assessment, namely content, organization, language use, and mechanics. Each level has an assessment category: from excellent to very good, good to average, fair to poor, to very poor. The scores given are adjusted to each category, the minimum score is 1 and the maximum score for each category is 25. The assessment must be carried out according to the criteria in each category, so here the researchers first read the students' writing results and

then match them with the predetermined criteria. The total score is seen per aspect by adding the score results from one aspect to another.

2.5.2   Calculating the students score, the students score is calculated with the formula:
Each aspect is added to one another. The total if you reach the maximum score on each aspect is 25 x 4 = 100.

2.5.3   CEFR Writing Score Category

Table 3 CEFR Writing Score Category from British Council, n.d. (2023)

No	Level	Description
1	A1	Writers must be able to produce short texts, and simple postcards.
2	A2	Writers must be able to produce short simple notes, messages, and personal interests.
3	B1	Writers must be able to produce simple, connected text on familiar themes.
4	B2	Writers must be able to produce detailed texts and effectively present an argument.
5	C1	Writers must be able to produce clear, well-structured texts on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
6	C2	Writers must be able to produce and discuss sophisticated and complex texts.

2.5.4   Analyzing Student's Score
Based on the score obtained from the test, researchers calculate the score so that the research findings are revealed within the form of data relating to the analysis of students' writing skills in analytical exposition text for 1st semester students class of 2023/2024 at Universitas Nasional Karangturi. Then the scores were analyzed according to Brown (2017).

2.5.5   Researchers Provide Score Classification
There are four levels of students' writing ability which include Very Poor, Fair to Poor, Good to Average, and Excellent to Very Good (Ratnaningsih, 2016).
Grade the student's skill level:
76 – 100 is classified as Excellent to Very Good (C2)
51 – 75 is classified as Good to Average (C1)
26-50 is classified as Fair to Poor (B1 & B2)
0 – 25 classified as Very Poor (A1 & A2)

2.5.6   Interview Data Analysis
Esterberg (2002) defines an interview as *"an assembly of two humans to exchange information and ideas via questions and responses, resulting in communication and joint*

construction of meaning approximately a particular subject matter". Susan Stainback (1988) also stated that *"interviewing offers the researcher a method to advantage a deeper understanding of ways the player interprets a situation or phenomenon than may be gained thru observation alone"*.

Besides that, Sugiyono (2012) suggests an interview structure is used as a data collection technique, when researchers or data collectors already know for sure what information might be acquired. Consequently, in engaging in interviews, information collectors have prepared research gadgets within the shape of written questions that have alternative solutions prepared. With this structured interview, every respondent was given the same question, and collectors' data recorded it (Sugiyono, 2018). Semi structured interview, this sort of interview is covered within the in-depth interview category, where implementation is freer whilst in comparison with based interview. The purpose of this type of interview is to discover the problem more openly, in which the parties invited to interviews are requested for opinions and thoughts (Sugiyono, 2018). Unstructured interviews, according to Sugiyono (2018) are a free interview where the researcher isn't always the usage of an interview manual that has been organized systematically and completely for information series. The interview guide used is only an outline of the problems to be asked, however for more in-depth information about respondents; the researchers can also use unstructured interviews (Sugiyono, 2018).

Based on the explanation above, this research uses semi-structured interviews to make it easier to conduct data analysis. The reason is this form of interview is included in the in-depth interview category, wherein its implementation is freer in comparison to dependent interviews. This type of interview aims to locate troubles extra openly, wherein the party being interviewed is requested for their reviews and ideas. When engaging in interviews, researchers need to pay attention cautiously and note down what the informant says.

3. **Result and Discussion**

3.1   Results of the Research

In the research results, researchers show the results of students' analytical exposition text writing tests at Universitas Nasional Karangturi. Apart from that, the researchers also presented the results of interviews with five students based on the scores they obtained. The assessment was carried out based on the writing aspects that the researchers explained in the previous section.

3.1.1   Writing Skill Level

Table 4 The Test Results

No	Participants	Aspects of Writing				Total Score	CEFR Level
		Content	Organization	Language Use	Mechanics		
1	MG (Accounting)	20	20	18	18	76	C1
2	GG (Accounting)	24	24	18	17	83	C1
3	MP (Accounting)	10	10	10	9	39	B1

No	Participants	Aspects of Writing				Total Score	CEFR Level
		Content	Organization	Language Use	Mechanics		
4	GG (Accounting)	19	19	15	14	67	B2
5	BA (Accounting)	19	17	19	18	73	C1
6	FW (Accounting)	14	14	13	14	55	B2
7	HD (Accounting)	13	14	14	15	56	B2
8	IO (Accounting)	8	9	11	7	35	B1
9	LA (Accounting)	22	21	21	20	84	C1
10	ND (Accounting)	15	15	20	23	73	C1
11	YI (Management)	18	18	15	12	63	B2
12	AA (Management)	18	17	18	17	70	B2
13	JE (Management)	17	15	18	15	65	B2
14	MG (Management)	9	9	12	8	38	B1
15	WG (Management)	19	19	18	15	71	C1
16	EF (Management)	19	18	19	21	77	C1
17	GR (Management)	15	15	15	14	59	B2
18	GL (Management)	23	24	20	22	89	C2
19	HC (Management)	20	20	18	14	72	C1
20	LV (Management)	17	18	19	18	72	C1
21	LE (Management)	22	21	18	17	78	C1
22	MG (Management)	14	12	15	14	55	B2
23	NZ (Management)	14	14	15	14	57	B2
24	OC (Management)	20	20	20	19	79	C1
25	SA (Management)	20	20	20	20	80	C1

No	Participants	Aspects of Writing				Total Score	CEFR Level
		Content	Organization	Language Use	Mechanics		
26	SF (Management)	14	12	17	15	58	B2
27	SK (Psychology)	19	19	17	18	73	C1
28	AW (Psychology)	9	9	15	15	48	B2
29	EG (Psychology)	15	15	17	17	64	B2
30	YK (Psychology)	14	13	15	16	58	B2
31	ZA (Psychology)	23	20	18	15	76	C1
32	IR (Psychology)	15	14	17	15	61	B2
33	LU (Psychology)	15	15	14	15	59	B2
34	RC (Psychology)	18	18	14	13	63	B2
35	TF (Psychology)	18	17	15	21	71	C1
	Average Score	16.82	16.42	16.51	15.85	65.62	C1

The average score for the content is 16.82 falls into the *Good to Average* category with the description generally applicable to the points of writing but lacks detailed information and matches the purpose of an analytical exposition text. It can be seen in one of participant A's writings, where most of it is relevant to the point of writing but there is less detailed information in the argument section. However, overall it is in line with the aim of the analytical exposition text. This can be seen if in the first paragraph the author has explained his opinion regarding *Child Free*. In the second paragraph, the author explains his arguments even though they are not yet detailed or complete. Hence in the third paragraph the author has explained or reiterated his own opinion. Apart from that, the resulting writing is suitable or in accordance with the objectives of analytical exposition text, which functions to tell and convince readers that the issues raised are important.

The average score for the organization is 16.42 falls into the *Good to Average* category with the description loosely organized of an analytical exposition text, but main ideas stand out. It can be seen in one of participant B's writings, the analytical exposition text has been structured loosely. This can be seen if in the first paragraph the author has explained his opinion regarding *Child Free*. In the second paragraph, the author explains his argument even though it is not yet detailed or complete. Therefore, in the third paragraph the author has explained or reiterated his own opinion. These are the things that make his writing results good in terms of analytical exposition writing.

The average score for language use is 16.51 falls into the *Good to Average* category with the description several errors of agreement, tense, articles, pronouns and prepositions as well as meaning seldom obscured. This can be seen in one of participant C's writings, which contains

several errors in grammar. This can be seen in the sentence, "It's a personal decision not to have children." Then in the sentence "It's a personal decision based on various reasons, such as career goals, personal freedom or simply not feeling the desire to become parents". Apart from that, there is a grammatical error in the sentence "In my opinion, it's far better not to have children than for them to become victims among parents, leading to deep-seated trauma".

The average score for the mechanics is 15.85 falls into the *Good to Average* category with the description occasional errors of spelling, punctuation, capitalization. This can be seen in one of participant D's writings, where there are several errors related to spelling, punctuation, use of capital letters. This can be seen in several parts of sentences such as "healty, faceviolance, distate, irreplaceable". Apart from that, the handwriting is a bit confusing for readers because the shape is almost the same in both upper and lower case letters. There are several punctuation marks that are still placed incorrectly in a sentence. It can be seen in the sentence "However, there is widespread societal support for mothers having children, as, it is considered a woman's inherent role".

In conclusion, the CEFR level of the student's writing results is at level C1, where at this level, the text produced is clear and well-structured on a complex subject, showing the use of controlled patterns of organization, linking and cohesive devices. The average score proves this, specifically 65.62, which falls into the Good to Average category.

3.1.2   Interview

1).   Based on the first interview research question related to the problems or obstacles faced when writing analytical expositions on the topic Child Free, in participant A, he said that the problem lies in *"Of course the vocabulary. Because I'm not very skilled either. So to find that vocabulary I need to do more research. In the argument section, I have difficulty in composing sentences, and giving opinions. Sometimes there are opinions that may not have been conveyed because I am still not fluent in writing English. So there are things that maybe I haven't written yet but I know what I want to write."* Based on the results of participant A's writing, several errors were seen regarding the spelling of vocabulary such as "suppot, frequenty, althought, happy, and collectivewell". Apart from that, the problem lies in the grammar and sentence structure, which can be seen in the sentence "I also give the perspective that childfree is a lifestyle that disagrees, because we got married to have a child for the next generation".

In participant B, she said that the problem was related to *"In arranging the sentences so that the sentences are pleasant to read and not offensive. Time is also one of the obstacles because yesterday I arrived late. I need to learn more about vocab so I can be more fluent and compose sentences more quickly. The use of English regarding grammar is also a difficulty for me".* Based on the results of participant B's writing, several errors related to grammar can be seen, such as in several sentences "In the past, children are not common terms". Apart from that, it can be seen in the sentence "When you need to go to the doctor for your checkup routine to make sure your baby is in a good condition, it requires high costs". Apart from that, the problem lies in the construction of the sentences, seen in the sentence "When your baby is born, your baby's needs are much more than you can expect".

In participant C, she said that the problem was related to *"I was confused between the Contra or Pro position because some of my friends' answers were almost Contra and I answered Pro, so I was quite confused about my answer, but I still took Pro by considering the state of society that I had seen. Grammar is also a problem or obstacle when I write. I also have to choose the right words for topics that I think are quite mature. Apart from that, I already know*

what I want to write, but writing it back in English is still quite difficult". Based on the results of participant C's writing, several errors related to grammar were seen, such as in several sentences "It's a personal decision not to have children". Apart from that, it can be seen in the sentence "It's a personal decision based on various reasons, such as career goals, personal freedom or simply not feeling the desire to become parents". Apart from that, the problem lies in the spelling of the vocabulary, seen in the words "healty, faceviolence, distate, irrepleaceable".

In participant D, she said that the problem was related to *"The obstacle is that it is more difficult to choose between Pros and Cons related to the elaboration of sentences and the way of writing. Then the way it is written is because it is in English so it seems difficult to express it. Grammar is also one of my obstacles in writing. Another obstacle is lack of time when writing. I'm also confused about how to arrange the verb first and the subject first when writing".* Based on the results of participant D's writing, several errors related to grammar can be seen, such as in several sentences "Childfree has an impact on population dynamics too, that's what childfree can break the world dynamics". Apart from that, it can be seen in the sentence "When they appear in old age, their mental health will be worst because they don't have support from close family". Apart from that, the problem lies in the spelling of the vocabulary, seen in the words "hadist, insticts".

In participant E, she said that the problem was related to *"In my opinion, the obstacles are only in arranging the sentences so that the sentences are easy to understand and also using good and correct language. I have less time to write. Spelling is also a problem for me. I was also confused in grammar when writing the text. Another obstacle is that writing in English is difficult for me".* Based on the results of participant E's writing, there are several errors related to grammar, such as in several sentences "I believe that child free is not selfish or wrong decision, however many Indonesians think that life is not perfect if they don't have children". Apart from that, it can be seen in the sentence "However, others think the absence of children also provides advantages for marriage". Apart from that, the problem lies in spelling, seen in the words "divoice, consequens".

2). Based on the first interview research question related to the reasons for facing these difficulties when writing analytical expositions on the topic Child Free, in participant A, he said that the reason is *"The obvious reason is that I didn't do enough research, that's for sure, because I'm also one of those who don't really speak English and I focus more on theory, not my grammar or vocabulary, then spelling is also my minus, maybe it's more like I don't have enough practice, and I don't know the vocabulary used for exposition text. Another cause is the habit of typing on laptops and gadgets so that when writing by hand there are errors in using capital letters".* Therefore, the reason faced by this participant lies in the lack of practice in using English, typing habits which result in errors in writing capital letters.

In participant B, she said that the reason was related to *"That was because maybe time was going too fast so I had to rush so I didn't have time to look at the sentence I wrote carefully. Then office hours were tight with my lecture time, so I was late and my writing time was reduced".* Hence, the reason this participant is facing lies in the lack of time available because the time he gets home from office work is tight with his lecture time so he is late and he has less time to write.

In participant C, she said that the reason was related to *"Because I felt discouraged when my friends mostly chose Cons while I was Pro myself, so I was quite doubtful, and I felt like changing my answer to Cons, but I also felt I had to be confident in my answer so I still chose*

Pro. Then I personally am still not very fluent in English so I still use English according to my own knowledge". Therefore, the reason faced by this participant lies in the lack of English vocabulary so that they are less fluent or fluent in writing English.

In participant D, she said that the reason was related to *"I'm confused about writing the opposite because it's not my own opinion, but rather religion. Another cause is because it's my first time getting analytical exposition material so I'm still not proficient in writing the text. At that time, I was not allowed to open my gadgets so I only used English words as far as I knew".* Hence, the reason faced by this participant lies in the fact that the English vocabulary they master is still lacking and this is the first time they have received English text material so they are not fluent in writing English.

In participant E, she said that the reason was related to *"There's a lack of looking for references first regarding Child Free because I'm the type to look for references not just from Google, sometimes also from other sources such as books, newspapers, magazines, and so on, sometimes I even watch YouTube about podcasts from artists that are usually reference sources too. The reason why spelling is also a problem for me is because when I was composing the sentence, to be honest, I was still a little confused, especially in the argument or opinion section and there was still a lack of references. If there's something wrong with the spelling or capital letters, maybe it's just because I wasn't careful enough. Apart from that, I also don't understand the grammar itself because in SMK I mostly practice rather than theory".* Therefore, the reasons faced by this participant lie in the lack of references related to the topic, not being careful in writing words, so there are errors in spelling, and not understanding grammar so this is also one of the difficulties faced when writing analytical expositions.

The conclusion is that their reasons lie in their lack of practice in using English and not being careful in writing words so as not to cause spelling errors. The right solution to overcome this is that they are given English classes since they are still in school so that when they go to college, they can take English courses better.

3.2   Discussion
3.2.1   Level

According to the test result and the description of CEFR, most of the students got C1 level. This assessment is based on the average scores of each student. The components that are used are also based on CEFR components for writing (British Council, n.d. 2023). From the data, the mechanics is the lowest mean (15.85) in writing analytical exposition text. That means errors in spelling, punctuation and capitalization are the problems for many students. The result of this research is good to the average category.

A similar thing also happened in Zuliani (2021) research with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text*" whose results were also included in the good category. Based on her result, one student is at a poor level, four students are at the medium level, five students at a good level, and one student at a very good level. From the data, the mechanics is the lowest mean (48) in writing analytical exposition text. That means errors in spelling, punctuation and capitalization are the problems for many students. The score that falls into the medium level is 64 because there are grammatical errors. The highest of students' scores are 88. But overall, the writing ability of Class XI SMA 1 Canduang is at a proficient level (C1). A statement from the British Council supports and states that the professional level is at level C1 in the writing assessment category.

The results of this study can also be compared with the findings of Annisa (2018) with the title "*Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang*". Based on her findings, four students are at the excellent level, five students at the proficient level, ten students at the fair level, and one student at the inadequate level. Students' ability to apply organization and writing rules analytical exposition text is at a proficient level (C1). However, the students' abilities in writing the evidence of analytical exposition texts are at a fair level. The final result is the ability of third semester English department students of Universitas Negeri Padang are at proficient level (C1).

Apart from that, the results of research from Rizka (2022) entitled "*Students' Ability in Writing Analytical Exposition Text on Second Grade at SMAN 1 Tembilahan*" explained that the students' writing abilities were at good to average level. From the data, the mechanics is the lowest mean (4) in writing analytical exposition text. That means errors in spelling, punctuation and capitalization are the problems for many students. But overall, the writing ability of Second Grade at SMAN 1 Tembilahan is at a good to average level (C1). A statement from the British Council supports and states that the professional level is at level C1 in the writing assessment category.

The results of this study can also be compared with the findings of Nurmalia (2018) with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text at the Eleventh Grade of Senior High School 9 Pekanbaru*". The researcher found that the students' strong in content and weak in mechanics. Therefore, it can be concluded that the students' ability in writing analytical exposition text at Senior High School 9 Pekanbaru is categorized as a good level (C1).

3.2.2   Problems

To know approximately the troubles, obstacles, and their reasons, the researchers did a studies interview with the students approximately their process in writing analytical exposition text. According to the data, most students experience problems or difficulties in terms of grammar, vocabulary and spelling because they think English is difficult and some of them say that if they lack references, they experience problems during the writing process. It can be seen from the results of their writing scores that the problem lies in the mechanics and language use. Apart from that, the test results show that the problems faced by the students are also in the organization section. This is because many of them still do not really understand analytical exposition text material at school.

Zuliani (2021) research with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text*" said that the problem in her research is also the mechanics, where there are still errors related to spelling and capital letters. Grammar is also one of the problems in writing analytical exposition texts. Apart from that, many students say that English is difficult, especially in the grammar section. The cause of this problem is students whose backgrounds are not from the language department. Another reason is because many students are not careful in writing, resulting in errors in spelling and capital letters. Besides that, another problem is that each student's vocabulary mastery is still lacking.

Another similar study from Rizka (2022) entitled "*Students' Ability in Writing Analytical Exposition Text on Second Grade at SMAN 1 Tembilahan*", the problem lies also in mechanics, organization and language use. This is related to grammar, spelling and capital letters. The cause of these problems is a lack of practice in writing English, they are not being careful in writing

and many of them still do not really understand analytical exposition text material at school. These problems can be seen from the results of student writing.

Furthermore, Nurmalia (2018) research with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text at the Eleventh Grade of Senior High School 9 Pekanbaru*" said that the problem in her research is in the mechanics, where there are still errors related to spelling and capital letters. The cause of these problems is not being careful in writing. Apart from that, grammar is also one of the problems students have in writing. The reason is because many of them are not in the English department and there are some who have just received English classes in college.

From the data above, the main problems in writing analytical exposition text are grammar, vocabulary, spelling, punctuation, and capitalization. As demonstrated by Ratnaningsih (2016) in her previous study, the writing analytical exposition text problems indicators of content, organization, agreement, tense, articles, spelling, punctuation, and capitalization. In conclusion, the problems that arise in this research and other research lie in the mechanics and language use (grammar) aspects.

3.2.3   Solutions

Regarding the grammar problem, Leksono (2019) proposed a solution that can be overcome by increasing writing practice and having to diligently practice writing something in English. This was also discussed by Annisa (2018) that students must diligently practice writing something in English; this can be done by providing lots of practice for students and students have to enhance their writing skills with the aid of training in writing as frequently as possible. Moreover, the scholars should grasp the organization and writing of analytical exposition text; which includes the generic structure, grammar, capitalization, punctuation, etc.

Besides that, Zuliani (2021) also mentioned the solution for mechanics problems where students had to enhance their writing skills with the aid of training in writing as frequently as possible and note down new English vocabulary in a notebook so that they can easily remember when asked to write something in English. Apart from that, students need to also enhance their knowledge about issues or phenomena that occur in their society so it becomes easier for them to put in writing approximately it.

In short, the solution that researchers can propose for the problems in this research is to increase or diligently practice writing in English, note down a new vocabulary that has never been known before and increase knowledge with various kinds of references found. For example, learning about phenomena or events that are currently being discussed on social media and then finding out important information, for example from YouTube.

4. Conclusion

Based on research findings, it can be concluded that the ability of the third semester English department students in writing an analytical exposition text is in C1 level. Where at this level, the text produced is clear and well-structured on a complex subject, showing the use of controlled patterns of organization, linking and cohesive devices. The average score, namely 65.62, is included in the Good to Average category. The highest level in the results of writing analytical exposition is in the Content aspect with a score of 16.82 and is included in the Good into Average category. Meanwhile, the lowest level in the results of writing analytical exposition

is in the Mechanics aspect with a score of 15.85 and is included in the Good into Average category.

Interviews are a useful method for finding out the problems students face in writing an analytical exposition text. From the interview, there are some problems that students faced in writing analytical exposition text, like grammar, spelling, punctuation, and capitalization. The spelling is the most challenging in writing, because from the data, mechanics is lowest. Mechanics consists of spelling, punctuation, and capitalization. Thus, researchers advise the students to get a better result in writing analytical exposition text. The students should improve their writing ability with the aid of practicing writing as regularly as possible. Similarly, the students must improve their information approximately the issues or phenomena that appear in their society to ease them to put in writing about it. Furthermore, the students have to master the organization and writing of analytical exposition text; along with the generic structure, grammar, capitalization, and spelling. It would be better if the students were asked to increase their knowledge and watch English videos so that their grammar understanding could improve further. Apart from that, students also have to be more careful when writing and practice a lot in writing various kinds of texts, one of which is analytical exposition text.

The role of academics or instructors is likewise to enhance the scholars' capability in writing analytical exposition texts. Lecturers or teachers should offer many writing tasks to the students to make writing become their habit. Some students will not exercise writing if the teachers or instructors do now not ask them or provide them with responsibilities to jot down. Consequently, as often as the lecturers or teachers give writing duties to the students, they might be easier to write down. Apart from that, lectures or teachers must be wise to deepen the lesson about analytical exposition text. Next, the lectures or teachers provide grammar material before going into the types of English texts.

For researchers, it is that more research be done on pertinent subjects because this study is still not perfect. Other researchers can re-examine various textual genres in quest of additional factors. For example, examining the students' writing abilities on a topic in a reading book.

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Javanese Language Phonemic and Lexicon Variations in Pekalongan City: A Dialectological Study

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ABSTRACT

This study aims to investigate the phonemic and lexicon variations of the Pekalongan Javanese dialect appearing in Pekalongan City, Central Java, Indonesia. It utilizes a qualitative descriptive study adopted by Creswell and Creswell as the research design. The data were collected through literature review, auditory perception, and data recording techniques. The interactive data analysis model proposed by Miles and Huberman consists of data collection, data reduction, data display, and conclusion. The results reveal that lexicon variants present in the Pekalongan Western and southern regions have resemblances in phonemic variants of the Javanese language with the linguistic dialects employed by the inhabitants of Pemalang and Banjarnegara. The Arabic vocabulary that Middles Eastern immigrants adopted has a major influence on the linguistic variances in the Northern area. Conversely, no noteworthy linguistic variants were detected in the Eastern portion of Pekalongan City. An implication arising from this research is the necessity for more examination and classification of the morphology and phonology of existing Javanese dialects in Central Java. These results serve as material for further studies related to linguistic studies/ socio-dialectology of the Javanese language and contribute to preserving the cultural richness and diversity of the local language in Pekalongan City.

Keywords: Dialectology, Phonological analysis, Isogloss

1. Introduction

Language is carried out as a limited system consisting of components and limitations that enable individuals to construct sentences to fulfil specific communication objectives. Combining words creates new words that express the statement (Nurjanah, 2023). In this case, effective communication can occur when all participants agree and follow the assumptions and intentions for conveying and obtaining the relevant information (Averina, 2023). The Javanese language is one of the local languages in Indonesia that is still alive and developing in society. The Java ethnicity and some other ethnicities utilize the Javanese language as a practical means of communication on Java Island. The Javanese language is ranked 11th out of 6,703 languages worldwide based on the number of speakers. Language development and shifting can occur due to several factors, including geographical location, social order, and the profession of each group of speakers within the boundaries of mutual understanding (Parera, 1991). The vast area of use, balanced with the relatively large number of speakers, causes the Javanese language to have variations that raise the peculiarities of the language owned by society, which distinguishes it from other communities. Furthermore, other extralinguistic factors, such as cultural exchanges, economic activity, politics, religion spreading, assimilation, the

nature of the supporting community, and migration, also affect how new linguistic variants are formed. They ascertain the extent of language variations that occur to form certain dialects, which become special characteristics of that society. Thus, a society that is heterogeneous concerning the language used also always shows various internal variations because of the diversity of cultural backgrounds of its speakers.

Language variations determined by language variations defined by geographical location are called dialects. It is a specific form of language spoken in a particular region and based on a related standard form of the language (Kulkarni-Joshi, 2023). The criteria of dialects are (1) forms of language that are different but can be understood by their speakers without special training, (2) forms used in politically united territories, and (3) forms spoken by speakers with the same writing system and a similar set of written literature. In addition, dialect is a reflection of the speaker's everyday life and serves as a manifestation of the local culture of the individuals who use it (Kurniadi, 2018). Jones et al. (2017) have researched the perception of a sociolinguistic variable known as regional dialect. They examined how listeners' capacity to detect regional dialect differences in American English develops over time, and they showed that sociolinguistic knowledge influences people's acquisition of the societal importance of linguistic variation. In phonology, Sari (2023) investigated the phonological phenomenon of the suffix -/əm/ in the Kudus Javanese dialect. This investigation utilized the transformational generative theory and a distinctive feature analysis system to explain the rules governing this phonological process and its associated features. She revealed that the phonological process observed in the Kudus Javanese dialect involves using affixation, specifically the suffix -/əm/, to indicate second-person ownership. When the base word ends in a consonant, the suffix -/əm/ is added. However, when the base word ends in a vowel, the sound /n/ is added before the suffix -/əm/ to express second-person possession. Besides, there is a relationship between morphological phenomena and dialects in a specific location, which has been investigated by Al-Rubaat (2022). He identified the presence of the male regular plural, the dual, the feminine plural, and the irregular plural, along with their respective instances in Modern Standard Arabic (MSA) or other Semitic languages nearby. The study demonstrates that the transition between regional standard and dialect varieties can be achieved using an interpolation function that relies on Hidden Markov Models. This function enables the creation of intermediate varieties. Pucher and Moosmüller (2022) found that it is possible to automatically combine models of several language varieties at a sub-phonemic state level to produce speech representing intermediate varieties. They examined the shifts to regional Standard Austrian German and a typical sample of these synthesized dialect/standard interactions for four speakers of the Innervillgraten Austrian dialect and demonstrated that the synthesizer generates input-switch-rules and phonological processes at the formant level by a linear interpolation at the Mel-cepstral feature level and provided an explanation for this phenomenon.

Certain places exhibit a notable level of diversity among individuals regarding dialect usage. Upon evaluating this variation, it became apparent that speakers adjust their utilization of dialect and standard traits to suit their conversational partners (Nilsson, 2015). In Java, Uhlenbeck (2012) divided the Java dialect of the Yogyakarta and Solo regions into four dialects and 13 subdialects. These dialects are the Coastal dialect, Banyumas dialect, Surakarta dialect, and the East Java dialect. The subdialects are North Banten, Cirebon, Purwokerto, Tegal, Pemalang, Semarang, Kebumen, Rembang, Surakarta (Solo), Yogyakarta, Madiun, Surabaya, and Banyuwangi sub-dialects (Rizal et al., 2020). Meanwhile, the Central Java Provincial Language Hall in the Language Map of Central Java (2008) categorized the Javanese language in Central Java into five dialects. They are Tegal dialect (Tegal and Brebes Districts, Pekalongan City dialectic (Pekalongan City, Batang, and Pemalang Districts), Semarsuradupati dialect (Ex-Semarang Residency, ex-Pati Residency, ex-Surakarta Residency, and former Kedu Districts), Wonosobo dialect (Wonosobo District), and Banyumas dialect (Banyumas, Cilacap, and Kebumen Districts).

Research on dialectology is becoming relatively sparse, especially in the case of isolatics or dialect distribution in a particular area whereas the study areas of dialects are typically determined by analyzing the geographical distance between various geo-linguistic images that exhibit variances in linguistic categories (Boberg et al., 2018). Here are some similar studies that Indonesian researchers have conducted that have encouraged the researcher to research the isogloss of the Javanese dialect in Pekalongan City. Rozeline and Fauzan (2020) argue that dialectology analyzes languages to find different words. The dialect can be created due to area conditions, social communication, or marriages in a particular society. Yahya (2023) studied variations in the phonology of the Javanese language spoken by the Javanese dialect speakers in Garung District, Wonosobo Regency, Central Java. The study results show various Javanese language speech variations by Javanese speakers in Garung District, Wonosobo. These speech variants involve the transformation of the vowel sound [ɔ] to [A], the vowel sounds [u] & [ɔ] to [o], the vowel sound [e] to [A], and the vowel sounds [A] & [ɛ] to [e]. Lestari and Munawarah (2021) analyzed the usage of the Javanese language in the Kendal Regency, Central Java. The study examined data collected from the region, including dialectometry, to quantify the extent of variations and interviews to ascertain the perspectives of native speakers. They offer conclusive proof regarding the usage of Javanese by individuals in the Weleri region, so resolving any remaining ambiguity about its status. Muljani and Anwar (2022) carried out research to describe variations in phonology and lexicon in the use of the Pemalang dialect as well as the implications of the research results for Indonesian language learning in high school. This research reveals submissions, offers, agreements, and closings in oral or written negotiation texts in Indonesian language learning in high school. Kustriyono (2023) identified the dialect forms used by fishermen in fish buying and selling transactions at the Jambean fish auction place. He discovered that the languages employed by fishermen during commercial transactions featured the *ngoko* and *krama* dialects of the Javanese language, as well as Indonesian. Additionally, they also used a hybrid language combining Javanese and Indonesian for communication. Jeszenszky et al. (2021) performed Cluster analysis to determine the most representative survey sites from a given set of original survey sites. In the paper, they outlined a comprehensive approach for identifying suitable locations to conduct a study, which could be used for any dataset related to dialects or linguistic differences. This methodology involves utilizing the quantitative steps outlined in the "Linguistic Atlas of Japan" (LAJ). Magidow (2021) performed research on the subject. The study of Arabic historical dialectology has traditionally relied on a historical methodology to establish connections between past population migrations and current linguistic patterns. The article posits a prominent inclination to simplify and assign the concept of language conservatism to communities with antiquated characteristics.

