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THE CORRELATION BETWEEN PHRASAL VERBS MASTERY AND TEENAGERS' TRANSLATION ABILITY

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ABSTRACT

Since Curriculum 2013 was a new curriculum in Indonesia, it has been implemented as a platform for the teaching-learning process in Indonesia since 2013, and English begins taught at the junior secondary level. Along with the development, many people and teenagers are interested in working or continuing their studies abroad. By speaking English, people can communicate more easily, understand their culture, and have job opportunities when going abroad. Sometimes English learners make errors when communicating and translating the language. Another difficulty is mastering phrasal verbs, which are often encountered in communication. Therefore, this study aims to determine if there is a correlation between mastery of phrasal verbs and teenagers' translation ability. This research is quantitative in the form of a correlational study. By using SPSS 25 and testing the Pearson Product Moment Correlation Formula, this research showed a significant relationship between phrasal verbs mastery and teenagers' translation ability. In the results of testing the hypothesis, the indicated correlation value is 0.423. The relationships obtained show positive relationships, moderate strength of relationships, and the same direct relationships.

Keywords: *Phrasal Verbs, Translation ability, Correlation*

INTRODUCTION

English is one of the dominant languages in the world. English was given the status as one of the official languages in the world by UNO (UNITED NATIONS ORGANISATION) in 1945. English has become the common language in many fields, such as science, technology, entertainment, and business. Many believe that learning English is a way to get a broader access range of information and connections.

In Indonesia, English has been taught for over 65 years as a foreign language (Marlina, 2013). English is not made a second language for Indonesia but rather a foreign language. Meanwhile, English in Indonesia started in the early nineties and has been taught since fourth grade in elementary school as a local curriculum. Education in Indonesia has enacted a curriculum policy called Curriculum 2013 (K-13). Structurally, education in Indonesia is the responsibility of the Ministry of Education and Culture or Kemendikbud. Based on the Republic of Indonesia's Presidential Regulation No. 14 of 2015, the task of the Ministry of Education and Culture is, among others, to: organize government affairs in the areas of early childhood education, basic education, secondary education, and public education, as well as cultural management to assist the President in organizing state government. Related to English learning and K-13, English has been removed from primary schools. Curriculum 2013 has been implemented as a platform for the teaching-learning process in Indonesia since July 15, 2013 (Riadi, 2019). In K-13, English begins to be taught at the junior-secondary level. The oldest students who can enter junior high school are the age of 15 (fifteen) years and 21 (twenty-one)

years old for high school (Mendikbud, 2018). The range of ages above, categorized as teenagers, has great potential for learning and development.

Along with the development, many people and teenagers are interested in working or continuing their studies abroad. As published in one of the web portals containing the news and daily Indonesian article 'Kompas,' more than 35 thousand Indonesian students are studying abroad each year. Based on the leading International Education Consultants Association in Indonesia, the SUN Education Group said the trend of students going abroad could reach 15-20 percent. In the Quick Count Achievement of SUN Education 2018, the destination countries that are in great demand by students or teenagers are Australia, America, Britain, Singapore, and Malaysia, with the highest distribution in Australia at 31%, 18% in the UK, 18% in Singapore, in Malaysia 13% and in other countries like Canada and Asia by 10%.

On the other hand, in Pontianak, many students or teenagers want to continue their studies or work abroad. World Youth Report (2005) states that youth or teenagers are between 15 and 24 years old. Teenagers are in a process and transition of self-development to more mature stages. At this stage, teenagers will begin to experience significant periods by making decisions and want to explore themselves further or find their true identity. In this regard, we were interested in examining the stage of self-development of teenagers working or studying abroad.

LITERATURE REVIEW

When going abroad, by speaking English, people can more easily communicate, better understand their culture, and have job opportunities, such as working in international and overseas companies. As a common language used, they need to be able to master English. Students or teenagers who want to work and study abroad must pass specific English requirements such as a test in English (e.g., IELTS). In learning English, teenagers usually experience difficulties because the Indonesian language system is different from English, such as the negative transfer of the students' first language (including grammatical aspect) that may interfere with their targeted language production (Riadi, Karim, & Gownellis, 2022).

Even though students were advised to utilize various modes of learning, including the one that many teachers promote – scattered English text around the students' neighborhood or known as the Linguistic Landscape (Riadi & Warti, 2021) – they still find it hard to catch up to the learning outcomes. Although there are available software applications to assist with translation (Juwita, Riadi, & Handayani, 2020), some learners have difficulties in translating from English to Indonesian or vice versa. Learners or teenagers usually make errors in translating some words unfamiliar with their native language because of the influence of their language culture (Arono & Nadrah, 2019). Shelby (2015) mentions that other difficulties often faced in learning English are also in learning English vocabulary, such as idioms, collocations, phrasal verbs, and differences in the use of regional vocabulary.

Regarding the teenagers examined in this research, when they communicate and receive information from native speakers, they can understand the meaning well and avoid misunderstanding during the communication. It is good if teenagers have translation abilities. Translation ability is essential to understand and re-express the meanings in more than one language within the constraints given by the individual's respective languages in the same meaning and equivalent (Dimitrova & Jonasson, 1999). The translation encompasses changing or replacing the source language, a written form, into the target or second language in semantic structure.

