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Semarang, 30 January 2024
Editor in Chief

Dr. Sukma Nur Ardini, S.S., M.Pd.



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Table of Contents

Indonesian Language: The Challenges and its Teaching Rudi Ekasiswanto	1-13
Dictionary Speech Assistant to Improve Students' Pronunciation Agnesia Stefanny Susanto, Sukma Nur Ardini, Rahmawati Sukmaningrum	14-22
A Stylistic Analysis of Figurative Language and its Functions in the Four (Deluxe) Album by One Direction Na'imatus Sa'idah, Riana Permatasari	23-22
PPTSD Portrait due to Childhood Trauma to Ellice in the All Her Little Secrets Novel Azizah Azizah, Destary Praptawati	24-44
Exploring the Multifaceted Humor Function of Dark Humor in Trevor Noah's Show "Son of Patricia" Annisa Nurul Shabrina, Qurat ul Ain, Hendi Pratama	45-54
Speech Act in a Courtroom: An Analysis of Chris Watts' Trial Juliana Heidi, Nina Setyaningsih	55-71



Indonesian Language: The Challenges and Its Teaching

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ABSTRACT

Teaching Indonesian as a curriculum compulsory subject (MKWK) in university implies some challenges, considering the teaching is intended for students who have yet to study language theoretically and conceptually formally. This research is reflectively aimed at describing teaching challenges and possibilities. Methodologically, this study involved the researcher as an Indonesian language teacher in a university using a reflective-introspective way to gather data based on his experience. The results of this study are as follows: The students have various scientific backgrounds that are substantially and culturally different. Conditionally, they do not study Indonesian historically, culturally, theoretically, and methodologically. This implies that the orientation of teaching Indonesian needs to be formulated. Indonesian as MKWK is introduced functionally for language purposes in higher education. Language as a signifying medium becomes a verbal or oral communication tool to disseminate knowledge. Thus, the teaching materials are also adjusted elementary to the scientific background of each student. This allows the establishment of relations between Indonesian as a subject and other disciplines. Thus, awareness of this aspect of teaching makes it possible to place Indonesians not as "additional" but as "significant" learning in universities.

Keywords: challenge; Indonesian language; MKWK; teaching; universities

INTRODUCTION

Language is present, needed, and used in various arenas, including symbolic, educational, economic, cultural, political, etc. This presence, need, and use cannot be separated from the status of language as symbolic and cultural capital. Symbolic capital means that language allows someone, with their abilities, to occupy a certain prestige. In contrast, cultural capital implies that in all societies, language is needed as a means of interaction (Udasmoro et al., 2015). Students in higher education need language to gain prestige as subjects capable of communicating verbally and orally in academic writings (writing scientific papers) and educational talks (conferences and seminars). At the same time, it is necessary that the interaction between students, lecturers, and the academic community can be organised well through language. In this case, *Bahasa Indonesia* or Indonesian (hereafter BI) is a compulsory curriculum subject (MKWK) in universities, including at Gadjah Mada University (UGM). Law of the Republic of Indonesia no. 4 of 2009, Article 29 states that Indonesian must be used as the language of instruction in



national education (Kesuma, 2021). This constitutional foundation underlies and requires BI to act as a language of instruction in higher education learning as well as being taught as a course subject.

For most Indonesians, BI may be the first language, which is relatively known and used in the social practices of daily life. However, the use of language orally every day and in the college arena is different. Hence, understanding it remains necessary and relevant to convey, give, and teach. Moreover, gaps in understanding Indonesian, even though this language has become the national language, still often occur. BI's position as MKWK implies that all students from various fields of science are required to study BI, which is a source of knowledge. BI is also a communication tool and a supporting variable for developing human, science, and technology resources (Syamsuri, 2015). However, this raises various challenges, considering these students must formally study the language from historical, linguistic, cultural, and even current diplomatic issues. BI teaching as MKWK needs to be adjusted so that the importance of language as an interest for the scientific community can be achieved in the higher education ecosystem.

Regarding teaching at UGM, BI courses taught are conceptual, so these courses tend only to be considered "ordinary" courses. This teaching tendency can be seen in the design of the material. As MKWK, BI seems to be reduced to defending the country and religious moderation. Their status relates to the two: studying a language means participating in defending the country, and with a language, students can practice religious moderation. However, the paramount urgency lies in language, namely, knowledge generation. Implementing BI in various non-literature, non-language, or non-humanities faculties reaffirms the position and urgency of BI for academic purposes. With the reality of this problem, the following research needs to be carried out to map the various existing challenges, efforts to resolve them, and strategies for the status quo above.

There are many similar studies regarding BI teaching in universities. Among these are research by Suwandi (2018), Sari (2019), Asrumi (2020), Sujinah (2020), and Juliantari (2022). Suwandi explained that in the era of Industrial Revolution 4.0, BI must be developed within the framework of multiculturalism and ecological awareness. Meanwhile, Sari emphasized the importance of improving lecturers' teaching abilities, creativity, and innovation to make BI easy to understand. In line with this, according to Asrumi, increasing creativity and strong literacy is essential. Sujinah also thinks it is necessary to increase the creativity of learning media. Finally, Juliantari explained that BI needs to be taught no longer based on text but on context. From the literature reviews, there has yet to be any research that specifically discusses the challenges of teaching BI in universities in an MKWK context. From this reality, this article proposes two problem formulations: (1) the challenges of teaching BI as MKWK in universities and (2) its solution.

METHODOLOGY

Methodologically, there are two things: data collection and analysis methods. Both generally use an introspective reflective practice—an autoethnography. The researcher is a BI teacher at UGM, so he has experience designing teaching systems and curricula. He is also directly involved with students in class. Thus, the data collection method utilized the researcher's memories, experiences, and awareness during the teaching process. In data analysis, the researcher's reflection and introspection are facts that need to be explained, and their relationship is critically sought. This requires interpretive work involving literature study regarding language teaching. The data are presented in the form of narratives and illustrations.

RESULT AND DISCUSSION

This section has two sub-discussions on the problem formulation: a description of the challenges and solutions related to these challenges.

CHALLENGES OF TEACHING BI AS MKWK

Students involved in BI courses have diverse scientific backgrounds since UGM has 18 faculties. What makes them different is that their characteristics differ substantially. The various scientific features encourage and even force BI teaching to be contextual so that language is not taught as a static object of memorizing linguistic rules. BI can be used for academic purposes, both orally and verbally, according to the characteristics of each science.

Meanwhile, a semester learning activity and program plan (RPKPS) have been prepared and agreed upon at UGM, so teaching must refer to this RPKPS. On the other hand, striving for contextual BI teaching is still necessary. Below is the RPKPS, which contains the teaching directions for 13 meetings, and then the challenges arising from the RPKPS are mapped out.

TABLE 1. Indonesian RPKPS (Source: FIB Lecturer Team, 2023, with changes)

	Topic	Learning Form
1	Introduction of Syllabus; BI as a unified language and national language	Interactive lecture
2	Various types of BI; BI as a mean of seeking knowledge	Interactive lectures, case analysis, discussions and presentations
3, 4	Academic variety of BI; role, function and general characteristics; sentence construction	Interactive lectures, case analysis, and quizzes/assignments
5, 6	Paragraph preparation; use of spelling in academic writing	Interactive lectures, case analysis, and quizzes/assignments
7	Literature searches, citation ethics, and scientific work formats	Interactive lectures and quizzes/assignments
8, 9	Hate speech, hoax news, and academic reasoning; BI internationalization within the framework of national defense	Interactive lectures, case analysis discussions, Presentations, and report preparation
10, 11	Designing articles/papers; preparing articles/papers stage-1 (project topic presentation phase, reasons for selecting topics, and content framework)	Project based learning (peer assessment of the project), discussion, and presentation
12, 13, 14	Presentation of PBL Results (articles/papers) stage-2 (article presentation phase)	Case discussions and presentations

By looking at Table 1, BI teaching can be categorized into at least four things, namely introduction, which is conceptual and tends to relate to the constitutional foundations of language (meetings 1-3), linguistic knowledge from the level of sentences, paragraphs, to simple editing (meetings 4-3). 6) contextualization of language knowledge (meetings 7—10) and practice of writing scientific papers (meetings 11—14). The first three meetings are an introduction, mandatory for language study program students as formal historical and legal knowledge before studying a language. Their status, position, and development are essential to study to see and understand linguistic dynamics in the future when they learn various linguistic knowledge. However, this paper sees that all three lack relevance if given to students participating in MKWK. The proportion is disproportionate and excessive, not because the material is less important than knowledge. The status of BI, the various types of BI, and, specifically, the academic

variety should not be material in a separate meeting. Still, it should be given at the first meeting, which actually "delivers" the students participating in the course.

Three materials in the three portions of the meeting reduced meetings 4-6. Sentences and paragraphs are the linguistic contexts most often used in producing academic discourse for non-language study program students. They do not need to study the sounds of language (phonological level), words, diction, phrases, and their formation (morphological and semantic level). With sentences and paragraphs, these two levels are meaningful to them. However, efforts to limit the material acknowledge that linguistic material remains complex, especially in terms of spelling. This is where the challenge arises. *Ejaan yang Disempurnakan* Currently, Enhanced Spelling (EYD) Volume V has been implemented. EYD V uses letters, words, punctuation marks, and writing absorption elements. The problem is that this was only discussed in one meeting.

The implications of the time allocation above were found based on the author's observations and experiences when reading four papers from a BI class. The titles are "*Identitas Bangsa dalam Penggunaan Serapan Bahasa Indonesia sebagai Upaya Pembangunan Kesadaran Bela Negara di Universitas Gadjah Mada*", "*Teks Artikel Bahasa Indonesia Ujaran Kebencian dalam Platform Twitter*", "*Mengenal Fenomena Hoaks di Era Digital*", and "*Moderasi Beragama di Lingkungan Kampus*". Those papers above are pretty good because they can relate language to various topics, such as national identity and national defense, hate speech, hoaxes, and religious moderation, especially some of which take the UGM locus so that they can capture linguistic phenomena that occur in the universities where they study. However, all have the same error, namely the issue of inaccurate word choice, punctuation, and the ethics of writing citations in academic work, which is also inseparable from spelling problems. Below is a screenshot of where the error is located.

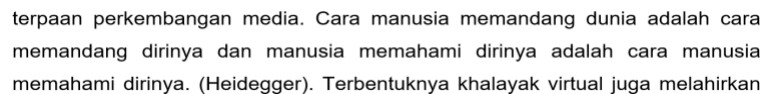
A screenshot of a text document showing a citation error. The text reads: "terpaan perkembangan media. Cara manusia memandang dunia adalah cara memandang dirinya dan manusia memahami dirinya adalah cara manusia memahami dirinya. (Heidegger). Terbentuknya khalayak virtual juga melahirkan". The error is the placement of the citation "(Heidegger)." at the end of the sentence, which is not properly integrated into the sentence structure.

FIGURE 1. Screenshot of Citation Writing Errors

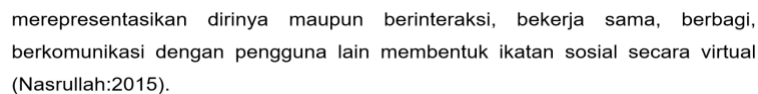
A screenshot of a text document showing a citation error. The text reads: "merekpresentasikan dirinya maupun berinteraksi, bekerja sama, berbagi, berkomunikasi dengan pengguna lain membentuk ikatan sosial secara virtual (Nasrullah:2015)". The error is the placement of the citation "(Nasrullah:2015)" at the end of the sentence, which is not properly integrated into the sentence structure.

FIGURE 2. Screenshot of Citation Writing Errors

The first mistake is that the researcher cannot place the citation in the correct sentence before or after, and no year and page are motioned. In Figure 2, the error lies in writing the name and year separated by commas (Nasrullah, 2015). The two empirical pieces of evidence above show that linguistic knowledge is more necessary and needs attention because BI is nothing more than the language of knowledge production in higher education. Writing scientific papers certainly requires this. Thus, writing citations as academic ethics must be upheld. This means BI teaching is oriented towards language knowledge and awareness as an academic community that must be responsible, including written citations. The empirical evidence above also indicates that the material at meetings 4-6 should be emphasized more. It is just that the time allocation needs to be more proportionally; in addition to limited teaching time and extensive material, strategies are required to convey it to students.

The breadth of linguistic material also challenges teachers to actively and selectively sort out possible, impossible, necessary, and unnecessary material to share with students. For example, in EYD V, there is letter material, but this can be considered excessive for students participating in MKWK. It means that it must be understood that it is only possible to teach some of the material to those who have

yet to study the language formally and in-depth. Selection of material according to interests must be made, especially in contextual academic interests (scientific writing, scientific presentations, seminars, and the like).

The MKWK course participants have various backgrounds because, scientifically, they come from multiple faculties. Juliantari (2022) also stated that students in BI teaching at universities are adult students with various needs-oriented toward real-world conditions. An example is the need for language skills in the world of work. The challenge is how students' scientific characteristics shape and influence how they speak and learn languages. This is what teachers must be aware of when implementing the RPKPS above. For example, students in the Faculty of Biology often use foreign terms because they deal with the scientific names of living things. Unfamiliar terms must be presented. Meanwhile, at the Faculty of Social and Political Sciences, many social and political terms have been translated so that they are not supposed to be written with foreign words in the BI text. This requires attention in teaching.

Apart from scientific background, a factor that influences language teaching and that teachers need to be aware of is language proficiency. This refers to ability, skill, taste, or talent—intelligence related to language (Cohen & Henry, 2020). Based on the author's observations and experience, even though they do not come from an Indonesian language study program, some students may be good at teaching BI, and vice versa. This paper believes that language proficiency occurs because of two things. First, students are relatively BI speakers. As a mother tongue and a second language, this language is often spoken on various occasions. Second, BI is not a new subject because it has been studied for a long time, from elementary school to high school. Even though the substance and orientation of learning are different, the linguistic knowledge obtained at previous levels of education shapes their experience and expertise so that when studying BI in college, they are not present in class as a "tabula rasa". They cannot be considered an "empty glass" without prior knowledge. This diversity of skills needs to be considered by teachers when delivering material.

Apart from students' spelling, punctuation, and citation writing weaknesses, as shown by previous research, Asrumi (2020) found that students must learn to write various texts. Likewise, when faced with several types of material in the RPKPS above, teachers must understand that writing skills must be considered a learning outcome because writing is one of the academic practices that will continue after BI teaching is finished. This writing skill must be distinct from the emphasis on meeting material 4-6 because language knowledge is only helpful if practiced in one of them, writing. The challenge is emphasizing that the material remains relevant to the next meeting, namely 7-10. Teachers need to think about designs and strategies to deliver the materials more conceptually and rely on explanations alone so that language teaching does not produce language skills. Likewise, teachers need to place these topics within the BI teaching framework. This is important because other branches of society and humanities, such as philosophy, psychology, sociology, and others, study hate speech, hoaxes, and language internationalization. Placing these topics within a BI framework allows for targeted teaching while still placing language as the main subject and showing how BI contributes to understanding these topics. Apart from that, what is essential is how learning does not deviate from its purpose and essence, namely language teaching.

In a broader context, BI teaching, with its material composition, is faced with the challenge of helping to build a moderated ecosystem with a supportive habitus. As stated by Udasmoro (2023), learning is no longer at the level of knowledge but at reflective knowledge, namely knowledge that provides space for co-construction. This means not only at the epistemic but also at the axiological level. The construction in question could be a feeling of love for the country, defending the country, critical power to filter, fighting hate speech, tolerance, etc. Thus, in higher education, BI teaching provides such reflective space. With this fact, it is implied that teachers struggle to formulate the language material in

BI learning. At the same time, the material to be delivered must produce two outputs simultaneously, namely the production of language skills that are useful in the academic arena of higher education and the production of reflective space, as stated above.

Even though these two outcomes are different, they are still related complementary and do not cancel each other out. Teachers must understand critically and formulate reflectively how language skills, whether writing scientific papers or presenting them in presentations such as meetings 11-14, ultimately contribute to constructing a reflective space within the self and mind of course participants so that the various characters above can be realized or at least can be produced slowly through language as cultural capital. Linguistic knowledge, which is very technical for non-language study program students, must be processed in such a way with a particular delivery, material framework, and delivery model so that it can be transferred contextually and can be accepted and understood contextually as well.

As stated, the above processing takes place from the sorting by considering the various student backgrounds. Regarding this background, Cohen and Henry (2020: 166) argue that several factors are beyond the teacher's control, for example, gender. Teachers cannot change the gender of students. However, there is a background that can be controlled, namely the scientific background and language skills mentioned above. What is meant by control here does not mean mastery or some regulation for the teacher's interests. Still, the teacher's ability to identify, pay attention, and consider it is also an essential part of teaching. Teaching cannot run well if these two things are not considered. With attention to it, the transfer of language knowledge and the formation of the desired reflective space, both at the epistemic and axiological levels, will be improved in its implementation.

From the various explanations above, the challenges that arise are categorized into three: the challenges of the RPKPS model that has been agreed upon in an educational institution, the background of the students participating in the courses, and the expected outcomes. Suppose some factors cannot be controlled in language teaching. In that case, this article also believes that there are challenges that cannot be controlled, namely RPKPS, because it not only concerns the author, a language teacher, but fellow BI teachers and institutions that help shape the direction of education policy. In the absence of control, the attitude that can be taken is to negotiate with the challenge. In fact, by entering this space, the author is involved in BI education policy in HEIs while still being able to provide BI teaching with the expected outcomes. This means that, even though faced with such an RPKPS model, the author can adaptively implement it and still build skills and reflective space for students.

SETTLEMENT EFFORTS

RPKPS model that has been determined, the method that the author can take is to negotiate with this teaching model so that, on the one hand, teaching remains sheltered and relies on the framework that has been determined. Still, on the other hand, teachers can also ensure achievement. Teaching is the output of knowledge and language skills and the production of reflective space. This negotiation is seen as the most possible solution when the author deals with the various relationships that work behind formulating the RPKPS. The solution or strategy that can be taken to address the challenges above is to direct teaching by the established orientation for BI teaching in HEIs. As stated by Udasmoro et al. (2015), one of the critical factors that must be considered in language teaching is orientation or goals. In this case, this paper emphasizes the importance of a teaching orientation based on an integrative and instrumental orientation. According to Cohen and Henry (2020), integrative orientation means teaching to foster interest, while instrumental direction is leading oriented towards pragmatic interests, including the application of language for academic purposes. Some practical interests expected based on the RPKPS above are as follows.

In an integrative orientation, students are expected to be interested in using BI properly and correctly for various academic purposes. The problem is, isn't BI nothing but a necessity in the higher education arena? This article believes the requirement here is not interpreted as an oppressive language requirement. Still, the teacher must foster the interest of course participants so that with that interest, they understand and have the awareness to speak Indonesian properly and correctly. The implication is that using BI is not an imposed requirement but an academic habitus accepted with full attention and openness. Teachers must build an intellectual culture in which teacher interaction and exchange of ideas occurs with course participants and fellow students involved in the BI class. The orientation is to be open-minded. This is defined as a willingness to consider experiences, beliefs, values, and perspectives different from those of others, enabling someone to explore diversity in thinking and acting (Merryfield, 2012: 18).

BI teaching is actualized in a two-way interactive manner between teachers and students as well as between students so that they are not trapped in rigid and technical BI teaching but actualize language as a means of academic interaction while maintaining and emphasizing language knowledge. The teacher is not the only source of learning, and the course participants are not the objects who take the target material for granted, but both must be active subjects. Merryfield (2012:18-20) suggests that four pedagogical strategies can be taken to foster open-mindedness in teaching, namely (1) getting used to cross-cultural interactions, (2) learning to challenge stereotypes, prejudice, and over-generalization, (3) demonstrating how to learn from various people from different cultures, and (4) teaching the habit of seeking various perspectives. The following description explains and derives These four pedagogical foundations in teaching practice.

Getting used to cross-cultural interactions is a basis that invites someone to be sensitive to cultural norms and values that differ between their own and those of others so that they can foster an attitude of respect for these differences (Merryfield, 2012). As also stated by Salodka et al. (2021), developing the ability to interact across cultures through language does not only require the acquisition of language skills, but, more than that, includes recognition of cultural norms and values. Culture are other conditions while learning a language that leads us to encounter cultural differences (Talenta et al, 2023). If this interaction capability is fulfilled, awareness and critical power will be created to see the relationships behind an interaction. For example, why is a group generally stereotyped as immoral? Awareness will arise that, for example, stereotypes cannot be justified at all. At a superficial level, course participants will help fight these stereotypes, prejudices, and generalizations through language skills. Teaching moments must help course participants deconstruct the preconceptions and abstractions created to understand why a person or group lives in a particular situation and circumstances (Merryfield, 2012).

Demonstrating how to learn from various people from different cultures means that course participants are invited to learn from one source and various sources to enrich their perspectives. The more views you have, the more comprehensive your knowledge will be, and, of course, the more you will be aware that diversity is so broad, including in the academic realm of higher education. Language is essential to mediate this diversity so that conflict and violence do not arise, both symbolic and physical. Finally, Merryfield (2012:20) explains that awareness of perspective and habitus to reveal differences in perspective helps course participants recognize diversity in an event or issue based on background, experience, knowledge, beliefs, and values.

To implement the four pedagogical foundations above, the ultimate goal of which is to foster students' interest and awareness of the Indonesian language, the teacher formulates a final assignment in the form of a project for preparing a simple scientific work based on observational research in the campus environment (UGM). Teachers ask students to observe various cultural differences and cross-cultural interactions in the academic setting, which they often hear or know about through conversations, daily

observations, experiences, etc. In particular, teachers ask them to map stereotypical socio-cultural problems. For example, the Faculty of Engineering tends to be labeled the "crocodile" faculty (symbolism for men interacting with many women) because men dominate the faculty. The faculty of Cultural Sciences tends to be labeled many beautiful women, and the Faculty of Philosophy is popular for its knowledge. These becomes material for study in their scientific work.