Pekalongan City exhibits regional variances in the usage of Javanese. Like some of the aforementioned areas, Pekalongan City also has differences or variations in the vocabulary or phonemics in the Java language that distinguish it from other areas. Instances of research examining the geographic distribution of local language dialects in a particular area are uncommon, and it needs to be performed based on the phoneme and lexicon isogloss maps that will assist in understanding the genesis of phonological processes. Hence, this study provides an analysis of the regional distribution of phonological phenomena in Pekalongan City, as well as an examination of phonemic and lexical variations found in Pekalongan City. It is very important to investigate the phonological processes to see how individuals acquire the phonetic structure of their mother tongue. Analysis helps identify and document the language's sound patterns. Dialectical studies rely on phonology to accurately describe how sounds in a language are formulated and patterned to form meaningful units of sound (McMahon, 2002), so it is crucial for understanding how speech sounds are used in a particular community.

Driven by the significance of undertaking dialect studies in Pekalongan City, the purpose of this study is to identify the variations of the Javanese language in Pekalongan City, which includes the aspects of phonemes and lexicon, to describe the geographical distribution pattern of the Javanese

dialect of Pekalongan City using isogloss distribution maps, and to elucidate the directional distribution of phonemic and lexicon variants, as well as the underlying the factors contribute to linguistic variants occurring in the Javanese language within Pekalongan City. This research contributes to the preservation of the Javanese dialect in Pekalongan City since it facilitates documenting the existence and lingual variations of this distinctive language from gradual extinction.

2. Methodology

The methodology employed in this study is a qualitative approach. A qualitative research methodology generates a fundamental lexicon comprising written or spoken terms for text or image analysis (Creswell & Creswell, 2017). The study utilized qualitative descriptive approaches to depict the findings. Specific variances can be identified when examining the differences in how Javanese language vowels and consonants are pronounced in Pekalongan City. This descriptive research does not consider the accuracy or incorrectness of language usage by its speakers, thereby presenting the language data in its raw form. This strategy ensures that the research data obtained accurately corresponds to the real-life conditions in the field (Nassaji, 2015). The comparative method is also used to compare one data with other data because, with comparisons, it can be seen whether there are relationships of similarities and differences.

This research constitutes a study within the domain of dialectology that examines distinct variations by seeing them as a cohesive unit (Mahsun, 1995). The investigations included phonology and lexical morphology, so the research is specifically focused on the domains of phonemes and lexicons. Utilizing these two components is grounded on the postulations proposed by Lauder (2007) who asserted that lexicon elements are autonomous components in all languages. In addition, it argued that variations in vocabulary and phonology are the primary factors that distinguish one dialect from another. These two components can be used to ascertain disparities in applying the Javanese language across various dialects. This study only focuses on using the Javanese language among Javanese communities residing in Pekalongan City.

The researcher employed many methods to gather information, including literature review, auditory perception, and data recording techniques. This study focuses exclusively on data derived from sampling outcomes, specifically the variances observed in the *Ngoko* Javanese dialect throughout the designated research area. The obtained data consists of the speaker's ordinary conversation pronunciations of words and the Swadesh vocabulary list. The research instrument used in this study is a vocabulary listing table consisting of 25 glosses. Informants were interviewed with a list of questions contained in the glosses. The speaker articulated the Swadesh vocabulary list in the Pekalongan City Javanese dialect, adhering to the pronunciation commonly employed in ordinary communication. The researcher transcribes the speech into phonetic writing using the International Phonetic Alphabet (IPA) standard. The researcher used a combination of library research and comparative study approaches to examine the disparities and variances in the phonemics of the Pekalongan City Javanese dialect compared to the standard Surakarta-Yogyakarta Javanese language (Creswell & Creswell, 2017). The writer documented the pronunciation of the Swadesh list lexicon by a proficient speaker of the typical Pekalongan Javanese dialect. The data were categorized according to phonological criteria that account for the observed differences in Javanese language speech between the two dialects and their respective phonemic processes. The researcher utilized recorded data from conversations among native speakers as empirical evidence in their research. After completing these procedures, the researcher elucidated the ultimate findings of the study using qualitative descriptive approaches and presented them in the form of textual descriptions and tabulated data. The researcher conducted the analysis using approaches that involved establishing a relationship between equal and differential appeals. The researcher elucidated

the conclusive findings of the investigation through the utilization of informal methodologies. The informal approach to presenting research results refers to the process of expressing the analytical findings using everyday language (Sudaryanto, 1993).

The researcher determined the observation point and visited the observation point. The researcher observes the observation points in question and determines one informant at each observation point based on predetermined informant criteria. The chosen research focus is the villages and urban villages of Pekalongan City, Central Java, Indonesia. Pekalongan City was selected due to the distinctiveness of the Javanese language spoken in this region. This language has evolved in a multicultural environment. It serves as a reflection of the Javanese language spoken in neighbouring areas such as Batang and Pemalang, which are adjacent to Tegal. Before the diachronic analysis, synchronous investigations were conducted to examine the language system to identify linguistic connections in different regions.
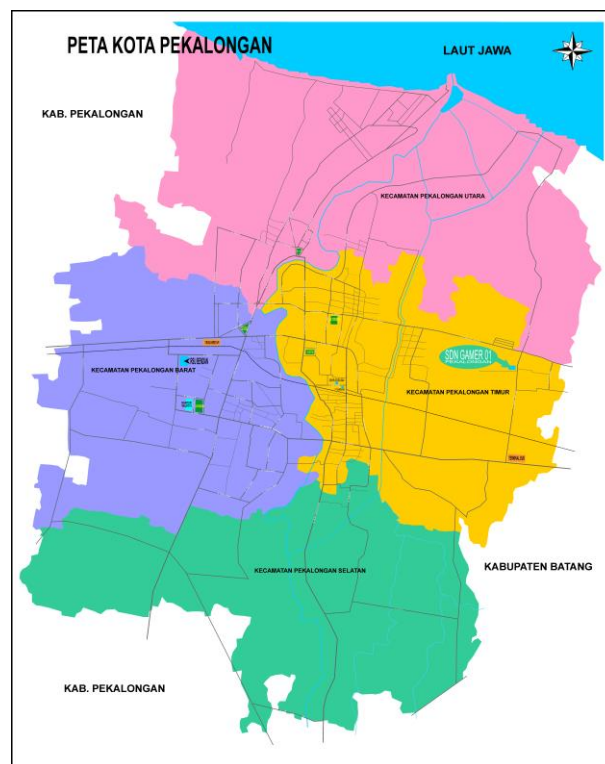
Figure 1. Pekalongan City Map Taken from dpmptsp.pekalongankota.go.id
(*Geographical Location*, n.d.)

The research used a diagonal numbering sequence, commencing from Medono in West Pekalongan City and extending to Panjang Wetan in the North Pekalongan City region. The researcher considered twelve villages as the focal points for observation. These villages are located within the township's jurisdiction, including Medono, Sapuro Kebulen, and Tirto, which represent West Pekalongan City, Poncol, Gamer, and Setono, which represent East Pekalongan City, Banyurip, Buaran Kradenan, and Jenggot which represent the South Pekalongan City, and Krapyak, Kandang Panjang, Panjang Wetan which represent the North Pekalongan City. Those locations were chosen since they serve as the focal points for the Javanese language user community presumed to have altered their linguistic variations along with the social interaction that can be monitored for this research. The twelve settlements were

selected carefully, considering the literature and the first surveys conducted among the early settlers of Java who arrived and established themselves in the vicinity. Subsequently, a representative sample was determined from a set of informants, with each informant selected to represent an observation point. The samples were taken in public places from predetermined areas, such as traditional markets, residents, or schools. Research has established several criteria for informants, including (1) possessing a well-functioning speech organ or having proficient speaking abilities; (2) being in good bodily and mental health; (3) exhibiting positive personality traits; and (4) having completed high school education or below. The researcher also contributed intuitive data to this study due to proficiency in the Pekalongan Javanese dialect as the native speaker, particularly in the Southern region of Pekalongan City. Here is the designated nomenclature and corresponding identification number for the field of study.

Table 1. The Villages/Urban Villages of the Researched Areas

Number	Village/Urban Village	Sub-District
1	Medono	West Pekalongan City
2	Sapuro Kebulen	West Pekalongan City
3	Tirto	West Pekalongan City
4	Poncol	East Pekalongan City
5	Gamer	East Pekalongan City
6	Setono	East Pekalongan City
7	Banyurip	South Pekalongan City
8	Buaran Kradenan	South Pekalongan City
9	Jenggot	South Pekalongan City
10	Krapyak	North Pekalongan City
11	Kandang Panjang	North Pekalongan City
12	Panjang Wetan	North Pekalongan City

At the data analysis stage, the researcher divided the realization into four stages of work in the interactive data analysis model (Miles & Huberman, 1994). It started with data collection by transcribing and identification, followed by data reduction by classifying, mapping, and comparing among the observation point areas. The data were validated through documentation and audit trails. The validation stages were conducted through security-focused recording and accounting of the data, allowing for traceability to their origin. Therefore, it provides tangible evidence of the acts executed at any given moment inside a certain procedure or occurrence. Under Kennedy and Judd's theory (2007), the research object is only focused on a specific activity or occurrence. The interviews were transcribed into individual utterances and then sorted and classified according to the categories of morphological and phonological phenomena. Therefore, the data obtained in the interview process were transcribed phonetically and phonemically. The observations were conducted in an unsystematic manner for six

months whenever it was feasible and were finished on 15 February 2023. The primary observations occurred during the direct engagements with the participants. The observations were recorded and evaluated using the same annotation symbols as the interviews. Each word was presented in a particular display according to phonological and lexical aspects. Afterwards, the researcher identified any differences in phonology and lexical phrases to see variations. Next, the researcher transferred the identified data into a map with an isogloss depiction to obtain the words map used in the area. Isoglosses have a crucial role in dialectological research by visually representing the boundaries of language use. In the study, they help identify differences in words and phonemes, which indicate changes in a language that may eventually develop into distinct dialects. This process creates a model for a specific language (Burridge, 2017). After that, the data were analyzed to see the types of linguistic variants in the Pekalongan Javanese dialect, including the phonemes and lexicons, together with the distribution pattern and direction. The results of data analysis are presented using informal methods and formal methods. The informal method is realized by describing words, while the formal method is formulated using signs and symbols (Sudaryanto, 1993). Then, the researcher drew a conclusion.

3. Result and Discussion
3.1 The Lingual Phonemic and Lexicon Variants of the Pekalongan Javanese Dialect

According to Parera (1991), each individual in a language society has their characteristics in the language in terms of pronunciation, word selection, preference for the use of language forms, and a language pattern called idiolect. Dialect and idiolect belong to the study of dialect geography. As for Guiraud (in (Ayatrohaedi, 1979), every variation of language is used in a particular area and later forms various languages, among them in spelling, grammar, and interpretation. Each variation uses a particular form. Linguistic and non-linguistic factors, including social and situational factors, determine the language usage. Language has a characteristic of arbitrariness, so it has many variations in its usage. In the geolinguistic theory, Mackey (1973) showed that language distribution can be measured by several indicators, including demographic (related to the number of speakers), spread, economic, ideological, and cultural. Language contact is one of the factors causing a language's lexical change, both in the change of semantic forms, changes/additions due to new concepts, replacement of original words with borrowed words, and sometimes changes in overall vocabulary. Isogloss comes up to indicate that a line drawn across a territory can be divided into two regions with some aspects of different linguistic usage (Chambers & Trudgill, 1998). It shows the existence of differences in the use of the elements of gravity between the areas of observation.

A description of the lingual phonemic variants that occurred in Pekalongan City based on the correspondence of sounds that covered the phonological differences of the four areas of reference of the site can be explained as follows:

- The gloss *"baby"* has two variants, *bayi* [bAyI], and *beyi* [bəyI]. The variant *bayi* was found at the observation point 1, 2, 3, 4, 5, and 6. The variant *beyi* was discovered at observation points 7, 8, 9, 10, 11, and 12. The phonological code of the variation obtained is /A/ → [ə] / [b] - [y].

Figure 2. The Phonemic Isogloss of the Javanese dialect of "baby" in Pekalongan City

- The gloss "only" has two variants. They are *bae* [bAɛ] and *wae* [ωAɛ]. The variant *bae* was found at observation points 1, 2, 3, 7, 8 and 9. The variant *wae* was found at observation points 4, 5, 6, 10, 11, and 12. The phonological principle of the variation of the variant obtained is /b/ → [ω]. Based on this principle, the sound /b/ and /ω/ is an allophone of the same phoneme that is /b/, in which the pronunciation of [b] was changed to [ω] in West Pekalongan Sub-district.
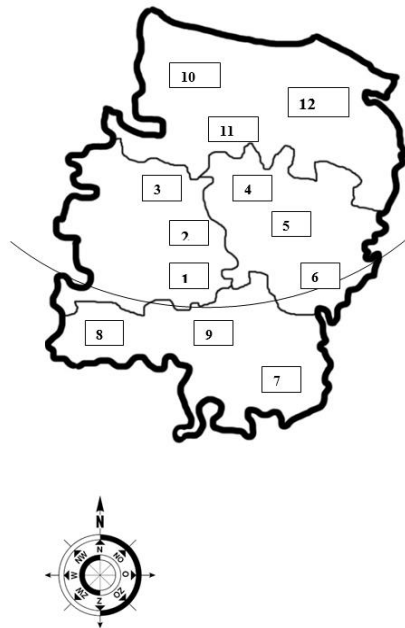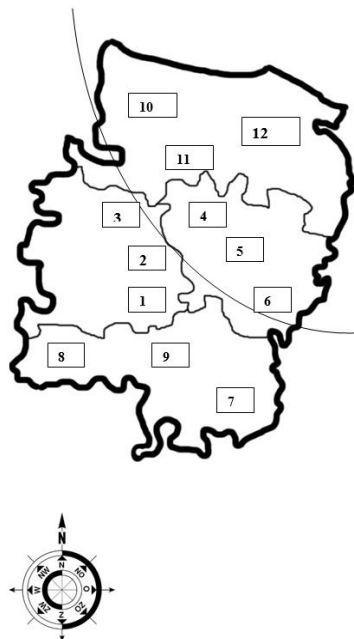

Figure 3. The Phonemic Isogloss of the Javanese dialect of "only" in Pekalongan City

- The gloss *"same"* has two variants. They are *padha* [pAdʰA] and *podho* [pɔdʰɔ]. The variant *padha* was found at observation points 1, 2, 3, 7, 8 and 9. According to these variations, it is known that there is a difference or variation of sounds [A] and [ɔ], which are allophones of the same phoneme /A/. The phonological code of the variation obtained is /A/ → [ɔ] / - #. The sounds /A/ and /ɔ/ are allophonic variants of the same phoneme. The phoneme /A/ undergoes a phonetic change to [ɛ] when it occurs in the of a word in the West Pekalongan Sub-district community.
- The gloss *"from"* has two variants. They are *saka* [sAkA] and *soko* [sɔkɔ]. The variant *saka* was found at points of observation 1, 2, 3, 7, 8 and 9. The variant *soko* was found in points of observance 4, 5, 6, 10, 11, and 12. According to these variations, a distinction or divergence exists in sounds [A] and [ɔ], which are alternative pronunciations of the same phoneme /A/. The phonological code of the variation obtained is /A/ → [ɔ] / - #. According to this principle, the sounds /A/ and /ɔ/ are allophones of the very same phone. In the West Pekalongan Sub-district, the speakers convert the sound [A] to [ɛ] when it occurs at the end of a word.
- The gloss *"face"* has two variants. They are *rupa* [rupA] and r*upo* [rupɔ]. The variant *rupa* was found at points of observation 1, 2, 3, 7, 8 and 9. The variant *rupo* was found at observation points 4, 5, 6, 10, 11, and 12. According to these variations, a distinction or divergence exists in sounds [A] and [ɔ], which are alternative pronunciations of the same phoneme /A/. The phonological code of the variation obtained is /A/ → [ɔ] / - #. According to this principle, the sounds /A/ and /ɔ/ are allophones of the same phoneme /A/, with [A] being realized as [ɛ] when it occurs at the end of a word in the West Pekalongan Sub-district.
- The gloss *"that"* has two variations, *kue* [kuɛ] and *kae* [kaɛ]. The variant *kue* was found at observation points 1, 2, 3, 7, 8 and 9. The variant *kae* was found at observation points 4, 5, 6, 10, 11, and 12. Based on these variations, the sounds [A] and [u] are allophones of the phoneme /A/. Thus, the phonological code of the variation obtained is /A/→ [u]. According to these, the sounds /A/ and /u/ are allophones of the same phoneme, /A/, where [A] is realized as [o] by the West Pekalongan City community.
- The gloss *"old"* has two variants. They are *tua* [tuA] and *tuo* (tuɔ). The variant *tua* was found at observation points 1, 2, 3, 7, 8, and 9. The variant *tuo* was found in observation points 4, 5, 6, 10,11, and 12. Based on these variations, there exist different sounds, [A] and [ɔ], which are considered allophones of the same phoneme /A/. The phonological code of the variation of the variant obtained is /A/ (ɔ) / - #.
- The gloss *"what"* has two variants. They are *apa* [ApA] and *opo* [ɔpɔ]. The variant *apa* was found at observation points 1,2,3,7,8 and 9. The variant *opo* was found at observation points 4, 5, 6, 10, 11, and 12. According to these variations, the sounds [A] and [ɔ] are allophones of the phoneme /A/. The phonological code of the variation obtained is /A/→[ɔ] / - #. According to this principle, the sounds /a/ and /ɔ/ are allophones of the phoneme /A/. However, when this phoneme is found at the end of a word in the West Pekalongan Sub-district, it changes to [ɛ] according to the local community.
- The gloss *"there is/are"* has two variants. They are *ana* [AnA] and *ono* [ɔnɔ]. Variant *ana* was found at observance points 1,2,7,8 and 9. According to these variations, there is a recognized distinction or divergence in sounds [A] and [ɔ], which are considered different ways of pronouncing the same phoneme /A/. So, the phonological code of the variation obtained is /A/→ [ɔ] / - #.
- The gloss "first" has two variants, *dhisit* [dhIsIt] and *dhisik* [dʰIsIk]. The variant *dhisit* was found at observation points 1, 2, 3, 7, 8, and 9. The variant *dhisik* was found at observation points 4,5,

6, 10, 11, and 12. Based on these variations, it is known that there are differences or variations of sounds [t] and [k] which are allophones of the same phoneme /k/. The phonological rule of the variation of the variant obtained is /k/ → [t] / - #. This formula reveals that there are differences in the sounds [t] and [k], which are allophones of the phoneme /k/. In the West Pekalongan Sub-district community, the phoneme /k/ is replaced with the sound /t/ when it is uttered at the end of a word. According to this principle, the sounds /A/ and /ɔ/ are allophones of the same phoneme /A/. Phoneme /A/ is shifted to /ɛ/ when it occurs at the end of a word spoken by the people in the West Pekalongan Sub-district.

In addition, the description of the language differences that occur in Pekalongan City based on the vocabulary correspondence that covers lingual lexicon variants of the four regions of the region can be explained as follows:

- The gloss "(drinking) water" has two variants. They are *wantah* [ωAntAh] and *moyah* [mɔyAh]. The variant *wantah* is found at observation points 1, 2, 3, 4, 5, 6, 7, 8, and 9, while the variant *moyah* was found at observation points 10, 11 and 12.
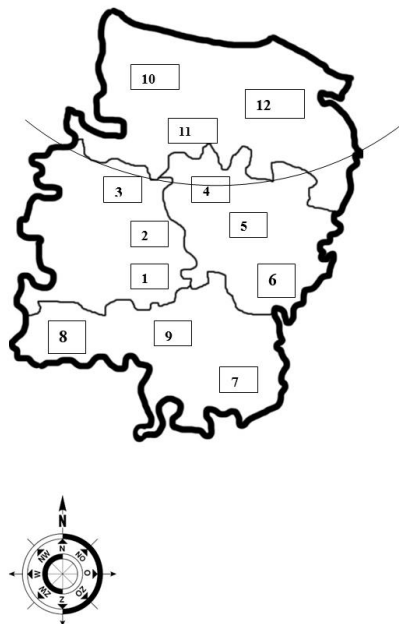
Figure 4. The Lexicon Isogloss of Javanese dialect of "(drinking) water" in Pekalongan City

- The gloss *"crowded"* has two variants, *rame* [rAmɛ] and *rahat* [rAhat]. Variant *rame* variants are found at observation points 1, 2, 3, 4, 5, 6, 7, 8 and 9, while the variant *rehat* was found at observation points 10, 11, and 12.
- The gloss *"shy"* has two variants, *isin* [IsIn] and *khay*a [khAyA]. The variant *isin* was found at observation points 1, 2, 3, 4, and 5, while the variant *khaya* was found at observation points 3 and 5.
- The gloss *"marry"* has two variants, *mbojo* [mbɔjɔ] and *juwa*j [juwAdʒ]. The variant *mbojo* was found at observation points 1, 2, 3, 4, 5, 6, 7, 8 and 9, while the variant *juwaj* was found at observation points 10, 11, and 12.
- The gloss *"rare"* has two variants. They are *jupuk* [φυπυκ] and *jukuk* [jukuk]. The variant *jupuk* was found at the point of observation 4, 5, 6, 10, 11, and 12, while the variant *jukuk* was found

at observation points 1, 2, 3, 7, 8 and 9.
- The gloss *"drink"* has two variants. They are *ngombe* [Nɔmbɛ] and *srob* [srɔb]. The v*ariant ngombe* is found at observation points 1, 2, 3, 4, 5, 6, 7, 8, and 9, while the variant *srob* was found at observation points 10, 11 and 12.
- The gloss *"I"* has two variants. They are *aku* [Aku] and *inyong* [iɲɔŋ]. The variant *aku* was found at observation points 4, 5, 6, 10, 11, and 12, while the variant *inyong* was found at observation points 1, 2, 3, 7, 8, and 9.
- The gloss *"(under)pants"* has two variants. They are *cawet* [cAωət] and *sruwal* [sruωAl]. The variant *cawet* was found at observation points 1, 2, 3, 4, 5, 6, 7, 8 and 9, while the variant *sruwal* was found at observation points 10, 11, and 12.
- The gloss *"sit"* has two variants, *lungguh* [luNguh] and *jlis* [ʤlIs]. The variant *lungguh* was found at observation points 1, 2, 3, 4, 5, 6, 7, 8, and 9, while the variant *jlis* was found at the point of observance 10, 11 and 12.
- The gloss *"hungry"* has two variants, *ngelih* [NəlIh], and *kencot* [kəntʃɔt]. The variant *ngelih* was found at observation points 4, 5, 6, 10, 11, and 12, while the variant *kencot* was found at observation points 1, 2, 3, 7, 8, and 9.
- The gloss "this" has two variants, *iki* [IкI], and *kiye* [кIψE]. The variant *iki* was found at observation points 4, 5, 6, 10, 11 and 12, while the variant *kiye* was found at observation points 1, 2, 3, 7, 8, and 9.
- The gloss *"work"* has two variants, *kerjo* [kərɔ] and *sughul* [sugʰul]. The variant *kerjo* was found at observation points 1, 2, 3, 4, 5, 6, 7, 8 and 9, while the variant *sughul* was found at observation points 10, 11 and 12.
- The gloss *"eat"* has two variants, *mangan* [mANAn] and *kul* [kul]. The variant *mangan* was found at observation points 1, 2, 3, 4, 5, 6, 7, 8 and 9, while the variant *kul* was found at observation points 10, 11, and 12.
- The gloss *"will"* have two variants, *arep* [Arəp] and *repan* [rəpAn]. The variant *arep* was found at observation points 4, 5, 6, 10, 11, and 12, while the variant *repan* was found at observation points 1, 2, 3, 7, 8, and 9.

These findings indicate that Medono, Sapuro Kebulen, and Tirto, representing Pekalongan City in the West, and Banyurip, Buaran Kradenan, and Jenggot, representing the city of Pakalongan in the South, have a dialect that closely resembles that of Tegal/Pemalang and Banjarnegara. The inhabitants of Poncol, Gamer, and Setono, representing the eastern towns, predominantly employ the standard Javanese language. Javanese speakers generally are unable to add vowel-sounding affixes to fundamental words that also feature vowel phonemes (Sari, 2023). Despite their varied cultural backgrounds and the influence of linguistic contact, there are no noticeable variations in phonemics or lexicon in the spoken language among the three villages. Krapyak, Kandang Panjang, and Panjang Wetan are areas in North Pekalongan City. The majority of the people living there have Middle Eastern ancestry, which has impacted the local Javanese language. It shows that the physical proximity of the other cities and regencies to the surrounding city impacts the dialects found in each Pekalongan City Sub-district. For instance, the Javanese dialect in West Pekalongan resembles the Javanese dialect spoken by indigenous speakers of Pemalang and Tegal on the West and Banjarnegara on the South of Pekalongan City which also influences the use of the Javanese language in Pekalongan Regency around the areas. It is comprehensible that natural features such as mountains, rivers, or oceans could limit the interaction between human groups by establishing boundaries. This leads to linguistic isolation and divergence over time. This corresponds with the statement delivered by Prochazka and Vogl (2017), who systematically calculated the relationship between the topographical area of a region and the spread

of a language, that mountain chains are one of the factors that can hinder language movement from one region to another.

Regional dialects frequently encompass border regions with characteristics common to both adjacent locations. These mixes occur due to the uneven spread of innovations from both sides. The uneven spread of mixed dialects within a region can also be attributed to the population blending resulting from migrations. Physical proximity facilitates frequent communication and interaction between neighbouring communities. This proximity allows for the easy spread of language features, as people from one area may marry into or move to another, bringing their language with them. The closer physical proximity enhances the frequency of contact and engagement among adjacent groups. Communities nearby frequently exhibit congruent cultural customs, traditions, and lifestyles. It facilitates the gradual merging of dialects. This aligns with Made et al.'s assertion (2017) that cultural disparities might lead to linguistic transformations, facilitating the emergence of diverse varieties in a community. The presence of a common culture can impact how language is used and contribute to the emergence of similar dialects. The close location facilitates the effortless dissemination of linguistic characteristics, as individuals from one region may intermarry or relocate to another, so introducing their language. Due to the scarcity of notable geographical features between the villages in the East Pekalongan Sub-district and the neighbouring city, the employment of Javanese language differences in this region is not quite considerable.

On the other hand, the Arab community, who are immigrants from Middle Eastern countries, mostly live in the Northern region. As one of the large port cities on Java, many *ulama* and traders come to buy and sell commodities in Pekalongan City or to broadcast Islamic teachings on the island of Java. Then, assimilation occurred. In the North Pekalongan Sub-district, the prevalence of Arabic-derived vocabulary is greater than the phonemic variation of terms in standard Javanese. Javanese people, in particular, are accustomed to speaking in the *Ngoko* variation in everyday communication. The presence of borrowing words gives rise to a language variation that is unique and distinctive in terms of the region and its speakers (Kustriyono, 2023).

People who have frequent contact with each other through trade, migration, or warfare can exchange linguistic features and influence each other's dialects. As the dominant language in a specific region grows more prevalent, the minority language will gradually diminish and may eventually be displaced from that area (Prochazka & Vogl, 2017). Trade-oriented regions frequently adopt a lingua franca, which is a shared language that aids communication among individuals with diverse native languages. It led to linguistic convergence and borrowing over time. The absence of findings on Javanese language variations in the North and East Pekalongan Sub-districts can be attributed to the lack of data collected during field sampling. In the Northern and Eastern parts of Pekalongan, language shifts as specific communities gradually abandon their native languages and switch to using other languages introduced by people outside the region (Trudgill, 2020). Some places may have fewer dialects because they have fewer of these factors or because they have unifying influences, such as a standard language and a dominant culture. Resilient social networks facilitate the interconnection of adjacent populations, enabling the transfer of linguistic characteristics.

3.2 The Phonemic and Lexicon Variants Distribution Pattern in the Pekalongan Javanese Dialect

The distribution pattern of phonemic and lexical variants in the Pekalongan Javanese dialect is categorized into four sections, each corresponding to the Pekalongan City Sub-districts. Distribution of pattern A phonemic variations corresponds to the mapping for giving *bayi*. This variant is used from the east of Pekalongan, which borders the Bandar and Warungasem of Batang Regency around the

Setono and Gamer villages to the north and west, bordering Pemalang, which is called Tirto village. A distribution pattern encompasses the *wae, podho, soko, rupo, dhisik, opo, tuo, kae*, and *ono* distribution patterns. These variants originate from the Eastern region of Pekalongan, specifically the areas adjacent to Bandar and Warungasem in Batang Regency. It is found in the Setono and Gamer villages to the East, the coastal areas bordering the Java Sea to the North, and the Pekajangan and Kedungwuni areas to the south in the Banyurib village of Pekalongan City.
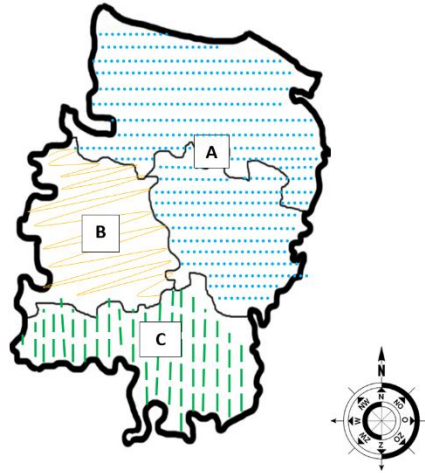
Figure 5. Distribution Patterns of Phonemic Variations

The map in Figure 5 displays the B distribution pattern of *bae, padha, saka, rupa, dhisit, apa, tua, kue,* and *ana*. These variants are sourced from the Western region of Pekalongan, which shares borders with the city of Pemalang Regency to the South and the Pekajangan and Kedungwuni areas in the Pekalongan City. The C distribution pattern refers to the map representing the distribution pattern of *beyi*. These variants are exclusively utilized within the vicinity of the Southern region of Pekalongan, which shares boundaries with the Pekajangan and Kedungwuni areas in Pekalongan City.

In terms of the distribution pattern of lexicon variants of the Pekalongan Javanese dialect, it is shown in Figure 6 that the A distribution pattern comprises maps for *wantah, rame, arep, isin, mbojo, jukuk, ngombe, mangan, cawet, kerjo, aku,* and *ngelih*. These variants originate from the Eastern region of Pekalongan, specifically the districts next to Bandar and Warungasem which still have similarities to the standard Javanese language as pronounced by Javanese language people in common. They were found in the Setono and Gamer villages near Pemalang in the Western Pekalongan region.
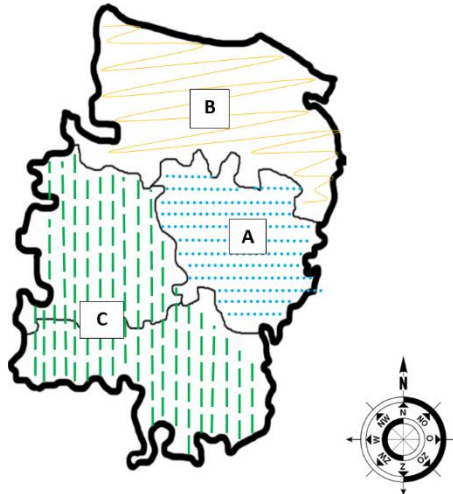
Figure 6. Distribution Patterns of Lexicon Variations

Meanwhile, the B distribution pattern encompasses *kohwah, juwaj, rahat, haya, sruwal, syrob, moyah,* and *sughul* distribution patterns. These variants are exclusively utilized within the vicinity of the Northern region of Pekalongan City, which shares a boundary with the Java Sea. The C distribution pattern refers to the map that represents the distribution of the variable for *kencot, kiye, inyong,* and *repan.* These variants come from the Western region of Pekalongan, which shares borders with Pemalang to the South and the Pekajangan and Kedungwuni areas in the Pekalongan district. This is in line with the results of the analysis carried out by Mahfud et al. (2022) that Arabic linguistics and Islamic culture have influenced the emergence of the diversity of languages in Indonesia. Among these are lexical borrowings that are localized in the researched area.