One of the difficulties in learning English is mastering phrasal verbs. Phrasal verbs can have more than one meaning, depending on the context. Lingga (2006, as cited in Zulifa, 2013) states that a "phrasal verb is a two-word-phrases which consists of a verb with preposition or adverb which creates a new meaning". For example, in the sentence 'while studying, she dropped off in the word phrasal verb, which is 'dropped off' if translated word by word in the

original 'dropped' can mean to fall, but in that sentence, as the phrasal verb 'dropped off with a combination of 'dropped' and 'off' as a preposition, the word translated to 'she fell asleep. McCarthy and O'Dell (2004) state that there are common verbs in phrasal verbs are: break, bring, call, cut, come, give, go, get, keep, knock, make, look, pass, pick, put, pull, run, set, turn and take. For the common particles, they are: about (a)round, away, back, down, at, for, in, into, off, on, up, over, through, and to. A phrasal verb is often encountered in conversation or communication, so the purpose of mastering phrasal verbs is to avoid any misunderstanding in communication.

A simple definition of communication is giving and receiving of messages sharing or transferring of information from one person to one or more other people (Coates, 2009). In the language of communication, the person who conveys a statement is a communicator. In contrast, the person who receives the statement is a communicant, and the person's statements are called messages (Effendy, 2006). It means that communication is the process of messages conveyed from communicator to communicant. He further explains that there are two kinds of communication processes: active and passive. While passive communication is communication that occurs where the communicator conveys information or ideas, and the communicant is the recipient of the information or ideas. However, the communicant does not provide a response or reciprocity from the communication process. Related to this research, we want to find out further about passive communication, where the translation process is carried out from information obtained from communicators (passive communication) translation of messages containing phrasal verbs of communication in English. More precisely examines how communicants or teenagers master the word of phrasal verbs in communication and whether there is a relationship between the understanding or translation of messages and the phrasal verbs.

This research aims to determine whether teenagers who prepare themselves to work or study abroad have a sufficient understanding of phrasal verbs and can translate them well. Hence, there are no misunderstandings in communication. By using correlational research, this research is to find out the correlation between phrasal verbs mastery and teenagers' translation ability in Pontianak. We used tests for testing the variables between phrasal verbs mastery and teenagers' translation ability in Pontianak. For testing the correlation, there is a hypothesis in this research they are; H₀ means that there is no significant relationship between phrasal verbs mastery and teenagers' translation ability in Pontianak, and H_a means that there is a significant relationship between phrasal verbs mastery and teenagers' translation ability in Pontianak.

METHODOLOGY

In order to find out the result, we used quantitative research in the form of a correlational study. Creswell (2012) states that in correlational research designs, investigators use the statistical correlation test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. We analyzed whether the phrasal verb relates to teenagers' translation ability in this research. In this research, we conducted research in the Pontianak area. We chose Pontianak because it was easier for us to find a respondent and focus on teenagers aged 15-24 years in the Pontianak area.

In this research, we used non-probability sampling to find the sample. The type of non-probability sampling used is purposive sampling. It is a sampling that is selected with a definite purpose in view, and the choice of the sampling units depends entirely on the discretion and judgment of the investigator (Kabir, 2016). We chose teenagers who are suitable to be tested. In terms of sample size, the appropriate size is ranged from 30 to 500 (Halim & Ishak, 2014). In this research, we were looking for a minimum of 30 people to be tested to represent the population which is the minimum standard sample size because of limited time.

The criteria of respondents sought are:

Teenagers aged 15-24

Teenagers who are in preparation for working or studying abroad

Teenagers who live in Pontianak

We used the test on both variables via Google Forms to collect the data. To test phrasal verb mastery, we gave 20 questions of multiple choices. The questions are about choosing the correct phrasal verb to complete the given sentence. Meanwhile, we provided ten questions about essays to test the translation ability. Questions in the form of English sentences, and teenagers or respondents will translate them into a right and good Indonesian. Questions assessment on translation results is with free translation and idiomatic translation type. The results of the translation are considered correct if the teenager can translate it into Indonesian well and correctly translate the phrasal verbs according to the context. Points given are three-for-one questions, total points will be given if teenagers can translate phrasal verbs correctly, the integrity of the grammar of the writing, and the meaning in contexts can be understood.

To test the two variables of this study, we used the same technique to get data from both variables. We used a scoring technique with an instrument in the form of Google questions distributed to selected teenagers as the respondents. The tests were distributed to teenagers through a link from the Google form. They can access the link to enter the Google form anywhere and anytime through an internet connection. The distribution of this Google form began with one of our acquaintances who were willing and preparing to go abroad. Then we asked for help to spread it more widely to other friends who are also preparing to go abroad. Google form links are distributed through chat groups by teenagers preparing themselves or for personal distribution. The time to answer the test is estimated to take only about 10-15 minutes.

After the data had been obtained, then we analyzed the data. We used SPSS 25 to find out the result. The validity and reliability of data were tested using SPSS 25 as well. Besides looking for the correlations, it is looking at the level of interpretation too. We used Pearson Product moment correlation. Pearson product-moment coefficient is a measure that has a value between -1 to 1 and tests the relationship between two ratio or interval variables (Cohen, Manion, & Morrison, 2018). In interpreting the results of correlation analysis, there are three processes, including (a) looking at the strength of the relationship between the two variables, (b) looking at the significance of the relationship (c) looking at the direction of the relationship (Sarwono, 2012). In correlation value between -1 to 1, here are the correlation characteristics:

- a. The correlation ranges from 0 to 1 (positive and negative)
- b. The correlation equals 0, meaning there is no relationship between the two variables.
- c. The correlation is equal to 1

If the correlation equals positive 1, both variables have a positive linear relationship. If the value of the X variable goes up, then the value of the Y variable goes up too. Similarly, if the correlation equals negative 1, both variables have a perfectly negative linear relationship. If the value of the X variable goes up, then the value of the Y variable goes down.

