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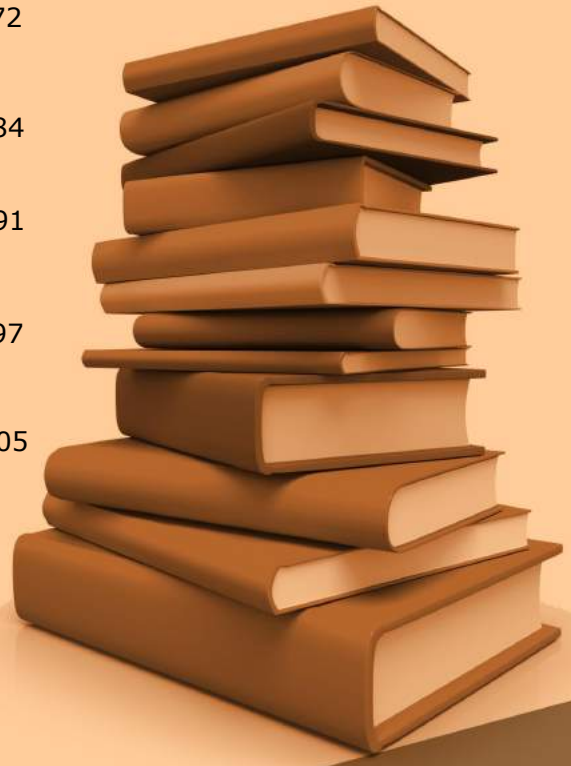

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MAXIMS OF POLITENESS ON *ALICE IN WONDERLAND* MOVIE (PRAGMATIC ANALYSIS)

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Abstract

Politeness is ethics in socializing by using a good choice of words, and pay attention to where, when, to whom, and for what purpose we are talking. Politeness is a type of behavior allowed speaker to engage in social interaction in atmosphere of relative harmony. Thus, Leech specifies the maxim more carefully and comprehensively which constraint influencing speaker's communicative behavior. The aims of this research are to identify and to analyze maxim of politeness in Alice in Wonderland movie. Data were analyzed using qualitative descriptive analysis methods with steps to reduce or choose the main subject then analyze and categorize according to maxim of politeness in movie conversation. The results showed that Alice in Wonderland movie consist of Maxim which proposed by Leech such as generosity, tact, approbation, modesty, agreement, and sympathy.

Keywords*: Alice in wonderland, Maxim, Politeness*

INTRODUCTION

Language is a tool of human to communicate from one speaker with other speaker in which language is also a way to unifier society. Every place does not have the same language, sometimes language can be misunderstood by people who did not have the same language. According to Budiman (1987) language is the people's words, thoughts, and feelings that are organized and used as a means of communication between members of the community. Meanwhile, Kridalaksana and Kentjono (in Chaer, 1994) language is a sound symbol arbitrator used by members of a social group to collaborate, communicate, and identify themselves.

In communication, we must pay attention to the speech partner and the speech situation so that the purpose of communication can be conveyed properly. Politeness is often described superficially as an action just to be polite, but the important meaning of politeness is a link between Cooperative Principle with the problem how to relate effort and meaning. When communicate, people pursue two kinds of goal. One is called the illocutionary goals, i.e. what people want to do through linguistic communication (e.g. to ask permission, give advice, etc.). The other involves social goals, i.e. people want to maintain good communicative relations with other people. Thus, it means politeness with other people is related with our environment which when you communicate with someone politely the goals of communicating are succeed.

Communication activity could take place if the participants are such substitutions

can all be actively involved in the speaking process. In order for the communication process of the speaker and hearer can run smoothly, they have to cooperate. One good way of cooperation can be done with polite behavior in speaking. If politeness in speech can be maintained properly, the speech will run as expected. In communicating, we often encounter that not all speech has meaning in accordance with its constituent words. The emergence of pragmatics in the early 1960s can facilitate researchers in examining it. Leech (1993) stated that pragmatic science used to associate a meaning (grammatical meaning) a speech with a pragmatic power, or the power illocutionary speech. According to (Wijana,1993) pragmatics is the science of the utterances meaning in certain situations. Pragmatics is a branch of linguistics that studies the structure of language externally, namely how linguistic units are used in communication

Politeness according to Astari et all (2016) when we use language, both spoken and written language, we must obey certain rules so as not to make anyone feel offended or even more to fall face. Therefore, they use strategies in teaching a speech in order to make a sentence spoken politely without offending the listener. Politeness has a meaning related to one's behavior or gestures, words, and attitudes. Politeness in speech is very important because it can create effective communication between speakers and speech partners. This is in line with Markhamah and Sabardila (2009:153) that politeness in language is basically the way the speaker in communicating so that the speech partner does not feel pressured, cornered, or offended.

In daily social interactions, speakers must keep the conversation running smoothly and the relationship between communication participants is not disrupted. To realize this, the application of politeness in language is very important in conversation. The aim is to create a harmonious relationship between the communication participants involved. Malhari (2015:7) in his research entitled Importance of Politeness Principle explains that politeness can increase mutual understanding and create harmonious relationships between communication participants. Malhari also came to the conclusion that politeness contributed to the creation of effective, friendly and comfortable interactions in society. This opinion is also strengthened by Aziz's research (2005:212) which concludes that the realization of language politeness is more directed at efforts to maintain harmony among fellow citizens and maintain self-image in the presence of speech partners especially among fellow close friends, neighbors, or foreign guests. This means that politeness in language really needs attention in the process of communication in the community.

Politeness is could show up in the movie, the dialogue of the movie could be researched as a part of politeness. Politeness comprises linguistic and non-linguistic

behavior through which people indicate that they take other's feeling of how they should be treated into account. (Merriam Webster, 1928) Movie is a story represented in motion picture, and also movie is considered to be an important art form, a source of popular entertainment and a powerful method for educating or indoctrinating citizens. Movie is also can researched from the dialogues, the dialogue of the movie can represent the politeness, which can be divided into each Maxims of Politeness.

Based on the above, the authors are interested in examining modesty speak, because of polite speech will facilitate in maintaining the communication process. Leech (1993) divides the principle of politeness into 6 maxims. From the sixth division of the maxim such as the Generosity Maxim is Other-oriented expressing positive politeness, while Tact Maxim is Speaker-oriented expressing negative politeness is displayed by the remaining four pairs: The Approbation/ Modesty Maxim (compliments/ self-devaluation), the Speaker to Other obligation or Other to Speaker obligation Maxims (apologies, thanks, responses to these), The Opinion Maxims, i.e. the Agreement/Opinion Reticence Maxims (agreeing/not giving opinion), and the Feeling Maxims, i.e. the Sympathy/Feeling Reticence Maxim (congratulating, commiserating/with-holding feelings).

The writer wants to research the movie of *Alice in Wonderland*, this movie is based on the novel wrote by Lewis Carrol which this is an American fantasy movie directed by Tim Burton and scripted by Linda Woolverton on 2010. The movie is released by Walt Disney Pictures. The writer wants to know deeper about the dialogue of the movie through the Principle of Politeness which could be researched to divide the dialogue into each maxim in Politeness. The writer wants to figure it out what are Maxims does exist in the Alice in Wonderland based on the Pragmatics of Politeness by the perspective of Geoffrey Leech.

METHODS

This research is a qualitative descriptive study. The research focus is the overall depiction of the use of expression politeness in the *Alice in Wonderland* movie. This is in line with Bogdan and taylor (1970) in Moleong (2002:3) which stated that the qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. The method used is a qualitative paradigm by expressing language factors in the use of politeness expressions. Observation technique is used to observe the use of politeness expressions of the characters in Alice in Wonderland. The data source used in this study is the *Alice in Wonderland* movie with many appearances of politeness speech acts. Data were collected by listening method, which is listening to the use of politeness expressions in the *Alice in Wonderland* movie

which is assisted with basic tapping techniques and advanced techniques of note taking. Data collected were analyzed using qualitative descriptive methods.

RESULTS AND DISCUSSION

These dialogues are reflecting the Maxim of Politeness refer to Generosity, Tact, Approbation, Modesty, Agreement, Sympathy Maxim.

Generosity Maxim

Give a high value to other's wants, the Generosity Maxim is commissive it is like: offers, invitation, and promises is other-oriented expressing positives politeness. The generosity maxim criteria are: 1.) Minimize benefit to self, 2.) Maximize cost to self. The researcher finds the dialogue which fit into the Generosity Maxim.

The Dormouse: I could stick you if it would help.

Alice: It might actually. Thank you.

The Dormouse: My pleasure.

In this dialogue Dormouse asked Alice to help her realized, that she was not dreaming in the Wonderland, even Dormouse stick Alice foot but Alice feel thank you for it although it was hurt. Based on the Maxim, this dialogue is fit into Generosity Maxim because of Dormouse was offering himself to stick Alice foot without lice asking.

Alice: Where to? I don't know the way.

Chesire Cat: Fine. I'll take you there. But that's the end of it.

In the middle of Wonderland forest Chesire took Alice find the way to meet Hater in the Wonderland to ask how to get out there. In this case Chesire offering Alice to find the way out and the researcher assumed that this is fit into Generosity Maxim because of Chesire Cat offering Alice without Alice asking and Chesire did not take any advantage.

Mad Hatter: You're safe now. The Bloodhound will lead them away.

Mad Hatter put Alice into the teapot because Knave and the colonies are looking for Alice and also Bloodhound was already told by Hatter to lead the packed of Knave to find Alice which it was a swindle. In this dialogue Hatter was save Alice lives because she was chasing by Red Queen, and it is mean that Hatter give high value for Alice for saving her life without take any benefits which is suitable into Generosity Maxim.

Tact Maxim

Give a low value to speakers wants respectively, which the Tact Maxim directives it is like: impositions such as requests is speaker-oriented. The tact maxim criteria are: 1.) Minimize cost to other. 2.) Maximize benefit to other. The dialogues fit into Tact Maxim are:

Alice: It's good to see you again, Your Highness. I have something that belongs to you.

Alice met White Queen in her castle to give her Voper sword that stolen by Red Queen. In this case Alice met White Queen to give back the sword and this dialogue is fit into Tact Maxim because Alice gives a benefit to White Queen which Alice did not any advantages of it that exact to Tact Maxim aspect give a low value to speaker.

Alice's Father: But I'll tell you all the best people are.

Alice father told to Alice in her bedroom with a smile is okay to be mad and bonker, because Alice had a same odd dream since she was child. The dialogue is reflecting that Alice's Father gave a high value to Alice that she is a part of best people. Because of having a same odd dreaming does not mean she is mad or crazy. Instead of judging Alice she was mad, her father made Alice smile she is the best people.

Lady ascot: Alice dear, shall we take a leisurely stroll through the garden, just you and me?

Lady Ascot asked Alice to stroll with her with a very manner language and smile. In the corner of the dance party and Alice just answering with an eye answered. This dialogue is Lady Ascot asking Alice to go strolling garden with her that the researcher assumed this is a politeness asking without maximize the cost for Alice as stated by the Tact Maxim.

Approbation Maxim

Give a high praise to other's and gives a low dispraise to others, which Approbation Maxim is applicable in illocutionary functions as expressive are like: thanking, congratulating, pardoning, blaming, praising, and condoling. The approbation maxim criteria are: 1.) Minimize dispraise of other. 2.) Maximize praise of other. The dialogues fit into Approbation Maxim are:

Lady Ascot: Helen. Alice, Dear. You're looking as lovely as ever. Hamish has been waiting to dance with you.