The phonemic and lexicon diversity in Pekalongan City is closely linked to the geographical proximity to neighbouring cities. Batang Regency is located in the Eastern region and sections of the Northern area. Most of the Batang Regency is characterized by hills and mountains, apart from a minor portion in the Northern area (Hakim, n.d.). As a result, local people mainly engage in social interactions with both Javanese language native speakers and a significant number of immigrants from the Middle East. This hinders the significant influx of individuals from outside the region from engaging with the indigenous Pekalongan population in the Eastern area, resulting in a limited presence of diverse Javanese language variants in that locality. The primary determinant of the expansion and decline of a language is the interaction among individuals who speak the same language (Prochazka & Vogl, 2017). The primary determinant of the expansion and decline of a language is the interaction among individuals who speak the same language. On the other side, Pemalang City is situated in the western region. It has a low-laying and suburban landscape (admin, n.d.), which leads to a higher probability of more human activity and social engagement. Social activities and the participation of numerous people with diverse cultures led to linguistic variations and shifts, including the Javanese language used by the locals for communication.

3.3 The Direction of Pekalongan Javanese Dialect Distribution

3.3.1. The Distributional Direction of Phonemic Variations

The sequence commences with the phonetic representation of the voiced bilabial plosive [b], and then the nasal consonant [ŋ] follows. The direction of distribution of this phoneme variant is from West Pekalongan towards South Pekalongan. The further South you go from West Pekalongan to the border of Pekalongan City, the less common this sound variation is. Meanwhile, people who live in the West and Southern Pekalongan Sub-districts tend to have similar sounds to the Tegal dialect of Javanese, where the sound /A/ at the end of a word is always the same as the orthographic form "a", by giving more significant stress or known as '*medhog*.' So, it is different from other Pekalongan Sub-districts. The people ranging from the Northern and Eastern regions of the Pekalongan Sub-district utter the sound /A/ at the end of words as [ɔ], with a reduced emphasis on sound intensity. The variety in question arises from geographical considerations in the West Pekalongan region, which is the section of Pekalongan City that is closest to the Pemalang City area and exhibits dialects comparable to those of Tegal. Pekalongan is exclusively next to the Comal River in the western direction, serving as the delineating border with the Pemalang district. Due to population growth and the utilization of surrounding land regulated by regional autonomy government policies, the propagation of Tegal dialect-style phonetic variants has expanded to the Pekalongan region despite the traditional use of rivers as regional boundaries. A study conducted in Bali also showed a strong correlation between ethnic variety and the frequency of ethnic interaction among immigrants whose villages are situated along the border of two areas (Made et al., 2017).

In addition, the ancient coastline in the Pekalongan, Pemalang, Tegal, and Brebes regions was to the south, and the Central Java coastal plain had a maximum width of 40 km south of Brebes in the Pemali river valley and narrowed to 20 km south of Tegal and Pekalongan. For this reason, as in the West Pekalongan Sub-district, the distribution of phonemes in the Tegal dialect also reaches the Southern part of Pekalongan. The phoneme variant is distributed from the southwestern area of Pekalongan and extends southwards. Long-lasting interactions between residents of several adjacent areas span several generations of intergenerational transmission, resulting in the gradual formation of a new culture or habit that distinguishes this location in Pekalongan City from others through the use of Javanese language variants for communication (Fishman, 1991). This is different from the results of research conducted by Kustriyono (2023) that the dialect used by fishermen at fish auction sites in Jambean is more influenced by social factors related to fishing activities in the area, such as expressions related to the type and size of fish, as well as expressions commonly used in price negotiations.

3.3.2. The Distributional Direction of Lexicon Variations

The inhabitants of the Northern region of Pekalongan employ a considerably distinct lexicon in contrast to those of the Western, Eastern, and Southern regions. From the historical perspective of the population, this lexical variation results from the acculturation of two distinct cultures among the ethnic populations comprising indigenous ethnic Pekalongan and immigrants from Middle Eastern countries. Based on data collected from interviews with a sample of residents from North Pekalongan, it is apparent that a significant portion of the population in this region has Middle Eastern ancestry. As a result, numerous Arabic terms are commonly used, often in combination with Javanese words, to facilitate daily communication among the residents. This linguistic blending leads to a shift in language usage. Comprehensive research has been conducted on the existence of language shifts due to

immigrants, and the result shows the significance of refining established language maintenance and shift models in ways that correspond to current developments in communities and in migration itself. From this, it is assumed that foreigners in a community have a significant role in language shifting and maintenance (Tawalbeh, 2019).

Variations in the utilization of the Arabic lexicon in the North Pekalongan region have their roots in the historical events surrounding Islam's expansion on Java Island. Many individuals from Middle Eastern nations travelled to Java in the past to propagate Islam. Some from Gujarat, Persia, and Arabia arrived in Java via the Java Sea maritime route. Initially, the migrants arrived via the coastal route (a portion of North Pekalongan), where they established themselves to evangelize and ultimately established families. Numerous renowned Habibs from Pekalongan originated in this region. In the North Pekalongan region, notable prominent households of Middle Eastern heritage consist of Al-Basyaiban, Al-Attas, and Al-Yahya. A member of the community who participated in interviews for this study is an Al-Basyaiban descendant. Therefore, the Arabic lexicon's distribution trajectory, which originated from the Northern coast of Java, traverses the Northern region of Pekalongan before veering southward. Upon entering the Southern region of Pekalongan, these Arabic lexicon items diminish in frequency and become less significant in colloquial discourse.

The predominant topography in Pekalongan City consists of plains, with only a small portion being hilly. Pekalongan City is in a low-lying region, with an elevation ranging from 0 to 2 meters above sea level (admin, 2021). This condition allows for intensive social interaction between residents and immigrants, resulting in cultural mixing. Population migration between adjacent regions might result in the amalgamation of dialects. As individuals migrate and establish themselves in different regions, they bring their language customs along, enriching the area's linguistic variety. This phenomenon can result in linguistic diversity and the emergence of novel language features, such as code-switching, as time progresses. Code-switching arises from cultural interactions between two groups of speakers who use distinct languages for political, religious, commercial, and economic reasons (Wulandari & Susylowati, 2021).

In the same way, the lexicon of the inhabitants of the Western region of the Pekalongan subdistrict is typically distinct from that of the other regions. The lexicon utilized in the Western and Southern regions of Pekalongan is identical to that of the Javanese language in the regions of Pemalang and Banjarnegara. Geographical factors in West Pekalongan, which is the portion of Pekalongan City and Regency closest to the two cities, are responsible for this; as a result, the lexical distribution of West Pekalongan travels Southward from the West. As one descends further south, the Tegal-style Pekalongan Javanese dialect vocabulary exhibits greater diversity. An increasing number of speakers in that area utilize it more frequently in everyday discourse. It is readily apparent that the geographical conditions of a culture attribute the language variations, dialects, or even shifts that occur in particular areas. Nevertheless, the Javanese language is still spoken in the eastern, central, and northwest regions of Java, though there are significant regional variations (Mahfud et al., 2022).

4. CONCLUSION

Based on the data analysis described above, it can be concluded that regional vernaculars frequently display linguistic characteristics that are absent in standardized languages. Javanese language variants in the Northern region of Pekalongan City experienced a shift to the use of the understanding adopted from Arabic due to acculturation with immigrants who had stopped on the north coast of the island of Java centuries ago, including in the North Pekalongan Sub-district. As a result, there are more words borrowed from Arabic terminology spoken in the area. The variation of the Javanese language

with the phonological code of the variation mostly found in the West and South Pekalongan Sub-districts is /A/ → [ɔ] / - #. This variant shared a similar dialect as the people who live in the cities of Tegal, Pemalang, and Banjarnegara due to the topographical conditions, which allow for much interaction to occur among the people around the area, especially in border areas. Meanwhile, within the East Pekalongan Sub-district, no notable Javanese language variations were identified. Due to the geographical conditions outside the city that intersect with this area, most of which consist of mountains, there is little interaction or cultural exchange, including language. This study can be developed further concerning other linguistic aspects of the Javanese language dialect in Pekalongan City, especially in the different aspects of the Pekalongan Javanese language lexicon in standard Javanese. Moreover, the investigation of the variances in Javanese language pronunciation among speakers in Pekalongan City might be further elucidated through a sociological perspective. Examining these characteristics is valuable for future linguistic investigation for offering new perspectives on sociolinguistics or the study of local language shifting and maintenance in society. It contributes to the broader area of linguistics and facilitates categorizing languages into distinct language families.

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Understanding the Language Skills of a 19-Year-Old Individual with Down Syndrome: A Psycholinguistics Case

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ABSTRACT
Language and speech ability of people with Down syndrome is usually slow; Down syndrome is more capable of being a receiver than an expresser in communication. This study aimed to explore the language skills of individuals with Down syndrome and to investigate how psycholinguistic approaches contribute to understanding the language ability of individuals with Down syndrome. The research method was qualitative and a case study with a single subject. The data were collected through observations and interviews. The analysis of the data consists of data transcribing, coding, and data categorization. The results showed a psycholinguistics approach can determine the language skills of a 19-year-old person with Down syndrome. The subject was able to understand simple everyday questions but she faced difficulties in answering questions related to pictures and multiple-choice questions, due to limited cognitive processes, lexicon, syntax, and phonology. Then the expressive and receptive abilities in language showed that the subject has quite good expressive abilities for the Down syndrome category, and for receptive abilities, the subject faced difficulty in complex, abstract questions, and also questions involving multiple choices.
Key Words: Down Syndrome, Psycholinguistics, Language Skill

1. Introduction

Down syndrome is a genetic disorder caused by an excess number of chromosomes. Chromosomes are described as a life guidebook for humans because they contain genetic instructions that guide the processes of development and functioning of the human body. As stated by (Pathak I, 2023), "A chromosome is a DNA molecule that contains the genetic information for an organism". In general human, there are 46 chromosomes. This chromosome is formed in pairs, 23 from the mother and 23 from the father. However, Down syndrome has an extra chromosome on the 21st pair. As a result, the total is 47 chromosomes. According to Cleveland Clinic (2023), "Down syndrome is a genetic condition where a person is born with an extra copy of chromosome 21. It means that they have a total of 47 chromosomes instead of 46. It can affect how their brain and body develop". Moreover, Orlin Nancy, et al (2014), list several characteristics of people with Down syndrome, including low muscular tone, unique facial traits, a higher chance of developing heart defects, hearing loss, thyroid issues, and intellectual and developmental impairments.

Intellectual and developmental impairments affect their ability to learn, process information, complete cognitive tasks, and produce language. Language and speech development of children with the syndrome is usually slower. Down syndrome is more capable of being a receiver than an expresser in communication, as stated by the Down Syndrome Resource Foundation (2024), "Language has two

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very broad areas: the words and concepts a person understands, also called receptive language, and the words and concepts a person can convey to others, also called expressive language. For individuals with Down syndrome, receptive language abilities are typically higher than expressive language abilities, meaning that a person can understand more than they can communicate to other people".

Therefore, a deep understanding of psycholinguistics is required to dig further into the linguistic abilities of individuals with down syndrome in the hope it can contribute to clinical knowledge, aiding healthcare professionals, educators, and caregivers in providing targeted interventions and support.

There has been a lot of research on language skills in Down syndrome. One of them by Anggini et al. (2022) entitled "Speech Production on Special Needs Children (Down Syndrome): a Psycholinguistic Study at SLB Mekar Sari 1 Cibinong". The results showed that children with Down syndrome at the age of 8 years generally are not yet able to produce many complete words, and they still need stimulation. Furthermore, research by Thordardottir et al. (2002) entitled "Complex Sentence Production by Adolescents with Down Syndrome" showed that syntactic development in individuals with Down syndrome is not limited to simple syntax and continues until late adolescence.

Additionally, this research aims to build upon the findings of previous research above. If the research written by Anggini focuses on the language production of Down syndrome in children aged 8 years, this research focuses on Down syndrome language skills at the age of 19 years. Besides, the research written by Thordardottir focuses on the syntactic abilities of individuals with Down syndrome from childhood to adolescence. Then, this research focuses on the psycholinguistic aspects of the development of language skills in late adolescence, at the age of 19 years, and how the expressive and receptive language skills.

Besides, this research chose the age of 19 years as the focus because it is a reflection of general maturity in language use. In general humans, 19 years can use various language patterns, including social language patterns with peers but it does not apply to "D" (the subject's initials in this study). "D" is classified as mild Down syndrome because she has good adaptability in everyday life and has good functional abilities, such as being able to walk or carry out daily activities.

Long with, psycholinguistics consists of psychology and linguistics. According to Purba (2018), Psycholinguistics studies how the brain works to produce and perceive language, focusing on the interaction between the mind and language. Three primary topics are covered by psycholinguistics: language perception, language acquisition, and language production. The processes involved in generating and communicating meaning through language are referred to as language production. The processes involved in reading, comprehending, and speaking written language are collectively referred to as language perception. The process of picking up a native or second language is referred to as language acquisition.

Additionally, one of the main areas of study in psycholinguistics is the process of language production and comprehension. Language production is the process of comprehending and interacting through speech, language production entails the creation of a message, discourse planning, lexical selection, and syntactic encoding (Kemper S and L.J.P. Altmann, 2009), while language comprehension is the process of learning to comprehend and interact with others through speech (Main, 2022).

Besides, the connection between linguistic skills and cognitive development is also crucial to comprehend. "Cognitive refers to thinking and memory processes, and cognitive development refers to long-term changes in these processes" (Thompson, 2017).. Piaget's theory states that cognitive development progresses through several stages, starting with sensorimotor and finishing with formal

operational stages. In the sensorimotor stage, for example, babies use their perceptions and motor abilities to make sense of their surroundings. Meanwhile, at the formal operational stage of development, teenagers can employ logic and abstract thought without the need for concrete manipulation. A long with, according to Nippold (2016) Masykouri (2011) in Harlin (2019), at the age of 13 – 19 years, teenagers' language development increases rapidly because it is influenced by cognitive development and the surrounding environment such as family, local community, school and peers. Language development in adolescence is characterized by:

1) The number of vocabularies mastered increases as the number of reading references increases and the topics become more complex.
2) The social language patterns used by teenagers with their peers are increasingly developing.
3) They enjoy using metaphors or other language styles to express their opinions or feelings.
4) They can create new expressions or terms that are not standard or slang.

Applying Piaget's and Nippold's theories in the context of down syndrome can be a parameter for the cognitive and language development of humans. Furthermore, to achieve the goal of understanding language skills in individuals with Down syndrome aged 19 years, this study formulated research questions that will guide our investigation. Some of the research questions underlying this study include: how can the language abilities of 19-year-old individuals with Down syndrome be understood through a psycholinguistic approach? how are the expressive and receptive language skills of the subject?

The objective of this research is to understand aspects of the development of language abilities in 19-year-old individuals with Down syndrome through a psycholinguistic lens. As stated by Purba above, psycholinguistics focuses on language perception, language acquisition, and language production. Language perception and language acquisition include cognitive processes; involving the way the brain processes and understands words and sentences. Language production involves creating and arranging appropriate words (syntactic), and language production involves the use of the phonological system because it plays a key role in the language production process. When a person produces language, they must select and pronounce the appropriate sounds to form words.

This research can contribute significantly to the specific understanding of language development in people with Down syndrome by utilizing a psycholinguistic perspective. The study's conclusions and suggestions can serve as a foundation for the creation of more focused interventions, assisting educators, parents, and medical professionals in giving people with Down syndrome better care and support for their language abilities.

2. Methodology

This research is conducted through a qualitative descriptive approach and case studies because this research aims to reveal the phenomenon of language skills in individuals with Down syndrome in a comprehensive and in-depth manner. As stated in Pravitasari et al. (2021),descriptive research deals with the reasons and methods by which a phenomenon has occurred. Therefore, according to Pravitasari et al. (2021),, qualitative descriptive research aims to uncover phenomena, events, or conditions as they exist. In summary, it can be described as "simply seeking out facts".

Furthermore, the purpose of a case study is to get a thorough and detailed definition of the subject. According to Yusuf (2017), a case study involves employing a variety of methodologies and procedures as well as several sources of information to obtain detailed, comprehensive, comprehensive, and methodical data and information about individuals, events, and social settings that operate or function in context. In addition, according to Lichtman, 2009; Merriam, 1998; and Yin (2003), "A case study is conducted to shed light on a particular phenomenon, that is a set of processes, events, individuals, or other things of interest to the researchers".

Besides, the subject of this research will be identified as "D" (to keep her identity confidential). D was chosen because she is 19 years old. This age is an important transition period for human life because it comes to adulthood; someone will face new challenges in her life, such as social interactions with the environment. Understanding language development at this age can help support her in dealing with these changes. Then, at 19 years old a teenager begins to prepare herself to live independently in the future. Adequate language skills are very important, they will help communicate with others, acquire job skills, and organize daily life. At this age, language skills often experience significant development because teenagers have more experience in interacting with the social environment. Understanding how language skills develop at age 19 can provide valuable insight into planning appropriate intervention and support. At this age, teenagers with Down syndrome need to be more independent in their communication. Understanding how she uses language independently and effectively can help support her independence in everyday life. At age 19, a teenager becomes increasingly involved in social activities and has more interactions with peers. Selecting research on adolescents with Down syndrome aged 19 years, can provide a more specific understanding of how language development during this transition period affects daily life and how interventions can be tailored to provide optimal support. D is classified as a mild type of Down syndrome because there are three levels of Down syndrome; mild, moderate, and severe. The mild category has good adaptability in everyday life but still has inadequate language skills.

This research was conducted on the date September 1, 2023, until the end of December 2023. The research utilized observation and interviews as its primary instruments. Observation, a form of empirical science, relies on field facts, texts, and the five senses to gather data without manipulation. In qualitative research, observations are conducted to describe phenomena and develop theories and hypotheses (Hasanah, 2017). Observations are carried out in the subject's home because it is the most natural environment for the subject and provides an opportunity to see how the subject interacts such as interaction with the environment, family, and daily activities. By conducting observations in the subject's home, a deeper understanding of her language use can be obtained.

On the other hand, interviews involve conversations between two individuals. The interviewer initiates these conversations with the clear objective of gathering essential research data (Cohen, 2000).. They steer the discussion toward the research objectives, which may include systematic description, prediction, and explanation. Interviews facilitate the direct exchange of information between individuals. According to Sugiyono (2011),interviews can be categorized into three types: unstructured interviews, where no predetermined questions are used and the interviewer guides the conversation; structured interviews, where the interviewer follows a set of predetermined questions; and semi-structured interviews, where the interviewer uses a series of questions designed to elicit specific details.

In addition, the data collection process in this research used observation and structured interviews. Observation refers to psycholinguistic theory: observing language perception, which involves understanding language, language acquisition involves expressing language, ability to speak

in long sentences, and creative language expression and language production involves expressing language, communicating social skills, ability in vocabulary, ability to speak in long sentences, and creative language expression (see the table). Then structured interview, subjects were asked several questions about simple questions, picture-related questions, some questions about daily activities, some questions based on observation in the environment, some questions with multiple choices, some questions based on comparison, and questions related to memory.

Thus, the data analysis in this research used steps for analysing the data from (Creswell, 2011), as follows: First, the data obtained from observations and interviews is transcribed. Transcription is "The process of converting audiotape recordings into text data" by (Creswell, 2011). Second, the data was categorized through a coding process. For example, data from simple questions, questions based on images, questions about daily activities, and so on. This is the inductive process. The objective of this inductive process was to "make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes" (Creswell, 2011). The last is to describe the data; the data is explained in detail, highlighting the conclusions that flow from every kind of inquiry. For instance, it can be stated how frequently "D" gave the right response or how frequently she was unable to respond to the question in the simple question data, etc.

Besides, the data validation in this research used triangulation. According to (Bhandari Prita, 2022), "triangulation means using multiple datasets, methods, theories, and/or investigators to address a research question. It's a research strategy that can help you enhance the validity and credibility of your findings and mitigate the presence of any research biases in your work". There are four types of triangulations, those are data triangulation, investigator triangulation, theory triangulation, and methodological or method triangulation. This research used data triangulation. Data triangulation involves using many data sources, such as people, place, and time (Hales David, 2010). Data triangulation was used because there are various data sources, such as observation and interviews were used to collect information about the language abilities of individuals with Down syndrome at the age of 19 years. By using various data sources, this approach ensures a comprehensive understanding of the subject matter, thereby strengthening the validity of the research findings.

3. Result and Discussion

3.1. Result

The study aims to understand the developmental aspects of language skills in 19-year-old individuals with Down syndrome through a psycholinguistic approach. The problem formulation involved two main questions: how can the language abilities of 19-year-old individuals with Down syndrome be understood through a psycholinguistic approach? how are the expressive and receptive language skills of the subject?

As mentioned above, the data collection used observation and interviews. Observation and interviews are used to understand and observe language development and also assess communication, comprehension, and expression skills. Observations were carried out based on the theory of Piaget and Nipold which has been explained above, those are cognitive, social language patterns, and language expression. Then, in an interview, questions were divided into several themes including simple questions, questions about daily activities, some questions based on D's observation, questions multiple choices, and questions related to memory and recall.

3.3.1. How can the language abilities of 19-year-old individuals with Down syndrome be understood through a psycholinguistic approach?

a. Observation

No	Skill	Description	Example
1	Understanding Language	D effectively comprehends basic commands such as "bring something" or do something"	When D is asked to "carry a bag" or "do housework". For example, if someone says to D "Bring the bag", D understands the instruction and takes the bag. Likewise, if someone commands her to "fold the clothes", D will start taking the clothes to fold. This shows that D effectively understands and responds to basic commands such as "bring something" or "do something."
2	Expressing Language	D can communicate her needs and emotions with phrases and sentences even if the pronunciation is not right. For example, when she is in pain, hungry, satisfied, tired, or unwell. Sometimes, when she finds it tough to express certain feelings or desires verbally, she resorts to using hand gestures to indicate their wishes or show her curiosity.	When D feels hungry, she says, "Mama, emam" meaning "Mom, help me to take food". If D feels sick, she says, "mama, sakit " or "Mom, I am sick". When D feels tired, she says, "empe (capek)" The meaning is tired, even though the pronunciation not be correct. In addition, if D wants to show curiosity or a certain desire that is difficult to express verbally, she uses hand signals. For example, if she is interested in seeing something high, she will raise his hand or point toward the object to express her desire. This shows that D can communicate to show her needs and emotions even though her pronunciation of words is not perfect by using phrases and sentences.
3	Communication's Social Skills	D understands social norms by expressing gratitude, even if the pronunciation is incorrect	When someone gives food to D, she responds by saying "asih (Terima Kasih)" or thank you. When D visits someone's house, she says greetings, "mamikum

			(assalamu'alaikum) the meaning is greeting.
4	Ability in Vocabulary	D cannot mention all the objects around her well, such as "book" is called "blas pulu"	When D was looking for her book, she said "Mama, blas pulu aku", which means "Mam, where is my book?"
5	Ability to Speak in Long Sentences	D cannot speak in long sentences; the sentence is unclear (not in the correct form of words or sentences).	When she talked about a pleasant experience, she traveled with her father by car to the mall and bought shoes. she told the story by speaking quickly and not forming the words or not the correct wording.
6	Creative Language Expression	D cannot speak with creative language expression	For example, when D was asked about where her mother was, she would answer briefly. For example, "mama mana?" (Where is your mom?) She answers "ga da" meaning "Mom is not here". When she asked about activities at her school, she answered with basic things, like writing or dancing. Conversations with D occur in a simple and uncomplicated pattern. However, she still sufficiently communicates with others.

Table of observation based on theory of Piaget and Nipold which has been formulated

All aspects in the column of skills above are cognitive abilities because they involve complex mental processes such as understanding, expression, use of language, organizing and conveying information verbally, understanding social norms, and the ability to use language creatively as stated by Paget and Nipold. The results can be concluded that in terms of understanding language, D can understand basic commands well, such as "bring something" or "do something," for example when she asked to carry a bag or do housework. In terms of language expression, D can communicate her needs and emotions using phrases and sentences even though her pronunciation is not correct. She also uses hand signals when having difficulty verbally expressing feelings or desires. In the context of social communication skills, D shows an understanding of social norms by expressing gratitude and saying hello when visiting someone's house. However, D faces several challenges in vocabulary skills and creative language expression. He cannot name all the objects around him well and sometimes has difficulty putting words or sentences together correctly.

b. Interview

The context of the interview about simple questions, picture-related questions, some questions about daily activities, questions about her observation in the environment, some questions about multiple choice, questions about comparison, and memory recall. That context is categorized as a cognitive skill. The explanation is as follows:

DATA 1
Using Simple Questions

R: *"Nama neng sapa?"*
R: "What's your name, dear?
D: *"Blakul giah" (Rabiatul Adawiyah)*

R: *"Neng jilbabnya mana?"*
R: "Where is your hijab?"
D: *"di emah" (Di rumah/at home)*

R: *"Neng dari mana?*
R: *"Where* have you been, dear?"
D: *"mel" (nel). (The meaning is from nely's house)*

R: *"Dompet neng gambarnya apa?"*
R: "What picture is on your wallet, dear?
D: *"Amoy" (doraemon)*
R: *"Neng mam apa?"*
R: "What did you eat, dear?"
D: *"asi (ikan asin: salted fish)"*

The data above is a conversation between the researcher (R) and the research subject (D). The data is analyzed based on the problem formulation by considering the subject's language abilities. Simple questions are asked to observe understanding and ability to respond to appropriate answers. The results are as follows:

D can identify her names and other people well but pronunciation does not match with phonology. As mentioned, "Blakul Giah" (Rabiatul Adawiyah) and "Mel"(nel). Additionally, D can answer questions about locations indicating understanding related to specific places, such as home. Besides, D is also able to communicate information about daily activities, even if the pronunciation is false. Furthermore, D reveals variations in language usage, both in mentioning names, locations, and activities, indicating the ability to adapt to various conversational contexts. It can be concluded that D has the basic ability to identify names, and locations, and convey daily activities. Even though there were errors in pronunciation, D still showed a good understanding of simple questions.

DATA 2
Picture-related Questions

R: *"Apa ini?"*
R: "What is this?" Showing the picture of spoon)
D: *"Piling" (piring : plate)*

R: *"Apa ini?"*
R: "What is this?" (Showing the picture of broom)

D: "ga tau"

D: "I don't know

R: "Apa ini?"
R:" What is this?' (Showing the picture of sate)
D: "sate"
R: "Apa ini?"

R:" What is this? (the picture of an

orange)
D: "jeuk" (jeruk: an orange)

R:" What is this?" (Showing the picture of lion)
D: "nganga" (singa: lion)

R: "Apa ini?"
R: "What is this? (Showing the picture of neklace)
D: "Alu" (Kalung: neklace)

R: "Apa ini?" (What is this? Showing the picture of fish)
D: "ika" (ikan: fish)

R: "Apa ini?"
R: "What is this? (Showing the picture of rabbit)
D: "ici" (kelinci: rabbit)

R: "Apa ini?"
D: "What is this?" (Showing the picture of monkey)
D: "Nyonyet" (monyet:monkey)

R: "Apa ini?"

The data above is provided to determine D's ability to identify objects in images. Analysis results are as follows:

From D's response to the image, it can be concluded that D processes visual information and tries to identify objects. The cognitive processing in object identification of D is lacking because D's answer is incorrect in the picture of the spoon and hand. There were two questions that D could not answer correctly when D was shown a picture of a spoon, she said "A plate" and when shown a picture of a hand, she said "A foot". It can be concluded that there was an error in limitations in understanding and identification of the visual, D experienced obstacles in mapping the visual stimulus (image of a spoon) with correct cognitive abilities. Besides, D can answer the questions with the correct vocabulary, but the pronunciation is incorrect.

The conclusion is that D's cognitive process of object identification is inadequate, it can be seen from the incorrect answer to the picture of a spoon and hand, D said that the picture of a spoon is a "plate" and the picture of a hand is a "foot". It states that D's visual understanding and object identification are limited, and D cannot associate visual stimuli with appropriate cognitive ones. In addition, D experienced difficulties in accessing lexicon entries when shown pictures of spoons and hands. There was difficulty in using the appropriate words. Therefore, D can answer with correct vocabulary but the pronunciation is incorrect.

DATA 3
Some questions about daily activities

R: *"Neng udah mandi belum?"*
R: "Have you take a bath?"
D: *"Udah"*
D: "done"

R: *"Mama lagi ngapain?"*
R: "What is mom doing now?"
D: *"Mam" (makan: eating)*

R: *"Neng udah sisiran belum?"*

R: "Have you eaten?"
D: *"udah"*

R:" Have you combed your hair?"
D: "Udah"
D: "done"

R: *"Neng sekola engga?"*
R:"Are you going to school today?"
D: *"ibu.." (libur)*
D: "Holiday"

R: *"Neng udah makan?"*

D: "done"

The data above is provided to observe D's understanding of daily activities and ability to provide appropriate responses. The analysis results are as follows:

D has a good understanding of some questions about daily activities. It shows D's ability to process and understand the everyday language used in everyday life. Additionally, D has a good ability to use words which relevant to daily activity, for example, bath, eat, and comb. This shows the ability to connect words with specific activities and express them correctly in the responses. Then, D shows expressive abilities in communicating his daily activities using language, even in short words. It can be seen from D responding to questions such as "Have you showered?" and "Have you eaten yet?" This shows how language is used as a means to convey information about daily activities. The questions about the context of everyday life provide examples of the use of language in the context of everyday life used by D because it includes understanding the context and the ability to respond correctly, demonstrating integration between linguistic understanding and social context.

In conclusion, D can respond well to everyday language, this can be seen from his responses with appropriate expressions in using words that are relevant to daily activities, such as bathing, eating, and combing. Apart from that, D shows expressive abilities in communicating about daily activities even in short words. This can be seen from D's answers to the questions "Have you showered?", "Have you eaten?". This shows how language is used as a means to convey information about daily activities.

DATA 4
Some questions based on observation

R: *"Semangka warnanya apa?"*
R: "What color is the watermelon?"
D: *"gatau"*
D: "don't know"

R: *"cabe rasanya apa?"*
R:" What is the teste of chili?"
D: *"gatau"*

D:" don't know"

R: "Langit warnanya apa?"