The results of the SPSS 25 analysis will show the correlation between both variables, whether a positive or negative relationship or even no relationship. If there is a correlation, the strength of the relationship is seen from the correlation coefficient (r).

Table 1. Guidance of Correlation Coefficient Interpretation

Value of Correlation Coefficient	Relationship Interpretation
$0 < r < 0,2$	Very Weak
$0,2 \leq r < 0,4$	Weak
$0,4 \leq r < 0,6$	Moderate
$0,6 \leq r < 0,8$	Strong
$0,8 \leq r < 1$	Very Strong

The traditional assumptions for testing the Pearson Product Moment Correlation are the linearity test, normality test, and heteroscedasticity test (Hidayat, 2012). In Sarwono (2012), the standard significance or alpha values are 0.05 and 0.1. If the significance value of 0.05 means that the confidence level is 95%, and if the significance level is 0.1, then the confidence level is 90%. In this research, we use a significant number of 0.05.

For testing in SPSS, there are the following criteria:

- a. If the significant number < 0.05 , the relationship between the two variables is significant.
- b. If the significant number > 0.05 , then the relationship between the two variables is insignificant. In correlation, there are two directions: the same and opposite directions. This situation is seen from the "two-tailed" sign in SPSS. If the correlation coefficient is positive, it shows that the two variables are in the same direction. The two variables are in opposite directions if the correlation coefficient is negative.

FINDINGS AND DISCUSSION

We did the tests for both variables. The total number of teenagers who answered the test and the respondents was 34. The intended teenagers are teenagers preparing to continue their studies or work overseas, with teenagers 15-24 years old. The phrasal verbs test consists of 20 multiple choices questions. The phrasal verbs test is given to teenagers by Google form. The estimated time to complete this test is around 10 minutes. The correct answer is 1 point, and the wrong answer is 0 points. The total points obtained from the 20 questions answered will be multiplied according to the formula mentioned in the methodology section. The total correct answers are multiplied by 5 to get the score. The translation test consists of 10 questions that must be translated into Indonesian. In each question, there are phrasal verbs that need to be translated as well. One question is given a maximum of 3 points. To give the points, we have asked the translation expert to rate them. The answer is given 1 point if it can translate the phrasal verbs correctly, 1 point for completeness of the translation, and 1 point if the translation can be understood and follows the content so that a maximum of 3 points are given if according to the criteria.

The validity of phrasal verbs and translation tests are tested by using SPSS 25, and the result is shown in the table below:

Table 2. Result of the Validity of Phrasal Verbs Test

Question	Sig. (2-tailed)	Result	Question	Sig. (2-tailed)	Result
1	0.004	VALID	11	0.002	VALID
2	0.009	VALID	12	0.002	VALID
3	0.000	VALID	13	0.004	VALID
4	0.004	VALID	14	0.017	VALID
5	0.019	VALID	15	0.003	VALID
6	0.000	VALID	16	0.013	VALID
7	0.000	VALID	17	0.040	VALID
8	0.004	VALID	18	0.000	VALID
9	0.004	VALID	19	0.007	VALID
10	0.037	VALID	20	0.000	VALID

Source: Processed Data, 2020

Table 2 shows that all questions in the phrasal verbs test are valid. The question can be said to be valid if the results of Sig. (2-tailed) at SPSS < 0.05 . The results of 20 questions show results that are less than 0.05. It means that all questions are valid.

Table 3. Result of the Validity of Translation
Source: Processed Data, 2020

Questions	Sig. (2-tailed)	Result
1	0.001	VALID
2	0.000	VALID
3	0.000	VALID
4	0.049	VALID
5	0.044	VALID
6	0.003	VALID
7	0.001	VALID
8	0.014	VALID
9	0.020	VALID
10	0.000	VALID

The results of the translation questions' validity are shown in Table 3. The results tested on SPSS 25 show that all translation questions are valid because the results are < 0.05 .

Questions that can be tested for reliability are valid. The results of the reliability of the test are in the table below:

Table 4. Result of the Reliability of Phrasal Verbs Test
Source: SPSS 25, 2020

Reliability Statistics	
Cronbach's Alpha	N of Items
.718	21

The Cronbach Alpha numbers above show the phrasal verb's reliability test results. Because the Cronbach Alpha value is $0.718 \geq 0.60$, the questions are reliable.

Table 5. Result of the Reliability of Translation Test
Source: SPSS 25, 2020

Reliability Statistics	
Cronbach's Alpha	N of Items
.715	11

The translation test also shows that the questions are reliable in the reliability test. The Cronbach Alpha value is $0.715 \geq 0.60$.

In classical assumption tests, the data was tested using SPSS 25. The result showed that for the normality test, the data have typically distributed because of the Asymp Sig. (2-tailed) is 0.200, while if the value of $0.200 > 0.05$, then the data is normally distributed. To determine whether there is a significant linear relationship between both variables, we did the linearity test, which shows the value of Deviation from Linearity Sig. is 0.201. Because $0.201 > 0.05$, it can be concluded that there is a significant linear relationship between the phrasal verbs mastery variable (X) and the teenagers' translation ability variable (Y). The last one, for the heteroscedasticity test, showed a value of 0.110. Where the Sig value is $0.110 > 0.05$, heteroscedasticity data does not occur.

