

A PREDISPOSITION USING MORPHOLOGICALLY-CHANGED ENGLISH WORDS IN WRITING BY INDONESIAN EFL LEARNERS

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Abstract

This study aimed at investigating the reasons of Indonesia EFL learners in using morphologically-changed English words in writing and finding out the number of Morphologically Changed English Words tend to be used by Indonesian EFL learners at English study Program at FKIP UMP. The number of sample was 36 Indonesian EFL Learners at the third semester of English Study Program at FKIP UMP. This research was a descriptive study. The technique used for collecting the data was distributing questionnaire. The data was analyzed by using percentage analysis and explained descriptively. The results of this study showed that the majority of respondents had more than one reason for a predisposition using morphologically changed English Words in writing. What triggers the use of them was classified into 9 categories; Entertainment, Habit, Efficiency; Saving time and space, Simplification (Easeness), Esthetics, Narsistics, Self-Contentment, Uniqueness, and Trend/Environment. Self-contentment Reasoning is the most dominant reason that the respondents had. There were 1 sentence, 8 phrases, and 20 words tend to be changed morphologically by Indonesian EFL learners as language users. This research was hoped to give the contribution to sociolinguistic aspect that tries to investigate personal use of the language in society in written and it might be dealt with discourse analysis either. It also informed the language phonemenom happened among Indonesian EFL learners as language users and hoped to help other people understand the original language intention by EFL learners when writing such forms for avoiding misunderstanding.

Keywords: *predisposition, stylistics, english words, indonesian efl learners*

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Introduction

Doubtless, language is used as a tool in human interactions. Language as a tool is associated with transactional and interactional purposes in our live. It is used to get something done, especially when a language user wants to inform something, does a bargain, expresses his/her feeling, and delivers his/her intention. On the other hand, it can also be used to retain or lubricate relationship (idle chat), like offering greeting, saying thank to someone, talking about weather, etc.

In line with previous statements, another fuction of the use of language can be a description about the language users. Mesthrie, et al (2000:6) propose the function of language as denotational or indexical. They insist that language is

used when it is used in the purposes of expressing one's ideas and feeling. it has an indexical function in human communication because when one utters something ,uncontestedly, a speaker brings all his idiosyncrasy or idiolect in which gives information about him. Therefore, an indexical function of language implies that the language used can identify or give some descriptions about one's social class status, region of origin, gender , age group, and so on.

In addition, Machali (2009:49) writes that there are 6 functions of language. They are (1) Expressive function; the speaker or writer becomes a sender of information. (2) Informative Function; the language in its use functions to give information related to external situation. Language is used to

express something oriented to factual discussion or reality beyond the language, including the textual reports of particular ideas or theories. (3) Vocative Function; the language delivered in this function is oriented to mass people as the receiver of information. Vocative aims at persuading the receiver of message to act, think, feel, and react according to the content of information given in speech event. It has a function to woven the relationship between sender and receiver of message. (4) Aesthetics Function; the major purpose of this text or language is functioned to lead satisfied or exciting feeling through both the use of rhyme and metaphor. The effect of sounds can be in the form alliteration, assonance, rhyme, stress, etc. While Metaphor is used to link between expressive function and aesthetics function. It gives a metaphorical image in that stimulates our five senses (5) Fatic Function; This function is commonly used as a means in which serves to make an acquaintance or to keep the situation alive between the language users. It is like an idle chat between two people not knowing one another. The example of fatic expression is like following: “have a good weekend” and “isn’t it hot today”. (6) Metalinguistic Function; the metalinguistic function is the use of the language for a sake of the language itself. For example, it is used to explain, define, or name something. Metalinguistics function is more and less universal.

Furthermore, language can be communicated through various ways. Linguists agree that there are three modes. Those modes are speech, writing, and sign. When producing string of words to express feeling orally, it means the first mode of the language; speech is used. When writing or texting something about feeling or information on a piece of paper or messages through

mobile phone or email, it clearly means the written mode is used. Meanwhile using sign mode is when a language user tries to encode something with colour, symbol, or pictures.