Mapping for this kind of problem is a practice of cross-cultural interaction. In such differences, biases in attaching specific attributes or stereotypes often arise. It is hoped that cross-cultural awareness will be formed in the reflective space with this scientific work project. Teachers need to provide a framework for what should be systematically included in scientific work. Still, their work must show the problems, why something has been formed and institutionalized in the academic environment for so long, and what perspective underlies it. As an example of good practice, this can be seen in student scientific work: "Religious Moderation in the Campus Environment." This scientific work maps the problems of religious life in higher education, which, on the one hand, relies on the secularism of knowledge and, on the other hand, on religiosity, both of which must go hand in hand. In this way, they can simultaneously learn to challenge stereotypes, prejudices, and generalizations, learn from people with diverse backgrounds, and accept and understand other perspectives.

The practices above are teaching methods that not only acquire language capacity but also use this capacity to advocate for cross-cultural learning and oppose the attachment of negative attributes to specific groups. According to Ramadan (2020:1), one of the challenges faced in facing socio-political change is how to rally the masses under a standard message. BI teaching is not directly related to and does not aim to oppose these changes. However, at a more superficial level, integrative-oriented teaching, with scientific work on cross-cultural topics as a result, this teaching can be a means of advocacy. Course participants also produce messages about the importance of cross-cultural diversity through their writing. Writing is not only a final assignment but also an advocacy message. In this way, teachers direct BI teaching simultaneously at two outcomes: language skills and the ability to build a reflective space, such as a moderate academic space in religion.

As was also seen in meetings 11-14, writing scientific papers above is the highest level in language teaching, namely the epistemic status. This level implies that students not only access information from certain media but also convey this information back orally and in writing (Udasmoro et al., 2015). Through joint scientific work projects, students learn to observe, search, and explore various empirical information in the campus environment regarding cross-cultural interaction issues; then, this information is processed and presented scientifically. At meetings 11-14, students also presented the results of their research to teachers and other students. Here, a layered structure of abilities is built and demanded, from writing down information and presenting it, from written to oral. Why is this capability structure necessary? This paper argues that language skills are both writing and speaking; secondly, with oral presentations, they share and advocate their empirical findings with fellow students in the teaching room, creating interaction and sharing the same reflective space.

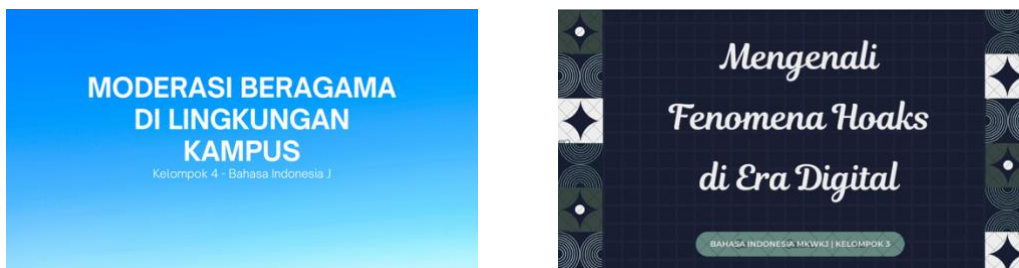


FIGURE 3 AND 4. Presentation of Student Scientific Work

With the above project, this paper believes that language teaching should not be trapped in a static teaching framework, which places BI only as rote memorization without any effort to contextualize it and direct it to an established orientation. In this way, it is believed that interest in learning BI will produce awareness so that teaching is not followed simply as "compulsion" but awareness as something important. Course participants not only deal with memorizing linguistic spelling and punctuation but also implement this knowledge practically, which is epistemically realized in writing and presenting scientific papers. This is also a way to deal with the diversity of student backgrounds. Students from different backgrounds are asked to write about the phenomenon of diversity themselves so that teachers do not avoid but utilize the challenges of diversity as potential that can be exploited for teaching practice.

Possi and Milinga (2017) state that the diversity of course participants is an issue that deserves attention in educational practice if an inclusive society is to be developed, promoted, and maintained. Compiling the scientific papers above is the simplest, most supportive, and possible way to provide proportional attention to issues through BI teaching. Among the various background needs, the most obvious is that language is needed in practical reality, for example, language skills in the world of work. As underlined by Udasromo et al. (2015), language is an integral part of the learning process at universities because the university itself is a process arena before students enter the world of work. Furthermore, in the world of work, language skills often determine a person's position in their professional career.

To accommodate these needs, a combination of theoretical and practical knowledge is a way that can be optimized, such as combining the practice of writing scientific papers with good and correct BI with presentations as a form of scientific knowledge dissemination, how students present their findings. Foreign language skills, especially English, are highly emphasized because they support students' professional careers in the job market, both at home and abroad. However, in the context of the world of work in Indonesia, such as government agencies or institutions, educational institutions, research institutions, state-owned enterprises, and the like, BI capabilities are still needed and emphasized so that mastery over them is an absolute must. Before entering the world of work, the current era of independent campus learning (MBKM) provides the most comprehensive possible space for students to enter the world of work temporarily: companies, government institutions, research institutions, etc. They are usually called an internship. That is where the need for Indonesians is inevitable. Thus, BI teaching also fulfills an instrumental orientation, namely teaching language to achieve pragmatic interests, not only for academic purposes but also for actual interests in the future world of work.

There is a dissemination process both in internships and when entering the world of work. Dissemination is an interaction process to communicate knowledge to a targeted audience so that it can lead to change (Ordoñez & Serrat, 2009). Presenting scientific work is an effective way to start learning, train, sharpen, and develop students' spoken Indonesian abilities, which allows them to communicate findings or other specific things to the audience. Thus, the presentation practice during these three meetings is not only an academic moment to take responsibility for the scientific work they have compiled but also an opportunity to accumulate skills, which will be helpful when they enter various institutions or institutions in various fields. For this reason, this article also considers the comparison of "language learning" with "language learning" according to Phipps and Gonzalez (in Organ, 2017), which is shown in the following table.

TABLE 2. Comparison between Language Learning and Discussion
 (Source: Phipps and Gonzalez in Organ, 2017)

	Language Learning	Discussion
Context	Focuses on the classroom	Focuses on the social world
Outcomes	Assessment on Performance	Smoothness and feeling
Goals	Accurate and Measurable knowledge	Creation of meaning and human interaction

Disposition	Competition	Openness, exploration and collective exchange
Culture	Learning a language	Living the language
Position	Distance from a Language	Close to a language
Task	Complex	Supercomplex

Phipps and Gonzales (in Organ, 2017) argue that for language teachers to survive in the current climate, students must be empowered to live the language rather than just having it. According to Organ (2017:40), language opposes language learning. This paper offers another view to face the three challenges: instead of seeing it as a binary and antagonistic conflict, it is better to see the middle way as a convergence between the two approaches. One approach does not eliminate the other, but they fulfill and complement each other.

The challenges must be overcome by focusing on the social world so that language is learned in contexts, which are intertwined with various socio-cultural issues. The scientific paper writing project is a good language teaching practice because it can invite and direct students to focus on the social world with language as a tool and medium for understanding and recording it. Lecture classes are only a "small space" to produce and disseminate knowledge within a limited scope. Meanwhile, the assessment focuses on more than one but both. Students are expected to perform well in Indonesian, both spoken and written. In this performance, feeling (which can be interpreted as an interest in speaking Indonesian well and correctly) and fluency are aspects considered in reviewing the language performance of course participants. This can be seen and measured from the scientific work they compile and the presentations they practice.

Furthermore, this paper also looks at the convergence of objectives of the two approaches above. Writing scientific papers with directed topics allows students to be involved and process in meaning-making. In simple research, they enter and become involved in the social space to explore problems and highlight the relationships that allow these problems to arise. They carry out academic work with BI, such as data collection, interpretation, and analysis, to understand their context's social world. Creation is carried out individually and collectively between students in a group so that cooperation, exchange of ideas, and sharing of reflective space between students is also built. However, this paper believes that language—creating meaning and interaction—cannot be realized without knowledge. Measurable and accurate knowledge in BI learning is still needed because knowledge provides a perspective through which sense can be created. For this reason, it is also necessary to discuss the allocation of material delivery as a form of transfer of language knowledge for course participants.

It is necessary to pay attention first to the allocation of material delivery. This paper argues that introductory material, such as in meetings 1-3, can be presented concisely and in essence. Because they cannot be changed, other time allocations can be included with linguistic knowledge material. It is crucial to implement knowledge, as mentioned above. Still, it is also important to transfer knowledge to students because practice is only possible if there is epistemic provision, namely ability before trial. At the knowledge level, what is given to students starts from a relatively superficial level, namely sentences, paragraphs, and spelling in academic writing. The arrangement of this material implies that students are taught the rules for writing sentences as the simplest discourse, then how single discourses are arranged into complete parts, one unit connected coherently, namely paragraphs. If the ability to write has been given, the next important thing is editing. This implies that course participants switch roles after acting as writers of scientific papers to become language editors or editors (Sugihastuti, 2020).

Teachers can select elementary things to get around the complexity of this linguistic material. For example, in terms of sentences, the teacher provides brief material about words and word choice. It can be seen in the book *Indonesian Language Extension Series: Word Form and Choice* (Mustakim, 2014) that, in general, there is preliminary material, word formation processes, and word choice. This

paper is of the view that instead of theoretically teaching how a word is formed, what is essential is placing the case of the word in a larger linguistic unit, namely the sentence. For example, the teacher conveys why the sentences *in this book are explained* as linguistically correct. Still, the sentences *in this book are presented* as linguistically incorrect so that learning is not tied to material that is too theoretical for non-language study program students. In the book *Indonesian Language Extension Series: Sentences* (Sasangka, 2014), there is material on phrases, clauses, and sentences, as well as the characteristics of effective penalties. Instead of explaining the three theoretically, teachers can teach and provide examples of sentence writing, both single sentences and compound sentences, as well as with the context of word choice, conjunctions, and other linguistic rules. Likewise, considering the many punctuation marks in the Indonesian language system, teachers can select and then convey to students the punctuation marks that are commonly used, such as periods, commas, colons, dashes, and the like. Other things can be given in an elementary manner. Teachers also need to consider the background of the faculty. For example, for students from the Faculty of Biology and the Faculty of Mathematics and Natural Sciences, course participants often deal with italic spelling so that the teacher can emphasize this aspect. Likewise, learning will be more effective and focused in the context of other faculties.

The things above constitute knowledge that is accurate, measurable, and systematic in BI teaching. Teachers certainly do not ask students just to be able to memorize, for example, the function of the period, but how this knowledge is implemented in the practice of discourse production in scientific work, for example. With linguistic knowledge, creating meaning and interaction can be part of BI teaching. This knowledge is learned and then applied so that learning turns into a discussion process. In it, students can explore social space and establish interactions with fellow students so that collective exchange will be realized. This, thus, can achieve and learn two teaching paths at once, namely providing linguistic knowledge to students and, at the same time, enabling students to utilize this knowledge to build reflective space.

When the two things above are achieved, BI teaching can simultaneously be designed with two cultures: convergently learning and living the language. This convergence can be applied in BI teaching as a middle way to overcome the challenges that arise because often, even though course participants are Indonesian citizens and mostly speak Indonesian, they do not have good Indonesian language skills. They have lived but not studied it or have no systematic and sound knowledge of it. BI teaching still invites students to live the language. Still, it must be done academically how language can be brought to life by studying systematic knowledge, such as words, sentences, paragraphs, and spelling. They, then, receive this knowledge passively and process it actively in learning projects agreed upon in the RPKPS. BI is brought to life by language knowledge studied with interest and awareness, which is implied by the integrative orientation above. In this way, by combining an integrative orientation and an instrumental orientation, then bringing together language and language learning approaches, this paper believes that this method allows the challenges that arise in BI teaching to be overcome, circumvented, and resolved. This is none other than an effort to place BI not as an "additional" subject that students take but rather as an "interest," the knowledge and skills that are necessary for students, both in the academic realm and in the future world of work.

CONCLUSION AND RECOMMENDATION

This article has mapped several challenges in BI teaching at UGM, which originate from the author's reflections and experiences and may occur in other higher education contexts. Teaching design, student background, and the expected outcomes of the teaching provide challenges for teachers to be able to converge knowledge and skills, theory and practice so that an epistemic level is reached that places BI

teaching as a source of linguistic knowledge on the one hand and the construction of reflective space. On the other side. For this reason, a possible investigation or solution practice is to converge an integrative orientation and a pragmatic orientation. Furthermore, these two orientations reduce the convergence of two teaching approaches: language and language learning. The two are not seen as a binary opposition but a convergence that creates a middle way to address the challenges in BI teaching.

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Dictionary Speech Assistant to Improve Students' Pronunciation

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ABSTRACT

Non-native students often experience difficulty to learn pronunciation which then affects their speaking ability. On the other hand, proper communication requires proper pronunciation as well. However, today's technological advancement provides an alternative to aid pronunciation mastery, one of which is in the context of mobile-assisted language learning. This research investigated the effectiveness of Dictionary Speech Assistant in ELSA Speak Application to Improve Second Grade Students of SMP Negeri 6 Semarang Pronunciation Ability. The objective of this research was to find out the result of students' pronunciation ability before and after applying Dictionary Speech Assistant; as well as to find out whether there was any significant difference of students' achievement in their pronunciation mastery before and after taught using this mobile application. Dictionary Speech Assistant is one of the features or tools in ELSA Speak Application. It is a pronunciation dictionary that facilitated by Automatic Speech Recognition which provides direct feedback. This research employs pre-experimental design involving 34 students as the research sample. The data was gained from pre-test and post-test. The instrument of this research were tests consisting of single-word and phrase test. Subsequently, the data was analyzed by using t-test formula in Microsoft SPSS software to find out the significant difference on students' pronunciation ability before and after applying Dictionary Speech Assistant. The result showed that Dictionary Speech Assistant effectively improves the students' pronunciation ability. The main factor affecting this improvement was the students' interest in teaching learning process involving Dictionary Speech Assistant. The researchers concluded that Dictionary Speech Assistant is beneficial for students in learning pronunciation.

Keywords: EFL Learner; ELSA Speak; Mobile-Assisted Language Learning; Pronunciation.

INTRODUCTION

Language proficiency, especially in English, is an essential skill in our increasingly interconnected and globalized world. The capability to effectively communicate in English gives access to educational, professional, and social opportunities. As a lingua franca, English is spoken among speakers of different first languages for whom English is the language of choice, and mostly the only option available (Chen, 2020). In addition, it there is now an increased demand for professional linguists who can effectively deliver a message, whether in a written or spoken form, from one language to another (Simon et al., 2015). While traditional language learning methods, such as classroom instruction and textbooks, have long been the foundation of language acquisition, the emergence of technology, particularly mobile applications, has revolutionized the way individuals approach language learning. Despite the various impactful and interesting approaches of old-school, offline teaching and learning

methods, the current situation requires most learning activities to be done virtually (Talip et al, 2023). Nowadays, technology has been prevalent in people's lives for a variety of reasons, including virtual interaction, the transfer of products and services, business transactions, commercial occupations, and even education (Kholis, 2021). The increasing availability of mobile technologies has contributed to the growth in mobile-assisted language learning in which learners can independently study a second language anytime and anywhere (Loewen, 2019). Mobile learning serves three functions in the classroom learning process, there are supplements, complements, and substitutes (Naninggia, 2017). This research investigates the efficacy of Dictionary Speech Assistant of ELSA Speak mobile application as a tool for improving English pronunciation, focusing on the role they play in enhancing language learners' phonetic accuracy and fluency.

The past decade has witnessed an exponential growth in the use of mobile applications for the purpose of language learning, and English pronunciation is no exception. The opportunity for teachers and students to communicate their views, options, and attitudes through communication can reflect their personalities' value systems, while also creating a favorable environment, preserving the interlocutors' relationship, and organizing the discourse (Aenida et al, 2022). Advancement in artificial intelligence seems to revolutionize existing educational practices (Baido-Anuu, 2023). These applications offer learners the convenience of accessing language instruction anytime, anywhere, transforming the learning process into a more personalized and flexible experience. The widespread usage of smartphones and the diversity of language learning apps available have made it possible for learners of all ages and backgrounds to start their language journey, aiming on mastering pronunciation.

However, all of these language learning apps raises a critical question: How effective are they in helping learners improve their English pronunciation? While there is an array of studies on the general effectiveness of mobile language learning apps, namely DuoLingo (Shortt et al, 2023), Kahoot! (Reynolds, 2020), Google Classroom (Singh, 2020), very few research has been dedicated to the use of ELSA Speak. The few researches on ELSA Speak was conducted with research participants consisting of university students at South Sulawesi (Samad & Ismail, 2020), university students at West Sulawesi (Akhmad & Munawir, 2021), junior high school students in a tuition assistance institution (Pangastuti, 2021). No studies have been found regarding its feature of Dictionary Speech Assistant on specific field of pronunciation improvement. This study aims to fill this gap by investigating English pronunciation learning through mobile applications.

The importance of accurate pronunciation in language acquisition is essential. Pronunciation is a basis of effective communication, and poor pronunciation prevents comprehension and decrease self-confidence in language learners. English as a phonetically diverse language, has unique challenges for learners who are not exposed to native speakers or English usage. Consequently, mobile applications that claim to enhance English pronunciation serve as promising tools to help learners.

This research investigates the effectiveness of Dictionary Speech Assistant of ELSA Speak mobile application for learning English pronunciation. The results of this research will not only beneficial to the growing body of research on mobile language learning but also offer insights into the potential of mobile applications in addressing a crucial and often challenging aspect of language acquisition: pronunciation.

In accordance to the increasing importance of English proficiency worldwide and the potential of mobile applications to facilitate language learning, the results of this research will be of interest to educators, language learners, app developers, and policymakers alike. ELSA Speak is one among many clever AI technologies for language acquisition, useful for learning how to talk and enunciate like a native speaker (Anggraini, 2022). ELSA Speak has delivered over 1,200 lessons on over 60 different topics (Lesmana, 2022). By giving insights on the

effectiveness of Dictionary Speech Assistant of ELSA Speak mobile application in improving English pronunciation, the researchers hope to inspire learners with valuable information and recommendations for enhancing their language skills, thereby contributing to their overall success in today's globalized world.

METHODOLOGY

The research design of this study was quantitative. The researchers employed one-group that applied pretest and posttest strategy. This design of this research used was the Pre-experimental involves pre-testing, treatment, and post-testing. This design typically includes three steps namely: (1) conducting a pre-test to measure the dependent variable; (2) providing the experimental treatment X to the subjects; and (3) conducting a post-test to examine the dependent variable after the subjects have received treatment. The changes were associated to how the experimental treatment was applied. The final step of this strategy was comparing the results of the pretest and posttest.

The population of this study was 272 from the 8th grade junior high school students of SMP N 6 Semarang. The researchers discovered all these students has similar learning performance as informed by their teacher. The sampling procedure applied was purposive sampling since it is the most appropriate method of obtaining a representative sample from such population. Purposive sampling is the process of picking a sample that are considered as typical in characteristics (Edmonds & Kennedy, 2016). 34 students of the 8th grade of SMP N 6 Semarang were chosen as the research sample.

This study employed pronunciation test as an instrument to measure students' pronunciation ability. Research instrument is a tool for measuring, testing, observing, interviewing, and documenting data (Creswell, 2017). This test was conducted twice namely during the pretest and posttest. A closed questionnaire using Likert scale was given to the research participants, in order to find out students' experience upon using Dictionary Speech Assistant in ELSA Speak Application to complete the secondary data as to support the validation of this research.

The researchers processed the data sets using the assistance of Microsoft SPSS 27. Pretest and posttest mean of the experimental group acquired using this software. The acquired mean score classified based on criteria proposed by Tanujaya et al (2022)

TABLE 1. Grading Scale (Tanujaya et al, 2022)

No	Interval Level	Score's Categories	Integrity	Predicate
1.	86 – 100%	A	4	Excellent
2.	76 – 85%	B	3	Good
3.	60 – 75%	C	2	Average
4.	55 – 59%	D	1	Poor
5.	<54%	E	0	Bad

The data regarding the difference of research participants' performance before and after taught using Dictionary Speech Assistant of ELSA Speak application were also processed using Microsoft SPSS 27. The researchers also utilized the same software to analyze the data acquired from the previously published closed questionnaire.

RESULT AND DISCUSSION

The research results obtained in in this study includes students' mean, pretest and posttest result gap, and also the significant difference in pretest and posttest scores. The researchers also provided a closed questionnaire to support the main data.

The Pre-Test Result of Students' Pronunciation Test Before Using ELSA Speak Dictionary Speech Assistant

This research initiated two tests namely the pretest and the posttest to find out if there are any differences in regard to the results of the study. Before providing the students any materials or treatments, the researchers conducted the pretest. It was taken for the purpose of assessing the research participants' ability in mastering pronunciation before they were asked to use ELSA Speak Dictionary Speech Assistant. There are several components assessed in this test namely fluency, accuracy, intonation, and stressing as shown in table 2 below.

TABLE 2. Pretest score details

Assessed Components (in a scale of 0 to 5)				Total Obtained Score	Total Final Score (%)
Fluency	Accuracy	Intonation	Stressing		
3.2	3.0	2.8	2.2	11.2	56

The total final score in the pre-test was 56 which belonged to the poor category, referring to the Table 1. During the pre-test, students were taught without using Dictionary Speech Assistant and have not received any treatment before the test has been conducted. It was found that the highest pretest score was 95, while the lowest pretest score was 15. The pre-test result is determined by calculating the research participants' scores prior to using Dictionary Speech Assistant. It is derived from the overall score, the percentage of students' scores, and the mean of the pretest. The total of the students' pre-test scores is 1904 derived from 34 students. The percentage of students who took the pre-test is 56%, which indicates that the score category of students in the pretest is poor.