R: "What is the colour of the sky?"
D: "ga tau"
D: "I 'don't know"

The data above is provided to observe D's understanding of surrounding objects. The analysis results are as follows:

In responding to questions about the colour of the watermelon, the taste of chilies, and the colour of the sky, D answered "don't know" or "don't know" (I don't know). This indicates D's difficulty in recognizing and associating information, both visual and sensory perception, such as colour, taste, and others, with appropriate words or in understanding the question. Limitations in vocabulary can be seen in D's answer which says "gak tau" or "don't know". D cannot master certain words with the concept of visual sensors.

In conclusion, D has difficulty interpreting and connecting sensory information to language and has limited knowledge of certain vocabulary. For example, in response to questions about the colour of watermelon, the taste of chilies, and the colour of the sky, she answered "Don't know" It means D has difficulty in linking information in visual or sensory perception such as taste and colour with appropriate words in understanding visuals.

DATA 5
Some questions multiple choice

R: "Kita minum air atau rumah?"
R: "Do we drink water or stone?"
D: "ga tau"
D: "don't know"

R: "Kita makan nasi atau batu?
R: "Do we eat rice or stone?" *D:*
"gak tau"
D: "don't know

R: "Kucing bisa terbang atau renang?"
R: "can cat fly or swim?"
D: "gak tau"
D: "don't know"

R: "Setelah pagi, apa?"
R: "after morning, what?"
D: "ga tau"
D:" don't know"

R: "Setelah hari senin, hari apa?"R: "after Monday, what?"
D: "gak tau"
D: "don't know"

*R: "Berapa jumlah satu tangan?"*R:" how many fingers on a hand?"*D:"ga tau"*
D: "don't know"

R: "Setelah hari senin, hari apa?"
R: "after Monday, what?)"
D: "gak tau"
D:" don't know"

*R: "Berapa jumlah satu tangan?"*R: "how many fingers on a hand?"*D:" ga tau"*
D: "don't know"

The data above is provided to observe the level of understanding, problem-solving skills, and abstract thinking abilities. This data can provide an understanding of D's cognitive abilities in understanding basic concepts such as time, logic, and simple mathematics, as well as the ability to

identify and choose the correct answer from the choices given.

D has a lack of understanding of given options, she has difficulty understanding the context of the questions which are abstract or not directly related to everyday experience. It can be shown from her answer "gak tau" or "don't know". Additionally, D has a lack of understanding of the concept of time or sequence of events, she cannot answer the questions "after morning" and "after Monday". Furthermore, D has limitations in counting, she cannot answer the question number of fingers on her hand. It can indicate she is limited in understanding the concept of counting or in applying the context to the question. Then, D has difficulty in abstract thinking or understanding more complex concepts. It is shown from her answer when the questions are "Do we drink water or house?" or "Can cats fly or swim?" her answer is "do not know"

In conclusion, D is unable to think about complex concepts or abstract things, which can be seen from the answer to the question "Do we drink water or house?" or "Can cats fly or swim?" She answered "Don't know" or "Don't know". Apart from that, D also showed her inability to understand the concept of time "after what morning?" or "day after Monday". Then, D is also unable to understand the concept of counting or the concept of applying context to questions, as can be seen from the answer about the number of fingers.

DATA 6
Some questions based on comparison

R: "Lebih besar semangka atau strawberry?"
R:" Which one is bigger? Watermelon or strawberry?"
D: "gak tau"
D: "don't know"

R: "Lebih berat piring atau sendok?"
R:" What is havier? Plate or spoon?"

D: "gak tau"
D:" don't know"

R: "Mana yang pedas? Cabe atau jeruk"
R:" Which one is sour? Chili or orange?"
D: "gak tau"
D:" Don't know"

The data above is provided to observe D's ability to compare two objects or concepts that differ in terms of size, weight, or other properties. The result is D has difficulty in answering comparative questions, all of the questions were answered with "gak tau" or "don't know". Comprehension question involves memory and syntactic skills and she didn't master them. In conclusion, D has a lack of understanding of memory and syntactic skills.

DATA 7
Questions relate to memory and recall

R: "Neng kemarin ngapain?"
R: "What were you did yesterday?"
D: "Jiyu mama mol" (jalan-jalan ke mall sama mama)
D: "Jiyu mama mol" (Going for a walk

with mom to the mall)

According to her mother, *"Jiyu mama mol"* *means "jalan-jalan ke mall sama mama"* or going for a walk with mom to the mall

R: *"Minggu lalu neng ngapain?*
R: "What was the last thing you did yesterday?"
D: "…" (she just silent)

R: "Neng kalo ulang taun biasanya ngapain?"
R: *"What do you usually do on your birthday?"*
D: "…" (Shaking her shoulder)

The data above is provided to observe D's ability to remember and recall information from the past. The result is as follows:

Through D's response to questions about the last events, it can be observed that D cognitively processes visual information and tries to identify objects. These processes reflect cognitive activities that involve recognizing objects, associating images with words, and retrieving information from memory. D can answer even though the phonology is wrong. Besides, D has difficulty in using syntax and phonology, she answered "jiyu mama mol" which means "jalan-jalan sama mama ke mall" or "going for a walk with mom to the mall". Then, she also cannot use the correct word to respond to a specific object when she responds to the question about last week's events and shakes her shoulder at the question about her birthday last time. These questions examine using words to respond to specific objects. D responded silently to the question, "What did you do last week?" "What was the last thing you did yesterday?" and "What do you usually do on your birthday?" It shows limitations in accessing the memory of a particular object or difficulties in verbal matters.

In conclusion, it can be seen how D responded to questions about past events, this shows that he carried out cognitive processing of visual information to identify objects. This process shows cognitive activities such as recognizing objects, making connections between words and images, and gathering information from memory. Even though the phonology used is incorrect, D can still answer. D has difficulty using syntax and phonology. One example is the answer, "jiyu mama mol," which means "go to the mall with mama." Apart from that, D shook his shoulders when answering questions about last week's events and also had difficulty answering when asked about what he did on his birthday last time. This shows he has difficulty using words in response to certain things. When D answers questions like "What did you do last week?" and "What was the last thing you did yesterday?" D is silent, this shows limitations in accessing memories related to certain objects or difficulties in verbal matters.

3.3.2.   How are the expressive and receptive language skills of the subject?

a. Expressive Language:

Data 1 (Simple Questions), shows that D can answer simple questions with language expressions that include everyday vocabulary. For example, D can say names, locations, and daily activities using relevant words. Moving to data 2 (Picture-related Questions), D was able to name the pictures provided with incorrect phonology, even though she answered two other questions incorrectly. Then in data 3 (Some Questions about Daily Activities) shows that D understands several questions about daily activities, D has good abilities in using words that are relevant to daily activities, for example, bathing, eating, and combing. D shows expressive abilities in communicating his daily activities using language even in short words. It can be seen when D answers questions like "Have you showered?" and "Have you eaten yet?". Lastly in data 7 (Memory and recall), D can answer one question about what she did yesterday, she answered "jiyu mama mall" which according to her mother the sentence means "walking with mom to the mall". However, she can answer questions even with incorrect syntax and phonology.

b.   Receptive Language:

In data 4 (Questions Based on Observation), shows that D can understand questions but cannot answer them well, due to limited vocabulary abilities. Then, data 5 (Some Questions Multiple Choice), highlights the subject's difficulty in understanding questions that are abstract or require selecting options, D cannot reveal the answers to all the questions. Furthermore, in data 6 (Questions based on comparison), some questions cannot be answered, such as when she was asked, "Which plate or spoon is heavier?", "which hot chillies or oranges?". She couldn't answer correctly. Moving on to data 7 (Memory and recall) D can identify items, link words and images, and recover information from memory, all of which are indications of his receptive ability. This implies that D can cognitively process visual data. Lastly in data 6, D has difficulty in answering comparative questions, all of the questions were answered with "gak tau" or "don't know". Comprehension question involves memory and syntactic skills and she didn't master them.

3.3. Discussion

This research examines how language skills develop in 19-year-old children with Down syndrome by using a psycholinguistic approach for analysis. The problem is stated as follows: How can the language abilities of 19-year-old individuals with Down syndrome be understood through a psycholinguistic approach? And how are the expressive and receptive language skills of the subject?

Then, observation findings showed that D could understand simple commands, express her needs and feelings, and comply with social language norms such as greeting, asking for help, and thank you, but she was unable to speak in long sentences and had a limited vocabulary.

Additionally, interview findings show that despite problems in phonology and syntax, D can answer basic questions, communicate in everyday situations, convey basic information, and answer questions about past events like what happened yesterday with simple sentences. Then, for her expressive skills, she was quite good for the Down syndrome category, for receptive abilities, she had difficulty with complex, abstract questions and also questions involving multiple choice.

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In conclusion, the results of the observation showed that D could observe social language norms including greetings, asking for aid, and saying thank you, as well as understanding simple directions. However, she was unable to talk in long sentences and had a restricted vocabulary. Furthermore, the results of the interviews indicate that even with phonological and syntactic issues, D can respond to simple questions, communicate in daily settings, transmit basic information, and use simple phrases to respond to inquiries concerning the past, such as what happened yesterday. His expressive skills are fairly good for someone with Down syndrome, but when it comes to his receptive abilities, he struggles with questions that are complex and abstract or that have multiple choice.

Moreover, this research is in line with Field and Purba's statement explained above, that language production involves cognitive processes, and psycholinguistics is a tool for investigating cognitive language processes such as interactions between mind and language, perception and language production. Furthermore, Piaget's theory of cognitive development guides in understanding language acquisition from stage to stage.

Then, the results of this research are not appropriate with the stages of cognitive development in this theory; according to Piaget's theory the stages of cognitive development in adolescents can think abstractly by manipulating ideas in their heads, but people with Down syndrome experience slow cognitive development so this affects their language skills; D cannot think abstractly, even for something light. Apart from that, this research supports the fact from previous research conducted by Anggini, (2022) and Thordardottir, ET (2002), that people with Down syndrome have different levels of development of linguistic abilities, at different speeds.

4. Conclusion

Through a psycholinguistic approach, it can determine the language skills of a 19-year-old person with Down syndrome by looking at how she answers simple questions related to daily life, how she answers questions related to pictures, observing the environment, multiple choice questions, comparison questions, and also questions involving memory. The research results showed that the subject was able to understand simple everyday questions but with limited lexicon, syntax, and phonology. For example, in the question "What did you eat?" she answered "asi" actually "ikan asin" or "salt fish", "Are you going to school today?" she said "ibu" actually "libur" or "holiday". Apart from that, she also faced difficulties in answering questions related to pictures and multiple-choice questions, due to limited cognitive processes. For example, when she showed the picture of a spoon, she said that it was a plate, and in question "Can cat fly or swim?" she answered "Gak tau" or "don't know". On the other hand, she is still able to express his feelings and life needs through simple sentences. However, family support and special educational interventions need to be considered to develop her language skills.

Then the expressive and receptive abilities in language show that the subject's expressive abilities are quite good for the Down syndrome category and for his receptive abilities the subject experiences difficulty in complex, abstract questions, and also questions involving multiple choices. Apart from that, further research needs to be carried out to determine language abilities in Down syndrome, such as in aspects of syntax or phonology to provide a more detailed understanding of areas that require special attention. "By conducting further research in this area, it may help to develop more targeted intervention strategies to improve language skills in individuals with Down syndrome."

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An Intertextual Analysis of "Menombak Matahari", "Sarpakuda*", and *Babad Mangir Suradipura*

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ABSTRACT

The creation of a new text is highly influenced by previous texts, known as intertextual relationships. For instance, the short stories "Menombak Matahari" and "Sarpakuda" portray the resistance of Ki Ageng Mangir and the agony of Putri Pambayun, and are likely inspired by preexisting texts. This research examines the intertextual relationship between these two short stories and Babad Mangir from Suradipura, an old literature, as modern literary works. A comparative and an intertextual approach have been used to achieve this goal. By comparing the textual data of the short stories and the text of Babad Mangir Suradipura, it is evident that both short stories use Babad Mangir as a source of inspiration but develop their conflicts differently while still using traditional themes.
Keywords: intertext, hipogram, comparison, short story, *Babad Mangir*

1. Introduction

Ancient literature contained in old manuscripts is part of the spiritual heritage of the Indonesian people. This inheritance is in the form of ideas, ideals, and statements of ancestors' attitudes from generation to generation (Robson, 1978). These inheritances can convey thoughts, emotions, and various aspects of life that once existed. The content encapsulated within the works of the past essentially represents a culture, a product of human endeavours (Nyoman et al., 2021). This heritage plays a significant role in the mental and spiritual development of the nation towards holistic human development. Apart from being entertaining to read, old literature also inspired the creation of modern literature (Wulandari et al., 2017). The development of modern literature does not negate the significance of understanding classical literature; however, it is generally perceived that modern Indonesian literature is more accessible than its classical counterpart.

In classical literary works, events are typically regarded as reality by society, influencing their preferences towards the events and characters based on the ideological framework they adhere to. Likewise, in modern literary works, individuals tend to favour those that resonate with their ideology. The crafting of a literary piece often involves connections with history and mythology, enhancing its depth and significance. This principle holds for modern Indonesian literature as well, which often incorporates local elements (Viora, 2017). Modern literary works inspired by old literature can help the author choose themes, characterizations, motifs, and so on. Due to the influence in the creation of the work, intertextual relationships often occur in literary works. At least four aspects of continuity occur between old and new literature, as stated by A Teeuw (1982). First, many modern literary works are transformations of old texts in the form of adaptations, copies, and so on; the use of traditional themes is often prominent in modern literature; in modern literary works, the basis of traditional culture and value conflicts in the appreciation of modern humans are often revealed and the emergence of poetry reading symptoms or the use of literature as performing arts.

Hawthorn (in Anjarwati S, 2017) states that every text produced is influenced by other texts, and this influence is discussed in intertextual theory. The principle of intertextuality places writers within the flow of their own literature and global literature. They continually respond to, absorb, and transform the works of other literature into their literary creations (Prasojo, 2012). Writers consistently engage with texts that precede their own. When responding to these texts, poets possess their thoughts, ideas, and aesthetic concepts, shaped by their horizon of expectation. This encompasses their thoughts, aesthetic concepts, and acquired knowledge, all influenced by their worldview and the circumstances of their time.

Intertextual relationships in literary works cannot be denied because no text is independent. In the process of creating and reading, the existence of a text can only be done with other texts as examples, role models, frameworks, and so on (Teeuw, 1984). The scope of intertextuality is quite broad because it also includes forms of copying, adapting, tapping, and translating. It is closely related to the perception of the people who receive a text (Teeuw, 1984). It also applies to collectivistic literary works passed down orally and in writing. So, intertext is a methodological space in which the reader can freely associate previous reading experiences that make it possible to provide wealth for the text being read. (Ratna, 2012). Thus, the discoveries made by readers in each text they read determine the potential connections between texts.

The story of Ki Ageng Mangir has long been passed down from generation to generation among traditional communities. Ki Ageng Mangir is a folk tale originating from the Mangir area located at the end of the Progo River, Bantul Regency, Special Region of Yogyakarta. Nowadays, this folk tale is seldom told, and only a minority of the population is aware of its existence (Himawan, 2020). As a folk tale, if you refer to Bascom in Danandjaja (2002) from three divisions, namely myth, legend, and folktale, the story of Ki Ageng Mangir can be classified as a legend. Apart from being called a legend, many also consider this story to be history, even though it is very likely to be distorted, so it is often very different from the original story. In Babad Mangir, the story of Ki Ageng Mangir and Senopati can be found; the opposite story is never mentioned in the stories told in the Babad Tanah Jawi (Purwadi, 2006). The presence of the Babad story as physical evidence of literary works can convey the story of Ki Ageng Mangir more solidly.

In modern literature, researchers often find literary adaptations of developments originating from old literature, such as Rahvayana by Sujiwo Tejo, which was inspired by the epic Ramayana, Drupadi by Seno Gumira Ajidarma, which was inspired by the epic Mahabharata, Raden Mandasari by Yusi Avianto Pareanom which Babad Tanah Jawi inspired, and so on, likewise with the text of Babad Mangir. Babad Mangir has a variety, both in song form, as in the Babad Bedhahing Mangir manuscript in the collection of the Sonobudoyo Museum, and Babad Mangir in Djoko Suryo's book or prose form, as in Babad Mangir in the Suradipura collection of the Sustainable Literature Foundation (Yasri) with catalogue number 1125.

In this article, the story of Ki Ageng Mangir refers to the Babad Mangir Suradipura. Suradipura compiled Babad Mangir in Javanese script and language. The 93-page manuscript, published in 1913, was digitized on January 3, 2001, and published on April 4, 2019, on the Javanese Literature Foundation's Lestari Literature website. The author chose this version of the Babad Mangir because the manuscript is accessible. Babad Mangir has been a written source providing information about Mangir for quite some time. This source was written after the Diponegoro War, which took place in 1825–1830. Meanwhile, the reign of Panembahan Senapati lasted from 1587 to 1601. This long time interval allows for differences in interpretation. The validity of the information contained in it is undoubtedly distorted. Apart from that, the author of Babad Mangir is currently unknown (Macaryus,

2017). The prose text will make it easier for the writer to digest the contents of the chronicle. Therefore, further connections can be found between Babad Mangir and the two modern works mentioned: the short story "Menombak Matahari" by Ruly Riantiarno and "Sarpakuda" by Indah Darmastuti.

The short story "Menombak Matahari" by Ruly Riantiarno was released in Cendana News on February 29, 2020. This short story tells the story of Ki Ageng Mangir's resistance to Sutawijaya's tactics. Sutawijaya, or Panembahan Senopati, was accused of wanting to use the deaths of Mangir residents to slander Ki Ageng Mangir. It is shown by the characteristics of the corpse's wounds, which are similar to the spear marks when Ki Ageng Mangir killed his opponent. Next, the short story "Sarpakuda" by Indah Darmastuti was published in Difalitera on August 3, 2018. This short story is dominated by Putri Pambayun's anxiety after falling in love with Ki Ageng Mangir. This short story tells the scenes from when Princess Pambayun was made a secret agent until the Mangir–Mataram dispute in the palace, which ended in the death of Ki Ageng Mangir.

This research represents a pivotal moment in the advancement of Indonesian literary studies, particularly concerning intertextuality. By centering on two contemporary short stories, "Menombak Matahari" by Ruly Riantiarno and "Sarpakuda" by Indah Darmastuti, alongside the historical text of *Babad Mangir*, this study illuminates the intricate web of connections among them. It stands as a fresh perspective, building upon previous research endeavours, and significantly contributes to the expanding discourse on intertextual theory with a focus on historical elements.

This research opens new avenues for literary scholars to explore the interrelations and interactions among literary works and serves as a foundational resource for further investigation. Future researchers are encouraged to delve deeper into the circulation and evolution of ideas, themes, and language across these texts, enriching our understanding of Indonesian literature.

Through an intertextual lens, this study not only enhances interpretations of individual works but also unravels the depth and complexity of literary networks transcending temporal and spatial boundaries. It provides invaluable insights into the contexts in which these works emerge, underscoring the importance of situating them within broader literary traditions where influences and inspirations from predecessors become palpable.

Furthermore, this research prompts a reevaluation of key concepts such as hypograms and transformations, shedding light on how a work can catalyze the creation of new literary endeavours. Thus, its impact extends beyond contemporary discourse on Indonesian literature, propelling further advancements in intertextual studies in the years to come.

2. Methodology

The research data collection method was carried out using a literature study using techniques of reading, recording, and classifying the data contained in the three texts. After the data is collected, the data will be analyzed using an intertextual approach. This approach is used to see the relationship between modern literary texts and old literature. It is, as Kristeva said in Teeuw (1984), that no text exists independently because the presence of a text is more of a mosaic of quotations from previous texts. The meaning of a text can also be discerned by examining other texts. Logically, a text never emerges spontaneously and exists in isolation. In addition to its context, there are always co-texts and intertextual references present, and sometimes even counter-texts accompany the emergence of a text (Rahardjo, 2018). It involves the process of readers' interaction, perception, appreciation, and negotiation with literary works. This is called reception. Literary reception focuses on how readers give meaning to the literary works they read and respond to them (Febriana Tamrin &

Eka Putri, 2023). Readers can have passive or active responses, either by understanding the meaning or work.

The data obtained in the research, especially in the framework of the reconstruction of the Babad Mangir, means that the texts "Menombak Matahari" and "Sarpakuda" need to be interpreted loosely as a theory of meaning interpretation. To gain maximum understanding, Gadamer (Kau, 2019) proposed several theories, such as First, "hermeneutic prejudice." What is meant by hermeneutic prejudice is that reading and understanding a text must be done carefully and critically. The second is the "Hermeneutical Circle." This stage emphasizes the need to "understand." For Gadamer to understand a text, he must have a pre-understanding of the text. Third, "I-Thou" becomes "We." According to Gadamer, a dialogue like our dialogue with the text will be productive if the subject-object formulation "I-thou" has disappeared and been replaced with "we." Fourth, Gadamer's "dialectical hermeneutics" emphasizes that every understanding is always historical, a dialectical event and a linguistic event. The key to understanding is participation and openness, not manipulation and control. Moreover, the result will be presented descriptively. This technique will make the research objective because the data is presented according to actual conditions.

3. Result and Discussion
3.1. Result

Researchers have researched the story of Ki Ageng Mangir several times. One of them is a reasonably good study of intertextuality in old literature carried out by Dewi (2013) on the text of Babad Mangir. In her research, Dewi revealed an intertextual relationship between Babad Mangir and Pramoedya's Drama Mangir (1976). The drama "Mangie" depicts several conflicts among its characters: 1). Conflict between young Ki Angeng Mangir (Wanabaya) and Baru Klinting. 2). Conflict between Wanabaya and the local officials (Wedana), specifically Wedana Patalan, Wedana Pendak, Wedana Pajangan, and Wedana Jodog, who oppose Wanabaya's proposal to marry Adisaroh. 3). Conflict between Wanabaya and Princess Pembayun (Adisaroh). This conflict arises when Adisaroh honestly reveals her true identity as Princess Pembayun, a member of the Mataram Palace, during Panembahan Senapati's invitation to young Ki Ageng Mangir to the Mataram Palace. 4). Conflict between Wanabaya and Panembahan Senapati. This conflict emerges when Wanabaya, Adisaroh, and Mangir's warriors arrive in Mataram. Wanabaya assaults the Mataram palace and seeks to personally kill Panembahan Senopati (Faiz & Wibowo, 2022). The four conflicts found have a relationship between classic texts and new texts in the Drama Mangir.

Based on research on Pramoedya Ananta Toer's other works, it can be said that from the reader's perspective, Pramoedya is an author who, through his creative process, reminds today's readers of old stories (fairy tales, myths) through language media that is understood by today's society. (Dewi, 2011) On the other hand, Pram, through his work, directs readers to retrace the story of Mangir circulating among the community, which is full of myths and sane-sane (stories) (Yoesoef M, 2006). Pram considers such stories to be irrational. Therefore, today's readers need to raise awareness to reinterpret Mangir's story.

Because there has yet to be research examining the intertextual potential of Babad Mangir in more recent works, this article complements previous studies. This article tries to trace the story development in the short stories "Menombak Matahari" by Ruly Riantiarno and "Sarpakuda" by Indah Darmastuti with inspiration from Babad Mangir as old literature. These two short stories were chosen because it is still rare to find novels or short stories that develop stories based on Babad Mangir. Even if there is, it is only a historical review without any element of novelty. In contrast to these two short stories, according to the author's reading, one can find loopholes in the deviations or transformations.

3.2. The intertextuality of the short story "Menombak Matahari" with *Babad Mangir*

The land of Mangir has existed since the era of the Majapahit Kingdom. Even with the downfall of the Majapahit kingdom and the subsequent rise of the Demak and Pajang Kingdoms, the status of Mangir as a fiefdom remained unchanged. After the collapse of the Pajang Kingdom, numerous territories asserted their independence. Under the leadership of Senopati (1584-1601), villages grew into towns, and many former Pajang territories fell under the expanding influence of the Mataram Sultanate. These encompassed regions such as Kedu, Bagelen, Pajang, Blora, Madiun, Pasuruan, Rawa, Ponorogo, Jepara, Demak, and Pati. When discussing the consolidation of power in the early Mataram Kingdom, one encounters a series of wars between Panembahan Senopati and local rulers who resisted his authority (Sudrajat, 2008). One of the less-documented war episodes led by Panembahan Senopati is the conflict with Ki Ageng Mangir.

The existence of the Mangir fiefdom posed a significant challenge and calamity for its leaders as Mataram emerged as a new centre of power seeking to expand its hegemony, desiring to incorporate Mangir into its realm. Mangir possessed ample resources to function as an independent kingdom. Situated between the Progo and Bedog rivers, Mangir's fertile land yielded abundant agricultural produce. Additionally, Mangir boasted a formidable and well-trained military force, and Ki Ageng Mangir's leadership enjoyed unwavering support from the populace due to its egalitarian nature.

Geopolitically, Mangir's proximity to Mataram's centre of power made it a potential threat. This seemingly motivated Panembahan Senapati to strive for Mangir's subjugation and control under his rule. Despite diplomatic efforts, such as sending envoys to persuade Mangir to join Mataram, Ki Ageng Mangir staunchly rejected the proposal, further complicating the situation (Rajiyem & Setianto, 2022). The story of Ki Ageng Mangir's refusal to submit to Mataram is outlined in the *Babad Mangir*. with Mangir being no exception to this trend (Zamzami, 2014). Mangir, as an independent land under Ki Ageng Mangir II, refused to submit. Until Mataram evolved into a kingdom, his son, Ki Ageng Mangir III, followed in his father's footsteps by refusing to serve Panembahan Senopati (Purwadi, 2006). Here are the genealogies of both the Mataram and Mangir powers.

Table: Genealogy of Mataram and Mangir Rulers
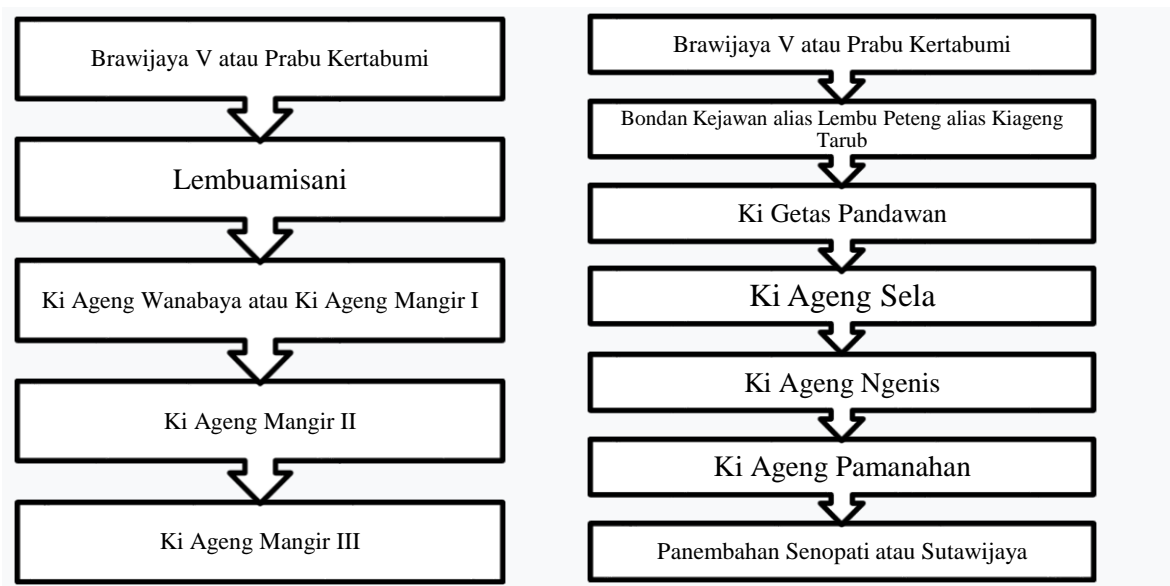
Source: (Purwadi, 2006)

Local history in traditional historiography such as *Babad, Hikayat, Tambo, Silsilah* and *Kaba,* narrates the reigns or kingdoms of a particular region. These works tend to focus more on myths rather than emphasizing facts. This pattern emerged before the development of national consciousness, resulting in highly varied historical content. Although the writing of *Babad* within the literary treasury marked the end of the traditional historiography period (Iryana, 2017), when examined from a genealogical perspective, according to Djoko Suryo (1987), in the *Babad Tanah Jawi* and the Babad Mangir, let us look at it from a genealogical perspective. The two figures above are described as having the same power base, namely the Majapahit dynasty (Brawijaya V). It is a general tendency in traditional historiography to draw the lineage of the prominent figures being told to historical centres. The aim is to use it as a symbol of legitimacy to explain that the character depicted is not ordinary (Purwadi, 2006). Other symbols of legitimacy can also be revelations or lungs, predictions, supernatural powers, heirlooms or magical powers, and myths. These methods are intended to shape a perception of the legitimacy or validity of a leader's authority in the eyes of the public (Wahyudi, 2021). In other words, it can be referred to as "legitimacy." Political legitimacy serves as a means to support authority before a leader or king comes to power, as well as to maintain power once they are in control, or even to seize power.

As told in *Babad Mangir*, Ki Ageng Mangir had a magical heirloom in the form of a spear called *Baru Kuping (Baruklinting)*. Baru Kuping originally was a serpent named Baru Klinting, whom Ki Ageng Mangir acknowledged as his offspring after it successfully encircled Mount Wilis, the place where Ki Ageng Mangir (also known as Ajar Selokatoro) was meditating. As Baru Klinting's tongue momentarily touched its tail to complete the encirclement of the mountain, Ajar Selokatoro severed its tongue and instructed it to swallow and then regurgitate it from its ear. Thus, the tongue became a sacred heirloom known as Baru Kuping (Syafrudin, 2009). The magic of this spear also made Sutawijaya, as King of Mataram, careful when facing Ki Ageng Mangir. However, another reason Sutawijaya avoided war was maintaining royal authority, as told in the following text of Babad Mangir.