The Lady Ascot told Alice that she is so lovely in the corner of the park meaning she is so beautiful and Hamish will love her. In this dialogue Lady Ascot praising Alice that she is so beautiful which refer to Approbation Maxim Lady Ascot maximize praised Alice.

Lady Ascot: You're such a lovely girl, Alice. You're certain to have gorgeous children.

Lady Ascot had a conversation with Alice through walking in the park. Lady Ascot was admitting that Alice is a lovely girl and believed she would have beautiful children later, in this dialogue Lady Ascot maximize praised Alice with all credits which in the Approbation Maxim this dialogue is exact into the aspect.

Lord Ascot: My condolences, Madame. I think of your husband often. He was truly a man of vision.

Lord Ascot feels sorry about Alice's Mother losing her husband, and Alice's father is a good man as Lord Ascot perspective. Lord Ascot give a condolence to Alice's mother which suitable to Approbation Maxim that giving a condolence and minimize dis-praise of Alice's Mother.

Modesty Maxim

Give a low praise to speaker which minimizing praise and maximizing praise of self or others this is applicable in expressive and assertive is like: self-devaluation. The modesty maxim criteria are: 1.) Minimize praise of self. 2.) Maximize dispraise of self. Dialogues are fit into Modesty Maxim:

Alice's Mother: I wish I didn't. But it's a consolation knowing it will be in your capable hands.

Alice's Mother feeling sad of sold his husband company but she knows it is the best way to sold it to a Lord Ascot which has an ability to run the company. They talked in the middle of dance party. In this case Alice's Mother dispraised herself sold her husband company although she did not want to do it. Which in the Modesty Maxim this dialogue is fit and reflecting the aspect of Modesty Maxim.

Alice: I wish I could help you. But I'm not who you think I am.

Alice told Hatter that she feels sorry she could not helped Hatter from chases of Knave and the colony. In this dialogue Alice feels sorry about could not help Hatter because she did not think that she could and capable enough to helped Hatter chases by Knave. In this case Alice praised herself thus the researcher assumed the dialogue form into a part of Modesty Maxim.

White Queen: You have our deepest gratitude.

White Queen love to see Alice won the battle with the pet of Red Queen Jabberwocky. White Queen feels very happy because Alice won from Jabberwocky with a save life, and she was thankful Alice is still alright and White Queen very thanked to Alice for made Red Queen side was lost because of Alice hard work. The dialogue stated that White Queen was maximizing praised to Alice of her perseverance after war with Jabberwocky.

Agreement Maxim

Make a disagreement between of speaker with other is not often to occur, and make an agreement between of speaker with other as much as possible. It means this maxim is agreeing some ideas from others and applicable in assertive and avoiding disagreement. The agreement maxim criteria are: 1.) Minimize disagreement between self and other. 2.) Maximize agreement between self and other. Here are the dialogues fit into Agreement Maxim:

Alice's Mother: I'm sure this afternoon will lift her spirits immeasurably. Lady Ascot: I'm certain of it.

Lady Ascot agreed with Alice Mother about Alice condition in the corner of dance

party. Lady Ascot worried about Alice condition after losing her father but Alice's Mother was made convincing Lady Ascot that she will be cheerful again as ever as Alice. In this dialogue the aspect of Politeness in Agreement Maxim is achieved because Lady Ascot agreed on Alice's Mother statement.

Lord Ascot: Charles Kingsley could see opportunity in the most strange and exotic places.

Alice's Mother: That he could.

Lord Ascot and Alice Mother had a conversation in the park when talking about Alice's father he was a good man with a vision on his head that everybody could not see it and thought he was mad. Lord Ascot believed Alice's father already had a very great place to have another opportunity in afterlife then Alice's Mother agreed with Lord Ascot which researcher can conclude from the dialogue it was fulfilled the aspect of Politeness in Agreement Maxim.

The Dormouse: It is Griblig.

Tomorrow is Quilian.

Platypus: Eggsactually.(exactly).

Platypus agreed with Dormouse with a slang word in the forest after looking the calendar of Wonderland called Griblig.

They already know what will happen because Griblig shows everything will occurred in the next. Then Platypus agreed with Dormouse with his language called Eggs actually which researcher assumed that is exactly do for agreement and suitable to the aspect of Politeness in Agreement Maxim.

Sympathy Maxim

Decrease an antipathy between of speaker with other as small as possible and increase sympathy as many as speaker with other. This maxim is applicable in assertive, it is like: congratulating, commiserating others and expressing a condolence. The sympathy maxim criteria are: 1.) Minimize antipathy between self and others. 2.) Maximize sympathy between self and other.

Alice's Mother: Alice? Are you alright?

Her mom asked Alice and Alice was answering with smiling. The place was in the horse train. Alice's Mother was worried about Alice condition because she just losing her father which have a same thought and have many visions. Alice's Mother just wants to make sure she is alright and could smile before they are arriving to Lord and Lady Ascot house. In this case Alice's Mother feels worried to Alice so she was asking Alice of what she felt this dialogue is related to the Sympathy Maxim of Politeness that commiserating Alice without maximizing the antipathy.

Lord Ascot: Poor dear. I hope it's not too long before she's herself again.

Lord Ascot give a sympathy to Alice after losing her father, he was talked to Alice Mother while walking in the park. Lord Ascot feel sorry about what was done to Alice and he is hoping that Alice would not longer to be sad until she is cheerful again. In this dialogue Lord Ascot give a suitable dialogue

to the aspect of Sympathy Maxim of Politeness which Lord Ascot be worried about Alice without minimize the expressing of condolences.

White Queen: Feel better?

Alice: Much. Thank you.

White Queen asked Alice when she woke up after the colony of Red Queen was chasing her when she left the castle of Red Queen. Alice succeeded to bring back the Vorpal sword that belongs to White Queen, Alice was very exhausted after she left Red Queen's castle. White Queen was made sure about Alice condition which in the aspect of Sympathy Maxim of Politeness the statement of White Queen is expressing of caring and also increased the sympathy.

CONCLUSION

The researcher is already identifying and classifying politeness aspect which exist in the dialogue from Alice in Wonderland movie, the researcher conclude that principle of politeness is could be found in the dialogue of *Alice in Wonderland* movie. Leech objects that politeness is clearly a phenomenon common to speakers of all languages and so the ideas of politeness. Thus, some of *Alice in Wonderland* movie dialogue element fit into six Maxims of Politeness which are: Tact Maxim, Generosity Maxim, Modesty Maxim, Approbation Maxim, Agreement Maxim, and Sympathy Maxim.

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AN ANALYSIS OF RELATIVE CLAUSE IN THE NOVEL *PAPER TOWNS* BY JOHN GREEN

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Abstract

In novel, the author makes a sentence with it structure including grammar. Every language has its grammar. In English, grammar hold an important role to be good at English, one should comprehend the structure. One of the English grammars is relative clause. The aims of this research are to find out the types and functions of relative clause used in the novel Paper Towns, and to find out what noun types that usually modified by either restrictive relative clause or non-restrictive relative clause in the novel Paper Towns. This research used descriptive qualitative method. The result showed that there are 109 relative clause sentences used in the novel Paper Towns by John Green. There are 50 sentences classified into restrictive relative clause and 59 sentences classified into non-restrictive relative clause. From 109 sentences, the writer found there are 90 sentences used as a subject, 12 sentences used as an object, 2 sentences used as an object of preposition and 5 sentences used as possessive. There are 6 sentences used pronoun, 34 used proper noun and 69 used common noun. Therefore, the noun type that usually modified by either restrictive relative clause or non-restrictive relative clause is common noun.

***Keywords**: Clause, Noun, Novel, Relative Clause, Relative Pronoun*

INTRODUCTION

Nowadays, language is one of the most important things in human's life. It is one of the most precious human's creations to communicate among us. English is probably the most widely used language in the world, with hundred million native speakers in several countries that used English as their language, and hundred million more users in other countries where English is widely known and used in business, government and media. Literature is a part of human culture which is cannot be detached from daily life. Literature is how writers express their true feelings into written words. According to Roberts and Jacobs (2003: 1) literature means compositions that tell stories, dramatize situations, express emotions, analyze and advocate ideas. Language and literature related each other. Literature is one of the most important majors in studies. By learning literature, we know how the language been produced, we can transfer meanings, values, cultures, socials, etc. One of literary works that most people like is novel. It is kind of literary works which is very popular in the modern culture.

In novel, the writer makes a sentence with it structure including grammar. A sentence has one or more main clause. According to Eastwood (1994: 317), a sentence can consist of a number of main

clauses and sub clauses. Meanwhile, Seaton and Mew (2007:139) stated that, a sentence is a group of words that express a complete though. A sentence must have a subject and a verb, but it may or may not have an object. There are 4 kinds of sentences: declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence. Every language has its grammar. In English, grammar hold an important role to be good at English, one should comprehend the structure. One of the English grammars is relative clause. Azar (1999:267) stated that a clause is a group of word containing a subject and a verb. A relative clause is also called adjective clause derives from a basic structure consisting of more than one sentence. According to Azar (1999:267) Adjective clause is a dependant clause that modifies a noun. It describes, identifies, or gives further information about a noun. Meanwhile, Huddleston and Pullum (2010: 183) said that a relative clause is a special kind of subordinate clause whose primary function is as modifier to a noun or nominal.

The writer used a novel entitled Paper Towns written by John Green, primarily for an audience of young adults, and was published on October 16,2008 by Dutton Books. The writer is interesting to make Paper Towns novel as an object of the research. This novel is always interesting to be analysed, especially for the plot. The writer found some sentences using relative clause in this novel. The sentences also using relative pronoun such as *who, whom, which, that* and *whose*. The writer wants to tell the reader of this research how to analyse the types and functions of relative clause that used in this novel. The writer also wants to tell the reader how to analyse the noun type that usually modified in this novel. This research used a novel entitled *Paper Towns* written by John Green.

METHODS

This research used descriptive qualitative method in which to analyse, describe, and summarize the various conditions, situations from various data collected in the form of results or observations to study problems that occur in the field. The source of data is sentences that contain of relative clause in the novel *Paper Towns* by John Green. The data is classified based on 2 types of relative clause using theory from Murcia & Freeman (1999) and Gelderen (2013). Then, the data is divided into their position/function according to their usage in the sentence using theory from Azar (1999). The type of noun is classified that usually modified by either restrictive relative clause or non-restrictive relative clause using theory from Huddleston & Pullum (2010), Seaton and Mew (2007) and also from Altenberg and Vago (2010).

RESULTS AND DISCUSSION

The writer analyzed the types and functions of relative clause in sentences from

the novel *Paper Towns* by John Green and analyzed what noun type that usually modified by either restrictive relative clause or non-restrictive relative clause in this novel. The writer only used relative pronoun: *who, whom, whose, that, which* as subordinate conjunction and classified the data based on their types. The results of the study are described descriptively in the analysis.

