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Semarang, 31 July 2024
Editor in Chief

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The Role of Severus Snape in The Harry Potter Series by J. K. Rowling: Deconstruction Perspective

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ABSTRACT

This paper aims to discover the real role of Severus Snape in the Harry Potter book series by J. K. Rowling. This research is also intended to describe Severus Snape's efforts in defeating Lord Voldemort and to figure out the characterization and description of the actions taken by Snape; the writer uses a deconstruction analysis proposed by Jacques Derrida. The deconstruction analysis identifies the image of Severus Snape's character and the relationship between the character's image and the forms of deconstruction. The method used in this research is the descriptive qualitative method. This research tried to examine the elements of deconstruction of the character Severus Snape in the Harry Potter series of novels, interpreting the new meanings contained implicitly in the novels. The research results showed that Severus Snape is described as a rude, arrogant, and cruel character. Through the perspective of deconstruction, it was found that Snape has characteristics that are paradoxical to what appears on the surface. He is a caring, helpful, and brave character. In addition, it was found that the nine actions of Severus Snape were intended to protect Harry Potter and to defeat Lord Voldemort. The analysis results suggested that Severus Snape has a significant role in moving the story. Harry Potter can defeat the antagonist or villain in the Harry Potter Series through his role in the story.

Keywords: characterization; deconstruction; Harry Potter; Jacques Derrida; Severus Snape

INTRODUCTION

Joanne Kathleen Rowling, or J. K. Rowling, is one of the authors of this century who has become the focus of attention by literary critics as her three Harry Potter series of youth novels took over the top three positions on the New York Times bestseller list (<http://www.jkrowling.com>). The series became the best-selling book in history. Harry Potter is the main character in the novel series by J. K. Rowling. Therefore, many writers use Harry Potter as their research object. This makes the roles of other characters who build the storyline blur, such as Severus Snape. He is one of the teachers at Hogwarts School of Wizards. He only had one friend, Lily Evans, Harry Potter's mother. As the head of Slytherin House and potion master at Hogwarts, Snape has an important role in the story. One of the

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characters attached to Snape is his hatred of Harry Potter and his friends. He is also known as a cruel character, especially in Harry Potter. This representation of Severus Snape is depicted through his behavior and speech and also the descriptions given by other characters to him. However, several parts of the story illustrate the paradoxicality of Snape's attitude or character. He sometimes acts in a different direction or purpose from the other characters appearing or assumed. This depiction shows something that needs to be explored further related to Snape's actual purpose or role in the story.

Mahmud (2017) researched Severus Snape in terms of his character build and development. The conclusion from his research that Snape is a helpful supporting character is still not accurate. From various evidence of his actions in the story, it can be concluded that Snape is not only helpful but also the most significant. One of the reasons is because the information about Voldemort's weakness is crucial for Harry Potter as the main character. This plot is the resolution of the Harry Potter story until in the denouement part Harry wins the battle against his greatest enemy, Lord Voldemort. However, when he takes a risky action, for example, it indicates that a certain objective is at play. Therefore, it can be assumed that his life is full of mysteries and secrets. And this makes readers have a different understanding of Snape. The depiction of Severus Snape's character, especially as a master of potions and black magic at Hogwarts, is unique and interesting to study further even though he is not the main character of the story. This is what underlies the analysis using deconstruction theory. Deconstructing a literary work means rejecting the general meaning contained in the work itself. Deconstruction means "aborting" or "destroying" boundaries (Nurgiyantoro, 1998). In simple terms, deconstruction is a theory that reveals things that are disguised by something conspicuous, such as something good becomes bad; the protagonist becomes an antagonist, and vice versa. Furthermore, deconstructive analysis has removed the boundaries that have been drawn between protagonists and additional main characters. Deconstruction is essentially a way of reading a text that subverts the notion (even if it is only written implicitly) that a text has a basis, in the language system that applies to reinforce the structure, integrity, and meaning that has been determined (Nurgiyantoro, 1998). In this case, deconstruction holds that there is no absolute truth in a text.

Silverman (2004) defines deconstruction as reading a text based on its margins, limits, or framework, and within self-limitation as a text. Derrida's concept of "deconstruction" is hidden behind the method of reading the text to find and reveal binary oppositions. For this purpose, the core binary oppositions that play a role in the construction of the text must be discovered. Likewise, categories in the binary become the basis for truth claims, and secondary categories. Deconstruction of a text does not occur through random doubt or arbitrary subversion but through a careful effort to eliminate conflicting forces of significance within the text (Derrida in Mendie, 2020). According to Derrida, one way to deconstruct a text is to look for important or neglected parts of the text and examine them from various sides to create new interpretations. Deconstructing opposition means overturning hierarchies at any given moment. Derrida's approach to literary interpretation is based on the premise that all texts, literary or otherwise, can be deconstructed. He explains that each element in the structure is a dynamic part so that elements that are minor in a text can become dominant or central in a text (Derrida, 1981).

In deconstructing a text, the dominant element does not always dominate other elements. Minor, considered low, and marginal elements such as minorities, weak groups, women, complementary figures, slums, pedestrians, and so on can be given adequate attention, even in a balanced and

proportional manner (Ratna, 2010). The ultimate goal to achieve in this method is to rearrange the existing structure into a more significant order and level, according to the nature of the object so that the aspects being analyzed can be utilized as much as possible (Ratna, 2010). Deconstruction is an attempt to give meaning to weak groups, which have so far been poorly understood, or even completely ignored (Ratna, 2010). Therefore, the analysis of the Harry Potter Series will be studied in-depth using Jacques Derrida's Deconstruction analytical scalpel.

There are a number of studies on this novel, for example, the one done by Dewi (2016) focused on Harry Potter as the main character of the story. The research data was taken from the last two novels of the Harry Potter series entitled *Harry Potter and the Half-blood Prince*, and *Harry Potter and the Deathly Hallows*. His research aims to describe the development of personality traits experienced by Harry Potter as the main character. The novels focus on Harry's mission to fight Voldemort by finding and destroying Horcruxes. In this mission, Harry experienced an interesting process of personality development. He was in the teenage phase when his emotions were unstable.

Another study of the Harry Potter novels focuses on the minor characters in the story. Musarofah (2012) discusses Lord Voldemort by using the individual psychological theory of Alfred Adler. In her study, she discovers the superiority of Lord Voldemort. Meanwhile, Alvanita (2012) tells the story of Harry Potter's journey to Hogwarts. The aim of her research is to study the character development of Neville Longbottom, a minor character in the Harry Potter novel series, and discover its significance in the story. Her findings suggest that Neville is experiencing personality changes. His change was from the shy, forgetful, and docile boy described in his early years at Hogwarts to a confident man. This personality development is classified into three aspects: cognitive, affective, and psychomotor. Putri (2019) discusses Severus Snape as the tragic hero in the novel series. She analyzes his character and the ways how Snape can be a tragic hero. She uses structuralism approach to analyze the tragedy of Severus Snape and theory of tragedy and tragic hero. Her research shows that Severus Snape is a tragic hero because he is flawed yet a special character.

Research using a deconstruction approach is also used in the article entitled "Deconstruction of the Horror Film Formula in *Midsommar* by Ari Aster" (Hapsari et.al, 2023). This article reveals that the narrative of a horror film can be further improved so that the audience feels out of the box by applying a different formula but with the same terrifying sensation. The general formula for horror films has been deconstructed in the research data in this paper, namely the film *Midsommar*. The results of her research found that there are four binary oppositions to the horror film formula in *Midsommar*, namely deconstruction of order from scary to peaceful; dark to light lighting; and dramatic sound effects. The color element is also deconstructed, namely by using a variety of colors, namely blue, green, white and yellow instead of monotonous colors. The reversal of non-dominant and dominant elements in the film has a significant influence in producing eerie and scary moments.

Meanwhile, this study focuses on disclosing the inherent characterization of Severus Snape in the story and his description. This article deconstructs the binary view of major and minor characters in a story. The main character who appears more than the other characters in the story is considered to be the driving force of the story and is the focus of the reader's attention. The main character in a literary work then becomes the object of research. In contrast, minor characters are only additions to the story. A minor character is a character that has a minor role in the story, it means that a minor character appears less than the major character in a story. It is much easier to describe what a person has done instead of who a person is (Risdianto, 2014). Thus, there is a need for a more holistic analysis of the characteristics of the characters in a story. The function of the minor character is as a supporting

character in the story (DiYanni, 2001). However, although appearing less often as supporting ones, minor characters can be the main cause of the actions carried out by the main character. The role of these minor characters thus becomes big for the continuity of the story. Characters can be identified from the characters' conversations, descriptions of other characters, and their actions. Through Snape's conversations, descriptions, and actions, this paper tries to reveal Snape's true role or function throughout the story. The data is analyzed using a deconstruction approach to reveal the meaning of Snape's paradoxical actions and words, which the author wants to convey.

METHODOLOGY

The researchers used qualitative data analysis and a deconstruction approach in analyzing the data. Later, the researchers identified and analyzed the characters to be studied in the Harry Potter novel series by J.K. Rowling by using explanations in the form of words. In addition, the researchers will focus on the elements in the novel which consist of words, phrase, dialogs, and narrations. The principle of deconstruction from Jacques Derrida will be used. Deconstruction is a term used to describe a way of reading a text (literary or philosophical). This method is based on the philosophical views of Jacques Derrida. He was influenced by the phenomenological views created by Heidegger and Nietzsche's skepticism. His views challenge the claims of structuralism that take into account specific language systems. Deconstruction can be interpreted as a reduction or decrease in the intensity of the construction itself (Ratna, 2010). Deconstruction is also called post-structuralism because it builds its theory based on the concepts of semiotic structuralism. If the analysis of structuralism focuses on the main character who is more concerned, post-structuralism draws great attention to the subject and minority groups. Derrida himself wants to pay attention to aspects that previously were not considered by literary works through the perspective of structuralism, such as the notion of language which is always related to signified and signifiers. Through deconstruction, this order is no longer valid. Concepts are explored in-depth and renovated with new perspectives. The deconstruction method aims to show the failure of efforts to present absolute truth (Norris, 2017).

RESULT AND DISCUSSION

CHARACTERIZATION OF SEVERUS SNAPE

Of all the Harry Potter series characters, Severus Snape can be considered the most controversial of all. He is described as a mysterious character with a message the writer wants to convey to the story. This character is always described as a negative one, so readers also have a negative assumption that Snape is a bad person in every way. By reading carefully, we can see that Snape is actually a complicated person. We can take this as an indication that he has a hidden agenda or goals. On the surface, he seems sarcastic, mean, mean, and arrogant. In some scenes, the reader can see that he holds many grudges and is very jealous of people he doesn't like. In particular, he had always looked down on the Gryffindor students, considering them arrogant and seeking the attention of most professors. The reader may assume that he has poor interpersonal skills. This can be seen from their social interactions. Severus Snape's character is shown in the following section.

1. Sarcastic

One of the negative characteristics attached to Severus Snape is sarcasm. A character like this can be seen in his behavior and speech. For example, in the comments about Harry Potter when talking to other characters, His comments show his rudeness to everyone and his distaste for Harry Potter in particular. This attitude made the people around Snape dislike him, including Harry Potter. He even hated Snape without trying to find out about Snape's true identity or character. The first book, Harry Potter and The Philosopher's Stone tells of Snape and Harry Potter's first meeting, which took place in Potions Class. Snape started satirizing Harry Potter for the first time, as we can see in the following quote: Excerpt 1: Harry Potter. Our new — celebrity (Rowling, 1997: 136).

From the word "celebrity" in the quote above, we can assume that Snape showed his hatred for Harry Potter, especially when Snape mentioned Harry Potter's father, who always treated him badly. The word "celebrity" above is not as positive as it should be, but it is Snape's indirect allusion to Harry Potter. His actions are based on why Snape is treated badly by Harry Potter's father, who always oppresses him when he is a child. Therefore, he wanted to treat Harry Potter the way his father did.

2. Cruel and Mean

Another bad personality that Severus Snape had was that of a mean and ruthless character. The bitterness of Snape's life is why this trait appears like his painful memories of being rejected by Harry Potter's mother, Lily, which made him say bad things to her. The word "Muggle" that Snape meant to Lily shows how much he looked down on people he thought were Muggles. People like this were considered ordinary people who didn't understand magic. This attitude is also seen in how he treats Petunia, Harry Potter's aunt, who can't do magic. As we can see in the following quote: Excerpt 2: You're a Muggle. (Rowling, 2007:562).

In the seventh book, Harry Potter and The Deathly Hollows, Snape has a statement about his Muggle attitude. This shows how intimidating Snape's attitude towards others who were not his equals was. This statement and his attitude showed Snape's sarcastic attitude. The sentence in quote 2 above also illustrates social inequality based on hierarchy in the wizarding world. Snape looked down on Muggles for having a lower social status. They are considered inferior to those born to wizards because they do not have the same nature and ability to do magic.

3. Arrogant

Severus Snape had higher standards for his students in his class than other professors. This is because he only wants students with the best grades to continue their studies. This kind of attitude shows Snape's arrogance. The following is a quote about Snape's cocky character: Excerpt 3: I take only the very best into my N.E.W.T. Potions class, which means that some of us will certainly be saying goodbye. (Rowling, 2003:232).

From quote 3 above, Severus Snape's statement: "which means that some of us will certainly be saying good-bye" can be seen as his cynical attitude. People saw this attitude as Snape's arrogance. The standard of education that Snape set in his class was high. From the quote above, Snape forces his students to meet his standards to pass his class. He did not receive low grades because they were deemed less able and unable to continue their studies. This negative label attached to Snape might lead the reader to believe that Snape was not a good person. However, by doing some careful reading, some positive characteristics have been revealed. This positive trait supports the hypothesis that Snape is a good guy and eliminates the fact that Snape is a bad character in the story. Because of

Snape's role, Harry Potter was finally able to beat Voldemort. Snape's positive character traits include the following explanations:

4. Caring

From the negative characteristics shown by Snape in the story, the other characters hardly believe that Snape is actually a good person. The character attached to Severus Snape was also a barrier for Harry Potter to believe what Hagrid said to him that Snape cared about him. This belief finally changed when Professor Dumbledore proved his words. As we can see in the following quote: Excerpt 4: Professor Snape grew worried that you still believed Sirius to be a captive of Lord Voldemort's. He alerted certain Order members at once (Rowling, 2003:830).

The statement "Professor Snape grew worried" made by Professor Dumbledore shows that there are other characters in the story who acknowledge Snape's kindness. Dumbledore believed that Snape cared about Harry Potter so he said that Snape was worried for Harry Potter's safety. Snape's concern for Harry's safety was a testament to his positive nature. The belief that Snape's concern for Harry Potter was supported by the actions he took to protect Harry Potter from the dangers of Sirius Black.

5. Helpful

Snape's other positive character is a helper. This attitude is seen in the scene when he makes a potion to help Lupine not turn into a werewolf. This help shows Snape is not a selfish person. His attitude towards Lupine contradicts the notion that Snape is a bad person. This action was proof that Snape was actually a good person. Excerpt 5 This potion is the only thing that helps. I am very lucky to be working alongside Professor Snape (Rowling, 1999:157).

Professor Lupine's statement: "I am very lucky to be working alongside Professor Snape" shows his positive response to Snape's character. The word "very lucky" shows that Severus Snape was a good person. These words showed Snape was actually the best one could hope for after all the past bitterness between Lupine and Snape. In the story, most of the interaction between Snape and Lupine takes place during Harry Potter's third year at Hogwarts. Snape assumed that Lupine helped Sirius Black get into Hogwarts School. Snape also thought that Lupine had collaborated with Sirius Black in his assassination attempt while they were at school. Therefore, it is understandable that Snape is seen as cruel and hateful towards Lupine throughout Harry Potter and The Prisoner of Azkaban. The other characters' perceptions of Snape seem paradoxical with his actions helping Lupine. This again proves that Snape actually has a good character.

6. Brave

People who hated Severus Snape assumed he was a coward. But that opinion changed when it was finally revealed that Snape was a double agent who put him in grave danger. Her courage comes out to help Harry Potter, as we can see in the following quote: Excerpt 6 "Which I do on your orders!" "And you do it extremely well. Do not think that I underestimate the constant danger in which you place yourself, Severus. To give Voldemort what appears to be valuable information while withholding the essentials is a job I would entrust to nobody but you." (Rowling, 2007:578).

Snape's action as a double agent is proof that he is a brave man. He takes every risk that comes his way because of his actions. Dumbledore's statement "the constant danger in which you place yourself," means that Snape is a brave man because he has sacrificed and endangered his life. Dumbledore's statement supports the argument that Snape is actually a good person. Snape's courage

made Dumbledore believe that Snape was his loyal follower. Dumbledore then put great faith in Snape.

SEVERUS SNAPE'S ACTION

Severus Snape is a character who plays an important role in defeating Voldemort, the biggest enemy in the wizarding world. One of Lord Voldemort's missions was to kill Harry Potter because Harry Potter threatened him. Severus Snape was one of Voldemort's followers. At least, that's what is described in the story about Snape from the beginning to the resolution part of the story. Voldemort was used by Severus Snape to obtain information, which he then used to defeat Lord Voldemort himself. Without Severus Snape's helpers, Harry Potter might be unable to defeat Lord Voldemort. The following are the actions Severus Snape took to protect Harry Potter and help him defeat Lord Voldemort.

1. Save Harry from The Cursed Broom

In the first Harry Potter book, Harry Potter and The Philosopher's Stone, Harry sees the Golden Snitch at the start of the game and flies towards it. This made the Slytherin Captain push him and receive the punishment. In the game, Harry's broom is moving uncontrollably due to the influence of the Dark Arts. Seeing Harry in danger, Snape muttered a spell to save him and got the broom under Harry's control again, and won the game. Not only did he save Harry's life in the first match, but Snape also made sure Harry was not in danger by being the referee in the next match. Excerpt 7 Harry—"Snape was trying to save me?" "Of course," said Quirrell coolly. "Why do you think he wanted to referee your next match? He was trying to make sure I didn't do it again. Funny, really..."(Rowling, 1997:204)

Quirrell's statement, "Of course," informed him that Snape was not trying to curse Harry's broom. Instead, he was trying to save her. Quirrell's question: "Why do you think he wanted to referee your next match?" made Harry realize that Snape wanted to protect him by being a referee which he had never done before. This action was Snape's attempt to keep Harry from being attacked again in the game. This assumption is reinforced by the scene when Professor Quirrell confesses to Harry that he is holding the broomstick. It was eventually discovered that Professor Quirrell was behind the events throughout the story, with Voldemort alive under his turban.

2. Prevent Quirell Steal the Philosopher's Stone

Most people do not realize that Snape actually knew from the start that Quirrell was trying to steal The Philosopher's Stone to harm Harry Potter. To protect Harry Potter, Snape tried to prevent Quirrell from stealing the stone. The following is an excerpt of the conversation between Snape and Quirrell when Quirrell was caught trying to steal The Philosopher's Stone. Excerpt 8 "You don't want me as your enemy, Quirrell," said Snape, taking a step toward him. "I-I don't know what you—" "You know perfectly well what I mean." "Very well," Snape cut in. "We'll have another little chat soon, when you've had time to think things over and decided where your loyalties lie." (Rowling, 1997:163).

The above conversation took place in the Forbidden Forest when Snape threatened Quirrell that he would steal The Philosopher's Stone. Snape expressed his suspicions about Quirrell's motives. Quirrell previously admitted that he bewitched Harry Potter's broomstick during Quidditch Champions. Snape's statement "to think things over and decided where your loyalties lie." indicates

that Snape was very careful about playing his role as a double agent. From this statement, we can also see that Quirrell is a loyal follower of Voldemort. With such statements, Quirrell at that time believed that Snape was also a loyal follower of Voldemort. By being a reliable spy, Snape wanted Quirrell to stay out of his affairs with Voldemort and The Philosopher's Stone.

3. Teaches Expelliarmus

To help Harry Potter get rid of Voldemort, Snape taught Harry Potter "Expelliarmus", a powerful spell. This spell saved Harry Potter many times, especially when he met Voldemort. In the final battle, Harry Potter used this signature spell when he dueled Voldemort, as we can see in the following quote: Excerpt 9 Lord Voldemort-"Avada Kedavra!" Harry- "Expelliarmus!" The bang was like a cannon blast, and the golden flames that erupted between them, at the dead center of the circle they had been treading, marked the point where the spells collided. (Rowling, 2007:627).

The Expelliarmus spell is Harry Potter's signature spell. This spell became Harry Potter's weapon against Voldemort during the Battle of Hogwarts. This spell reflects Voldemort's Killing Curse. The power of The Disarming Charm became great and backfired on Voldemort's Killing Curse on Voldemort himself. Expelliarmus isn't actually a spell to kill people, but a spell that reflects whatever spell the opponent casts. Thus, when "Avada Kedavra", Voldemort's signature spell, and "Expelliarmus", Harry Potter's signature spell meet, they will have a different effect than they should. Snape's spell then helped Harry Potter kill Voldemort.

4. Protect Harry from Sirius Black

Sirius Black's escape made Harry Potter nervous. He didn't know the reason why he was being chased by Sirius Black. Rumors of Sirius Black chasing Harry Potter finally reached Severus Snape. He had been so worried about Harry when he heard that Sirius Black had escaped from Azkaban. Snape's relationship with Sirius was actually similar to Harry's relationship with Dudley. She didn't like Sirius Black because he bullied her when they were kids. However, even though Snape had a bad experience with Sirius Black, he still protected Harry Potter by fighting Sirius Black. Excerpt 10 "So," he said, straightening up again. "Everyone from the Minister of Magic downward has been trying to keep famous Harry Potter safe from Sirius Black. But the famous Harry Potter is a law unto himself. Let the ordinary people worry about his safety! Famous Harry Potter goes where he wants to, with no thought for the consequences." (Rowling, 1999:284).

Snape's statement "Let the common man fear for his safety!" indicates that he was worried about Harry Potter when Sirius Black escaped from Azkaban. Coupled with the dementors guarding the Azkaban prison who roam to protect Hogwarts, it makes the atmosphere even more tense. However, Snape still tried to protect Harry Potter from Sirius Black's threats.

5. Give Fake Veritaserum

Even though in the end Snape was dumped by Dolores Umbridge at least he had protected Harry Potter from Umbridge's threat. Snape tries to protect Harry from Umbridge and Voldemort. Sensing Harry and Umbridge's innocence doing something outrageous, Snape tricked Umbridge into giving him a fake potion, as quoted below: Excerpt 11 Dumbledore-"...It was he too who gave Professor Umbridge fake Veritaserum when she was attempting to force you to tell of Sirius's whereabouts. . . ." Harry disregarded this; he felt a savage pleasure in blaming Snape, (Rowling, 2005:833).