The Posttest Result of Students' Pronunciation Test Before Using ELSA Speak Dictionary Speech Assistant

The researchers gave two sessions of pronunciation practice to the students without using any technological assistance. As a benchmark for the classroom material, the first meeting introduced pronunciation material and followed by a pre-test on pronunciation comprehension performance. The second meeting involved the treatment using ELSA Speak Dictionary Speech Assistant to improve students' pronunciation. In this stage, the students received a helpful correction by the ELSA Speak Dictionary Speech Assistant AI regarding their mispronounced words and phrases. Afterwards, the researchers conducted posttest to measure the students' abilities after the treatment. Further, post-test was given to investigate students' pronunciation ability achievement. In addition, students were given a conventional pronunciation teaching assessment with paper-based pronunciation test that adjusted to the existing themes during teaching and learning. The table 3 below presents the post-test score of this control class.

TABLE 3. Post-test score details

Assessed Components (in a scale of 0 to 5)				Total Obtained Score	Total Final Score (%)
Fluency	Accuracy	Intonation	Stressing		
4.8	4.2	4.0	3.6	16.6	82.8

The mean score in the post-test was 82.8, belonging to the good category. Students utilized ELSA Speak Dictionary Speech Assistant upon learning pronunciation. According to Table 3, the highest post-test score was 98, and the lowest post-test score was 62. The post-test result was derived from the scores of students after using Dictionary Speech Assistant. It was calculated using the post-test total score, student score percentage, and post-test mean. The overall post-test score derived from 34 students was 2818. The students' score percentage is

82.8%, indicated that the category of students' post-test scores after using Dictionary Speech Assistant belonged to good category.

The Significant Differences of Students' Pronunciation Test
 Before and After Using ELSA Speak Dictionary Speech Assistant

Once the result of pretest and posttest was acquired, the researchers calculated the result of significant differences of students' pronunciation ability before and after applying ELSA Speak Dictionary Speech Assistant. The differences of students' pronunciation before and after applying Dictionary Speech Assistant is determined through determining t-table, calculating t-test, and reviewing students' questionnaire response.

The process of determining t-table was undertaken in 5% level of significances with degree of freedom (df=N-1). The result was the value of df 33 at degree of 5% significance or it is called t-table is 2.035.

TABLE 4. T-test result

	Mean	T-table 5% level	T-test	df
Pre-test	56.0000	2.035	9.117	33
Post-test	82.8824			33

As seen on the table 4, it is concluded that the t-test result is 9.117, while value of df (degree of freedom) was 33 on 5% degree of significance is 2.035. Comparing the t-test with value of significance degree on t-table, the result is $9.117 \geq 2.035$. Since t-test is higher than t-table, which is obtained from the results of calculation, it is interpreted that H_a is accepted while H_0 is rejected. It can be defined that there was a notable improvement on students who are taught before and after applying ELSA Speak Dictionary Speech Assistant.

Apart from pretest and posttest, students were given a closed questionnaire to answer regarding their perceptions about using ELSA Speak Dictionary Speech Assistant. The questionnaire is a question with a choice or answer possibilities that the question maker has purposefully prepared for the respondent to choose (Aini, et al., 2018). The researchers used a closed questionnaire which enabled participants to choose an answer on a five-point scale of agreement or disagreement with several statements concerning some perspective. The questionnaire used Likert scale, it allows respondents to give input of their agreement or disagreement with specific statements regarding a perspective, individual, or event (Taherdoost, 2019). In addition, data from the closed questionnaire was analyzed by looking at the percentage of the table that was effortless to understand. The questionnaire result is presented in figure 1.

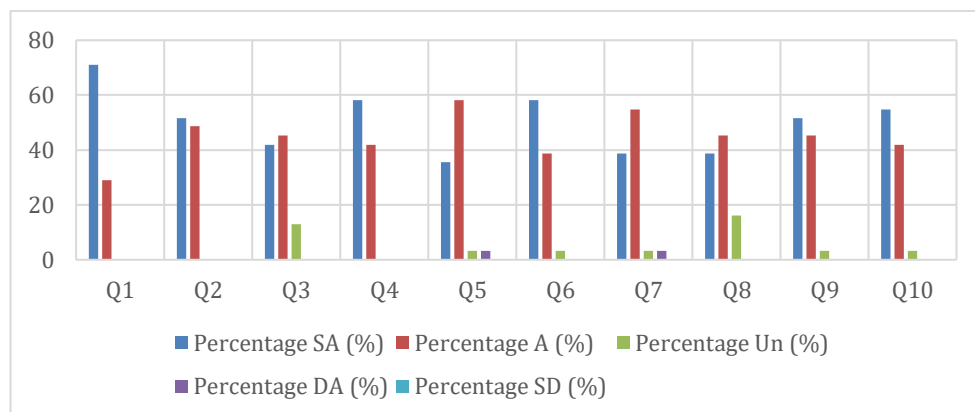


FIGURE 1. Questionnaire result

The obtained responses from the questionnaire showed that 71% students strongly agreed that Dictionary Speech Assistant is instructional and beneficial to improve pronunciation ability (Q1), while the other 29% agreed. As for whether Dictionary Speech Assistant is an excellent and interactive learning media (Q2), 51.6% students strongly agreed and 48.4% students agreed. 41.9% students strongly agreed, 45.2% agreed, and 12.9% undecided on whether Dictionary Speech Assistant's display is engaging educational tool (Q3). 58.1% students strongly agreed that Dictionary Speech Assistant makes the student easier to recognize different English sounds (Q4), while the other 41.9% agreed. 35.5% students strongly agreed, 58.1% agreed, 3.2% undecided, and 3.2% disagree on whether Dictionary Speech Assistant increases students' effectiveness on repairing mistakes (Q5).

Upon asked whether Dictionary Speech Assistant improves the students' involvement in the pronunciation learning process (Q6), 58.1% students strongly agreed, 38.7% students agreed and 3.2% student's undecided. The question of Dictionary Speech Assistant builds on students' performance especially pronunciation (Q7) resulted in 58.1% students strongly agreed, 38.7% students agreed 3.2% student's undecided, and 3.2% students disagreed. As for the question whether Dictionary Speech Assistant appearance is attractive (Q8), 38.7% students strongly agreed, 45.2% students agreed and 16.1% student's undecided. The question whether dictionary Speech Assistant is an application menu which understandable and easily accessible (Q9) resulted in 51.6% students strongly agreed, 45.2% students agreed, and 3.2% student's undecided. While the final question, whether Dictionary Speech Assistant creates a unique environment for students to develop their pronunciation ability (Q10) resulted in 54.8% students strongly agreed, 41.9% students agreed, and 3.2% student's undecided. It was shown that all those ten questions in the questionnaire were mostly strongly agreed by the students.

This study aimed to investigate the use of ELSA Speak Dictionary Speech Assistant in the second-grade classrooms of SMP Negeri 6 Semarang. To attain this objective, the researchers conducted the study in July 2023. The primary objective of this study was to assess the student's pronunciation performance before and after the implementation of ELSA Speak Dictionary Speech Assistant and determine whether there was a difference between these two sessions. The research population comprised 272 second-grade students at SMP Negeri 6 Semarang, with the researchers selected the 8th grade as the sample group. The data collection methods included documentation, such as teachers' lesson plans and lists of students' names, and tests, which were carefully analyzed. The research process consisted of four stages: a pre-test, the implementation of ELSA Speak Dictionary Speech Assistant, post-test, and closed questionnaire distribution. The ELSA Speak Dictionary Speech Assistant was introduced during the second and third sessions, aiding students in practicing pronunciation and improving their ability to correctly and confidently pronounce words and phrases. Ultimately, the data analysis revealed the results of the pretest, posttest, and any significant differences.

On July 25, 2023, the pre-test carried out with the purpose of evaluating the students' pronunciation skills before given any treatment. The results indicated that the research participants' pronunciation abilities were poor. This is evident in Table 2, where the highest pre-test score was 95, and the lowest was 15, resulting in a cumulative score of 1904. After determining the grade, it was determined that 56% of the students' pronunciation abilities in the pre-test fell into the poor category. The pre-test mean was computed by dividing the total score by the number of students, resulting in a mean pre-test score of 56.

The post-test, conducted on 28 July 2023, were conducted after the treatment given to the students. The aim was to assess whether these treatments impacted positively on the students' pronunciation skills. After the researchers collected and analyzed the post-test scores, it was revealed that students who used the Dictionary Speech Assistant performed well. Table 3 displays the range of post-test scores, with the highest at 98 and the lowest at 62. The average

post-test score was 82.8%, indicating a favorable outcome based on the previously provided criteria. The total post-test score amounted to 2818, and the mean post-test score, calculated by dividing the total score by the number of students, was 81.2. The t-test and t-table supported the overall data, indicated that there was notable improvement regarding students' pronunciation after they utilize ELSA Speak Dictionary Speech Assistant.

Furthermore, students' views regarding their utilization of the Dictionary Speech Assistant were also revealed. According to the responses from a closed questionnaire, over 70% of participants expressed that they found the Dictionary Speech Assistant to be educational and advantageous in enhancing their pronunciation skills. They also concurred that this tool had the potential to enhance their overall learning performance. The students appreciated the Dictionary Speech Assistant due to its exceptional and interactive feature, facilitated by artificial intelligence, which detected mispronunciations and provided automatic correction and feedback on their pronunciation.

Additionally, another finding revealed how students perceived the usage of the Dictionary Speech Assistant. According to the responses from a closed questionnaire, over 70% of participants expressed that they found the Dictionary Speech Assistant to be an instructive and advantageous tool for enhancing their pronunciation skills. This is in line with Samad & Ismail (2020), which stated that that ELSA Speak Application features were successful to encourage students' to involved effectively in pronunciation learning. Furthermore, they concurred that this tool had a positive impact on their overall learning performance, supporting Kholis's research (2021), which found that this was also beneficial. Regardless of the setbacks such as Wi-Fi or stable internet connection requirement, the students favored the ELSA Speak Dictionary Speech Assistant because it offered excellent interactivity in the learning process, aided by AI, which detected and provided automatic corrections and feedback for their pronunciation, making it a valuable learning resource.

CONCLUSION AND RECOMMENDATION

This research's findings and subsequent discussions lead to several key insights. Prior to the implementation of ELSA Speak Dictionary Speech Assistant, it was evident that the second-grade students at SMP Negeri 6 Semarang showed a wide range of performance, with pretest scores ranging between 15 to 95. The average pretest score stood at 56, equating to a mere 56% overall, categorizing students' grades as poor. However, after the implementation of ELSA Speak Dictionary Speech Assistant, students' post-test scores improved considerably, with the worst score was 62 and the best was 98. The post-test mean score was 82.8, with a corresponding percentage of 82.8%, classifying students' grades as good. Furthermore, a statistical analysis using t-tests revealed a notable improvement in students' pronunciation abilities before and after utilizing Dictionary Speech Assistant. The calculated t-test value (9.117) exceeded the critical t-table value (2.035), this further leads to the alternative hypothesis (H_a) acceptance and the null hypothesis (H_0) rejection. This suggests that teaching pronunciation using ELSA Speak Dictionary Speech Assistant is more effective.

With these conclusions in mind, the following suggestions are put forth. For teachers, it is advisable to employ creative teaching methods to enhance students' engagement in English lessons. Utilizing ELSA Speak Dictionary Speech Assistant as an alternative technique for teaching pronunciation is recommended. By integrating this tool, teachers can create a more enjoyable learning environment, reducing the chance of student boredom. Encouraging student involvement in the learning process is essential. As for students, there is an emphasis on increasing their interest in learning English through various methods. More opportunities to improve pronunciation should be available, and students are encouraged to train to speak up words and phrases clearly to facilitate recognition by AI. Reviewing pronunciation mistakes in

both oral and written forms is suggested. For readers, the hope is that this research can inspire further exploration of Dictionary Speech Assistant in the context of ELSA Speak Application. Readers should also read the references and cited literature to deepen their understanding. Finally, for future researchers, filling gaps in this research and developing references related to teaching media and vocabulary mastery are encouraged. Future researchers are also urged to evaluate and improve the present research, aiming at better advancements and innovations.

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A Stylistic Analysis of Figurative Language and Its Functions in the *Four (Deluxe)* Album by One Direction

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ABSTRACT

This research belongs to qualitative research that analyzed the types and the functions of figurative language in the Four (Deluxe) album using theory of Johnson and Arp. This research used the primary data taken from the song lyrics in the album and the secondary data were obtained from articles, journals, and previous studies related to the research topic. The data collection technique was done by listening to songs, reading the lyrics, identifying the data and classifying the data into the types of figurative language and the functions of figurative language in the album. After collecting the data, the researchers analyzed the data based on the research questions. From the results of the research, the researchers concluded that types of figurative language found in the album is hyperbole, simile, symbolic, personification, and allegory. Meanwhile, the functions of figurative language found in the album were to provide imaginative pleasure, to talk a lot in a short compass, and to add emotional intensity. Hyperbole was the most frequent used figurative language (5 data), and to provide imaginative pleasure was the most frequent found function in the album (9 data). These two results were interconnected because hyperbole describing something in exaggerated terms that can make the reader interpret the meaning of the lyrics and make the reader use their imaginations.

Keywords: figurative language; Four (Delux) album; ONE DIRECTION; stylistic analysis

INTRODUCTION

British pop music has a very wide variety of themes that can be described from various perspectives. Songs can indirectly affect people's lives. This influence makes it an interesting source to study in terms of its lyrical content, use of language, style, and ideas. Songwriters also use linguistic tools for manipulating language in ways that go beyond conventional expressions, through rhymes, symbols, images, metaphors, lexis, and sounds (Rejeki, 2022; Turner, 1993). Therefore, song lyrics can be considered as a type of poetry that is composed in an attractive and melodious way by songwriters by paying attention to the use of words, various stylistic tools, rhythms, and meanings.

Songs can be studied from stylistics that can be described as the study of language examining the use of language and style of language in literary works (Abrams, 1981). In its intersubjective role, stylistics is an empowering tool, because it helps to explain various responses to the linguistic patterns that are obtained (Simpson, 2004). Thus, studying the use

of language or stylistics is an important study because it leads to a better understanding of language use and meanings of text. By looking at the development of stylistics since long time ago until the modern era, it is undeniable that it has an important role in the field of linguistics.

According to Leech and Short (1981), there are four categories of stylistics studies including lexical categories, grammatical categories, figure of speech (figurative language), and context and cohesion. Lexical has the same meaning as diction. In the text, there are several types of lexical categories, namely nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and exclamations. The second is grammatical category which deals with sentence structure by analyzing it through sentence types such as declarative sentences, questions, and commands or imperatives. In grammatical category, there are several syntactic elements, namely phrases, clauses, and sentences. This grammatical aspect also determines the smoothness of a communication. The third is figures of speech, one of the stylistic features that stands out because it deviates from the general norms of communication through language codes. Figures are speech forms that distinguish them from the general speech used. With the use of figures of speech, language becomes figurative. The last is context and cohesion which also have their own important roles that can be analyzed through stylistic studies. Cohesion is defined as the ways in which sentences are linked, whereas context is defined as the external relationship of the text or parts of the text. Context is seen as discourse by presupposing social relations between its participants (writer and reader, character and character, etc.)

Figurative language becomes the point of the discussion in this study because the researchers regarded it has a lot of things to explore as the authors use it to give another meaning in their works. In addition, figurative language is a conspicuous departure from what users of a language apprehend as the standard meaning of words, or else the standard order of words, in order to achieve some special meaning or effect (Abrams, 1981). According to Johnson and Arp (2017), figurative language is defined as “figure of speech that cannot be taken literally (or should not be taken literally only).” Based on the definitions above, it can be concluded that figurative language has a stylistic role to give another meaning to the literary works beyond words’ literal meanings.

There are three categories of figurative language based on Johnson and Arp (2017) including figurative language by comparison, figurative language by association, and figurative language by contrast. Figurative language by comparison includes metaphor, simile, personification and apostrophe. In a metaphor, an implied comparison means that a figurative term is replaced or identified with a literal meaning (Johnson & Arp, 2017). It means that it is in the form of analogical comparison by eliminating words such as ‘like’ and creates an implied or hidden comparison between two things that are not relative but have similar characteristics. Simile has the same meaning as metaphor but simile has words that are meaningful to compare things (Johnson & Arp, 2017). It can be categorized as simile if it uses words such as like, as, then, similar to, resembles, seem, or other words that can be used to compare things. Personification asks the readers to visualize literal terms in human forms (Johnson & Arp, 2017). It describes inanimate things, animals or other concepts to have capabilities like humans. The next is apostrophe that addresses something that does not exist or dead or something inhuman as if that person exists or is alive (Johnson & Arp, 2017). From this definition, it can be seen that personification and apostrophe is very similar.

Figurative language by association includes metonymy, synecdoche, symbol, and allegory. Metonymy is defined as a figurative language whose use is to express something by using other related words (Johnson & Arp, 2017). Synecdoche can use a larger group to refer to a smaller group or vice versa (Johnson & Arp, 2017). It means that figurative language can express a part of the whole or the whole to represent a specific part. Symbolic can be understood as something means more than its literal meaning (Johnson & Arp, 2017). It means that the authors use a certain word to perform as a symbol that carries a meaning that they want to express. Allegory

is defined as an extended metaphor and sometimes as a series of related symbols (Johnson & Arp, 2017). Allegory is similar with symbolic but allegory is more like a narrative or description that has a second meaning beneath the surface. For example, *life is like a spinning wheel, sometimes it's up, sometimes it's down*. Compared to symbolic, one of examples of symbolic is the author uses the word rose to symbolize romance or love. Thus, even though allegory and symbolic seems similar but they are actually different concepts.

Figurative language by contrast includes paradox, irony, hyperbole, and litotes. Paradox usually surprises the readers to its attention and apparent absurdity, underscores the truthfulness of what is said (Johnson & Arp, 2017). Thus, the value of the paradox is the value of surprise because it states something opposite or contradictory. Irony means beyond its mere figurative use (Johnson & Arp, 2017). Irony is divided into three subs including verbal irony (it implies the opposite of what is said), dramatic irony (it is not about what the speaker says and what the speaker means, but what the speaker says and what the poem means), and situational irony (it arises between actual and seemingly appropriate circumstances or between what was anticipated and what actually happened) (Johnson & Arp, 2017). Hyperbole is a figurative language that exaggerates or exaggerates actual facts to create various effects such as an atmosphere of humor, imaginary or restrained, convincing and unconvincing (Johnson & Arp, 2017). Litotes is a figurative language whose use belittles reality with the intention of humbling (Johnson & Arp, 2017).

Figurative language undoubtedly has functions in literary works so that many authors use it in their works. Johnson and Arp (2017) assert that figurative language has several functions such as to provide imaginative pleasure, to carry additional images, to add emotional intensity, and to say a lot in a brief/short compass. These functions make figurative language as an important element in a literary work.

Figurative language analysis can be applied in various texts including spoken and written texts. One of texts that come into the discussion in this study is song lyrics. Song lyrics also belong to literary works as stated by Siswantoro (23) that song lyrics are also part of literary works (Widodo et al., 2022). Not all song lyrics can be immediately understood, especially if the lyrics are full of allusions in words, phrases, or sentences that have hidden meanings in them. Many figurative languages can be found in the lyrics of the song (Simpson, 2004). The use of figurative language can be found in the song lyrics in ONE DIRECTION's *Four (Deluxe)* album.

In this study, the researchers decided to study the use of stylistic devices in the song lyrics of *Four (Deluxe)* album because of their popularity. In addition, after the release of the album *Four (Deluxe)*, ONE DIRECTION became the only group whose debut album four times in a row reached number one on the US Billboard 200 album chart (Billboard 2014). In fact, the *Where We Are Tour*, which aims to promote the albums *Midnight Memories* and *Four*, was the highest-grossing concert tour of 2014, and the highest-grossing tour by a vocal group. Based on those facts, it can be stated that the album has a great influence on the music industry and give a great attraction for people to listen the songs. Moreover, although many genres of songs have been analyzed in a number of studies, this album has not been analyzed from the figurative language perspective.

Based on the explanation above, this study aims to explore the stylistic devices used in the song lyrics to convey the meanings. There were two research questions formulated in this study: (1) what are types of figurative language found in the song lyrics of the *Four (Deluxe)* album? and (2) how does the figurative language function in the song lyrics of the *Four (Deluxe)* album? These two research questions answered using Johnson and Arp theory about figurative language. By writing this research, it is expected that the findings of this research will contribute to stylistic analysis research fields especially in analyzing figurative language in a literary work.

METHODOLOGY

This research used a qualitative method where the analysis focused on finding a text's content, meaning, and discourse. The descriptive qualitative method was appropriate for this research because the research focused on the text of the song lyrics in the album and did not use statistical calculations or analysis such as numbers to obtain research results. The data in this research were categorized into primary data and secondary data. The primary data in this research was the text of the song lyrics contained in the album *Four (Deluxe)*. In contrast, the secondary data in this research included articles, journals, and previous studies related to the research.

In following up the research, the researchers collected primary data by listening to all the songs in the album. It aimed to discover general knowledge such as identifying the theme, content, and message. After listening to the song and getting the lyrics, the researchers then read more about the song lyrics. It aimed to obtain data in the form of content, messages, figurative language, and function of figurative language related to the topics to be analyzed. While collecting this data, the researchers used the *Spotify* platform to get song lyrics. Meanwhile, the secondary data were carefully selected to support the explanation and clarification of the primary data used in the process analysis.