Restrictive Relative Clause

Data: 1

I also don't like people who like prom. (p. 12)

[*I also don't like people*] is a main clause meanwhile [*who like prom*] is a relative clause. This relative clause is restrictive relative clause because it is not separated from the main clause. There is no pauses or special punctuation used in this clause. The main clause followed by relative clause without commas, parentheses or dashes. The relative clause adds essential information about the noun *people* in the main clause. [*who like prom*] is the information described *people*. The information is important for understanding the sentence's meaning correctly. If the relative clause omitted, the reader will not get the information about *people*.

Data: 2

A small, olive-skinned creature who had hit puberty but never hit it very hard. (p. 12)

[*A small, olive-skinned creature*] is a main clause meanwhile [*who had hit puberty but never hit it very hard*] is a relative clause. This relative clause is restrictive relative clause because it is not separated from the main clause. This relative clause provides information needed to identify or limit a noun in the main clause. This relative clause adds essential information about the noun *creature* in the main clause. [*who had hit puberty but never hit it very hard*] is the information described *creature*. The information is important for understanding the sentence's meaning correctly. If the relative clause omitted, the reader will not get the information about *creature*.

Data: 3

If I ever end up being the kind of person who has one kid and seven bedrooms. (p. 47)

[*If I ever end up being the kind of person*] is a main clause meanwhile [*who has one kid and seven bedrooms*] is a relative clause. This relative clause is restrictive relative clause because it is not separated from the main clause. This relative clause does not usually modify a head noun with a generic determiner like *any* or *every*. This relative clause adds essential information about the noun *person* in the main clause. [*who has one kid and seven bedrooms*] is the information described *person.* The information is important for understanding the sentence's meaning correctly. If the relative clause omitted,

the reader will not get the information about *person*.

Data: 4

Did you call my friend's father who was screwing my boyfriend? (p. 69)

[*Did you call my friend's father*] is a main clause meanwhile [*who was screwing my boyfriend?]* is a relative clause. This relative clause is restrictive relative clause because it is not separated from the main clause. This relative clause provides information needed to identify or limit a noun in the main clause. This relative clause adds essential information about the noun *my friend's father* in the main clause. [*who was screwing my boyfriend?]* is the information described *my friend's father*. The information is important for understanding the sentence's meaning correctly. If the relative clause omitted, the reader will not get the information about *my friend's father.*

Data: 5

You know it wasn't me who squirt-peed those freshmen. (p. 97)

[*You know it wasn't me*] is a main clause meanwhile [*who squirt-peed those freshmen*] is a relative clause. This relative clause is restrictive relative clause because it is not separated from the main clause. There is no pauses or special punctuation used in this clause. The main clause followed by relative clause without commas, parentheses or dashes. The relative clause adds essential information about the noun *me* in the main clause. [*who squirt-peed those freshmen*] is the information described *me*. The information is important for understanding the sentence's meaning correctly. If the relative clause omitted, the reader will not get the information about *me*.

Non-Restrictive Relative Clause

Data: 6

Myrna Mountweazel, who was her dog, is sleeping inside their room. (p. 25)

[*Myrna Mountweazel, is sleeping inside their room*] is a main clause meanwhile [*who was her dog*] is a relative clause. This relative clause is non-restrictive relative clause because it is separated from the main clause by comma. This relative clause provides additional information that is nonessential to determining the identify of a noun in the main clause. The relative clause gives non-essential information about the noun *Myrna Mountweazel* in the main clause. [*who was her dog*] is the additional information described *Myrna Mountweazel*. The information is not crucial for understanding the sentence's meaning correctly. If the relative clause omitted, the reader still gets the information about noun *Myrna Mountweazel*.

Data: 7

I bet she sucks at Resurrection, which was our favourite video game.
(p. 21)

[*I bet she sucks at Resurrection*] is a main clause meanwhile [*which was our favourite video game*] is a relative clause. This relative clause is non-restrictive relative clause because it is separated from the main clause by comma. In non-restrictive relative clause, commas (or parentheses or dashes) in writing and special pauses and lower speech in speech set the relative clause of from the main clause. The relative clause gives non-essential information about the noun *Resurrection* in the main clause. [*which was our favourite video game*] is the additional information described *Resurrection.* The information is not crucial for understanding the sentence's meaning correctly.

Data: 8

We entered Wal-Mart together and picked up that thing from infomercials called The Club, which looks a car's steering wheel into place. (p. 33)

[*We entered Wal-Mart together and picked up that thing from infomercials called The Club*] is a main clause meanwhile [*which looks a car's steering wheel into place*] is a relative clause. This relative clause is non-restrictive relative clause because it is separated from the main clause by comma. In non-restrictive relative clause, commas (or parentheses or dashes) in writing and special pauses and lower speech in speech set the relative clause of from the main clause. The relative clause gives non-essential information about the noun *The Club* in the main clause. [*which looks a car's steering wheel into place*] is the additional information described *The Club*. The information is not crucial for understanding the sentence's meaning correctly.

Data: 9

I turned back to Margo, who handed me the paper-wrapped catfish and one of Becca's sparkly purple pens. (p. 42)

[*I turned back to Margo*] is a main clause meanwhile [*who handed me the paper-wrapped catfish and one of Becca's sparkly purple pens*] is a relative clause. This relative clause is non-restrictive relative clause because it is separated from the main clause by comma. This relative clause provides additional information that is nonessential to determining the identify of a noun in the main clause. The relative clause gives non-essential information about the noun *Margo* in the main clause. [*who handed me the paper-wrapped catfish and one of Becca's sparkly purple pens*] is the additional information described *Margo*. The information is not crucial for understanding the sentence's meaning correctly.

Data: 10

They were built by Jason's dad, who is the one of the richest land developers in Florida. (p. 47)

[*They were built by Jason's dad*] is a main clause meanwhile [*who is the one of the richest land developers in Florida*] is a relative clause. This relative clause is non-

restrictive relative clause because it is separated from the main clause by comma. This relative clause provides additional information that is nonessential to determining the identify of a noun in the main clause. The relative clause gives non-essential information about the noun *Jason's dad* in the main clause. [*who is the one of the richest land developers in Florida*] is the additional information described *Jason's dad*. The information is not crucial for understanding the sentence's meaning correctly.

Position or Function of the Relative Clause in the sentence

After classifying the data, the writer found that there are 109 sentences that contain of relative clause. It is including restrictive relative clause and non-restrictive relative clause. There are sentences used as a subject, as an object, as an object of preposition and as possessive.

Relative Clause as a Subject

Data: 11

I'll email the guy who wrote most of this page and see if there are any obvious connections between Woody Guthrie and Margo. (p. 109)

[*who wrote most of this page and see if there are any obvious connections between Woody Guthrie and Margo*] is a relative clause. This relative clause used the relative pronoun *who*. The function of this relative clause is as a subject. The noun *guy* in the main clause is refers to human and it is a personal antecedent. Relative clause as a subject use relative pronoun *who, which*, and *that*. *Who* is used for *people.* In this sentence, there is a verb *wrote* which exist after the relative pronoun *who*. The pattern of relative clause as a subject is → who/which/that + verb + complement.

Data: 12

They're just people, who deserve to be cared for. (p. 198)

[*who deserve to be cared for*] is a relative clause. This relative clause used the relative pronoun *who*. The function of this relative clause is as a subject. The noun *people* in the main clause is refers to human and it is a personal antecedent. Relative clause as a subject use relative pronoun *who, which*, and *that*. *Who* is used for *people.* In this sentence, there is a verb *deserve* which exist after the relative pronoun *which*. The pattern of relative clause as a subject is → who/which/that + verb + complement.

Data: 13

It is the machine that kills fascists. (p. 299)

[*that kills fascists*] is a relative clause. This relative clause used the relative pronoun *that*. The function of this relative clause is as a subject. The noun *machine* in the main clause is refers to thing and it is an antecedent. Relative clause as a subject use relative pronoun *who, which, and that. Tha*t is

used for *people* or *things*. In this sentence, there is a verb *kill***s** which exist after the relative pronoun *that*. The pattern of relative clause as a subject is → who/which/that + verb + complement.

Relative Clause as an Object

Data: 14

My parents have taken the keys to my car and locked them inside a safe, which they put under their bed. (p. 25)

[*which they put under their bed***]** is a relative clause. This relative clause used the relative pronoun *which*. The function of this relative clause is as an object. The noun *–keys* in the main clause is refers to thing and it is an antecedent. Relative clause as an object use relative pronoun *whom, which*, and *that*. *Which* is used for *things*. In this sentence, there is a subject *they* exist after the relative pronoun *which*. The pattern of relative clause as an object is → whom/which/that + subject + verb + complement.

Data: 15

One side was protected by a road, which Margo figured was regularly patrolled by night watchmen. (p. 72)

[*which Margo figured was regularly patrolled by night watchmen***]** is a relative clause. This relative clause used the relative pronoun *which*. The function of this relative clause is as an object. The noun *road* in the main clause is refers to thing and it is an antecedent. Relative clause as an object use relative pronoun *whom, which*, and *that*. *Which* is used for *things.* In this sentence, there is a subject *Margo* which exist after the relative pronoun *which*. The pattern of relative clause as an object is → whom/ which/that + subject + verb + complement.

Data: 16

I can tell from minutes logged by her username, which she stored in her passwords. (p. 114)

[*which she stored in her passwords***]** is a relative clause. This relative clause used the relative pronoun *which*. The function of this relative clause is as an object. The noun *passwords* in the main clause is refers to thing and it is an antecedent. Relative clause as an object use relative pronoun *whom, which*, and *that*. Which is used for things. In this sentence, there is a subject *–she* which exist after the relative pronoun *which*. The pattern of relative clause as an object is → whom/ which/that + subject + verb + complement.

Relative Clause as an Object of Preposition

Data: 17

Radar's job, which he thinks about is very exciting. (p. 244)

[*which he thinks about is very exciting***]** is a relative clause. This relative clause used the relative pronoun *which*. The function of this relative clause is as an object of preposition. Preposition *about* used in informal way especially in everyday usage that comes after the verb *–thinks*. The noun

Radar's job in the main clause is refers to thing and it is an antecedent. Relative clause as an object of preposition use relative pronoun *whom, which,* and *that*. Which is used for things. The pattern of relative clause as an object of preposition (in informal way especially in everyday usage) is → whom/ which/that + subject + verb + preposition + complement.

Data: 18

It contains two large T-shirt, which Radar and Ben are very excited about. (p. 256)

[*which Radar and Ben are very excited about*] is a relative clause. This relative clause used the relative pronoun *which*. The function of this relative clause is as an object of preposition. Preposition *about* used in informal way that comes after the complement. The noun *T-shirt* in the main clause is refers to thing and it is an antecedent. Relative clause as an object of preposition use relative pronoun *whom, which,* and *that*. *Which* is used for *things*. The pattern of relative clause as an object of preposition is → whom/which/that + subject + verb + complement + preposition.

Relative Clause Using Whose/as Possessive

Data: 19

$200 in cash should be provided to each of the 12 people, whose bikes your colleagues destroyed via Chevy Tahoe. (p. 97)

[*whose bikes your colleagues destroyed via Chevy Tahoe*] are a relative clause. This relative clause used the relative pronoun *whose* to replace possessive word their and modified the noun *each of the 12 people*. The function of this relative clause is as possessive. Relative clause as possessive only use relative pronoun *whose*. *Whose* is used to show possession like *his, her, its* and *their*. *Whose* is connected with a noun. *Whose* usually modifies people, but it also modifies things.