In quote 11 above, Dumbledore's statement shows that he places his trust in Snape. That

indicated that Snape was a good person. Snape's act of giving fake Veritaserum shows his efforts to protect Harry Potter. Snape had taken many great measures to protect Harry, especially since the arrival of Dolores Umbridge at Hogwarts School. Her action of making fake poison (Veritaserum) which was then given to Umbridge made Umbridge fail to kill Harry Potter with that poison. Snape's actions are proof that Snape has a good character and tries to protect Harry Potter.

6. Teach Harry Occlumency

To get rid of Harry's fear of being possessed by Voldemort, Dumbledore asked Snape to teach Harry a spell called Occlumency to block his mind from evil magical disturbances. Occlumency magic is one of the spells given by Snape in order to protect Harry Potter from evil wizards, especially Voldemort, who wants to enter Harry Potter's mind and influence him. We can assume this from the following quote: Excerpt 12 “Study what?” said Harry blankly. Snape’s sneer became more pronounced. “Occlumency, Potter. The magical defense of the mind against external penetration. An obscure branch of magic, but a highly useful one. (Rowling, 2003:519).

Snape is an expert in Occlumency magic. With that skill, Snape managed to trick Voldemort. He knew that Voldemort had been using Harry's mind for months. To protect Harry, he warned Harry not to think about Voldemort. He also taught Harry Potter about Occlumency. Mastering this defensive magic protects Harry Potter's mind from Voldemort, who wants to control his mind and achieve his goal.

7. Give the Idea of Making Polyjuice

Snape's other action to protect Harry Potter was to approach Mundungus Fletcher. Mundungus is part of The Order of The Phoenix which might help Snape protect Harry. With his intelligence and skill, Snape had a good idea to make Mundungus do what Snape told him to do. Excerpt 13 “You will suggest to the Order of the Phoenix,” Snape murmured, “that they use decoys. Polyjuice Potion. Identical Potters. It is the only thing that might work. You will forget that I have suggested this. You will present it as your own idea. You understand?” “I understand,” murmured Mundungus, his eyes unfocused. (Rowling, 2007:688).

When Severus Snape said "You will forget that I have suggested this" it shows Snape's actions to protect himself as a spy for Harry Potter. This is one of his efforts so he can remain a spy and get information about Voldemort. He still has to maintain his position as a follower of Lord Voldemort so that his mission is balanced. Snape took on a very dangerous mission for him to save Harry. However, he kept doing it until he finally managed to help Harry Potter kill Lord Voldemort.

8. Put the Sword of Gryffindor

In the seventh book of the Harry Potter Series, Harry Potter and The Deathly Hallows, Voldemort is getting closer and stronger to achieving his goal. The Death Eaters' followers are also getting bigger. After the evacuation process, Harry Potter was attacked again by the Death Eaters group. His increasingly insecure existence made Harry and his friends have to run away from their hiding place. At this critical moment, Snape played his part in helping Harry Potter. As we can see in the following quote. Excerpt 14 “Good. Very good!” cried the portrait of Dumbledore behind the headmaster’s chair. “Now, Severus, the sword! Do not forget that it must be taken under conditions of need and valor... and he must not know that you give it! If Voldemort should read Harry’s mind and see you acting for him...”(Rowling, 2007:582).

Snape gave Harry a sword for protection. This was because Voldemort could potentially use

Legitimacy on Harry and find out Snape's true loyalties. For that, Snape had to make sure that he wasn't the one who gave the sword to Harry Potter. To comply with Dumbledore's request, Snape devised a way to place the real sword under the frozen lake in the Forest of Dean and used his magic by casting a Patronus in the form of a Doe to direct Harry to the sword's location. This dangerous act was a testament to Snape's true intentions to protect Harry Potter.

9. Spied Voldemort

Another act of Snape to protect Harry Potter was spying. Snape was at great risk if Voldemort revealed his actions. In doing so, Snape must do dangerous things that endanger his identity and life. Voldemort's return made Dumbledore ask Snape to join the Death Eaters group to become a double agent, as in the following quote: Excerpt 15 Dumbledore- "Do not think that I underestimated the constant danger in which you place yourself, Severus. To give Voldemort what appears to be valuable information while withholding the essentials is a job I would entrust to nobody but you." (Rowling, 2007:578).

His actions as a double agent made Dumbledore worry about Snape's safety. His anxiety was proven when Dumbledore said "Do not think that I underestimated the constant danger in which you place yourself, Severus". From the quote above, Dumbledore didn't really force Snape to become his loyal follower. He just wanted Lord Voldemort killed. Dumbledore didn't want people to sacrifice themselves to defeat Lord Voldemort. However, Snape's actions were of his own volition. During the First Wizarding War, Severus Snape became a member of the Death Eaters. Making Voldemort sure that Snape is on his side. Until finally Snape realized that the Dark Lord was planning to kill Lily Evans, a plan that made Snape helpless and made him beg Albus Dumbledore to become a spy in exchange for his protection.

CONCLUSION AND RECOMMENDATION

Based on his character, Severus Snape is a round character or commonly called a complex character. It can be said to be a round character because there are several depictions of various sides of Severus Snape's life. After doing some careful reading, it can be concluded that the characters change throughout the story. He is described as sarcastic, cruel and ruthless, and arrogant. Then, turn into a helper, brave, and caring. By using the concept of deconstruction, it can be concluded that minor characters like Snape actually have a significant role in the continuation of the story. Snape not only makes stories interesting with the conflicts and intrigues he makes or with his paradoxes but also holds the key to destroying the evil character in the Harry Potter series, namely Voldemort. Snape's presence in the story plays a role in creating conflict which can make the story more intense and interesting. Without Snape's role and function in the story, the main character cannot carry out his function in defeating his struggle against evil characters. Snape also plays a major role in moving the story from the stages of rising, climax, falling, and resolution in the whole story. Derrida's deconstruction reading which is implemented in the Harry Potter story can give the view that minor characters in a story are details added by the author so that the story goes well. The view that story structure can be interesting because the main character is not something that can be taken for granted. Thus, this deconstruction method or reading can also be applied in reading other literary works that previously only focused on the main character to get a different perspective in reading a literary work.

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Vocabulary Development and Kinship Level of Javanese Dialect: Dialect Geography Studies

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ABSTRACT

This study aims to explore the extent of vocabulary and kinship changes in Javanese dialects in Yogyakarta Special Region between 2019 and 2023. Data tapping was conducted at a number of observation points, namely in the villages of Kebonrejo (Kulonprogo), Pakem Binangun (Sleman), Segoroyoso (Bantul), Planjan (Gunungkidul), and Ngringin (Gunungkidul). The data were obtained using the basic Morris Swadesh vocabulary, the universal vocabulary of the world's languages. By looking at the data obtained from the same observation points in 2019 and 2023, it is possible to compare the vocabulary developed in Javanese dialects. From the data comparison, it is also possible to compare the level of kinship between dialects to see if there is a shift in their status from different speech, subdialect, dialect, or language. The data were obtained by tapping method with recording and note-taking techniques, then analyzed by comparison, introspection, and dialectometry methods, and presented by formal methods in the form of tables and figures and informal methods in the form of ordinary narratives. The results show changes in vocabulary and kinship levels caused by internal elements, namely vocabulary development, heterogloss, and dialectometry, and external language, namely factors of dialect supporting communities, dialect area development, and the Covid-19 pandemic.

Keywords: comparison; degree of kinship; dialectology; dialectometry; vocabulary

INTRODUCTION

As a communication tool, language is very important in maintaining relationships between humans in everyday life. One of the languages in Indonesia is Javanese. The Special Region of Yogyakarta is one of the provinces with Javanese regional language. Although there is an assumption that "Java = Jogja", it turns out that in DIY itself, there are differences in how to speak Javanese between one place and another. Yogyakarta is surrounded by Central Java which also speaks Javanese. With the mobility of the community and the presence of migrants who settle in DIY, be it from Central Java or further afield, there is a mixture of local Javanese dialects with other Javanese dialects. The spread of these dialects allows for differences between the Javanese language in one area and another. However, these differences do not make speakers not understand each other. The number of speakers is more than 60 million people so it is the most widely used language in the Austronesian language family and in Indonesia. This distribution allows for differences between Javanese in one region and another. However, these differences do not make speakers not understand each other. Such differences

are called dialects. Dialect is a language variety that encompasses a group of speakers. Dialects contrast with language varieties, which are forms of language that are differentiated according to the context of use. These variations have differences from each other but still show a lot of linguistic similarities, so they do not deserve to be called different languages (Ajatrotrohaedi, 1983; Nur & Inyo, 2005; Poedjosoedarmo, 1976). Various regions in Indonesia that have Javanese speakers usually have their own dialects depending on their natural and social environment. In the border area of Central Java and the northern part of East Java, Javanese speakers are not necessarily unified in calling a Javanese vocabulary. This difference is possible due to dialect differences. Similar to sociolinguistics, dialectology studies also discuss how language is used in a society, especially in a community that is geographically different, based on mutual *intelligibility*. Mutual intelligibility is a situation where two or more speakers of a language (or closely related languages) can understand each other. Mutual intelligibility is a continuum (i.e., a gradient concept), characterized by degrees of intelligibility, not by sharp divisions (<https://www.thoughtco.com/what-is-mutual-intelligibility-1691333>). The discussion of dialects that uses the benchmark of geographical areas by observing several desired linguistic factors is then called *dialect geography*. The scope of linguistic phenomena and the relationship between dialect or language boundaries and natural and historical boundaries can be identified through a dialect geography approach (Mulyani, 2007; Patriantoro et al., 2012). Apart from that, it can also be known the relationship between language development and cultural development of the region concerned. Another thing that may be a factor causing language variation is the quantity of speakers with diverse cultural backgrounds. These newcomers, whether students, merchants, stall owners, drivers, or indeed moving to Yogyakarta will bring the language and culture of their region and merge with the language in Yogyakarta.

This research on Javanese dialects began with dialect geography research. The research that inspired many subsequent studies was Nothofer's research in 1974 and 1980. Nothofer studied the Javanese language in West Java and West Central Java. In his research, Nothofer interpreted that BS was influenced by Javanese, especially in Cirebon, Banten, and Bandung. In Semarang Regency, Zulaeha (2000) studied the use of Javanese in Semarang Regency in terms of phonetics-phonology, morphology, syntax, and speech level in terms of urban-rural variables, occupation, education, and age. In Boyolali Waljinah (2003) studied the sociolinguistic aspects related to the social variables of speakers, namely occupation, education, and age by considering the location of the TP from the influence of the Surakarta-Yogyakarta Kraton cultural center and coastal Javanese culture. In Gunungkidul, Endardi's research (2004) shows that in Gunung Kidul there are 3 forms of *undha usuk basa* (Javanese speech levels), namely the *ngoko* form as a marker of politeness emotive value 'less polite', *madya* as a marker of unity emotive value 'somewhat polite', and the *krama* form which marks the politeness emotive value 'polite'. Furthermore, in Kebumen, Pujiyatno (2007) wrote that Kebumen Regency is known to have two Javanese dialects, namely the Banyumas dialect called Ngapak Javanese, and the Yogyakarta dialect called Bandek dialect Javanese. Furthermore, Indrariansi & Ningrum (2017) in Pemalang conducted a similar study using 200 words by Swadesh and produced 37 lexicon differences from the two regions. Setiyawan (2019) in his research in Tegal discusses how lexicons of the same form and meaning between Yogyakarta Dialect Javanese and Tegal Dialect Javanese, such as 'eyebrows' in BJT and BJY have the meaning of "eyebrows"; description of lexicons of similar form with the same meaning as in BJT "dada" and BJY 'dɔdɔ' which as the same meaning of "chest"; and description of lexicons of the same form which is different like 'lali' in BJT and BJY. In BJT it means "soundly", while BJY means "forgetting". Sardiyah (2020) in her review in Purworejo describes variations in dialects of various language levels used in Purworejo Regency. The approach used is descriptive qualitative sociodialectology. From the level of phonology, the vowels /i, u/ are mostly realized as /I, U/; phoneme /i/ is realized as /I/; irUŋ [IrUŋ] phoneme /u/ is realized as /U/; murUb

[mUrUb]. From the aspect of word lexicon: sira [sirə] in Indonesian, usually in Javanese Kowe [kowe], goroh [gərɔh] which in Indonesian means “lying”, usually in Javanese, grasping [usiapusi], garuh [garuh] in Indonesian means “confused”, usually in Javanese confused [biṅuṅ]. From the above studies, it can be said that there is a close relationship between sociolinguistics, culture, and dialectology. In addition, it can also be said that the research conducted is descriptive, so comparative studies related to lexicon changes and the level of kinship between dialects are possible.

In 2019, Wibowo conducted related to the use of Javanese language in Yogyakarta at five observation points, namely in Pakem Village (Sleman), Semanu (Gunungkidul), Planjan (Gunung Kidul), Pleret (Bantul), and Kragon (Kulon Progo). The basic vocabulary of Morris Swadesh, a universal vocabulary shared by many languages in the world, was used as a guideline for observation at each observation point. This research describes lexicon differences with the help of phonetic appearances obtained from primary and secondary comparisons. From these divisions, isoglos and heteroglos can be compiled, indicating the dialect *enclaves* mapped at that time. In addition, the relationship between dialects has also been mapped so that the mobility between speakers to each observation point is clear, whether their relationship is simply different speech, subdialects, dialects, or languages.

With the receding of the Covid 19 pandemic in Yogyakarta, we can now see the development of vocabulary and kinship relations on what Wibowo (2019) has researched. By comparing DIY's vocabulary and kinship relations in 2019 and 2023, it can be seen how far the pandemic has impacted the Javanese dialect. Due to the health and social isolation carried out in 2019 and several years after, it can be assumed that the development of vocabulary and kinship relations in Javanese dialects in DIY was disrupted. In other words, this study shows how much vocabulary differences and changes in kinship relations between dialects in Yogyakarta. This can be formulated with the research question, what causes the changes, both phonemically and lexicon-wise, in Javanese dialects from 2019 to 2023? What phonemic and lexicon developments occurred in Javanese dialects between 2019 and 2023? And how did kinship relations change in Javanese dialects from 2019 to 2023?

Dialectology is a branch of language research that emerged from the study of comparative linguistics or diachronic linguistics (Escobar, 2008; Fernandez, 1993). Dialectology is the study of a part of linguistics that focuses on the geography of dialects, where the distribution of their characteristics is visualized on a map (Wieling, Nerbonne & Bayen, 2011). Meanwhile, Keraf (1996) states that dialectology is a branch of linguistics that specifically studies language variations in all their aspects. Keraf divides dialectology into two sub-branches, namely *dialect geography* and *sociolinguistics*. Kridalaksana (2009) defines dialectology as a branch of linguistics that studies language varieties that treat them as general structures. At the same time, Mahsun (1995) defines dialectology as a science that studies dialects, or a branch of linguistics that studies differences in isolates. From some of the definitions above, it can be concluded that dialectology is the study of language varieties or dialects used in society. Dialectology is also referred to as dialect geography or geolinguistics (Chambers & Peter, 2007). This idea is similar to Chamber and Trudgill (1998), where it is mentioned that dialectology can also be called dialect geography.

Morris Swadesh compiled a basic vocabulary with 200 words that are considered universal, that is, those that occur in all languages in the world (Keraf, 1996). Swadesh's basic vocabulary are basic words that are commonly used by any language community, or basic words that are common and widespread in almost all language communities (Patriantoro, 2012). This word list is a tool in dialectological research available to informants. The Morris Swadesh vocabulary at was developed by Nothofer and edited into 390 local cultural vocabularies by Kisyani. The catalog of questions about the cultural vocabulary of the research area is intended to provide an overview of the nature and culture of the research area (Nadra & Reniwati, 2009)

so that informants can answer the researcher's questions directly and spontaneously. The local cultural vocabulary developed by Nothofer and edited by Kisyani became 390 vocabularies divided into 19 fields of meaning. This questionnaire can be used to obtain complete concrete data with note-taking and recording techniques (Zulaeha, 2010).

Furthermore, people assume that a language has a very close relationship with the state of nature, history, culture, and also the supporting community. In determining the boundaries of the use of a language, it is usually based on these facts. The development of a language or dialect is very dependent on the history of the region concerned. Isoglos is a line that separates two dialectal or language environments based on the form or system of the two different environments, and is stated in the language map (Dubois in Ayatrohaedi 1983; Junawaroh, 2016). To get a correct picture of the boundaries of dialects, word boundaries must be made that summarize all aspects of language (phonology, morphology, semantics, lexical, syntax). Isoglos is used to see a true picture of differences in language boundaries between regions of observation. According to Kridalaksana (2009) isoglos is a line on a language map or dialect map that marks the boundary of the use of language features or elements. The characteristics or elements of the language that mark it are mainly in the form of certain vocabulary contained in the isogloss line. Isoglos is commonly defined as a line that demarcates two language environments based on the form or system of the two environments on the map. Isoglos is basically a line that separates two dialectal or language environments based on the form or system of the two different environments, and is expressed on a language map. The opinions of the experts above who mention the definition of isoglos have the same reference in naming the boundary lines (isoglos) used in making language maps.

The last thing that cannot be left out in this research is *dialectometry*. There are two groupings of dialectometry calculation percentages. According to Guiter (Lauder, 2007), if the result obtained from the calculation is less than 20%, then there is no difference between the two observation points. If the result obtained is between 21-30%, then it can be said that there is a difference in speech. If the result obtained is between 31-50%, it can be considered that there are subdialect differences. If the results obtained are between 51-80%, it can be said that there are dialectal differences. Finally, if the result obtained is more than 80%, there is a language difference between the two observation points. However, in this case Lauder in Ayatrohaedi (2002) proposes a different grouping of dialectometric calculation results from Guiter. In this case, Lauder proposes that results above 70% are considered as language differences. Furthermore, the calculation results of 51-70% are considered as dialect differences. Then, the dialectometric counting results of 41-50% are considered as subdialect differences. Next, the results obtained between 31-40% are considered speech differences, while differences below 30% are considered no differences. According to Lauder, the difference in calculation results is due to Indonesia's diverse linguistic conditions so that the grouping of Guinter's calculation results will not be appropriate when used in Indonesia.

METHODOLOGY

This research was conducted in Yogyakarta Special Region (Daerah Istimewa Yogyakarta/DIY) Province so that the population in this research is all the dialect data spoken by the people of Yogyakarta Special Region. The research sample is the selected data representing a set of similar data. The observation points set in this study are dominantly the same as the observation points that have been used in Wibowo's (2019) research, namely in Kebonrejo Village, Temon District (Kulonprogo), Pakem Binangun Village, Pakem District (Sleman), Segoroyoso Village, Pleret District (Bantul), Planjan Village, Saptosari District (Gunung kidul), and Ngringin Village, Semanu District (Gunungkidul). The observation points in

Kragon Village chosen by Wibowo (2019) were replaced with Kebonrejo Village in consideration of purity from the influence of the construction of the Yogyakarta International Airport. This is possible because, besides similar dialect features, the distance between the two is less than 35 km.

The selection of the respondents is based on the requirements of the ideal respondent. The requirements for an ideal respondent include being in middle age, having a complete articulator, not being illiterate, having sufficient education, being an indigenous person (at least up to two generations above), having a pure command of the language, having little mobility outside the area, not having been outside the area for a long time, and not being a 'wong cilik' (Ajatrohaedi, 1983).

To find out the kinship relationship between the dialects studied, the dialectometry method is used, so that the calculation of the distance of linguistic elements between observation points can be known. According to Revier (in Ajatrohaedi, 1983: 32), dialectometry is a statistical measure used to see the differences and similarities found in the places studied by comparing several materials collected from the places studied.

The formula used in this calculation is

$$\frac{(S \times 100)}{n} = d\%$$

S = number of differences with observation are a
 d = number of vocabulary words in percentage
 n = number of maps being compared

The results of calculating the distance of linguistic elements between the observation areas were used to determine the relationship between the observation areas with the following criteria.

Lexicon field differences

| | |
|---------|------------------------|
| >81% | language differences |
| 51%-80% | dialect differences |
| 31%-50% | subdialect differences |
| 21%-31% | speech difference |
| <20% | no difference |

Phonological field differences

| | |
|---------|------------------------|
| >17% | language differences |
| 12%-16% | dialect differences |
| 8%-11% | subdialect differences |
| 4%-7% | speech difference |
| 0%-3% | no difference |

In this research, some instruments or tools support the research process used. This dialectal research topology with the target area of DIY Province uses two supporting instruments. *First*, this research uses a dialectical word list instrument. The word list consists of 100 basic word glosses. The gloss is used as a question material to search for words based on the research area (language dialect). The questionnaire was organized thematically based on the degree of closeness of the gloss to the community as its speakers. This classification is done to facilitate the reader in answering questions from the questioner. *Second*, the next supporting instrument is the identity form of the speaker. This instrument functioned for the identification of the speaker. This form also helped researchers determine which hand was in accordance with the ideal requirements. The ideal requirements of respondents, namely middle age, having a complete articulator, not illiterate, sufficiently educated, an indigenous resident (at least up to two generations above), mastering the language purely, small mobility outside the area, never going outside the area for a long time, and not including 'wong cilik' (Ajatrohaedi, 1983: 48). In

addition, this form will facilitate reconfirmation between researchers and revisionists. The existence of the form will be very helpful for further communication related to the rebuttal data, which includes the frequency of travel, the rebuttal's social role, and organizational experience, all recorded in the identity form.

The techniques used in this research can be classified into three stages: data provision, data analysis, and data presentation. Data provision is done by using the field research method. The field research method is carried out by meeting respondents directly to get the data needed. Data collection with this method uses two techniques, namely recording techniques and note-taking techniques. Furthermore, the data obtained is classified as a data table.

The data that has been classified is described, and the lexical differences are for further analysis. Data analysis was carried out using the dialectometric method. This method is a statistical measure used to see the differences and similarities of language varieties in the areas studied by comparing several materials collected from the places studied.

Data presentation in this research uses two methods, namely formal and technical data presentation methods. The formal data presentation method uses symbols, images, signs, and symbols to describe the data. This method is complemented by the technical data presentation method, which uses words to describe the data. Finally, from the data that has been presented, a conclusion is drawn.

RESULTS AND DISCUSSION

Based on the comparison of data from Wibowo's (2019) research and the current research on DIY Javanese dialects that has been conducted in the five designated TPs, it can be seen that there is a significant development of dialects. This development is inseparable from the contribution of several factors as described below.