......inggih punika ingkang anama Kyai Agêng Wanabaya, ing tanah Mangir, sakalangkung amêmuja ing sihipun Pangeran ingkang Murba Wasesa, awit darbe

wasiat ingkang sakalangkung agêng kagunanipun, awarni waos dhapur Baru Kuping, andadosakên sangêt lubèring kapurunanipun, satêmah balela bătên purun kaêrèh dhatêng Sang Prabu ing Pajang.... (Suradipura, 2021)

Tumuntên Kyai Wanabaya mangsuli ambêkuh: pan Allah kang andarbèni bumi, aku suwita ing Allahutangala, ora ngawula Senapati, jêr padha titahing Pangeran.....(Suradipura, 2021)

Adipati Măndraka matur: dhuh sang nata, kula botên anyuwawèni, dipun sarèh karsa paduka nata, sanadyan ing Mangir tanah alit, nanging botên kenging ginagampil tinêmpuh ing prang, manawi lêpat saèstu ambêbayani, miwah adamêl risaking wadyabala kathah. Makatên malih nama nistha panjênênganing ratu, têka mêngsah bêkêl panajungan, wontên ingkang dados pakèwêdipun ing lampah, awit gadhah wasiat warni waos dhapur Baru Kuping,... (Suradipura, 2021)

Sang Prabu ngandika arum: yèn makatên andika rêmbug rumiyin, raharjaning lampah ingkang dipun parsudi, miwah rahayune sakathahing punggawa, ingkang botên damêl nisthaning ratu, nanging sagêda pikantuk damêl. (Suradipura, 2021)

From the quote above, it can be seen that Ki Ageng Mangir was the ruler of the Mangir land, and his heritage is called *Baru Kuping*. This heritage made Ki Ageng Mangir bravely refuse to submit to Mataram. Apart from that, Ki Ageng Mangir stated that he would only submit to Allah, the owner of the universe. Moreover, Mangir's land is his ancestral land; since it was still a wilderness, Mangir's was cleared to become paddy fields, fields, and villages. Ki Ageng Mangir III, who had converted to Islam, chose to resist rather than submit to Mataram (Suminto, 2013). Sutawijaya was annoyed to learn that Ki Ageng Mangir did not want to submit by coming to the palace to compromise. Panembahan Senopati viewed Ki Ageng Mangir's defence of his territory as rebellious, as he believed Mangir should fall under Mataram's rule. Sutawijaya wanted to order Mangir to be fought. However, on the advice of Mandaraka's uncle, to maintain the dignity of the palace and the good name of the king, this plan was postponed. Then, Sutawijaya asked that another strategy be made that would not give a bad image to him and the palace.

Sang prabu ngandika asor madu mêdharakên sandining karsa, pangandikanipun: [pa...] (15) [...ngandikanipun:] sira punggawa nênêm, kabèh ingsun utus lumaku sandi upaya marang nalar kang ruwêd, lan si Tumênggung Adisara minăngka kanthinira padha angrêksaa putraningsun nini Pambayun, punggawa nênêm kang alus rapêt lumaku sandi upaya, aja nganti kawanguran, yèn nganti kajodhèran satêmah ambêbayani. Andadèkna kawruhanira: si Mangir saiki wus tita nyata balela marang karaton ingsun, amogok boya gêlêm seba marang ingsun, dene kang dadi karsaningsun, sira wong nênêm kang golong kumpul dadi sawiji, lumakua mênyang Mangir. Si Martalaya sun dadèkake dhalang, asilih aran Sandiguna, Jayasupănta arana Sandisasmita, dene si Tumênggung Bocor sêsiliha Sandiupaya, si Saradipa isih lêstari,lan Saradula boya ingsun êlih.
Radèn Ajêng Pambayun, enggal ingandikan sang aprabu, sampun sowan ing ngarsa rama, sang prabu ngandika ririh alus amawa pudyastuti:

Sira nyawa, ingsun utus angupaya tumbal saraning nagara, kang minăngka agawe raharjane kawulaningsun kabèh, [ka...] (16) [...bèh,] tuwin lêstariningsun angrênggani karaton ing Ngèksigănda. Iya iku si Mangir darbe tumbak wasiyat

dhapur Baru Kuping, kacêtha ing riwayat dadi pusakaning narendra. Wus pinasthi karsaning Pangeran Kang Agung, sira, nini, kang lumaku lumawan ing prang, karana kang bisa anyirnakake sêsukêr mêmalaning galih ingsun ora ana manèh mung sira kang pinasthi bisa ngambil tumbak Ki Baru. Apa manèh sira wus tinêmtokake atêtêmon karo si Mangir, sayêkti dadi jatukramanira, nini, angèstokêna karsaning Pangeran Kang Maha Sukci. Jodho iku upamane pati, sanadyan lêta sagara gunung, tan kêna tinambak ing manungsa. (Suradipura, 2021, p. 17)

The conflict between the two rulers was inevitable as each had different interests regarding the Mangir region. As the opposition movement led by Ki Ageng Mangir developed, Senopati managed to quell it through political manoeuvres, including marriage alliances involving his daughter (Suminto, 2013). Senopati sent his eldest daughter, Pembayun, to become a Tayub dancer to win Ki Ageng Mangir's affection. Intrigued, Mangir intended to marry her (Purwoko, 2020). This is evident from the above quote, the strategy that Sutawijaya then wanted, namely to send Princess Pambayun to Mangir as a secret agent–state victim along with a group of puppeteers Martalaya, Jayasupănta, Tumênggung Bocor, Saradipa, and Saradula. Sutawijaya did not forget to remind Princess Pambayun to take Ki Ageng Mangir's Baru Kuping spear, which was said to be destined to be an heirloom of the Javanese kings.

This presentation differs from what is told in the short story "Menombak Matahari". This short story does not highlight Mataram's plot by sending Princess Pambayun as a secret agent. However, there was another strategy, namely spreading hatred towards Ki Ageng Mangir by showing the bodies of Mangir residents who had wounds exactly like the wounds Ki Ageng Mangir usually left when spearing his victims. This information can be seen through the following quote.

……Melihat ciri-ciri yang ada di tubuh mayat itu sekilas seperti aku yang telah melakukan kejahatan padanya, tapi Sutawijaya belum sepenuhnya tahu bagaimana ketika aku membunuh lawan dengan tombakku.

Perlu kujelaskan kalau ada ciri-ciri yang kutinggalkan ketika aku membunuh. Pertama, tentu saja aku akan menombak tepat di jantung orang yang akan kubunuh, dengan begitu aku tak perlu menghabiskan banyak waktu dan tenaga untuk melenyapkan nyawanya.

Ciri lain, seakan tidak ada bekas sayatan tombak. Dua ciri itu jelas ada di mayat yang baru saja ditemukan. Namun, kuyakin, tidak ada kejahatan yang benar-benar sempurna terlebih cara yang dilakukan Sutawijaya untuk menghasutpenduduk di tanah Mangir ini agar membenciku (Riantiarno, 2020).

This difference is clarified by referring to the differences in the timeline and political situation narrated between Babad Mangir and the short story "Menombak Matahari." For example, in Babad Mangir, Pajang, the origin of Mataram has been conquered. Meanwhile, in the short story "Menombak Matahari," it is said that Mataram and Pajang are still in an argumentative situation. The following is a comparison seen through the two texts from Babad Mangir and the short story "Menombak Matahari".

Aku sebenarnya menghargai dan mengambil manfaat dari kedatangan utusan Sutawijaya itu, karena dengan begitu, aku juga tahu kalau Sutawijaya sedang banyak berbantahan dengan Pajang.

Begitulah yang kudengar dari utusannya dan sebenarnya bukan menjadi masalah yang cukup berarti bagiku. (Riantiarno, 2020).

Para kadang warganipun sami darbe pangrimuk saha pamrayogi, angaturi rêmbag mugi karsaa sowan dhatêng sang nata ing Mataram, amurih raharjaning lampah, jalaran sakiwa [sa...] (6) *[...kiwa] têngêning jajahan tanah Mangir, sampun sami suyud têluk saha atur bulu bêkti miwah glondhong pangarêng-arêng. Măngka tanah : Kêdhu, Bagêlèn, Pathi, Japara, Madiun, Kadhiri, Pajang, Sêmarang inggih sampun sami suyud angabêkti, namung kantun Kyai Agêng piyambak, ingkang dèrèng angidhêp ing Mataram, tansah adamêl pakèwêding ratu. Makatên malih ing Mangir tanah langkung alit, ing saèstu kirang prayogi katingalan ingakathah, pancèn salêrêsipun tanah ing Mangir kalêbêt jajahaning Mataram* (Suradipura, 2021).

From these differences, it can be explained that the short story "Menombak Matahari" builds its own story by taking place before Sutawijaya launched Putri Pambayun's strategy. The timeline in the short story is in an earlier situation in the middle of negotiations between Mataram and Mangir. The moment of tactics to slander Ki Ageng Mangir is not in Babad Mangir. The method used by Ki Ageng Mangir when dealing with this slander is also not described in the Babad Mangir. The short story "Menombak Matahari" tells the performance of Ki Ageng Mangir, who rode a horse and speared a banana stem to break the accusations made by Sutawijaya; solely the development of the story by the author.

Pelan aku mundur megambil jarak mengambil senjataku meski ini bukan tombak yang biasa kugunakan, juga menjadi andalanku. Sengaja aku mulai mempercepat langkah kuda.

........Aku paham bahwa warga di sisini pasti akan melihat debog dan jika diperhatikan baik-baik tentu akan ada sedikit saja getah yang menetes pasti, dan satu hal, yang tidak ada di mayat yang kemarin membuat geger warga adalah darah.

Tak lain kukatakan semua ini agar Sutawijaya tahu dia bagai menombak matahari ketika coba menuduhku melakukan kejahatan (Riantiarno, 2020)

Despite the striking differences in events and time setting, the short story *"Menombak Matahari"* still includes facts about *Babad Mangir*. These facts include, among other things, the statement that the *Mangir* land belonged to the ancestors of *Ki Ageng Mangir*, then the inclusion of the central spear used by *Ki Ageng Mangir*, and the attempt to control the *Mangir* land by *Mataram*.

3.3. The intertextuality of the short story "Sarpakuda" with *Babad Mangir*

The story of Ki Ageng Mangir's death has various versions. One of these differences is that it was not Panembahan Senopati who killed Ki Ageng Mangir but his son, Raden Rangga. According to Ryolita's (2017) notes, on Eid al-Fitr, Pembayun invited her husband to perform the tradition of *sungkeman* at the Mataram palace to their father-in-law,

Panembahan Senopati. At the border of Mataram's territory, Ki Wonoboyo Mangir's weapon was removed as a sign of respect to his father-in-law.

As a noble knight, Ki Ageng Mangir went to Mataram to meet Panembahan Senapati. Senapati's demeanour demonstrated acceptance, respect, and equality towards Ki Ageng Mangir as his son-in-law and the leader of Perdikan Mangir. Ki Ageng Mangir was warmly received, and when he excused himself to pray, Panembahan Senapati allowed him to use his private Musola. This opportunity was seized by Raden Rangga to assassinate Ki Ageng Mangir, slipping in unnoticed. After the prayer, Raden Rangga killed Ki Ageng Mangir by striking him on the head with a black stone. The black stone shattered along with Ki Ageng Mangir's bloodied body (Susanti et al., 2023).

Raden Rangga was killed because he was jealous and afraid that his position would be shifted by the presence of Ki Ageng Mangir in the Mataram family circle. Apart from that, some say that the opposing dukes of Mataram used Raden Rangga to prevent the new power of Mangir Mataram, which the marriage of Ki Ageng Mangir and Roro Pambayun had bound. It does not stop there. There are various explanations for how Ki Ageng Mangir died. Suppose Ki Ageng Mangir is generally said to have died by hitting his head on a Gilang rock. In that case, another story states that Raden Rangga hit Ki Ageng Mangir on the head with a Gatheng rock while he was praying in the Panembahan Senopati prayer hall.

In the subsequent tale, Sekar Pambayun seeks retribution for the death of her husband, Ki Wanabaya, by challenging Raden Rangga to combat. Raden Rangga accepts Pambayun's challenge, leading to a fierce confrontation between them. Sekar Pambayun engages in a battle against her stepbrother, Raden Rangga. Their intense skirmish culminates when Raden Rangga is entreated to depart the terrestrial realm and return to the depths of the sea, under the protection of Kanjeng Ratu Kidul. His recall is necessitated by the havoc he has wrought upon the land (Susanti et al., 2023). The lack of information that strengthens these minor stories explains that Babad Mangir cannot be replaced as the primary reference for the story of Ki Ageng Mangir. The story generally known to the public about the death of Ki Ageng Mangir is in the following quote.

Ki Mangir matur sandika, kairid pangeran kêkalih, dene ampilan sadaya kantun wontên ing jawi, sadhatêngipun ing kadhaton wontên ing ngabyantara anyêmbah, sang prabu angawe sasmita kinèn majêng enggal, Kyai Agêng tumuntên anyèlèhakên dhuwungipun angabêkti ing sang prabu. (90) *Nalika sumungkêm pada sang nata, kangjêng senapati bêl prêmpêng èngêt dukanipun ing kina andhatêngi, Kyai Mangir duk grana arsa angaras jêngku, jêngku inginggatan dhatêng sang prabu, kadung ujungipun enggal jinêngku sirahipun kalandhêsan ing sela gilang, sirah rêmuk sawalang-walang êrah sumêmburat utêk akocar-kacir. Kyai Agêng Mangir sampun pêjah, saking rosaning nata atosing sirah, sela gilang gêmpal...* (Suradipura, 2021)

The quote above tells of the tragic death of Ki Ageng Mangir. Ki Ageng Mangir's head was crushed by a Gilang rock when he sunken (prostrated himself) before Panembahan Senopati, which is different from the short story "Sarpakuda" by Indah Darmastuti. This short story tells that Sutawijaya or Panembahan Senopati did not kill Ki Ageng Mangir directly. Ki Ageng Mangir died in a position to withstand attacks by Mangir soldiers. He collapsed near the throne, his head hitting a rock. In the Babad Mangir, there is no mention of any physical clashes between Mataram soldiers and Mangir in the palace. Babad Mangir, on the other hand, tells the story of Ki Ageng Mangir's death, which took place in silence. Soldier Mangir did not realize this and went home quietly. "Hang in there!" said Mangir in his lover's last

hug. The spear in his hand failed to withstand the enemy's spear attack, which hit him right in the solar plexus.

Wanabaya collapsed near the throne, her head hitting the Merapi rock, accompanied by the heartbreaking screams of Pambayun, the Lover of the Heart. His blood flowed, mixed with Pambayun's tears, flowing to Imogiri (Darmastuti, 2018).

Adipati Măndaraka sampun mêdal ing Kêmandhungan paring [pa...] (92) *[...ring] dhawuh, para tiyang ing Mangir sadaya ingajak mundur dhatêng Măndarakan sakalangkung anggènipun nyubya-nyubya rintên dalu tan pêdhot, tiyang Mangir sadaya asuka bingah sarta angeca-eca, rinêngga-rêngga sami dipun sludhah samukawis botên kêkirangan boga busana wastra, botên anyana pisan bilih gustinipun pêjah, mila tansah asuka parisuka wontên Măndarakan. Têtayuban kadugèn sakajêngipun, ubyang-ubyung rintên dalu.* (Suradipura, 2021)

Apart from differences in the process of Ki Ageng Mangir's death, other differences were found in Pambayun's role as a sign/dancer who deliberately seduced Ki Ageng Mangir. In Babad Mangir, it is not mentioned that Pambayun's daughter disguised herself as a Tandak but rather as the adopted daughter of a puppeteer whom Ki Ageng Mangir was treating.

Nevertheless, it becomes a sign that not only attracts but burns all of him with the fire of lust. Gosh, how wrong your father was in judging that man, who would so quickly have his neck wrapped in a dancing scarf with gold thread at the ends, then dragged in front of his father to show off his courage. (Darmastuti, 2018).

...Dene kêmpul prayogi wasiyat paduka Kyai Bicak, kapêndhêt sawab pangèstunipun, amurih lêstantun manggih rahayu ing lampah, putra paduka radèn ajêng dipun akêna anak dhatêng ki dhalang ingkang sayêktos.... (Suradipura, 2021)

....Kocap Kyai Agêng Mangir lênggah wontên pandhapa, ingkang dipun tingali namung anakipun ki dhalang, warninipun sakalangkung ayu, badan sêmbada, kulit kuning anêmu giring, polatan sumèh sêmu luruh trus jatmika rumêsêp ing manah, netranipun liyêp malatkung, manawi angandika swara rênyah manis arum, (Suradipura, 2021)

3.4. Discussion

The author is influential in determining the storyline. As Fredric Jameson said, authors are "operators of new connotations of the past." They operate the history of style and aesthetic idioms with a new approach to replace natural history (Piliang & Adlin, 2003, p. 125). If the short story "Sarpakuda" is compared with the previous short story, the difference is visible, namely the appearance and involvement of Princess Pambayun in the story. The short story "Menombak Matahari" only presents Sutawijaya and Wanabaya as two men in conflict. Meanwhile, in the short story "Sarpakuda," the author emphasizes women's role in the story's content.

Literature differs from the narrative structure of history, but they share similarities. The plot in a novel typically unfolds in three stages: exposition, crisis, and resolution. Historians sometimes prioritize documenting crises and their resolutions without providing adequate exposition (Kuntowijoyo, 2013). In contrast, literature is an imaginative creation that arises from the author's interpretation of life. If the author empathizes with marginalized individuals, their literature may reflect such perspectives.

Unlike reading literary works, engaging with narrative history involves a different approach. Narrative history entails describing historical events in detail, going beyond mere facts. While narrative history comprises three key elements—colligation, plot, and historical structure (Kuntowijoyo, 2008), literary works also incorporate these aspects. In literature, the historical structure closely mirrors real historical elements such as characters, settings, and periods. However, it's essential to note that historical literary works should not solely rely on the author's imagination (Khakim, 2016). Instead, they must be grounded in thorough research using relevant historical sources. The composition of historical literary works, particularly stories, cannot neglect this requirement. Such narratives lose their historical integrity if the author prioritizes personal perspectives over factual accuracy (Ali, 2005). Thus, historical literary works demand meticulous research and adherence to historical facts to maintain their credibility.

James Danandjaja (2002) admits that folklore is generally plain and innocent, so it often seems rude and too spontaneous. It would be less attractive if a folk tale were lifted without raising the conflicts in the story. The above statement complements Bakhtin's view that dialogism is a way out of the alienation of a text or work from society and its autonomous and self-referential nature (Piliang & Adlin, 2003). Bakhtin explains how dialogism is used in the process of creating new texts. The process of dialogism is related to self-reference. It is also a way out of the alienation of a text or work from society so that the new text that will be created, which emerges from this self-reference, is no longer foreign to society. In this way, the new text can be accepted by society even though it originates from the creator's self-reference.

Dialogism originated from Mikhail Bakhtin, which Kristeva later developed into intertextuality (Piliang & Adlin, 2003). This term can mean that a text, including the short stories "Menombak Matahari" and "Sarpakuda," was created in concrete time and space. Therefore, there must be relations between one text or work and other texts or works in space and between one text or work of art and the previous text in the timeline. Although there is no clear explanation of the source of these two short stories, the similarity of the framework of events, settings, and characters in the three texts implies a relationship, as explained above.

One of the differences between modern and old literary works can be identified using the paradigm of viewing literary works as cultural products. As a cultural product, literary works reflect or represent the reality of the surrounding society at that time. With this assumption, literary works only reflect the spirit of their time. Representations and mirrors are a fabrication, not the truth. It means they are only patches of past events, so they must be interpreted, reinterpreted, or reread (Susanto, 2012). Indonesia's regional cultural treasures are a vibrant genre for intertext research, especially modern Indonesian literature. Intertext is a continuous search for meaning (Halimah et al., 2021). The search for meaning is done outside individual works, not limited by space and time. The subject speaks with the subject, as the subject of the text, not the factual author.

It can be observed in the two short stories where there are no magical conditions, as told in Babad Mangir—for example, the power of Barukuping or supernatural powers beyond the understanding of other modern humans. According to the explanation provided by the Sonobudoyo Museum (Wibowo & Miranti, 2023), the significance of the Barukuping heirloom lies in the idea that a person's tongue and ears are means to enhance their livelihood, through the use of wise words and attentive listening to their environment. This narrative is now better understood and more relevant for today's readers.

In the realm of sociological literary studies, Goldmann posited that there exists a link between literary works and the societal milieu through the lens of worldview (ideology). Goldmann, in his theory of genetic structuralism, underscores worldview as the conceptual

framework of a specific social group (Ulfa, 2023). Apart from viewing literary works as cultural products, literary works can also be seen about the worldview of the author's social group. The mimetic quality of literary works doesn't emerge in isolation. Throughout its evolution, language as a medium undergoes a process of shaping the ideology or worldview of a writer as a social individual within their community.

It is a characteristic of genetic structuralism, namely understanding and studying literary works based on genetic aspects of their origins, the author's relationship, and the socio-historical views behind the creation of literary works. Genetic structuralism views literary works as social facts. Social facts are defined as facts (something) that have a role in history (Faruk in Wiyatmi (2013)). The structure of literary works is thematic. It happens because the centre of attention is the relationship between the characters and the characters and the objects around them. In other words, the statement reinforces how old literary processes were negotiated. The emphasis on scenes and characters in the story of Ki Ageng Mangir is used to develop a new story intended as a vehicle for the author's socio-political reality at that time. Thus, new texts such as the short stories "Menombak Matahari" and "Sarpakuda" are indirectly the result of this intertextual process.

4. Conclusion

Modern literary works inspired by old literature can help the author choose themes, characterizations, motifs, and so on. This article tries to trace the story development in the short stories "Menombak Matahari" by Ruly Riantiarno and "Sarpakuda" by Indah Darmastuti with inspiration from Babad Mangir as old literature. Babad Mangir tells the story of Ki Ageng Mangir's refusal to submit to Mataram. There are several differences or developments found in the two modern short stories. For example, the short story "Menombak Matahari" does not highlight Mataram's plot by sending Putri Pambayun as a cypher. However, there was another strategy, namely spreading hatred towards Ki Ageng Mangir by showing the bodies of Mangir residents who had wounds exactly like the wounds Ki Ageng Mangir usually left when spearing his victims.

Meanwhile, in the short story "Sarpakuda," Panembahan Senopati is told that he did not kill Ki Ageng Mangir directly. Ki Ageng Mangir died in a position to withstand attacks by Mangir soldiers. He collapsed near the throne, his head hitting a rock. Babad Mangir does not mention any physical clashes between Mataram soldiers and Mangir in the palace. If the short story "Sarpakuda" is compared with the short story "Menombak Matahari," the difference can be seen, namely the involvement of Putri Pambayun. The short story "Menombak Matahari" only presents Sutawijaya and Wanabaya as two men in conflict.

Meanwhile, in the short story "Sarpakuda," the author emphasizes women's role in the story's content. One of the differences between modern and old literary works can be identified using the paradigm of viewing literary works as cultural products. Apart from that, literary works can also be seen concerning the worldview of the author's social group. Old literature was negotiated, and the emphasis on scenes and characters in the story of Ki Ageng Mangir was used to develop new stories, such as in the short stories "Menombak Matahari" and "Sarpakuda."

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Hyperreality to Misery: Migrant's Worker's Life in Hossine's Me Migrant Selected Poems

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ABSTRACT

In this increasingly sophisticated era, people have to fulfil many financial needs. Many people are trapped in poverty and finally decide to work abroad to become migrant workers. This happens because a person's expectations for working abroad are very high, namely a large salary. This research aims to explain that by becoming a migrant worker, many substances must be sacrificed, and the researchers want to inspire the public so that they are not influenced by the hyperreality of the existing media. This research uses a qualitative descriptive approach with hyperreality theory. Then the data source is Five *Me Migrant* Works by Md Mukul Hossine. The figurative language includes metaphor, personification, hyperbole, imagery, and symbolism. The research results show that the author talks about feelings of sadness, despair, longing, and loss of family and social life. Migrant workers' hyperreality of high wages is not always commensurate with the suffering they experience.

Keywords: figurative language, hyperreality, migrant workers

1. Introduction

Money is an important need for society. In this increasingly advanced era, financial needs can be said to be the main factor in everything. Humans are forced to fulfil their daily needs amid the country's economic growth surge. This causes social inequality, especially in communities with middle to lower economies. With the emergence of increasing societal needs, the need for employment will also increase (Narisada & Schieman, 2022). One job that is quite promising with a high salary every month is being a migrant worker. Additionally, most migrant workers will also be paid in dollars. Therefore, it is not surprising that migrant workers easily believe the talk of very high salaries.

Migrant workers according to E.G. Ravenstein migrated because he wanted to get a more interesting job. The desire to get a better life is still the main reason someone migrates. The unavailability of job opportunities that can meet the availability of labour will encourage workers to migrate outside the region (Abrams et al., 2022). International labour migration is generally carried out due to limited employment opportunities within the country. Differences in income at home and abroad are also one of the reasons why some working-age residents migrate abroad(Zulfan Fikriansyah & Aan Julia, 2023). Apart from getting a job, labour migration abroad aims to accumulate financial capital, which will be used to open an economic business after returning to the area of origin (Vadean & Piracha, 2010).

Based on data from the Indonesian Migrant Worker Protection Agency (BP2MI, 2023) there were 25,973 placements of migrant workers to work as domestic helpers and factory workers in various countries as of May 2023. This number shows a higher figure compared to May 2022 with 11,022 placements, and May 2021 with 6,264 placements. This data shows that a significant

increase in the number of workers will occur in May 2023. So far, there have been many cases experienced by Indonesian migrant workers, such as violence and even murder. However, even though data regarding migrant worker complaints continues to be available every month, this does not dampen the desire of Indonesian people to become migrant workers. This is caused by the hyperreality of people on social media regarding migrant workers who will easily earn money in their destination countries.

Based on data on complaints from Indonesian Migrant workers from the Indonesian Migrant Worker Protection Agency, shows that there was an increase in the number of complaints in those three months, from 103 complaints in May 2021 to 142 complaints in May 2022 with an increase of 37%, and 199 complaints in May 2023 with an increase of 40%. More complaints were submitted by female Indonesian Migrant Workers, namely 63% or 126 complaints, and male gender complaints were 37% or 73 complaints. In the May 2023 report, complaints of Indonesian migrant workers were based on the highest case category, namely 100 complaints due to migrant workers wanting to be repatriated, 11 complaints due to death, 10 complaints due to placement fees exceeding the fee structure, 10 complaints due to illness, and 9 complaints due to death in the destination country. (This data was pulled on June 1, 2023). (BP2MI, 2023)

Indonesian people's interest in becoming migrant workers is still very high and increases every month. This could be due to the increasing economic needs of the community. Communities are required to meet the daily needs of life for themselves and their families. This situation encourages people to find solutions to the life problems they are facing. That is why several people choose to become workers abroad as a solution to the economic problems that attack their families and of course to get life's welfare.

This research reveals how migrant life is depicted in migrant literature. This will show that the lives of migrant workers are inversely proportional to the expectations that arise due to the media hyperreality experienced by migrant workers. Even though there are many cases of migrant workers, especially female workers, such as physical and sexual violence, financial exploitation, human rights violations, and even death, this does not dampen people's enthusiasm to continue to work as migrant workers in their destination countries. In the study of hyperreality theory, according to Jean Baudrillard (1985), it is explained that there is engineering of meaning in the media. This research will explore the core causes of hyperreality that appear in workers. Meanwhile, the results of their hopes are not commensurate with the suffering experienced.

This research aims to explain that by becoming a migrant worker, many substances must be sacrificed, and the researchers want to inspire the public so that they are not influenced by the hyperreality of the existing media. The data is used in literary works written by migrant worker poets, namely *Me Migrant* by Md Mukul Hossine. (*Md Mukul Hossine*, n.d,2016). In a literary work, the author can convey the intent and purpose of creating the work. Through a structural approach that looks at language, the meaning of a literary work can be seen in terms of the structure of the work itself. Therefore, this research focuses on the depiction of overseas life in several selected poems.

Researchers found several previous studies regarding the poem *Me Migrant* by Md Mukul Hossine. There are several previous studies used in this research. The first, The (Un) Making of a Poet: The Case of Md Mukul Hossine and Migrant Worker Writings in Singapore (Luka Lei, 2021), the second The Interplay of Simulacrum, Hyper-reality and Distorted Identity in Hamid's Fiction: A Postmodern Paradigm (Issn et al., 2021), third The Figurative Language Used in Ayu Meutia Poetry Tigress Based on Gibbs & Colston's Theory (Rejeki et al., 2022). However, based on previous research, the author only offers an in-depth reading of Mukul's poetry to understand

Mukul's poetry and struggle as a migrant worker's poetry because his poetry is rarely studied in literary criticism. Then, researchers have not considered the factors why the poetry was created. This aspect is important because it is a motivating factor for someone to understand the real lives of migrant workers, and literary works play an important role in forming this understanding. Unfortunately, sometimes, people feel confused or face difficulties while understanding the real point of figurative expressions (Nurjanah & Haqiqi, 2023). In previous studies, there has been a lot of research on poetry analysis using figurative language. However, there are differences in the results shown by previous research. In. In Rejeki et al's research (2022), it was concluded that the figurative language found was dominated by metaphor. In previous research, researchers used poetry that was easy for teenagers to understand to discover various kinds of figurative language. Therefore, apart from researching using figurative language, this research will also highlight the human values that underlie the creation of this poetry, so that readers can gain a deep understanding of this literary work and can relate it to the meaning of life. The human value obtained will be obtained by linking it with the theory of hyperreality according to Jean Baudliard (1985) in Wolny (2017).

According to Padni (2012:2) in Carston (2018) the idea and message of a poem are sometimes difficult be understand by the people. In other to find out at least the idea of the poem, people should have basic knowledge about figurative language, since the ideas in a poem are mostly conveyed in figurative language. Figurative language can help writers, readers, and even listeners understand what is being said. According to Gibbs & Colston (2012:1) in Rejeki et al., (2022), in general, figurative language refers to a speaker's utterance which has a meaning other than what he said, but it does not rule out the possibility that the meaning that will be said has a different meaning. the same but only at home to add a dramatic effect to the sentence. The message conveyed by the speaker is more easily received through figurative language. Figurative language creates words or sentences to produce and understand certain meanings in the current context and communicative goals with the speaker and reader (Gibbs & Colston, L. 2012, p. 7 in Rejeki et al., 2022). Figurative language can be found in many texts such as newspapers, advertisements, poetry, drama, novels, essays, news and other texts.

These are types of Figurative Language. First, personification is a form of figurative expression in which an object is given human qualities. In other words, personification can be interpreted as a parable of an object with human-like characteristics, according to (Abrams, 1999 in Syafitri & Marlinton, 2018) personification, namely an inanimate object or abstract concept that is discussed as if the object were given life resembling a human or with human attributes or feelings.

Second, the word metaphor comes from Greek; it means to bring. A metaphor is a language style used to express something more imaginatively. Apart from that, the use of words in a sentence is a metaphor that does not use its actual meaning, in contrast to a simile, a metaphor is used without stating a comparison (Abrams, 1999 in Syafitri & Marlinton, 2018). Metaphor is the process of comparing two different things as if the two things were one unit or had the same meaning. This is because metaphors do not use conjunctions such as, like, rather than, or similar to, and usually metaphors seem figurative.

Third, according to Abrams (1999) in Syafitri & Marlinton (2018) Hyperbole is a statement that is considered a bold exaggeration, or an exaggerated statement that explains a fact or possible possibility that may occur. Hyperbole can be used to mean serious, ironic, or even humorous effects. Hyperbole is usually something that stands out because it has a dramatic effect so that the reader or listener can focus their attention on the hyperbole sentence.