This research used correlation research. We test the hypothesis to show whether there is a significant correlation between phrasal verbs mastery (X) and teenagers' translation ability (Y). The hypothesis was tested using Pearson Product Moment Formula by SPSS 25. The results of the test are shown in the table below:

Table 6. The Correlation between Phrasal Verbs Mastery and Teenagers' Translation Ability
Source: SPSS 25, 2020

		PV_Mastery	Teen_Translation
PV_Mastery	Pearson Correlation	1	.423*
	Sig. (2-tailed)		.013
	N	34	34
Teen_Translation	Pearson Correlation	.423*	1
	Sig. (2-tailed)	.013	
	N	34	34

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows that the interpretation of the results of the Pearson Correlation between phrasal verbs mastery and teenagers' translation ability is 0.423. From the SPSS calculation, the Asymp Sig value is 0.013, showing that H0 is rejected. H0, which states there is no significant relationship between mastery of phrasal verbs and teenagers' translation ability, is rejected. In contrast, H1, which states there is a significant relationship between mastery of phrasal verbs and teenagers' translation ability, is accepted. Because the Asymp Sig value of $0.013 < 0.05$ shows that the two variables are significant. The Pearson r value is 0.423, indicating that the correlation is positive and moderate. The correlation coefficient (r) of 0.423 shows moderate strength of the relationship between the two variables. The relationship between the two variables is also significant, as seen from the Asymp Sig value of $0.013 < 0.05$. With a positive correlation value, it shows the same direct relationship. The same direct relationship, which is it means the higher the phrasal verbs mastery, the better the translation ability and vice versa.

CONCLUSION

After we conducted this research, there are some conclusions as follow:

1. There is a significant relationship between phrasal verbs mastery and teenagers' translation ability in Pontianak.
2. The correlation value is 0.423, which means the relationship is positive, the same direct relationships and the relationship strength is moderate.
3. The relationship between the two variables is also significant, as seen from the Asymp Sig value of $0.013 < 0.05$. The results of hypothesis testing show that H0 is rejected, and Ha is accepted with a significant level of 0.05. H0, which states no significant relationship exists between mastery of phrasal verbs and teenagers' translation ability, is rejected. In contrast, Ha, which states there is a significant relationship between mastery of phrasal verbs and teenagers' translation ability, is accepted.
4. The better mastery of phrasal verbs, the better the teenagers' translation ability.

Based on the results and the conclusions, some suggestions exist for teenagers or future writers who want to research this topic. For teenagers, especially teenagers who are preparing to continue their studies or work abroad, the better their mastery of phrasal verbs and their translation ability will be more effortless for them to communicate abroad. This action helps avoid misunderstandings in communication. The word phrasal verbs that are not formal may often be found in daily communication. By understanding the phrasal verbs, it will be easier

for them to translate and know the correct meaning of the phrasal verbs. We suggest examining this research more in-depth. Further, we are interested in phrasal verbs or translations and can use different research methods and analytical techniques.

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AN ANALYSIS OF STUDENTS UNDERSTANDING OF BASIC GRAMMAR OF DEFINITE AND INDEFINITE ARTICLE

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ABSTRACT

English is used by more than 300 million people as a foreign language. There are 4 necessary skills in English such as listening, reading, writing, and speaking. Grammar is the center of learning English. In this study, the writer aimed to find out the 4th-semester students of Politeknik Tonggak Equator's understanding of definite and indefinite articles. This study used the descriptive qualitative method. The sampling technique is the purposive sampling method with 15 informants. The interview involves fifteen people aged 19-23 years old who are 4th-semester students of Politeknik Tonggak Equator. The data collection methods used were interviews and tests. Data analysis techniques were data reduction, data display, and conclusion. The results showed there are lots of different results of correct answers for each question. There are 3 choices of answers, which are "A", "An", and "The" for each question.

Keywords: *Article, Grammar, Definite and Indefinite Article*

INTRODUCTION

English is used by 300 million people as a foreign language. Grammar is one of determining points of mastering English. It refers to a set of structural rules of language which concern the grammar in any given natural language. Grammar becomes a basic thing that should be introduced to students in a school. Grammar also becomes the starting point to mastering English well. Since grammar is an important aspect of learning English, the students' learning method determined the students' success in learning the language. In this case, the approaches to learning grammar should be the main focus of the learning process. The students' way of receiving and processing also supports the students' effort in learning the language. In English, articles make a distinction between definite and indefinite (Ionin, 2006).

Definite articles and indefinite articles may lead to mistakes. There are specific rules for using definite and indefinite articles, which were explained specifically. According to Givo'n (as cited in Polite et al., 2011), there are three conditions under which a speaker might assume that a referent is accessible to the listener. First, the speaker and listener might be able to focus on the same referent during the act of speaking (e.g., Do you see the dog over there?). Second, a speaker might use the definite under the assumption that the referent is known and accessible to all members of the speech community (e.g., The moon will be full tonight). Finally, the definite might be used when the referent appeared in the preceding discourse and is thus still mentally accessible to the listener (e.g., My mother bought me a tie and a blazer. Unfortunately, the tie is hideous) (Polite et al., 2011).