DEVELOPMENT OF JAVANESE DIALECTS

VOCABULARY DEVELOPMENT

From the comparison of 100 data obtained by Wibowo (2019) and the latest research, it can be found that there is a development of pronunciation and lexicon variations from 26 data. The data relates to the pronoun 'ia', namely [kowe] > [dewe/e], [dɛ/e], dan [kae], daily activity verbs, such as 'jahit' [njaIt] > [jait], [dOndOm], [vδOvδOμ], εγoσokε[gOsO/] > [NOσO/], [usO/], [m↔natu], 'dorong' [surUN] [n]urUN], [jOrOk↔e], [doroN], 'baring' [gleta/] > [Nλεκαρ], [miriN], [IEyEhlEyEh], 'gali' [dudU/] > [NedU/], [macul], 'apung' [ɲambaŋ] > [k↔mambaN], [k↔mampul], [siblon], 'hisap' [v)εδOτ] > [σεδOτ], [ñerOt], [irUp], 'hantam' > [αvτ↔μ], [Nαvτ↔μ], [Nampl↔N], [nabO/], [nimbU/], 'balik' [mali/] > [baI/], [μbaI/], [diwali/], [mad↔π], [nj↔mpali/], dan 'duduk'[li↔NgUh] > [vggɔgɔ/], [teNY/], environmental nouns, for example 'kabut' [pedUt] > [b↔tUt], [kabut], 'gelembung' [umplU/] > [mumplU/], [gl↔mbUN], [pl↔mbuNan], 'asap' [kebUI] > [kukUs], [as↔p], debu [l↔bu] > [awu], [bl↔duk], 'hutan' [alas] > [wIt], [grumbulan], [hutan], dan 'danau' [tlOgO] > [danau], [κ↔δUN], [r↔↔OwO], adjective 'bengkok' [abUh] > [abuh], [b↔Nka/], kata tunjuk 'itu' [κωι] > [kae], and intensity marker words 'beberapa' [pirO] > [πipOvαv], [pirO- pirO], [wON pirO], [s↔pirOvan], [s↔bagiyan], dan 'bilamana' [mbO/ m↔nOwO] > [umpamane], [s↔umpomo], dan [nE/]. From this development, it can be seen that the addition of data, both in the form of pronunciation variations and the addition of new lexicons, is dynamic. Even though Covid-19 was threatening then, communication between residents was still ongoing. The *social distancing* enforced throughout Indonesia allowed people to meet each other, so vocabulary

development was not fast enough.

HETEROGLOSS DEVELOPMENT

After moving the given data into isogloss, the isogloss can then be put together into heterogloss. By looking at the heterogloss, several things can be interpreted, such as the existence of dialect pockets (*enclaves*) that are realized in several places on the base map, the boundaries of isogloss that limit the use of a number of gloss in some areas, and the potential level of kinship that can be estimated from the number of isogloss that coincide. For clarity, a comparison of the two heteroglosses can be

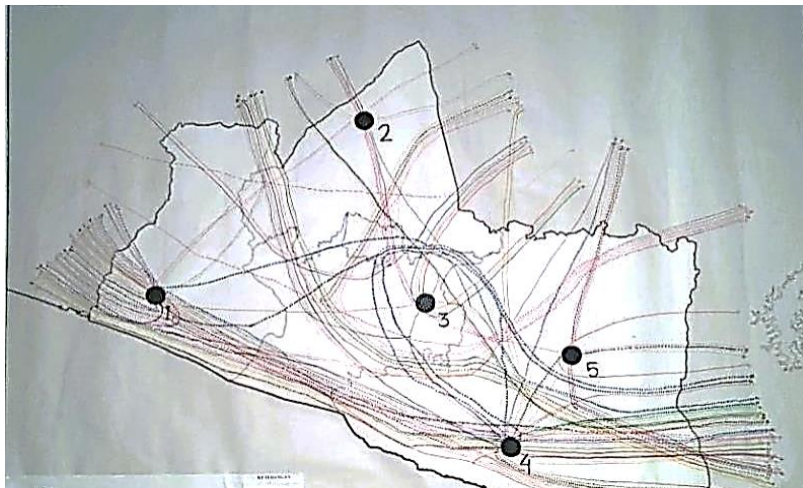


FIGURE 1. Heterogloss map in Wibowo's research (2019)

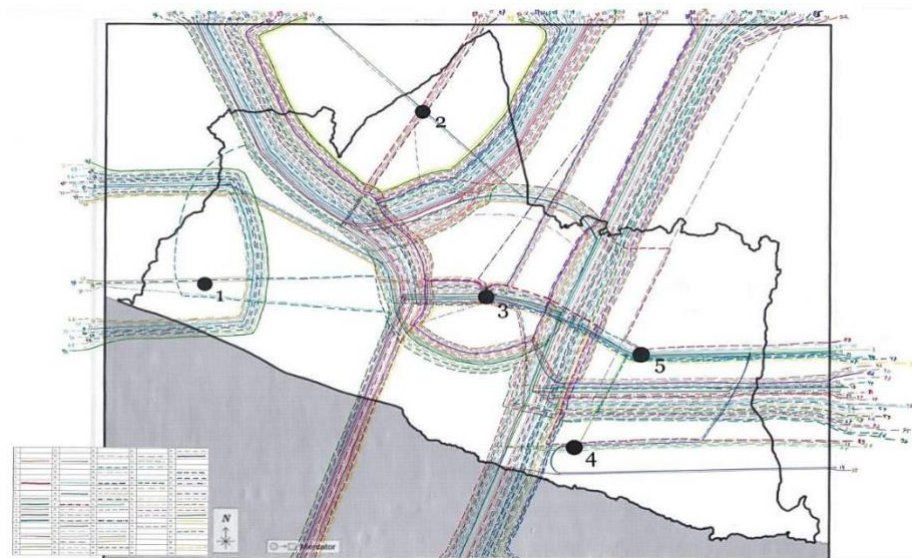


FIGURE 2. Heterogloss map in Wibowo's latest study (2023)

From the two heterogloss maps above, the following can be seen.

1. A number of dialect pockets can be found in both heterogloss maps. The dialect

pockets are indicated by curved lines resembling the letter "U" that enclose certain observation point (titik pengamatan/TP) areas. In the 2019 study, a dialect pocket can be found enclosing TP 3 with an opening to the north/upper side and limited by not too many words. A second dialect pocket can also be seen enclosing TP3 with an opening to the east/right. Meanwhile, the dialect pockets in Figure 2 appear more pronounced than in the 2019 study because there are more word files. The dialect pockets contain observation points TP1 with an opening to the west/left, TP2 with an opening to the north/up, and TP3 with an opening to the east/right. With the discovery of the dialect pockets, it is clear that the speaking community in the TP is a language entity different from other regions.

2. In Figure 1, there are quite a lot of isoglosses on the coast from the west/left coast to the east/right coast. This indicates that there are many shared gloss/lexicons in the area. Using the same number of lexicons means that the area along the coast has the same communication language/dialect. Thus, it can be questioned whether all areas north of the coastline have the same dialect. If so, this means that the research needs to be reviewed because the differences sought in the study of dialect geography have not been found. Meanwhile, Figure 2 shows that the isogloss is organized more explicitly in showing the dialect pockets, namely TP 1 with an opening to the west/left, TP 2 and TP 3 with an opening to the north/up. TP 2 and TP 3 have enclave boundaries that coincide. Thus, it can be concluded that TP 1, 2 and 3 can have different dialects.
3. The dialect pocket enclosing TP 3 is twofold, with an opening to the north/up and an opening to the east/right. The east/right opening has very little isogloss compared to the north/up opening. Thus, it can be concluded that the shared vocabulary of Yogyakarta Municipality is not much. Meanwhile, in Figure 2 the isoglosses surrounding TP 3 have more files, so the shared vocabulary used in the Yogyakarta Municipality area is more.

DIALECTOMETRY CALCULATION DEVELOPMENT

There are two groupings of dialectometric calculation percentages. According to Guiter (Lauder, 2007: 96), if the result obtained from the calculation is less than 20%, then there is no difference between the two observation points. If the result obtained is between 21-30%, then it can be said that there is a difference in speech. If the result is between 31-50%, it can be considered a subdialect difference. If the results obtained are between 51-80%, it can be said that there are dialectal differences. Finally, if the result obtained is more than 80%, there is a language difference between the two observation points. However, in this case, Lauder in Ayatrohaedi (2002: 12) proposes a different grouping of dialectometric calculation results from Guiter. Lauder proposes that results above 70% are considered language differences in this case. Furthermore, the 51-70% count results are considered as dialect differences. Then, the dialectometric calculation result of 41-50% is considered as a subdialect difference. Next, results obtained between 31-40% are speech differences, while differences below 30% are considered no differences. According to Lauder, the difference in calculation results is due to Indonesia's diverse linguistic conditions, so the grouping of Gunter's calculation results will not be appropriate when used in Indonesia, so the calculation can be formulated as follows.

| | |
|----------------------|-----------------|
| 81% and above | : language |
| differences 51%-80% | : dialect |
| differences 31%-50% | : subdialect |
| differences 21%-30% | : speech |
| difference below 20% | : no difference |

The results of dialectometric calculations carried out in 2019 and recent research can be displayed based on the data collected. Look at the calculation results and maps of the two studies below.

TABLE 1. Dialectometry calculation results in Wibowo's research (2019)

| Ratio | 1:2 | 1:3 | 1:4 | 2:3 | 2:4 | 2:5 | 3:4 | 3:5 | 4:5 |
|--------------------------|--------------------|--------------------|---------------------|--------------------|--------------------|---------------------|--------------------|---------------------|--------------------|
| Dialectometry percentage | 74,67 | 78,67 | 81,32 | 62,67 | 61,32 | 85,32 | 70,67 | 86,67 | 74,67 |
| Status | different dialects | different dialects | different languages | different dialects | different dialects | different languages | different dialects | different languages | different dialects |

Description

Observation Point 1: Pakem Binangun, Pakem, Sleman
 Observation Point 2: Kragon, Temon, Kulon Progo
 Observation Point 3: Segoroyoso, Pleret, Bantul
 Observation Point 4: Planjan, Saptosari, Gunungkidul
 Observation Point 5: Ngringin, Semanu, Gunungkidul

TABLE 2. Latest dialectometry calculation results

| Ratio | 1:2 | 1:3 | 1:4 | 2:3 | 2:4 | 2:5 | 3:4 | 3:5 | 4:5 |
|--------------------------|-----------------------|-----------------------|--------------------|-----------------------|-----------------------|-------------------|-----------------------|-----------------------|-----------------------|
| Dialectometry percentage | 42,30 | 38,46 | 61,58 | 38,46 | 46,15 | 26,92 | 46,15 | 38,46 | 50 |
| Status | different subdialects | different subdialects | different dialects | different subdialects | different subdialects | speech difference | different subdialects | different subdialects | different subdialects |

Description

Observation Point 1: Pakem Binangun, Pakem, Sleman
 Observation Point 2: Kebon rejo, Temon, Kulon Progo
 Observation Point 3: Segoroyoso, Pleret, Bantul
 Observation Point 4: Planjan, Saptosari, Gunungkidul
 Observation Point 5: Ngringin, Semanu, Gunungkidul

By comparing the two tables above, it can be seen that there is a large gap/disparity between the two. That there is a language entity in Yogyakarta seems unacceptable because the distance between the observation areas is not too far. This can happen by considering the following possibilities.

1. The chosen division was not ideal, so the difference in results between the TPSs was quite large. The non-idealization is possible because of the 9 requirements of an ideal respondent, namely
 - a. middle age (40-50 years old),

- b. has a complete articulator,
- c. moderately educated,
- d. not illiterate,
- e. are indigenous, at least up to 2 generations above,
- f. master the language 'purely',
- g. mobility outside the region is small,
- h. has never been out of the area for a long time,
- i. does not belong to the 'little people' (wong cilik) group,

not all of them are fulfilled. Some conditions that may not be met can impact the purity of the stories obtained. Factors that may have contributed to the impurity of the obtained data are variations in education levels, high out-of-area mobility, and 'wong cilik', who perceive the researcher as a stranger.

2. The respondent whose data was tapped in part is not exactly the same person as the respondent whose data was tapped first. (2019). Replacement occurs because the previous respondent has died, and some have moved to another area for work reasons or to follow their husbands. Thus, the replacement of respondents can result in the impurity of the data.
3. The area chosen as the TP may be a *continuum* area strongly influenced by other dialects/language entities outside the area under study. What the reviser thinks and uses is influenced by the memory of the vocabulary he/she used to speak with speakers outside DIY, so the purity of the data is difficult to obtain.

Furthermore, by looking at the results of dialectometric calculations in the latest research, it can be seen that the status of 'different languages' is no longer found. The results of this dialectometric calculation are more acceptable because they reflect the linguistic facts found in DIY in general. The acceptance is based on two considerations, namely, the phoneme system of the Javanese dialect is quite complete, the variations in the lexicon found in recent research have relatively few differences/changes, and the distance between TPs is not far from 35 km.

JAVANESE LANGUAGE DIALECT DEVELOPMENT FACTORS

The above description has presented a discussion of the linguistic development of Javanese dialects in Yogyakarta internally. In addition, there are also external elements that indirectly influence the development. These external elements can be described below.

DIALECT SUPPORTING COMMUNITY FACTORS

Javanese dialect supporters prefer to use language simply and as it is. Phonemically, there is no change in the phoneme system in the Javanese dialect in 2019 and 2023. The following is a map of vowels and consonants in Javanese dialects.

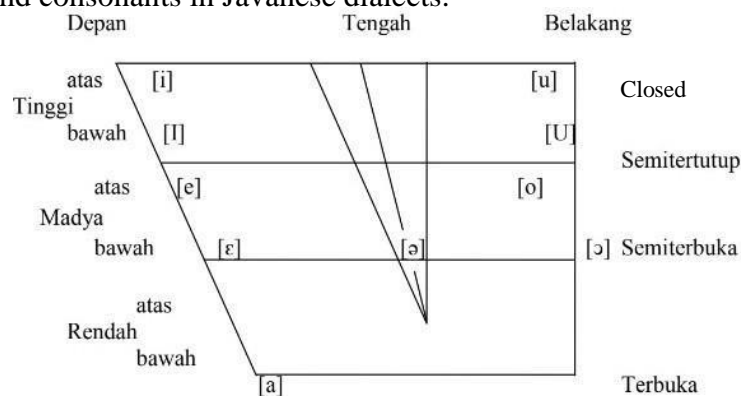


FIGURE 3. Vowel map in Javanese dialects

| Hubungan posisional antarpenghambat (striktur) | Cara dihambat (cara artikulasi) | Bersuara dan Tak bersuara | Tempathambatan (tempatartikulasi) | | | | | | | | | | | |
|--|---------------------------------|---------------------------|-----------------------------------|--------------|--------------|----------------|------------------|---------------|-----------------|----------------|---------------|------------|--------|----------|
| | | | Bilabial | Labio-dental | Apiko-dental | Apiko-alveolar | Apiko-prepalatal | Apiko-palatal | Lamino-alveolar | Lamino-palatal | Medio-palatal | Dorsovelar | Uvular | Laringal |
| Rapat lepas tiba-tiba | Hambat letup | T | p | | t | | | t | | | c | k | | |
| | | B | b | | d | | d | | | j | g | | | ? |
| Rapat lepas tiba-tiba | Nasal (sengau) | B | m | | | n | | | | | ñ | ŋ | | |
| Rapat lepas pelan-pelan | Paduan (afrikat) | T | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | |
| Renggang lebar | Sampingan (lateral) | B | | | | l | | | | | | | | |
| Renggang | Geseran (frikatif) | T | | | | | | | s | | | | | h |
| | | B | | | | | | | | | | | | |
| Rapat renggang | Getar (tril) | | | | | r | | | | | | | | |
| Rapat renggang 1x | Sentuhan (tap) | | | | | | | | | | | | | |
| Rapat renggang kuat 1x | Sentuhan kuat (flap) | | | | | | | | | | | | | |
| Renggang lebar | Semi-vokal | B | | w | | | | | | | y | | | |

FIGURE 4. Consonant map in Javanese dialect

From the vowel map and consonant map above, it can be seen that the Javanese dialects studied have complete sound variations, both in number and variants/allophones. With a relatively complete sound system, they can form lingual units to express their thoughts in daily speech activities. The data collected shows that the data obtained with the Morris Swadesh vocabulary guideline in 2019 has more variation forms than the latest research. The variation can be in the form of differences in pronunciation or lexicon. As mentioned in section 3.1, *Development of Javanese Dialects in the Vocabulary Development* section, out of the 100 data that were compared, 26 vocabularies had the development of variations in pronunciation and lexicon. This means that Javanese dialect supporters do not want many variations in pronunciation and new words to communicate in the 4 years between 2019-2023 because it is considered that the position of Javanese dialect is already established. In the 2019 research, there were different language statuses for several TPs; this was possible due to the selection of changes that were not ideal in terms of social mobility, level of education, or status as 'little people'. Meanwhile, in 2023, this status will no longer be found in re-research because the change factors have been re-tested and determined properly.

DIALECT AREA DEVELOPMENT FACTORS

The Special Region of Yogyakarta is located in the south-central part of Java Island, bordered by the Indian Ocean in the south and Central Java Province in the other part. The boundaries with Central Java Province include Purworejo Regency in the west, Magelang Regency in the northwest, Klaten Regency in the northeast, and Wonogiri Regency in the southeast. Yogyakarta Special Region has an area of 3,185.80 km, consisting of 4 regencies and 1 city, namely Yogyakarta City, Sleman Regency, Bantul go.id/berita/kondisi-geografis). Each district/city has different physical conditions so that the natural potential available is also not the same. This difference in physical conditions also determines the speech of the people living there.

In early 2019, the New Yogyakarta International Airport (NYIA) construction began in Kulon Progo Regency. The construction of this airport initially drew negative reactions and resistance from the community due to their concerns over the issue of compensation when their land was acquired. During the *babat alas nawung kridha* (opening, cleaning, tidying and arranging the land), Sri Sultan Hamengku Buwono X hoped that the construction of the airport

would have a positive domino effect for Yogyakarta, especially in Kulon Progo. In addition to improving the transportation sector, it can also improve the tourism sector, trade, create jobs, and ultimately increase the community's economic growth.

In early 2020, the Solo-Yogyakarta-YIA Kulonprogo toll road or Joglo Toll Road was built, a toll road connecting 3 cities, namely Yogyakarta City, Klaten City and Surakarta City. This toll road is part of the Trans Java Toll Road in the middle lane segment connecting Jakarta with Surabaya via Purwokerto and the southern lane connecting Bandung with Surabaya. This toll road has started construction in 2020 from the direction of Solo. This toll road is built *elevated* along Yogyakarta's Northern Ring Road (except at the Jalan Monumen Jogja Kembali/Palagan Tentara Pelajar intersection which will be made *on grade*), then continues along the Mataram Sewer until it reaches the interchange in the Maguwoharjo area. This toll road will continue to YIA Kulon Progo Airport which stretches from Sleman Interchange for 30.77 km. This toll road is expected to facilitate access from YIA Kulon Progo Airport to Yogyakarta (<https://id.wikipedia.org/wiki/JalanTolYogyakarta%E2%80%93Surakarta>).

Furthermore, in early 2020 a number of beaches in Saptosari District, Gunung Kidul Regency were further developed, namely Nguyahan, Ngobaran, Ngrenehan, Ngedan, and Butuh Beaches. According to data from the Tourism Office, the number of tourists coming to Saptosari District has increased significantly. However, the beach tourism still has several problems and undeveloped potentials that hamper tourism growth in Saptosari Sub-district. Things that should be done immediately are developing tourist rides for all ages, holding interesting *events* regularly (regional/national/international calendar events) by cooperating with tourism management groups, building telecommunications networks, opening Pringjono tourist areas to expand tourist destinations in Nguyahan, increasing the diversification of typical products for tourist souvenirs, forming cleaning officers to create a clean beach, developing culinary tourism (sea fish) and developing attractive processed fish products, designing Ngedan Beach as a mainstay tour for special interests such as *camping* and *tracking*, and providing camping rental equipment and forming a solid tourism management group to develop tourism, and providing special vehicle parking lots to make it look neat (Huda and Matondang, 2020).

From the description above, it can be seen that urban development, in terms of infrastructure and human resources, will trigger social mobility and increase educational strata. The increase in education in turn will boost the culture of literacy so that the ideal conditions for ideal revision also begin to fade. Modernization must have some influence on the purity of the dialect. Traditional word forms begin to have variations that are different from the original form, for example in TP 2 Kebonrejo, Temon, Kulon Progo gloss 'bengkak' [αβYη] > [μβ↔Nκα/], 'berburu' [γOλε/] > [β↔ρβυρυ], 'berenang' [NλαNι] > [ρ↔ναN]; TP 1 Pakem Binangun, Pakem, Sleman 'jahit' [dOndOm] > [njaIt], 'hutan' [alas] > [hutan], 'danau' [kedUN] > [danaw]; TP 5 Ngringin, Semanu, Gunungkidul 'jahit' [dOndOm] > [njaIt], 'gosok' [γOσO/] > [μ↔νατυ]. This series of examples shows that the acquired data is similar to Indonesian words rather than Javanese dialect. This shows that whether it is recognized or not, the influence of Indonesian as the national language has been absorbed into the Javanese dialect.

COVID-19 PANDEMIC FACTORS

The COVID-19 pandemic occurred due to the spread of the Coronavirus in 2019 around the world. The outbreak was first detected in Wuhan, Hubei Province, China and was declared a pandemic by WHO. Since March 11, 2020 the World Health Organization (WHO) stated that the pandemic and the spread of *Corona Virus Disease 2019* (COVID-19) have been declared by *as a Global Pandemic* and designated as a public health emergency based on Presidential Decree Number 11 of 2020 concerning the Determination of Public Health Emergencies *ra kat Corona Virus Disease 2019* (COVID-19) as well as non-natural disasters based on Presidential

Decree Number 12 of 2020 concerning the Determination of Non-natural Disasters of the Spread of Corona Virus Disease 2019 (COVID-19) as a National Disaster, until now it has not ended and has an impact on various aspects including broad health, economic and social aspects in Indonesia (<https://jdih.maritime.go.id/id/determination-status-factual-pandemic-covid-19-in-indonesia#:~:text=JDIH%20Marves%20%E2%80%93%20Pandemic%20and%20Spread,Year%202020%20of%20the%20Determination%20of%20Calamity>). As a follow-up to the many victims of the pandemic, many members of the community carried out independent isolation in their respective environments to break the chain of COVID-19 transmission. One form of anticipation of the pandemic transmission is to install portals and banners at the entrance to the streets around their residence, village, or housing complex as a barricade so that outsiders do not easily enter the neighbourhood where they live. Only people who live in the neighbourhood and several people they can trust can enter their neighbourhood. This *social distancing* prevents everyone from interacting freely as usual. As a result, direct communication activities are not easy and are replaced by communication through electronic devices, such as telephone conversations, *Whatsapp* (WA) applications, *Zoom*, *Google Meet*, and so on. On the other hand, using these devices and applications can connect them with interlocutors far from where they live, even across countries and continents. This again automatically increases the literacy culture, especially in efforts to maintain health from the threat of COVID-19. With the increasing literacy culture of the community supporting the Javanese dialect, its purity began to fade.