Language becomes one of the studies in education. There are many theories dealt with language since language itself can be studied both internally and externally (Chaer & Agustina: 2010, p.1). Internally, language is studied or described based on its structure (morphology and syntax), and its sound (phonology and phonetics). Jensen defines that Morphology is the study of the internal structure of words (1990: p.1). On the other hand, it can also be studied according to its uses in community (sociolinguistics), its meaning (pragmatics, and semantics), and its required development (psycholinguistics), and its processes in our brain (neurolinguistics), etc.

In accordance with discussion above, this study deals with sociolinguistics since sociolinguists aims at describing language variation and, if possible, explain why it happens (Holmes, 1992: 16). Sociolinguistics is the study of language use in society. Language which is used or studied in society can be the object of research since its uses can be various in styles. Most of them are used in forms of sentences, phrases, or even a word. Accordingly, Human being uses language in various style whether it is spoken or written. It firmly asserts that the linguistic variation can be occurred in form of its accent in speech or its word structure in writing. Thus, this study deals with sociolinguistics aspect that tries to investigate personal use of the language in society in form of written text and it might be dealt with discourse analysis either because McCharty (1991:5) notes that all kinds of written text is a part of data that what discourse analysis study. This research, thus,

infers that language itself can be analyzed in the form of the use of word whether it is in single word or in phrases.

Writing is an activity using graphic symbols to form words, phrases or a sentences. Word as a small part of language might be a problem when it forms unstructurally or unwell writing. Becoming a phonemenom in written mode, some of people in Indonesia break the linguistic etiquette, where the writing system does not follow its standard form, for the example In Indonesian words, Aku for I becomes aq or akoe instead , sangat, banget (very) becomes sangath or sangad, and banged or bangeth, lucu becomes lutu. This phenomenon also occurs in English words in the use of the word "friend" becomes plend, sorry becomes cowry, and thank you becomes tengkyu. It proves that using non standard form of language in writing can be spawned sharply in a particular group of community: collegian.

The predisposition of utilizing those styles happened when Indonesian EFL learners sent a message to their friends., made status in social media, etc. Some of them considered using such form was cool, and the result of interview with a doctor of a private hospital claimed that she often uses such non standard form in form of abbreviation like px for patient. She used it to keep her time when sending a message to her friend with the same profession. From those examples above, it can be seen that there are some additions or omissions in its word structure. Of course, it would not be a great deal of difficulty in understanding such words if she or he has been accustomed to using it but it can be a big problem for those who are not.

In relation to that style, this study focus on sociolinguistic factor when changing the morphological form. Maquieira (2013) explains than a

morphological change is a kind of language change affecting the phonetic representation of the meaning conveyed by or the usage rules of a given morpheme. Morphological change may be triggered by phonetic developments, psychological or sociolinguistic factors, etc. This study assumed that that term is appropriate enough to name the phenomenon happened among Indonesian EFL learners as language users. This study might relate to stylistics. Since stylistics can be defined as a distinctive term that may be used to determine the connections between the form and effect within a particular variety of language. In addition, stylistics looks at what is 'going on' within the language; what the linguistic associations are that the style of language reveals including word-structure used by the language users (Wikipedia, 2012).

In respect to phenomenon of the use of stylistics words, the objectives of this study tried to confine the use of language especially using word esulted from as a small part of language in English Word in forms of stylistics words by Indonesian EFL learner not in the structure of language or words but the reason possessed by the EFL learners as language users toward their predisposition using some stylistics words in writing

From the above explanation, there are two questions formulated in this research :(1) What are the reasons of Indonesian EFL learners in using Morphologically-changed English Words in writing? and (2) What Morphologically-Changed English Words (Unstandardized form of English Words) tend to be used by Indonesian EFL learners in writing?

Methodology

This study used qualitative descriptive method. Nassaji (2015:p.129

writes that qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences. These types of research have also begun to be increasingly used in the field of second language teaching and learning. The interest in such methods, particularly in qualitative research, is motivated in part by the recognition that L2 teaching and learning is complex. To uncover this complexity, we need to not only examine how learning takes place in general or what factors affect it, but also provide more in-depth examination and understanding of individual learners and their behaviors and experiences. Qualitative and descriptive research is well suited to the study of L2 classroom teaching, where conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the generalizability of its findings to real classroom contexts are questionable.