Data: 20

A guy whose strings were broken. (p. 300)

[*whose strings were broken*] is a relative clause. This relative clause used the relative pronoun *whose* to replace possessive word his and modified the noun *a guy*. The function of this relative clause is as possessive. Relative clause as possessive only use relative pronoun *whose*. *Whose* is used to show possession like *his, her, its* and *their*. *Whose* is connected with a noun. *Whose* usually modifies people, but it also modify things.

Data: 21

Quentin and Margo and Myrna Mount weazel are investigating the death of Robert Joyner, whose death is exactly like his real-life death except instead of having obviously shot himself in the face. (p. 289)

[*whose death is exactly like his real-life death except instead of having obviously shot himself in the face*] is a relative clause. This relative clause used the relative pronoun *whose* to replace possessive word his and modified the noun *Robert Joyner*. The function of this relative clause is as possessive. Relative clause as a possessive only use relative pronoun *whose*. *Whose* is used to show possession like *his, her, its* and *their*. *Whose* is connected with a noun. *Whose* usually modifies people, but it also modify things.

Noun type that modified by either Restrictive Relative Clause or Non-Restrictive Relative Clause

After classifying the data, the writer found that there are 109 sentences that contain of relative clause. It is including restrictive relative clause and non-restrictive relative clause. There are 6 sentences used pronoun 34 used proper noun and 69 used common noun.

Pronoun

Data: 22

You know it wasn't me who squirt-peed those freshmen. (p. 97)

[*me*] is a noun. This noun is modified by non-restrictive relative clause. This relative clause used *who* as subordinate conjunction and modified the noun **[***me*]. This is pronoun because **[***me*] is a 1st person singular. Pronouns constitute a fairly small class or words distinguished from other nouns most clearly by their inability to combine with determiners. The most central ones differ inflectionally from other nouns e. g in having a contrast between nominative and accusative forms.

Data: 23

It was her, who stand by my side. (p. 74)

[*her*] is a noun. This noun is modified by non-restrictive relative clause. This relative clause used *who* as subordinate conjunction and modified the noun **[***her*]. This is pronoun because **[***her*] is a 3rd person singular for female. Pronouns constitute a fairly small class or words distinguished from other nouns most clearly by their inability to combine with determiners. The most central ones differ inflectionally from other nouns e. g in having a contrast between nominative and accusative forms.

Data: 24

I thank to him who found the paper. (p. 89)

[*him*] is a noun. This noun is modified by restrictive relative clause. This relative clause used *who* as subordinate conjunction and modified the noun **[***him*]. This is pronoun because **[***him*] is a 3rd person singular for male. Pronoun constitute a fairly small class or words distinguished from other nouns most clearly by their inability to combine with determiners. The most central

ones differ inflectionally from other nouns e. g in having a contrast between nominative and accusative forms.

Proper Noun

Data: 25

Margo Roth Spiegelmen, who drank a cup of herbal tea with the Mallionaires backstage after a concert in St. Louis while they drank whiskey. (p. 15)

[*Margo Roth Spiegelmen*] is a noun. This noun is modified by non-restrictive relative clause. This relative clause used *who* as subordinate conjunction and modified the noun **[***Margo Roth Spiegelmen*]. This is proper noun because **[***Margo Roth Spiegelmen*] is the name of a person. Proper nouns characteristically function as the head of NPs serving as proper names, names individually assigned to particular people, places, festivals, etc. they also occur, derivatively, in other kinds of NP. Nouns that are actual names, for example Mary, are called proper nouns.

Data: 26

Myrna Mount weazel, who was her dog, is sleeping inside their room. (p. 25)

[*Myrna Mountweazel*] is a noun. This noun is modified by non-restrictive relative clause. This relative clause used *who* as subordinate conjunction and modified the noun **[***Myrna Mountweazel*]. This is proper noun because **[***Myrna Mountweazel*] is the name of a person. Proper nouns characteristically function as the head of NPs serving as proper names, names individually assigned to particular people, places, festivals, etc. they also occur, derivatively, in other kinds of NP.

Data: 27

It certainly does not look like a Tower of Light, which is the actual name of the culpture. (p. 54)

[*Tower of Light*] is a noun. This noun is modified by non-restrictive relative clause. This relative clause used *which* as subordinate conjunction and modified the noun **[***Tower of Light*]. This is proper noun because **[***Tower of Light*] is the name of a landmark. Proper nouns characteristically function as the head of NPs serving as proper names, names individually assigned to particular people, places, festivals, etc. they also occur, derivatively, in other kinds of NP. The names of towns, cities, buildings and landmarks are proper nouns.

Common Noun

Data: 28

Dialled the number that Margo recited to me. (p. 39)

[*number*] is a noun. This noun is modified by restrictive relative clause. This relative clause used *that* as subordinate conjunction and modified the noun **[***number*]. This is common noun because **[***number*] is a thing and not specific. Common nouns are words for people, animals, places, or things. Common nouns represent the default

subclass, lacking the special properties of pronouns and proper nouns.

Data: 29

He just held his hands far away from his t-shirt, which only sort of worked. (p. 95)

[*t-shirt*] is a noun. This noun is modified by non-restrictive relative clause. This relative clause used *which* as subordinate conjunction and modified the noun **[***t-shirt*]. This is common noun because **[***t-shirt*] is a thing and it is not a special thing. Common nouns are words for people, animals, places, or things. Common nouns represent the default subclass, lacking the special properties of pronouns and proper nouns.

Data: 30

The only teenaged guy in America who dreams of sleeping with girls. (p. 176)

[*guy*] is a noun. This noun is modified by restrictive relative clause. This relative clause used *who* as subordinate conjunction and modified the noun **[***guy*]. This is common noun because **[***guy*] is a thing and it is not a name. Common nouns are words for people, animals, places, or things. Nouns that are not names are called common nouns, e.g. girl.

CONCLUSION

There are sentences classified into restrictive relative clause and non-restrictive relative clause. This research found there are 90 sentences used as a subject, 12 sentences used as an object, 2 sentences used as an object of preposition and 5 sentences used as possessive. There are 6 sentences used pronoun, 34 used proper noun and 69 used common noun. Therefore, the noun type that usually modified by either restrictive relative clause or non-restrictive relative clause is common noun.

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TYPES AND FUNCTIONS OF SWEAR WORDS USED IN AMERICAN SITCOM *HOW I MET YOUR MOTHER* SEASON ONE

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Abstract

This research is an analysis of swear words used in American sitcom How I Met Your Mother season one. The aims of this research are to find out types of swear words and to describe the functions of swear words found in American sitcom How I Met Your Mother season one. This research uses qualitative method. The source data is taken from sitcom How I Met Your Mother season one. The writer uses Hughes's theory to find out types of swear words and uses Anderssson and Thrudgill theory to find out its functions of swear words found in How I Met Your Mother season one. The result of this research shows six types of swear words and its functions from 44 data, there are: 1). Types of swear words related to sex (4 data) and it has two functions; expletive and humorous. 2). Types of swear words related to excrement (3 data) and it has two functions; expletive and humorous. 3). Types of swear words related to name of animal (3 data) and it has two function; expletive and humorous. 4). Types of swear words related to personal background (9 data) and it has two functions; abusive and humorous. 5). Types of swear words related to taboo or religion or oath (14 data) and it has four functions; expletive, abusive, humorous, and auxiliary. 6). Types of swear words related to mental illness (11 data) and it has four functions; expletive, abusive, humorous, and auxiliary.

Keywords: *Linguistic, Sociolinguistic, Swear Words*

INTRODUCTION

In communication, people have many ways to express their feelings to others. One of the ways is the use of swear words in the conversation. When people express their feelings, they often include the swear words. Inserting these words are not only when the speakers are angry but also when they feel happy. In modern era, language usage is more modern and people are more use swear words in their daily language. Swear words has become common in the world society. Swear words are the lowest language choice, but swear words often has different message within the meaning. According to Ljung (2011) a swear word is that it should be used in a nontechnical sense, i.e. the word bitch, it will be non-swearing when it means a female dog, but it will be swearing when used to disparage a woman. While, Andersen (as cited in Midjord, 2013:20) swearing forms part of everyday language use for people of all ages and cultures throughout the entire world. Although many swear words have lost their literal meaning and people have a more easy-going attitude towards swear words than previously, the use of swear words still has the power to provoke.

Swear words appear in the television program like a sitcom or situation comedy which usually use daily language to make the viewers enjoyed in order to make the situation

look funny. They used to swear words to make a joke, to insult and so on depending on the story needed. Hughes (2006:7) stated that swearing draws upon such powerful and incongruous resonators as religion, sex, madness, excretion, and nationality, encompassing an extraordinary variety of attitudes, including the violent, the amusing, the shocking, the absurd, the casual and the impossible. According to Hughes (2006:208), the varieties of English swear words can be described as swear words related to sex, swear words related to excrement, swear words related to name of animal, swear words related to personal background, swear words related to mental illness, swear words related to sex activities, swear words related to taboo or religion or oath and swear words related to racism. Andersson and Trudgill (1990:15) categorized swear words into expletive, abusive, humorous, and auxiliary swearing. There are many types of swearing which are usually used in people's communication. Each type of swearing has its own distinctive characteristics that make it different from others.

There are so many movies, television program, or other entertainments in which their actor/actress or characters use swear words. United States or America has a lot of television program. Sitcom is one of the television programs which has many viewers. The writer used American sitcom *How I Met Your Mother* season 1 which has twenty-two episode for this research paper. *How I Met Your Mother* season 1 aired for the first time on September 19, 2005 until May 15, 2006 in the United States. The writer would like to analyze this sitcom because this sitcom is very interesting, not boring, and the actors and actress are good looking, entertaining, and funny. Besides that, the writer chooses this sitcom because it is one of the sitcoms contains many swear words usage. The swear words that uttered by the characters is very interesting to be analyzed. Based on the writer experienced, swear words usage are not only to insult other people but also has other functions. For example, when your friend suddenly called you as a beautiful bastard this is just humor and you are not angry. Although the word bastard means a person whose parents were not married to each other when she or he was born, and the word *bastard* combine with *beautiful* make it more hear as a humor.

Based on explanation above the writer is interested to analyze about swear words and its function in this American sitcom *How I Met Your Mother* season 1. After looking for the theory, the writer finds out the match theories for this research paper there are Hughes theory of types of swear words and used Andersson and Trudgill theory of function of swear words. The writer limits the subject on types of swear words and its function found in American sitcom *How I Met Your Mother* season 1.

METHODS

This research used qualitative method as the method of the research. According to

Ary et all (2002:22), Qualitative research focuses on understanding social phenomena from the perspective of the human in the study. Moreover, data which does not involve statistics, numbers or measurement is called qualitative data because it reveals or illuminates the different qualities or characteristics of social life and social behaviour. (Nobbs, 1989:15). American sitcom *How I Met Your Mother* season one as source of data. This sitcom was originally aired on CBS September 19, 2005 until May 15, 2006 in the United States. Directed by Pamela Fryman. The sitcom written by Carter Bays and Craig Thomas. Running time 22 minutes. The genre is sitcom and romantic comedy. The data was collected by watching the sitcom *How I Met Your Mother* season 1. The data was taken from utterances of the characters in *How I Met Your Mother* season one. The steps of Collecting Data such as 1). Watch *How I Met Your Mother* season one and pay attention to the subtitle; 2). Read the script *How I Met Your Mother* season 1; 3). Take a note of the dialogue in the script that showed swear words for the data collection. Technique of Analyzing Data are; 1). Classify the data that is already taken; 2). Analyze the classified data to find types of swear words and the functions of swear words; 3). Take a conclusion based on data.