Some of the features of English grammar for foreigners are the three articles: "a," "an," and "the". The English article system presents many problems for non-native speakers of English, particularly when they do not have an equivalent structure in their first language. Different approaches to the teaching of articles have attempted to overcome this problem by encouraging students to address the notion of countability and to identify specific uses of

articles in English (Miller, 2005). These three words are among the most common words in the English language. In fact, the word “the” is the single most common word in the entire language, while the word “a” is the fifth most common.

The writer intended to help the students to understand the usage of definite and indefinite articles. Since errors in the use of articles generally do not impede communication, many learners may feel that the effort involved in learning the system correctly is not proportionate to the benefits accrued. For academic writing, however, a greater level of accuracy is required, and the correct article becomes an indication not only of mastery of the language but of exactness in thought and expression.

LITERATURE REVIEW

An article is a word used to modify a noun, which is a person, place, object, or idea. Technically, an article is an adjective, which is any word that modifies a noun. Usually, adjectives modify nouns through the description, but articles are used instead to point out or refer to nouns. There are two different types of articles used in writing and conversation to point out or refer to a noun or group of nouns, definite and indefinite articles. (Sharma, 2021)

Here are some more examples of the articles in use:

1. I fell over the chair again.
(The chair is specific. It is known to the audience.)
2. Can you pass me a chair?
(This means an unspecific chair, i.e., any chair.)
3. I loved the apple pie after the meal.
(In this example, the audience knows which apple pie is being praised, e.g., the one at last night's dinner.)
4. I love an apple pie after dinner.
(The audience understands that the speaker likes to eat an apple pie after dinner (any apple pie will do).)

Articles Go before Adjectives

An article often modifies a noun that is already being modified by an adjective. When this happens, the article goes before the adjective (or adjectives). For example:

1. Please open the small box first.
“(Here, the noun *box* is being modified by the adjective *small*. The definite article *the* sits before the adjective. Remember that the use of “*the*” tells us that we are talking about a box already known to the audience.)”
2. You will get an excellent pizza at Papa Antonio's.
“(Here, the indefinite article “*an*” sits before the adjective *excellent*.)”

When indicating an unspecified, limited amount of a **count** or **noncount** noun, use *some*. For example:

1. *My cousin was seeking some advice from a counselor* (not advice in general or advice about everything, but a limited amount of advice).
2. *I would love some coffee right now* (not coffee in general, but a limited amount of coffee).
3. *We might get rain tomorrow*. Some rain would be good for the crops (a certain amount of rain, as opposed to rain in general).
4. *There are some drops of water on the table* (a limited number, but more than one drop).

Noncount nouns are those which usually cannot be counted. Following are some common examples:

Certain food and drink items: bacon, beef, bread, broccoli, butter, cabbage, candy, cauliflower, celery, cereal, cheese, chicken, chocolate, coffee, corn, cream, fish, flour, fruit, ice cream, lettuce, meat, milk, oil, pasta, rice, salt, spinach, sugar, tea, water, wine, yogurt

Certain nonfood substances: air, cement, coal, dirt, gasoline, gold, paper, petroleum, plastic, rain, silver, snow, soap, steel, wood, wool

Most abstract nouns: advice, anger, beauty, confidence, courage, employment, fun, happiness, health, honesty, information, intelligence, knowledge, love, poverty, satisfaction, truth, wealth

Areas of study: history, math, biology, etc.

Sports: soccer, football, baseball, hockey, etc.

Languages: Chinese, Spanish, Russian, English, etc.

Other: clothing, equipment, furniture, homework, jewelry, luggage, lumber, machinery, mail, money, news, poetry, pollution, research, scenery, traffic, transportation, violence, weather, work

Geographical names are confusing because some require the and some do not.

Use *the* with: united countries, large regions, deserts, peninsulas, oceans, seas, gulfs, canals, rivers, mountain ranges, groups of islands

the Gobi Desert

the United Arab Emirates

the Sacramento River

the Aleutians

METHODOLOGY

To find the information and how well students understand the article, the writer decided to use the descriptive qualitative method. The informants of this research are 15 people. The intended participants were semester 4th students of Politeknik Tonggak Equator. The writer interviewed 15 informants and observed the test of 20 questions as the primary data. The writer also used literature reviews such as journals, articles, books, and the internet. The activities are carried out interactively to examine the collected data and continue until the data is saturated. The activities for examining the data, namely data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

The writer analyzed the data until the data was saturated. The following are the results of the test by the students:

The test started right after the interview of the interview participants. The participants were given 30 minutes to finish the test, and most of the participants finished before 30 minutes. The writer provided the result of the test from the participants.

Table 1 Participants' Answers to Question 1 "I bought ___ pair of shoes. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	85	88.5
An	8	8.3
The	3	3.1
Total	96	100

Source: Processed data, 2022

From Table 1, as a result from participants are mostly correct, 85 participants chose the answer "A" to which 88.5% of respondents and it is the correct answer. There were 8

participants who chose the answer "An" which was 8.3% of the response, and therefore 3 answers of "The" which was 3.1% of the total responses.

Table 2 Participants' answers to Question 2 "I saw ___ movie last night. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	56	58.3
An	3	3.1
The	39	38.5
Total	96	100

Source: Processed Data, 2022

As the data provided in Table 2, the result showed slight differences between the answer "A" and the answer "The". The difference is 19.8%, as the answer "A" was chosen by 56 participants, and the answer "The" by 39 participants. Answer "An" only 3 participants, which is the most unlikely to be the correct answer.