CONCLUSION AND RECOMMENDATION

The description above describes the development of the Javanese dialect, especially in DIY, from 2019 to 2023. Phonemically, the sound system in the Javanese dialect is considered well-established, so during the 4 years of re-examination, there were no changes whatsoever. In terms of pronunciation, the forms of the lexicon variants studied do not invite much change. Likewise, a review of the addition to the lexicon. Of the 100 vocabularies that have been re-examined, there are 26 developments in pronunciation variations and lexicon development. This means that changes in the Javanese dialect are not very drastic. Based on the level of kinship, a review has also shown that the status of language differences between TPs will no longer exist in 2023. The results of this study are more acceptable considering that the distance between the TLPs is not far away from 35 km from each other. The difference in kinship level status is possible due to the communities supporting the Javanese dialect, the development of the Javanese dialect usage area, and the Covid-19 factor, which between 2019 and 2023 became a pandemic that caused many victims. However, due to time constraints, there is still a problem that can be resolved on another occasion, namely a review of heterogloss in 2019, which shows the large number of isogloss files that stretch across the southern coast of Yogyakarta from west/left to east/right which indicates the number of shared gloss/lexicons in the area. With the shared use of several lexicons, does it mean that all areas in the northern part along the coast have the same dialect? Thus, on this issue, it is hoped that observers or dialect geographers interested in research objects in the DIY area can continue/resolve this issue so that the discussion of the use of Javanese dialects becomes brighter and more complete.

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The Influence of Grammarly Application to Improve Students' Writing Skills in Recount Text

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ABSTRACT

Writing proficiency in English is crucial for students, yet errors often occur in their written narratives. This study investigated how the use of Grammarly Application can enhance students' narrative texts. Employing an experimental quantitative research design, the study conducted random sampling among students from a State Middle School in Batubara. The experimental group comprised 31 students who used Grammarly Application, while the control group had 31 students without access to the tool. Pre- and post-tests using writing samples were employed to collect data. The independent sample T-test was utilized to test the hypothesis that Grammarly impacts students' writing skills, yielding a significant result of $0.000 < 0.05$. These findings reject the null hypothesis (H_0) and support the alternative hypothesis (H_a), indicating that Grammarly Application effectively improved students' narrative writing abilities. This study suggested that teachers can utilize Grammarly Application to enhance English writing instruction, enabling students to self-assess and revise their written work more effectively. Grammarly facilitates teachers' provision of constructive feedback and correction on students' writing, thereby enhancing overall writing proficiency in English classrooms. In addition to facilitating self-assessment and revision, Grammarly empowers students with instant feedback on grammar, style, and clarity, fostering a deeper understanding of English language conventions. This automated assistance allows teachers to focus more on higher-order writing skills, such as organization and argumentation, further enriching the learning experience and improving students' overall writing competence in English.

Keywords: Grammarly application; influence; recount text; writing skill.

INTRODUCTION

Language serves as the fundamental means through which humans communicate, whether orally or in written form. Writing, in particular, enables individuals to articulate and organize their thoughts more effectively than spoken communication. According to Nunan (2003), writing involves a process where ideas and reflections are structured into paragraphs and sentences that readers can comprehend. This skill is essential for indirect and non-face-to-face communication, as highlighted by Tarigan (2019). Additionally, Fitria (2020) emphasizes that writing practices aim to demonstrate proficiency in grammar, punctuation, and language structure, while presenting various viewpoints.

Among the diverse writing skills Indonesian students must master, recount text writing stands out. Recount texts narrate past events, aiming to engage readers by recounting a series of connected events from the author's or speaker's perspective. Sartika et al. (2022) defines

recount texts as structured narratives comprising orientation, events, and reorientation. The orientation typically introduces characters, describes the setting, and explains key information, while the sequence of events presents the main problem in chronological order (Jaya, et al., 2018). The reorientation concludes or summarizes the entire narrative.

Acquiring proficiency in writing is crucial for students' ability to organize ideas, construct arguments, and convey information effectively. This necessity is particularly pronounced in secondary education, where students are expected to master various writing styles, including recount texts. Despite the importance of writing skills, students often encounter challenges in mastering English writing. Studies across different contexts, such as Vietnam (Phuong, 2021), Thailand (Pradu & Ratih, 2021), and Indonesia (Susanto et al., 2024), reveal common difficulties including language comprehension, grammar usage, and time management issues during writing tasks. Kumala et al. (2017) further note frequent errors in spelling, grammar, punctuation, and capitalization among students, which can arise from inadequate understanding of sentence structure and mechanics.

Moreover, the absence of effective online tools in English writing instruction poses an additional barrier. Traditional educational media like books and images, while prevalent, often fail to stimulate students' interest or aid in practical writing skill development (Erazo & Esteve-Gonzalez, 2015). Furthermore, limited feedback opportunities during instructional periods can hinder students' progress in rectifying writing errors (Emmaryana, 2010).

In response to these challenges, technological advancements offer promising solutions. Online tools such as Grammarly have emerged as valuable resources in improving students' writing proficiency. Grammarly Application is an online editing service that detects and corrects grammatical errors, spelling mistakes, punctuation issues, and style inconsistencies (Amin Mubarak & Syafi'i, 2020; Daniels & Leslie, 2013; Jelita et al., 2023; Karyuatry, 2018; Syapitri et al., 2023). This tool not only enhances students' accuracy in writing but also fosters self-confidence and engagement by providing real-time feedback and guidance throughout the writing process.

Given its potential benefits, Grammarly Application has been increasingly integrated into educational practices to support students in developing their writing skills across various text types, including recount texts. Based on the previous statement, the gap in the research that this study aims to address lies in the specific exploration of how Grammarly Application influences students' ability to write recount texts. While it is acknowledged that Grammarly has been integrated into educational practices and shown potential benefits for improving writing skills across different text types, as indicated by Fadhilah et al., 2018, there appears to be a need for focused empirical insights specifically related to recount texts. Therefore, this study explores how the Grammarly Application influences students' ability to write recount texts, aiming to contribute empirical insights that can inform educators and researchers interested in enhancing writing instruction. Addressing these gaps will provide empirical evidence and practical insights that can inform educators and researchers in optimizing the use of Grammarly Application for enhancing students' recount text writing skills effectively.

Therefore, this research aims to investigate the specific impact of Grammarly on secondary school students' writing skills in recount texts. By focusing on this aspect of writing development, the study seeks to provide empirical insights into how Grammarly Application enhances students' ability to structure and articulate recount narratives effectively. The findings are intended to offer valuable guidance to educational practitioners and researchers interested in optimizing writing instruction through technology, particularly in the context of recount text composition.

METHODOLOGY

This study employed quantitative method to investigate the impact of the Grammarly Application on secondary school students' writing skills in recount texts. Quantitative research, as defined by Arikunto (2019), utilizes numerical data to collect, understand, and interpret results. Specifically, an experimental research design is adopted, as described by Sugiyono (2019), to examine how treatments affect outcomes under controlled conditions (Creswell & Creswell, 2018).

The study utilized a pretest-posttest control group design, where the experimental group receives the treatment (using Grammarly Application) while the control group does not. This design allows for a comparison of outcomes between the groups to assess the influence of the Grammarly application on students' recount text writing abilities.

The participants are eighth-grade students from a public middle school in Batubara Regency, North Sumatra Province, Indonesia. The selection of eighth-grade students is based on their typical challenges in writing proficiency identified in previous literature (Jenkins-Smith et al., 2017).

Simple random sampling is employed to select participants from two classes, VIII A and VIII C, to ensure unbiased representation from the population. Each class consists of 31 students, with VIII A designated as the experimental group and VIII C as the control group.

The procedure of this research started with both experimental and control groups initially undergo a pre-test where they are instructed to write a recount text on a given topic. This pretest assessed baseline writing skills and identifies initial strengths and weaknesses. Following the pretest, only the experimental group (VIII A) received the treatment, which involved instruction on how to write effective recount texts and how to use Grammarly Application to enhance their writing by correcting grammar, punctuation, and style errors. The control group (VIII C) did not receive any additional intervention. After the treatment period, both groups undergo a posttest where they are asked to write another recount text. This posttest evaluates the impact of Grammarly on the experimental group's writing compared to the control group's performance.

The data collection and analysis of this research were using the students' recount texts from both pretest and posttest are evaluated using a rubric adapted from existing assessment criteria (Brown & Hirschfeld, 2008). The rubric assesses content, organization, vocabulary, grammar, and mechanics to provide a comprehensive evaluation of writing proficiency.

Statistical analysis was using IBM SPSS Statistics version 22 is utilized for data analysis. Normality tests are conducted to ensure the data distribution is appropriate for parametric tests. Subsequently, an independent samples t-test is employed to determine if there is a significant difference in recount text writing scores between the experimental and control groups.

This methodology aims to provide empirical evidence on how the Grammarly application influences students' writing skills in recount texts. The findings contributed valuable insights to educators and researchers seeking to enhance writing instruction through technology in educational settings.

RESULT AND DISCUSSION

The independent simple T-test, descriptive analysis, normality test, and pre- and post-test results of this study were used to see if Grammarly Applications improved students' writing skills for recounting text. Pre-test and post-test were currently administered by the researchers to both the experiment and control group. They were brought closer to creating a subject-

arranged depiction text in order to make it easier for understudies to complete. As a result, table 1 presents the test results for the experimental group students.

TABLE 1. Pre-test and post-test in the experiment group

| No | Pre-test | | | | Post-test | | | |
|----|----------|------------|-----------|---------|-----------|------------|-----------|---------|
| | Score | Categories | Frequency | Percent | Score | Categories | Frequency | Percent |
| 1 | 56 | Fair | 2 | 6.5 | 75 | Fair | 2 | 6.5 |
| 2 | 58 | Fair | 2 | 6.5 | 76 | Fair | 2 | 6.5 |
| 3 | 60 | Fair | 2 | 6.5 | 78 | Fair | 4 | 12.9 |
| 4 | 62 | Fair | 1 | 3.2 | 80 | Good | 2 | 6.5 |
| 5 | 65 | Fair | 2 | 6.5 | 82 | Good | 2 | 6.5 |
| 6 | 68 | Fair | 3 | 9.7 | 84 | Good | 2 | 6.5 |
| 7 | 70 | Good | 4 | 12.9 | 85 | Good | 2 | 6.5 |
| 8 | 72 | Good | 2 | 6.5 | 86 | Good | 3 | 9.7 |
| 9 | 75 | Good | 3 | 9.7 | 87 | Good | 2 | 6.5 |
| 10 | 76 | Good | 2 | 6.5 | 88 | Good | 2 | 6.5 |
| 11 | 78 | Good | 4 | 12.9 | 89 | Good | 2 | 6.5 |
| 12 | 80 | Good | 1 | 3.2 | 90 | Excellent | 1 | 3.2 |
| 13 | 82 | Good | 3 | 9.7 | 92 | Excellent | 3 | 9.7 |

Table 1 above presents the initial assessment of students' writing skills in recount texts revealed a range of proficiency levels. The pre-test scores were categorized into "Fair" and "Good," with the majority of students scoring in the "Fair" category. In the pre-test, the participants' scores ranged from 56 to 82, with the majority falling into the "Fair" and "Good" categories. Specifically, 39.4% of the participants scored within the "Fair" category (scores 56-68). Reversely, the post-test results demonstrated a marked improvement in participants' scores. The scores now ranged from 75 to 92, with noticeable shifts in categories; "Fair" category (scores 75-78), the percentage of participants decreased to 25.9%. The "Good" category (scores 80-89) saw a composition of 54.8% of participants, showing an improvement in their writing skills. Most notably, the "Excellent" category (scores 90-92) emerged in the post-test, which was absent in the pre-test.

Table 2 displays the test results for the control group students. At that time, they were required to write a recount text on a topic of their choosing in order to facilitate writing, as shown as follows.

TABLE 2. Pre-test and post-test in the control group

| No | Pre-test | | | | Post-test | | | |
|----|----------|------------|-----------|---------|-----------|------------|-----------|---------|
| | Score | Categories | Frequency | Percent | Score | Categories | Frequency | Percent |
| 1 | 52 | Fair | 3 | 9.7 | 66 | Fair | 2 | 6.5 |
| 2 | 60 | Fair | 2 | 6.5 | 67 | Fair | 2 | 6.5 |
| 3 | 62 | Fair | 6 | 19.4 | 68 | Fair | 2 | 6.5 |
| 4 | 64 | Fair | 5 | 16.1 | 70 | Good | 3 | 9.7 |
| 5 | 68 | Fair | 1 | 3.2 | 72 | Good | 3 | 9.7 |
| 6 | 70 | Good | 3 | 9.7 | 74 | Good | 4 | 12.9 |
| 7 | 72 | Good | 1 | 3.2 | 76 | Good | 2 | 6.5 |
| 8 | 74 | Good | 2 | 6.5 | 78 | Good | 2 | 6.5 |
| 9 | 76 | Good | 1 | 3.2 | 79 | Good | 1 | 3.2 |
| 10 | 78 | Good | 4 | 12.9 | 80 | Good | 2 | 6.5 |
| 11 | 80 | Good | 2 | 6.5 | 82 | Good | 4 | 12.9 |
| 12 | 82 | Good | 1 | 3.2 | 84 | Good | 2 | 6.5 |

Table 2 shows that The control group's pre-test and post-test scores were categorized into "Fair" and "Good," highlighting the differences in writing proficiency before and after a period of traditional instruction without Grammarly. In total, 17 participants (54.9%) were categorized as "Fair," suggesting a significant portion of the control group had basic to moderate writing skills. On the other hand, 14 participants (45.2%) were categorized as

"Good," showing a reasonable level of writing proficiency among some students. The post-test results showed some improvement in the control group. In total, 6 participants (19.5%) remained in the "Fair" category, indicating a reduction in the number of students with moderate writing skills. On the other hand, 23 participants (74.2%) achieved scores in the "Good" category, showing a significant increase from the pre-test results.

DESCRIPTIVE ANALYSIS

Descriptive statistics were used in the study to look at the minimum, maximum, average, and standard deviation of the pre-test and post-test outcomes for both groups. Insights are employed as descriptive metrics to represent or collect data without disclosing pertinent conjecture.

Using the statistical programme SPSS 22, the analysts analysed the pre- and post-test data for both the exploratory and control classes. The results will be displayed in table 3 below:

TABLE 3. Descriptive statistics

| | N | Minimum | Maximum | Mean |
|--------------------|----|---------|---------|-------|
| Pre Ex | 31 | 56 | 82 | 70.42 |
| Post Ex | 31 | 72 | 92 | 82.97 |
| Pre Cont | 31 | 52 | 82 | 67.61 |
| Post Cont | 31 | 66 | 85 | 75.39 |
| Valid N (listwise) | 31 | | | |

Table 3 displays the pre-test findings for the exploratory group. The mean score was 70,42, with an associated standard deviation of 8,049. Out of these, 82 were the most significant and 56 were the least significant. The post-test results for the exploratory group went from 72 to 92, with a mean of 82,97 and a standard deviation of 5,975. The pre-test results for the baseline group were as follows: mean = 67,61; standard deviation = 8,632; extreme value = 82; base value = 52. The control group's post-test findings showed a mean of 75,39 and a standard deviation of 6,146, where 85 was the highest number and 66 was the lowest.

Consequently, the mean values of the experimental and control groups are different. Compared to the control group, the experimental group's post-test results showed a considerable improvement. This should be demonstrated by the 82,97 mystery mean worth of the deferred post-test and the 70,42 mystery mean worth of the exploratory event pre-test. This should be demonstrated by the notable value of 12,55. The control group's mean difference between pre-test and post-test results was 73,39, while the control group's mean difference was 67,61, despite the fact that there was also an increase in the control group. However, compared to the benchmark group, the exploratory group's mean post-test esteem increased by 5,78.

NORMALITY TEST

The expectedness of the data is assessed using the ordinarieness test. This normality test is also carried out in order to locate the t test at a later stage. In this study, the Shapiro-Wilk normality test is used. A valuable overview ordinarieness test with a little model size is the Shapiro-Wilk system. The Shapiro Wilk normality test is utilized by researchers with fewer than one hundred samples.

To pass this normality test, the data must be normal distributed if the significance value is greater than 0,05. Table 4 contains the audit's conclusions. The normality test that was utilized was the Quantifiable Program for Social Science (SPSS) 22:

TABLE 4. Tests of normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------------------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-Test Experiment | .135 | 31 | .161 | .939 | 31 | .077 |
| Post-Test Experiment | .120 | 31 | .200* | .949 | 31 | .150 |
| Pre-Test Control | .178 | 31 | .013 | .935 | 31 | .060 |
| Post-Test Control | .117 | 31 | .200* | .937 | 31 | .067 |

According to table 4, the data are normal if each Shapiro-Wilk normality test significance value is greater than 0,05. The Examination pre-test quantifiable worth is 0,939, with df 31 and a significance of 0,77, according to the Shapiro-Wilk normality test data, indicating that information flows frequently.

In contrast, the experimental class post-test has a df of 31, a statistical value of 0,949, and a significance level of 0.150. These numbers indicate that the information is widely disseminated because they are more prominent than 0,05. The control class pre-test data have a measurable worth of 0,935, a df of 31, and a significance level of 0,60, which all suggest that the data are typically communicated. The control's final post-test value of 0,937, with a df of 31 and a significance level of 0,67, demonstrates that the data are also normally distributed.

INDEPENDENT SIMPLE T-TEST ANALYSIS

The experiment and control groups' understudy test results are examined in this study using the t-test. The purpose of this test was to determine how grammar practice affected students' ability to write descriptive texts. In this free model T-test, the strong variable is achieved by: a. Ho is rejected because if the 2-tailed Sig value is less than 0,05, there is a difference.

This demonstrates that the control group's treatment was fundamentally different from the experiment group. b. The two-followed Sig esteem does not differ if it is greater than 0,05, so Ho is accepted. This demonstrates that the treatment differences between the experiment group and the control group are not entirely unique.

In order to ascertain whether or not there is a significant difference between the two groups, the researchers used SPSS 22 to perform a straightforward independent T-test. The outcomes were displayed in Table 5 below:

TABLE 5. Independent samples test

| | | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
|------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Resu | lt | | | | | | | | Lower | Upper |
| | Equal variances assumed | .052 | .820 | 4.924 | 60 | .000 | 7.581 | 1.540 | 4.501 | 10.660 |
| | Equal variances not assumed | | | 4.924 | 59.952 | .000 | 7.581 | 1.540 | 4.501 | 10.660 |

The Sig respect is displayed in the table's outcome, which is most likely going to be table 5. If the value of 0,820 is greater than 0,05, Levene's Test of Fairness of Differences shows that the data variance is the same or same between the experimental and control groups. Table 5 of the "Equivalent Changes Accepted" part of the test with free samples illustrates this. Because the

independent sample test is used in the decision-making process, the value of 0.000 shows that H_a is accepted and H_0 is denied.

To further substantiate these results, those demonstrates that students who used Grammarly Application exhibited a marked enhancement in their writing skills compared to those who did not. This study investigates the impact of the Grammarly application on improving students' writing skills, particularly in recount texts. The results from both the experimental and control groups highlight significant differences in writing proficiency, underscoring the effectiveness of Grammarly as a learning tool. Students in the experiment group who received treatment through the Grammarly application scored higher on tests related to the two groups than students in the control group who did not receive treatment. The highest possible score on the initial (pre-test) exam that the two groups took prior to receiving treatment was 82. However, for the minimum values, the experimental group had a value of 56, while the control group had a value of 52. These initial assessments indicate a comparable baseline proficiency across both groups. The analysis of pre-test and post-test results from both the control and experimental groups highlights the positive impact of the Grammarly application on students' writing skills in recount texts. While traditional instruction leads to improvements, the integration of Grammarly significantly accelerates and deepens students' writing proficiency. This suggests that educational institutions should consider incorporating such technological tools into their curricula to better prepare students for the demands of effective writing. By leveraging technology like Grammarly, students can achieve higher levels of grammatical accuracy, coherence, and overall writing quality, contributing to their academic and professional success.

The results of this research aligned with previous research. Parra and Calero (2019) found that students' writing scores significantly improved when they took post-tests after using tools like Grammarly. Similarly, Soegiyarto et al. (2022) noted overall improvements in students' writing abilities when they utilized Grammarly. These studies corroborate the effectiveness of Grammarly in fostering better writing skills. The aim of this review is to evaluate the effectiveness of the Grammarly app in helping students improve their writing skills, particularly in recount texts. The results indicated that students benefit from using Grammarly to enhance their writing abilities, especially for graphic texts. This aligned with a survey involving Yulianti (2018), which found that students are more likely to revise their writing when they are informed of their grammatical errors.

The researchers employed Grammarly application as a tool to assist students with recount texts due to its capability to provide rapid automatic corrections. Grammarly proved to be more effective than teacher feedback for addressing linguistic errors in written English as a second language (Ghufron & Rosyida, 2018). According to Wilson and Czik (2016), automated feedback not only motivates students to consistently produce high-quality writing but also aids teachers in improving students' writing skills. Thus, using Grammarly Application can expedite the process of identifying and correcting errors in student compositions.

This is supported by Otake's research (2021), which found that Grammarly's immediate feedback is particularly effective in classes with many students using printed materials. Grammarly's ability to offer suggestions, corrections, and explanations as automatic feedback helps students quickly identify and understand writing errors (Sulistyowati, 2021). Based on the results of this research, it is clear that students who use Grammarly Application demonstrate improved writing skills in recount texts.

The comprehensive findings from this research underscore that students who utilize Grammarly demonstrate enhanced writing skills in recount texts. The application's ability to provide timely and effective feedback, corrections, and suggestions significantly contributes to students' writing proficiency. Moving forward, further exploration into Grammarly's impact

across diverse writing genres and educational settings would provide valuable insights into its broader applicability and benefits in language learning and writing instruction.

CONCLUSION AND RECOMMENDATION

The results of this study demonstrated that Grammarly Application significantly enhances students' writing quality. Improvements were observed in various aspects of writing, including accuracy, structure, language use, spelling, writing tools, and writing strategies. The results show a clear distinction in writing skills between the pre-test and post-test groups, with the experimental group, who used Grammarly, achieving higher scores compared to the control group.