Identifying overall data was the most important process after collecting data. It can be identified by underlining and highlighting parts of the object related to the topics. All identified data were classified into a table called an appendix. An appendix was additional information in a manuscript that functions to make it easier for reader to assess and understand the result or theory in research. The appendix was provided several columns such as table numbers, data/quote accompanied by title of the song, types of data, reference, and comment which answer the problem formulations to facilitate researcher in the research process. After classifying overall data, the next step and at the same time being the final step in the data collection method was to reduce unnecessary data. The process of reducing this data aimed to make it easier for researcher in the research process if there is unnecessary data so that the data can be eliminated. The last, the final data were analyzed using the underlying theory of Johnson and Arp about figurative language including types of figurative language and functions of figurative language.

RESULT AND DISCUSSION

There are two points discussed to answer the problem formulation in this research. The first is types of figurative language found in the song lyrics of ONE DIRECTION's *Four (Deluxe)* album, and the second is the functions of figurative language in the song lyrics of the album *Four (Deluxe)* by ONE DIRECTION. Meanwhile, these two points are answered using the same theory, the theory of Johnson and Arp which discusses figurative language.

TYPES OF FIGURATIVE LANGUAGE FOUND IN THE *FOUR (DELUXE)* ALBUM

After analyzing the data, the researchers found the three types of figurative language based on Johnson and Arp (2017). The following explains each type of figurative language found in the album.

FIGURATIVE LANGUAGE BY COMPARISON

There are two categories of the figurative language by comparison found in the song lyrics that included simile and personification. Simile is a figurative language that expresses something indirectly with an explicit comparison expressed by prepositions and conjunctions, such as *like, as, than, similar to, resembles, or seems*. Simile has the same meaning as a metaphor but simile has meaningful words to compare things (Johnson & Arp, 2017). The first data highlight simile are the lyrics from the song "Steal My Girl". "*Kisses like cream*". The data is a simile in which there is the word 'like' that it describes a parable, which is also a sign that the word is a simile. The sentence 'kisses like cream' means that the kiss is sweet like cream, because cream is a sweet food.

The next data showing simile are the lyrics from *Girl Almighty* song. It is stated that, "*Her light is as loud as many ambulances*". The data shows a simile because it contains a parable. Besides that, the word 'as' also affirms that the sentence is a simile.

Other data about simile are the lyrics from *Fool's Gold* song. It is stated that, "*I'm like a crow on a wire. You're the shinning distraction that makes me fly. Oh, home. I'm like a boat on the water. You're the rays on the waves that calm my mind*". The data indicates a simile because there is the word 'like' as a marker. There are 2 simile figures in the quote, namely 'I'm like a crow' and 'I'm like a boat'. The three data explained above show simile which is in line with what Johnson and Arp state that simile contains explicit meaning in the text and comparison expressed by prepositions and conjunctions, such as *like, as, than, similar to, resemble, or seem* (Johnson & Arp, 2017).

The next category in figurative language, by comparison, found in the album is personification. Personification is a language style that creates parables of inanimate objects, animals, and plants with human-like characteristics. Personification distinguish the degree to which they ask readers to visualize literal terms in human form (Johnson & Arp, 2017). The first data highlight personification are the lyrics of the song *Where do Broken Hearts Go*. "*Shadows come with the pain that you're running from*". The data is a personification because in which the image, which is an object, is likened to or treated by humans. In this quote, shadows are inanimate objects that act like humans, which is a form of personification. This is in line with what Johnson and Arp stated: in personification, the reader can imagine an object that can act like a human (Johnson & Arp, 2017).

The second data about personification are the lyrics from *Night Changes* song. It is stated "Drivin' too fast, the moon is breakin' through her hair." This data shows a personification because there are sentences where the moon is likened to an object that can breaking something. In fact, the moon is an inanimate object, and only living things can break some things.

The third data about personification are the lyrics from *Stockholm Syndrome* song. It is stated that, "*I used the light to guide me home*". The data is a personification because the quote shows a parable of an inanimate object being like a human. In reality, light is just an inanimate object that cannot guide humans, as the lyrics state. The three data explained above show personification, which aligns with what Johnson and Arp stated: in personification, the reader can imagine an object that can act like a human (Johnson & Arp, 2017).

FIGURATIVE LANGUAGE BY ASSOCIATION

The first category of figurative language by the association found in the song lyrics is symbolic. Symbolic is a figurative language that describes something by using symbols to express a certain purpose. Roughly defined as something that means more than what it is (Johnson & Arp, 2017). The first data highlight symbolic are the lyrics from the song entitled *Ready to Run*. "*There's a lightning in your eyes I can't deny*". The data shows a symbol in which there is the word 'lightning', which explains the meaning which is not true. The word 'lightning' means

that the girl's eyes were soothing. This is as explained by Johnson and Arp that symbolic describes something by using symbol (Johnson & Arp, 2017).

The second data about symbolic are the lyrics from *Ready to Run* song. It is stated that, "There's a devil in your smile, it's chasing me". The data indicates a symbolic because there is the word 'devil' which explains the meaning which is not true. The word 'devil' means that her girl's smile is so stunning that he can be captivated.

The third data about symbolic are the lyrics from *Fool's Gold* song. It is stated that, "Oh, home". This data is categorized as symbolic because in accordance with the opinion of Johnson and Arp which states that symbolic is an explanation of something but uses symbol (Johnson & Arp, 2017), this is also found in the word 'home' where the word may mean that his girl is his soul mate where he is anchored.

The fourth data about symbolic are the lyrics from *Stockholm Syndrome* song. It is stated that, "Oh, baby, look what you've done to me. Oh, baby, look what you've done now". This data indicates a symbolic because there is the word 'baby' which explains the meaning which is not true. The word 'baby' does not mean a new born child, but may mean lover or soul mate. The fourth data explained above indicate symbolic which is in line with what Johnson and Arp states that symbolic describes something by using symbol to express a certain purpose (Johnson & Arp, 2017).

The second category found in the song lyrics is allegory. Allegory is a narrative or description that has a second meaning beneath the surface. Allegory defined as an extended metaphor and sometimes as a series of related symbols (Johnson & Arp, 2017). Thus, allegory is a figurative language that conveys hidden meaning through symbolic figures, actions, images, or events through text. In the album *Four (Deluxe)*, there is only one allegory. This allegory is found in the lyrics *No Control* song. "Beside you, I'm a loaded gun". The data indicates an allegory in which the author likens himself as a weapon. In fact, he was not really a loaded gun. Parables make a sentence more dramatic and contain deep meaning. This is in line with what Johnson and Arp stated that allegory contains parables (Johnson & Arp, 2017).

FIGURATIVE LANGUAGE BY CONTRAST

In terms of figurative language by contrast, the only category found is hyperbole. Hyperbole is a figurative language that exaggerates or exaggerates actual facts. All figurative language and exaggeration can be used with varying effect. It may be to create an atmosphere of humour, imaginary or restrained, convincing or unconvincing (Johnson & Arp, 2017). The first data highlight hyperbole are the lyrics from the song entitled *Steal My Girl*. "Everybody wanna steal my girl". It indicates a hyperbole because the author exaggerates that it is as if everyone wants to steal his girl and he tells them to look for another one because the girl belongs to him. However, in reality, it is not what it says. This is in line with what Johnson and Arp stated that hyperbole is related to something that is exaggerated (Johnson & Arp, 2017).

The second data about hyperbole are the lyrics from *Steal My Girl* song. It is stated that, "I don't exist if I don't have her. The sun doesn't shine, the world doesn't turn". It is a hyperbole because the author exaggerates that it is as if he does not exist, the sun will not shine, and the world will not turn without his girl. However, in reality, it is not what it says.

The third data about hyperbole are the lyrics from *Fool's Gold* song. It is stated that, "I get lost in your beauty". The lyric is a hyperbole because the sentence is exaggerated. Actually, he is just mesmerized by his girl's beauty and not really lost in her beauty. The use of hyperbole only shows that the girl is really beautiful in his eyes.

The fourth data about hyperbole are the lyrics from *Fireproof* song. It is stated that, "I'm gonna lose my mind". It shows a hyperbole because the author exaggerates the circumstances in which he describes himself as being about to lose his mind. In fact, he will still remain his original self and his mind have not completely disappeared from his brain.

The fifth data about hyperbole are the lyrics from *Illusion* song. It is stated that, “*I’ve really got my heart out on my sleeve*”. It indicates a hyperbole because the author exaggerates the circumstances in which he describes himself as being about to get his heart out. In fact, he will still remain his original self and his heart have not out. The five data explained above show hyperbole which is in line with what Johnson and Arp stated that hyperbole is related to something that is exaggerated (Johnson & Arp, 2017).

FUNCTIONS OF FIGURATIVE LANGUAGE FOUND IN THE *FOUR (DELUXE)* ALBUM

The second research question is related to the functions of figurative language found in the Four (Deluxe) album. This sub-section will explain the answer to the second research question. The album has three functions of figurative language: providing imaginative pleasure, adding emotional intensity, and talking a lot in a short compass. The following explains each function of figurative language found in the album.

TO PROVIDE IMAGINATIVE PLEASURE

Through literary works, authors or poets usually spice up their work by adding figurative language to give readers imaginative pleasure so they can further develop their imagination. The ability of the mind to continue abrupt steps from one point to another is described as imagination (Johnson & Arp, 2017). The first data highlight to provide imaginative pleasure are the lyrics from the song entitled *Steal My Girl*. “*Everybody wanna steal my girl*”. This data related to provide imaginative pleasure because the sentence contains an expression as if many people want to steal his girlfriend, and he does not like this. This hyperbole will make the reader imagine how the author dislikes it and how perfect the author’s girlfriend is so everyone wants to have her. This is in accordance with the opinion of Johnson and Arp that figurative language is to provide imaginative pleasure (Johnson & Arp, 2017).

The second data related to provide imaginative pleasure also from *Steal My Girl* song. It is stated that, “*Kisses like cream, her walk is so mean. And every jaw drops when she’s in those jeans*”. The data related to provide imaginative pleasure because this sentence makes the reader imagine how sweet kisses tastes so that the writer likens it to cream.

The third data belongs to provide imaginative pleasure are the lyrics from *Steal My Girl* song. It is stated that, “*I don’t exist if I don’t have her. The sun doesn’t shine, the world doesn’t turn*”. The data belongs to provide imaginative pleasure because the sentence explains that if there is no girlfriend, then he will not be able to live and he illustrates that life in this world will be dark because everything has no meaning anymore. Through the depiction of the ‘the sun doesn’t shine, the world doesn’t turn’, it will make reader imagine how the world stops turning and is dark and not as it should be.

The fourth data that belongs to provide imaginative pleasure are the lyrics from *Ready to Run* song. It is stated that, “*There’s a lightning in your eyes I can’t deny*”. The data belongs to provide imaginative pleasure because this sentence makes the reader imagine how the shape of the sparkling eyes makes the writer unable to look away.

The fifth data related to provide imaginative pleasure are the lyrics from *Ready to Run* song. It is stated that, “*There’s a devil in your smile, it’s chasing me*”. This sentence related to provide imaginative pleasure because the sentence describes that the author’s girlfriend gave the author a devilish smile. A devil’s smile usually appears when someone is angry, annoyed, cynical so that they express their feeling. This makes the readers imagine how the author’s girlfriend expression will be when she smiles devilishly and how that smile can chase the author.

The sixth data related to provide imaginative pleasure are the lyrics from *Girl Almighty* song. It is stated that, “*Her light is as loud as many ambulances*”. This data is to provide imaginative pleasure because the sentence gives the reader an idea so that the reader can

imagine how his girl has as much power as many ambulances needed to save a savior. This is in accordance with the opinion of Johnson and Arp which states that figurative language functions to provide imaginative pleasure so that they can further develop their imagination (Johnson & Arp, 2017).

The seventh data related to provide imaginative pleasure are the lyrics from *Fool's Gold* song. It is stated that, "*I'm like a crow on a wire. You're the shinning distraction that makes me fly. Oh, home. I'm like a boat on the water. You're the rays on the waves that calm my mind*". This data related to provide imaginative pleasure because the word "I'm like a crow" and "I'm like a boat" describe how the author likens himself to a crow and a boat. This will make the reader imagine how the author is when he falls in love, how he feels he is flying like a crow and feels calm like when he gets light when the waves hit him. This will make the reader's imagination broaden because it imagines every moment.

The eighth data belongs to provide imaginative pleasure are the lyrics from *Night Changes* song. It is stated that, "*Drivin' too fast, moon is breakin' through her hair*". This data belongs to provide imaginative pleasure because the sentence explains that the girl's hair was blown by the wind due to driving too fast as if the moon had broken her hair. Through this personification, the reader can further develop their imagination, how the atmosphere of the night ride would be so that they would be immersed in the song.

The ninth data belongs to provide imaginative pleasure are the lyrics from *Stockholm Syndrome* song. It is stated that, "*I used the light to guide me home*". This sentence belongs to provide imaginative pleasure because in this sentence, the reader will be made to imagine what the personification means. The author provides an additional image with the parable of light which can lead him to return home so that the reader can further develop their imagination. The nine data explained above related to provide imaginative pleasure which is in accordance with the opinion of Johnson and Arp which states that the function of figurative language is to provide imaginative pleasure so that they can further develop their imagination (Johnson & Arp, 2017).

TO ADD EMOTIONAL INTENSITY

Figurative language is able to create emotional feelings accompanied by informative statements (Johnson & Arp, 2017). The first data highlight to add emotional intensity are the lyrics from the song entitled *Where do Broken Hearts Go*. "*Shadows come with the pain that you're running from*". The data shows function to add emotional intensity because the sentence shows the writer's emotion that is haunted by the pain given by someone. The sentence represents the emotion of being heartbroken and disappointed. This is in accordance with the opinion of Johnson and Arp who explain that figurative language can create emotional feelings accompanied by informative statements (Johnson & Arp, 2017).

The second data related to add emotional intensity are the lyrics from *Fool's Gold* song. It is stated that, "*I get lost in your beauty*". This data related to add emotional intensity because in the sentence, the author explains that he is in love, so he likens himself to get lost in his girl's beauty. By using this sentence, it can describe how the emotions are feeling that is turbulent within the author so that he can liken himself to a lost person. This is in accordance with the opinion of Johnson and Arp who say that figurative language is use to add emotional intensity.

The third data belongs to add emotional intensity are the lyrics from *No Control* song. It is stated that, "*Beside you, I'm a loaded gun*". The lyric belongs to add emotional intensity because in that sentence, 'loaded gun' means that when he is beside his girl, he has feelings that is hidden that might be ready to come out when it is no longer able to withstand his turmoil. This is likened to a loaded gun which sometime can eject its bullets. Through these lines, the author expresses his feelings and creates an emotional impression for himself.

The fourth data related to add emotional intensity are the lyrics from *Fireproof* song. It is stated that, “*I think I’m gonna lose my mind*”. The sentence is related to add emotional intensity because in this sentence explains that the author likens himself to a person who has lost his mind because he is in love. This sentence represents the author’s feelings to express his emotions.

The fifth data belong to add emotional intensity are the lyrics from *Illusion* song. It is stated that, “*I’ve really got my heart out on my sleeve*”. The data belong to add emotional intensity because in this sentence explains that the author feels really all out in love so that he likens his heart to go out. This sentence represents the author’s feelings to express his emotions. The five data explained above related to add emotional intensity which is in accordance with the opinion of Johnson and Arp which states that the function of figurative language is to create emotional feelings accompanied by informative statements (Johnson & Arp, 2017).

TO TALK IN A SHORT COMPASS

Talking a lot in a short compass means that the author or poet does not need to provide detailed explanations in conveying ideas. The reader briefly describes the text's intended meaning (Johnson & Arp, 2017). The first data highlight to talk a lot in a short compass are the lyrics from the song entitled *Fool’s Gold*. “*Oh, home*”. The data includes function to talk a lot in a short compass because in that sentence, the word ‘home’ is not taken literally. ‘Home’ is defined as a place where the writer returns from all the stress of life, someone who provides peace and comfort. Without needing to explain what ‘home’ actually means, the writer can put the expression in one word. This is in accordance with the opinion of Johnson and Arp which explains that the writer does not need to provide detailed explanations to convey ideas (Johnson & Arp, 2017).

The second data related to talk a lot in a short compass are the lyrics from *Stockholm Syndrome* song. It is stated that, “*Oh, baby, look what you’ve done to me. Oh, baby, look what you’ve done now*”. This data related to talk a lot in a short compass because in this sentence, baby is not taken literally. The word ‘baby’ means ‘lover’ who accompanies him through his days. The writer does not need to explain in detail what ‘baby’ means to convey an idea, but just simply writes it in one term. The two data explained above related to talk a lot in a short compass which is in accordance with the opinion of Johnson and Arp which explains that the function of figurative language is to talk a lot in a short compass, where the author or poet does not need to provide detailed explanations in conveying ideas (Johnson & Arp, 2017).

From the data that had been collected, the function to provide imaginative pleasure is the function most commonly found in the songs on the *Four (Deluxe)* album. This is related to the analysis of the first problem formulation, where hyperbole is the most figurative language found in the song lyrics on the *Four (Deluxe)* album. It can be concluded that hyperbole which describes something using exaggerated terms can make readers interpret the meaning of the lyrics of the song themselves and can make readers imagine what the atmosphere is in the song so that they have chances to use their imagination to interpret the song lyrics.

CONCLUSION AND RECOMMENDATION

It can be seen that of the sixteen songs on *Four (Deluxe)* album, not all songs can be analyzed because some do not contain figurative language. However, the rest of the songs using figurative language that affirms that author tends to use figurative language in their works to that. Meanwhile, there are two (2) points concluded in this study related to the types and the functions of figurative language contained in the album. Both of these problems are analyzed using theory of figurative language by Greg Johnson and Thomas R. Arp.

Related to the types of figurative language, there are 16 data of figurative language consisting of 5 types of figurative language, where hyperbole is the type of figurative language that appears most often (5 data), then 4 data of symbolic, 3 data of simile, 3 data of personification, and 1 data of allegory. Hyperbole can be found in the *Steal My Girl*, *Fool's Gold*, *Fireproof*, and *Illusion* song. Symbolic can be found in the *Ready to Run*, *Fool's Gold*, and *Stockholm Syndrome* song. Simile can be found in the *Steal My Girl*, *Girl Almighty*, and *Fool's Gold* song. Personification can be found in *Where do Broken Hearts Go*, *Night Changes*, and *Stockholm Syndrome* song. The last one is allegory, which can only be found in *No Control* song.

Meanwhile, related to the function of figurative language, there are 3 functions of figurative language in the lyrics of the *Four (Deluxe)* album, where the function to provide imaginative pleasure is the function that appears most often (9 data), then to add emotional intensity (5 data), and to talk a lot in a short compass (2 data). Figurative language that function to provide imaginative pleasure are found in the *Steal My Girl*, *Ready to Run*, *Girl Almighty*, *Fool's Gold*, *Night Changes*, and *Stockholm Syndrome* song. Then the figurative language that function to add emotional intensity is found in the *Where do Broken Hearts Go*, *Fool's Gold*, *No Control*, *Fireproof*, and *Illusion* song. The last is figurative language that function to talk a lot in a short compass, found in the *Fool's Gold* and *Stockholm Syndrome* song.

Based on the discussion and conclusions that have been presented above, there are several suggestions that can be conveyed by the researcher to the readers. Firstly, readers can analyse the song lyrics more deeply in order to get the true meaning, because many songs use figurative language so that the meaning they convey tends to be implicit. Secondly, readers can analyse types of figurative language and the function of figurative language using Johnson and Arp's theory. Third, in classifying figurative language function using Johnson and Arp theory, more attention must be paid because there are several functions that look very similar so more accuracy is needed.

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PTSD Portrait Due to Childhood Trauma to Ellice in the *All Her Little Secrets* Novel

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ABSTRACT

Almost everyone has experienced traumatic events that lead to trauma. Trauma is a form of psychological experience that has a serious impact on mental health. The impact of trauma itself can vary, such as anxiety, depression, dissociation, and PTSD. In the novel All Her Little Secrets, Ellice, the main character, is described as suffering from PTSD due to childhood trauma. This study aims to determine how the character Ellice is described as suffering from PTSD and what trauma she has experienced. This research uses a qualitative descriptive method referring to two types of data, namely primary data and secondary data. Primary data were taken from the All Her Little Secrets novel in the form of narrative, dialogue and monologue. Meanwhile secondary data were taken from journals, books and articles related to the research topic. Several steps were taken to obtain data, namely reading the novel repeatedly and carefully, identifying data, classifying data, and reducing power. The results of this study concluded that Ellice as a PTSD sufferer was described through the symptoms she experienced. Ellice's PTSD symptoms include re-experiencing, avoidance, negative alterations in cognition and mood, and hyperarousal. Meanwhile, the forms of childhood trauma that Ellice experienced included bullying, child maltreatment, and exposure to domestic and community violence.

Keywords: childhood trauma; PTSD; PTSD symptoms

INTRODUCTION

Literature is a complex and multifaceted concept that has been defined many times throughout history. Literature is not a simple concept, but rather a set of competing and contradictory ideas (Eagleton, 2008). Further, he emphasizes the idea that literature is not easily reduced to a single definition or set of fixed principles. Thus, it can be concluded that diverse understandings can be produced by literature even though they are sometimes contradictory. Different readers, critics, and scholars may analyze literary works from different points of view.

One of the literary works that we often encounter is the novel. A novel is a literary work in the form of writing that makes a deep impression on the reader and at the same time provides valuable lessons. Every literary work based on a theme will contain psychological elements, because written literary works are products of the mind. Thus, each novel contains

stories from the author's imagination, thoughts, emotions, experiences, and understanding of the human soul.