RESULTS AND DISCUSSION

Types of swear words and its functions found in *How I Met Your Mother* season one which used Hughes theory to find out types of swear words that appeared in *How I Met Your Mother* season one and also used Anderssson and Thrudgill theory to find out the functions of swear words. There are six types of swear words from 44 data found in *How I Met Your mother* season one.

Types of Swear Words Related to Sex and Its Function

Sexual organ is a part of human's genital body which is included in a sexual reproduction. The swear words related to sex found in *How I Met Your Mother* season 1 are; ***big-ass***, ***butt*** means bottom, ***weenie ass***, *and* ***weak-ass***. One of swear word that refer to sex could be seen in the conversation below:

Data 1

Marshall	*: 'Sup, Blauman? E-bomb here. We still on for karaoke? Dope. I'm going to rock you on the mike so hard your hears are going to bleed gravy. Catch you on the flip,* ***butt puppet****.*

Butt include in type of swear word related to sex because this word means bottom. However, the function of swear word of data 1 include in humorous swearing because in the situation when Marshall speak on the phone with his friend and at the end of the phone Marshall called his friend as ***butt***

puppet, it is just bad called name between friend.

Types of Swear Words Related to Excrement and Its Function

Swear words from excrement are generally related to things which are assumed to be dirty, disgusting and rude if they are done in the public. ***Booger***, ***crap***, *and* ***piss*** are some varieties of swear word related to excrement found in *How I Met Your Mother* season 1. Then, swear words related to excrement is explained in the analysis of swear word ***crap*** in the following conversation:

Data 2

Marshall	*: ssshhh.. Look how cute she looks. All tuckered out. Hey babe, Hey little one, Hey Lilypad*
Lily	*: **Crap**! Band! We forgot the band!*

Crap [taboo] as a less vulgar synonym for *shit*, the term covers almost exactly the same basic semantic areas of *feces, nonsense, rubbish,* or *insincere talk* in both American and British English, though more widely used in the former. However, in data 2 function of swear word ***crap!*** is expletive swearing because in the situation Lily was sleep while preparing her wedding stuff then got shocked by Marshall so she said ***Crap!*** in order to express her shock and not directed to other people.

Types of Swear Words Related to Name of Animal and Its Function

Actually, the names of animals are not taboo at all. However, if they are purposely uttered or referred to the person or thing, they may be considered as swear words. The writer found three swear words related to name of animal there are ***bitch***, ***chick***, and ***jackass***.

Data 3

Robin	*: say you are my **bitch**.*
Ted	*: I'm your **bitch**. Why this time?*
Robin	*: because tonight, I am getting us all into Okay.*
Barney	*: Okay? Awesome.*

Bitch derived from the word mongrel which means a cowardly dog. Therefore, it is originally symbolized as a female dog and used to indiscriminate toward someone or something. Data 3 in the conversation above function of swear word ***bitch*** include in humorous swearing because in the situation as known Ted, Barney and Robin are friends and Robin wants Ted to be her ***bitch*** because she will take them (Ted and Barney) to the Okay (club).

Types of Swear Words Related to Personal Background and Its Functions

Swear words of this kind are spoken by the speaker to a person who is considered to have a low status or profession. It means to insult, to degrade or to put down someone.

Consequently, talking about a person who has a low status in his or her profession is totally unacceptable in the public because it gains a great sensitivity and hurts someone's dignity. ***Bastard***, ***gay***, ***hayseed***, ***hooker***, ***lesbian***, ***pansy***, ***prostitute***, ***slut***, and ***whore*** are swearing words related to personal background found in *How I Met Your Mother* season 1. One of the forms dealing with personal background is ***bastard*** as it is stated in the conversation below:

Data 4

Ted : I'm doing this
Lily : Let's go
Marshall: word up
Lily : We're coming with you
Ted : Barney?
Barney: all right, but under one condition. Look at you, you beautiful ***bastard****. You suited up!*

Bastard [taboo] originally this word referred to a child of a nobleman born out of wedlock. It is symbolized alternatively as a *child born in a barn* or *child of the packsaddle* (Hughes, 2006:18). Moreover, it can be interpreted that bastard is a displaced child who has no parents because his birth is not wanted anymore. The function of swear word ***bastard*** in data 4 is humorous because in the situation the word ***bastard*** uttered by Barney and directed to Ted as his friend. The word beautiful bastard in that situation used to praise Ted who uses a suit.

Types of Swear Words Related to Taboo or Religion or Oath and Its Function

Based on Hughes (2006:462) stated that taboo is generally unmentionable because, on a hierarchical scale, it is either ineffably sacred, like the name of God, or unspeakably vile, like cannibalism or incest. The term is now used of any social indiscretion that ought to be avoided, since strictly speaking, a taboo action should not be performed nor referred to, and a taboo word should never be uttered. The writer found fourteen swear words related to taboo or religion or oath there are ***damn it***, ***damn good***, ***devil***, ***evil***, ***Oh My God***, ***for God's sakes***, ***one hell of a night***, ***go to hell***, ***what the hell***, ***hell of a woman***, ***hell yeah***, ***holy crap***, ***Lord***, and ***satan***. Then, ***go to hell*** is chosen to be analyzed :

Data 5

Ted : I am calling her; this is crazy I haven't talked to her in, like, three years. I wonder if she even remembers me.
Natalie : Hello?
Ted : Natalie, its Ted Mosby.
Natalie : ***Go to hell****.*
Ted : She remembers me.

Hell in some religions, the place believed to be the home of devils and where

bad people go after death. And ***go to hell*** usually used to angrily tell someone to stop talking and go away. In the conversation above function of swear word ***go to hell*** is categorized in abusive swearing because in the situation Ted called her ex-girlfriend after three years passed, they were breaking up. When she answers the telephone and knows that it is from Ted, she scolded him by saying ***go to hell*** because she still angry at Ted.

Types of Swear Words Related to Mental illness and Its Function

Based on Hughes, swear words related to mental illness are perhaps the richest source of terms of personal insult and abuse. They are used as a symbol of people with mild mental retardation, specifically with an IQ (Intelligence Quotient) of 50–70. However, it was almost immediately taken up in the modern contemptuous sense of a fool or idiot (2006:452). ***Crazy***, ***dork***, ***dumb***, ***idiot***, ***jerk***, ***lame***, ***loser***, ***moronic***, ***nuts***, ***stupid***, and ***sucker*** are some varieties of swear words related to mental illness.

Data 6

Marshall	*: will you marry me?*
Lily	*: of course, you* ***idiot****!*

Idiot is a very stupid person or a person with very low intelligence who cannot think or behave normally. The function of swear word in the conversation is categorized in humorous swearing because in the situation shows that Lily called Marshall ***idiot*** because Lily feels very happy to be his fiancé and there was no way she would refuse Marshall.

CONCLUSION

Based on Hughes's classifications, it can be concluded that types of swear words and its functions from 44 data found in *How I Met Your Mother* season one. There are; 1. Types of swear words related to sex (4 data) and it has two functions; expletive and humorous. 2. Types of swear words related to excrement (3 data) and it has two functions; expletive and humorous. 3. Types of swear words related to name of animal (3 data) and it has two function; expletive and humorous. 4. Types of swear words related to personal background (9 data) and it has two functions; abusive and humorous. 5. Types of swear words related to taboo or religion or oath (14 data) and it has four functions; expletive, abusive, humorous, and auxiliary. 6. Types of swear words related to mental illness (11 data) and it has four functions; expletive, abusive, humorous, and auxiliary.

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ANALYSIS OF FEMINISM IN THE NOVEL OF *LITTLE WOMEN* BY LOUISA MAY ALCOTT

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Abstract

Women's movement is in order to reach the equality of right with men in many aspects, such as politic, social, economy and culture. Everyone should be treated as equals unless special circumstances apply regardless of the role of men or women. The problem undertaken in this research relate to feminism, specifically on types of feminism within the female characters in the novel and the reflection of the feminism itself in the ongoing developments of the characters. The aims of the research are to elaborate types of feminism and their reflection on feminism in novel little women. This research used a qualitative descriptive method and the source of data taken from Little Women novel. As the result of the research, it described that there are four types of feminism from the novel little women. The characters in the novel reflected in Liberal feminism, Marxist feminism, Existentialist feminism, and Radical feminism. However, Feminism is reflected by the struggle of the characters in survival, in placing these lives in the world of men (patriarchy), in being comfort with themselves to do what they feel comfortable for her, as well as their protest form to no longer be the object of violence for men.

Keywords: *Female characters, Feminism, Little Women*

INTRODUCTION

Literature is the work of verbal and written creation regarding the author's intentions which communicated and is referred to as being aesthetics. Literature has three subjects; drama, poetry, and prose. The Prose is divided into two, namely fiction prose and nonfiction prose. *Fiction* refers to literature created from the imagination. Mysteries, science fiction, romance, fantasy, crime thrillers are all fiction genres. Meanwhile, *nonfiction* refers to literature based on fact, including biography, business, cooking, health, languages, religion, art, and music, history, etc. Cuddon (1998:471) stated that literature is a vogue term, which usually denotes works which belong to the major genres: epic, drama, lyric, novel, and short story. Meanwhile, Klaler (2004:1) states in the most cases, literature is referred to an entirety of written expression, with the restriction that not every written document can be categorized as literature, in the more exact sense of the word. Therefore, the definition usually includes aesthetic and artistic to distinguish from other written document such as newspaper, legal document, brochure, and etc.

Novel as an invented prose narrative of considerable length and a certain complexity that imaginatively deals with human experience usually goes through a connected sequence of events involving a group of persons in a specific setting. A novel

can depict the characters, events, conflicts that reflect the real life in sequence of plot. So, novel is a fictional prose narrative of considerable length and the certain complexity that deal imaginatively with human experience. However, novels perceive people in society and can depict the characters, events, conflicts that reflect the real life.

Little Women novel is a novel composed by American author Louisa May Alcott written just after the Civil War in response to a publisher's demand for a novel, which was originally published in two volumes in 1868 and 1869 it was originally published as two books: Chapters 1-23 were issued in 1868 with the title Little Women, and after the book became a sensational success, Chapters 24-47 were issued in 1869 with the title Good Wives. Today, both sections are set together as *Little Women*. *Little Women* talks about March family who has four daughters with different characteristics the fourth daughters named Margaret, Josephine, Elizabeth, and Amy. In the novel *Little Women*, we can find the main function of literary works that is to describe, reflect human life, while human life itself is always experiencing growth, as well as the equality of women who will be depicted through the novel *Little Women.*

The feminist movement is usually divided into three *waves*. The first wave in the late 19th and early 20th centuries pushed for political equality. The second wave, in the 1960s and 70s, pushed for legal and professional equality and the third wave, in the past couple of decades, has pushed for social equality. Handayani and Novianto (2004:163) stated that men are more competent, good orientation, strong, active, competitive and confidence than women. This condition is unfair for women, also portray that there is gender discrimination in the past. It happens from the generation to the next until they realize their injustice. It encourages the emergence a belief called feminism. The feminist movement related to women's nature particularly and in general it related to women's emancipation. Women's movement is in order to reach the equality of right with men in many aspects, such as politic, social, economy and culture.