Future research should address these limitations and explore the application of Grammarly across different types of texts and writing contexts. Nonetheless, the study underscores the value of Grammarly as a supplementary English learning tool for educators, aiding students in drafting and refining their written work. Teachers can leverage Grammarly to provide timely and accurate feedback, thus facilitating the development of students' writing proficiency.

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Language Politeness of Presidential and Vice-Presidential Candidates 2024-2029 Period in Campaign Impressions on TikTok Social Media

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ABSTRACT

To attract public attention, presidential and vice-presidential candidates conduct campaign activities as a form of introduction and delivery of their work programs through 'sweet message and promise'. In delivering these messages, intentionally or unintentionally, sometimes the candidates use language that is less polite. This is interesting to study from the aspect of politeness. Therefore, the researchers were interested in examining the language politeness. This research was conducted using descriptive research approach. The theory used was Leech's politeness principle. The research data were in the form of expressions containing the maxims of politeness sourced from TikTok social media campaign showed and obtained using documentation techniques with the instrument of documentation study guidelines. Then, the data were processed using the extra lingual pairing method. From the results of the study, it is concluded that the maxim of generosity is the most widely used maxim in the campaign for the election of the president and vice president of Indonesia for the 2024 elections. Through the use of this maxim, candidates try to humble themselves in the hope of gaining public sympathy so as to get a lot of votes and win the contestation. The contemporary context, the specific application of politeness theory to political campaigns on a modern social media platform became the novelty of this study. By pursuing these avenues, future researchers can deepen the understanding of political communication strategies and their effects on the electorate.

Keywords: Campaign; presidential and vice-presidential candidates; language politeness; TikTok.

INTRODUCTION

Campaigns are message delivery activities carried out by prospective leaders to attract public attention. In line with this view, the core of campaigning is about the messages conveyed by the candidates. Each candidate seeks to explain a particular theme or topic to the public (Fatimah, 2018). In this context, a campaign is nothing but a collection of conceptualized efforts to influence the public in order to gain a large amount of support carried out individually or in groups (Sihombing et al., 2024). There are two ways that candidates can campaign, namely (1) meeting directly with the public to convey their political messages and (2) utilizing

print and electronic media through advertisements related to prospective candidates and their superior programs that hope to attract people's sympathy (Dewanti et al., 2021). Therefore, candidates and their supporters try various systematic ways to achieve the desired goals so that the right communication strategy in campaigning brings prospective candidates to victory in the General Election (Nur, 2019). In fact, most political campaign strategies are often shown to bring down other candidates. These types of campaigns are *negative campaigns* and *black campaigns*. A black campaign is a campaign that aims to bring down an opponent by spreading false news, while a negative campaign is a campaign that contains information about the opponent's negative values, both regarding his *track record* and the problems he has experienced (Pamungkas & Arifin, 2019). As for what is included in *negative campaign* activities according to Law No. 17/2017, namely related to violations of the code of ethics for organizing elections, election administration violations, election disputes, and election crimes (Doly, 2020). In sum, negative campaign activities include violations of the code of ethics for organizing elections, election administration violations, election disputes, and election crimes.

Previous studies show that many candidates violate the maxims of language politeness in campaigning, especially in open debates. The results of research on Leech's politeness principles conducted by Akbaruddin, Priyanto and Agusti revealed that in open debates candidates violated many politeness principles (Akbaruddin et al., 2018). Similar research results were also found in the research of Shofiana, Syamsul Ghufron, and Nisaul in 2020 which concluded that in the 2019 presidential election debate there were many violations of maxims compared to the observance of maxims of language politeness (Shofiana et al., 2020). The type of violation of politeness principles that is widely used is the violation of maxims, while the principle of politeness that is least violated is the maxim of withholding opinions (Yuliyanti, 2022). In summary, the most common type of violation of politeness principles involves the violation of maxims, whereas the least violated principle of politeness is the maxim of withholding opinions

When campaigning, the presidential and vice-presidential pairs conveyed their vision and mission. In the delivery of this vision and mission, there are language events in which various forms of creativity occur. Therefore, language users must be good at using it well. This is because language is inseparable from meaning (Pujiatna et al., 2019). With language, humans convey and express their messages through communication. Language also plays an important role in the realm of human life (Kurnia & Asriyanti, 2016). In addition, the language used by a person can describe his character and character. People who have language politeness will have good character, on the contrary, people who do not have language politeness do not have good character so they often sneer, criticize, and blaspheme others (Kurnia & Asriyanti, 2021). Language politeness is also a way used by speakers in communicating so that speech partners do not feel pressured, cornered or offended, it can be interpreted as an effort by speakers to maintain the self-esteem of speakers and speech partners (Halawa et al., 2019).

In the modern era, language politeness is often ignored or even forgotten by the use of social media so that communication often violates the principles of politeness. This is in line with previous research which shows that the speech written by Facebook social network users is dominated by impolite speech because it violates the principles of politeness. The form of language variety written in the Facebook social network cannot be categorized as polite when measured using the principle of politeness proposed by Leech (Nuralifa et al., 2021).

The development of information and communication technology has changed political communication and political campaigns. One significant development in terms of political communication is the emergence of social media. Social media has become a platform that plays an important role in various aspects of people's lives, including political campaigns, one example is TikTok (Fahruji et al., 2023). *TikTok* is a social networking service that uses short videos as a medium to collect and display creativity, knowledge, or other moments

(Firamadhina & Krisnani 2021). In addition, *TikTok* uses an easy way to collect and share moments with the world through photos and videos (Sari & Candrasari, 2023). The development of information technology above has made presidential and vice presidential candidates, supporting parties, volunteers, and supporters utilize social media as a place to campaign. During the presidential and vice-presidential elections for the 2024-2029 period, there were many campaign impressions of the candidates uploaded by official and unofficial accounts on *TikTok* social media. In the campaign, there are communication activities by the candidates and one of the criteria in choosing a leader is choosing a leader whose way of communicating uses polite language. For this reason, during this campaign period, researchers are interested in examining the language politeness of presidential and vice-presidential candidates for the 2024-2029 period in campaign impressions on *TikTok* social media based on the use of Leech's language politeness maxims.

1) Robin Lakoff

Lakoff revealed that politeness is a system of relationships between two individuals that is useful for influencing and minimizing conflict and confrontation that includes human speech (Saifudin, 2020).

2) Bruce and Fraser

Bruce and Fraser say that politeness is a property that is positioned with speech. That is, in the opinion of the interlocutor, the speaker does not exceed his rights in fulfilling his obligations as a speaker (Puspitasari, 2019).

3) Brown and Levinson

Brown and Levinson explained that there are several politeness strategies that exist in society, namely from avoiding face-threatening actions to various types of disguises in speech. The five politeness strategies are (1) performing speech acts as they are, without pleasantries, (2) performing speech acts using positive politeness, (3) not using negative politeness speech acts, (4) performing speech acts indirectly or off record, and (5) not performing speech acts or not being silent (Jayanti & Subyantoro 2019).

4) Geoffrey Leech

Leech (1983) presents a politeness theory based on politeness principles which are elaborated into maxims (provisions, teachings). The six maxims are maxims of (1) tact; (2) acceptance (generosity); (3) generosity (approval); (4) modesty; (5) agreement; and (6) sympathy (sympathy) (Abdul Chaer, 2010).

5) Pranowo

Pranowo revealed that politeness is a rule of behavior that is determined and agreed upon with certain communities so that when someone is communicating, it should be conveyed properly and correctly and use politeness rules in every language act (Muslihah & Febrianto, 2017). Those are valuable insights into various aspects of politeness theory and its application in communication.

METHODOLOGY

This research was qualitative research that aims to understand an event experienced by the subject (Islamiati, 2023). Qualitative research is research that examines something explicitly based on data in the form of words or images, not numbers (Mahsun, 2012). In this case, the method used is descriptive analysis through activities to describe data, determine meaning, and draw conclusions or implications (Hidayat et al., 2018). The research technique used is the technique of free-interactive listening (non-participant observation), which is the observation of language use by informants (Sugiyono, 2008). This means that the researcher is not involved in the speech event whose language is being studied and only listens to the dialog that occurs

between the informants. Therefore, the researcher only observes the presidential and vice-presidential candidates' speech on the campaign broadcast on TikTok without being involved. The data collection technique uses documentation techniques for writings, images, or monumental works of a person (Safira, 2021). Documentation was conducted on 15 campaign impressions from each pair of presidential and vice-presidential candidates for the 2024-2029 period uploaded by official and unofficial accounts on TikTok social media. The instrument used was a documentation study guideline containing guidelines for collecting data from documents or written materials related to the research phenomenon (Ardiansyah et al., 2023). The data analysis method used is extra lingual pairing, which is a method used to analyze elements that are extra lingual or connect language problems with things that are outside the language, for example context (Mahsun, 2012). The steps used to analyze the data are first by transcribing the 2024 presidential-vice presidential campaign impressions, then second by analyzing them using language politeness indicators.

TABLE 1. Indicators of politeness

| Maxim | Indicator |
|---------------|--|
| Wisdom | Expressed in an explicit sentence indicated by markers such as the words <i>submit</i> and <i>depend</i> . Expressed with implicit sentences in the form of a series of sentences that contain the meaning of <i>not forcing, not insinuating, and not requiring the interlocutor</i> . |
| Reception | Expressed in an explicit sentence indicated by markers such as the words <i>realize</i> and <i>surrender</i> . Expressed with implicit sentences in the form of a series of sentences that contain the meaning of <i>accepting opinions, offering help, and listening to the interlocutor</i> . |
| Generosity | Expressed with explicit sentences indicated by markers such as the words <i>please, thank you, and apologize</i> . Expressed with implicit sentences in the form of a series of sentences that contain the meaning of <i>sincerity, respect, not accusing, and not looking down on the interlocutor</i> . |
| Humility | Expressed with explicit sentences indicated by markers such as the words <i>gratitude, patience, and ikhlas</i> . Expressed with implicit sentences in the form of a series of sentences that contain the meaning of <i>impoliteness and not boasting to the interlocutor</i> . |
| Consent | Expressed with explicit sentences indicated by markers such as the words <i>good, okay, agree, and sip</i> . It is stated implicitly in the form of a series of sentences in which the meaning of <i>choice is waived and not commanded</i> . |
| Compatibility | Expressed with explicit sentences indicated by markers such as the words <i>welcome, happy birthday, condolences, and be careful</i> . Expressed with implicit sentences in the form of a series of sentences that contain the meaning of <i>understanding the feelings experienced by the interlocutor</i> . |

RESULT AND DISCUSSION

This study delves into the communicative strategies employed by the candidates, focusing on how language politeness is manifested in their campaign impressions. By examining their *TikTok* content, the researchers aim to uncover the nuances of their rhetorical approaches and the impact of their politeness strategies on voter perceptions and engagement. The result and discussion provide insights into the evolving dynamics of political discourse in the realm of social media, highlighting the intersection of digital communication and electoral politics.

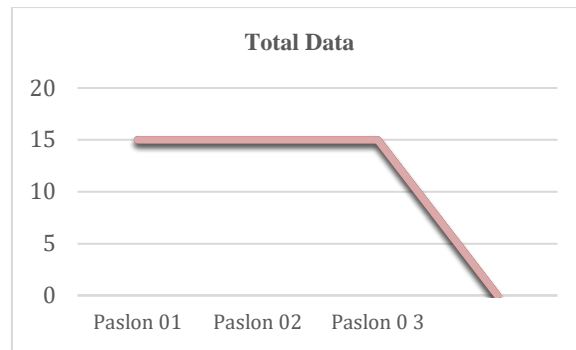


FIGURE 1. Total data

Figure 1 above shows the amount of data from each pair of presidential and vice-presidential candidates for the 2024-2029 Indonesian elections. The three pairs have the same amount of data, namely 15 campaign impressions on *TikTok* taken from various sources. The data sources are presented in the following diagram.

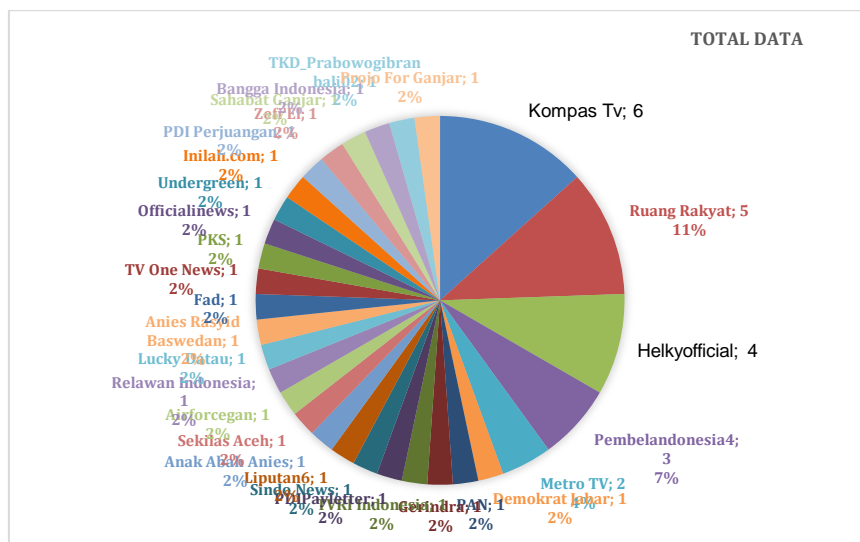


FIGURE 2. Data source

Figure 2 above shows the various sources of data that have been collected. There are 31 total data sources used from the 45 data taken. Judging from the diagram above, the most sources of data were obtained from *Kompas TV* as much as 13% with 6 video shows, followed by *Ruang Rakyat* as much as 11% with 5 video shows, *Pembelandonesia* as much as 7% with 3 video shows, then *Metro TV* as much as 4% with 2 video shows. The sources were 25 accounts with a percentage of 2% each.

This shows that the *TikTok* media accounts of *Kompas TV*, *Ruang Rakyat*, and *Pembelandonesia* are official and unofficial social media accounts that are considered trusted by audiences as *TikTok* social media that present relevant and interesting content. Thus, it can be concluded that the *TikTok* social media accounts *Kompas TV*, *Ruang Rakyat*, and *Pembelandonesia* have an important role in providing content that is considered relevant and interesting by the audience. They offer different video shows, but still have a significant percentage in the total data taken. This shows that both official and unofficial social media accounts play an important role in providing content that audiences find relevant and interesting.

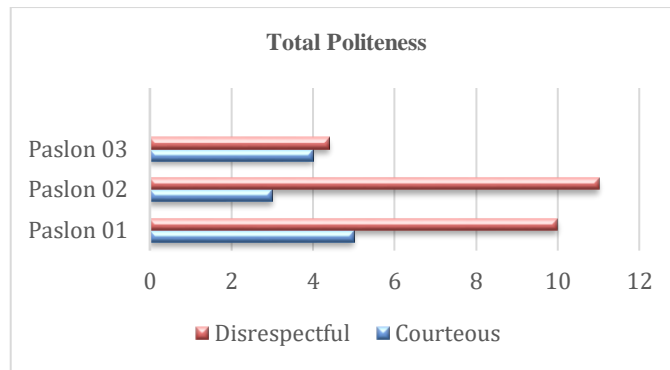


FIGURE 3. Total of politeness

Of the 45 *TikTok* social media video campaign shows collected, it was found that there were 12 campaign shows that contained the principle of politeness maxims, while most of the others or 33 video shows did not contain elements of the principle of politeness maxims. This shows that only 27% of the data contains the principle of maxims of politeness, less than one-third as presented in diagram 03. The campaign broadcast of presidential and vice-presidential candidate pair number 01 contains 5 broadcasts that contain the principle of maxims of politeness (33.33%) and 10 broadcasts do not contain the principle (66.66%). Meanwhile, the presidential and vice-presidential candidate pair number 02 contains 3 impressions of the principle of politeness maxim (20%) and 12 impressions do not contain this principle (80%). The presidential and vice-presidential candidate pair number 03 contains 4 impressions of the principle of maxims of politeness (26.66%) and 11 impressions do not contain this principle (73.33%).

Based on this data, it can be concluded that the presidential and vice-presidential candidate pairs in the 2024 Election make little use of the principle of maxims of politeness in campaign broadcasts on *TikTok* social media. However, only one presidential and vice-presidential candidate pair, namely candidate pair number 01, makes more use of the principle of maxims of politeness in campaigns on *TikTok* social media, even this candidate pair becomes a *trending topic* during *TikTok live* by gaining hundreds of thousands of *viewers* during the live broadcast. In addition, this candidate pair is also a pair that tries to break through conventional campaign methods so far by utilizing social media, especially *TikTok*.

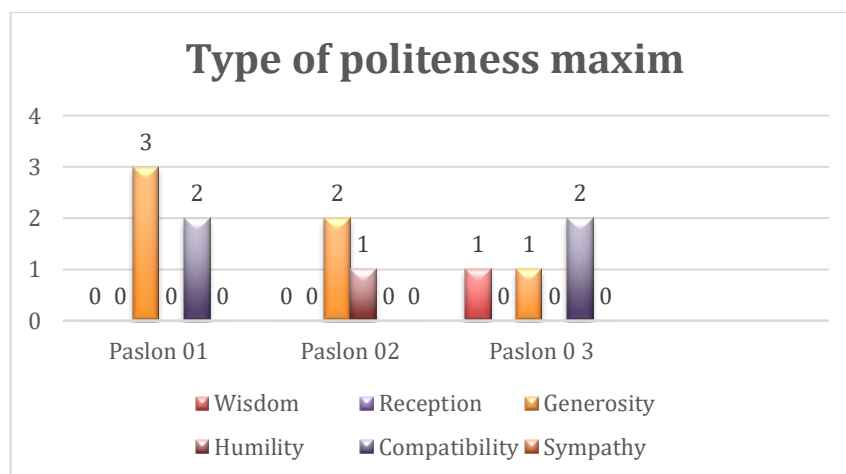


FIGURE 4. Types of politeness maxims

The following presents the principles of politeness maxims obtained from *TikTok* social media campaign impressions of each pair of presidential and vice-presidential candidates for the 2024 Indonesian elections. In the next section, the discussion is presented.

ANIES-MUHAIMIN

Of the 15 data of the presidential and vice-presidential candidate pair 01, there are 5 data that contain maxims and 10 data that do not contain maxims. The 5 data that contain maxims consist of 3 maxims of generosity and 2 maxims of compatibility.

The first data contains the maxim of generosity from the presidential and vice-presidential candidate pair 01 which is stated implicitly because at the beginning of the conversation, the speaker conveyed his idea to make campaign activities more qualified by conducting direct discussions with the community through *live* on *TikTok*. At the end of the wetting, the speaker expressed his gratitude for the greatness of the hearts of those who participated.

The second data contains maxims of generosity from the presidential and vice-presidential candidate pair 01 which is stated explicitly because it uses the pointer word "Thank you" then continued with the speaker appreciating the people who have attended with the sentence "Clear like crystal because it reflects the sincere intentions that exist in our body and soul. Crystal clear that will make our country advanced and respected by the world."

The third data containing maxims of generosity from the presidential and vice-presidential candidate pair 01 is stated implicitly because the speaker conveys the doctrine of positive thinking that people who are in line (mosque congregations) will bring change to the Indonesian nation. At the end of the conversation, the speaker again said the word change to make people enamored with him.

The fourth data contains maxims of compatibility from the presidential and vice-presidential candidate pair 01 which is stated implicitly because the speaker wants to convey the desire to everyone about the condition of the country that is at a crossroads. He explained the crossroads, then the speaker ended by giving choices to everyone.

The fifth data contains maxims of compatibility from the presidential and vice-presidential candidate pair 01 stated implicitly because the speaker conveyed a better way for the community to respond to the promises of prospective leaders.

PRABOWO-GIBRAN

Of the 15 data of the presidential and vice-presidential candidate pair 02, there are 3 data that contain maxims and 12 data that do not contain maxims. The 3 data that contain maxims consist of 2 maxims of generosity and 1 maxim of humility.

The first data contains maxims of generosity from the presidential and vice-presidential candidate pair 02 stated explicitly because it uses the pointer word "Mohon maaf". At the beginning, the speaker apologized for the traffic jam that occurred to the people of Jakarta, then explained the reason. At the end, the speaker also said with the sentence "But I got a report that you have been standing here since 9 o'clock this morning. That's why I decided to speed up the event."

The second data contains maxims of generosity from the presidential and vice-presidential candidate pair 02 stated explicitly because the speaker said that if his supporters were rained on then he also had to be rained on, then the speaker ended with the sentence "Because I got a vibration of enthusiasm."

The third data contains maxims of humility from the presidential and vice-presidential candidate pair 02 stated explicitly because the speaker conveyed to his volunteers that when someone slanders and insinuates (presidential and vice-presidential candidates) there is no need

to reply, just smile and jog (cool) aja and everyone must get along even though they have been hurt.

GANJAR-MAHFUD

From the 15 data of the presidential and vice-presidential candidate pair 03, there are 4 data that contain maxims and 11 data that do not contain maxims. The 4 data that contain maxims consist of 1 maxim of wisdom, 1 maxim of generosity and 2 maxims of compatibility.

The first data contains maxims of wisdom from the presidential and vice-presidential candidate pair 03 stated implicitly because the speaker delivered a long speech about the end of the presidential-vice presidential campaign period and invited his supporters to keep fighting together.

The second data contains maxims of generosity from the presidential and vice-presidential candidate pair 03 stated explicitly because it uses the pointer word "please". The speaker maximizes respect for others by delivering a message to his supporters not to spread *hoaxes* so as not to hurt others.

The third data contains maxims of compatibility from the presidential and vice-presidential candidate pair 03 stated implicitly because the speaker analogizes the people as chickens that are treated badly when they are consumed by humans. Followed by the speaker discussing the issue of democratic courage that has been echoed by culturalists, journalists and scientists.

The fourth data contains maxims of compatibility from the presidential and vice-presidential candidate pair 03 stated implicitly because the speaker who left a message to his supporters to remain peaceful despite having different political choices. At the end of the conversation, the speaker again told his supporters to remain peaceful and think rationally.

Based on the data above, the maxim most widely used by the 2024 presidential-vice-presidential pairs is the maxim of generosity, both explicitly and implicitly. The presidential-vice-presidential pair number 01 is the candidate pair that uses the maxim of generosity the most with 3 data; followed by the presidential-vice-presidential pair number 02 which uses the maxim of generosity as much as 2 data and the presidential-vice-presidential pair number 03 uses 1 data maxim of generosity.