Fourth, according to (Abrams, 1999 in Syafitri & Marlinton, 2018), in most modern critical uses of the term irony, there is still a root meaning of hiding or concealing what is happening. However, not to deceive, but rather to achieve a special rhetorical or artistic effect. Irony is language that expresses a meaning that is contrary to the actual meaning, for example by expressing a meaning that is opposite to the actual meaning and a discrepancy between the atmosphere presented and the underlying reality.

Fifth is symbolism is applied only to a word or phrase that signifies an object or event which in turn signifies something or has a range of reference, beyond itself (Abrams, 1999 in Syafitri & Marlinton, 2018). Symbolism is a thing (could be an object, person, situation, or action) that stands for something else more abstract.

The last is Imagery. Imagery is a term for elements in poetry that evoke feelings. Poets combine the use of language and certain structures to create imaginative and expressive works. Imagery can be interpreted as a representation through language of sensory experience (Wayandedikardita, 1957).

2. Methodology

This study uses the work of *Me Migrant by Md Mukul Hossine*. The data used is a collection of poems written by nomads, namely Me Migrant. This collection of poems was published in 2016 by Singapore publisher Ethos Books and has enjoyed a wide readership since its publication. The researchers got this collection by downloading the e-book through the internet. The titles of the poems are *Me Migrant, Golden Mother, Eid Abroad, and I*. This literary production of *Me Migrant* was originally written in Bengali, then translated into English by Fariha Imran and Farouk Ahammed, and finally transcribed by an established Singaporean writer, Cyril Wong. Supported by a large number of readers' enthusiasm, it can prove that this work deserves to be an object of research, especially regarding the messages and intentions conveyed in the literary work. The author shows how difficult life is for a migrant worker full of hope and suffering.

This study uses a qualitative descriptive method. This method is an approach used to understand social phenomena from a subjective point of view. This approach is in line with this study because the subjectivity aspect is the main focus of research. The content of this approach consists of five parts. Those are, first, identify research questions that match the research objectives. Second, collecting data in the form of text in the poem. Third, classify the findings according to the answers to the research questions. Fourth, analyze the data as needed. Furthermore, the last thing is to re-examine the findings of the data before it is included in this study.

The data sources used are several selected poems in the work of *Me Migrant*. To understand the content of the work of the poems, the researchers need to do several steps. First, read repeatedly the literary work Me Migrant by Md Mukul Hossine. Second, classify the words, phrases, and sentences using structuralism to find the figurative language. Then these classified data were used to find the lives of migrant workers, after being classified, the data were arranged according to the theory used.

The collected data were analyzed using figurative language. Figurative Language is a highly visible deviation of the meaning of words from what users of a language consider to be the standard meaning of words or sentences, or the standard order of words, to achieve a special meaning or effect (Abrams (1999) in Syafitri & Marlinton (2018). Figurative language is used to describe how migrant workers live in these poems (Nurjanah & Haqiqi, 2023). After obtaining the

meaning of the poem, the data is classified using hyperreality theory, this theory is used to find out what expectations are desired by migrant workers, whether these expectations are proportional to the suffering they experience, and finally summed up systematically.

In this study, the data were taken from the poem Me Migrant by Md Mukul Hossine. The researchers chose five poems at random, where the poems were chosen because they expressed deep feelings. Some of the selected poems are Me Migrant, Golden Mother, Eid al-Fitr Abroad, Me, and Braving Life. The author looks for data to be analyzed from the e-book. These poems were published in 2016. In this research, the researchers used several steps to collect data as follows; First, the researchers chose five of the many poems that had been written. Second, the researchers identified Migrant works which tell about the lives of migrant workers described through poetry, and the researchers found figurative language in the poetry. Researchers analyzed the data by following several steps, namely; first, classifying poetry according to the research theme used, second, analyzing poetry, and finally concluding. Researchers classify these sentences into types of figurative language, and how many types of figurative language are used in poetry. In this analysis, researchers read poetry repeatedly to find its meaning. Reading poetry repeatedly can help the writer analyze the words or phrases used. After reading repeatedly, the researchers created a list of types of figurative language. Researchers record a list of words or phrases found. The main types of figurative language used in poetry can be found in that list. Researchers make conclusions from the data collected. The data analysis process explains things that happen in the poem. The types of figurative language and the dominant types can be identified from the analysis process and steps. Next, the researchers classified the data that had been found as a form of reality experienced by the poetry writer. In this process, the aim is to find a simulation process that is used to conclude the hyperreality that occurs in the lives of migrant workers.

This research uses the hyperreality theory by Jean Baudliard (1985) in Wolny (2017) which is elaborated by using figurative language to describe how migrant workers are depicted through the poems. These theories are used to analyze the poems in this study. Figurative language is used to convey a message by giving certain effects to the reader. Figurative language is a deviation from what speakers of a language apprehend as the ordinary, or standard, significance or sequence of words, to achieve some special meaning or effect (Abram, 1981).

3. Result and Discussion

3.1. Result
3.1.1. Migrant Worker Hyperreality in the Perspective of Jean Baudrillard

According to Baudrillard, Hyperreality is a condition where falsehood merges with authenticity, is mixed, facts merge with manipulation, signs merge with reality, and lies merge with the truth. Social media is often used as a forum for manipulating reality, falsifying authenticity, and lying about the truth, a reality that seems real, even though everything is just a delusional hallucination created through electronic technology. In short, today's media hyperreality presents a condition where everything is considered more real than reality itself, falsehoods are considered truer than truth, rumours are more believable than information, and rumours are seen as more truthful than truth. (Pane, n.d. 2018)

The hyperreality experienced by migrant workers stems from their expectations of a large salary when they become migrant workers. Many people are interested in becoming migrant workers because they get information on high salaries. Most of the information obtained comes

from word of mouth. However, there are several news reports covering the salary benefits given to migrant workers.

In Hong Kong, the minimum salary for migrant workers is HKD 4,730 per month and the food allowance has also increased to HKD 1,196 per month. Even though there are many cases involving migrant workers, this has not dampened people's interest in becoming migrant workers. (Artada, 2022)

Interior Minister James Cleverly says gov't will raise the minimum salary threshold for foreign skilled workers to 38,700 pounds ($48,800). Interior Minister James Cleverly said on Monday the government would raise the minimum salary threshold for foreign skilled workers to 38,700 pounds ($48,800), from its current level of 26,200 pounds ($33,000), reform the list of jobs where exceptions are made due to shortages, and toughen rules on whether workers can bring their families. (Aljazeera, 2023)

Then, the salary of migrant workers in Taiwan reaches IDR 10 million per month. Moreover, apart from the basic salary, workers will also receive overtime pay. However, there is a deduction for nine months of IDR 2.3 million for accommodation and food.(Viola Triamanda, 2022)

The salary of South Korean TKI in 2023 has not changed compared to 2022. The salary of South Korean TKI varies in each industrial sector. Apart from that, salaries for South Korean migrant workers also take into account diplomas and skills or expertise, as well as work experience. Summarized from various sources, South Korean salaries in 2022 start from IDR 2.6 million - IDR 233 million per month. The average salary for South Korean migrant workers in 2022 is IDR 50.9 million per month. (Wikanto, 2023)

It can be seen that the large salary is what makes migrant workers interested in working abroad. There are lots of news stories that display migrant workers' salaries based on the country they live in. This makes it easier for workers to access and choose which destination country is suitable as their place of work. However, in reality, officers receive a lot of complaints about migrant workers' complaints while abroad.

According to (Supriana, 2010) most of the migrants working abroad work in the informal sector, such as housekeepers, baby and toddler caretakers, and elderly caregivers. Meanwhile, only a small proportion of migrants work in the formal sector, such as in oil palm plantations, industry, and trading services. In addition, some work in the formal sector, such as construction workers, drivers, and factory workers. This difference is caused by the level of education of migrant workers.

This hyperreality about high salaries is what finally made several Indonesian workers interested in becoming migrant workers. However, in reality today many cases befall migrant workers, such as unpaid wages, abuse, sexual harassment, employer death, unilateral layoffs, work accidents, illness due to work accidents, crime, sexual harassment, and death. These cases do not cover all of them, there are still many cases that have befallen workers and have not been uncovered. It is this kind of suffering that befalls many migrant workers abroad.

Several cases of Indonesian migrant workers include allegations of human trafficking. The Indonesian citizen previously worked for a company in Myawaddy, Myanmar, which was found to be involved in online fraudulent practices. The location is in a conflict-affected area that is difficult for Myanmar government authorities to access. On June 7, 2023, 13 Indonesian citizens managed to escape from the company and crossed to Mae Sot, Thailand. These Indonesian citizens come from various regions in Indonesia, including West Kalimantan, DKI Jakarta, East Java, North Sumatra, and West Sumatra (Ministry of Foreign Affairs, 2023).

Then, one hundred migrants from one province in Indonesia died abroad in 2023. Ninety-seven of the migrant workers have died since January 1 in Malaysia, while the rest died in Laos, Papua New Guinea, and Gabon. Migrant workers die due to overwork beyond normal limits. They work like slaves if it is illegal because it is similar to modern slavery(Pizaro Gozali Idrus, 2023).

3.1.2 The Reality of Migrant Life Describe in *Me Migrant* by Md Mukul Hossine Poem

This research uses figurative language. Researchers found nine figurative languages in five poems. In this way, researchers will find out the conditions experienced by migrant workers through the poem Aku Migran by Md Mukul Hossine. Not only that, we also know how hyper-realistic migrant workers are regarding the jobs they expect abroad.

Md Mukul Hossine has explored the pain and loneliness of living as a migrant worker. Ian wrote his story in verses of poetry full of love, kinship, and religion. Most of the poems in his first poetry collection *Me Migrant* speak with a somber tone. He explores his loneliness and helplessness as a migrant worker in Singapore. He also wrote extensively about his longing for human empathy and kindness. One of the poignant poems in this poetry collection is entitled *Me Migrant* which directly tells the life of a migrant worker:

Table 1. Figurative Language in '*Me Migrant*' Poem.

Data	Figurative Language	Analysis
"Dawn to dusk the dawn again"	Metaphor	According to (Abrams, 1999 in Syafitri & Marlinton, 2018) metaphor, a word or expression that in literal usage denotes one kind of thing is applied to a distinctly different kind of thing, without asserting a comparison. In this sentence the metaphor implies an endless cycle of time, emphasizing the seemingly never-ending, recurring nature of the migrant experience.
"Live outdoors / Outside from you"	Symbolism	The poem ends with symbolism, emphasizing the marginalized and forgotten position of migrant workers in society by using the words 'outdoors' and 'outside' (Zhang, 2021). Symbolism

		usually conveys not so much meaning as a vague expectation that the writer is going to try to be up to date. In this sentence, the phrase "Live Outdoors" symbolizes being displaced or living in an unfamiliar environment, while "Outside from you" represents the emotional and physical distance between migrants and their loved ones.

By reading the poem, one can easily feel the suffering of a migrant worker. The language used by the author straightforwardly and directly can describe, on the one hand, the reality of harsh working conditions, and on the other hand, the conditions of loss and despair for the world. By using figurative language, it will be easier for the reader to understand the intention to be conveyed by the author, regarding the emotional impact, and will help convey the feelings of alienation, loss, and hopelessness experienced by migrant workers. In this poem, one metaphor and two symbolisms are found.

Next, the researchers want to analyze another poem in the book entitled '**Golden Mother'**.In this poem, the meaning of a child's longing and despair is conveyed to his mother who is separated by distance and very difficult circumstances. This poem expresses the sadness, loneliness, and tiredness felt by the child. By using figurative language, this poem expresses emotional intimacy and strengthens the child's experience by imaginatively and figuratively describing his difficult condition and his longing for his mother. The following is an analysis of the figurative language in the verses of the poem.

Table 2. Figurative Language in '**Golden Mother'** Poem

Data	Figurative Language	Analysis
"Life burns towards its end"	Hyperbole	This sentence contains hyperbole in the word "Life Burns". According to (Abrams, 1999 in Syafitri & Marlinton, 2018) hyperbole is a bold overstatement or the extravagant exaggeration of fact or possibility. So, the

		expression of hyperbole lies in the sentence life burns, which tells the story of the writer's unpleasant life, and it burns until the end.
"To hear the call from you like a swallow"	Personification	In the two stanzas of this poem, there is personification because there are descriptions of objects that appear to be human. Personification is a kind of figurative expression in which an animate object is given a human quality so, it seems as if they can do things that humans can do. So, in these two stanzas, "swallow" is a noun that describes the distance created between the writer and his mother as well as the writer's complaint that it was difficult for him to hear his mother's phone call.

In the poem entitled **'Golden Mother'** two types of figurative language are found. Among them are hyperbole and personification. In this poem, the author tells about his longing for his mother. The author feels very lonely, there is not a day without missing a mother figure. Hyperbole is often found in poetry, especially when discussing feelings for someone you love, such as your mother. Passionate feelings of love and longing are very easy to describe using figurative language, namely hyperbole.

In the third poem entitled **'Eid Abroad'** the message contained is the longing, sadness, and loss that is felt by someone who celebrates Eid al-Fitr abroad. This poem describes feelings of loneliness, loss of family, and longing for their love and support. Poets also express feelings of limitation, loss of dreams, and emptiness in their lives. Through figurative language, this poem describes the intense feelings of someone who celebrates Eid al-Fitr abroad. Figurative language enhances the power of emotional expression and helps the reader understand the writer's feelings of longing, sadness, and loss. The following is an analysis using figurative language:

Table 3. Figurative Language in '**Eid Abroad'** Poem

Data	Figurative Language	Analysis
"Moonlight is fearless" *"Sun's rays are cruel sometimes"*	Personification	In these of two stanzas, there is a personification that gives human characteristics to the light of the moon, depicting unwavering courage and calm, and the sun which describes the author as tireless. Personification is a kind of figurative expression in which an animate object is given a human quality. So, the words "Moonlight" and "Sun" are nouns which means that even in the afternoon or morning, the author does not know fatigue or fear, he continues to work to support himself and his family.

In this poem, there is one figurative language found, namely personification. There are two sentences identified as having figurative language in them, both of which have the same type of figurative language, namely personification.

After '***Eid Abroad'***, the figurative language is also found in the following poem entitled **'I'**.

This poem talks about the character "I" as the singular first person who experiences every single scene of having a migrant life. This poem describes the author's anxiety and confusion in finding his way in life.

Table 4. Figurative Language in '**I**' Poem

Data	Figurative Language	Analysis
"Today the sky of the mind Becomes clouded"	Personification	In the first line, there is a personification that describes the sky of the mind as a writer's dream. Personification is a kind of figurative expression in which an animate object is given a human quality. This

		stanza also has the meaning of sadness and confusion experienced by the author.
"Walking in streets without boundaries *How I lost myself I don't know I possess no address"*	Imagery	This stanza describes the writer who is walking on a road that has no boundaries. Imagery can be found here because it mentions "streets without boundaries" which means there are no roads without boundaries. The author feels trapped on a road that has no boundaries so he feels alone, lonely, and confused.
"This blanket of fog Covering my little heart"	Personification	This sentence describes the writer who is experiencing sadness. Personification is a kind of figurative expression in which an animate object is given a human quality (Abrams, 1999 in Syafitri & Marlinton, 2018) described here as a "blanket of fog" which means there is a fog that is covering his heart, the blanket of mist that is covering his little heart means the deep sadness that the writer feels until he forgets how to get home.

There are three pieces of data found that describe figurative language in the poem entitled "*I*". The figurative language found includes metaphor, imagery, and personification. All data analyzed uses figurative language to explain the author's feelings of being alone, alone, and confused on his journey.

Next is data from the poem entitled *'Braving Life'*. This poem describes the conditions of life experiences that are full of difficulties, misery, and the desire to search for deeper meaning amid suffering. The author tries to describe his mood through a poem entitled 'Braving Life', following analysis using figurative language.

Table 5. Figurative Language in '**Braving Life'** Poem

Data	Figurative Language	Analysis
"The streets of Kakibuki know how pain fills my days"	Personification	In this sentence, there is figurative language, namely personification. Personification is a kind of figurative expression in which an animate object is given a human quality (Abrams, 1999 in Syafitri & Marlinton, 2018). Where the author describes a street that understands the author's situation, namely the suffering that the author is experiencing, this creates an emotional atmosphere that involves the physical environment of the writer.

In this poem, one figurative language is found namely personification. The personifications that have been found describe objects, namely paths that are considered to understand the condition of the writer's heart. Thus, this analysis falls into the category of personification.

3.2 Discussion

In this discussion, the researchers provide a discussion that is relevant to the research problem. This research uses qualitative analysis, and the research results show that several baits are identified as having figurative language. Based on the analysis and discussion of hyperreality and the meaning of the figurative language contained in the poem *Me Migrant* by Md Mukul Hossine, it can be concluded that Mukul's poetry contains the meaning of sadness, despair, longing,

and loss of family. The meaning of figurative language in the poem entitled *Me Migrant* is metaphor and symbolism. By using figurative language, readers will more easily understand what the author wants to convey, regarding the emotional impact, and will help convey the feelings of alienation, loss, and hopelessness experienced by migrant workers. Furthermore, in the poem entitled figurative language, there are apostrophes, repetition, hyperbole, personification, similes, and metaphors. By analyzing figurative language, this poem expresses the emotional intimacy between a child and his mother. Furthermore, in the poem *Eid al-Fitr Abroad,* there are also several meanings of figurative language, namely personification. This poem describes feelings of longing for his family on holidays, and this figurative language increases the power of emotional expression and can help readers understand the feelings of longing, sadness, and loss that the author feels.

Researchers found several results regarding figurative language. In the poem entitled *Mi Migrant*, the figurative language found is metaphor and symbolism. In the poem entitled *Golden Mother*, the figurative language found is hyperbole and personification. In the poem entitled *Eid al-Fitr Abroad*, one figurative language is found, namely personification in the poem entitled *I*, several figurative languages are found, namely metaphor, personification, and simile. In the poem entitled *Braving Life*, there is one of the figurative language, namely personification. This shows that there is an implied and interesting meaning and is conveyed using figurative language which can deepen the meaning of the poem.

The data collection table shows that there is some figurative language in the four poems above. Researchers found two metaphors, three personifications, one symbolism, one hyperbole, and one imagery. Of the four poems, there is not much figurative language found. However, the language used is more inclined towards the feelings of facts experienced by the author, so figurative language is rarely found. The researchers have suggestions for future researchers; Firstly, to the reader, the collection of poems *Me Migrant* by Md Mukul Hossine does not use a lot of figurative language. The author uses more language that is easy for the reader to understand. This research has a weakness, namely that it did not find much figurative language, so if you want to research figurative language using the poetry collection *Me Migrant* by Md Mukul Hossine, it is recommended to use more data. Apart from that, this research has the advantage of focusing on the content of the author's suffering as a migrant worker. The results of this data are connected to the Hyperreality theory according to Jean Baudliard, regarding the expectations of migrant workers which do not match the reality that has occurred.

Based on the discussion above, there are differences between this research and previous research. (Luka Lei, 2021) reveals power hegemony and social inequality through an article entitled The (Un) Making of a Poet: The Case of Md Mukul Hossine and the Writings of Migrant Workers in Singapore. In this article, the author also explains the causes of Mukul's dismissal by Singaporean writers at that time, seen through a Marxist approach. This previous study helps researchers to describe the lives of migrant workers represented in these poems. Then this research completes this gap by presenting the hyperreality of migrant workers through the media.

4. Conclusions

The results show that *Me Migrant* Poems represented the real migrant worker's life through figurative language. It consists of metaphor, personification, hyperbole, imagery, and symbolism. The most dominant of figurative language is personification. Four personifications are used in these poems. The figurative language used has some functions in *Me Migrant* Poems

by Md Mukul Hossine. Among them, it functions to emphasize meaning, creates meaning in unresolved problems of literal meaning, is expressive and adds to the beauty of poetry, and has an important role in supporting poetry. The language used in the poem *Me Migrant* is not difficult for young people to understand. This poetry can be easily understood by adults who may find it difficult to understand poetry in general. The convenience that students get includes, among other things, students can learn some figurative language and can express their experiences through poetry. Then, the convenience obtained for adults is that the language used by the author is very easy to understand and does not use too much figurative language, so readers can easily interpret the meaning.

Writing about the hyperreality of migrant workers which ultimately causes suffering contributes to the true meaning of the profession of migrant workers. The hyperreality of migrant workers about high wages is not always worth the suffering they experience. The presence of this study is here to inspire migrants so that they are not easily trapped in hyperreality in the media. This research has limitations with only five object titles. There are still many choices of data sources that can be studied using the same methods and analytical tools. In addition, a similar study can be carried out by comparing several literary works with the same tone. With further studies, it is hoped that it can become a reference in forming new meanings and presenting a positive response to things that are seen as negative from only one side.

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The Use of Politeness Strategy and The Influence Factors in Political Talk Show

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ABSTRACT

Maintaining etiquette in speech acts is a part of politeness strategies conducted in communication. This study aimed to describe the use of politeness strategies and the influence factors found in the political talk show of Mata Najwa. The research method employed a descriptive qualitative one as proposed by Brown and Levinson's four politeness strategies. Face is indicated as an inherently political element in the theory of Goffman. The data is a dialogue transcription taken from Mata Najwa YouTube.on 18 October 2023. The techniques of collecting data were documentation by watching, listening, transcribing, reviewing the transcription, and selecting the speakers' utterances. The data analysis involved identifying, and classifying utterances based on politeness strategies, analyzing frequency, interpreting the data, and drawing conclusions. The analysis of 193 utterances showed that 114 of them had positive politeness strategy data (59%), 34 had bald-on politeness strategy data (17,6%), 24 had negative politeness strategy data (12,4%), and 21 had off-record politeness strategy data (17,6%). The positive politeness method is the most commonly employed tactic. It suggests that the inclination toward familiarity between speakers and listeners as well as the sentiment to reveal people's individuality by lowering FTA in each phrase is generated by particular factors. That becomes a point for speakers to build and maintain relationships.

Keywords: politeness strategy, Mata Najwa, political talk show

1. Introduction

This study is taken from the political talk show of Mata Najwa since the dialogue has become a hot issue to discuss. Human beings show consideration to others in social phenomena to avoid an offence that results in misunderstanding. Therefore, they have to behave appropriately with other people they meet depending on the situation in which the conversation is taking place and to whom they speak so that they would not be rude. Politeness, stated by (Mills, 2011) as a part of pragmatics is a way to show respect toward other people to avoid offences without hurting others by considering situations where they speak to (Dewanti, 2007). According to Leech (1980) and Brown & Levinson (1988), variable factors that influence politeness include social distance, social status, and gender to

respect and face-saving (Leech, 1980). Pragmatically, the bond of interpersonal relationships through speakers' attitudes may be employed to address, demand, blame, contradict, interrupt, and apologize. They may ask "What do you mean by X?" to figure out what political issue occurred. This question, for instance, is meant to demonstrate awareness of being polite linked to social proximity or distance (Azzahra et al., 2023; Haryanto & Mubarok, 2018).

Politeness strategy in communication is a way for someone to be polite to convey his/her message via utterances (Basyar, 2022). The way to convey politeness depends on the situation and the context of communicative events engaged. Politeness tactics, which are a subset of pragmatics, use social communication techniques to address how people convey their thoughts and feelings through their words (Purwanto & Soepriatmadji (2013). Pragmatics looks at how people use language in various contexts (R. Susanti et al., 2024; Mey, 2015). Popularization of the politeness strategy, one should be nice and preserve their public image by being polite to others. Nonetheless, there are instances when rudeness is directed against other people (Cutting, 2002; King & Wardhaugh, 1970).

Politeness has a high significance in communication in making interlocutors feel respected and building positive relationships. The way to express polite language, expressions illustrated honorific are addressed such as "sir" and "madam." The use of *mbak," pak, and bu* as referent honorifics is commonly employed in Bahasa, and the use of *mbak* and *mas* in *the* Javanese language. In this case, two major honorifics categorize referent honorifics, such as pak Ganjar, Mr. Brown, Prince William, etc., and addressee honorifics (Okamoto, 2010). Specific words chosen to convey the relationship between the speaker's social status and the person being addressed are employed in addressee honorifics regardless of content. What the addresser and addressee talk about contains meaning beyond their languages. The name of metapragmatic talk is a talk behaviour that talks about other people's general behaviour through their speech about issues concerning language use and meaning in context interpreted by interactants (Verschueren, 2012). English-speaking researchers usually use the term politeness instead of speech etiquette used in Russian linguistics (Duskaeva, 2021; Ryabova, 2015). It reveals etiquette relationships in verbal behaviour to maintain as a part of the politeness strategy conducted in universal ideas-based communication about socially approved. Through this strategy, human beings build respect and boost self-esteem and confidence to improve relationships and communication skills (Borris & Zecho, 2018).

Various relationships determine speakers' decision to choose the way to speak via languages with the appropriate degree of politeness attached to them (Seken, 2011). Thus, the speakers are required to identify social status, to make social distance, and to anticipate how authority is possessed by the addressee to decide how much speakers deliver politeness investment without offending the addressee in communication. Politeness strategy contains political behaviour constrained by sociocultural norms to achieve personal relationships during the process of interaction. During the interaction process, a positive public self-image is paid (Goffman & Deeb, 1955). According to Levinson (1992), pragmatic courtesy is used to maintain face (i.e., public self-image), and this involves threatening and saving face (Sapitri et al., 2019).

There are four strategies of politeness conducted using the theory (Brown & Levinson, 1988), namely bald-on record politeness strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy. The politeness strategies that the speakers utilize to achieve certain goals in social relationships are showing face-threatening acts (FTA), public self-image, and the feeling of self (Marpudianto, 2020). The strategies and the connectivity of using FTAs in politeness are shown in Figure 1. Several factors of politeness are performed involving social distance, social power, and rank of imposition as the sociological variables (Brown & Levinson, 1988).
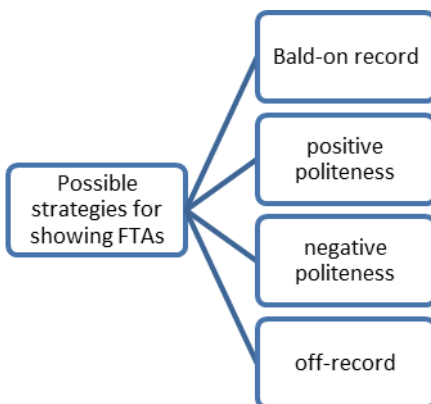
Fig. 1 Possible strategies for showing FTAs (Brown & Levinson, 1988)

Building positive relationships among community members is another aspect of being polite, in addition to the behaviours that take place in society to honour one another and reduce the likelihood of conflicts (Lakoff, 1975).

The previous research that discussed the positive politeness strategy (Marpudianto, 2020) aimed to gratify the hearers' positive face by admitting them as friends or group as Yule's statement that positive politeness strategy proposes speakers to investigate by questioning for certain objectives even friendship (Yule, 1996). The tendency is to highlight familiarity between speakers and hearers by giving satisfaction to the interest owned by interlocutors. In this case, to conduct a positive politeness strategy, speakers employ their feelings to show persons' personality by reducing FTA in every utterance produced. The strategies used are to seek agreement, to assert of presume speakers' knowledge and concern of hearers' wants, to use in-group identity markers, avoid disagreement, and to include both speaker and hearer in the activity of communication (Indahsari & Surjowati, 2021). The other strategies are exaggerating as showing sympathy, intensifying interest, joking, presupposing common ground, offering and promising, being optimistic, giving or asking for reasons, assuming or asserting reciprocity, and satisfying listeners to show understanding, sympathy, and cooperation (Servitia, 2017).

Bald on record politeness strategy characterized speakers to show a refusal to minimize FTA on the hearer. It is usually conducted by speakers who have authority level to individuals who have less authority or power. Most of the time, this strategy is not performed due to the risk of injury to the recipient's face. In other words, the use of straightforward form when the speaker produces language in communicating characterizes directness, clarity, and conciseness (Amalia et al., 2023; Haryanto, 2017). Nonetheless, this strategy works best when addresses and addressee are close and intimately familiar. This strategy has the purpose of giving suggestions or advice, showing disagreement, showing imperative form, asking, threatening, and warning.

The manifestation of the negative politeness strategy is generally conducted formally for speakers and interlocutors who are not too close to each other. It deals with respectful behaviour (Febiyani & Fitriana, 2019). Sometimes, the communication occurs and, thus, seems awkward. It is the most elaborated politeness strategy and the most conventionalized set of linguistic strategies for FTA redress. It has ten strategies, namely being indirect conventionally, questions, hedges, minimizing the imposition, apologizing, giving deference, being pessimistic, impersonalizes speaker and hearer, stating the FTA as a general rule, nominalizing, and going on record as incurring debt (Brown & Levinson, 1988). The main point is to avoid offence to the addressee's face and to let the addressee choose to agree or disagree with the addresser's saying or asking.

The politeness strategy of off-record has intended meaning due to the use of indirectness form

as a strategy to avoid doing FTAs by letting interlocutors interpret messages by themselves with two mechanisms, namely inviting conversational implicature and being vague. By inviting conversational implicature, speakers give clues to the interlocutor to interpret. In this case, speakers violate the maxims of the cooperative principle. Besides, violating maxims are considered as a strategy to perform off-record politeness strategies, which are understated, overstated, and tautologies (violate quantity maxim); contradiction, irony, metaphors, and rhetorical questions (violate quality maxim); ambiguous, vague, over-generalized, displacing hearers, and ellipsis (violate manner maxim) (Brown & Levinson, 1988). Several researchers have analyzed off-record politeness strategy and have been concerned with a few ways of being a polite act which include using hedging and indirectness as the way to convey uncertainty and ambiguity, using polite deceit, and using euphemism by exploiting ambiguity and connotation to disguise meaning.

Discussion about politeness strategies draws the attention of several researchers to investigate it in written text such as the politeness strategy used by characters in novels (Widyastuti, 2019), in presidential debates (Batubara et al., 2022; Sibarani & Marlina, 2018), in classroom's interaction (Astia, 2020; Rahayuningsih et al., 2020; Fitriyani & Andriyanti, 2020; Saputra et al., 2021; Sudarmawan et al., 2022), in social media (Sinaga et al., 2022), in a TV show (Hutahaean et al., 2021), in the business world (Kusumarini et al., 2021; Zhang et al., 2021; Rababah et al., 2021), in the movie (Kristyaningsih & Arifin, 2022; Isabella et al., 2022; Kristyaningsih & Arifin, 2022; Rajagukguk et al., 2021; Kendenan et al., 2023), in speech (Alamsyah et al., 2023; Azzahra et al., 2023). Researchers might also examine civility tactics in talk shows (Syah, 2021). The novelty of this research from previous research is the use of politeness strategy and the influence factors in the political talk show of Najwa Shihab; as a hot issue politically occurs in Indonesia's election with political strategy at sharing ideas; to identify and to interpret the language to gain the strategy to mitigate face-threatening act and to demonstrate positive politeness act to controlling ego.