Literature and psychology correlate in exploring the complexity of human experience (Kidd & Castano, 2013). The correlation between literature and psychology is reflected in literary works. In a literary work, there is insight into how humans think. Therefore, every study on a literary work can increase our understanding of psychological concepts and theories and broaden our insight into the nature of human behavior. Moreover, humans are known as complex and complicated creatures. Every individual has a different character and personality.

One of the psychological experiences that is significant and has a big influence on a person's mental health and well-being is trauma. Traumatic events cause a variety of emotional and behavioral responses, including anxiety, depression, dissociation, and post-traumatic stress disorder (hereafter PTSD). The correlation between trauma and human psychology has always been the subject of research to discover the impact of trauma on a person.

Trauma is an extraordinary and frightening experience that can make us feel fear and anxiety (Van der Hart et al., 2006). Trauma cannot heal on its own, even after many years. Trauma comes from bad events they experience or witness. In addition, severe trauma followed by stress often triggers the development of psychiatric disorders such as PTSD because it can affect the structure and function of the brain (Bremner, 2002). Further, Zlotnick et al. (2008), stated that most people who experience traumatic events will develop PTSD.

Everyone who has experienced trauma has a high potential for experiencing PTSD, as do children who have experienced trauma. As stated by Felitti et al. (1998), trauma that occurs in childhood has a significant impact on mental and physical health and can even increase the risk of developing various psychological disorders, such as depression, anxiety, and PTSD. According to the American Psychiatric Association (APA), PTSD is a mental disorder caused by exposure to traumatic events, such as combat, sexual violence, or natural disasters (2013). The symptoms experienced by someone with post-traumatic stress disorder may occur immediately after the traumatic event or may be delayed for some time. The length of time the symptoms are experienced depends on the severity and can fluctuate over time. According to the American Psychiatric Association, PTSD symptoms include re-experiencing, avoidance, negative alterations in cognition and mood, and hyperarousal.

RE-EXPERIENCING

Re-experiencing is a term used when someone recalls a traumatic event they experienced (Brewin, 2015). For some people, experiencing it again surprises them or preoccupies them. Re-experiencing is usually accompanied by disturbing symptoms, such as recurrent thoughts, images, memories, or impulses related to the trauma that usually appear suddenly (Falsetti et al., 2002). Therefore, PTSD sufferers always feel anxious and have difficulty focusing or even have difficulty sleeping.

AVOIDANCE

Avoidance is one way a person evaluates negative tendencies toward unwanted feelings, thoughts, and sensations; in other words, proving his inability to tolerate personal memories and desire to control and come to terms with those memories (Kashdan et al., 2009). Thus, someone who has a psychological disorder tends to stay away from everything that reminds him of the trauma he experienced, whether in the form of the same person, place or activity. According to Foa et al. (2009), avoidance symptoms are an attempt to protect oneself from the distress associated with traumatic memories.

NEGATIVE ALTERATIONS IN COGNITION AND MOOD

Negative alterations in cognition and mood are common things experienced by PTSD sufferers. This includes negative changes in negative cognitions about oneself, the world, and self-blame (Kaczurkin et al., 2017). This tendency makes them difficult to socialize with and they prefer to be alone. They avoid social interactions because they are afraid that others will judge them or not be able to understand their experiences.

HYPERAROUSAL

PTSD sufferers who experience hyperarousal usually take the form of excessive startle response, excessive vigilance, and a feeling of always being alert in every situation. They also have difficulty concentrating or sleeping and are irritable or angry (American Psychiatric Association, 2013). Hyperarousal is also usually seen in physiological responses (such as cold sweat, palpitations, fast and deep breathing, nausea, etc.) or is called autonomic arousal. As stated by Forneris et al. (2004). Autonomic arousal is one of the typical symptoms of PTSD in the form of a physiological response of excessive levels of alertness and sensitivity, as well as difficulty understanding social stimuli. Hyperarousal symptoms can disrupt and interfere with daily activities, such as work, school, and even socializing.

Moreover, the literature shows that traumatized children are at greater risk for experiencing long-term psychological stress than adults who experience similar events. (Kilpatrick et al., 2012). In other words, someone who experiences a traumatic event in adulthood is more easily healed than someone who experienced it in childhood, even though the recovery process must go through a complex process because many factors influence it. Chronic interpersonal traumatic experiences such as physical violence or neglect by caregivers will have an impact on mental health and the function of organ systems in the body (Lee & Hoaken, 2007). Thus, trauma has a major influence on the way children process and regulate emotions and the development of their cognitive skills. The potential for PTSD always arises in children who experience long-term trauma (Courtois and Ford, 2009).

Childhood trauma includes exposure to threatened or actual death, serious injury, or sexual violence either through direct exposure to the trauma, witnessing the trauma, or learning about the trauma experienced by a close friend or relative (De Bellis & Zisk, 2014). Various factors cause childhood trauma. Some of these factors include motor vehicle accidents, intimidation, terrorism, child abuse.

MOTOR VEHICLE ACCIDENT

One form of traumatic event that everyone commonly experiences is a motor vehicle accident. People who experience motor vehicle accidents tend to experience hypervigilance and physiological reactivity compared to sudden loss (Kelley et al., 2009). In some cases, motor vehicle accidents can result in the loss of loved ones. The death of a family member, especially a parent or sibling, can have a big impact on a child emotionally, psychologically and physically, such as feelings of deep sadness, loneliness and emptiness.

BULLYING

Bullying refers to intentional and repeated aggression or harassment directed at an individual by one or more people. Bullying manifests in three distinct forms: physical, verbal, and social. Bullying, a common occurrence in society, including physical aggression, verbal taunting, and the dissemination of rumors with the intention of publicly humiliating someone. Bullying is a traumatic experience that always leads to other negative outcomes such as the inability to control emotions, self-harm, aggressive or violent behavior, sudden intrusive thoughts and/or

dissociative experiences, etc. (Cunningham et al., 2016). Therefore, bullying in children should not be taken lightly, because it can cause prolonged emotional and psychological trauma.

TERRORISM

Terrorism refers to instilling fear through violence aimed at coercing or threatening a country or region through the government and society to achieve certain goals (Fremont, 2004). Apart from causing extraordinary destruction, worry and anxiety also surround us at all times. Terrorist events that occur suddenly cause trauma to everyone who is exposed to them. In the case of terrorism, there is a lot of violence, destruction and chaos. Witnessing the loss of life, injuries and destruction resulting from these actions causes deep emotional and psychological trauma.

EXPOSURE TO WAR

War is a state of conflict and violence that often involves armed forces on a large scale. Widespread destruction and loss of life are the impacts that must be faced during war. Although physical damage can be reconstructed or replaced, the pain and sadness that accompanies it gradually diminishes the scars of psychological trauma and images of horrific memories cannot be easily healed (Joshi & O'Donnell, 2003). Children involved in war, both as active participants and as spectators, experience severe and long-lasting trauma. Children must be able to adjust well after death and those who experience difficulties will continue to disrupt their daily lives and even make it difficult for them to remember positive memories of their loved ones.

CHILD MALTREATMENT

Child maltreatment is a serious problem. According to Abbasi et al. (2015), child maltreatment is an action carried out by parents or other caregivers that causes harm, has the potential to harm, or threatens to harm the child. This causes long-term suffering. According to De Bellis and Thomas (2003), violence against children can occur in several forms; neglect, physical abuse, sexual abuse, and emotional or psychological abuse.

NEGLECT

Child neglect is associated with physical (inability to provide for the child's basic needs), medical (failure to provide necessary medical care), educational (failure to provide the child with an education), and emotional neglect (lack of attention, emotional support, or competence) (De Bellis & Thomas, 2003). Child neglect is considered a criminal offense. Child neglect can be caused by parental depression, child disability, family violence, or lack of community resources (Dubowitz & Bennett, 2007).

PHYSICAL ABUSE

Child abuse has a major impact on medical and mental health, and can even be a cause of death. Kellogg (2007) stated children who experience physical violence to the head or stomach are more likely to die or become disabled than children with head or stomach injuries resulting from accidents (2007). Children who are victims of physical violence usually experience anxiety and depression, even withdrawing from social environments and avoiding interactions with other people.

SEXUAL ABUSE

Sexual abuse is a form of social trauma. Sexual abuse does not only happen to teenagers or adults. This also has the potential to happen to children. Sexual abuse can range from inappropriate physical touching to sexual intercourse or rape. Various forms of adverse childhood experiences and negative impacts on adolescent well-being are always associated with child sexual abuse. Children who are victims of sexual abuse are likely to experience PTSD (De Bellis et al., 2011).

EMOTIONAL OR PSYCHOLOGICAL

Loue (2005) said child abuse refers to any act that harms or threatens a child, whether physically, mentally, or emotionally; meanwhile, emotional or psychological violence is the result of these actions by assessing various factors, such as the child's age, history of child injuries, physical injuries to the child's body, whether there are multiple injuries and the nature of the trauma.

EXPOSURE TO DOMESTIC AND COMMUNITY

Community violence is exposure to acts of interpersonal violence that are deliberately carried out in public spaces by individuals who do not have a close relationship with the victim, while domestic violence is carried out by members of their own family or people who have a close relationship. Exposure to domestic and community violence experienced by children has many negative emotional impacts, for example cognitive, psychological and emotional disorders that are above average in the form of lack of self-confidence, adversity, anxiety, sensitivity and school failure (Herenkohl, 2008).

Based on the explanation above, many traumatic events can cause trauma. The causes of childhood trauma are often interrelated and reinforcing, for example, an abused child may also live in a household with family dysfunction or experience violence in the community. The cumulative effect of this greatly affects children's well-being. Healing trauma from an early age is an important thing to do. Trauma that is not healed immediately has a very significant impact on the sufferer. As Van der Kolk (2014) points out, the effects of trauma can be profound and long-lasting, on a person's sense of security, trust, and self-esteem. This shows that trauma can influence the formation of personality in children.

This research uses the novel *All Her Little Secrets* by Wanda M. Morris as the research object to identify PTSD portraits due to childhood trauma. The novel has a storyline that explores the life of the protagonist, Ellice, who experienced childhood trauma which led to the development of PTSD. Besides that, this novel also provides a clear explanation of the causes of trauma in a person's life, the long-term effects of childhood trauma, and the challenges individuals face in overcoming it.

METHODOLOGY

The focus of this study is the *All Her Little Secrets* novel which was analyzed using qualitative methods. The qualitative method was an observation method that provided a detailed and comprehensive description, allowing researchers to search deeper and understand the complexities of a phenomenon, event, or situation (Asturi, et.al., 2022; Mohajan, 2018). The data in this study was taken from basic data and supporting data. Basic data is the *All Her Little Secrets* novel. Meanwhile supporting data was taken from journals, books and articles related

to the research topic. In analyzing the novel, several steps are taken. First, read the novel repeatedly and carefully for some time to find the data needed in the analysis process. The second step is identification data from the novel by focusing on dialogues, monologues, and narratives that are appropriate to the topic being analyzed. Third is grouping data. The final step is to reduce the data to select the best data to support the analysis.

RESULT AND DISCUSSION

The study shows that Ellice is a sufferer of PTSD which is indicated by symptoms in the form of re-experiencing, avoidance, negative alterations in cognition and mood, and hyperarousal.

According to Ehlers et al. (2004), repeated disturbing experiences are a major symptom of PTSD. They further explained that re-experiencing takes many forms, including disturbing images, flashbacks, nightmares, and physiological distress reactions when presented with reminders. In addition, re-experiencing involves conscious memory of a traumatic event or re-experiencing strong emotions (fear, sadness, despair) or physical reactions (pain, shortness of breath, immobility) from the trauma without simultaneously remembering the event itself (Murray et al., 2020). The re-experiencing can be seen in the monologue below:

Rudy slumped into the chair in front of my desk "I'm just sayin' people don't usually commit suicide at their job, unless it's a workplace shooting in which case they try to take a few others out with them. It's a private act."
I swiveled my chair and stared out at the fully blossomed winter sunrise now bathing the downtown skyline. Private acts. I thought about my own life. Decades pass and I think I've processed the horror, but somehow it still ebbs and flows. A few seconds later, memories from Chillicothe bubbled to the surface too-an old utility shed, a little boy's tears, and a cavern of fear. People around here didn't see the real me. (Morris 33)

This quote proves that Ellice's PTSD symptoms in the form of flashbacks occurred because Ellice was faced with Rudy's statement about Michael's case which reminded her of her time in Chillicothe. Apart from that, Ellice also felt the same fear when she was in Chillicothe because she was afraid of coming into contact with the police.

On the other hand, avoidance symptoms refer to the ongoing avoidance of stimuli related to memories, thoughts, or emotions, including external reminders such as persons, places, conversations, activities, items, and events that trigger these responses distressing memories, thoughts, or feelings about or closely related to traumatic events (Protocol, 2014). Van Vliet (2010) states that avoidance functions to protect self-esteem from the serious impact of trauma on a person's belief that he or she is worthy. Self-esteem threats can be mitigated through denial, minimizing distractions, and implementing other avoidance tactics.

Nate smiled. "Now, I'm sure there's more behind all that educational pedigree. Where'd you grow up?"
"Here in Atlanta." I told the same lie I'd been telling since I left Chillicothe. It didn't matter anyway. Chillicothe, Georgia, was so small that most people hadn't heard of it or if they did, they usually confused it with the city of the same name in southern Ohio.
Nate leaned forward on the sofa, his ocean-blue eyes anchored on me. "Married? Kids?" "No." God, just let this be over so I can get out of here. Willow was still planted on the sofa like a well-dressed mannequin, offering nothing to the conversation. "A beautiful woman like you?" Nate smiled. "Any other family?"
"No. I'm an only child." Better not to mention my family, or what was left of it.
"I see."
"How about you? Are you from Atlanta?" I already knew the answer but asked anyway just to move things along.
"Yep. Born and bred." (Morris 46-47)

From the dialogue snippets, it can be seen that Ellice is trying to avoid all information about her past, including about her family, by lying. This avoidance was carried out because of the stimulus in the form of questions asked by Nate to Ellice about her past life and in order to maintain her pride as the only black person in the company.

Apart from the two symptoms above, negative changes in cognition and mood are also

generally felt by PTSD sufferers. This includes negative changes in negative cognitions about oneself, the world, and self-blame (Kaczurkin et al., 2017). PTSD is correlated with an inability to accept negative emotions, experiential avoidance, and greater bullying (Ehring & Quack, 2010).

"I know I should have told you. I guess it was easier to not talk about him, to keep him under wraps, than to tell everyone how often I was bailing him out of jail or paying off his bookies to keep him alive. He had really poor judgment and made some stupid decisions." (Morris 384)

This quote shows that Ellice cannot accept negative emotions from her past. She felt embarrassed because she had a younger brother who liked to gamble and often went to prison, so she hid these memories by trying to keep her younger brother's existence a secret from the people around her.

Hyperarousal was the last symptom that Ellice experienced. It is a hallmark of post-traumatic stress disorder (PTSD) that includes physiological responses. Two common physiological responses associated with PTSD are increased blood pressure (BP) and heart rate (Paulus et al., 2013). This can be seen in the following quote:

My eyes darted between the two men. I could feel a small, slow throb nibble at my left temple, my chest rising and falling with the mounting anxiety that Jonathan's statement elicited. I wanted to bolt from this office, from this building, to run as fast and as far as I could anything having to do with Houghton Transportation.
"So, what exactly happened out there in... Chillicothe, is it?" Jonathan asked. I blinked a few times, willing myself not to cry in this office. (Morris 397)

Hyperarousal is always closely related to a person's physical response as explained in the quote. Ellice experienced symptoms of hyperarousal which were characterized by an increase in heart rate due to the anxiety she experienced after hearing Jonathan's statement about his past in Chillicothe.

In addition to physiological responses, hyperarousal also affects one's emotions. This is illustrated in the quote below:

When I was younger, I used to pretend that I was born in New York City or Chicago, like Chillicothe, Georgia, never existed. When Vera and Birdie packed me up and shipped me off to boarding school, I stepped into my new life. I stepped out of one little box in my life and into another. But my cardboard life of elite schools and professional success never really eased the haunting ache of growing up poor, Black, and female in rural Georgia. And all the rage and anger that I was fully entitled to was tamped down by a chorus of voices telling me to forgive, to turn the other cheek, to look the other way. So that rage and anger sat bottled up, simmering on the inside. All the while, I spent an entire lifetime calmly trying to explain to people why I needed to be in a certain classroom or worthy of a certain job. Even after my rise, I was still explaining why I needed to be in the room, with a seat at the table, and a voice in the decisions. (Morris 487-488)

According to Vasterling et al. (2009), symptoms of hyperarousal can also include excessive startle response, hypervigilance, and irritability which is often seen in PTSD and can cause significant functional impairment. Victims who experience trauma especially those diagnosed with PTSD experience difficulty in suppressing and containing anger, expressing anger appropriately, and managing angry feelings (Taft et al., 2012). Apart from that, other references also explain that when individuals have difficulty expressing their anger, they can suppress it, causing negative impacts such as increased stress, anxiety, and physical health problems. This can also have a negative impact on their relationship because harboring anger can lead to feelings of resentment and decreased intimacy. It is important for individuals to learn healthy ways to express their emotions, including anger, to improve their overall well-being (Campbell and Tennen, 2012). This is proven in the quote above, Ellice has difficulty expressing her anger so she can only hold it in and always tries to explain herself to everyone.

Apart from describing the PTSD experienced by Ellice, this study also shows various forms of childhood trauma experienced by Ellice. In the *All Her Little Secrets* novel, Ellice is

described as having experienced three of the six causes; bullying, child maltreatment, and exposure to domestic and community violence.

Bullying is classified into three categories- Shaming, harassment, and racism (Akhter et al., 2019). Experiences of racism can result in PTSD symptoms, particularly among individuals from marginalized racial and ethnic groups (Mouzon & McLean, 2017).

Juice was right. I hadn't been happy, truly happy, in a very long time. It was because I was so tired, too weary from juggling all the cardboard pieces of my life, fighting all the -isms of being Black and female in America. Now, all I wanted to do was take off my boxing gloves and rest. (Morris 239)

This quote proves that Ellice often experienced bullying in the form of racism from childhood to adulthood. So, Ellice has a high potential for experiencing PTSD due to the traumatic bullying she experienced.

In the *All Her Little Secrets* novel, Ellice experiences child maltreatment in the form of physical violence and sexual abuse.

Before I could utter a word. Martha leapt across the small room and slapped me so hard it made my ears ring "Answer me, you lil' bitch!" Then she started to cry. Why would you do this to me?!!!
Martha raised her hand and brought it down in another burning sting across my face. I didn't flinch. She yanked my hair in a tight wad and dragged me out of the body. The book flew in one direction and Martha dragged me in another. "Why would you do this to me?!" (Morris 150)

Children and adolescents who are victims of abuse experience high levels of PTSD symptoms, depression, suicidal thoughts and behavior, aggression, antisocial behavior, and cognitive deficits (De Bellis & Thomas, 2003). In the quote above, Ellice is a victim of violence from someone closest to her, her own mother, so she has the potential to experience PTSD.

Trauma can cause PTSD in a susceptible individual including experiences of severe trauma stemming from interpersonal relationships (e.g., child abuse or neglect, rape, war) (De Bellis et al., 2011). Sexual harassment and assault can affect survivors' mental and physical health over a long period of time. Research shows that survivors of sexual violence, including sexual harassment, have a high risk of experiencing depression, anxiety, PTSD, and other forms of psychological distress (Wood et al., 2017).

This small miserable town was suffocating me, pulling its blanket of poverty over me, leaving me to wallow in its dust and beat. Being fourteen and pregnant was like a death sentence for a Black girl in a town like Chillicothe. I ran to the rugged edge of the riverbank that backed up against the house and fell to my knees in tears. What would I do now? What would I do with a baby? (Morris 74)

The quote explains that when Ellice was fourteen years old she experienced sexual abuse which resulted in the development of PTSD which she suffered as an adult.

Witnessing violence can have a major impact on children and adolescents, causing negative impacts in the form of anxiety, depression, PTSD, and other childhood trauma (Osofsky, 2003).

Willie Jay threw the teenager in the back of the patrol car with such brutal force, Mario's head hit the top of the door opening, causing him to wail in pain. His scream sent an electric spark of fear through me. A hard knot rose up in my chest at the sight of Mario being manhandled and tossed into the patrol car like a child's discarded toy. (Morris 62-63)

The quote explains that Ellice witnessed violence committed by Willie Jay when she was a child, which caused feelings of fear that led to trauma and PTSD.

CONCLUSION AND RECOMMENDATION

This study analyzes and interprets PTSD symptoms and childhood trauma experienced by Ellice in the *All Her Little Secrets* novel by Wanda M. Morris. The results show that Ellice is a PTSD sufferer as evidenced by the four PTSD symptoms experienced by Ellice; re-experiencing, avoidance, negative alterations in cognition and mood, and hyperarousal. Apart from these four symptoms, the *All Her Little Secrets* novel also finds that the PTSD experienced by Ellice is the result of childhood trauma. Several forms of childhood trauma experienced by Ellice include; bullying, child abuse, and exposure to domestic and community violence.

This study provides several suggestions, especially for the next researchers who analyze this novel. The next studies can also analyze psychology in the literature from other psychological aspects such as anxiety and provide a different analysis. In addition, this study shows that the next researchers can explore other social issues contained in the novel; one of which is discrimination or racism.