The number of sample in this study was 36 Indonesian EFL learners at the third semester of English Study Program FKIP UMP. In the process of data collection, the writers distributed questionnaire sheet to the 36 Indonesian EFL learners at English Study Programme at FKIP UMP Palembang. The data was analyzed by using following procedures (1) listing the stylistics words used by Indonesia EFL learner. (2) Classifying and Interpreting the reason (3) Counting a number of each answer. (4) converting the number of responses in simple percentage analysis . The formula is

$\% \text{ (Percentage)} = \frac{\text{The numbers of responses} \times 100}{\text{Total respondents}}$

In this study the triangulation of percentage was taken from the number of students' responses multiplied by 100

. Then the gained score from the multiplication was divided by the total number of respondents (Razeen, 2012). Percentage analysis is a statistical tool that is commonly utilized for analysing and interpreting the primary data to understand the research outcome.

(5) concluding the responses.

Results and Discussion

The Reasons of using morphologically-changed English Words By Indonesian EFL Learners

From the finding, the reason of Indonesian EFL learners for using stylistics word can be due to some factors. Majority of respondents had more than one reason for a predisposition Using morphologically-changed English Words. In students responses Morphologically-Changed English Words are abbreviated by using MCE to ease the writers in typing.

The writers divided the responses of the respondents giving more than 1 excuse by using 3 periods (...). That feature is used to explain that the listed expressions with such feature are resulted from sentence deduction for the classification purposes.

Furthermore, to ease the calculation and classification, the writers classified the responses into 9 categories; Entertainment, Habit, Efficiency; Saving time and space, Simplification (Easeness), Esthetics, Narsistics, Self-Contentment, Uniqueness, and Trend / Environment.

1. Efficiency

There are 7 respondents who claimed using Unstandardized form of English Words is for the sake of Efficiency ; saving time and space when writing . It is about 19.44 %.

The examples of Indonesian EFL learner responses are as follows:

- 1) ... And It can make our message more efficient and I can send

message faster without writing word by word completely.

- 2) ... Lazy to write completely”
- 3) Cause I am lazy to write completely so, I use such words .
- 4) Because ... and faster
- 5) Because I used such English Words to concise my message
- 6) .Because I just want to try and to concise my words
- 7) Because easier to use in reply and send message and faster

2. Simplification /Easeness

There are 16 respondents who claimed their reason are for the sake of simplification or Easeness(44,44%). The examples of Indonesian EFL learner responses are as follows:

- 1) Because using MC English Words stylistics word is simple
- 2) easier than the standard one !! And it's more simple !! ...
- 3) Because MC English word more practice and easy for you read
- 4) Because that word is so simple. I think
- 5) Because MC English word is short word ...
- 6) ...it also looks... and simple
- 7) Because easier
- 8) Because simple ...
- 9) Because easy and understanding
- 10) Because that is simple than the standard one
- 11) Because more easy and...
- 12) Because it is easy to write
- 13) Because it make simple word's simple and easy words
- 14) Because using Morphologically changed English words more simple
- 15) Because it's easy to understanding in our life as young people
- 16) It makes me easy to write the words and more modern in this world

3. Habits

There are only 3 respondents who wrote their reasons because of their habits. It is about 8.33%. The examples of Indonesian EFL learner responses are as follows:

- 1) Because it became my habit
- 2) Habit
- 3) I usually used it

4. Trends and Environment

There were 15 respondents whose answers are categorized Trend/ Environment Reason. It is about 41,66%. The examples of Indonesian EFL learner responses are as follows:

- 1) ...Because such words are young language nowadays
- 2) Because ... and modern
- 3) Because many people make those words (2 respondents)
- 4) I just follower and I thinks it's a trend (4 respondents)
- 5) Just follow the developing of Era
- 6) Because almost everyone used those words in written mode
- 7) because those word make interesting in written mode
- 8) Because I have many friends informal than formal
- 9) ...the modern words
- 10) Because everyone used those words
- 11) because many of my friends used it...