The indicators of the maxims of generosity used by the 2024 presidential and vice-presidential candidates are explicitly shown by the markers *thank you*, *apologize*, and *please*. In addition, implicit sentences are also used in the form of a series of sentences in which they contain sincerity, respect, do not accuse, and do not look down on the interlocutor. Overall, the number of indicators of the maxim of generosity used is 6 indicators consisting of 4 explicit sentences and 2 implicit sentences. Thus, it can be concluded that through the use of the maxim of generosity, the candidate pairs try to reduce criticism and increase praise from others in their speech.

The presidential-vice-presidential pair 01 is the pair that uses the maxims of generosity the most in their speech, which is a total of 3 data. The most expressed sentence form is an implicit sentence because in his speech. The presidential-vice-presidential pair 01 appreciates their interlocutors implicitly with sincere words full of heart by saying that people who come to support them are carriers of change for Indonesia, and praising the sweat of their supporters clear as crystal. This is in line with his profile who was once a lecturer and from religious circles so that he is very adept at communicating. In addition, from the speaking style of the presidential-vice-presidential pair 01, which is calm, not loud, and with a smiling face, as well as neat and polite clothes so that the campaign impressions contain the most maxims of generosity compared to other presidential-vice-presidential pairs.

The presidential-vice-presidential pair 02 is the second pair to use the maxim of generosity in their speech, which is a total of 2 data. The most expressed sentence form is an

explicit sentence because in their speech, the presidential-vice-presidential pair 02 directly appreciates their interlocutors without further ado. The expression of appreciation used in his speech was realized by delivering "apologies and I will also get caught in the rain if my supporters get caught in the rain". This is in line with his background as a soldier so that the vice-presidential candidate pair 02 in their communication they express it directly and firmly. In addition, when viewed from the campaign broadcast, the style of speech of the presidential-vice-presidential candidate pair 02 is loud and expressed passionately and his style of dress with a shirt issued causes him to be the second presidential-vice-presidential candidate pair that contains the most maxims of generosity.

The presidential-vice-presidential pair 03 is the third pair to use the maxim of generosity in their speech, which is a total of 1 data. The use of this maxim is mostly expressed in the form of explicit sentences. In asking for help, for example, the presidential-vice-presidential pair 03 expressed it directly without further ado by using the word *please*. This is in line with his straightforward character. In addition, the speech style of the presidential-vice-presidential pair 03 quite often uses a high tone, but not always and the style of dress that often uses jackets characterizes this candidate pair.

CONCLUSION AND RECOMMENDATION

Based on the results and discussion above, it can be concluded that the language politeness of the 2024-2029 Presidential Candidate pairs in campaign impressions on *TikTok* social media mostly uses the maxims of generosity. This indicates that the candidates are trying to humble themselves or 'not boast'. The goal is that the candidates hope to gain public sympathy so that they get a lot of votes and can win the contestation. It is natural that this maxim is chosen because through the use of this maxim, it is hoped that there will be sympathetic feelings and attitudes from voters in a political contestation.

Based on the findings of this study, it is suggested that presidential and vice-presidential candidate pairs can improve language politeness in the presidential election campaign and how Leech's maxim theory can be further used in analyzing speech on other social media. In addition, it is also expected that for further research the data taken can be differentiated, namely data on presidential and vice-presidential candidate pairs during campaigns in the community and presidential election debates held by the General Election Commission.

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Social Inequality in the Movie “Fantastic Mr. Fox”

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ABSTRACT

This research examined social inequality and the resulting conflicts in the movie "Fantastic Mr. Fox." The objectives were to identify and analyze the portrayal of social inequality within the film using Max Weber's theory of social stratification. Using descriptive qualitative method, the study involved detailed analysis of the movie script to uncover these themes. The findings revealed that the farmers, representing the upper class, oppress the animal community, which symbolizes the lower class. This dynamic led to various conflicts, highlighting the struggles and resistance of the underprivileged against the powerful. Film analysis demonstrated how animated films can reflect real-world social hierarchies. In conclusion, the research provided a deeper understanding of the use of popular media to comment on societal issues and emphasizes the importance of empathy and collective action to address inequality. This study contributes to the field by showcasing the potential of animated films as tools for social commentary and education. This study highlights the capacity of animated films to serve as effective mediums for social critique, urging viewers to recognize and challenge societal inequalities. The findings underscore the necessity for empathy and collective action in addressing systemic oppression.

Keywords: social inequality; class inequality; status inequality; conflict

INTRODUCTION

Social inequality can be defined as an unequal distribution of opportunities, resources, and privileges within society and that individuals are stratified in society based on three dimensions: class, status, and power according to Max Weber's theory on social stratification (Waters & Waters, 2016). While Marx's concept of social stratification focuses primarily on the economic divisions between the bourgeoisie and the proletariat, Weber's theory is more complex, encompassing not only class but also status and power as distinct yet interrelated dimensions of social hierarchy (Panday, 1983). Social inequality in Weber's view is a result of the complex relationships among these variables, offering a comprehensive understanding of how many factors contribute to an individual's place within the social hierarchy. Class inequality is based on economic reasons, defining people's places in the distribution of wealth and resources in society. Status disparity centers around social prestige and acknowledgment, reflecting people's perceived value based on cultural standards. Power inequality involves the

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allocation of influence and authority, making choices and managing resources within society and political systems (Weber, 1978).

Conflict is a clash of opposing interests (Cooper, 2003). This clash can be minor, involving small disagreements or misunderstandings that are quickly resolved. Alternatively, it can be highly severe, involving intense disputes that lead to significant and lasting consequences. Conflict arises when the interests of one-party encounter those of another, whether accidentally or deliberately, and these interests cannot be easily reconciled. Tam (2016) further explains that conflicts can manifest in various forms, ranging from personal disagreements to large-scale disputes, and often involve complex emotional, social, and psychological dimensions. The intensity and nature of the conflict depend on the significance of the needs and desires at stake, as well as the power dynamics between the involved parties.

Literature can be defined as a broad term that encompasses written works in various forms, styles, and genres, including prose, poetry, drama, and academic writing. It serves as a means of communication, entertainment, and education, allowing readers to explore new ideas, emotions, and experiences, and reflects the diverse perspectives, cultures, and experiences of its creators (Wijaya, 2021). Literary works are typically characterized by their careful use of language, literary genre (poetry, prose fiction, or drama), aesthetic appeal, and plenty of weak implicatures (Kennedy, 2007). One of the various literary forms is the movie. A movie is a piece of visual art that uses moving pictures, usually combined with sound and, less frequently, additional sensory stimuli, to recreate experiences, narratives, sensations, beauty, or ambiance (Totawad & Ramrao, 2016). Movies—also called cinema or motion pictures—are a sort of visual communication that tell stories or provide information to viewers through moving images and audio. They are watched on a variety of platforms, including TV, internet streaming services, movie theatres, and theatres, and can be factual, fictitious, or a combination of the two (Rohrbach et al., 2017).

In literature, social inequality is often portrayed through the interactions and conflicts between characters of different classes and race (Marwaha, 2018). Weber's concept divides society into classes, status groups, and parties, highlighting the multifaceted nature of social inequality. Authors use these dynamics to showcase disparities in wealth, prestige, and power. Through compelling narratives, literature examines how these inequalities affect individuals' lives and societal structures. Social inequality can create conflict as characters from different backgrounds clash over access to resources, opportunities, and social recognition (Nofansyah & Panggabean, 2023). These conflicts may involve a clash between opposing interests, ideas, and values, leading to intense struggles that reveal the deeper societal issues at play. By delving into these themes, literature not only mirrors the realities of social inequality but also prompts readers to critically assess the moral and ethical implications of these societal divisions.

In Wes Anderson's animated film "Fantastic Mr. Fox," Max Weber's social inequality theory are subtly depicted. While not a direct adaptation of Weber's sociological concepts, the film touches on themes of social inequality within the animal community. The characters' interactions, distinct social roles, and varying degrees of influence reflect a nuanced portrayal of social hierarchies, echoing Weber's multidimensional understanding of social stratification. The researchers chose the movie *Fantastic Mr. Fox* not only because the movie has compelling narrative and had received numerous awards and nominations, but also due to its unique depiction of social inequality.

In the past, several studies have been done related to the topic of social inequality and the movie "Fantastic Mr. Fox". The first one is the research entitled "*Consumerism, Aristotle and Fantastic Mr. Fox*" found that consumerism poses significant threats to one's ability to flourish, particularly when it comes to individuals like Mr. Fox who straddle the line between consumer and wild animal (Duncan, 2015). The second research is entitled "*The Identification of Tri Hita Karana Values in Mr. Fox's Characters in Roald Dahl's Fantastic Mr. Fox*"

revealed that Mr. Fox was depicted as clever, cunning, influential, hardworking, helpful, spiritual, and grateful (Praba, 2023). The third research is entitled “*Portrayals of Power in Suzanne Collins’ The Hunger Games and Veronica Roth’s Divergent Novels*” and the result shows Katniss (The Hunger Games) and Tris (Divergent) as the main character, they have power on some points. Some points of the power from those novels have similar portrayals such as Power as Domination in Position, as Domination in Knowledge, Power as Domination in Experience, Power as Domination in Gender, Power as Capacity in Anger, Power as Capacity in Bravery, and Power as Capacity in Disappointed. This research employed the theory from Karlberg to conduct this research (Wandansari & Suryaningtyas, 2022). The fourth research is entitled “*Women Oppression as A Result of Male Domination Represented in Malladi’s Novel The Mango Season*”. The novel’s portrayal of male dominance over women was found in this study because of undermining the novel's binary antagonism, in which males oppose females, the male-female hierarchy is inverted. The research uses Maine’s Patriarchy Hypothesis as the main theory (Asturi & Rosyid, 2022). And the fifth research is entitled “*Representasi Kesenjangan Kelas Sosial dalam Film Серебряные Коньки (Serebryanye Konki) ‘Sepatu Luncur Perak’*” established that there are social inequality examples in specific areas such as authority, privilege, and prestige, which the upper-class solely holds. Those characteristics impacted the increase of violence, prejudice, and difference in lifestyle of the lower class. This research employs the representation theory from Stuart Hall (Aulia & Aviandy, 2022).

The topic of social inequality and the conflict formed due to social inequality was chosen as the topic has never been analyzed on the movie Fantastic Mr. Fox. The researchers employed the social stratification theory from Max Weber to analyze the social inequality in the movie “Fantastic Mr. Fox” as the theory has never been used on previous studies about social inequality. By examining the social inequality and the conflict in the movie, the researchers hope to provide new perspectives to the academic community. To encourage more research on the relationship between storytelling and social issues. The results of this study, according to the researchers, should improve our comprehension of social inequality in movies.

METHODOLOGY

This study employed the descriptive qualitative method, focusing on two main subjects of analysis: social inequality and the conflict formed due to social inequality in the movie "Fantastic Mr. Fox." Descriptive qualitative research is a method that aims to describe and interpret phenomena as they naturally occur, without any manipulation or experimental intervention. This approach involves collecting rich, detailed data through methods such as interviews, observations, and content analysis (Koh & Owen, 2000). In this study, the data were specifically taken from the movie script. The analysis proceeded through several steps: first, examining the depiction of social inequality in the movie, and second, analyzing the conflicts that emerge due to this social inequality. The movie script is provided by IMSDb on the following link: <https://imsdb.com/scripts/Fantastic-Mr-Fox.html>

RESULT AND DISCUSSION

The study shows that in the movie “Fantastic Mr. Fox”, the animal community including Mr. Fox, faced a discrimination and a conflict was formed between the farmers and the animal community due to social inequality.

INTERSECTION BETWEEN CLASS & STATUS INEQUALITY

Class and status intersectionality exist within Max Weber's theory of social stratification. Class is primarily determined by one's economic position, their relationship to the means of production and sources of income. According to (Stone, 2015) Weber argued that class alone is not the sole determinant of someone's position in the stratified social hierarchy. Status, which is based on non-economic factors like honor, prestige, and lifestyle, also plays a significant role.

While class and economic resources can impact someone's ascribed status, the reverse is also true - one's status can open or close doors of opportunity that impact their potential class trajectories. Class and status are interrelated but distinct contributing factors to inequality. An individual's overall social standing is shaped by the interplay and intersection of both their economic class and their non-economic status within society (Brennan, 2020).

In the world of "Fantastic Mr. Fox", a stark status inequality exists between the animal characters and the human farmers that intersects with their respective class positions. The animals, regardless of whether they are resourceful like Mr. Fox or simple like the other wildlife, exist in a subordinate status group based solely on their species as non-humans. This ascribed status carries connotations of being uncivilized, primitive "pests" in the eyes of the human farmers. According to Weber, this status dynamic then interfaces with divergent class relations - the animals lack ownership over the means of production (the fertile lands) which are monopolized by the landed gentry farmers like Boggis, Bunce, and Bean. While the farmers' economic class power affords them property and resources, their human status cements their supremacy and justification for militant defense of their spoils from the "inferior" animals. The animal community experiences compounding inequalities, where their lower status corresponds with deprivations in economic class opportunity. For example, the character Badger, whose job is a lawyer can attain a higher-class position in society, but due to its status as an animal, Badger may not possess the privilege and opportunity as much as the humans, and same goes to all the animals.

The first illustration that encapsulates the disadvantages faced by the animals due to their lower-class position and diminished societal status can be seen in the following dialogue:

Fox and Mrs. Fox: dart through a hole under a painted fence; race along a thin trail next to a garage; crawl beneath a window where a blonde woman serves an early dinner, dealing hamburgers like playing cards to three little, blond children; creep past a doghouse where a golden retriever sleeps with an airline sleeping mask over his eyes; and shimmer over a doorway outside a workshop where a blond, bearded farmer hacks into a stump with a hatchet, completely pulverizing it into sawdust. They arrive in front of a wooden shed. Fox whistles sharply with a half-chirp and performs a rapid reverse—flip with a flourish.

Fox lifts a loose board. He looks to Mrs. Fox and puts his finger to his lips for her to be quiet. She shrugs impatiently. They duck inside.

They come back out. Each holds a dead, bloody pigeon in his/her teeth. They start to run away. Fox looks up above them. He stops. He frowns. He takes the pigeon out of his mouth and says curiously, pointing toward the sky:

FOX

What's that? I think that's a fox—trap! Look at this.

MRS. FOX

Get away from there.

FOX

Is it spring—loaded? Yeah. . .

(pointing to different spots) I guess if you come from over there, and you're standing at the door to the squab shack, this little gadget probably triggers the

(gesturing to Mrs. Fox) Move out of the way, darling. That's right where it's going to land.

Mrs. Fox runs back to Fox and tugs at his arm.

MRS. FOX

Come on! Stop it! Let's go!

Fox pulls on a little, hanging wire. A chain unrolls rapidly from a pulley, and a steel cage falls slap down on top of them. A small tag on the base of it says Badoit et Fils. Fox and Mrs. Fox stand motionless, side by side, in disbelief.

The squab farm scene showcases the stark class and status divides between the human farmers and the wildlife animals. The farm itself, full of coops housing livestock poultry, represents the productive means and resources entirely owned by the human agricultural class. As landed proprietors, the farmers possess economic capital, fertile property, and total control over food sources that the animals lack access to. This economic supremacy is reinforced by societal norms that grant higher status to humans over lower-status animals.

Mr. and Mrs. Fox's cunning poultry heist highlights the economic disadvantages driving the animal community's desperation. Their expert thievery to capture the plump fowl exposes their deprivation and need to illicitly obtain sustenance from the farmers' abundant farm. Yet it simultaneously defies the farmers' proprietary dominion over plant and animal stocks meant for human consumption alone. The outraged retaliation from the squab farmers stems not just from monetary losses, but from perceived violations of their entitled status prerogatives by subordinate animal trespassers. Their ensuing construction of deadly fox traps highlights their willingness to lethally retaliate and enforce their hierarchical status boundaries when challenged by the animals. The vicious retaliation, meant to reassert dominance by any means necessary, reveals the lengths the human's higher status will go to violently preserve their economic and status advantages over the animals. The second case of social inequality is as follows:

KYLIE

*What's the master escape plan?
Fox hesitates, confused. A gunshot fire from among the chicken houses. Fox shouts to Kylie:*

FOX

*Follow me again!
Fox and Kylie run back across the barnyard, past the beagles as they begin to wake up and stagger around. Farmhands appear, loading shotguns and running into the confusion. Fox and Kylie race by, unnoticed, among them. They dart into the house through a flap in the back door. The lights are out in the kitchen. They take a moment, breathing hard in the darkness. Kylie shakes his head in disbelief.*

The heist on Boggis' farm takes the conflicts between the humans and animals to a new level. By stealing Boggis' chickens, Mr. Fox isn't just seeking food, but openly defying Boggis' ownership over the farm's resources. Recruiting an accomplice like Kylie the opossum shows the unity of the underprivileged animal community against the farmer upper-class. Boggis represents the arrogance and disrespect farmers have towards lesser animal trespassers. His vicious security with armed men and pulling a gun on the unarmed Kylie reveals the oppressive violence he'll use to protect his property and powerful status.

However, Mr. Fox's careful planning and outwitting of Boggis' forces exposes the resourcefulness of the underclass community. Despite Boggis' superior weapons and men, Mr. Fox's clever tactics and psychological tricks allow him to steal the valuable chickens and undermine Boggis' reputation as untouchable. The success proves the scorned animals' ability to overcome the farmers' enforced hierarchy through unity and smarts. While Boggis is furious at the violation of his property rights, the deeper blow is to his arrogant status as the naturally superior ruler. Mr. Fox's wilderness cunning challenges human presences of civilized dominance, foreshadowing the underdogs overcoming brute force through ingenuity.

The bold robbery of Boggis' farm emboldened Mr. Fox to conduct even more daring thefts from Bunce and Bean. To the farmers, these repeated crimes represented not just financial losses, but an unacceptable challenge to their position as the powerful landowning class by lowly pests. Boggis, Bunce, and Bean joined forces dedicated to destroying the Fox family's home an extreme escalation shifting the conflict from economic to a battle over controlling the territory itself. After failing to scare Mr. Fox through violence, the arrogant farmers now aimed to permanently remove the defiant underclass from their lands. This set the stage for an explosive confrontation between the oppressive human rulers and the disadvantaged but rebellious animals fighting for basic needs, resources, and survival. The next case of inequality is when the narrative is at its climax and when the animal community feels like there is no coming out of the situation alive, the dialogue is as follows:

Three yellow and black, murderous, brutal bulldozer digging-tractors with Malloy Consolidated painted on the sides of them. They make a terrible, high-pitched growling noise and spit black grease and smoke.

Boggis, Bunce, and Bean stand among the tractors nodding giddily to each other. They scramble into the drivers' seats and begin ripping into the hillside. Bunce sits on a dictionary to see over the dashboard.

BEAN

I'm not going home until we smoke this son-of-a-cuss out his hole, string him up on a clothesline, and fly him like a kite. Boggis, how many men have you got working on your farm?

BOGGIS

Thirty-five.

BEAN

Bunce?

BUNCE

Thirty-six.

BEAN

And I've got thirty-seven. That's 108 men altogether. Now what do I got here? Two quitters -- or are you staying with?

CUT TO:

That night. A helicopter with a Bean, inc. decal on the side of it circles the crater scanning the dark terrain with a searchlight. There are tents, trucks, and 108 men gathered around the perimeter. They sit on bricks and logs and are armed with bats, pistols, rifles, shotguns, bows and arrows, and hatchets.

Flood Dialogue:

A wild deluge smashes into the room flooding the flint-mine and tunnels with a blasting current that sweeps everyone and everything away chaotically.

CUT TO:

The entire party of well-dressed animals and their plates, furniture, chickens, etc. shooting down the tunnel with the rushing waters. Fox, helpless, holding his breath, looks to the others underwater: Badger shakes his head in disgust. Rabbit makes a fierce grimace; Mole bares his teeth ferociously, Beaver rants angrily with bubbles coming off his mouth; and Kylie stares ahead vacantly, holding his nose.

Even though the farmers have already resorted to extreme measures like digging, bombing, flooding with cider, and trapping Mr. Fox and the other animals, they remain relentless in their pursuit. This relentless aggression by the farmers is not just about capturing a cunning animal but is emblematic of the lengths to which those in power will go to maintain their dominance and control. The farmers, representing the upper class with their wealth and resources, are determined to eliminate what they perceive as a threat to their authority and possessions, showcasing a stark disparity in class and status.

This relentless pursuit clearly illustrates the dynamics of class and status inequality, highlighting the oppressive behavior directed towards those in the lower class. The animals, led by Mr. Fox, symbolize the marginalized groups who are forced to endure the harsh and often unjust actions of those in power. Despite being overwhelmed and pushed to the brink, the animals' struggle against the farmers' unyielding oppression underscores the broader theme of social inequality and the harsh realities faced by the less privileged. This ongoing conflict in "Fantastic Mr. Fox" serves as a poignant commentary on how societal hierarchies can perpetuate oppression and maintain the status quo.

Fox, Kylie, Ash, and Kristofferson come around the side of the building. They run to their motorcycle, outside the courtyard doors. They freeze. The front gates to the compound are closed and bolted. Bean's helicopter waits on top of the vegetable garden with its rotary-blades whirling. Boggis, Bunce, and Bean stand in front of Bean Annex with their weapons drawn. Fox sees his tail around Bean's collar. His eyes narrow. His jaw sets. He says to himself with growing emotion:

FOX

Your tractors uprooted my tree. Your posse hunted my family. Your gunmen kidnapped my nephew. Your rat insulted me wife -- and you shot off my tail. I'm not leaving here without that necktie.

BEAN

Kill them!

Boggis, Bunce, and Bean and their workers begin shooting at Mr. Fox, Kylie, Ash, and Kristofferson

The courtyard doors smash apart and the rabid beagle tears out into the vegetable garden growling, foaming, and thrashing crazily. The farmers shriek and scream and run around, panicking, with their guns blazing. Fox, Kylie, Ash, and Kristofferson jump onto their motorcycle. The beagle rips the tail from Bean's neck, shreds it, chews it up, and swallows it. Fox deflates for an instant, then recovers. He looks to Ash on the back of the motorcycle, behind him, with his hands around Fox's waist. He says with the deepest affection and respect:

FOX

Ash, that was pure, wild animal craziness. You're an athlete. Ash swallows. He beams. He sits up straighter.

As for the ending scene, social inequality becomes even more obvious and escalated. The oppressive behavior from the farmers and the humans turns more dangerous and malicious, highlighting the deep-seated class and status disparities. Despite the dire situation, Mr. Fox's cleverness and leadership enable the animal community to navigate these heightened threats.