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Exploring the Multifaceted Humor Function of Dark Humor in Trevor Noah's Show "Son of Patricia"

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ABSTRACT

The objective of this study was to gain insight into Trevor Noah's intention for employing dark humor through applying Attardo's humor function framework to his stand-up comedy performance "Son of Patricia". This qualitative research utilized a phenomenological methodology. The investigation aimed to explore the phenomenon of dark humor based on Trevor Noah's personal experiences as conveyed in his act. The study analyzed dark humor found in Trevor Noah's stand-up show "Son of Patricia" through the lens of Attardo's (1994) humor functions. The result showed that the frequent humor function found was defunctionalisation for amusement and the jokes often involve playing with the language followed with social management, decommitment and mediation. Exploring the multifaceted humor function of dark humor in Trevor Noah's show "Son of Patricia" revealed a nuanced and thought-provoking approach to comedy. Noah skillfully employed dark humor as a tool for social management, shedding light on sensitive issues such as race, politics, and societal norms. While dark humor can be polarizing, Trevor Noah demonstrates its potential as a powerful vehicle for social commentary and awareness.

Keywords: function of humor; dark humor; stand-up comedy

INTRODUCTION

Seeking enjoyment from one's surroundings is a means of enriching life with excitement. One outcome of this pursuit is the development of humor. Most humorous exchanges occur within three conversational turns or less, with many instances being a single utterance (Attardo, 2015). Another strategy for fostering unity through comedy is what has been termed "humor support," comprising discursive techniques aimed at acknowledging and enabling comic deviations, (Hay, 2001). These approaches seek to establish comedic footing and recognize instances of levity, thereby facilitating social bonding among participants. In brief, humor appears most effective at rapport building when exchanges are concise yet mutually recognized, and when speakers support each other's comic framing of discussions.

According to Murstein and Brust (1985), humor is important as a social phenomenon in attraction and interpersonal communication. Humor is important in relationships because it increases engagement and promotes psychological well-being (Aristyanti et al., 2020). Humor, as a powerful social and cultural phenomenon, often serves as a mirror reflecting the

complexities of human experiences. It is proven in some researches which has been done for several years. Humor is commonly used in social contexts to build unity among participants (Kotthoff, 2009; Konsenko & Rintamaki, 2010; Hall, 2013). In addition to building unity, sharing jokes also creates an in-group versus out-group distinction such as in a group of friends (Haugh & Bousfield (2012), work environment (Plester & Sayers, 2007), and within families (Everts, 2003).

In 1994, Salvatore Attardo delved into the intricate world of humor, dissecting its various functions and shedding light on its multi-faceted nature. Attardo's exploration into the functions of humor provides a nuanced understanding of how humor serves as a dynamic tool in human communication. Attardo (1994) classifies the functions of humor in communication into four distinct categories; social management, decommitment, mediation, and defunctionalisation.

There are two broad categories of humor: light humor and dark humor. Light humor can help to strengthen personal relationships and friendships (Ruch & Hofmann, 2017), promote humanity, wisdom, and transcendence (Ruch & Poyer, 2015), deal with adversity, shortcomings, and the human condition in a humorous way (McGhee 2010), repair and address issues and wrongdoings (Ruch & Heintz, 2016). Dark humor has the potential to both unite and divide. While laughter and levity can bring people together and promote resilience in the face of adversity, humor can also marginalize or demean when used to mock others or promote hostility (Ferguson & Ford, 2008). Jokes that instill dread or deliberately humiliate their target can lead to lasting fear of ridicule and isolation (Ruch et al. 2014). As with any communication, the context, intent, and effect must be carefully considered to avoid needlessly hurting individuals or groups. When wielded without empathy or care, what begins as a laugh can leave emotional wounds that do not easily mend. Dark humor, characterized by its exploration of morbid, taboo, or socially sensitive subjects, holds a unique position in the comedic landscape. Its functions extend beyond mere entertainment, encompassing social critique, coping mechanisms, and the challenging of societal norms.

Research on dark humor has explored how people process historical events. Two news articles examined this phenomenon; one from an Italian publication (Dynel & Poppi, 2018) and the other discussing reactions to the September 11th attacks (Faina, 2013). Both found that communities utilized dark humor to understand better the events they experienced. In healthcare, studies have investigated dark humor, or humor dealing with sensitive issues, and its effects (Demjén, 2016; Bischetti & Bambini, 2021). In these analyzes, patients were found to employ dark humor as a coping mechanism when confronting illness. Dark humor has also been studied in particular group settings (Prusaczyk & Hodson, 2020; Neuendorf et al., 2014; Sulistyowati et al., 2020; Dynel, 2021)

Research has explored the role of dark humor in educational contexts. Bullough (2012) examined the use of comedy among educators in light of increasingly stringent accountability standards. The author sought to understand how humor might help teachers cope with the pressures of such measures. In another relevant work, Dueñas et al. (2020) investigated the potential uses of comedy in anatomy laboratories. Specifically, the researchers aimed to determine whether, when, how, and why humorous approaches could be employed during basic science instruction in the labs.

Stand-up comedy is a method of conveying humor through a live performance. A stand-up comedian will deliver a set consisting of multiple jokes and comedic observations from a stage or prominent position within an establishment. Typically, a stand-up set will run 10-45 minutes. During this time, the comedian aims to make light of various aspects of the human experience through their witty observations and storytelling skills. Common subjects that lend themselves well to comedic exploration include social issues, peculiar happenings, emerging trends, satire of politics and current events, and more (Astuti & Zulaeha, 2018). Much of a

stand-up comedian's material is derived from forming opinions on such topics or drawing from their own unique life experiences. Through the craft of joke writing and skilled delivery, stand-up comedy allows performers to use humor as a lens to comment on society and everyday absurdities. When executed effectively, it provides audiences an entertaining escape and perspective on the world around them. Furthermore, Michael (2013) utilized sociological functionalist theories to analyze the social ramifications of humor and educational jokes in confronting discrimination experienced by Muslim Americans following the September 11th, 2001 terrorist attacks. His examination highlighted the intricate identities and presumptions faced by comedic performers in relation to addressing sensitive social issues through their craft. By leveraging theories surrounding the functional role of humor in society, the author provided perspective on navigating complex cultural tensions through comedy and its potential as a medium for challenging prejudices.

Linguistic pragmatics are also areas of focus within stand-up comedy research. Ruiz & Linares (2020) examined the primary linguistic methods employed by two renowned Spanish female comedians in challenging heteronormative norms. This study analyzed the subjects, recipients, discourse tactics, and linguistic signals. Adetunji (2013), in his work, highlighted the main pragmatic techniques Nigerian stand-up comedians utilize to engage their audiences in developing the interactional context for humor. Lestari & Indiatmoko (2016) identified the forms of conversational principles and pragmatic parameter violations, the patterns of conversational tenets and pragmatic parameter violations, and the factors that influence conversational principles and pragmatic parameter violations in Dodit Mulyanto's stand-up comedy discourse.

Trevor Noah, a South African comedian and host of "The Daily Show," is renowned for his astute observations on global affairs, and his stand-up special, "Son of Patricia," stands out as a remarkable canvas where he masterfully employs dark humor to navigate through sensitive issues. Trevor Noah's comedic style is deeply rooted in his ability to dissect and analyze societal norms and behaviors. "Son of Patricia" is no exception, as it becomes a platform for the comedian to employ dark humor as a vehicle for social commentary. Through his witty and incisive remarks, Noah addresses pressing issues such as race, politics, and cultural disparities, using humor as a means to provoke thought and introspection. In this article, the writer will dissect the multifaceted functions of dark humor as employed by Trevor Noah in "Son of Patricia," shedding light on how it serves as a lens through which audiences can engage with, reflect upon, and perhaps even challenge societal norms.

METHODOLOGY

This qualitative study utilized a phenomenological approach. As Miles and Huberman (1994) note, qualitative research is firmly grounded in real-world phenomena. The study sought to explore the phenomenon of dark humor based on the personal experiences of Trevor Noah. Accordingly, an interpretivist perspective was deemed appropriate as a qualitative methodology given the research objectives of problem exploration and phenomenon investigation (Creswell & Creswell, 2018).

Moreover, the study's focus aligned with phenomenological concepts. Phenomenology entails exploring common social phenomena from the perspective of direct observers and participants (Titchen & Hobson, 2005). Phenomenology aims to deepen our understanding of what it means to inhabit a given experience (Heidegger, 1962). This study aimed to analyze collected data and gain deeper insights into the intentions underpinning instances of dark humor addressed in the research questions.

The researchers in this qualitative study served as both a data collector and observer. The object of this study was Trevor Noah's stand-up comedy performance entitled 'Son of Patricia'. As collector, they transcribed Trevor Noah's stand-up comedy performance "Son of Patricia" in its entirety, creating a written record for analysis. As observer, the researcher also collected data by directly observing the performance. The transcription served as the primary data source. The researcher later analyzed it using Attardo's (1994) framework of humor functions.

The framework's humor functions—social management, decommitment, mediation, and defunctionalisation—served as criteria for categorizing dark humour statements. The instrument of this study dealing with the function of humor was presented in tables. Specific criteria for each humor functions were listed as a checklist and became the instrument for this study. The researchers grouped each instance based on its comedic context and assigned it the relevant function. They then counted the instances of each to determine prevalence. This process yielded sub-data about the different humor functions' usage. The researcher presented and elaborated on the analytical results. As the concluding observer, they also summarized the full data collection and analysis. The study aimed to understand the intentions behind Noah's use of dark humor through applying Attardo's humor function lens to his "Son of Patricia" performance transcription. The framework provided a structured means of systematically categorizing and quantifying the instances of dark humor.

RESULT AND DISCUSSION

The result and discussion chapter of this article delves into a comprehensive analysis of the humor functions within the realm of dark humor, as exemplified in Trevor Noah's stand-up comedy show "Son of Patricia." This chapter aims to unveil the nuanced layers of humor embedded in the performance, dissecting its impact on the audience and exploring the socio-cultural implications of employing dark humor as a storytelling tool

Through a meticulous examination of key elements of humor function, the researchers unveil the intricacies of Trevor Noah's mastery in navigating the delicate terrain of dark humor. The chapter endeavors to shed light on the underlying mechanisms through which laughter becomes a vehicle for addressing complex and often uncomfortable subject matters.

THE FUNCTION OF HUMOR EXECUTED BY IMPOLITENESS STRATEGIES IN DARK HUMOR BY TREVOR NOAH'S STAND-UP COMEDY PERFORMANCE

The present study aimed to analyze collected data and gain deeper insights into the intentions underpinning instances of dark humor addressed in the research questions. After transcribing the performance and taking out the dark humor, there are 51 dark humor listed as the source of data in this study. All of them were analyzed through the function of humor theory by Attardo (1994). The function of humor's analysis result can be seen in the table below.

TABLE 1. The Function of Humor's Analysis Result

No	Types of Impoliteness Strategy	Total
1	Social Management	20
2	Decommitment	12
3	Mediation	5
4	Defunctionalisation	21
	Total	58

Table 1 shows that most of the time, dark humor was delivered as defunctionalization or playful purpose, with 21 in total, followed by social management, with 20 in total. The next function

is decommitment with 12 jokes. The last function is mediation with five jokes. There are also some jokes which carry two humor functions at once.

THE INTENTIONS OF HUMOR EXECUTED BY IMPOLITENESS STRATEGIES IN DARK HUMOR BY TREVOR
NOAH'S STAND-UP COMEDY PERFORMANCE

There are various intentions behind expressing humor. The purpose of humor itself reveals these intentions. As Attardo (1994) noted, the purpose of humor is directly gleaned from its effects in any given discourse. This also applies to the dark humor found in stand-up comedy performances by Trevor Noah.

The most commonly found function of humor is defunctionalisation (data 1, 2, 3, 5, 12, 16, 18, 19, 21, 26, 28, 31, 32, 34, 35, 37, 38, 43, 47, 48, 49, 50, 51). This serves a playful goal. Typically, the jokes play with language. This function is seen throughout Noah's stand-up comedy shows. For example, in the opening of one performance, Noah poked fun at LA's infamous traffic (data 1 & 2).

Data 1:

I love LA. I love everything about LA. Even the things people hate about LA, I love. I love the traffic in LA. It's like one of my favorite experiences. Yeah, when you don't live here, it's great.

In his opening stand-up comedy show at a recent Los Angeles performance, comedian Trevor Noah quipped about the city's notorious traffic issues. While traffic congestion is a well-known pain point for LA residents and visitors alike, Noah's comment was likely meant more in jest than as a serious statement of fact. By joking about a topic most audience members could relate to from their own experiences navigating the city's roads, Noah aimed to break the ice and set a lighthearted tone as he launched into his act. The traffic joke served as an easy, recognizable way for Noah to connect with his LA crowd right from the show's start through shared understanding of a common frustration, even if the details of the specific remark may not have been entirely accurate. A skilled comedian's opening moments are crucial for engaging the audience. Noah demonstrated his ability to do so through playful reference to a real-life issue on many residents' minds.

Data 2:

I love driving out here you know. And while I'm out here, I get to listen to the radio, you guys have great radio stations because you're always in your cars you know. In New York, Radio's not a big thing for me living in New York. I ride my bicycle, walk the streets. I can't listen to music because I'll die.

Stand-up comedy provides an engaging opening for performers to connect with audiences. Research by Adetunji (2013) highlighted the primary techniques Nigerian stand-up comedians leverage to involve viewers in establishing an interactive context for humor. Additionally, comedy offers a means of stress relief. This finding agrees with the study by Dueñas et al. (2020) which found that while dark humor can serve as a stress reliever, individuals employ highly personalized evaluations to determine when and what type of humor is suitable.

Using humor at the outset allows comedians to capture audience attention memorably. By studying how other performers have successfully engaged crowds, comics can identify approaches to draw in watchers involuntarily. Once involved, viewers may find the content provides temporary stress reduction. However, each person's assessment of what is appropriate is unique, so navigating diverse sensibilities requires sensitivity to potential viewer interpretation and reaction. An engaging performance balanced with consideration for all in attendance can set the stage for a successful show and meet the dual goals of entertainment and care for everyone present.

Even in discussing his experiences with racism and politics, Noah skillfully incorporated defunctionalisation function into his commentary on such topics. In one segment

about President Trump's immigration policies, Noah playfully mocked Trump's proposal for a transparent border wall, rightly pointing out the flawed logic of such a plan (data 31, 32).

Data 31:

I don't know what the see-through wall is. But at this point I'm just worried that a contractor will come along and trick the president. He'll take him to the border and be like, "There it is, Mr. Trump. Your invisible wall." And to make sure he's gonna buy it, he's gonna hire a troupe of Mexican mimes to be like, "Oh my God you can't get through it." It works. Like the mind of Donald Trump.

Noah continued to poke fun at Trump's notion of a see-through wall, highlighting how nonsensical the idea was. He even imagined a scenario where a contractor might take advantage of Trump by misleading him about the wall's capabilities. In the end, Noah wryly compared Trump's line of thinking to the proposed transparent wall that would still allow easy passage, driving home the point that this proposal was not a serious solution. This joke served the purpose of humorously critiquing the policy in a thoughtful manner.

Data 32:

The only way it works is if you take your board or solar panel and lean it at an angle to get the sun rays, but if you do that, you've created a giant ramp from Mexico to shoot into America. Just like, "Ora le..." The mind of Donald J. Trump. The J stands for Jesus. A lot people don't know that. A lot of self-loathing going on there.

The findings align with previous research by Sulistyowati et al. (2020) demonstrating that humor can be an effective tool for political commentary and criticism. While that past study examined different media such as political cartoons, both investigations showcase how satire and comedy can shed light on flawed proposals or administrations in a memorable way that promotes deeper consideration of the issues. Noah's segment effectively employed humor to respectfully analyze and bring attention to perceived shortcomings in the referenced immigration plan.

The following function of humor frequently found is social management (data 3, 4, 6, 7, 8, 13, 14, 15, 17, 23, 24, 25, 27, 33, 37, 38, 40, 45, 46, 48). According to Attardo (1994), social management in humor includes social control, conveying social norms, ingratiation, discourse management, displays of cleverness, establishing common ground, social play, and repair. This function is expected to often be present in Noah's stand-up comedy performances given his inclusion of significant racial and political subject matter. However, this function is more likely to be found in his jokes about racism. For instance, in his jokes comparing holiday cultures between black and white people (data 3 &4), Noah also provided a shared understanding of the differences.

During a holiday experience in Bali, Noah observed how some tourists enjoyed visiting and interacting with local residents in their homes (data 6, 7, 8). In recounting this observation, Noah humorously ridiculed the behavior of these tourists, pointing out their lack of consideration for personal privacy and space. It seemed the tourists enjoyed an experience that invaded the intimacy of someone else's domestic environment.

The anecdote appeared aimed at social correction. Through comedic framing, Noah aimed to embarrass the tourists by highlighting the inappropriateness of their actions. This approach aligns with Martin & Ford (2018) which stated that hostile or aggressive humor can function as a form of criticism, especially regarding behaviors that are deemed socially inappropriate. The telling of this experience suggests humor was used to draw attention to a cultural insensitivity and implicitly encourage more respectful engagement with local communities.

Data 23:

I was watching the news one day, and there was a guy at a rally, and they were asking him about immigration and families being separated, etc. and this guy, regardless of his politics, he was being really mean and xenophobic, and racist. You know, just acting real presidential. And the journalist asked him, the journalist asked him about children and he just went straight in he was like, "Boy, I tell you what, I don't give a damn about any of these goddamn Mexicans. They came over here. They ain't supposed to be here, boy. Wooo! It's our country now, you hear? That's right, boy. Go back to where you came from. Wooo! These Mexicans ain't done nothing good. Ain't bought nothing good to America. We don't need y'all. Come on, Bubba. It's Taco Tuesday."

Racism was the topic of discourse in data 23, 24 and 25. Noah discussed the racism that immigrants often face in America. As an immigrant himself, Noah pointed out this negative behavior and poked fun at racist individuals. This use of humor in social management can help build solidarity within a group. These findings align with research by Haugh and Bousfield (2012) that found jocular mockery, or humorous teasing, fostered unity by creating an in-group of like-minded peers. However, in Noah's case, in-group solidarity forms within the broader community rather than just among friends. This finding is also consistent with Attardo (2015), which determined that humor can be a means to establish commonality and togetherness through comedy.

Humor can serve an important role in defusing tensions and redirecting intentions toward more constructive ends as decommitment function. The ability to lighten moods through jest, while also gaining insight or working through difficulties, represents an important social function found in many contexts. This function is found in some context of Noah's jokes in the show (data 9, 10, 29, 30, 34, 35, 36, 39, 41, 42, 44).

Data 9:

There's a group of men gathering snakes to bring out to us. And so, I'm like, "Yeah, no, no. I don't." No, because you see as a black person, culturally, I'm trying to not die.

In one example, while visiting the island of Bali, Noah faces the prospect of attending a snake show without adequate safety protocols. Rather than confront the situation aggressively, he makes a joking refusal that helps resolve the issue without conflict. Moments such as this demonstrate how humor can be a tool for both declining harmful courses of action and exploring alternatives in a way that eases interpersonal dynamics. When used skillfully, humor provides an opportunity to probe issues and work toward satisfactory solutions while also lifting spirits in the process. Its presence in navigating trying circumstances, as seen in Noah's experience abroad, underscores its social and emotional value.

Through his comedy, Trevor Noah aims to build community and foster understanding. His jokes help create solidarity and sympathy among his audience. This aligns with research by Attardo (2015) and Haugh and Bousfield (2012) on how humor can form bonds within a group. Noah also uses comedy to shed light on the ironic realities Black people face, helping others comprehend their experiences. This finding is consistent with Faina's (2013) assertion that humor assists with navigating today's complex media landscape.

Additionally, Noah discussed apartheid in one of his performances, which can deepen comprehension of racism's painful history in Africa. By addressing challenging topics through comedy, Noah aims to both entertain and educate, bringing important historical and social issues to broader public awareness in an accessible way. His efforts demonstrate how humor, used skillfully, can strengthen community ties and further understanding across differences.

Many more of Noah's dark jokes nudge about taboo issues. While some find such humor too provocative, it can also open important discussions that may otherwise go unexplored. As Plester and Sayers (2007) discovered, humor allows people to bond over topics that challenge social conventions. Their research examined workplace interactions, whereas this study provides new insight into how stand-up comedy similarly enables meaningful exchanges on difficult subjects.

Additionally, this aligns with Demjén's (2016) finding that humor serves as a mechanism for addressing frightening, sensitive or embarrassing experiences. Through laughter, individuals and communities can process and gain perspective on such issues in a supportive environment. Where some may feel powerless, comedy gives voice and fosters collective strength. Previous analysis focused on patients coping with illness, yet this study broadens understanding of humor's role in cultural dialog by exploring performances aimed at Black audiences.

Overall, while pushing boundaries risks offense, Noah who broach taboo topics with skill and care may facilitate crucial conversations. His work builds on research demonstrating humor's power to build bridges of understanding across differences. Further examination of stand-up routines' complex engagements with sensitive issues merits ongoing discussion.

Mediation is the last humor function found within Trevor Noah's stand-up comedy performance (data 11, 14, 16, 20, 22). Through satire, comedy can initiate difficult conversations or ease tense interactions. It can also help resolve conflicts. For example, in Noah's anecdote about meeting President Obama, he recounts an embarrassing moment where he misunderstood Obama referring to aides as having AIDS (data 20). By sharing this story and allowing the audience to laugh at his mistake, Noah is able to mediate the awkwardness of the situation and move the interaction to a more positive space. Humor serves to lighten tense discussions and bring people together. Within Noah's performance, satire functions as a mediating force, whether to start challenging talks or reconcile disagreements. Comedy has the power to ease conflicts and open doors to understanding.

Data 20:

I said, "I'd love to, thank you. I'm sorry, a show for what?"

He said, "For my aides, Trevor."

I said, "You have AIDS?" And then, and then he explained what he meant. And I wanted the earth to swallow me whole because I had just looked at the President of the United States and asked him if he had AIDS.