5. Esthetics

There are 13 responses which are categorized as Esthetic Reasons . It is about 36.11%.

- 1) ...It also make my messages more interested
- 2) Stylistic word/ Morphologically-changed EW is.... and Cool
- 3) ...it looks cool and awesome
- 4) ... it also looks nice ...
- 5) Because: it's cool
- 6) Because it's cool and...looks more funny when other people

- 7) read it
- 8) ...make interesting word
- 9) I think using MCEW so fashionable
- 10) Because I think using such Style is so fashionable and fun
- 11) Because... and that's cool.
- 12) Because it seems cool
- 13) Because I use MCEW to beauty performance and good looking
- 14) I prefer using it , Because it is nice to looking and reading

6. Entertainment

There are 6 responses that can be categorized as an entertainment reason . It is about 16.66%. The examples of Indonesian EFL learner responses are as follows:

- 1) ... Funny when other people read it
- 2) Because, it's funny coz more over for text
- 3) Because it's just for fun with friends
- 4) I use it ... just for fun...
- 5) To show interesting word/sentence
- 6) ...looks more funny when other people read it

7. Narsistics

There are 4 respondents whose answers can be categorized as a narsistic reason. It is about 11,11 %. The examples of Indonesian EFL learner responses are as follows:

- 1) Because ... and I am very stylish
- 2) Because it is very good as me
- 3) ..interesting and everybody knew that I 'm trendy (2 respondents)

8. Self-Contentment

There are 18 responses which can be categorized as self-contentment reason . It is about 50 %.

- 1) Because my morphologically changed unstandarized form of English words as special my felt

- 2) Because it's very interested for me and
- 3) Because , it's fun
- 4) Because I think using MCEW / such Style is ...and fun (4 respondents)
- 5) I felt interesting
- 6) I enjoy used it
- 7) I felt up to date,
- 8) I felt modern (2 respondents)
- 9) I feel more having fun when I write that SW EW
- 10) I feel it's so funny and interesting and...
- 11) Because I feel the best person...
- 12) I feel greater than others (2 respondents)
- 13) I feel proud of with my MCEW (1)

9. Uniqueness

There are 5 responses that can be categorized as a uniqueness factors. It is 13.88. The examples of Indonesian EFL learner responses are as follows:

- 1) ... make different
- 2) Because... it makes different in the text
- 3) Because it's so funny and unique
- 4) I think using MC English words are unique
- 5) I feel it's so funny and...

From the findings, it infers that the language choice in such a form of word coming out from the internal factors of the language user himself/herself. It happened because of their own desires to ease the language user to write, to entertain other people, to please themselves, to show up the uniqueness , etc. It might be connected to language attitude toward the target language itself. McKay & Hornberger (1997, P.5) define that Attitude is connected to a person's values and beliefs and promotes or discourages the

choices made in all realms of activity , whether academic or informal.

It can also be caused by external factor such as environment. Almost half of sample claimed that they wrote it because they were exposed by friends who had tendency writing such form. Those exposures might have resulted in the desire to have experiences on such words.