Ash's surprising decision to release the rabid dog made Mr. Fox and the others able to get out of the near-death situation alive. The animals band together, pooling their strengths and resources to rescue Kristofferson, who was captured by the farmers. This unity and cooperation are crucial not only for Kristofferson's rescue but also for ensuring the survival of the entire animal community.

In the end, the animals manage to outwit the farmers and overcome the imminent dangers posed by the humans. They discovered an abundant food supply by finding a way to the supermarket, ensuring they would never go hungry again. Additionally, they found a new home and formed a stronger family unit, creating new bonds between the animals. This newfound solidarity and resourcefulness not only secured their survival but also strengthened their sense of community and belonging. Through their collective efforts, the ending underscores the theme that while social inequality and oppression are pervasive and formidable, solidarity and intelligence can empower marginalized groups to resist and triumph over adversity. The animals' successful collaboration serves as a powerful reminder of the resilience and strength that can emerge from unity in the face of systemic injustice.

CONFLICT FORMED DUE TO SOCIAL INEQUALITY

The central conflict that propels the narrative of *Fantastic Mr. Fox* is firmly rooted in the intersecting class and status inequalities that exist between the human farmers and the animal community. The farmers, led by Boggis, Bunce, and Bean, represent the privileged upper-class - they own the fertile lands, lucrative agricultural operations, and plentiful resources that the woodlanders lack access to. This economic dominance is compounded by their elite human status that justifies their perceived superiority over the subordinate animal classes. In contrast, Mr. Fox and his kind are marked by material deprivation, resorting to criminal efforts like raiding farms to obtain basic sustenance excluded from the farmers' bounties. Their underclass position is reinforced by society's norms that brand them as pests.

This uneven playing field of disproportionate resource distribution and societal standings breeds an escalating clash. Mr. Fox's audacious thievery to provide for his community violates the landowners' proprietary domains, provoking outrage as the farmers seek to reestablish control over the defiant subordinates through increasingly hostile and militarized retaliation. What begins as economic transgressions metastasizes into an existential struggle, as the animals' usurpation of the farmers' assets symbolizes an intolerable challenge to the established hierarchy itself. The vicious conflict emerges not from mere criminal deviance, but from the irreconcilable fissures between the haves and have-nots fighting over precious resources and social power. Inequality breeds desperate acts which breed violent reassertions of dominance in a cycle of intensifying hostilities.

Despite the escalating hostilities, the narrative ultimately showcases the resilience and ingenuity of the animal community in overcoming entrenched social inequalities. As the farmers intensify their aggressive tactics, Mr. Fox and his allies are forced to dig deeper, both literally and figuratively, to survive. The animals' collaboration and resourcefulness stand in stark contrast to the farmers' brute force and single-minded pursuit of control. In the climax, Mr. Fox's cunning and the animals' unity led to their eventual triumph as they discover a pathway to an unlimited food supply through the local supermarket, securing sustainable means of survival independent of the farmers' resources. They also find a new home, creating a stronger sense of family and solidarity within their community. This resolution underscores a significant theme: the possibility of overcoming systemic oppression through intelligence, solidarity, and perseverance. The animals' victory represents a hopeful message that even in the face of profound social inequality, marginalized groups can find ways to thrive and build a better future together.

The past study entitled "*Portrayals of Power in Suzanne Collins' The Hunger Games and Veronica Roth's Divergent Novels: A Comparative Study*" by Wandansari (2022) shows parallels between that research and this research regarding social inequality. Both studies explore how power dynamics and social stratification shape the interactions and conflicts among characters. In Wandansari's research, power is analyzed through domination and capacity in the context of dystopian societies, highlighting the oppressive behaviors of those in power. Similarly, in "Fantastic Mr. Fox," the oppressive actions of the farmers towards the animal community due to social inequality reflect the complex interplay of class and status as theorized by Max Weber.

Compared to past studies related to the topic of social inequality such as the research entitled "*Women Oppression as A Result of Male Domination Represented in Malladi's Novel The Mango Season*" by Asturi & Rosyid (2022) that analyzes about gender inequality cases where women are oppressed by men in everyday life and employed Maine's Patriarchy Hypothesis as the key theory, the research entitled "*Portrayals of Power in Suzanne Collins' The Hunger Games and Veronica Roth's Divergent Novels*" by Wandansari & Suryaningtyas (2022) that employed the Karlberg's theory of power to analyze the social inequality cases in the movie, and the research entitled "*Representasi Kesenjangan Kelas Sosial dalam Film Серебряные Коньки (Serebryanye Konki) 'Sepatu Luncur Perak'*" that employed the representation theory from Stuart Hall to study the social inequality in specific areas such as authority, privilege, and prestige, which the upper-class solely holds by Aulia & Aviandy (2022). This research used Max Weber's social stratification theory to analyze the social inequality in the movie "Fantastic Mr. Fox", which has never been used on studies related to the topic of social inequality. Previous studies such as "*Consumerism, Aristotle and Fantastic Mr. Fox*" by Duncan (2015) and "*The Identification of Tri Hita Karana Values in Mr. Fox's Characters in Roald Dahl's Fantastic Mr. Fox*" by Praba (2023) have not analyzed the social inequality depicted in this film, making this research unique in its approach. By examining the intersections of class and status through Weber's theoretical lens, this study offers a fresh perspective on the social dynamics and conflicts within the movie, contributing to a deeper understanding of how animated films can serve as platforms for social commentary.

CONCLUSION AND RECOMMENDATION

This research explored social inequality and resulting conflicts in the movie "Fantastic Mr. Fox" using a descriptive qualitative method. The study found that the film effectively portrays class, status, and power inequalities through its characters, highlighting the oppression of the animal community by the more privileged farmers. This dynamic illustrates real-world social hierarchies and the struggles of the underprivileged. The research advances the understanding of how animated films can reflect societal issues, offering insights into social structures and power dynamics. Future research could further investigate character symbolism and compare these portrayals with other literary and cinematic works.

Based on the findings, it is recommended that "Fantastic Mr. Fox" be used as an educational tool to discuss social inequality and class dynamics. Its engaging format can facilitate discussions on these important topics. Filmmakers are encouraged to incorporate themes of social justice in their works to raise awareness and inspire change. Future studies should analyze a broader range of films to identify common strategies for depicting social inequality and assess their impact on audiences. Collaborative research involving sociologists, educators, and media experts could further explore the role of entertainment in promoting social consciousness and equity.

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Caregivers and Babies in Interaction: A Study of Two Families in Wonosobo, Central Java

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ABSTRACT

Parentese in each community has its own characteristics. This study aims to describe the interaction between caregivers and infants with a case study in two Javanese families living in the Wonosobo urban area (mother, babysitter, grandmother, and baby aged 0;4 [K1] and 1;6 [K2]), Central Java. This research used the ethnographic method through observation involving both families. The results showed that knowledge of the competence and cognition ability of the baby became the background for caregivers to adjust themselves so as to create an asymmetrical position. This places the caregiver as the party who "dominates" the interaction. In interaction, elements of caregiver contribution can be done by providing verbal stimuli to the baby, giving verbal responses to the baby's behavior, imitating the baby's behavior, shedding, role-playing as a baby, and inviting the baby to do simple games. Meanwhile, babies contribute to vocalizations and kinesic interactions. This study concluded that various interactions between caregivers and infants in two families in the urban environment of Wonosobo, Central Java are evidence that caregivers include babies in interaction activities. That is, caregivers do not wait for the baby to reach the verbal stage for them to start interacting verbally with the baby.

Keywords: parentese; baby; interaction; caregivers

INTRODUCTION

Children face a sociocultural environment that requires linguistic competence as a medium for their existence in the society in which they live (Lee and Bucholtz, 2015). Therefore, interaction is important in children's language acquisition. Related to this, Gleason (1975) stated that children do not acquire language alone, but interaction with caregivers helps their language acquisition.

The philosophical basis regarding the purpose of an interaction, as stated by Grice (in Borge, 2013), is that speakers always hope that their speech partners can understand or understand their speech. Adherents of Grice's view argue that when interlocutors have less ability to understand speech, they actually address the speech to themselves. From this view, they assume caregivers monologue when interacting with their babies.

This view was criticized by Borge (2013), who stated that mothers invite children to participate in interactions. This view is based on the results of Holzman's (1984) study of mother-child prelinguistic interactions, which show that mothers include children in interactions. This can be seen from the change in the mother's verbalizations and the child's

vocalizations and responses, such as cooing, babbling, laughter/smiles, and the child's eyes. This opinion is also in line with the results of Snow's study (1977), which stated that even though there are differences in cognition and the child does not really understand the mother's speech, the mother still thinks the child is responding to her speech so that the mother continues to show her speech to the child.

Based on these opinions, interactions aimed at children and how adults make their speech can be understood by children by adjusting the frequency to the child's cognitive abilities. Speakers have provisions when speaking to babies/children. Borge (2013: 426) states that a kind of impulse makes speakers choose the right form when speaking to children in the language acquisition stage. Therefore, the language of parenting (hereinafter referred to as parentese) spoken deliberately to children/babies, then supports Grice's views (Borge, 2013: 426–427).

Furthermore, controversy regarding the characteristics of BPA was raised by Schieffelin (2008: 3). The findings of Schieffelin, who researched the Kaluli community (in Ochs and Schieffelin, 2008: 3) and Ochs, who researched the Samoan community (in Ochs and Schieffelin 2008: 3) found that when interacting with children, caregivers used language like that addressed to adults in general. In both cultures, the primary focus of caregivers is to ensure that children demonstrate and understand appropriate behavior in particular social situations (Schieffelin and Ochs, 1986: 173–74). The main purpose of parentese in both cultures is socialization, and children need to adapt themselves to the language used by adults. From these findings, Ochs and Schieffelin (2012: 10) then divided the communication orientation center in language socialization into two, namely child-centered (with characteristics as stated by Borge and previous psycholinguistic experts) and situation-centered (as they found in society Samoa and Kaluli).

In Java, interactions between caregivers and babies were studied by Smith-Hefner (1988). Smith-Hefner (Smith-Hefner, 1988: 170) compared the interaction between mother and baby in the Ciliwung community as a representation of urban Javanese society and the Tengger community as a representation of rural Javanese society. According to Smith-Hefner (Smith-Hefner, 1988: 174), there is little verbal interaction between caregivers and prelinguistic babies; Chatting with babies who are in the prelinguistic stage is rarely done by Javanese caregivers. This is caused by the belief that prelinguistic babies are considered clueless, 'not yet understanding'. Therefore, conversations between caregiver and baby are rare. When the baby begins to speak, the caregiver begins to socialize the Javanese language and socialize the baby's social position. Language socialization is carried out by caregivers greeting third people around them, such as neighbors, fathers, and so on. Smith-Hefner (Smith-Hefner, 1988: 194–195) states that the pattern of language socialization in Javanese society is in accordance with one of the socialization patterns coined by Ochs and Schieffelin, namely that babies must be able to adapt to the social situation around them, not the people around them, which adapts the situation to suit the baby's cognitive abilities.

However, Saraswati's research showed different results. In her research, Saraswati uses the term parentese and departs from an anthropological point of view on BPA in Java, precisely in Demak. The study focused on *ngudang*, which is the activity of playing with babies by making distinctive sounds and doing various movements that have been commonly shown by older people. This study found that *ngudang* is a form of communicative speech addressed by adults to infants, one of which has the function of language socialization. Based on the meaning of the word used, it is concluded that *ngudang* in Javanese society is grouped into *gadhang* (hope), *ngalem* (praise), and *ngujar-ujari* (advise). Meanwhile, based on the baby's age, *ngudang* can be in the form of press speech (pressure on certain parts of speech), *nyédhal*, and *timang beralun* speech (Javanese and Islamic songs).

Kurniawati's research conducted in a young family in Sleman, DIY found that direct, literal, explicit speech acts are the most widely used speech acts in BPA, which is mostly Indonesian. The goal is to make it easier for children to understand their parents' speech. This is evidence that parental interaction in children aged 4-5 years in the Sleman area has a child-centered orientation. From the analysis of speech acts, Sleman urban children are socialized with linguistic competence in various sentence modes and communicative competence in cooperation principles and implications in conversation. In addition, various sociocultural functions are indexed in BPA, such as politeness, life skills, the identity of self and others, expression of affection or affection, logic, and consequences for children's behavior through reward and punishment.

From these studies, further studies are still needed on babysitter-child interactions in Javanese society, one of which is in the Wonosobo region. Wonosobo is one of the regencies in the central part of Central Java Province. The regional language spoken in this region is Javanese which is influenced by the Banyumasan dialect and the Solo-Yogyakarta dialect (Wijayanti 2017) However, in the family realm, based on these pre-research observations, young parents choose Indonesian as the main code of communication with their children (compare: Kurniawati, 2021). Thus, this study seeks to answer the question, "How is the interaction of caregivers and preverbal babies in Wonosobo, Central Java?" This is particularly concerned with the forms of caregiver-infant interaction and the implications of using these forms of interaction(Wijayanti 2017)

METHODOLOGY

The data used in this research are interactions that occur between caregivers and babies. Participants in this study were two Javanese families living in the urban area of Wonosobo, Central Java, who were expected to describe two cases of parentese use in Javanese families by mothers and/or caregivers for babies aged 0-1 years (0;4 and 1;6 years) in Wonosobo. Mothers and caregivers who became participants were based on the reason that they were the closest people to the baby in the early stages of life. The choice of baby age 0-1 year is to determine the characteristics of caregiver-infant interactions in the prelinguistic period.

The method used in this research is a method in psycholinguistics which is called the observational-natural method (Dardjowidjojo, 2000; 2008) and the interview method. In anthropology and language socialization, this method is called the ethnographic method. Observations in this study were carried out in three settings: when the caregiver bathed and then dressed the baby, when the baby ate/drank/fed, and when the baby and caregiver played together. This setting is three of the four situations that are the best background for interaction between children and caregivers as stated by Duursma (2016), namely at mealtime, (bathing and) dressing, reading books, and playing.

In this observation method, audio and video recording equipment is needed to record interactions between caregivers and babies so that analysis can reach the meaning of speech because kinesics and prosodic aspects are inseparable sources in an interaction. Besides that, notebooks are also used to record important information during the data collection process that cannot be recorded on a recording device. The question instrument in the structured interview is also designed to obtain the speaker's views, knowledge and intentions when interacting with the baby. The aim is to obtain an adequate explanation regarding the answers to questions from the formulation of this research problem.

RESULT AND DISCUSSION

As stated by Clark (1994: 988–995), there are four elements involved in an interaction, namely (1) personnel elements, (2) shared background, (3) joint actions, and (4) contribution to the interaction. The personnel elements or people involved in a joint activity consist of speakers and speech partners (speakers and addressees), listeners (side participants), people who have access to the conversation and whose presence is acknowledged (bystanders), and eavesdroppers (eavesdroppers). Meanwhile, the element of shared background refers to the assumption that the speaker and speech partner have the same presuppositions and knowledge regarding the topic of conversation. The element of joint action refers to actions that basically have rules that are known to both the speaker and the speech partner. The contribution element is related to the existence of two stages in this joint activity process, namely the presentation stage by the speaker and the understanding stage by the speech partner. This includes conversational sequencing, adjacency pairs, and speech turns ('preference' and the organization of turn-taking).

In this research, the personnel elements involved in the interaction are caregivers (mother, babysitter, grandmother) and baby. In Family 1 (abbreviated as K1) there are mother (P11), caregiver (P12), grandmother (P13), and baby (B1). Meanwhile, those involved in the caregiver-baby interaction in family 2 (K2) were the mother (P21), caregiver (P22), grandmother (P23), and baby (B2). Babies in K1 are 0;4 years old. At this age babies are still in the preverbal stage. B1 can show expressions through crying, cooing, smiling, laughing, looking at their eyes, kicking their legs, holding their hands, or other movements. Meanwhile, B2 is 1;6 years old. Physically, he can walk well and coordinates his limbs well. From a linguistic perspective, B2 is starting to be able to pronounce holophrastic speech by pronouncing the final syllable of the word.

Apart from babies and caregivers, there are also other participants who can be involved in the interactions that occur between them, whether they are just listeners, have access to the conversation and have their presence acknowledged, eavesdroppers, or participants who are actively involved in the interaction. The participants were other caregivers, older siblings (Ka1, Ka2), fathers (A1, A2); whose existence has an influence on the interactions that occur. To limit the scope of the research, the participants' statements were not included as data in this study.

Meanwhile, the common background in this research is an understanding of the setting which is dominated by the caregiver's knowledge and understanding of the baby's competence and the baby's cognitive abilities in interaction. Based on Piaget's Cognitive Development Theory (in Santrock 2010: 24), newborn babies up to around 2 years old are in the sensorimotor stage, namely the stage where babies build an understanding of the world by coordinating sensory experiences (such as seeing and hearing) with physical and motor actions. Therefore, caregivers' understanding of the baby's development allows them to make adjustments when interacting with the baby.

The element of joint action in this research data, especially due to the baby's limited cognition, creates an asymmetrical position that places the caregiver as the more "powerful" party in the interaction. Because of this, caregivers can be more dominant or can also adapt in interactions.

Finally, the element of contribution is related to the presentation and understanding stages. This element creates a sequence of conversations, pairs side by side, and turns of speech whose presence can overlap. In this element, when the caregiver gives stimulants, the baby can react by staring, moving body parts, smiling, and so on. On the other hand, when the baby acts or reacts, the caregiver can give praise, comments, and so on.

For greater clarity, the various forms of interaction carried out by caregivers and babies in this study are presented in the following table.

TABLE 1. Various Forms of Caregiver and Infant Interaction

| Pengasuh | Bayi |
|--|---|
| Providing verbal stimulus | Crying (B1, B2) |
| Asking | Smile (B1, B2) |
| Telling Something | Laughter (B1, B2) |
| Giving directions, invitations | Looking (B1, B2) |
| Give verbal responses to baby's behavior | Focus on self-activity (B1, B2) |
| Praising | Kicking (B1) |
| Asking | Grasping (B1) |
| Forbiding | Cooing (B1) |
| Imitates baby's behavior | Carrying out various independent activities (closing bottles, throwing things, pushing chairs) (B2) |
| <i>Ngudang</i> | Saying holophrastic speech (one word with the final syllable) (B2) |
| Playing with babies (peek-a-boo, etc.) | Ask and answer questions with one/two words at the end of a word (B2) |
| Play the role of a baby | |

GIVING STIMULUS IN VERBAL FORM

Even though babies cannot interact verbally like adults in general, in these two families the caregivers appear to actively invite the babies to interact verbally. When interacting with babies, caregivers appear to use various verbal utterances as a form of stimulation in the interaction. Based on the data, these utterances are asking, telling, and giving directions.

ASK

Questions are a form of speech used by caregivers when interacting with babies. Cross-sectionally, the form of questions addressed to B1 are rhetorical questions. Consider the following example (1).

(1) P11: “*Anak siapa ini yang ganteng ini?*”

B1: (*menatap wajah P11 sambil menggerakkan tangan dan kaki*) (K1, 01/02/2022)

P11: ‘Whose handsome son is this?’

B1 : ‘(stares at P11's face while moving hands and feet)’ (K1, 01/02/2022)

(2) P12: “*Sama siapa, hem? Jalan-jalan sama siapa?*”

B1 : (*mendekut*)

P12: “*Sama Bapak?*” (K1, 010/02/2022)

P12: ‘With whom, hm? Who are you hanging out with?’

B1 : (*cooing*)

P12: ‘With Dad?’ (K1, 01/02/2022)

In both examples above, the caregiver does not require answer B1 (0;4). This question is asked as a form of stimulant in the interaction. In example (1), P11 stimulates B1 with a rhetorical question. B1's gaze is considered a contribution made by B1. Meanwhile, in example (2), B1's cooing is considered by P12 as a contribution so that P12 continues the interaction by asking another question, thereby making the interaction between P12 and B1 continue.

Meanwhile, stimulants in the form of questions addressed to B2 are questions that generally require answers. This is because L2 competence can already produce one-word utterances.

- (3) P21 : “*Ayahe siapa? Hmm? Ayahe siapa ... ayahe Dek Alisha siapa?*”
B2 : “*Api....*” (K2, 04/04/2022)

P21: ‘Who is your father? Hmm? Who's daddy... Who's Alisha's daddy?’
B2: ‘Api...’ (K2, 04/04/2022)

- (4) P25: “*Ikannya tu, Dek ... ikan opo? (menunjuk gambar ikan) he ... he ... apa to ini? (menunjuk gambar kuda)*”
B2 : “*Uda hi....*”
P23 : “*Gigi kuda ... kudanya siapa?*”
P25 : “*Kudanya siapa?*”
B2 : “*Tun.*” (K2, 04/04/2022)

P25: ‘That’s a fish, Dik... what kind of fish? (pointing to a picture of a fish) he... he... what is this?’ (points to a picture of a horse)
B2: ‘Horse hi...’
P23: ‘Horse teeth... whose horse is it?’
P25: ‘Whose horse is it?’
B2: ‘Tun.’ (K2, 04/04/2022)

In example (3) above, the question asked by P21 to B2 is a question that requires a response in the form of an answer. In this example, P21 asks B2 about his father's name, P21 repeats the question several times to attract attention and encourage B2 to answer the question. B2 then answered the question by saying his father's name "Api" 'Apri'. As for example (4), P25 asked the names of the animals in the picture book that B2 was playing with. When B2 did not answer P25's question, P23 repeated the question to encourage B2 to answer his question. From the two examples above, it appears that paraphrased repetition shows the caregiver's dominance in the interaction.

TELLING SOMETHING

When providing stimulants in interactions with babies, it is also common for caregivers to tell babies certain information. Although for B1 this is less relevant because he may not be able to understand, in the data there are various utterances that function to inform. Look at the two examples below.

- (5) P11: “*Emran dibedong biar anget.*” (K1, 01/02/2022)

P11: ‘Emran was swaddled to keep him warm.’ (K1, 01/02/2022)

- (6) P11: “*Emran renang ... di Ceria ... besok setelah imunisasi*” (K1, 01/02/2022)

P11: ‘Emran is swimming... at Ceria... tomorrow after immunization...’ (K1, 01/02/2022)

In both examples, P11 tells B1 about the thing or information that is being discussed. In example (5) P11 speaks to B1 while swaddling him. P11 explained the reason he swaddled B1. Meanwhile, in example (6), P11 tells the planned activities that B1 will carry out the next day.

In these two examples, B1 is positioned as a speech partner who can understand the information conveyed by the caregiver. Even though they are still in the prelinguistic period, the caregiver positions it as if the baby can understand the caregiver's speech.

Meanwhile, in example (7) below, P23, P24, and B2 are looking at the family photo album. P23 and P24 pointed to photos of family members while saying their names to B2. B2 was able to understand the information provided by the caregiver and B2 also responded by pointing to photos of family members who were informed by the caregiver while answering questions by saying their names.