In this era, women have same authority to do something like a man doing in system economic, social, and political, feminism urges the full integration of women into society, demanding women's equal right, equal work, equal pay, equal status and treatments in public and private relations. Rosenstand (2006:566) states, Women and men should have equal opportunities, that women should not be discriminated against based on their gender, and that women and men should get equal pay for equal work, chances are she will say yes and so will most men.

Feminism is a movement committed by women to reject everything marginalized, subordinated, and demeaned by dominant

cultures, both in political, economic, and other social life feminism is a belief that women and men are inherently of equal worth. Because most societies privilege men as a group, social movement are necessary to achieve equality between women and men, with understanding that gender always intersect with other social hierarchies. It can be concluded that women and men should have equal opportunities and believe that women and men are inherent of equal worth so, feminism is a movement of women demanding equal rights between women fully and men.

This research is empirically essential to carry out as it tries to reveal the struggle of women related to feminism issue in literary work. It is a depiction of extrinsic elaboration which is closely related to the intrinsic element of the novel which is a theme of feminism. Basically, this feminism movement arises because of a wanting impulse equalize the rights between men and women who had been as if women are not respected in taking opportunities and decisions within life. There such thinking seems to have been entrenched so women should be struggling to show his own existence in the eyes of the world. The aims of the research are to elaborate types of feminism and their reflection on feminism in novel little women.

METHODS

In this research used a qualitative descriptive method to find out the types of feminism in the novel of *Little Women* and their reflection on feminism. According to Gay (1996:208), descriptive qualitative involves intensive data collection, which is the collection of extensive data of many variables over an extended period of time, in a *naturalistic setting*. The novel is used because the writer used the statement and collecting data from sentences in the novel that is related to the problem formulation and not on discussing number or statistics. *Little Women* novel as sources of data, which was written by Louisa M. Alcott's, it was released on 1868 with genre fiction, 257 pages with 23 chapters and published by Global Grey illustrated edition. *Little Women* was an immediate commercial and critical success with readers demanding to know more about the characters. The data of this research is the quotations that related to the problems of types and their reflection on feminism. This research is conducted based on several steps of collecting data as follows: 1). Reading the novel *Little Women* and to understand the story; 2). Identifying sentences that related to the problem.

RESULTS AND DISCUSSION

The collected data consists of 33 data, there are 4 classifications of the types of feminism, namely liberal, existentialist, marxist and radical feminism. there are four types of feminism in this novel. That are liberal feminism 46% (15 data of 33), existentialist feminism 33% (11 data of 33),

marxist feminism 18% (6 data of 33) and the last one is radical feminism 3% (1 data of 33).

Liberal Feminism

The children of the March family have worked hard to fulfill their needs and help their mother, they intend to buy something for their mother as a Christmas present by donating their hard-earned money.

"Mother didn't say
anything about our
money, and she won't
wish us to give up
everything. ***Let's***
each buy what we
want, and have a
little fun; I'm sure
we work hard
enough to earn it*,"*
cried Jo, examining
the heels of her
shoes in a
gentlemanly manner
(p.3)

From quotation above, this data are classified into liberal feminism as the theory stated that liberal feminism is gender equality that freeing women from oppressive gender roles. liberal feminism led to advances in the economic sphere, inequality of opportunity, civil rights, and self - fulfillment. The quotation describes the figure of women who can fulfill their own needs by working hard and have the opportunity to use their freedom to fulfill themselves.

Marxist Feminism

When their father has on duty and cannot be with the family, then one of them must be there to replace her father's position in the family. It describes the role of the family can change and can be a breadwinner.

"I'm the oldest,"
began Meg, but Jo
cut in with a decided,
"I'm the man of the
family now Papa is
away. *(p.6)*

From quotation above, this data are classified into Marxist feminism that stated woman's conception or herself is a product of her social existence which is largely defined by the kind of work she does. because of Josephine a tomboyish thought of herself as a man who could replace her father while her father went on duty, she worked hard and helped her mother earn money and being a breadwinner for their family.

Existentialist Feminism

One of the first things that we know about Jo March is Boyish, she would rather go out into the world and boldly make her own way than stay at home.

"Don't, Jo. It's so boyish!"
"That's why I do it."
"I detest rude, unladylike girls!"
"I hate affected, niminy-piminy
chits!" (p.4)

From quotation above, this data are classified into existentialist feminism that

stated woman must become a self, a subject who transcends definitions, labels, and essences. Jo always do anything in her way and also does not care about the words of others, in the 19th century the depiction of a woman is by using a long skirt and also her long hairstyle, but not for Jo, she is styled as she wants and the characteristic of Jo occurs because she has a friend named Laurie, so her attitude in every day like man.

Radical Feminism

When Amy gets problems in the school because of ignorance of her friends then she should get punishment from a teacher at the school.

> *"**I don't approve of corporal punishment, especially for girls.** I dislike Mr. Davis's manner of teaching and don't think the girls you associate with are doing you any good. (p.74)*

From quotation above, this data are classified into radical feminism stated that women's biology is closely related to their oppression, as well as all the manifestations of sexual violence. There is a protest about the labeling of women is the oppressed weak and the female body as the object of violence. Jo, as her sister protests over what theteacher has done to Amy, she feels uncomfortable with a physical punishment for a woman, because the female body is the main object of oppression by the power of men and women closely related to their oppression.

Based on the findings and analysis the researcher found 4 types of feminism in a novel, such as Liberal feminism, Marxist feminism, Radical feminism, and Existentialist feminism. 4 types have been found that refers to existing theories and based on the findings quotation related to the problems on types and their reflection on feminism through actions, speech and thought the characters refers to feminism. Feminism is a movement of equality between men and women, equality between men and women concerning all rights and facilities obtained by men can also be obtained for women. This is reflected through quotations of data that already obtained by proving that the characters in the novel to reflect the various things that refer to the theory of feminism so that the researcher find some data that can be concluded. The 33 data findings are 15 included in the type of Liberal Feminism; women want the same as men about access to capital, fulfill their needs, earn income and make women as an independent human being. 11 data included in Existentialist feminism; *a woman like a man, is being-for-itself, and it is high time for man to recognize this fact*. The self's need for total freedom is too absolute to be shared. 6 data are Marxist feminism; woman's conception or herself is a product of her social existence which is largely defined by the kind of work she does. Then, 1 data is Radical feminism;

women's biology is closely related to their oppression, as well as all the manifestations of sexual assault or as one who is the fundamental cause of women's oppression.

The quotations in the data set that have been obtained can reflect that Feminism is reflected by the struggle of the characters in survival, in placing itself in the world of men (patriarchy), in being comfort with them-selves to do what they feel comfortable for her, as well as their protest form to no longer be the object of violence for men.

CONCLUSION

Based on the result of the research, it is described that there are four types of feminism from the novel the little women. First, the characters in the novel reflected in Liberal feminism, because of what the characters doing to fulfill their own life to earn money through hardwork. Second, Marxist feminism, it reflects the characters show the value of women's work and encourage more equality and capitalism is the cause of women's oppression which is depicted through the role of character positions in the novel. Third, existentialist feminism, it reflects the character who have tomboyish and a woman must become a subject, transcends definitions, labels, and essences and need for total freedom. Fourth, Radical feminism, it reflects the characters who had a corporal punishment as well as all the manifestations of sexual violence or as one who "insist the sex or gender system is the fundamental cause of women's oppression. Feminism is reflected by the struggle of the characters in survival, in placing these lives in the world of men (patriarchy), as well as their protest form to no longer be the object of violence for men.

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ERROR ANALYSIS ON THE USE OF CONJUNCTION IN STUDENTS' WRITING RECOUNT TEXT AT VOCATIONAL STATE SCHOOL 41 JAKARTA

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Abstract

This research is conducted to find out the conjunction usage within the students' writing assignments of vocational state school. The aims of this research are to find out the common errors on the use of conjunction in their writing, investigate types of errors that occur most frequently in students' writing proposed by Ong in Taxonomy Cohesion, and categorizing the causes of errors using the theory proposed by Richard. The research discussed about error analysis on the use of adversative (but), additive (and), and causal (because, so) in students' writing. This research used the qualitative method and the data source comes from the tenth-grade students' assignments. The result of this research shows that the common errors in the use of conjunction in students' writing were a conjunction and, followed by but, so, and because. Furthermore, frequent types of error occurred in the text error of misuse is the most types of errors occur within the students' writing assignments and then followed by the error of redundant repetition, omission, and unnecessary addition. There are three causes of errors, which are; incomplete application of rules, ignorance of rules restriction, and over-generalization. The errors of misuse and omission found out in the data, is most likely caused by the incomplete application of rules. The error of unnecessary addition and redundant repetition were caused by the ignorance of rules restriction and over-generalization.

Keywords: *Conjunction, Error Analysis, Recount Text Writing, Senior High School*

INTRODUCTION

Conjunction has an important role in language. Conjunction acts as a connector of the words, phrases, clauses, and sentence to easy to understand. We can find using the conjunction in spoken or writing text. Conjunction which introduces adverb clauses is dealt with in the paragraphs on the various types of adverb clause. According to Halliday and Hasan (1976: 6), the elements of cohesion in discourse can be differentiated into two types. They are grammatical cohesion and lexical cohesion. The grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion consists of reiteration and collocation. The main function of conjunction is to combine the elements of thought. In writing comprehension, cannot simply create a good writing text without the use of conjunctions.

Conjunction plays an important role in English language production. If the writers make an error in using a conjunction, the message they try to convey will give mis-understanding to the readers, and the readers will feel the difficulty to comprehend the text (Ong, 2011). According to Dulay et.al (1982: 138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from

some selected norm of mature language performance. Lecturers and mothers who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn a language without first systematically committing errors. Brown (2000: 217) also defined error as a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner. According to Harmer (2007) error is a mistake made by students, and they cannot correct their mistake by themselves, also they need other help to solve their problem.

Writing is not same as talking. How to arrange words into sentences, and arrange sentence becomes a whole paragraph to deliver a message in a piece of written work is a difficult thing to do, and all of it needs skill and lots of practices. It is not simply done by putting meaning down some words into a number of unrelated sentences. If the words are not well chosen the message will be vague, and communication will break down. Writing is a complex process even when writing in the native language, and writing in a second language or foreign language turns out to have a higher level of difficulty (Sarfraz, 2011; Heydari & Bagheri, 2012). In L1 writing, the learners can perform with least hesitation and with few possibilities of errors and mistakes but in L2 writing it is difficult (Hussain, Hanif, Asif, & Rehman, 2013: 832). The differences in language and sentence structure become a major factor in the difficulties in writing. While writing itself has the difficulties, learner needs to understand the components of writing which are essentials in creating a good writing text. However, it needs to possess the several abilities to be able to write a good text, in this case, is Recount text. Conjunctions are important, but in fact, we still find some difficulties in learning them. The reasons why the writer chooses this topic is because the writer wants to know the errors that students make in relation to conjunction *but*, *and*, *because*, and *so*. Through the errors, we can see the natural process of language learning and categorized students by their ability, also what is the exact function of the conjunction.