Table 3 Participants' answers to Question 3 "They are staying at ___ hotel. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	23	24
An	4	4.2
The	69	71.9
Total	96	100

Source: Processed Data, 2022

According to Table 3, the majority of participants chose the answer "The". Although the correct answer is "A", the writer believes the word "Hotel" led the participants to choose the wrong answer. The question mentioned a hotel but did not mention a specified hotel.

Table 4 Participants' answers to Question 4 "Look at ___ woman over there! She is a famous actress. (Correct Answer is "The")"

Option	Participants	
	Response	Percentage (%)
A	11	11.5
An	2	2.1
The	83	86.5
Total	96	100

Source: Processed Data, 2022

Table 4 shows most participants choose "The" as the answer, which is the correct answer. The difference in responses between the answer "The" and other answers is significant, with 75% answering "A" and 84.4% answering "An".

Table 5 Participants' answers to Question 5 "I dribbled ___ basketball. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	71	74
An	4	4.2
The	21	21.9
Total	96	100

Source: Processed Data, 2022

From Table 5, most of the participants choose the answer "A" which is the correct answer, although 21.9% of participants choose the answer "The", and only 4 participants choose the answer "An", the most unlikely to be the correct answer.

Table 6 Participants' answers to Question 6 “That is ___ girl I told you about. (Correct Answer is “The”)”

Option	Participants	
	Response	Percentage (%)
A	30	31.2
An	0	0
The	66	68.8
Total	96	100

Source: Processed Data, 2022

As a result of Table 6, participants only chose answers "A" and "The", which is obvious as explained in Chapter 2: “Use the article a before a consonant sound, and use an before a vowel sound”. The word "Girl" on question 6 is a consonant sound. It is the obvious answer "An" is not the answer.

Table 7 Participants' answers to Question 7 “___ night is quiet. Let’s take a walk. (Correct Answer is “The”)”

Option	Participants	
	Response	Percentage (%)
A	14	14.6
An	2	2.1
The	80	83.3
Total	96	100

Source: Processed Data, 2022

Table 7 shows that 80 participants chose the answer "The" Question 7 mentioned the word "night" and the additional "Let's take a walk" which explains what happens now or tonight, still 16 other participants chose the answer "A" or "An" which is the wrong answer.

Table 8 Participants' answers to Question 8 “___ price of gas keeps rising. (Correct Answer is “The”)”

Option	Participants	
	Response	Percentage (%)
A	11	11.5
An	0	0
The	85	88.5
Total	96	100

Source: Processed Data, 2022

From Table 8, most participants chose the answer "The", which is obviously the correct answer because the question mentioned "price of gas". Therefore, it is a *Definite Article*.

Table 9 Participants' answers to Question 9 “John traveled to ___ South of Mexico. (Correct Answer is “The”)”

Option	Participants	
	Response	Percentage (%)
A	12	12.6
An	6	6.3
The	77	81.1
Total	96	100

Source: Processed Data, 2022

According to Table 9, the answer chosen by most of the participants is "The". It is mentioned in the question, specifically "south of Mexico". Therefore 81.1% of participants

chose the correct answer. There were 18 participants who chose the wrong answer, and 1 participant did not pick an answer.

Table 10 Participants' answers to Question 10 "Juan is ___ Spanish. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	83	86.5
An	9	9.4
The	4	4.2
Total	96	100

Source: Processed Data, 2022

From Table 10, there are less than 10% for each answer "An" and "The" 4.2% for the answer "The" and 9.4% for the answer "An" and 86.5% of participants chose the answer "A" which is the correct answer. There is a specific condition to use *Indefinite Article* "A" or "An" to indicate one in number.

Table 11 Participants' answers to Question 11 "I read ___ amazing story yesterday. (Correct Answer is "An")"

Option	Participants	
	Response	Percentage (%)
A	8	8.3
An	79	82.3
The	9	9.4
Total	96	100

Source: Processed Data, 2022

The correct answer for question 11 is the answer "An" and the majority of participants chose the correct answer. 82.3% of participants chose the correct answer, and 17.7% chose the wrong answer. The writer believes 17.7% of participants expected the word "amazing" story was *Definite Article*. Unfortunately, it is not. Answer "The" was the correct answer if there is a support sentence before or after the "I read ___ amazing story yesterday". For example, "There was a firefighter who saved a cat from falling off a building last night. I read ___ amazing story yesterday". In this condition, the answer "The" was the correct answer.

Table 12 Participants' answers to Question 12 "The test was ___ piece of cake. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	80	83.3
An	10	10.4
The	6	6.2
Total	96	100

Source: Processed Data, 2022

For question number 12, the writer uses the common phrase "a piece of cake". Therefore, the correct answer is "A". There were 80 participants who chose the right answer, and 16 participants chose the wrong answer. As the condition is to indicate one number, therefore, use "A" or "An" as the answer.

Table 13 Participants' answers to Question 13 "Sunrise is ___ beautiful thing. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	78	81.2
An	3	3.1
The	15	15.6
Total	96	100

Source: Processed Data, 2022

Table 13 as it is shown that the majority of participants chose the answer "A", there were 78 participants, or 81.2% of participants. The main word to aid participants in choosing the answer "A" on question 13 was the word "beautiful thing" as "thing" indicate one number and question 13 does not have any support sentences.