Noah defused the potentially awkward situation by turning his embarrassing moment into a joking anecdote. This aligns with Hay's (2001) assertion that using laughter and humor can benefit interactions in multiple ways, such as enabling back-and-forth conversation, self-deprecating jokes, and expressions of disbelief, sympathy, or support. At the conclusion of Noah recounting his experience of meeting Barack Obama, he sarcastically parodied Donald Trump within the retelling. By injecting this humor, Noah aimed to feel better about his embarrassing situation and preempt any awkwardness.

CONCLUSION AND RECOMMENDATION

In conclusion, exploring the multifaceted humor function of dark humor in Trevor Noah's show "Son of Patricia" reveals a nuanced and thought-provoking approach to comedy. Noah skillfully employs dark humor as a tool for social management, shedding light on sensitive issues such as race, politics, and societal norms. Through his wit and insightful observations, he navigates the fine line between amusement and discomfort, challenging the audience to confront their own preconceptions and biases.

The effectiveness of dark humor in "Son of Patricia" lies in its ability to serve as a mirror to society, reflecting the absurdities and contradictions that often go unnoticed. By tackling serious topics with humor, Noah provides a unique perspective that encourages critical thinking and discourse. The comedian's use of personal anecdotes and global experiences further enhances the accessibility of these themes, fostering a sense of shared humanity among viewers.

While dark humor can be polarizing, Trevor Noah demonstrates its potential to be a powerful vehicle for social commentary and awareness. "Son of Patricia" not only entertains but also challenges its audience to confront uncomfortable truths, fostering a more profound understanding of the complexities within our society. Ultimately, Noah's exploration of dark humor transcends mere laughter, leaving a lasting impact on viewers by encouraging them to question, learn, and engage with the world around them in a more thoughtful and introspective manner.

As audiences continue to crave content that goes beyond mere entertainment, there is a growing need to delve deeper into the nuanced world of comedy, particularly dark humor. Future explorations could focus on the evolving landscape of humor in the context of societal shifts and changing cultural norms. Additionally, analyzing the audience's reception and the impact of dark humor in fostering conversations about critical issues could provide valuable insights into the role of comedy as a catalyst for social change. Examining how comedians like Trevor Noah navigate the evolving boundaries of humor in an ever-changing world can offer a compelling perspective on the broader cultural implications of laughter and satire.

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Speech Act in a Courtroom: An Analysis of Chris Watts' Trial

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ABSTRACT

The utterances produced by participants in a trial relates to their role and the trial stage. Therefore, everyone involved in the trial will produce a variety of speech acts. This research aims to describe the types of speech act in Chris Watts' trial and to describe the functions of the speech act used in the trial. The analysis is based on Searle's theory of speech act (1979). The researchers used descriptive qualitative method to describe the types of speech act and the functions of the speech acts by analyzing each utterance produced by all of the participants in courtroom. The finding shows that there are 176 utterances of speech acts which consist of 79 representatives, 23 directives, 14 commissives, 51 expressive, and 9 declarations. The researchers also found 26 functions of speech act. The dominant speech act in Chris Watts' trial is representative, because all the participants give statements of fact about the case during the trial. Moreover, the most frequently used function of speech act in Chris Watts' trial is stating, because, most of the participants' utterance is used to state their belief and thought regarding Chris Watts' case. In this research, the specific position of the speaker in the courtroom creates specific function of speech act used. The witnesses' utterance is used to condemn the defendant, the judge's utterance is used to sentence the defendant, while the prosecutor's utterance is used to restate the witness's statement.

Keywords: courtroom, Chris Watts, pragmatics, speech act, trial

INTRODUCTION

Two or more people carry out communication, and it happens frequently in social life. In social life every person needs to build communication with others to convey information. In addition, speaker and hearer must understand each other. Davis (1977) states that communication is a process of passing information and understanding from one person to another. Communication can be done by using language in written form and spoken form, and it can happen anywhere. One of the most common examples of spoken communication that uses language is conversation between people (Syauqillah & Setyaningsih, 2022). This can be found not only in everyday interaction but also in a legal context, especially trial. However, the way to communicate in different context will also be different. These differences are distinguished by the language in the particular context used. In a trial, the participant uses legal language to communicate. According to Berman (2013), legal language is a formal language as it "helps to secure its genuineness—its impartiality, equality, internal consistency, restraint, and authority".

Trial is a structure process in which the facts of a case are presented to a jury and they decided if the defendant is guilty or not guilty of the offered charge. Heffer (2005) describes these occurrences consist of jury selection, the indictment, opening statement, prosecution and defense testimony, closing speeches, summing-up and deliberation, verdict and sentencing

(Coulthard & Johnson, 2007). In general, a trial involves a number of participants, such as judges, prosecutors, lawyers, witnesses, and defendants, all of whom have their respective role. The utterances and actions depend on the participant's role and the stage of the trial. Therefore, it shows that everyone involved in the trial will produce a variety of speech acts.

There are two types of case heard in a trial, those are civil case and criminal case. Civil cases are cases that usually involve people or institutions, such as divorce, guardianship, cases of injury, traffic violations, small claims, ordinance violations, and so on. Whereas criminal cases are cases that usually involve law enforcers. In criminal cases, the government prosecutes people accused of crimes, such as cases of bank robbery, financial fraud, kidnapping, murder and so on.

One of the example of criminal case is Chris Watts' case that occurred in 2018 in Frederick, Colorado. The case involved a man named Christopher Lee Watts who killed his own family, including his pregnant wife named Shannon, and his two daughters, Bella and Celeste, who were 4 years and 3 years old. Chris dumped his daughter's body in the oil tank and buried his wife on the land where he had worked. Chris was found guilty in August 2018, and he had his first trial on 21 August 2018 and pleaded guilty on 6 November 2018, to multiple counts of first degree murder. Therefore, on 19 November 2018 he was sentenced to five life sentences without the possibility of parole. This case has attracted the attention of many parties because this case is a very tragic family massacre. Even one of the streaming media service providers, Netflix, made a documentary film about this case. Not only that, Chris Watts' trial on 6 November 2018 was also broadcast live by several news channels in America. An example of speeches produced by participants involved in the trial is shown below:

Judge	: Mr. Rourke did you want to make a record regarding compliance with the Victims right act?
Prosecutors	: Your honor, your honor president courtroom, are Frank Rzucek, Cindy Rzucek, and Frank Rzucek Jr. they are Shannon's mom dad and brother, they have been fully advise of the nature of the proceedings today. Also, based upon the order that the court entered last week, I can tell the court that Mr. Sandy Watts are present in the courtroom as well --they have also had an opportunity to meet with representatives from my office over the weekend to discuss the nature of the hearing today. I believe that we are fully on compliance with the Victims right act.

As previously explained, in a trial everyone involved has their roles, besides that there are rules that must be obeyed by all participants and the highest authority is held by the judge, therefore conversations in court can produce a variety of speech acts. Speech acts are action performed by utterances, which serves a function in communication. All participants can produce utterances during trial. The utterances produced by people in trial are different from the utterances produced by people in everyday life. In other word the conversations generated in a trial are different from the conversations generated in everyday life. In trial conversation the language used is more formal and legal than in everyday life. So these different ways of communicating can produce various speech acts, besides that each speech act has a different function. Speech acts are actions performed via utterances, in English, are commonly given more specific labels such as apology, complaint, compliment, invitation, promise or request (Yule, 1996). It can be said that every utterance uttered by the speaker contained an action.

Austin (in Nadar, 2009) states that basically when someone says something, s/he also does something. The statement then underlies the birth of speech act theory. In pragmatics there are at least three types of actions that can be realized by a speaker. Austin (1962) classifies speech acts on three classifications, namely locutionary act, action to say something; illocutionary act, performing an action by saying something; and perlocutionary act, doing an action by saying something. Saifudin (2019) describes these acts as "a speaker saying an

utterance that has certain meaning (locutionary act) with certain force (illocutionary act) to achieve certain effect to the listener (perlocutionary act)”.

Searle (1979) classifies illocutionary acts into five categories. Each categories shows communicative function. The five categories can be described as follows:

1. Representatives are kinds of speech act that state what the speaker believes. Statements of fact, assertions, conclusions and descriptions (Yule, 1996). For example:
2. Commissives are kinds of speech act that speakers use to commit themselves to some future action (Yule, 1996). They express what the speaker intends. They are promises, threats, refusals, pledges.
3. Directives are kinds of speech act that speaker use to get someone else to do something (Yule, 1996). They express what the speaker wants. They are command, orders, requests, and suggestions.
4. Expressive are kinds of speech act that state what the speaker feels (Yule, 1996). They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow.
5. Declarations are kinds of speech act in which used by the speaker to change the world through their utterance (Yule, 1996). The speaker has to have a special institutional role in a specific context.

Considering the importance of examining the language used in a courtroom, this study analyses the types of speech act used by the judges, prosecutors, lawyers, witnesses and defendant during Chris Watts’s trial based on the theory of speech act developed by Searle (1979). It will then describe the functions of speech acts used in the trial.

Studies related to speech act and politeness marker have been done previously with various objects. Setiawan (2015) identified five kinds of illocutionary acts in Emma Watson’s *HeForShe* speech. Representative was the dominant act. It was mostly performed in informing as the situation was very formal and the audience who attended the meeting was politically powerful and highly educated. The speaker has to be careful so that the audience would most feel offended since she discussed the sensitive issue. Fajar and Setyaningsih (2015) conducted a research on perfume advertisements. The research found that assertive is the dominant type of speech act since in advertisement the advertiser wants its product to be known and to persuade the readers by giving information, description, claim, and statement. On the other hand, directive speech act was also found since the advertiser commands the readers especially women to use their perfume. Tutuarima, Nuraeningsih, and Rusiana (2018) analyzed *London Has Fallen* movie and found that directive act is dominant since this movie is an action thriller movie in which most of the utterances are giving an order to someone for doing something. Barus, Saragih, and Zein (2017) found five types of speech act used in investigative interviews on Michael Brown’s case. The most dominant speech act from the interviews is representative. However, the dominant speech act performed by the detectives and special agents as the interviewers is directive, since the interviewers performed directives in the form of questioning, clarifying, and confirming. On the other hand, the dominant speech act performed by the suspect and the witness as the interviewee is representative due the interviewees performed the speech act in order to inform, explain, describe, affirm or deny.

With some of the research references above, this research examines the speech acts of Chris Watts’ trial. In contrast to Barus, et al (2017), who made police investigate interview as an object of research, this research presents a novelty in that it focuses on a trial of Chris Watts’ case as an object of research as it examines what speech acts used by the participants in the trial of Chris Watts’ case and the functions of those speech acts.

In relation to language used in a courtroom, legal speech act is institutional speech act as opposed to the usual everyday speech acts between two private communicators, institutional speech acts are different from everyday speech activities for the aims of everyday communicative. Speech act in daily communication, or in common situation, closely tied to the status of speaker and where the communication takes place. While speech act in legal context is not only related to the status of speaker and the place but also related to the existence and structure of the relevant legal institutions and conventions, and the relevant legal system, then all the utterances of the speaker must follow certain procedures. There are specific functions of speech act in legal context only used by the specific speaker according to the procedures.

Cao (2007) divides legal speech act based on the type of legal settings, into three categories as follows:

1. legislative speech act, including of statutes in written language.
2. judicial speech act, including oral and written utterances during court proceeding such as oral and written utterances evidence, oral and written judiciary pronouncements, oral arguments and other presentation from lawyers, swearing, verdicts and other courtroom speech acts.
3. legal utterances in oral and written forms and this may include private legal language, such as contracts, wills, and other legally binding oral and written texts.

In legal context, Danet (1980) classifies speech act based on Searle's classifications:

1. Representatives, the utterances that commit the speaker to something being the case or assert the truth of a proposition. These include testifying, asserting, claiming and stating.
2. Directives, these are future-oriented speech acts that seeking to change the world, to get someone to do something. Within the function of law, they are most prominent in legislation that imposes obligation. Some examples are command, request, and order.
3. Commissives, the utterances commit the speaker to do something in the future, for instance, in the legal settings is contract.
4. Expressive, these express the speaker's psychological state about a proposition, for example, apologizing, excusing, condemning, deploring, forgiving, and blaming. In modern trials, the tradition of asking defendant before sentencing they have anything to say is an opportunity for them to show the public if their relation to the rules has changed.
5. Declarations, these are utterances whose successful performance brings about a correspondence between their propositional content and reality. Declarations include lawyer's objections, sentences, appellate opinions, indictments, confessions, pleas of guilty or not guilty and verdict. These can be declarations due to the institutionalized authority of speakers to engage in these acts.

Cao (2007) states the differences legal speech act in different legal settings. First, in terms of addresser and addressee, for example one of the difference is the status and relationship between the speaker (addresser) and hearer (addressee) in different settings and classes. In the legislative speech act, the legislature serves as the speaker and the public as hearer. In private legal documents, for instance in the case of contract, usually there are two identifiable individuals or contractual parties that are interrelated. Second, the medium of communication is different. The medium of communication in legislative speech act is coded, whereas judicial speech act is oral as oral evidence given in court. In court room speech acts, all the utterances must follow certain procedures and conventions.

METHODOLOGY

In this research, a descriptive qualitative method was employed. According to Sukmadinata (2009:53-60), qualitative method is analyzing a phenomenon, event, social activity, attitudes, perceptions and people as individual or groups then describing it in the form of words. The process carried out in this research is to analyze and describe the phenomenon of speech acts produced in a trial of Christopher Watts using Searle's speech act theory. The data of this study were taken from the video of Chris Watts' trial at CBS New York <https://www.youtube.com/watch?v=xU3ERVtuncQOc>. The unit of analysis in this study is every utterance in the transcription of the video of Chris Watts' trial. The data were collected by downloading the video of the Chris Watts' trial. Then the subtitle of the source of the data were written down as data transcript. The data were analyzed by following the speech act framework proposed by Searle (1979). Meanwhile, the steps of analyzing data consists of the following steps: (1) giving a code on the transcription form to simplify the proses of classifying data, (2) classifying the types of speech act based on Searle (1979), (3) identifying the function of the speech act used in the trial of Chris Watts, and (4) drawing the conclusions based on the finding.

RESULT AND DISCUSSION

This section presents the result and discussion of the data analysis. It covers the answers to the research problems which include what types of speech act used by the judges, prosecutors, lawyers, witnesses and defendant during Chris Watts's trial and the functions of speech acts used in the trial. The overall findings are displayed in Table 1, then followed by the discussion of the findings.

In this research, the utterances were spoken by the participants of Chris Watts' trial. They consist of the utterances spoken by the Judge, Witnesses, Lawyers, Defendant, and Prosecutors. Table 1 shows all five categories of speech act as classified by Searle (1979) performed by all of the participants, namely representative, directive, commissive, expressive, and declaration. The participants performed different speech act since they have their own role in this trial. Based on the research, representative speech act was mostly performed by Witnesses, Prosecutors, and Lawyers because in this trial they gave statements of facts about the case. On the other hand, directive speech act and declaration speech act were mostly performed by the judge since the judge is in charge in the courtroom and he has authority, thus his utterances have power to change to other conditions. However, the dominant speech act in Chris Watts' trial is representative because all of the participants give a statement of fact about this case during the trial.

Each category of speech act has communicative function. That is to say, all the types of speech act that performed by the participants has various functions. Based on the finding, the researchers found that the function mostly found in the Witnesses' utterances is stating since in this trial the Witnesses give statements of fact about this case, so it makes the Witnesses state their thought and belief. On the other hand, the function mostly performed by the Judge is commanding because the Judge is someone who leads the trial, so he has power in the courtroom to take control during trial by giving commands to the Witnesses, the Prosecutor, the lawyer, and the Defendant. Besides that, the function mostly found in the utterances of the Prosecutor and the Lawyer is reporting. In this trial the Prosecutors and the Lawyers made reports to the judge about what they have done, heard, and investigated. Furthermore, overall the function mostly found in Chris Watts' trial is stating since all of the participants give statements of fact about their belief regarding Chris Watts' case.

TABLE 1. Speech Act Used in Chris Watts' trial

NO	TYPE OF SPEECH ACT	FREQUENCY		FUNCTION	FREQUENCY	
		$\sum f$	%		$\sum f$	%
1	Representative	79	44.9%	Stating	49	27.8%
				Reporting	15	8.5%
				Agreeing	6	3.4%
				Informing	1	0.6%
				Stating Opinion	6	3.4%
				Restating	2	1.1%
2	Directive	23	13.1%	Commanding	10	5.7%
				Questioning	8	4.5%
				Warning	2	1.1%
				Permitting	3	1.7%
3	Commissive	14	8.0%	Offering	5	2.8%
				Accepting	2	1.1%
				Refusing	2	1.1%
				Threatening	3	1.7%
				Promising	2	1.1%
4	Expressive	51	29.0%	Thanking	24	13.6%
				Greeting	8	4.5%
				Stating Sorrow	4	2.3%
				Disappointing	2	1.1%
				Stating Anger	4	2.3%
				Stating Love	6	3.4%
				Condemning	1	0.6%
				Wishing	2	1.1%
				Declaring	7	4.0%
				Declaring	1	0.6%
				Indictment		
Sentencing	1	0.6%				
TOTAL		176	100%	TOTAL	176	100%

The following discusses the types of speech act and the functions of speech act found in Chris Watts' trial.

REPRESENTATIVE

Representative is a kind of speech act in which the speaker's utterance state what the speaker believes. In this trial, representatives are performed by the Judge, the Lawyers, the Witnesses and the Prosecutors. There are 79 utterances classified as representative speech act. Representative is the dominant speech act of Chris Watts' trial and it has 6 functions of communication which consist of 49 utterances of stating, 15 utterances of reporting, 6 utterances of agreeing, 1 utterance of informing, 6 utterances of stating opinion and 2 utterances of restating.

STATING

The most frequently used function of representative is stating, because most of the utterances of the participants are used to state their beliefs or thoughts regarding Chris Watts' case. Stating is a kind of act to express the speaker's thought clearly, completely, and carefully in spoken. It is used to announce the speaker's thought and belief in advance. People produce utterance in the form of statements to convey what they think about. The example is shown in the excerpt below:

Excerpt 1

12 Witness 1 : ... The cameras do not lie. You carry them out like trash of the house. Yes I have seen the videotape, you buried my daughter Shannon and Niko in a shallow grave and then you put bail on Celeste in huge containers of crude oil.

You heartless monster, you have to live with this vision everyday of your life and you see that every time you close your eyes at night. Oh I forgot you have no heart or feelings or loves. Let me tell you something, I will think of them every day of my life and I love them every day of my life. Prison is too good for you...

Excerpt 1 happened when the Witness 1 makes a statement in the court. The utterance “the cameras do not lie” uttered by Witness 1 represents his belief that the evidence recorded by the camera is correct. Then, Witness 1 also states his belief by uttering “prison is too good for you”. The utterance of Witness 1 means that the prison sentence received by the defendant is not appropriate to the crime the defendant has committed. Therefore, the Witness’ utterances are classified as representative and the function of the speech act is stating.

REPORTING

Reporting is an act to give a spoken statement of the fact that has been observed, heard, done or investigated. In Chris Watts’ trial, reporting act mostly performed by the prosecutor and the lawyer because in this trial the prosecutor and the lawyer has opportunity to report the result of the investigations in the court. The example is shown below.

Excerpt 2

50 Prosecutor : ... Shannon was 34 years old, she married the defendant in November of 2012 over the weekend leading up to August 13th she had been at a work conference in Phonix Arizona and was returned home in the early morning hours of August 13th. We know that she got home about 1:45 in the morning, the doorbell camera on their home shows her arriving back home from the airport. shortly thereafter at least according to the defendant they had a what he referred to as an emotional conversation about the state of their marriage and about their lives would look like going forward. ...

In Excerpt 2, the Prosecutor makes a statement about the evidence. The Prosecutor’s utterance is a report of what he investigated. The Prosecutor reports the evidence to the Judge about what he found after doing the investigation. The Prosecutor tells about the chronology of the murders committed by the defendant to the victims.

AGREEING

Agreeing is an act to say that the speaker is willing to do something or for something to happen. Agreeing something can be indicated when someone says “yes” to others’ statement. The examples of agreeing act are shown below.

Excerpt 3

26 Prosecutors : That’s all the witnesses that I had intended on calling and I know that at courts this during the procedural posture I am aware that Mr. and Mrs. Watts also like to address the court. I would certainly invite the court if you want at this point to call upon them or we can certainly do it after any evidence that the defense has as well.

27 Judge : Sure, Cindy and Ronny Watts wish to make a statement the Victim Rights amendment. Good Morning Mrs. Powers.

Excerpt 3 happened when all the Witnesses that the Prosecutor had intended on calling and the Prosecutor said that Mr. and Mrs. Watts also want to make a statement in the court at that time or after the defense presented evidence. Then the Judge’s utterance is a statement that represents agreement. The Judge utters “sure...” to show his agreement to the Prosecutor’s report.

INFORMING

Informing is a kind of act to tell or give someone facts or information about the trial term. Below is the example of informing expressed by the Judge.

Excerpt 4

4 Judge : ... Let me first say that I realize that the sentencing hearing is emotional for many of us and I expect that your behavior in the courtroom both-in this courtroom and the overflow courtroom is appropriate. If the court determines that your demeanor and behavior while in the courtroom during the hearing is not appropriate, I have advised the deputies that I will be asking you to be escorted out of the courtroom. Also as a reminder all electronics devices must be turned off. ...

Excerpt 4 happened when the Judge is declaring the procedures of the trial. The Judge gives information to all the participants in the courtroom that all electronic devices of the participants must be turned off. Since the Judge's utterance is statement which contains an information, it is classified as representative speech act.