The writer is interested in conducting the research about an error analysis on the use of conjunction in students' writing to the tenth grade's students of SMK N 41 Jakarta. The tenth grade's students are told to produce recount text in order to master writing skill, because the students have learned the conjunction through the reading material. The research focuses on errors in using the conjunction in writing recount text assign-ments on certain conjunction *but*, *and*, *because*, and *so* as the main data. This research is limited to a data source by English class. In the same time, it focuses on finding the problem and solving of the tenth grade's students of SMK N 41 Jakarta, common errors, type of errors, and causes of errors in using the conjunction.

METHODS

In this research, the writer conducted a descriptive qualitative method. This method attempts to describe, explain and interpret conditions of the present i.e. "what is' and the purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time (Creswell, 2002). In his journal, Wyk (2000) stated that the main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) factors or variables that pertain or are relevant to the research question. Another expert Glass & Hopkins (1984), said that Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

The subject of this research is the tenth grades students of SMKN 41 Jakarta. In this research, the writer focuses on the students' usage of conjunctions in their writing composition which is recount text. The writer chooses four the tenth classes students there are in the sample. To collect the data, the writer collects the students' writing assignments from the teacher. After obtaining the students' writing task the writer then copied them and begins to analyze it in order to find the errors of conjunction. Right after the writer have found the errors, the writer started to categorize the errors which occurred in the classification of types of errors and the classification of cause of errors by using a checklist. The writer uses the checklist as a tool to help him classifying the types of errors and also the causes of errors.

Technique of Analyzing Data, the first step writer take is by identifying the errors. The students were considered making errors if they deviated the rules applied in the usage of conjunction. In this part, the writer also classifying the conjunctions found within the students' writing composition based on errors in the use of conjunction but, and, or, because, and so. The writer also identifies the errors within students' writing composition in order to find out the cause of the errors within it. The second step is classifying, after identifying the errors within all the students' writing composition, the errors will be classified based on the Identification and Classification of Errors by Ong (2011) which explain that this taxonomy highlights the ways surface structure is altered. It shows the cognitive process that underlies the learner's reconstruction of the new language learned. In this taxonomy, the errors could be described into four types, which is misuse, unnecessary addition, omission, and redundant repetition. While in order to answer the third research question stated in the first chapter, after identifying the errors within the students' writing composition, the writer classifies the errors into the causes of errors which also proposed within the Intralingual Cause of Errors proposed by Ricard (1974) which is over-generalization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized.

RESULTS AND DISCUSSION

Based on the result of the data, there were many errors that were found. These errors would be analyzed further in order to find out the answer to the research questions stated earlier. The most frequent errors occurred on the use of conjunction in students' writing was the conjunction *and* (41.18%), followed by *but* (26.47%), *so* (24.51%), and *because* (7.84%).

Type of errors

The most frequent types of errors occurred was misuse (50.00%), followed by omission (22.55%), redundant repetition (19.61%), and unnecessary addition (7.84%).

Misuse

Table 1. Misuse in the use of conjunctions *but, and, because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	22	43.14
Additive	And	10	19.61
Casual	Because	1	1.96
	So	18	35.29
Total Misuse		**51**	**100**

Misuse of "but". The most dominant error of this type was because the respondents used conjunction *but* to begin the sentence. "We decided to leave the freeway and try to found another way to the airport. But I wasn't sure of the way and we got completely lost" (Respondent 3).

Misuse of "and". The research findings also revealed that most respondents made errors because they wrote conjunction *and* to start a sentence. "In the car, I saw the night sky which was packed with fireworks, it was beautiful. *And* I hope that the next vacation will be more fun." (Respondent 2).

Misuse of "because". The research findings "But not satisfied taste *because* is only briefly" (Respondent 9). Respondent 9 using conjunction *because* did not provide a sufficient reason for the use of conjunction *because*.

Misuse of "so". The respondents used conjunction *so* in the beginning of the sentence. "Because it was late, we were ready to rest. *So* after we talked with our relatives we went to bed." (Respondent 22).

Unnecessary Addition

Table 2. Unnecessary Addition in the use of conjunctions *but, and, because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	3	37.50
Additive	And	2	25.00

Casual	Because	2	25.00
	So	1	12.50
Total Unnecessary Addition		**8**	**100**

Unnecessary addition of "but". Most of the errors in this type were showed that the respondents used two conjunctions to link two clauses. For example, "*Although* the journey is long enough *but* I enjoyed it" (Respondent 6).

Unnecessary addition of "and". The same problem also happened in this type. The respondents used two conjunctions to link two clauses. For instance, "But there's a waterfall that is always flowing, so don't forget to take a picture *and because* that's what makes the impressive" (Respondent 27).

Unnecessary addition of "because". The same problem also happened in this type. The respondents used two conjunctions to link two clauses. For instance, "*Because* we had so much fun in Safari Park, *because* we can know them as well." (Respondent 22).

Unnecessary addition of "so". Based on the findings, the respondents made errors in the use of conjunction *so*. They added conjunction *so* unnecessarily. For example, "So, although I field the holiday, but at least I got the knowledge about how to made a delicious cake." (Respondent 31).

Omission

Table 3. Omission in the use of conjunctions *but, and, because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	2	8.70
Additive	And	13	56.52
Casual	Because	4	17.39
	So	4	17.39
Total Omission		**23**	**100**

The omission of "but". This research found out that some students for instance, "I was planning to go to primate animals such as gorillas, orangutans, and others, I did not forget to capture the photo." (Respondent 32).

The omission of "and". The writer found out that most dominant error of this omission type was because the respondent did not put conjunction *and* to link the phrases. For example, "The smell of it makes me feel hungry that's right fried rice was very delicious, after we finish, we go." (Respondent 32).

The omission of "because". The writer found out there are several omission errors on the use of conjunction *because* from the respondent. For instance, "Borobudur temple is the biggest temple in the world, it has 504 statues and 400 reliefs from the top

of temple we can see such beautiful scenery" (Respondent 5).

The omission of "so". The writer also found the omission type in the use of conjunction *so*. For example, "After my family and I talked and hugged each other with my other family, we decided to take a rest after a long enough journey." (Respondent 28).

Redundant Repetition

Table 4. Redundant Repetition in the use of conjunctions *but, and, because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	0	0
Additive	And	17	85.00
Casual	Because	1	5.00
	So	2	10
Total Redundant Repetition		**20**	**100**

Redundant repetition of "and". The research findings showed many errors in this type. For example, "After we arrived to my brother *and* sister's home, I met my brother Tegar *and* my sister Putri *and* I say 'assalamualaikum' (peace to you) *and* I has a 'salam' too." (Respondent 8).

Redundant repetition of "because". This error type of error was found in many respondents' writing. However, there were several respondents who wrote conjunction *because* redundantly in a sentence. For example, "*Because* we had so much fun in Safari Park, *because* we can know them as well." (Respondent 25).

Redundant repetition of "so". The writer also found the redundant addition type in the use of conjunction *so*. For example, "Because in front of the house has a lot of soil *so* fertile *so* many plants that live there" (Respondent 24). The use of conjunction in the sentence was not appropriate.

Cause of the error

The possible causes were drawn based on the theory proposed by Richards, that there are four possible causes of errors: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Based on the result of the data, there were three causes of errors that appeared. They were, for the errors of misuse, and omission is because incomplete application of rules, and for the errors of unnecessary addition, and redundant repetition are because of ignorance of rule restrictions and over-generalization.

The errors of omission were mainly caused by *incomplete application of rules*. Based on the data which the writer already analyzed, it had been found that students omitted conjunction *and* for the additive conjunction, and conjunction *because* for causal conjunction. Adversative conjunction *but* and causal conjunction *so* were also found misused

and omitted by the student.

Most errors of unnecessary addition and redundant repetition were caused by *ignorance of rule restrictions*. The application of the rules to contexts where they do not apply becomes a result of learners' failures to observe the restrictions of existing structures (Richards, 1974:175).

The error of unnecessary addition and redundant repetition did not only cause by ignorance of rule restrictions, it also caused by *over-generalization*. In this case, the error which caused by over-generalization only occurred within the subtype of addition type of error, which is double marking. According to Richard (1971:174), over-generalization cause of the error is characterized when the learner creates a deviant structure on the basis of other structures in the target language. These errors included in unnecessary addition where is in line with Ong (2011) saying that the use of a conjunction in text classified as an unnecessary addition if the writer used a particular conjunction unnecessary in the text.

CONCLUSION

The researcher concludes this research as the following. Firstly, from 34 recount texts, there are 488 sentences. There are 101 error sentences on the use of conjunction *but*, *and*, *because*, and *so*. The most frequent errors occurred on the use of conjunction in students' writing was the conjunction *and* (41.18%), followed by *but* (26.47%), *so* (24.51%), and *because* (7.84%). Secondly, for the most frequent types of errors occurred was misuse (50.00%), followed by omission (22.55%), redundant repetition (19.61%), and unnecessary addition (7.84%).

Lastly, the possible causes were drawn based on the theory proposed by Richards, that there are four possible causes of errors: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Based on the result of the data, there were three causes of errors that appeared. They were, for the errors of misuse, and omission is because incomplete application of rules, and for the errors of unnecessary addition, and redundant repetition are because of ignorance of rule restrictions and over-generalization.

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HYBRID IDENTITY STEREOTYPING IN NOVEL *THE SUN IS ALSO A STAR* BY NICOLE YOON

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Abstract

Novel is a prose fiction with inconsiderable length and a certain complexity that deals imaginatively with human experience. This source of this research is novel The Sun is Also a Star (2016) by Nicola Yoon. This research focused on stereotypes quality towards people with hybrid identity which occurred in the novel. The method used in this research is qualitative methods because novel is a narrative text form which contains action in it. Stuart Hall's concept is employed to analyse the research data. The discussion's findings are some of the racism actions occur in the novel in form of verbal action related to physical ability, physical appearance, bad words, sexual, and someone's trait. Not only verbally, the racism action is also represented by someone's nature.

***Keywords**: Hybrid Identity, Representation, Stereotyping, The Sun is Also a Star*

INTRODUCTION

Novel is one of literary works, usually fiction, comes in prose narrative form with inconsiderable length and a certain complexity that deals imaginatively with human experience. As novel is one of written literary works, it has the same characteristic as another work such as short story and novella. In fact, they have some similarity. They have plot, character, setting, point of view, and message. According to James Lawrence (1917:275) short story is a brief tale that can be told or read in one sitting. While, novella is a longer version of short story but shorter than novel, usually contains of 15.000 to 50.000 words ((Holman, 1980:415). Thus, we can say novel is a prose fiction that has more than 50.000 words in it.

Similar to short story and novella, novel has many genres, styles, and uses. Besides for entertaining, novel as an imagination of human experience must be a reflection of the real society itself. Inglis (1938) explained in An Objective Approach to the Relationship between Fiction and Society that anthropologists and others frequently use the literature of a people as a source of clues to the nature of their culture. Even the words and form in which ideas are couched throw light upon the ideas, customs, and beliefs extant in a group. Since an author usually writes for readers having membership in his own society, the presumption is that literature will reflect what they have in common (Inglis, 1938:526). Back then, people would write what happened to them over the day into a diary or journal. Similar to diary or journal, what they wrote into a fiction prose, they must have experience it on their life or is currently happening in the society.