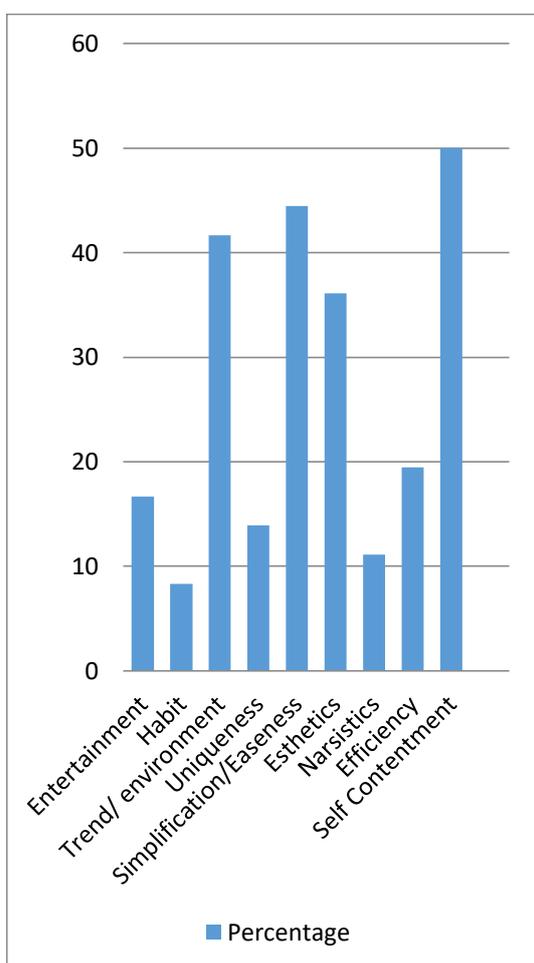


Chart 1. The percentage of Indonesian EFL learners' Reason in using morphologically changed English Words

Morphologically Changed English Words Tend to be written by Indonesian EFL learners

The findings of this research were obtained from the responses written by 36 respondents. The distribution of

the use of morphologically changed English words along with their intended meaning is shown in table 1 . This study restricted its discussion. It only recorded the list of English words used by Indonesian EFL learner in such a non standard form without analyzing the internal structure/ form of each word in great details. From the data in Table 1.

Table 1. The Intended Words VS Morphologically-Changed English Words of Indonesian EFL Learners

No	Intended word	Morphologically-Changed English Words
1	Before	B4
2	Okay	Oce
3	Love	Luph, loope, luv, lop
4	Sorry	Sowry.Cowry, corry,ry
5	Because	Coz, B'coz. Bz, Cz, Cuz, cos, qz
6	Thank	Thx
7	On the way	Otw
8	At	@
9	Very	Velly
10	Night	Nite, N8
11	Tommorrow	2morrow
12	And	N
13	For you	4u
14	Yes	Y
15	Right	Rite
16	Don't	Dun
17	Please	Pliss, plizz
18	Miss You	Misyu
19	I Love You	ILU, Iw, alepiyu
20	Love you	Lopyu, Loph u
21	Thank You	TQ
22	By the way	BTW
23	Birthday	B'day
24	I	Aiy
25	Give me	Gimmy
26	You	U
27	Friend	Flen, Plend
28	Happy	Hpy

It can be concluded there were 1 sentence, 8 phrases, and 19 words tend to be used in stylistic forms made by Indonesian EFL learners as language users. A predisposition using Morphologically changed English words was dominated in the form of word.

It was also found that most of English Words have experienced the morphological changes such as words formed following the transcription of sound pattern of the target language of Indonesian EFL learners (Aiy in lieu of I,) or non standard texting abbreviation (TQ instead of Thank you (TY)), Omitting the consonant and vowel (Plend, fren instead of friend, ry instead of sorry), combining phrases by reducing the letter (Misyu instead of Miss You),etc. In this study , the writers also analyzed that types of phrases are varied The phrases used can be prepositional phrases (On the way, for you, By the way),verbal phrases (Miss You, Love you, Give me, and Thank you).

Moreover, the morphological changes made by EFL larners in English words are varied. They have no certain rules since each language user has her or his own pattern to create them. The explanation about the pattern used of this study was not explained in this study deeply since this study only focuses on the reasons and the English words tend to be changed by the respondents morphologically. Therefore, this study suggests there will be in depth researchs that investigate the form/patterns or the rules used by EFL learners when using such writing form.

Conclusion

From this study , there were two conclusions can be drawn. First, the reasons of EFL learners tend to use such forms are caused by 9 factors. They are; Entertainment, Habit, Effieciency, Saving time and space, Simplification

(Easeness), Esthetics, Narsistics, Self-Contentment, Uniqueness,and Trend/Environment.

Second, a predisposition using Morphologically changed English words made by EFL learners in this study were varied in the forms of sentence, phrases, and words.

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