As language is a component of the social system and necessitates communication strategy, a variety of elements, including individual, societal, and linguistic ones, influence how language is used (Hartati, 2021). Previous studies have undertaken similar research since this study analyzes politeness strategies using the Najwa Shihab talk show (Silitonga, 2022; Indahsari & Surjowati, 2021). The prior research differs in that it did not explain the variables that influenced speakers to generate their languages or provide an explanation for the dominating technique that was discovered; instead, it only classified and studied politeness strategies. The research's innovation is in determining the politeness approach and the factors that influence presidential candidates' language production, as discussed by the host and guest on Najwa Shihab's political talk program.

The presidential election campaign of candidates in Indonesia is still running to seek support from the citizens of Indonesia. The three presidential candidates are Prabowo Subianto, Ganjar Pranowo, and Anis Baswedan. The vice presidents of their respective running mates are Gibran Rakabuming, Mohammad Mahfud MD, and Muhaimin Iskandar (Irawanto, 2019). As a well-known journalist, Najwa Shihab reveals the latest issues through talk shows she conducts to gain data or information. She is also celebrated for delivering a satirical message in her episodes (Restendy, 2023). The video of the interview she made is mostly about comments and political issues in Indonesia. One of them is ahead of the 2024 presidential election taken as the data. This study is interesting to discuss since the political temperature has been warming up in Indonesia before the official start and during the presidential election campaign. Najwa Shihab conducted a talk show on the current issue trend exclusively to one of the presidential candidates and the vice president, Ganjar Pranowo and Mohammad Mahfud MD, and made an interview posted on her YouTube on October 19[th,] 2023.

This study aimed to describe the use of politeness strategies and the influence factors found in the political talk show of Mata Najwa conducted on 18 October 2023 in an interview between

Ganjar Pranowo and Mahfud MD about the strategy to face the 2024 presidential election.

This research employed (Brown & Levinson, 1988) theory of four politeness strategies which involves bald-on record, positive, negative, and off-record politeness strategies.

2. Methodology

The design of this research is descriptive qualitative to examine the condition of natural objects, which produces descriptive data in the form of words and sentences. The researcher took the role of the key instrument in analyzing transcription data (Sugiyono, 2010).

The research data is the conversations among the participants of the interview. The data are the dialogue transcription taken from Najwa Shihab's YouTube channel. These data describe the principles of politeness so that what is obtained is a description of the use of language politeness strategies used by the participants of the interview.

The object of this research is a talk show by Najwa Shihab conducted on 18 October 2023 in an interview between Ganjar Pranowo and Mahfud MD as a pair of the presidential candidate and the vice presidency about the strategy to face the 2024 presidential election. The talk show was conducted on 18 October 2023. This study employs Brown & Levinson's (1988) theory of four politeness strategies which involves bald-on record, positive, negative, and off-record politeness strategy. The theory explicates politeness aspects of verbal formulation in face-to-face interaction.

Data collection techniques are a way for researchers to obtain data. This research uses note-taking techniques. The listening technique is one of the techniques used to obtain data by listening to the language used (Sugiyono, 2010). The researcher chose the note-taking technique because the observed object is an interview and requires transcripts for analysis. The researcher watched and listened to the interview conducted by Najwa Shihab as interviewer, and Ganjar Pranowo and Mohammad Mahfud as interviewees, transcribing the conversation employed in a talk show, reviewing the transcription of the conversation, and selecting the speakers' utterances.

The flowchart below illustrates the research method:

Figure 2 Process of research method
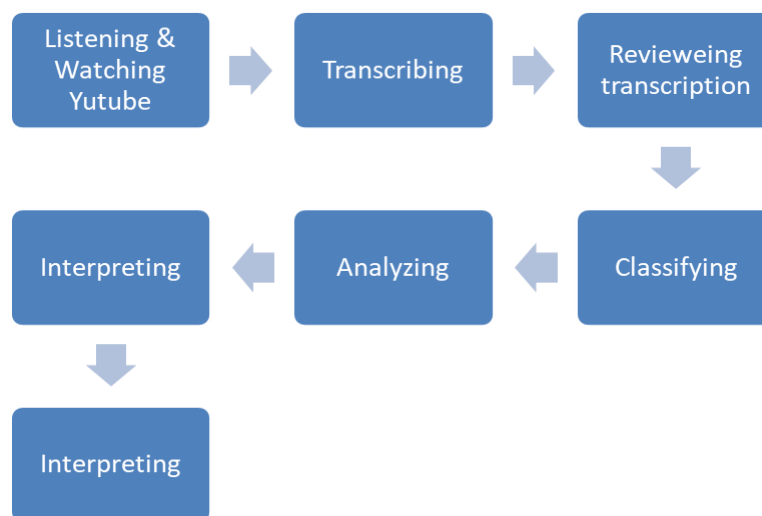
The data analysis technique applied by Miles et al. (2014) qualitative data analysis in four steps, namely data collection, data reduction, data display, and conclusion. The researcher identified the utterances by using Brown and Levinson's theory of politeness strategies, classifying utterances based on politeness strategies, analyzing frequency, interpreting data, and drawing conclusions.

3.   Result and Discussion
4.1. Result

Following the data collection and analysis of utterances made during conversations about political issues in the run-up to the 2024 presidential election by Mohammad Mahfud MD, the vice president, Ganjar Pranowo, the host of the Mata Najwa talk show, and Najwa Shihab, the host, entitled "Strategy Ganjar-Mahfud" (Ganjar-Mahfud Strategy), the data of their utterances that included politeness strategies was discovered. A total of 199 politeness strategies - that is, positive, bald-on, negative, and off-record—have been identified. In 172 of the talk show participants' joint remarks, 193 politeness methods were identified. Using the table below (see Table 1), the data were categorized and collated into frequency and percentage.

Table 1 Percentage of Politeness Strategies in conversation conducted
in Mata Najwa Talk Show on October 18th, 2023

Politeness Strategies	Frequency	Percentage
Positive	114	59 %
Bald-on	34	17.6%
Negative	24	12,4%
Off-record	21	11%
Total	193	100%

Table 1 shows that 114 (193) of the 193 data have a positive politeness strategy (59%) followed by 34 (17,6%) with the bald-on politeness method, 24 (18%) negative politeness strategy, and 21 (19%) with off-record strategy. The following diagram illustrates language functions found as the politeness strategy conducted by participants in the political talk show of Mata Najwa. The frequency and percentage of politeness strategies in a conversation conducted in Mata Najwa Talk Show on October 18th, 2023 can be seen in Figure 3:

Percentage of Politeness Strategies in conversation conducted in Mata Najwa Talk Show on October 18th 2023

off-record politeness strategy: 21 - 10.9%
negative politeness strategy: 24 - 12.4%
bald-on politeness strategy: 34 - 17.6%
positive politeness strategy: 114 - 59.1%

- positive politeness strategy
- bald–on politeness strategy
- negative politeness strategy
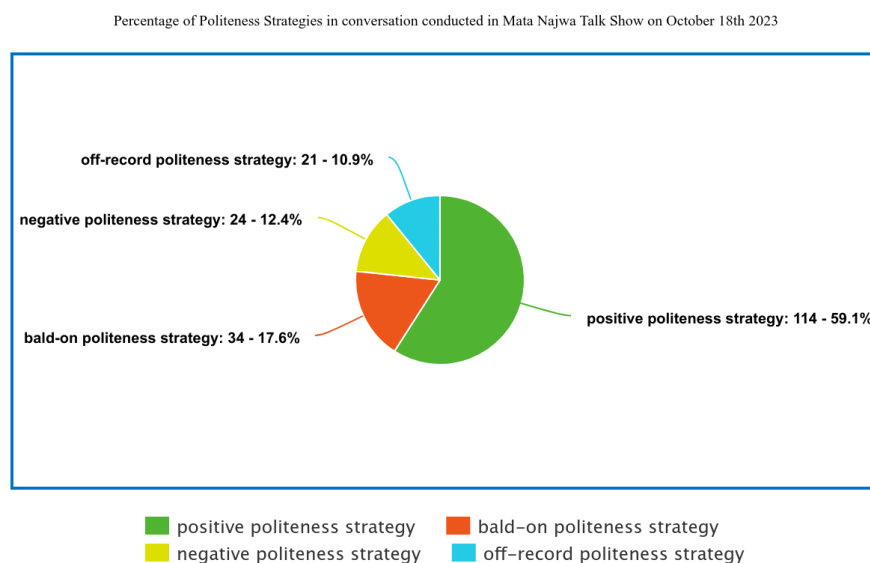- off–record politeness strategy

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Figure 3 Frequency and percentage of politeness strategies in a conversation conducted
in Mata Najwa Talk Show on October 18th, 2023

As shown in Figure 1, the most common strategies found in the Najwa Shihab talk show on October 18, 2023, were positive politeness, which involves including both the speaker and the hearer in the communication process, indicating one's identity, seeking agreement, assuming speakers know what the hearers want, avoiding agreement, being optimistic, making promises, satisfying listeners to demonstrate understanding, assuming or asserting reciprocity.

4.2 Discussion

To distinguish between positive, negative, bald-on, and off-record politeness methods, the politeness strategies used by participants in Maat Najwa on October 18, 2023, were categorized based on their utterances. The following strategies describe the finding of politeness tactics and their factors involved rank of status and the way to maintain their power of language. The factor that influenced in positive politeness strategy is social distance which the speakers are close to each other. The negative politeness used is influenced by the rank of status with a rank of imposing in maintaining argument.

4.2.1 Positive Politeness Strategy and the Factors' Analysis

The talk shows participants employ ten language functions on positive politeness strategies, namely seeking consensus, assuming speakers' knowledge and concern for listeners' needs, using in-group identity markers, avoiding disagreement, involving both speakers and listeners in communication, presuming common ground, offering and promising, being upbeat, assuming or asserting reciprocity, and satisfying listeners to demonstrate understanding. The following are the examples of utterances:
(1)   The factor of positive politeness is to include both the speaker and the hearer in the activity of communication.

The language factor of position rank of *kita* (we) in the utterance of *Hari ini adalah hari pertama pendaftaran capres cawapres dan kita sudah lihat tadi pagi dimulai dengan pendaftaran capres eh Anis, Muhaimin Iskandar dan kemudian dilanjutkan dengan pendaftaran capres Ganjar Pranowo dengan Mahfud MD* (Today is the first day of registration for presidential and vice presidential candidates and we saw this morning starting with the registration of presidential candidates Anis, Muhaimin Iskandar and proceeded to register presidential contenders Ganjar Pranowo with Mahfud MD) is a positive politeness tactic described by Najwa Shihab that aims to involve both the speaker and the listener in the communication process. She gave the listeners a pleasant expression by welcoming them into the group discussion and saying "Kita" seven times. The other utterance which uses *kita* is *Boleh ditunjukkan di sini tidak sih supaya kita bisa melihat ini jadi baju itu Anda titipkan ke ibunda ya?* uttered by Najwa Shihab to Mohammad Mahfud MD.
(2) The factor of positive politeness to mark identity.

The status factor influences language use of *mas* in the utterance of *Apakah banyak dari awal tuh mau berusaha mencari nama-nama yang pas gitu lho, Mas* uttered by Najwa Shihab to show honorific and how closeness of relationship they are. These honorifics sign Javanese culture where the conversation is taking place. The word *mbak is* also categorized honorific uttered by Ganjar Pranowo and Mohammad Mahfud MD to Najwa Shihab as well as the word *pak* to address Mohammad Mahfud MD.
(3) The factor of positive politeness to seek agreement

The use of a positive politeness strategy to seek agreement occurs in the utterance *Kita tunggu ya. Kita tunggu, oke* (Let's wait, okay? Let's wait, okay) uttered by Najwa Shihab as a host who has the power of language. She tried to negotiate while waiting for the tag name. Other situations illustrated

the meaning of seeking agreement to safe topic strategy uttered by Najwa Shihab also illustrated in the utterance *lebih lugas?* (more straightforward?), *suka tidak suka* (like it or not), *harus diikuti?* (should be followed?), *tidak benar?* (not true?), *jadi tidak secara sengaja tapi itu menguatkan?* (so it's not intentional but it strengthens it?), *dua mingguan yang lalu itu ya?* (two weeks ago, right?), *Oke deal dengan Mahfud MD?* (OK, deal with Mahfud MD?), and *Mas kaesang toh maksudnya?* (What you mean is Mr Kaesang, right?).

(4) The factor of positive politeness is to assert or presume speakers' knowledge and concern of hearers' wants.

The use of a positive politeness strategy to assert of presume speakers' knowledge and concern of hearers' wants occurring in the utterance *Menurutmu apa namanya karena surprise* (What do you think it's called because it's a surprise) uttered by Mohammad Mahfud MD to Najwa Shihab about surprise tag name. Other scenarios demonstrated the meaning of assuming the speaker's knowledge and expressing concern for the hearer's desires in response to Najwa Shihab's comments and her desire to be heard in the utterance *"Mungkin lewat Najwa juga orang-orang saya kan ga pernah..tiba-tiba muncul kan?"* (Maybe it was through Najwa that my people never...suddenly appeared, right?).

(5) The factor of positive politeness to avoid agreement.

The use of a positive politeness strategy to avoid disagreement occurred in the utterance *tapi itu faktor yang bikin OKE* (but that's the factor that makes it OK) uttered by Najwa Shihab to avoid disagreement using *tapi* to deny that the relationship between Ganjar Pranowo and Mohammad Mahfud MD was not something common with others. The factor of Najwa Shihab producing the utterance is her host status with its language power behind her language. Other situation illustrated meaning of avoid agreement also occurred in the utterance *tapi sempat masuk radar cawapresnya pak Prabowo Subianto* (but it was on the radar of Mr Prabowo Subianto's vice presidential candidate); *berarti anda menjawab tegas tidak pada tawaran itu* (that means you answered firmly no to the offer); *tapi bukan kepada melainkan kepada Anis melainkan kepada ketua PKS itu yang datang ke tempat saya beramai-ramai* (but not to Anis but to the chairman of the PKS who came to my place in a group); *Tetapi tidak langsung* (But not directly); *tapi yang jelas dulu juga pak Mahfud mau diajak pak Jokowi jadi wapresnya?* (But surely Pak Mahfud also wants to invite Pak Jokowi to become his vice president?);

(6) The factor of positive politeness to be optimistic

The use of positive politeness to be optimistic occurred in the utterance *Saya yakin saya bisa berdiskusi dengan beliau* (I'm sure I can discuss it with him) was uttered by Ganjar Pranowo optimistically if he was able to discuss with Mohammad Mahmud MD. The hint used is *yakin* (sure). Other utterance employed is *sudah pastilah sudah pastilah* (that's for sure) with the hint *pasti* (sure); *maka saya katakan tadi sudah saatnya, mbak, hitam putih tidak abu-abu dalam penegakan hukum itu dilaksanakan* (So I said earlier that it is time, sis, that black and white is not gray when it comes to law enforcement) with the hint *sudah saatnya* (it is time); *makanya sekarang saya lugas* (that's why now I'm straightforward) with the hint *sekarang saya lugas* (now I'm straightforward); *sama sekali* (at all) is to connect earlier words which the full utterance is *tidak terpengaruh sama sekali* (I'm not affected at all); *tim kami siap* (our team is ready) with the hint of *ready*; *Saya kira pak Jokowi pasti sudah paham* (I think Mr Jokowi definitely understands) with the hint of *definitely; yakin* (I'm sure) is shown that presidential candidate of Ganjar Pranowo will get support from President Jokowi; *Menurut saya dari pidatonya mas ganjar dan bu mega memilih saya justru mereka itu memilih saya karena saya ini peluru tidak terkendali* (In my opinion, from his speech, Mas Ganjar and Bu Mega chose me, in fact they chose me because I am an uncontrollable bullet) with the hint *in fact* shown that Mohammad Mahfud MD considered that himself was like a bullet meant that he will not be influenced anyone. The reason factor that Ganjar Pranowo and Mohammad Mahfud MD produce

their languages is their position as a presidential candidate and a vice presidential candidate which has an optimistic at 5 years leading Indonesia's future.

(7) The utterance of positive politeness to promise

The use of positive politeness to promise occurs in the utterance *Pokoknya kalau ada yang keliru ya kita besok perbaiki* (Anyway, if there's something wrong, we'll fix it tomorrow) illustrates promise by the hint of *will* uttered by Mohammad Mahfud MD. It is a part of him as a vice presidential candidate to promise to fix regulations. This factor is influenced by the status of Ganjar Pranowo and Mohammad Mahfud MD as a presidential candidate and a vice presidential candidate who should keep their promise as a commitment.

(8) The utterance of positive politeness to satisfy listeners to show understanding

The use of positive politeness to satisfy listeners to show understanding occurred in the utterance *ya yang salah mungkin kalau saya katakan MK salah tetapi MK dalam memutus itu kalau mau ditindak itu bukan tindak pidana lho, bukan lalu ditangkap-tangkap gitu memutus itu bukan tindak pidana* (Yes, what is wrong is that if I say that the Constitutional Court is wrong, the Constitutional Court is wrong in deciding that if you want to take action against it, it is not a criminal act, you know, it is not that then they are arrested and then they decide that it is not a criminal act) uttered by Mohammad Mahfud MD who knew a lot about regulations, showed understanding to Najwa Shihab who asked about the regulation. The factor of this positive politeness is the language power impinged to explain and to inform to public.

(9) The utterance of positive politeness presupposes a common ground

The use of positive politeness to presuppose common ground occurred in utterance *semua yang sudah diatur dalam regulasi, tugas eksekutif itu adalah mengeksekusi, melaksanakan perundang-undangan yang berlaku* (everything that has been regulated in the regulations, the executive's task is to execute, to implement applicable laws and regulations) is uttered by Ganjar Pranowo to show basic information. This politeness was also uttered by Mohammad Mahfud MD in his utterance *Misalnya, orang mau minta izin ini ada dong jadwalnya. Izinnya begini kalau gak keluar harus jelas masalahnya apa dan jangan ditumpangkan lagi (For example, if someone wants to ask for permission, there's a schedule* (The permit is like this, if it doesn't come out, it has to be clear what the problem is and don't try it again). The background of their knowledge is an important factor socially to explain the common ground of real issues.

(10)   The utterance of positive politeness to assume or assert reciprocity

The use of positive politeness occured in utterance *Saya sudah mengikuti prosedur tapi kok nggak beres ya. Ya itu keliru. Itu keliru* (I've followed the procedure but how come it's not working? Yes, that's wrong. That's wrong) was uttered by Ganjar Pranowo. He intended to show the payoff of the situation, as the factor, he experienced with the hint of following procedure to not working.

4.2.2 Bald-on Politeness Strategy and the Factor's Analysis

There are 6 categories of factors covered in the functions of positive politeness strategies including to give suggestions and to advise, to show disagreement, to show imperative form, to ask, to threaten, and to warn. The factors influenced are the rank of status and the social distance among speakers who are involved in politics. However, two strategies to show bald-on politeness strategies used by participants in talk shows are to show disagreement and to ask directly. The illustration of utterances is as follows:

(1) The utterance of bald-on politeness to ask

The use of bald-on politeness in the utterance *catat ya* (notice) showed direct asking uttered by Ganjar Pranowo when he asked the hearers to pay attention. It was also uttered by Najwa Shihab in her utterance *apa pak yang keliru?* (what's wrong, sir?), *tidak berani?* (no dare?), *kurang nyali?* (lacking

guts?), *tapi tukeran gitu?* (but what's the exchange?), *salah?* (wrong?), *berarti yang salah siapa, pak?* (I mean, whose fault is this?), and *yang sekarang sedang dilakukan adalah melaporkan ke dewan etik*? (what is being done now is reporting to the ethics board?).

(2) The utterance of bald-on politeness shows disagreement

The use of bald-on politeness in the utterance *enggak, mbak* (no, sis) uttered by Ganjar Pranowo directly to decline and to deny. Other utterances are similar such as *enggak..saya nggak ada pengaruh apa-apa* (no...I don't have any influence), *bukan hukum* (not law), *enggak* (no), and *tidak sama sekali* (not at all).

4.2.3 Negative Politeness Strategy and the Factors' Analysis

Ten language factors that constitute negative politeness strategies include conventionally indirect communication; questions; hedges; minimization of imposition; apology; deference; pessimism; im-personalization of speaker and hearer; statement of the FTA as a general rule; nominalization; and going on record as incurring debt. Talk show participants, however, employ two techniques to demonstrate negative politeness. They can be customarily oblique, hedge, reduce imposition, apologize, be pessimistic, impersonalize speaker and hearer, and proclaim the FTA as a general rule.

The following are the examples of utterances:

(1) The utterance of negative politeness to apologize

The use of negative politeness in the utterance "sorry" was uttered by Najwa Shihab to the crew about the sound leaking. She said sorry to ask to fix the leak. A similar apology is also uttered by saying *maaf, mbak* (sorry, sis), *Mohon maaf Saya orangnya mau yang tegas-tegas* (Sorry, I'm someone who wants to be firm).

(2) The utterance of negative politeness to minimize the imposition

The use of negative politeness in the utterance *Kalau dengan pak Prabowo atau minimal dari kubu pak Prabowo yang menawarkan ke Anda apakah juga tegas dijawab tidak? Karena tanpa bermaksud mengadu domba tapi pertanyaannya adalah apakah ini karena yang pertama nawarin mas Ganjar dan sebetulnya pak Mahfud OKE saja juga dengan pak Prabowo kalau saja tawaran itu datang, pak?* (If it was Pak Prabowo or at least from Pak Prabowo's camp who made the offer to you, would the answer be a firm no? Because I don't mean to pit people against each other, but the question is, is this because the first one offered Mr. Ganjar and actually Mr. Mahfud was OK with Mr. Prabowo if the offer came, sir?) uttered by Najwa Shihab to Ganjar Pranowo with the hint of *tanpa bermaksud mengadu domba* intended to minimize the imposition. Other situation illustrated negative politeness is in the utterance *anu aja. Untuk apa namanya ya. Gak tahu pokoknya memberi sentuhan tersendiri kalau pakai baju ini karena dulu begini* (just like that. What's the name for? I don't know how to give your own touch if you wear this shirt because it used to be like this) with the hint *gak tahu pokoknya* (just like that). It also occurred in the utterance *"Pak mahfud belain saya." Pak, kenapa ya bu mega merasa ingin dibela oleh Anda pak?* ("Mahfud defended me." Sir, why do you feel like Miss Mega wants to be defended by you, sir?) uttered by Najwa Shihab to Mohammad Mahfud MD through question which illustrates to minimize the imposition of him in the hint of *pak, kenapa ya*.

(3) The utterance of negative politeness to hedges

This politeness is used by speakers to mitigate language and to avoid imposing on others by using hedges such as the utterance *kalau begitu saya tanya, pak* (then I'll ask, sir) to save face by the language going to convey. The other words used were *menurut anda* (you think); *tadi malam ada pertanyaan ni pada saat deklarasi* (Last night there was this question during the declaration) is uttered as hedges to avoid imposition occurred before threatening; and *Dan kalau anda bisa mengingatkan lewat Mata Najwa apa yang ingin anda sampaikan mas ke pak Jokowi?* (And if

you could remind me through Mata Najwa, what would you like to convey to Mr Jokowi?) with the hint *kalau anda bisa mengingatkan lewat Mata Najwa* (And if you could remind me through Mata Najwa).

(4) The utterance of negative politeness to state the FTA as a general rule

The politeness used by speakers to state the FTA as a general rule does not indicate intentionally threatening the addressee's face but is forced *lho itu kesimpulan Anda. Artinya anda itu kan sudah punya kesimpulan begitu tu kesimpulan umum. Ndah usah ditanyakan ke saya* (Well, that's your conclusion. This means that you already have a conclusion, that's a general conclusion. No need to ask me) with the hint *ndak usah ditanyakan ke saya* (no need to ask me) to stop Najwa's question. Before forbidding Najwa to continue her statement of threatening Mahfud about the decision, Mahfud used a mitigating statement of *lho itu kesimpulan Anda. Artinya anda itu kan sudah punya kesimpulan begitu tu kesimpulan umum (*Well, that's your conclusion. This means that you already have a conclusion, that's a general conclusion. No need to ask me) to stop.

4.2.4   Negative Politeness Strategy and the Factors' Analysis

The utterance of off-record politeness which the function is to show euphemism by exploiting ambiguity and connotation to disguise meaning in the utterance *bertemu secara diam-diam juga ketika seseorang bertemu di udara* (meet secretly also when someone meets in the air) is categorized negative politeness strategy. This utterance was uttered by Mohammad Mahfud MD to exploit the connotations *bertemu di udara* (meet in the air) and *ketemu di bawah* (meet below). He described meeting secretly without being known by the public.

The utterance of off-record politeness exploits ellipsis to omit saying words but it can be understood from contextual clues. The utterance *umpama itu nama-nama ya* (for example, those are names) did not finish the word but contextually could be understood from precedent text. It also occurs in the utterance *Sekarang gak jahit, jadi. Kalau dulu, jahit, ngga jadi* (Now there's no sewing, so... If you used to sew it, it wouldn't work) uttered by Mohammad Mahfud MD. There is an omission in his utterance due to the schemata of the story about the white T-shirt given when he was ever asked to be the candidate for vice president of Jokowi but it did not happen. Therefore, he did not do the same thing about sewing T-shirts unless buying them. The utterance is only understood if listeners know the situation that made the T-shirt in his mother's hand.

Based on the research result, four factors influence the use of positive politeness as the most common strategy in the Najwa Shihab talk show on October 18, 2023.

1) The participants.

Political participants between Najwa Shihab as the host of the Najwa Shihab talk show and two interlocutors consist of the 2024 presidential candidate Ganjar Pranowo and vice presidential candidate Mohammad Mahfud MD. They have similar backgrounds of social identity but are different in age, sex, and personal qualities. The social distance they made between speakers and interlocutors influenced their language to show the formal context in producing a positive politeness strategy. They have similar background knowledge about political issues. So, they have good schemata about the topic even though they have to argue with each other to gain agreement.

2) The environment.

The formal setting or backdrop of the discussion was one element that affected the politeness method used in the Mata Najwa talk show. This conversation is taking place in Mata Najwa. There is mutual respect between the parties involved and no intention of using violence. The way a person uses language in a given situation depends on a variety of social context-related aspects (Trudgill, 1974). Participants in the Mata Najwa chat program used the formal Indonesian language with a political register of English as the atmosphere in this talk show.

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3) The topic.

The topic influenced the language used to act politeness strategy in communication. The topic used in the conversation, "Strategy Ganjar-Mahfud" (Ganjar-Mahfud strategy), illustrates formal political language that the participants conducted without language offence to bond interpersonal relationships among them through attitudes they employed in sharing feelings and thoughts. The honorific, which they employed like *pak, mbak, mas,* and even they are followed by names such as *pak Mahfud, mbak Nana,* and *mas Ganjar,* illustrates politeness as showing Javanese culture. The conversation conducted appeared that social power to intend rank imposition illustrated in the talk show was mitigated since they have a close relationship and have a particular aim to illustrate the truth of the political situation. Therefore, the speakers and the hearers tried to respect each other by minimizing the threat to the positive face, in order word to maintain self-image. The strategy used is more direct with an effort to develop one major topic to create good communication.

4) The function.

Ganjar Pranowo and Mohammad Mahfud MD's specific focus on political strategy is justified by the way they employ language as a tactful tactic. Essential expressions conveyed how they behaved in social situations, including how they asked questions, made requests, and encouraged others to take action to develop a strategy of positive politeness. Additionally, employing a negative politeness method in communication demonstrated how they make indirect requests to the hearer's face without using words that would offend the hearer's positive face. In her polite question, "Apa, pak, yang keliru?" (What is wrong, Sir?), Najwa Shihab addressed Mohammad Mahfud MD, stating, "Pokoknya kalau ada ya kita besok perbaiki," which translates to "If there is something wrong, we fix it." Here, the word "it" denotes regulation.

5. Conclusion

Following the discovery and analysis of politeness methods, 193 data sets representing positive, bald-on, negative, and off-record politeness tactics were found in 193 joint statements made by participants in the Mata Najwa talk show. They consist of 114 data with positive politeness strategies (59%), 34 data with bald-on politeness strategies (17,6%), 24 data with negative politeness strategies (12,4%), and 21 data with off-record politeness strategies (17,6%). Additionally, 114 data points (59%) from the Najwa Shihab talk show on October 18, 2023, indicate that the most common politeness strategy was positive politeness, which involves involving both the speaker and the hearer in the communication process to mark identities, seek agreement, assert speakers' presumed knowledge of hearers' needs, avoid agreement, be optimistic, promise, satisfy listeners to demonstrate understanding, assume or assert reciprocity, and be positive.

Four factors influence the use of positive politeness as the most common strategies in the Najwa Shihab talk show on October 18, 2023, namely the participants, the environment, the topic, and the function. The participants, the settings, the topic, and the function are the aspects that suggest to speakers when to use politeness methods. Because of the inclination toward familiarity between speakers and hearers as well as the desire to demonstrate a person's personality by lowering FTA in every word spoken, the positive politeness method is widely used. The main factors that influence positive politeness strategy as the dominant strategy are the rank status, the social distance, and the rank of imposition among speakers. The status of speakers is politicians who are close to each other. The rank of imposition that they employ during conversation indicates keeping an argument. They believe that their language has the power to be maintained.

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Analysis of The Affixation Process in *The Second Victory* Novel by Morris West

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ABSTRACT

This article has explored the affixation process in the novel *The Second Victory* by Morris West. Affixation is a morphological process where bound morphemes or affixes are added to create diverse forms of a word. In this study, the researchers analyzed the process of affixation in the novel. This process was researched to be a source of information for readers who want to learn the process of affixation through the explanation of the base word and its affixes. This research aimed to identify the affixes and suffixes present in the novel. The researchers chose Morris West's *The Second Victory* because many of Morris West's works are set in the 40s, which makes readers feel curious about the novel. The qualitative method within analyses of existing verbal data was employed in this research. The researchers found 104 data containing 15 prefixes and 89 suffixes, with a total presentation of 100%. In this novel, the prefix that dominated was *RE-* which means *again* to indicate repetition, while the suffix that dominated was *-LY* which is used to form an adjective from a noun. Using novels as a medium for learning is very effective, especially for people who like to read; therefore, the results of this study can be used to easily identify prefixes and suffixes both in terms of meaning and process in literary works.

Keywords: Morphology, Affixation, Prefix, Suffix, Morris West's *The Second Victory*.

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1.　Introduction

　　Communication within language use is conducted by people to express their wants, messages, information, and ideas (Adi & Fadilah, 2021). Words are an important aspect of a language which is dealt with in morphology, despite research on words and their use that can be done through, for example, words within flashcards for English vocabulary teaching (Nurnaningsih, 2021) and learning vocabulary through English songs and their perceived views (Faisal & Putri, 2023). The research on words is of morphological analysis, thus researching on words through the study of them, i.e. morphology.