One of the novels that make real society as the main dish is The Sun is Also a Star by Nicola Yoon. The book was stated as #1 New York Times Best Seller, #1 Indie Next Winter 2016, andCalifornia Book Award for Young Adult (Gold) (2016), also John Steptoe New Talent Author Award (2017). Jen Doll reviewed this book on New York Times as *"...a deep dive into love and chance and self-determination — and the many ways humans affect one another, often without even knowing it,"*(Doll, 2016). While Nivea Serrao said on Entertainment Weekly *"...lays bare the hopes, dreams and regrets of everyone from family members to complete strangers...Fans of Yoon's first novel, Everything, will find much to love—if not, more—in what is easily an even stronger follow up,*"(Serrao, 2016). Nicola Yoon, the author, is a Jamaican-American woman who is married to David Yoon, a Korean-American author. Similar to the author's life, the book tells a love story between Jamaican girl and Korean boy.

It becomes interesting to be discussed, a race issue concerning hybrid identity, because we all know, race issue is a sensitive thing in America. The term *racism* was coined in the 1930s, primarily as a response to the Nazi project of making Germany *judenrein*, or *clean of Jews*. The Nazis were in no doubt that Jews were a distinct race and pose a threat to the Aryan race to which authentic Germans supposedly belonged ((Rattansi, 2007:4). It was all in the past, but doesn't mean we won't encounter it this day. Even from a long time ago, our black friend in America still face racism in the United States now. Now, not only black, but those who are not white, for example Asian, they face racism in America too. Even a hybrid people, a people who comes from different parents' background and race. Let's say your father is white, but your mother is Asian or black. Even though your father is white, but you still have this Asian or black blood streamed in your veins. It shouldn't be matter, but for people who already have these stereotypes against hybrid people, it won't as simple as that. Me and you might be people who doesn't care when there are people of different race walk along the pedestrian as us, but there is also not a little of those people who will stare at them as if they are from different galaxies.

Stuart Hall said that this racialized discourse is structured by a set of binary oppositions. One of them is the powerful opposition between *civilization* (white) and *savagery* (black)(Hall, 1997:243). From Hall's definition, we can conclude that all the good things go to the *white* while the *coloured* is represented with the opposite. That is what people usually have in mind. The *white* is more educated, while the *black* is lack of education. The *white* is more likely to be the master, while the *black* is supposed to be their slave.

The discussion concerning racial stereotypes has been conducted by some

people. One of them is AissahVara which used discursive analysis methods and theory of labelling, then the visual of the film was transferred into text with the help of *mise-en-scene* theory of film and also two previous researches about Django film Unchained. Contrast with the two previous researches which only focused on the coloured people, this study also discusses the white people who turned out to be also receiving some stereotypes towards themselves and also the stereotypes towards the coloured people which are being broken on the movie. Another research was conducted by John Dovidio, Nancy Evans, and Richard Tyler. They did a research by asking subject to choose *ever be true* or *always false* to the test word characteristics given toward the black and white racial categories. The result showed that positive traits are strongly associated with whites and the negative ones are strongly associated with blacks. Based on the studies above, it is interesting to see how racial stereotyping with hybrid identity is represented nowadays in the novel *The Sun is Also a Star* by Nicola Yoon.

METHODS

This research used qualitative methods because the object of this research is a novel text. The research focuses on the stereotypes quality which occurs within the novel. The novel title is *The Sun is Also a Star* by Nicola Yoon which was published by Delacorte Press in 2016. This research uses Natasha Kingsley characterization, the lead female character as primary data. The data collection procedure uses documentation technique. Documentation technique is a text, visual, verbal and transcript documentation. The process involves three things, identification, classification, and categorizing (Nur Ali, 2018:99). The steps are: (1) identifying text that are related to stereotyping; (2) Categorizing the text as a data into racism action such as names calling, labelling, and etc. based on Stuart Hall's concept of stereotyping; and (3) Concluding, which datais dominant to be primary data.

RESULTS AND DISCUSSION

The Sun is Also a Star (2016) by Nicola Yoon tells a story about two teens who grow up in America, but both of them are not pure American. The girl, Natasha Kingsley, is a Jamaican-born girl who moved to America when she was eight years old following her father, but threatened to be departed because of immigration issue. The boy, Daniel Bae, is born in America from both Korean parents. They both met at the same day Natasha should leave America. The novel tells about their one-day adventure from the moment they met till they fell in love and the moment Natasha finally leaves America because the universe is not sided with her family. Until their long-distance relationship between Jamaica and America, and they who decided to stop communicating with each other due to distance, then meet again ten years later becoming who they wanted to be when they

tell each other ten years ago.

Having hybrid people as characters, makeactions related to racism such as stereo-typing towards certain races to be happened a lot at this novel.

Racism Action Related to Physical Ability

Our coloured friends are blessed with athletic body and physical ability. It also happened with Daniel. He expects Natasha to be able to swim because she is black and she grew up till eight in Jamaica.

> *..."Wait," he says. "You can't swim?"*
> *I shrink my head down into my jacket. "No."*
> *His eyes are searching my face and he's laughing at me without actually laughing. "But you're Jamaican. You grew up surrounded by water."(Yoon, 2016: 95)*

Stuart Hall said that sport is one of the few areas where blackpeople have had out-standing success. lt seems natural that images of blackpeople drawn from sport should emphasize the body, which is theinstrument of athletic skill and achievement (Hall, 1997: 231). People tend to think that the black is blessed with athletic body and good with sport. That's what Daniel expects from Natasha since she is black and grew up in Jamaica which the land is surrounded by water.

Racism Action Related to Physical Appearance

In this novel, racism action related to physical appearance is done towards Afro hairstyle.

> *... and suited black women all with the same chemically treated hairstyle. Apparently—according to these posters, at least—only certain hairstyles are allowed to attend the board meetings. Even my mom is guilty of this kind of sentiment. She wasn't happy when I decided to wear and Afro, saying that it isn't professional looking (Yoon, 2016:127).*

Afro hair is related to African people, because the only race that is born naturally with Afro hair on their head is probably only African. Frederickson (1987:49) said that Africa was and always had been thescene of unmitigated savagery, cannibalism, devil worship, and andlicentiousness (in Hall, 1997:243). Since long time ago, Africa has been linked with perception like those mentioned above by Frederickson. Yoon also stated in the novel in hair section (2016:129) that on postslavery era, *good* hair was those with straight and smooth hair like European while curly, textured, and natural hair of many

African American was seen as bad. Maybe that's what makes people think that Afro is unprofessional and sadly lot of African choose to get rid of their natural hair, even though it is pretty. Proudly, Natasha choose to keep her Afro.

> *Another racism act related to Afro hair is done by Daniel's father. My dad finds what he's looking for one aisle over. "Here. Relaxer for your hair." He pulls a big black and white tub from a shelf and hands it to Natasha.*
> *"Relaxer," he says again. "Make your hair not so big."*
> *"Mr.Bae, I don't need any—"*
> *"Hair too big," he says again (Yoon, 2016:142).*

Those sentences above can be translated into two things. First, Daniel's father only recommended something from his store, since he owns a hair treatment store for black people, because Natasha is a possible customer. Second, he doesn't like Natasha's hair, since it is an Afro. But Natasha thinks it is one kind of racism action because she stated in the following:

> *"That was terrible," I say, finally calm. "I don't think that could've gone any worse. Racist dad Racist and sexist older brother." (Yoon, 2016:143).*

Racism Action Done Using Bad Words

Next racism action is related to bad words, done by Charlie, Daniel's brother.

> *"Where's your girlfriend?" He says girlfriend like it's a joke, the way you would say a world like booger (Yoon, 2016:219).*

Sentence above could also be translated into two meanings. Charlie thinks Natasha as disgusting as a booger or Charlie is mocking Daniel because his girlfriend is black. As we know, the good thing is always going with the white while the bad thing is going with the black.

Next racism action is done by Charlie (again) when he is having an argument with Daniel.

> *"…You think because you bring some black girl in here? Or should I call her African American, or maybe just—" (Yoon, 2016:222).*

We all can guess that Charlie might almost say the banned word because the next thing happened is Daniel punched him. We all know that mentioned the banned word nowadays considered as racism act.

Racism Action Related to Stereotyping of Someone's Trait

More racism action in the novel is done

by Charlie. He accused Natasha of being a shoplifter because she is black.

> *"Who is This?" he asks, still only looking at me.*
> *Next to me, Daniel takes a deep breath and readies himself to say something, but I jump in.*
>
> *"I'm Natasha." He stares at me as if there must be more to say. "A friend of your brother's," I continue.*
>
> *"Oh, I thought maybe he'd caught a shoplifting customer." His face is a parody of innocence.*
>
> *"We get that a lot of those in a store like this." His eyes are laughing and mean. "I'm sure you understand." (Yoon, 2016:138).*

From the way Charlie treated Natasha on their first meeting, we can see that he is mocking her because she is black. From Frederickson's statement, shoplifting can be categorized as savagery, that's why Charlie thoughts so when he saw Natasha. Moreover, he is laughing like innocence when he said those things without considering Natasha's feeling.

Racism Action Related to Sexual

Another racism act done by Charlie is related to sexual.

> *"Hair too big," he says again.*
> *"I like it big," she says.*
> *"Better get a different boyfriend, then," says Charlie. He waggles his eyebrows to make sure we all get his innuendo.*
> *Good joke, Charlie," I say. "Yes, my penis is only an inch long."*
> *(Yoon, 2016: 142).*

Natasha's 'big' is relating to her big Afro while Charlie makes fun of penis' size. Black racism and slavery often linked with power, masculinity, and sexual, as told by Hall in his book (1997:259-270). Hall also states:

> *The conscious attitude amongst whites—that 'Blacks are not proper men, they are just simple children'—may be a 'cover',or a cover-up, for a deeper, moretroubling fantasy—that 'Blacks are really super-men, better endowed than whites, and*

sexually insatiable'. It would be improper and ·racist' to express the latter sentiment openly; but the fantasy is present. And secretlysubscribed to by many, all the same. Thus when blacks act 'macho', theyseem to challenge the stereotype (that they are only children)—but in theprocess, they confirm the fantasy which lies behind or is the 'deep structure'(1997: 263).

Thus, people see black people as someone with high sex drive. Maybe that's what Charlie made a joke from, that Natasha prefers someone with big penis because she is black.

Racism Action Represented from Someone's Nature

The next one is Charlie (again), even though not done directly by Charlie, but told by his little brother instead.

"Well, it is not like I've dated a ton of girls. One Korean. Charlie, though? It's like he is allergic to non-white girls."(Yoon, 2016: 312).

Charlie's nature shows us the reason he is rude to Natasha. He is allergic to non-white girls. Maybe because he thinks white is on the upper hand, they are civilized, and all the good things go to them.

CONCLUSION

From novel *The Sun is Also a Star* (2016) by Nicola Yoon, which takes hybrid people as the main characters, there happen to be lot of racism actions. The racism actions are mostly directed towards the black. There are some kinds of racism action done in the novel, such as racism action related to physical ability, physical appearance, bad words, sexual and someone's trait. Those actions are done verbally by the characters inside the novel. There is also one racism action not done verbally, but is represented by someone's nature.

Based on the racism actions done such as above, what we can conclude in this novel is people tend to stereotype the black people is good with sport, Afro hair is unprofessional, black is savage, and have high sex drive. Also, that non-white is not good enough.

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