STATING OPINION

Stating opinion is an act to express the speaker's view or judgement about something or someone, not necessarily based on knowledge or fact. In this trial, representative speech acts are used to state opinions given by the Witness, because the Witness gives a statement. The example is shown in the excerpt below:

Excerpt 5

12 Witness 1 : ... The cameras do not lie. You carry them out like trash of the house. Yes, I have seen the videotape, you buried my daughter Shannon and Niko in a shallow grave and then you put bail on Celeste in huge containers of crude oil. ...

Excerpt 5 happened when Witness 1 gives a statement in the court. Witness 1 states his opinion by producing utterance "You carry them out like trash of the house" to show his views or his thought about what the Defendant did to the victims, carried out the Victim's body like it is a trash. The utterance of Witness 1 indicates the representative speech act as he expresses a statement of judgement that stresses his opinion about what Chris Watts did to his daughter and grandchildren.

RESTATING

Restating is a kind of act to states statement again or differently, especially more clearly or convincingly. In Chris Watts' trial, only Prosecutor and Lawyer who performed representative speech act to restate the statement since they are in the trial on behalf of their clients. The example is shown in the excerpt below.

Excerpt 6

14 Prosecutor : Your honor, Frank Rzucek Jr, he has asked me to read the statement for him.
15 Judge : of course. Sir, if I could just have you state your name for the record?
16 Witness 2 : Frank Rzucek Jr
17 Judge : Thank you for being here

- 18 Prosecutors : Your honor, the past three months I have barely slept because I have been going through a lot of different emotions because I have not see this coming. You went from being my brother my sister's protector one of the most loved people in my life family. I will spend the rest of my life trying to understand what gave you the right to put your hands on a women let alone my best friend, my beloved sister, your daughters and your son. Why weren't they enough for you. In the blink of an eye you took away my whole world the people that mattered to me the most. Everything in my life I loved your children, ...

The dialogue in Excerpt 6 happened when Witness 2 entered the podium to give his statement, but Witness 2 has been asked by the prosecutor to read his statement and the Judge said it was fine if the Witness chooses to be represented by the Prosecutor. The Prosecutor's utterance is the statement of the Witness 2. The prosecutor restates the statement of Witness 2.

DIRECTIVE

Directive is a kind of speech act used by speakers to order other people to do something. This speech act states what the speaker wants. In Chris Watts' trial, directive speech acts are performed by the Judge since he is in charge of the trial and he has power. There are 23 utterances of the Judge classified as directive speech act. Then there are 4 functions of directive speech act which consist of 10 utterances of commanding, 8 utterances of questioning, 2 utterances of warning and 3 utterances of permitting.

COMMANDING

The most frequently used function of directive speech act in Chris Watts' trial is commanding. In this trial, the Judge has authority to give a command to the other participants. Moreover, in the trial the other participants cannot give a command to the Judge since their position is not as high as the Judge. Commanding is a directive act that tells someone to do something. The speaker gives an order to someone to do what the speaker wants. The examples are shown below.

Excerpt 7

- 1 Clerk : Please raise
2 Judge : Good morning, you all can be seated. Okay we are on the record at Weld County Case number 18 CR2003 people the state of Colorado versus Christopher Lee Watts.

The dialogue in Excerpt 7 above happened when the Judge entered the courtroom. Before the Judge entered the courtroom the Clerk commands all of the participants to stand up. Therefore, the Judge commands all of the participants in the courtroom. The utterance "you all can be seated" represents that the speaker (Judge) commands all participant in the courtroom to sit back down.

QUESTIONING

Question is a sentence expressed to get information. Questioning is an act to ask somebody questions, especially in an official context. The example is shown in the excerpt below.

Excerpt 8

- 51 Judge : Are you seeking 91 days to file a request for restitution?
52 Prosecutor : I am, your honor

The dialogue in Excerpt 8 happened after the Prosecutor reported the evidence that he found through investigation. The Judge asks the Prosecutor about the time to make a request for the restitution. The utterance of the speaker is an interrogative sentence closed with a question mark "?" and all of the examples are closed with a question mark. Moreover, the verb "are" in

the beginning of sentence is used to perform yes-no questions. The utterance of the speaker is categorized into directive speech act because questioning will lead the hearer to respond the question of the speaker.

WARNING

Warning is an act to express cautionary advice to somebody, advance notice of something. The excerpts below show the employment of warning.

Excerpt 9

- 4 Judge : ... If the court determines that your demeanor and behavior while in the courtroom during the hearing is not appropriate, I have advised the deputies that I will be asking you to be escorted out of the courtroom. So please be mindful of your demeanor during the sentencing hearing. ...

Excerpt 9 happened when the judge is declaring the procedure of the trial. The judge warns all of the participants to be mindful of their behavior to be nice during the trial.

PERMITTING

Permitting is a kind of act performed by the judge to authorize or officially allow the participant to do something. This act is mostly performed by the Judge. The example is shown in the excerpt below.

Excerpt 10

- 6 Judge : and you are welcome to present evidence
7 Prosecutors : Your honor of letting the approach on when I have tendered to the court what has been marked as sentencing exhibits 1 to 21. Inclusive I have provided copies of these to defense counsel.

Excerpt 10 shows that the Judge gives a permission to the Prosecutor to present the evidence. The Judge permits by uttering “you are welcome to present evidence” so that the prosecutor can present the evidence and the witnesses.

COMMISSIVE

Commissive is a kind of speech act that is understood by the speakers to relate themselves to some future actions. This speech act is intended by the speaker. There are 14 utterances classified as Commissive speech act. Commissive speech act has 5 functions of communicative which consist of 5 utterances of offering, 2 utterances of accepting, 2 utterances of refusing, 3 utterances of threatening, and 2 utterances of promising.

OFFERING

Offering is a kind of act to express willingness or intention to do something. Offering something to someone also provides an opportunity to consider it, to be accepted or rejected. In this trial, offering is only used by the Judge since the Judge offers other participants to do something. It means that the Judge commits to himself for future action, for example, when the Judge gives an offer to the Prosecutor to make a statement if there was anything he wanted to convey about compliance with the victim right act. If the Prosecutor accepts the offers, the Judge will give a permission to the Prosecutor. It means the Judge commits to himself in the future that he would give a permission to the Prosecutor if he wants to give a statement in the podium.

Excerpt 11

- 57 Judge : Thank you. Mr. Watts I indicated when we began that you have the right to make a statement if you choose to. Would you like to make a statement?
58 Defendant : No, sir

The dialogue in Excerpt 11 happened before the Judge declares the sentence of the Defendant. The Judge gives an offer to the Defendant to make a statement. The Judge's utterance "would you like..." is used to create an offer. If the Defendant accepts the offers the Judge will permit the defendant to make a statement.

ACCEPTING

Accepting is an act of agreeing to receive or undertake something offered, and given an affirmative answer by the Judge. The example is shown in the excerpt below.

Excerpt 12

- 4 Judge : ... Okay, and so Mr. Rourke are you gonna be speaking on behalf of the prosecution?
5 Prosecutor : yes, your honor
6 Judge : and you are welcome to present evidence

The word "Yes" is used by the Prosecutor to accept the Judge's offer. The Prosecutor's utterance shows that he accepts the Judge's offer to make a statement on behalf of the prosecution.

REFUSING

Refusing is an act to indicate or express that the speaker is not willing to accept or grant something offered. The dialogue below shows the employment of refusal by the participant.

Excerpt 13

- 57 Judge : Thank you. Mr. Watts I indicated when we began that you have the right to make a statement if you choose to. Would you like to make a statement?
58 Defendant : No, sir

The dialogue above shows the Defendant's refusal. The Defendant refuses the Judge's offer to make a statement. The word "no" is used to refuse the Judge's offer. The Defendant's utterance is classified as a commissive speech act which functions to refuse or to give a negative response.

THREATENING

Threatening is an act to state someone's intention to punish or harm someone, in retribution for something done or not. Threatening someone is to say that the hearers will be in trouble if they do not do what the speaker wants. Threatening act is only used by the speaker who has special authority or power, such as the Judge who has special position in the courtroom. The example is presented in the excerpt below.

Excerpt 14

- 4 Judge : ... so I would like to do is explain the procedures that we are going to use regarding the sentencing hearing. Let me first say that I realize that the sentencing hearing is emotional for many of us and I expect that your behavior in the courtroom both-in this courtroom and the overflow courtroom is appropriate. If the court determines that your demeanor and behavior while in the courtroom during the hearing is not appropriate, I have advised the deputies that I will be asking you to be escorted out of the courtroom. So please be mindful of your demeanor during the sentencing hearing. ...

The Judge's utterance represents threat. The word "if" as conditional conjunction is used to add information about possibility. It means that the Judge tells the possibility of the participants' action that is not appropriate to the procedure. The Judge will escort out the participants who do not comply with procedure. The Judge's utterance "I will be asking you to be escorted out of the courtroom" is used to threaten the participants if they do not behave in

the courtroom. Threatening is an act which commits to some future action, so it is categorized as a commissive speech act.

PROMISING

Promising is an act to express the speaker's commitment to future actions. Promising something is to make a promise that the speaker will do or not do in the future. The example is presented in the excerpt below.

Excerpt 15

39 Witness 4 : ... Your father and sister and I are struggling to understand why. But we will remain faithful as your family just as god remains faithful because of his unconditional offer up. ...

Excerpt 15 happened when Witness 4 makes a statement and she conveys her message to the Defendant who was her son. Witness 4's utterance "we will remain faithful as your family" is used to show her promise. She promises to the Defendant that she and family will always be faithful with the Defendant. Witness 4 utters "we will" to make a promise. The modal verb "will" is used to show that the speaker is willing to do something in the future.

EXPRESSIVE

Expressive is a kind of speech act which states something about the speaker feels. In Chris Watts' trial expressive speech act is mostly performed by the Witnesses since they express their feelings when they give a statement before the Judge declares the sentence to the Defendant. This speech act reflects psychological statements and can take the form of expressions of joy, hatred, difficulty, success, misery, or pleasure. There are 51 utterances classified as expressive. Expressive speech act has 8 functions of communication which consist of 24 utterances of thanking, 8 utterances of greeting, 4 utterances of stating sorrow, 2 utterances of disappointing, 4 utterances of stating anger, 6 utterances of stating love, 1 utterance of condemning, 2 utterances of wishing.

THANKING

The most frequently used function of expressive speech act is thanking since all of the participant uttered the phrase "thank you" during trial. It means the participants express grateful for something. Thanking is a kind of act that the speaker used to express gratitude to someone by saying "thanks" or "thank you". The example is presented in the excerpt below.

Excerpt 16

14 Prosecutor : Your honor, Frank Rzucek Jr, he has asked me to read the statement for him.
15 Judge : of course. Sir, if I could just have you state your name for the record
16 Witness 2 : Frank Rzucek Jr
17 Judge : Thank you for being here

In Excerpt 16, the Judge utters "thank you for being here" to show that he appreciates Witness 2's attendance.

GREETING

Greeting is an act used to give a polite word of welcome or pleasure when meeting others. The words to indicate greeting are "hi", "hello", "good morning" or "good afternoon", etc. The example is shown in the excerpt below.

Excerpt 17

20 Prosecutor : Your Honor Sandy Rzucek would like to address the court
21 Judge : Good morning

22 Witness 3 : Good Morning, Your Honor. Thank you for this moment.

In Excerpt 17 the Judge greets Witness 3 when he entered the podium. Then Witness 3 also greets the Judge. The utterance “good morning” is used as greeting when someone meets others in the morning. All of the participants in Chris Watts’ trial greet each other by uttering “good morning” since the trial took place in the morning.

STATING SORROW

Stating sorrow is an act to express the speaker’s feeling of deep distress caused by loss or other misfortunes. In Chris Watts’ trial, stating sorrow is used by the Witnesses to express their feeling of sadness because they lost their family members. The two examples are presented below.

Excerpt 18

39 Witness 4 : ... First I’d like to begin by recognizing the absolute horror of this crime and acknowledging the devastating loss at both the Rzucek family as well as our family have faced. Our families have been irreparably broken by the needless deaths of Shannon, Bella, Cece and Nico. This is something we will never get over. We will always mourn the loss of our family and in that we are united in our grief. ...

Excerpt 18 happened when Witness 4 gives a statement. Witness 4’s utterance represents a statement which states her feeling of sadness because she lost her daughter-in-law and her three grandchildren. The word “grief” it used to express the feeling of sorrow, especially caused by someone’s death.

DISAPPOINTING

Disappointing is an act to express grief or displeasure caused by not fulfilling the speaker’s hopes or expectation. The speakers state disappointment to express their displeasure for the failure to fulfil their hopes or expectation. The example is presented in the excerpt below.

Excerpt 19

12 Witness 1 : ... Life will never be the same without Shannon and Celeste and Niko-had all their lives to live they were taken by the heartless one. This is the heartless one the evil monster who dare you take the lives of my daughter Shannon, Bella Celeste and Niko. I Trusted you to take care of them not kill them and they also trusted you the Heartless monster and then you take them out like trash, ...

Excerpt 19 happened when Witness 1 makes a statement. Witness 1’s utterance is a statement which implicitly states his disappointment. The utterance “I trusted you to take care of the not kill them” is used to show his disappointment to the Defendant. Witness 1 feels disappointed since he expected that the Defendant would take care of his daughter and grandchildren, he trusted the Defendant but the Defendant killed his daughter and grandchildren.

STATING ANGER

Anger is a strong feeling of annoyance, displeasure, or hostility to someone since they have done something bad to others. The speakers state anger to express their feeling of anger for what someone has done.

Excerpt 20

12 Witness 1 : Life will never be the same without Shannon and Celeste and Niko -had all their lives to live they were taken by the heartless one. This is the heartless one the evil monster who dare you take the lives of my daughter Shannon, Bella, Celeste and Niko. I Trusted you take care of them not kill them and the also trusted you the Heartless monster and then you take them out like trash. you disgust me.

Excerpt 20 happened when Witness 1 make a statement. The utterance of the Witness 1 indicates that he is very angry at the Defendant because he killed his daughter and his grandchildren. The speaker's anger is shown when he calls the Defendant with "the heartless one the evil monster". Then Witness 1 also states his anger by uttering "you disgust me". Witness 1's utterance shows that he is really mad at the Defendant, because the Defendant killed his daughter and grandchildren. Commonly, this expression is used to offend someone when they get angry of something.

STATING LOVE

Stating love is an act to express the speaker's feeling of deep affection. In Chris Watts' trial the Witnesses performed expressive also to express their feeling of deep affection to the Defendant or the Victim, because all the Witnesses are family of the Defendant and the Victim.

Excerpt 21

12 Witness 1 : ... I have people say you're not a monster, no you're not, you're an evil monster. Thank you. Love you Shannon, Belle, Celeste and Niko. I Love you ...

Excerpt 21 happened when Witness 1 makes a statement in the court. He expresses his feeling, opinion, and belief in front of the participants. Witness 1's utterance shows that Witness 1 states his feeling of love to the Victims. He states that he loves Shannon, Belle, Celeste, and Niko.

CONDEMNING

Condemning is an act to express the speaker's criticism strongly, also used to force someone to endure or accept something unpleasant, such as punishment. In Chris Watts' trial only Witness 1 performed expressive speech act to condemn the Defendant. The example is presented in Excerpt 22 below.

Excerpt 22

12 Witness 1 : ... The cameras do not lie. You carry them out like trash of the house. Yes I have seen the videotape, you buried my daughter Shannon and Niko in a shallow grave and then you put bail on Celeste in huge containers of crude oil. You heartless monster, you have to live with this vision everyday of your life and you see that every time you close your eyes at night. ...

Excerpt 22 happened when Witness 1 gives a statement. Witness 1's utterance is a statement which condemns the Defendant to live with vision of what he had done. Witness 1 expresses his feeling of condemning by uttering "you have to live with this vision".

WISHING

Wishing is an act to express the speaker's desire or hope. In this trial, the speech act of expressive performed by Witness 1 is used to express what the Witness hopes from the Defendant.

Excerpt 23

12 Witness 1 : ... This is hard to say but may God have mercy on your soul. I hope you enjoy your new life, it's nothing like the one you had out here may the court have no mercy on you.. ...

The word "hope" in Excerpt 23 is used to express Witness 1's hope for the Defendant. Witness 1 wants the defendant to enjoy his new life in prison since Witness 1 knows that life in prison would be not comfortable for anyone.

DECLARATION

Declaration is a kind of speech act that changes the world by the utterance of the speaker. This speech act is usually performed by someone who has an institutional position in a specific context. In Chris Watts' trial, declaration is performed by the Judge and Prosecutor. There are 9 utterances classified as declaration. In this trial, declaration speech act has 3 functions of communication which consist of 7 utterances of declaring, 1 utterance of declaring indictment, and 1 utterance of sentencing.

DECLARING

The most frequently used function of declaration is declaring. This function is only used by the Judge since he holds the highest position in the courtroom. Declaring is an act to formally announce something that makes a new situation or condition.

Excerpt 24

- 1 Clerk : Please raise
2 Judge : good morning, you all can be seated. okay we are on the record at Weld County Case
: number 18 CR2003 people the state of Colorado versus Christopher Lee Watts.

The dialogue in Excerpt 24 happens when the trial begins. The Judge (speaker) declared that the trial is begun. The Judge's utterance also declares to the participants that they were involved in the trial at Weld County, Case number 18 CR2003, People the state of Colorado versus Christopher Lee Watts. The Judge's utterance changes the condition.

DECLARING INDICTMENT

Indictment is a formal charge of a serious crime. Declaring indictment is an act to declare a formal charge that someone has been done, especially a serious crime. In a trial indictment is declared by the prosecutor. In a trial the prosecutor is allowed to declare the indictment against the defendant. In this case only judge who used the function of declaring indictment, the other participant cannot declare the indictment to the defendant in a court.

Excerpt 25

- 50 Prosecutor : ... Your honor justice demands the maximum sentence under the agreement reached by the parties as you will recall the agreement. Calls for life sentences as to Shannon, Bella and Celeste and all of those to run consecutively to one another it also calls for the count of unlawful termination of a pregnancy as to Nico to run consecutively to counts 1, 2, and 3. I would suggest that the extreme aggravation present in the defendant conduct and it is that the efforts that I have described mandate that the sentences for count 7,8, and 9 the temparing with a deceased human body each be the maximum of 12 years and that those sentences run consecutively to one another. ...

Excerpt 25 shows that the Prosecutor read out the indictment against the defendant. The Prosecutor's utterance indicates that the speaker (Prosecutor) declared his charges against the Defendant with maximum sentence. The Prosecutor utterance changes the Defendant's condition since the Defendant was proven to have committed a crime against the victim.

SENTENCING

Sentence is the punishment given to the defendant found guilty by a court, or established by law for certain offenses. Sentencing is used to declare the punishment by the court in which led by the judge to the defendant convicted a crime. The declaration speech act to declare sentence to the defendant is performed by the judge, since the judge has power to change the defendant's status.

Excerpt 26

59 Judge : ... So the court is going to sentence mr. Watts as follows, with regard to count number 1 murder in the first degree as it relates to Shannon Watts, the court has got a sentence you serve to a life sentence in the Colorado Department of Corrections followed should be with no possibility of parole. ...

Excerpt 26 shows that the Judge as the leader of the trial declares sentence to the Defendant. The Judge's utterance changes the defendant's status, making the Defendant who was a free-man be an imprisoned-man. The word "sentence" is used to represent that the Judge declares the sentence to the defendant. As implied in Excerpt 26, the court led by Judge sentenced Chris Watts to life 48 years in prison with no possibility of parole.

Based on the findings and discussion presented above, there are 5 types of speech acts in Chris Watts' trial: representative, directive, commissive, expressive, and declaration. Representative is the dominant speech act in Chris Watts' trial since all participants in the courtroom perform representative. In this trial, all participants give statements of fact about this case. Expressive speech act is used since in this trial all of the participants express their feeling of grateful and pleased during the trial. Besides, directive speech act is performed by the Judge as he is the person in charge of the courtroom so he has authority to control the situation and all of the participants in the courtroom. In this trial, the Judge mostly performed directive and declaration, because he has special institutional role in the courtroom. However, the Prosecutor and the Lawyer mostly used representative since they want to report what they have done, heard, and investigated.

In addition, each type of speech act has communicative function. There are 26 functions of the speech act. Stating is the most widely used in the trial of Chris Watts since all of participants gave a statement of fact about the case of Chris Watts. They want to state their belief and thought about the case of Chris Watts. However, this function is mostly used by the Witnesses, because they make statements in the trial. As the Judge is someone who leads the trial, the function mostly used by the Judge is commanding, because he wants to control all the participants in the court room. Furthermore, the function mostly used by the Prosecutor and the Lawyer is reporting. The Prosecutors and the Lawyers gave the Judge a report about what they had done, heard, and investigated in this courtroom.

CONCLUSION AND RECOMMENDATION

Based on the analysis, it can be concluded that in Chris Watt's trial, representative speech act has the functions of stating, reporting, agreeing, informing, stating opinion, and restating. The directive speech act has the functions of commanding, questioning, warning and permitting. The commissive speech act has the functions of offering, accepting, refusing, threatening and promising, while the expressive speech act has the functions of thanking, greeting, stating sorrow, disappointing, stating anger, stating love, condemning and wishing. Furthermore, the declaration speech act has the functions of declaring, declaring indictment, and sentencing.

This research suggests that a person who has specific position in a courtroom creates specific function of speech act used in a courtroom. It means the speaker who has specific position in a courtroom creates a specific function of speech act. It can be seen that in this trial the witnesses and the victim's family can condemn the defendant. On the other side, the defendant cannot condemn others participant in the courtroom, including the witnesses and the victim's family. Furthermore, declaring, sentencing, and commanding are only done by the judge since the judge is the one who has authority in a courtroom to declare the sentence to the defendant and give a command to other participants.

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