- (7) P24 : *"Lagi, ini Alisha, ini kakak."* (menunjuk foto Alisha dan kakak Alisha)
P23 : *"Ini Mbak Ivana"* (menunjuk foto Ivana)
B2 : *"Ana ... Tatak ..."* (menunjuk foto Ivana dan kakak Alisha)
P24 : (menunjuk foto Alisha) *"ini siapa?"*
P2 : *"Sa..."* (K2, 31/04/2022)

P24: 'Again, this is Alisha, this is brother.' (points to a photo of Alisha and Alisha's sister)

P23: 'This is Mbak. Ivana' (pointing to Ivana's photo)

B2: 'Ana... Tatak...' (pointing to the photo of Ivana and Alisha's sister)

P24: (pointing to Alisha's photo) 'Who is this?'

P2 : 'Sa...' (K2, 04/31/2022)

GIVING DIRECTIONS, INVITATIONS

When providing verbal stimulation, caregiver data was also found in the form of giving directions and invitations. The following are examples in question.

- (8) P22: *"Duduk, ya ... Sini, duduk sini, sambil duduk ... Maem sambil du ... duk ... Sini!"* (menepuk kursi di sebelahnya) (K2, 04/04/2022) "

P22: 'Sit down, okay... Here, sit here, while sitting... Eating while sitting... Come here!' (K2, 04/04/2022)

In data (8), P22 instructed B2 to sit down because B2 was eating. The caregiver repeats the speech several times until the child sits according to the caregiver's directions. Afterwards, the caregiver patted the empty space next to him as a command with "Come here!" so that B2 sits in that place.

In the following example, there is a statement containing commands and prohibitions which are intended to stop B2 from doing things that could possibly endanger himself.

- (9) P23: *Basah ya Sha. Ambil tisu, Sha! Ambil tisu ...* (K2, 28/03/2022)

P23: "It's wet, Sha. Grab a tissue, Sha! Grab a tissue..." (K2, 03/28/2022)

In this example, P23 gives orders to B2 to get a tissue. As in several other examples, the caregiver also repeats the utterance more than once until L2 does what he is told.

Meanwhile, giving directions is not often found in interactions between caregivers in K1 and B1 because B1 is still aged 0;4. However, invitations and prohibitions as in the following example are found in P11's interactions with B1.

- (10)P11: *"Dung ... Dung ... Bangun ayo bangun ... jangan tidur lagi...."* (K1,01/02/2022)

P11: “Dung... Dung... Wake up, come on, wake up... don't sleep anymore....
“ (K1,01/02/2022)

In this example, the caregiver asked B1 to wake up from sleep, then forbade him to sleep again with "don't sleep again" because bath time had arrived.

GIVING VERBAL RESPONSES TO BABY'S BEHAVIOR

As babies get older, they experience development through various stages. As stated by Piaget (in Santrock, 2010: 24), at the age of 0-2 years, babies are in the sensorimotor stage, namely the stage when they build an understanding of the world by coordinating sensory experiences (such as seeing and hearing) with physical and motor actions. B1 at the age of 0;4 is in the first habit substage and primary circular reaction (Santrock, 2010: 174). He can now grasp and suck (anything can be put in his mouth and sucked). Meanwhile, B2 is in the tertiary circular reaction substage, novelty and curiosity (Santrock, 2010: 174). B2 becomes interested in the many properties of objects and the many things that can be realized for objects; B2 also experiments with new behaviors, such as dropping glasses or corking bottles.

In terms of communication, long before babies utter recognizable words, they produce a number of vocalizations to practice making sounds, communicating, and to attract attention. The sequence pattern according to Sachs (in Santrock, 2010: 263) is crying (from birth), cooing (2-4 months), babbling (6 months); and vocabulary acceleration begins (B2; 1;6). Every development that B1 and B2 go through then produces a reaction from the caregiver, one of which is a verbal reaction. The caregivers' responses/comments can be in the form of praise, questions, prohibitions, or other comments.

Praise

In the following example, it can be seen that the baby's action of kicking (moving his legs) gives rise to a speech containing praise from P12.

(11) P12: “*Nggejol... nggejol ngono ya.... Pinter ya... Keri...keri.... Geli... geli mamak... geli ngono mamak....*” (K1, 01/02/2022)

P12: “Kicking... Kicking..., isn't it... Smart huh... ticklish... ticklish.... It's ticklish... it's ticklish, mamak... it's ticklish mamak...’ (K1, 01/02/2022)

(12) P23: *Oo ... Ditutup ... Pintere ... Anak pinter ya....* (K2, 04/04/2022)

P23: ‘Oo... You Close it... so smart... Smart kid huh...’ (K2, 04/04/2022)

In the two examples above, expressions that generally consist of praise for trivial things appear hyperbolic when conveyed to adults. However, in line with the baby's growth and development, the small developments that the baby goes through are a sign that the baby continues to grow and develop. Therefore, caregivers praise the baby's behavior.

In addition to giving praise as a caregiver's response to the baby's behavior, caregivers also give praise to the baby in response to their appearance. The following are examples of the praise in question.

(13) P11: *Alah ... alah ... wis ganteng ... wis cakep ...* (K1, 01/02/2022)’

P11: "Alah... alah... so handsome... so cute..." (K1, 01/02/2022)

(14) P23: *Anak pintar ya ... Alisha anak pintar ... Alisha cantik ...* (K2, 04/04/2022)

P23: Smart child... Alisha is a smart child... Alisha is beautiful... (K2, 04/04/2022)

In example (13), P11 praised B1 after B1 was neatly dressed after taking a shower. Meanwhile, in example (14) the caregiver praises B2 who is sitting calmly when P23 is holding her lap.

ASKING QUESTIONS

Not only with praise, the caregiver also gives responses to the baby's behavior in the form of questions. Consider the following two examples.

(15) (*terdengar suara kentut B2*)

P23 : "Hih, ngentut ... Siapa yang ngentut? Ini bunyi tut gitu."

P22 : "Siapa yang ngentut? Siapa yang ngentut, Dek?" (K2, 18/02/2022)

(B2's fart sound is heard)

P23: 'Hey, farting... Who's farting? It's a tut sound like that.'

P22: 'Who's farting? Who's farting, bro?' (K2, 02/18/2022)

(16) B2 : (*Menumpahkan teh*)

P22 : "Tu ... awas ... awas ... (*mengelap lantai*) (*B2 mendekati P22*) *Ini siapa yang numpahin? Ini siapa yang numpahin ya?*"

B2 : (*Spills tea*)

P22: 'Tu... watch out... watch out... (*wipes the floor*) (*B2 approaches P22*) *Who spilled this? Who's the one who spilled it?'*

In example (15), P23 and P22 commented on B2 who had just passed wind. P23 asked B2 which was repeated by P22. Both of them commented on B2's actions. Meanwhile, in example (16), P22's question to B2 is not intended to obtain an answer. Question, Who is this who spilled it? Who's spilling this? intended to warn B2 not to approach P22 who was wiping the floor.

Meanwhile, in the example below, comments on the baby's behavior are intended to elicit answers.

(17) B2 : (*tersedak*)

P22 : (*mengelus dada B2*) "Wuh ... wuh ... wuh ... *pelan-pelan ... dah ... pelan pelan ... (menunjukkan karet gelang di depan B2)* *Ini apa ini? Ini apa? Ini ... ini apa namanya? ... Ka ...?'*"

B2 : *Ret.* (K2, 04/04/2022)

B2 : (*choking*)

P22: (*stroking B2's chest*) 'Wuh... wuh... wuh... *slow down... dah... slow down... (shows the rubber band in front of B2)* *What is this? What is this? This... what is this called? ...Ka...?'*

B2 : 'Ret.' (K2, 04/04/2022)

In data (17), B2 choked while drinking water. P22 then warned B2 to drink slowly. After that, P22 diverted attention by asking the name of the object in front of B2. P22 repeated the question several times, even helped provide clues by saying the initial syllable of the word Ka... and B2 answered.

GIVING DIRECTIONS, ORDERS, PROHIBITIONS

In example (17) in the previous section there is a direction given by P22 after B2 choked "Wuh...slow down...dah...slow down...slow down...." The instructions were given for B2 to drink slowly so as not to choke. As for example (18) below, the command was given by P23 because B2 did not eat the bread given. Meanwhile, in example (19), it appears that P23 conveyed a prohibition when B2 picked up rubbish and then intended to eat it. In the prohibition, P23 stated the reasons why B2 had to stop his actions. After B2 complied with the commands and prohibitions given, P23 then gave praise "Pintere" 'Smart, yes.' and affirmation by wiping it with a tissue.

(18) P23 : *"Alisha cantik, itu dimaem, Sha ... Rotine, Sha."* (K2, 04/04/2022)

P23: 'Alisha is beautiful, eat that bread, Sha... That bread, Sha.' (K2, 04/04/2022)

(19) P23 : *"Ga, ga, ni ga boleh dimaem. Jijik... Kotor... Ni... dilap pake tisu... Duduk sini duduk Tu ..."*

B2 : *(Duduk)*

P23 : *"Pintere Dilap pake tisu ya"* (K2, 28/03/2022)

P23: "No, no, you can't eat this. Disgusting... Dirty... Ni... wiped with a tissue... Sit here sit... Tu..."

B2 : *(Sit)*

P23: "Pintere.... Wipe it with a tissue, okay..." (K2, 03/28/2022)

IMITATES BABY'S BEHAVIOR AND MAKES OTHER COMMENTS

The baby's expressions in response to stimuli provided by the caregiver also give rise to a response from the caregiver through imitative actions or imitation of the baby's behavior. Check the example below.

(20) B1 : *(mendekut)*

P12 : *(menirukan suara dekutan) "He ... he ... he ... heeh ... heeh ... Kuwi tingak tinguk ... Kuwi ne tingak tinguk ... Pak Kukuhe ngeden ngeden ..."* (K2, 01/02/2022)

B1 : *(cooing)*

P12: *(imitates cooing sound)*

he...he...he... That (Emran's head) is turning around... It's turning around... Mr. Kukuhnya is straining...'

(21) B2 : *Apa? Apa? Apa?*

P23: *Apa? Ora gelem? Wingi ntek akeh karo ibue, karo maem dhewe....* (K2, 04/04/2022)

B2 : 'What? What? What?'

P23 : 'What? Don't want this? Yesterday she finished a lot of bread with her mother, and ate it herself...'

In example (20), P12's words received a response from B1 with P12's cooing then imitating the cooing. P12 also commented when B1 moved his head after hearing P12 imitate B1's cooing. As for example (21), P23 asked a question aimed at getting confirmation because B2 refused to eat the bread that P23 gave.

NGUDANG

Another form of interaction between caregivers and babies is nesting. Smith-Hefner (Smith-Hefner, 1988: 173) defines *ngudang* as a pleasant hum that caregivers sing to babies. Smith-Hefner added (Smith-Hefner 1988) that generally *ngudang* is done by singing traditional Javanese songs. In these songs, there are usually the caregiver's hopes for the child. Apart from singing traditional Javanese songs, the caregiver also plays notes following the rhythm in the gamelan. *Ngudang* is usually done when the child is crying. The caregiver will rock the child while humming certain songs or tunes so that the child calms down. Apart from that, *ngudang* is also done when putting the child to sleep. *Ngudang* is done to entertain children and build closeness with them.

In this research data, various types of snacks were found in caregiver-infant interactions. In the following example, for example, the form of kungan spoken is an imitation of the sound of a drum with its rhythm.

(22) P13: "*Dung dung dung... dung dung dung... tong tong dung tong tong tong dung dung tong tong tong tong dung tong dung dung*" (K1, 01/02/2022)

(23) P12: "*Tak dung tak nong tak dung tak gung ... tak dung tak nong tak dung tak gung gung gung ...*" (K1, 03/02/2022)

Meanwhile, in the example below, the caregiver sings a Javanese song whose lyrics and rhythm have been composed personally.

(24) P11: "*Siram siram dibayem... aduse banyu gege... Mas Emran gelis gedhe... ilang bajang sawane... kari sane kaleh slamete... siram siram dibayem yem... aduse banyu gege... Mas Emran gelis gedhe... ilang bajang sawane... kari sane kaleh slamete*" (Q1, 01/02/2022)

Example (24) is sung by P11 while bathing B2. However, P11 made additions and slight changes to the lyrics as well as the rhythm and tone. This song, which is commonly sung by Javanese caregivers when bathing babies, has meaning. *Water the spinach*: like watering spinach (a plant that grows easily), the child is expected to grow well without many problems; *adus banyu gege*: bathe in *gege* water ('water that is left in the sun from noon until evening so that the water becomes warm') to feel fresh and not cold because the water has been warmed by the sun; *ilang bajang sawane gari warase*: 'go away/disappear all diseases, stay healthy'. So, this song can be interpreted as a request that babies who are bathed can grow well and be kept away from all diseases; always be healthy. In the data, we also found caregivers who sang other Javanese songs, namely *Lelo Ledung*, *Jaranan*, *Cublak-Cublak Suweng*, and *Gundul-Gundul Pacul*. The explanation above aligns with Puspitasari's (2018) research in the East Java Community which found that this *ngudang* activity changes with time. The community then shifted to lullaby songs, popular songs, and even *salawatan* songs.

Playing with Babies

In interacting with the baby, the caregiver also invites the baby to play. These games are usually simple games that only involve the caregiver's body parts, such as peek-a-boo or tickling the baby's body. When playing this game, the caregiver will show exaggerated facial expressions, such as surprised expressions smiling broadly, to attract the baby's attention. These games are played to entertain babies, build closeness with babies, and stimulate babies. The game is played when the caregiver and baby are relaxing, such as after the baby has bathed or eaten. An example is in the following data.

(25) B1 : (*mendekut*)

P15 : "*Ciluk ... Ba....*" (K1, 2/2/2022)

B1 : (*cooing*)

P15: "*Peekaboo... Ba....*" (Q1, 2/2/2022)

(26) P23: (*menggelitiki B2*) "*Tik kitik kitik kitik ... Kecetit kayane sek bagian sini.*"

B2 : "*Pun....*"

B22 : "*Ampun....*"

P23: (*tickling B2*) "*Tick tick tick tick tick...he must be hurt at this part.*"

B2: "*Sto...*"

B22: "*Stop...*"

In data (25), it can be seen that the caregiver invited B1 to play peek-a-boo when B1 was cooing. The game of peek-a-boo is done by covering your face with your hands or a certain object, then opening it so that you can see it again. This simple game can provide stimulation and can build the concept of objects that can appear and disappear as well as the existence of rotational interactions which become a scaffold in the rules of interaction (Santrock, 2010: 397).

Meanwhile, in data (26) the caregiver invites B2 to play by tickling him. In this data, it appears that B2 responded by saying "pun" 'ampun'. The other caregiver repeated B2's statement to clarify the statement. These games function interactively and bring the baby closer to the caregiver.

ROLE PLAYING AS A BABY

One form of interaction between the caregiver and the baby is the caregiver playing the role of the baby. When playing the role of a baby, the caregiver will change the way he speaks so that it seems as if he is playing the role of the baby being cared for. This is done by raising intonation, slowing down the tempo of speech, greeting oneself with the baby's name and so on, as well as greeting the people around him with greetings like Mbak, Mas, Sis, etc. in accordance with the greeting that the baby should say according to his preferences. intended. Consider the following example.

(27) P11: "*Aku gendut ... Aku gendut ... kaya Yayah ... Aku tu gendut, kaya Yayah. Iya ... Kaya Yayah.*" (K1, 01/02/2022)

P11: "*I'm fat... I'm fat... like Yayah... I'm fat, like Yayah. Yes... like Yayah.*" (K1, 01/02/2022)

(28) P11: *Ba ... Ba ... Aku mau basketan dulu ya, Bu ... Emran mau basketan dulu ... Emran mau basketan dulu ... Emran nomor dua tiga empat. Nomor dua tiga, pakainya hot pant.... (K1, 01/02/2022)*

P11: *Ba... Ba... I want to play basketball first, Mom... Emran wants to play basketball first... Emran wants to play basketball first... Emran number two, three four. Number two three, wear hot pants.... (Q1, 01/02/2022)*

From the two examples above, it can be seen that the deixis of the persona I and Emran's personal name shows that P11 plays the role of B1. P11 seems to be B1 who is speaking. When playing the role of a baby, P11 often repeats his words several times to get a reaction from the baby, such as changes in expression, cooing, squealing, and so on.

Humans basically have an innate desire to communicate with one another. This Lee, Mikesell, Joaquin, Mates, and Schumann (2009, in Ellis 2015:26) referred to as "interactional instinct". Based on the analysis in this study, there were various forms of interaction between caregivers and babies in two families in Wonosobo, Central Java. As in interaction, there are elements of personnel, common settings, joint actions, and contributions between participants.

The personnel elements involved in the interaction are the baby and his caregivers. Caregivers understand that babies still have various limitations. The caregiver's knowledge that the baby is still in the sensorimotor stage (see Piaget in Santrock, 2010: 24) becomes the basis for him to place himself in an asymmetrical position in interaction: in a more dominant position. Therefore, the verbal speech of the caregivers is conveyed as a stimulus and response to the baby's behavior.

Forms of verbal interaction as stimuli are conveyed by caregivers through questions; ad; giving directions, invitations, and commands. Crying (B1, B2), smile (B1, B2), laughter (B1, B2), eye gaze (B1, B2), foot kicks or hand movements (B1), grip (B1), squeaking (B1), answers to questions (B2) are considered responses or turns of interaction played by the baby. Thus, there is a sequence of interactions, pairs side by side, as well as a turn of interaction that becomes an element of the contribution of the caregiver and baby in the interaction.

Meanwhile, when the baby cries, smiles, laughs, kicks, grasps, moves independently, asks (B2), and asks (B2) will elicit various verbal responses from caregivers. The caregiver's response to the baby's behavior is seen in various forms of praise, questions, prohibitions, and imitations of the baby's behavior. From this, it also appears that there is a sequence of interactions, pairs side by side, and the turn of relevant interactions.

Caregivers shed babies in a variety of settings, such as when bathing, playing together, or especially when the baby is fussy. This warehouse can be a stimulus or response to the baby's behavior. Similarly, when playing roles as a baby and inviting babies to do simple games. All three can be a stimulus in parenting, can also be a response. The goal is to make the baby feel calm and comfortable. Attention through the baby's eyes and calmness is a sign that the baby is fine. Thus, in caregiver-infant interactions, joint actions and contributions are made by both parties according to their respective asymmetric roles in the interaction.

These various forms of interaction are evidence that caregivers include babies in interactions as stated by Holzman (1984). This also supports the opinion of Snow (1977) who states that although there are differences in cognition and even though the baby/ child does not really understand the mother's speech, the mother still shows her speech to the baby in their interactions. Therefore, these forms of parent-child interaction become an emotional bond between parents and children as well. De Bellis and Thomas (Azizah et al., 2024) stated that child neglect is a type of violence against children. One of these negligence can be in the form of emotional neglect (lack of attention, emotional support, or competence).

In addition, based on the results of the interview, the caregiver stated that through interaction with the baby, they will be able to establish a bond and closeness with the baby. In parenting, encouraging development while making babies feel comfortable, active in activities, and not crying (P11, interview 04 July 2022) is important. Therefore, caregivers actively involve the baby in interactions. The results of interviews with P11, P12, P13, P23 (interview 05 July 2022) also found that caregivers invite babies to interact is not only intended to communicate, entertain, keep babies calm, but also encourage the development of infant language acquisition indirectly. The hope is that someday babies can become part of their language community because they are proficient in language.

Moreover, P22 (interview 05 July 2022) said that in his hometown (in one of the villages in Wonosobo), there is a belief that parents who rarely invite babies to talk are at risk of having babies who experience speech delays. If so, parents should talk about 'bathing the baby with special flowers' so that the baby's language development is not delayed.

P11 and P21 (mother) (interview 05 July 2022) start talking to the baby since they are still in the womb. As P11 and P12 point out, greeting and talking to babies is instinctive, especially when babies show activity (moving, kicking, stretching) in the womb. P11 states that he talked while stroking the abdomen, where the baby's movements appeared. He did it more often after knowing the benefits of inviting babies to talk from parenting science. She learned parenting from social media, the internet, books, and special meetings. In addition to talking, P11 also often plays babies to the Qur'an and classical music.

Thus, caregivers in Wonosobo do not wait for the baby to reach the verbal stage to start verbal interaction with the baby. This is different from the results of Smith-Hefner's research on the Ciliwung and Tengger communities. The study found that the interaction between caregivers and children in Java focused on physical interaction. In this interaction, the caregiver moves the child's limbs and imitates the movements in traditional Javanese dances. Because caregivers assume that children 'do not understand', children are not involved in verbal interactions.

CONCLUSION AND RECOMMENDATION

This study found that caregivers in two families interacted with the babies actively. They don't wait for the baby to be in the verbal period to interact verbally with the baby. In other words, this research confirms Borge's (2013: 424) view which states that mothers invite babies to participate in interactions.

The development of babies becomes a background of knowledge for them to adapt so that forms of interaction can be carried out by providing verbal stimuli. This stimulus is delivered by asking, informing, and/or prohibiting. Furthermore, interaction also occurs in the form of verbal responses to the baby's behavior which is conveyed by praising, asking or prohibiting. Caregivers also utilize nonverbal interactions by holding the baby, playing the role of the baby, and inviting the baby to play simple games, both as a stimulus and response in interacting with the baby. The elements of joint action and the baby's contribution in this research can be a response or even a stimulus provided by the baby. The baby's stimulus or response is in the form of crying, smiling, laughing, looking/eye contact, kicking the legs or hand movements, grasping, cooing, or answers to questions (especially B2 because they can produce holophrastic speech).

Thus, the results of this study are different from those stated by Smith-Hefner (1988) that Javanese caregivers rarely carry out interactions with babies who are in the prelinguistic stage. On the other hand, this research supports the findings of Saraswati (2015) and Kurniawati (2021) who concluded that both verbal and nonverbal interactions are not

uncommon and are found in various types of caregiver-baby interactions. In addition, the center of communication orientation is in the child, namely that the caregiver adapts to the child's abilities. This research also finally concluded that the basis for interaction built by caregivers was a form of elaboration of Grice's views regarding the purpose of interaction. If Grice (Borge, 2013: 426–427) states that every speaker hopes that his speech can be understood or understood well by his speech partner, in this research it was found that in his interactions with babies, caregivers hope that the interaction will at least get attention from the baby (such as to entertain or makes the baby feel calm) and furthermore, the interaction is then expected to become material for language socialization in children.

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