　　Morphology, as a linguistics branch, delves into the exploration of words and their semantic nuances, as well as studying how a word is formed. The book from (Rahayu, 2021) entitled "Introduction to English Morphology" explains that in the linguistic context, morphology is defined as the study of the internal structure of words. (Lieber, 2021) Stated that the study of morphology examines how new words are formed in many languages throughout the world as well as how word forms change based on their usage in sentences. According to (Aronoff & Fudeman, 2022) Morphology in linguistics refers to the part of analysis words, their internal structure, and the mental mechanism processes

involved in word formation. Aronoff & Fudeman (2022) also stated, "It's etymology is Greek: morph- means 'shape, form', and morphology is the study of form or forms". Morphology is divided into two parts, namely content and function words. Content words have lexical meaning and consist of *noun, verb, adjective, and adverb*. For instance, *student, beautiful, work, learn, pretty, cute, star, sun, sing, happily, carefully,* etc. Function words, on the other hand, have a grammatical meaning and consist of *conjunctions, prepositions, articles, etc.,* for instance, *on, and, but, between, either, because, until, or, etc.*

According to (Nurjanah et al., 2018) Language has two main aspects, namely form, and meaning. Morphemes, identified as the smallest meaningful unit in a word, are characterized as the most basic language units that, when divided, result in a significant alteration in meaning, encompassing both lexically and grammatically (Cao, 2023). According to (Aronoff & Fudeman, 2022), a morpheme can consist of a whole word or a meaningful part of a word, such as *-ed* in the word see, which cannot be subdivided. The morphological processes are concatenative processes, in which morphemes are combined by adding morphemes to form a new word, and non-concatenative processes, in which the internal structure of the morphemes is changed. An example of a concatenative process is affixation (Rahmi & Ifadloh, 2022).

Affixation is a morphological process in which compound morphemes or affixes are added to a base word. In simpler terms, word affixation is the act of adding morphemes or affixes to create various forms of words (Van Goethem, 2020). According to (Simaremare & Silalahi, 2021), affixation is a morphological process that creates a new word when affixes are attached to a base word. (Antarika & Pratiwi, 2021) stated, "Affixation is defined as a morphological process in which an affix is conveyed to one or more free morphemes." Affixation is commonly used in the study of word structure or word formation, as described in (Abeyweera, 2020). Affixes are used to analyze complex words in terms of their meaning, or more specifically to study the internal structure of complex words used as constituents. Affixation is divided into two basic forms of addition depending on their position: prefix addition and suffix addition, where prefix is an affix placed at the beginning of a word, and prefixation is the process of adding or combining a prefix with a base form. In the process of compounding, two morphemes form word forms, such as *pre-, re-, dis-,* etc. Suffixes are affixes placed at the end of words. Suffixation is the step of adding affixes to the base word at the end of the word. For instance, *-ly, -ful, -y*, etc. are suffixes. "Prefixes are bound morphemes that are always attached to free morphemes, which ultimately have a new meaning. Meanwhile, suffixes are a type of affix attached to the end of a base word. Suffixes can change the word class and also give new meanings" (Saddhono et al., 2023).

Two categories of bound morphemes exist specifically inflectional morphemes and derivational morphemes. Inflectional morphemes are morphemes that means remain or do not change the word category. Inflectional morphology is linked to the word structure and creates new words without affecting the meaning and type of the word (Ifadloh et al., 2022). According to (Tariq et al., 2020) "These morphemes in no way merely organize the syntactic category of the phrase or morpheme to which they are connected". They most simply provide greater grammatical statistics about the meaning of the already existing words connected to them. For example, *re-watch*, *re- + watch (v) = re-watch (v).* Derivational morphemes are word formation processes that have the function of creating a new word and then changing its meaning and word type. "Derivational morphemes can appear in two types, namely derivational prefixes and derivational suffixes" (Arbi et al., 2022). For example, *friendly, friend (noun) + -ly = friendly (adjective)*. Most derivational suffixes organize each syntactic category and its meaning. Some of them now do not swap the most effective syntactic class.

In this study, the researchers want to analyze the process of affixation, specifically free and bound morphemes in *The Second Victory* by Morris West. To solve the problem that the researchers studied, in this case analysis of affixation from the novel *The Second Victory*, the researchers collected data

which were then analyzed for its process and meaning.

Research on affix analysis was also conducted in (Nurmila Jamil et al., 2022) research which examined affix analysis in Kahlil Gibran's poetry *The Forerunner*. This research used theory as the theoretical framework for the discussion of linguistics and morphology in general. This research uses descriptive and mixed methods to describe, identify, classify, and numerically count the affixes contained in Kahlil Gibran's poems. This research concludes that there are two types of affixes used in Kahlil Gibran's *The Forerunner* poems: Prefixes and suffixes. The most common type of affix used is suffixes. The most common suffix is *-ed*. This research is included in Anti-thesis research because it has similarities and differences with the research conducted by the researcher, especially in terms of analyzing affixes. However, there is a slight difference with this study which only analyses the affixes that appear in Kahlil Gibran's poems and does not explain the process of applying the affixes or the meaning of the affixes in writing.

Further research on affix analysis was conducted by (Fediany & Indriani, 2021) to identify the affixes used in 18th and 19th century classic short stories. In their study, a descriptive qualitative research method was employed. The data collection involved the use of documentation and observation methods. The study concluded that 18th and 19th century short story writers used different types of prefixes and suffixes in their works. Their works used a wide variety of prefixes and suffixes. Although suffixes are more frequently used, many prefixes are also used significantly. The primary application of the suffix *-ing* in short stories, particularly in narrative texts as a continuous action in the past tense. The *-ing* ending is also often used as a root word. This research is included in the Pro-thesis because it has similarities with the researcher's research, especially in terms of past tense. The difference lies only in the data source used. If their research uses short stories as the data source, this research uses novels as the data source.

Rami and Ifadloh in their analysis of attachment in Jacob and Wilhelm Grimm's story *The Frog King or Ironherik* (Rahmi & Ifadloh, 2022) conducted a research by discussing how their study established the existence of attachment. They used qualitative methods in their research. The methodology for data analysis in this research involves a sequence of three steps: reading and understanding the data, observing the data, and drawing conclusions. Firstly, after loading and understanding the data, we identified the types of conjunctions in the text. Then, the data is presented in tabular form as the result of the analysis. Finally, conclusions are drawn based on the descriptive analysis of the data, which shows that suffixes are the dominant conjunctions in the stories. This research is an Anti-thesis because it is different from the research discussed by the researchers. Although this study and theirs are mostly similar, there are differences. They explain derivation and inflectional based on the data they have, but this study only explains the meaning of derivation and inflectional in general.

Similar research was also conducted by (Kusumawardhani, 2020) in her research, discusses the analysis of affixes in the story *Hansel and Gretel* for British teenagers. Her research focuses on the types of affixes and how they are used in the story. This research used a descriptive qualitative method in her research. The findings of her study indicate that the -ed suffix is frequently employed in narratives, reflecting the nature of storytelling, which often involves recounting events in the simple past tense. This study is categorized as Pro-thesis research since it shares similarities with the researcher's work, but the discussion is less comprehensive in comparison to the current research. Her research does not explain the frequency and meaning of affixes, and she concentrates on identifying affixes in *Hansel and Gretel*.

Andini Pradita has also analysed the affixation of a novel, her research entitled "The Analysis of Affixes in the novel "DUBLINERS" by James Joyce" (Pradita, 2020). In this study Andini Pradita used a descriptive qualitative method to conduct her analysis, she took from each chapter from the novel

which was then grouped and analyzed according to its type, namely prefix and suffix, and suffix became the most dominant data. Unfortunately, Andini's research only focuses on prefix and suffix data, there is no deeper explanation of the process and meaning of the data that has been found, so Andini's research can be categorized as Anti-thesis.

In this study, the researchers aim to present a deeper and more complete discussion than some previous studies such as the frequency of each affix, the meaning, and the analysis process. Then the researchers also aim to find prefixes and suffixes listed in the novel The Second Victory so that it can be used as a learning media in the affixation process.

This research was made to improve readers' understanding of the affixation process found in *The Second Victory* novel, as well as to provide valuable vocabulary references for learning.

This research provides and describes the data, calculates the frequency in the novel The Second Victory, and then explains the affixation process and the meaning of each affix. In contrast to previous studies that only focus on data frequency or meaning, this research stands out for its comprehensive approach, offering a more complete analysis.

Morris West is a novelist from Australia. He was born on 26 April 1916 in Melbourne, Australia. He wrote 28 novels, many of which were made into films. Published in 27 languages during his lifetime, they generated sales of around 70 million books worldwide. West's best-selling novel, recently described by Mark Lawson in the Guardian as a Vatican papal thriller has earned a reputation as a question-answering thriller that explores the dilemmas of post-World War II man and his moral conscience (The Morris West Collection, 2020).

The Second Victory, originally published in 1958 tells the story of after the end of World War II, the world is still not at peace. Major Mark Hanlon who served as the Occupation Commander took on the task of bringing down Nazi rule once and for all. The trouble starts when his driver is killed by an Austrian soldier, so Harlon is determined to bring the man who killed his driver to justice. But while investigating the crime, it is almost impossible to prove because almost all the people there have something to hide. The novel brilliantly evokes the traumatized atmosphere of occupied post-war Europe (Wright, n.d.)

2. Methodology

This qualitative research was carried out by observing, collecting, and analyzing the existing data through the linguistic theory called morphology. The observation method was used to find the source and the existing data in the novel *The Second Victory* by Morris West. The data were then analyzed deeply and critically to support the research objectives, the idea of which is in line with the proposition by (Nina Adlini et al., 2022).

The data that the researchers analyzed were prefixes and suffixes in the novel *The Second Victory* by Australian Novelist, Morris West which is presented in the form of paragraphs, and dialogues. The researchers collected the data by first, reading the whole novel *The Second Victory* by Morris West carefully. Second, the researchers examined the prefixes and suffixes used in the novel. Third, to test the validation of the data that has been found, the researchers conducted a process analysis of the existing data. After the data was collected, the process of collecting data was completed.

The chosen method considers the amount of data to effectively describe both the data and the affixation process in the novel. This method is more effective because in this research the data is obtained through a work such as a novel which will then be further observed to determine the affixation process. The frequency of the data is calculated as a result of the data that has been observed.

According to (McMullin, 2023) "In the broadest terms, research is defined by its methods - those that rely on quantifiable measurements and those that rely on descriptions without numerical reference.

Research is a process of discovering new knowledge to understand meaning, and the data to be analyzed are words and observations". "So qualitative research will refer to: concepts of meaning, definitions, characteristics, metaphors, symbols, and other things related to description" (Firmansyah et al., 2021).

The term Qualitative Research is very broad and encompasses a multitude of methods and approaches. It is therefore difficult to define. In general, qualitative research can explore people's experiences in depth using certain research techniques such as life histories, biographies, in-depth interviews, focus groups, observation, content analysis, and visual aids. However, qualitative research is not limited to the use of qualitative techniques and is not necessarily a qualitative researcher just because use this method. The ability to recognize themes from the perspective of research participants and to understand the meanings and interpretations associated to actions, events, or objects is perhaps can be a particular characteristic of qualitative research (Hennink et al., 2020). According to (Rijal Fadli, 2021), qualitative research aims to comprehend contextual conditions through a thorough and detailed portrayal of the environment, providing an in-depth description of the actual occurrences within the study field.

Before conducting qualitative research, researchers must know about the characteristics of qualitative research in the hope that it can be easily carried out during the research process, then to reveal information from existing research thoroughly and made facts based on existing reality (Rijal Fadli, 2021). The focus of this research is so that the results of using this qualitative method can present detailed fan data based on existing reality.

Firstly, we looked for data. Secondly, we categorized the prefixes and suffixes. Third, we found the word types and meanings of the free and bound morphemes. Finally, we analyzed the process one by one from the word types and meanings between the free and bound morphemes. For further analysis process, please refer to the discussion section.

In this research, the researchers analyzed the use of prefixes and suffixes, specifically as employed in the novel *The Second Victory* by Morris West.

Table 1. Example of type of affixation

No	Affixing	Prefix	Suffix
1.	Recover	*Re-*	-
2.	Enjoy	*En-*	-
3.	Unselfish	*Un-*	-
4.	Overnight	*Over-*	-
5.	Midday	*Mid-*	-
6.	Asked	-	*-ed*
7.	Quietly	-	*-ly*
8.	Happiness	-	*-ness*
9.	Shadowy	-	*-y*
10.	Harder	-	*-er*

3. Result and Discussion

3.1. Result

The researchers divided the data into prefix and suffix types to simplify the analysis.

Table 2. Type of Affixing (Prefix)

No	Prefix	Free	Bound
1.	Recover	Cover	*Re-*
2.	Return	Turn	*Re-*
3.	Replace	Place	*Re-*
4.	Rebuild	Build	*Re-*
5.	Unselfish	Selfish	*Un-*
6.	Unsteady	Steady	*Un-*
7.	Uncertain	Certain	*Un-*
8.	Disagree	Agree	*Dis-*
9.	Disservice	Service	*Dis-*
10.	Enjoy	Joy	*En-*
11.	Overnight	Night	*Over-*
12.	Midday	Day	*Mid-*
13.	Already	Ready	*Al-*
14.	Submission	Mission	*Sub-*
15.	Impatient	Patient	*Im-*

The table above contained data on affixes in the novel specifically prefixes, which were divided into free and bound morphemes to facilitate the analysis process.

Table 3. Type of Affixing (Suffix)

No	Suffix	Free	Bound
1.	Slowly	Slow	*-ly*
2.	Rarely	Rare	*-ly*
3.	Clearly	Clear	*-ly*
4.	Luckily	Luck	*-y -ly*
5.	Quietly	Quite	*-ly*
6.	Violently	Violent	*-ly*
7.	Deeply	Deep	*-ly*
8.	Curiously	Curious	*-ly*
9.	Calmly	Calm	*-ly*
10.	Strangely	Strange	*-ly*
11.	Properly	Proper	*-ly*
12.	Sourly	Sour	*-ly*
13.	Lightly	Light	*-ly*
14.	Freely	Free	*-ly*
15.	Weekly	Week	*-ly*
16.	Silently	Silent	*-ly*

No	Suffix	Free	Bound
17.	Strongly	Strong	*-ly*
18.	Cheerfully	Cheer	*-ful,-ly*
19.	Danced	Dance	*-ed*
No	**Suffix**	**Free**	**Bound**
20.	Waited	Wait	*-ed*
21.	Offered	Offer	*-ed*
22.	Asked	Ask	*-ed*
23.	Owned	Own	*-ed*
24.	Raised	Raise	*-ed*
25.	Visited	Visit	*-ed*
26.	Poured	Pour	*-ed*
27.	Stepped	Step	*-ed*
28.	Kicked	Kick	*-ed*
29.	Watched	Watch	*-ed*
30.	Picked	Pick	*-ed*
31.	Looked	Look	*-ed*
32.	Meeting	Meet	*-ing*
33.	Growing	Grow	*-ing*
34.	Climbing	Climb	*-ing*
35.	Fitting	Fit	*-ing*
36.	Beginning	Begin	*-ing*
37.	Planning	Plan	*-ing*
38.	Searching	Search	*-ing*
39.	Getting	Get	*-ing*
40.	Telling	Tell	*-ing*
41.	Trying	Try	*-ing*
42.	Windows	Window	*-s*
43.	Fingers	Finger	*-s*
44.	Years	Year	*-s*
45.	Hurts	Hurt	*-s*
46.	Hands	Hand	*-s*
47.	Killers	Kill	*-er,-s*
48.	Formalities	Formal	*-ity,-s*
49.	Clouds	Cloud	*-s*
50.	Works	Work	*-s*
51.	Months	Month	*-s*
52.	Thoughtful	Thought	*-ful*
53.	Careful	Care	*-ful*
54.	Youthful	Youth	*-ful*
55.	Powerful	Power	*-ful*
56.	Watchful	Watch	*-ful*
57.	Fearful	Fear	*-ful*
58.	Gentleness	Gentle	*-ness*
59.	Tenderness	Tender	*-ness*
60.	Bitterness	Bitter	*-ness*
61.	Blindness	Blind	*-ness*

No	Suffix	Free	Bound
62.	Darkness	Dark	*-ness*
63.	Happiness	Happy	*-ness*
64.	Nearer	Near	*-er*
65.	Older	Old	*-er*
No	**Suffix**	**Free**	**Bound**
66.	Lower	Low	*-er*
67.	Harder	Hard	*-er*
68.	Manager	Manage	*-er*
69	Shadowy	Shadow	*-y*
70.	Wealthy	Wealth	*-y*
71.	Efficiency	Efficient	*-y*
72	Bloody	Blood	*-y*
73.	Protection	Protect	*-ion*
74.	Action	Act	*-ion*
75.	Connection	Connect	*-ion*
76.	Authority	Author	*-ity*
77.	Legality	Legal	*-ity*
78.	Laughable	Laugh	*-able*
79.	Comfortable	Comfort	*-able*
80.	Motionless	Motion	*-less*
81.	Useless	Use	*-less*
82.	Craziest	Crazy	*-est*
83.	Saddest	Sad	*-est*
84.	Payment	Pay	*-ment*
85.	Political	Politic	*-al*

The table above contained data on affixes in the novel specifically suffixes, which were divided into free and bound morphemes to facilitate the analysis process.

Table 4. Analysis Result on Prefix

No	Prefix	Occurrences	Percentage (%)
1.	*Re-*	4	26,7%
2.	*Un-*	3	20%
3.	*Dis-*	2	13,3%
4.	*En-*	1	6,7%
5.	*Over-*	1	6,7%
6.	*Mid-*	1	6,7%
7.	*Al-*	1	6,7%
8.	*Sub-*	1	6,7%
9.	*Im-*	1	6,7%
Total		**15**	**100%**

In the novel *The Second Victory*, the researchers found 9 prefix data with a total percentage of 100% and the dominant prefix was the prefix *Re-* as many as 4 with 26,7%.

Table 5. Analysis Result on Suffix

No	Suffix	Occurrences	Percentage (%)
1.	*-ly*	18	20,2%
2.	*-ed*	13	14,6%
3.	*-ing*	10	11,2%
4.	*-s*	10	11,2%
No	**Suffix**	**Occurrences**	**Percentage (%)**
5.	*-ful*	7	7,9%
6.	*-ness*	6	6,7%
7.	*-er*	6	6,7%
8.	*-y*	5	5,6%
9.	*-ion*	3	3,3%
10.	*-ity*	3	3,3%
11.	*-able*	2	2,2%
12.	*-less*	2	2,2%
13.	*-est*	2	2,2%
14.	*-ment*	1	1,1%
15.	*-al*	1	1,1%
Total		**89**	**100%**

As for suffix, the mostly found data was the suffix *-ly* with a percentage of 20,2% out of a total of 100%.

3.2. Discussion

Based on the results of the research on the novel *The Second Victory*, 104 data were obtained with 15 prefixes and 89 suffixes. With the percentage of prefixes as much as 100% and suffixes as much as 100%. We have analyzed the data further which resulted in the finding of several types of prefixes and suffixes. We managed to find, research, and analyze the data from December 5, 2023 to January 11 2024. From the data that has been found, there are 9 types of prefixes and 15 types of suffixes.

Some of the prefixes we found are (*re-*) with a percentage of 26,7%, (*un-*) with a percentage of 20%, (*dis-*) with a percentage of 13,3%, and (*en-*), (*over-*), (*mid-*), (*al-*), (*sub-*), and (*im-*) with a percentage of 6,7%. And for prefixes that are dominant or appear most often is the prefix (*re-*).

Some suffixes that we found are (*-ly*) with a percentage of 20,2%, (*-ed*) with a percentage of 14,6%, (*-ing*) and (*-s*) with a percentage of 11,2%, (*-ful*) with a percentage of 7,9%, (*-ness*) and (*-er*) with a percentage of 6,7%, (-y) with a percentage of 5,6%, (-ion) and (-ity) with a percentage of 3,3%,(-able), (*-less*), and (*-est*) with a percentage of 2,2%, (*-ment*) and (*-al*) with a percentage of 1,1%. And for the dominant suffix or the one that appears most often is the suffix (*-ly*) (Cahya & Andayu, 2022).

3.2.1 Based on the data, the researchers find some types and meanings of prefix:

3.2.1.1. Types of Prefixes

a) First prefix is *Re-*, which is a verb and noun, it means again to indicate repetition.

b) Second is *Un-*, used to some adjectives, which means to give opposite and negative meanings to adjectives.

c) Third is *Dis-*, attached to verb which makes words negative, meaning not or no.

d) Fourth is *En-*, used with many nouns, verbs, or adjectives and means before.

e) Fifth is *Over-*, which means is an adjective and means redundant.
f) Sixth is *Mid-*, attached to a noun which means around.
g) Seventh is *Al-*, it's used adjective to adverb which is all.
h) Eighth is *Sub-*, which is a noun, it means under or beneath.
i) Ninth is *Im-*, it's used to adjective which means in, into, towards, or within

In the data, two prefixes have the same meaning, namely *dis-*, and *un-*. The three prefixes mean not or no, it's used to give opposite and negative meanings.

For the data of Suffix, the researchers find some types and meanings of suffixes.

3.2.1.2. Types of Suffixes

a) First is *-ly*, it's used at the end of a noun turns the word into an adjective.
b) Second is *-ed*, forming the past participle of weak verbs.
c) Third is *-ing*, attached to verbs and has the meaning of the kind of.
d) Fourth is *-s*, attached to a verb and has the meaning or plurality.
e) Fifth is *-ful*, it's used to adjective and has the full meaning of.
f) Sixth is *-ness*, it's used to adjective and has the meaning of state or condition.
g) Seventh is *-er*, it's used to adjective and adverb which means more.
h) Eighth is *-y*, attached to a verb into an adjective and has the meaning state of.
i) Ninth is *-ion*, it's used to turn verbs into nouns and means act or process.
j) Tenth is *-able*, it's used to adjective and has the meaning capable.
k) Eleventh is *-ity*, it's used to form abstract nouns expressing state.
l) Twelves is *-less*, an adjective suffix which means without.
m) Thirteenth is *-est*, it's used to adjective-to-adjective superlative which means most.
n) Fourteenth is *-ment*, attached to a verb, and has the meaning result, process, and actions.
o) Fifteenth is *-al*, it's used to form adjectives from nouns, with the meaning relating to

3.2.2. Process Affixing

3.2.2.1. Process PREFIX

1) Recover=> *Re-* + Cover
   Base COVER = Noun
   Process => Noun to verb
   Meaning of prefix *RE-* = Again

2) Enjoy=> *En-* + Joy
   Base JOY= Noun
   Process => Noun to verb
   Meaning of prefix *EN-* = In

3) Unselfish=> *Un-* + Selfish
   Base SELFISH= Adjective
   Process => As adjective
   Meaning of prefix *UN-* = not or no

4) Overnight=> *Over-* + Night
   Base NIGHT= Adjective
   Process => Adjective to adverb
   Meaning of prefix *OVER-* = Too

5) Midday=> *Mid-* + Day
Base DAY= Noun
Process => As Noun
Meaning of prefix *MID-*=> Middle

6) Unsteady=> *Un-* + Steady
Base STEADY= Adjective
Process => As adjective
Meaning of prefix *UN-*=> Not or no

7) Already=> *Al-* + Ready
Base READY= Adjective
Process => Adjective to adverb
Meaning of prefix *AL-*=> All

8) Return=> *Re-* + Turn
Base TURN= Verb
Process => As verb
Meaning of prefix *RE-*=> Again

9) Disservice=> *Dis-* + Service
Base SERVICE= Noun
Process => As noun
Meaning of prefix *DIS-*=> Not or no

10) Disagree=> *Dis-* + Agree
Base AGREE= Verb
Process => As verb
Meaning of prefix *DIS-*=> Not or no

11) Rebuild=> *Re-* + Build
Base BUILD= Verb
Process => As verb
Meaning of prefix *RE-*=> Again

12) Submission=> *Sub-* + Mission
Base MISSION= Noun
Process => AS noun
Meaning of prefix *SUB-*=> Under, beneath

13) Impatient=> *Im-* + Patient
Base PATIENT= Noun
Process => Noun to adjective
Meaning of prefix *IM-*=> Into

3.2.2.2. Process SUFFIX

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1) Deeply => Deep + *-ly*
   Base DEEP = Adjective
   Process = Adjective to adverb
   Meaning of suffix *-LY* = Adverb marker
   Another examples= Calmly, Freely, and Strongly

2) Gentleness => Gentle + *-ness*
   Based GENTLE = Adjective
   Process = Adjective to Noun
   Meaning of suffix *-NESS* = A state or quality
   Another examples = Tenderness and Happiness.

3) Meeting => Meet + *-ing*
   Base MEET = Verb
   Process = Verb as Present verb
   Meaning of suffix *-ING* = An action
   Another examples= Growing, Beginning, Searching, Trying, Planning, and Telling

4) Harder => Hard + *-er*
   Base HARD = Adjective
   Process = Adjective as Adjective comparative
   Meaning of suffix *-ER* = More
   Another examples = Older, Lower, and Nearer.

5) Saddest => Sad + *-est*
   Base SAD = Adjective
   Process = Adjective as Adjective superlative
   Meaning of suffix *-EST*= More
   Another example = Craziest

6) Owned => Own + *-ed*
   Base OWN = Adjective
   Process = Adjective as Past marker
   Another examples = Poured, Visited, and Raised

7) Shadowy => Shadow + *-y*
   Base Shadow = Verb
   Process = Verb to Adjective
   Meaning of suffix *-Y* = State of
   Another examples = Bloody and Efficiently

8) Thoughtful => Thought + *-ful*
   Base THOUGHT = Noun
   Process = Noun to Adjective
   Meaning of suffix *-FUL* = As much as will fill
   Another examples= Cheerfully and Powerful

9) Payment => Pay + *-ment*
   Base PAY = Verb
   Process = Verb to Noun
   Meaning of suffix *-MENT* = An action or state
   Another example = Achievement

10) Legality => Legal + *-ity*
    Base LEGAL = Adjective
    Process = Adjective to Noun
    Meaning of suffix *-ITY*= State/quality of being
    Another example = Authority

11) Weekly => Week + *-ly*
    Base WEEK = Noun
    Process = Noun to Adjective
    Meaning of suffix *-LY* = "Every," attached to certain nouns denoting units of time.
    Another example = Daily, Yearly, and Monthly

12) Political => Politic + *-al*
    Base POLITIC = Adjective
    Process = Adjective as Adjective
    Meaning of suffix *-AL* = "Relating to or of the kind of.
    Another example = Sectional

13) WORKS=> WORK + *-S*
    Base WORK= Verb
    Process => Verb to noun
    Meaning of suffix *-S*=> More (plural)

Previous research conducted by Jamil, Arvianti, and Heriyanto concludes that in their research that there are two types of affixes used in Kahlil Gibran's The Forerunner poems: Prefixes and suffixes. However, there is a slight difference with this study which only analyses the affixes that appear in Kahlil Gibran's poems and does not explain the process of applying the affixes or the meaning of the affixes in writing. The most common suffix is *-ed*. This research is included in Anti-thesis research because it has similarities and differences with the research conducted by the researcher, especially in terms of analyzing affixes.(Nurmila Jamil et al., 2022).

Previous research by Fediany and Indriani concludes that in their research is included in the Pro-thesis because it has similarities with the researcher's research, especially in terms of past tense. The difference lies only in the data source used. If their research uses short stories as the data source, this research uses novels as the data source. In their research, although suffixes are more frequently used, many prefixes are also used significantly. The primary application of the suffix -ing in short stories, particularly in narrative texts as a continuous action in the past tense. The *-ing* ending is also often used as a root word (Fediany & Indriani, 2021).

Similar research also conducted by Rahmi and Ifadloh concludes that in their research is include Anti-thesis because it is different from the research discussed by the researchers. They explain derivation and inflectional based on the data they have, but this study only explains the meaning of derivation and inflectional in general. In her research, conclusions are drawn based on

the descriptive analysis of the data, which shows that suffixes are the dominant conjunctions in the stories (Rahmi & Ifadloh, 2022).

Previous research conducted by Kusumawardhani concludes that their research is include Pro-thesis research since it shares similarities with the researcher's work, but the discussion is less comprehensive in comparison to the current research. Her research does not explain the frequency and meaning of affixes, and she concentrates on identifying affixes in Hansel and Gretel. The findings of her study indicate that the *-ed* suffix is frequently employed in narratives, reflecting the nature of storytelling, which often involves recounting events in the simple past tense (Kusumawardhani, 2020).

Previous research also conducted by Pradita concludes that their research is include Anti-thesis because it is different from this her research only focuses on prefix and suffix data, there is no deeper explanation of the process and meaning of the data that has been found. She found prefixes and suffixes and in her research, suffixes became the most dominant data (Pradita, 2020).

From the discussion above, it appears that the difference between this research and previous research is the difference from the novel to be studied, then the discussion studied in this research is discussed completely. In this study, the researchers discuss the data to be researched and then presented in more depth such as discussing starting from the frequency of data, meaning, and the process. Compared to some other studies that only present data frequency, or meaning only.

However, this study did not have sufficient data from the novel to be researched, i.e. the number of similar data was limited. Moreover, the supporting articles and journals that discuss the same topic on affixation analysis in novels are not widely available. This research, therefore, cannot maximize the discussion on previous research works.

4. Conclusions

Morphology is the study of words and meaning. It includes affixation. Affixation is the addition of base words and morphemes. Affixation is divided into two, namely prefixes and suffixes. Prefixes are affixes positioned at the beginning of words, while suffixes are affixes positioned at the end of words. Based on the data sources and the previous discussion, some conclusions can be drawn from the analysis of the affixation process in the novel *The Second Victory* by Morris West, namely the affixation process in the novel. In the analysis above, it can be concluded that the researchers found 104 prefixes and suffixes data, such as prefixes (*re-*) which means again to indicate repetition*, (un-)* which means to give opposite or negative meanings of an adjective*, (dis-)* it means not or no*, (en-)* it means before*, (over-)* is an adjective and means redundant*, (mid-)* it means around*, (al-)* it's used adjective to adverb and means all*, (sub-)* it means under or beneath*,* and (*im-*) it means in, into. Meanwhile, the suffixes that have been found are (*-ly*) it turns nouns into adjectives*, (-ed)* which means past marker*, (-ing)* is attached to a verb*, (-s)* which means plural*, (-ful)* it means full of*, (-ness)* it has the meaning of state or condition*, (-er)* it means more*, (-y)* it means state of*, (-ion)* it means act or process*, (-ity)* is expressing state*, (-able)* it means capable*, (-less)* it means without*, (-est)* it means most*,(-ment)* it means process or actions and *(-al)* it means relating to*.* The prefixes and suffixes used in this analysis are basic affixes that can be easily learned and analyzed. Many prefixes and suffixes are used on certain words in the novel *The Second Victory*, some of which have been analyzed in this study. These findings of the research are probably significant for students in their deeper vocabulary learning endeavors and for further researchers to follow up and develop the findings or to research on similar aspects of morphology when conducting morphological analyses.

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