Table 14 Participants' answers to Question 14 "I live in ___ apartment. ___ apartment is new. (Correct Answer is "An, The")"

Option	Participants	
	Response	Percentage (%)
An, The	79	82.3
The, The	11	11.5
The, An	6	6.2
Total	96	100

Source: Processed Data, 2022

Question 14 provided a condition to aid participants in answering question 14, such as it is indicating one number and then it does not specify which apartment. The 2nd part of the question is "___ apartment is new" the question specifically lets the participants know the mentioned apartment in the question is new. The majority of participants chose the correct answer, and there were 17 participants who chose the wrong answer.

Table 15 Participants' answers of Question 15 "I would like ___ slice of pizza. (Correct Answer is "A")"

Option	Participants	
	Response	Percentage (%)
A	91	94.8
An	1	1
The	4	4.2
Total	96	100

Source: Processed Data, 2022

From table 15, we can conclude that 91 participants (94.8%) chose the answer "A" as the correct answer, the word "slice of pizza" indicates one number, and it does not mention the specific flavor of the pizza, and the word after the answer is "slice" which indicates consonant vowel, the answer should be *Indefinite Article* "A".

Table 16 Participants' answers of Question 16 "I was in ___ Japanese restaurant. ___ restaurant served good food. (Correct Answer is "A, The")"

Option	Participants	
	Response	Percentage (%)
A, The	75	78.1
The, A	9	9.4
The, The	12	12.5
Total	96	100

Source: Processed Data, 2022

According to question number 16, there are two answers for each option. The correct answer for question number 16 is answered "A" and "The", 75 participants (78.1%) chose the correct answer, and 21.9% of participants chose the wrong answer.

Table 17 Participants' answers of Question 17 “Sara can play ___ guitar. (Correct Answer is “A”)”

Option	Participants	
	Response	Percentage (%)
A	74	77.9
An	1	1.1
The	20	21.1
Total	96	100

Source: Processed Data, 2022

Table 17 shows there are two answers that have more than 1 response which answers "A" and "The". Therefore, 20 participants chose the answer "The" as the writer believes participants were led by the sentence "can play ___ guitar". Unfortunately, the question does not mention any type or other guitar, so it is not a *Definite Article*.

Table 18 Participants' answers of Question 18 “See ___ yellow car over there! (Correct Answer is “The”)”

Option	Participants	
	Response	Percentage (%)
A	24	25
An	5	5.2
The	67	69.8
Total	96	100

Source: Processed Data, 2022

From table 18 there are 24 participants, or 25% of participants, chose the answer "A", 5 participants or 5.2% of participants chose the answer "An" which is the least likely to be the correct answer, 67 participants or 69.8% of participants chose the answer "The" and it is the correct answer, as the question 18 mentioned the words "yellow car".

Table 19 Participants' answers of Question 19 “___ whale is swimming. (Correct Answer is “A”)”

Option	Participants	
	Response	Percentage (%)
A	37	39.4
An	5	5.3
The	52	55.3
Total	96	100

Source: Processed Data, 2022

Question number 19 is tricky, but if participants can spot the difference between *Definite* and *Indefinite Article*, question number 19 does not specifically mention which whale. It does not mention any specific type of color, size, uniqueness or any other specific differences. Therefore the answer "A" is the correct answer because "whale" is a consonant vowel, and it indicates only one whale.

Table 20 Participants' answers of Question 20 “I found ___ uniform in this class last week! (Correct Answer is “A”)”

Option	Participants	
	Response	Percentage (%)
A	36	37.5
An	42	43.8
The	18	18.8
Total	96	100

Source: Processed Data, 2022

Table 20 shows there's a slight difference between the two most answered options. It answers "A" and answers "An". This is the ultimate challenge to participants' understanding of *Definite* and *Indefinite Article*. The main condition is "indicates one number" and then participants still have two answers to pick, which are "A" or "An". The word "uniform" starts with a vowel alphabet, but it is a special case for the word "uniform" since it is pronounced "yoo-nuh-form". Therefore, the correct answer is "A".

Table 21 Distribution category of test participants' score

No	Interval	Category	Frequency	Percentage
1	$T < 20$	Bad	0	0
2	$20 < T \leq 39$	Below Average	2	2.1
3	$40 < T \leq 59$	Average	12	12.5
4	$60 < T \leq 79$	Well	39	40.62
5	$T \geq 80$	Very Well	43	44.8
Total			96	100

Source: Processed Data, 2022

Table 21 shows that there are 2 participants who finished below average or interval scores between 20 and 39, there are 12 participants who finished average, 39 participants who did well in the test, and 43 participants who scored more than 80 points on the test. There were 14 participants who did not pass the test, and there were 82 participants or 85.42%. As we can conclude that most participants understand *Definite* and *Indefinite Article*.

CONCLUSION

Based on the results of researching the 4th semester students of *Politeknik Tonggak Equator* understanding towards *Definite and Indefinite Article*, the writer draws some conclusions as follows:

1. *Definite and Indefinite Article* is used to modify a noun, which is a person, place, object, or idea. Technically, an article is an adjective, which is any word that modifies a noun.
2. 14 of 15 interviewed participants were aware of *Definite and Indefinite Article*, and there are 13 interviewed participants who finished the test above 60 points, meaning 86.6% of interviewed participants passed the test.
3. A lot of participants were mistaken to spot the main situation by using *Definite and Indefinite Articles*.
4. *Definite and Indefinite Articles* are mostly used in writing, such as *formal letters, newspapers, magazines, news, etc.*
5. 86.6% of interview participants passed the test, and compared to the result of the whole participant's test, 85.42% of participants passed the test, therefore a slightly different of 1.18%, which is a low percentage.

Therefore, from the research, students' understanding affected the students' results of the test. There are 14 interviewed participants aware of *Definite and Indefinite Article*, and 13 interviewed participants passed the test.

The writer would give some suggestions that might be useful for further research: students who study *Definite and Indefinite Article* as follows:

1. For further research, the writer suggests asking permission to the place of research first and making sure you have made an appointment for the research time so that the two parties have the same time availability. Choose the right time to do the research, so get an apparent certainty to avoid changes in time when going to do research.
2. Suggestion for students who studied *Definite and Indefinite Article* is to focus on the keywords to analyze whether it is something specific or it is something general. Therefore it will be a lot easier to pick which article to use properly regarding the questions.

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CAPITAL AS THE WEAPON TO FIGHT THE POWER

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Sekolah Tinggi Ilmu Komunikasi dan Sekretari Tarakanita

ABSTRACT

Power and resistance have been a binary pole in society. Power is seen as a dark side and resistance is there to fix the bad. Clearly resistance can be seen as a movement to consider when the resistance shows the ability to shake the power's position. In order to do that, the resistance has to have weapon. The weapon that can be used to fight the power is capital. Capital, as Bourdieu stated, is a set of ability owned by a certain individual or a party. This study aims to analyses how Igor, the main character in Coelho's *The Winner Stands Alone*, makes use of his capital to resist the Superclass's way of living. This study took the data from the excerpt in the novel that supports and mentions Igor's capital and how he uses it. The result of the study shows that having a capital is truly crucial to be a successful resistance since the capital is the weapon to win the arena.

Keywords: *capital, fight, power, a successful resistance*

INTRODUCTION

It is interesting to follow the case of man in power in Indonesia. The case of Ferdy Sambo who got a death penalty for killing *Bharada* Joshua captured people's interest. Despite all stories behind the reason of killing Joshua, one thing for sure that Sambo was proven to be guilty as the mastermind of the scenario. Sambo made a statement, which is regarded as threat to the judges, saying that he would uncover the bad things done in police department. Surely this kind of statement raised an idea that only a person in power who can say such thing for common citizens do not have bravery and power to do that.

Another recent case is a son of tax directorate staff who harassed his ex-girlfriend's boyfriend. Upon the investigation, the police found out that the staff did a money laundry. Further, the perpetrator's father, Mr. R, was resigned from his position in tax directorate. Some online media see this as an action to avoid inspection by the Anti-Corruption Commission (*Komisi Pemberantasan Korupsi* or *KPK*). Despite all speculations swarm among citizen, *KPK* has examined the source of money and found out that some of Mr. R's luxurious cars were not reported and used other people's name in its certificate.

Those two cases, through the help of social media users, went viral. Due to those cases, and many more to come, some bad deeds can be revealed. It becomes the momentum for the government as well as the citizen to fix the problems happened for a long time and difficult to disentangle. The voice from citizen delivered to social media can be regarded as a form of resistance. Surely in "normal situation", it is hard for common people to ask the government or even the government itself to investigate the corruption and other dishonest activity done by civil servants. When the moment comes, the resistance made a move to attack the power.

The war between power and resistance started a long time ago. The well-known figure named Diogenes is one among many examples of resistance. Diogenes de Sinope or so-called Diogenes the Cynic by some researchers are the example how resistance appears as the counter attack of power. The time when Diogenes lives, people pursue materialistic thing and rejects

the God's intervention towards human beings. Diogenes shows a particularly different lifestyle by rejecting the personal and material possession. On Diogenes' point of view, God has given example how to live a simple life (Mecci, 2020, p. 160).

When there is a power, there is a resistance. This statement was made by Foucault (Foucault, 1978, p. 95). Not all resistance is successful, more so most of them are not. However, if you want to be a successful resistance, then you must have the power as much or even more than the powerful ones. Since we are living in digital era, media can be a power to raise the voice. Other things that can be used to be successful resistance is capital.

In order to have power, one must have capitals. As Bourdieu (Bourdieu, 1991, pp. 57-59) suggested that capitals are used to win the arena. Capital is defined as a collection of assets that can be used to do a certain action. Further, it is explained that capital can be used to achieve certain position or be changed into another form of capital to increase the possibility to win in the arena.

There is one novel written by Paulo Coelho which portrayed the arena between the powerful one and the resistance brilliantly. The novel is entitled *The Winner Stands Alone*. The main character of this novel is Igor. It is said in the novel that Igor defines himself as a resistance towards the Superclass. The way he shows his resistance is through doing everything differently from the Superclass. Despite being different he can still win the arena since he fights the resistance by making use of all capitals he has.

As a chunk of a thesis written by Gabriella Novianty Soedjarwo under the title *Igor's Ideology of Being a Winner as Portrayed in Paulo Coelho's The Winner Stands Alone: A Critical Discourse Analysis* (Soedjarwo, 2017), this study aims to see how capital owned by Igor allow him to be a successful resistance towards the Superclass. This discussion is a part of the analysis done towards the novel. The data was taken from the novel itself. The excerpt showing Igor's capitals were analyzed to reveal what capitals Igor has that allow him to be a successful resistance.

LITERATURE REVIEW

Habitus and Capitals

This society is the arena for each individual to keep his existence. In order to his existence, a person must be able to stand above someone else. Based on Bourdieu (Bourdieu, 1991, p. 12) habitus is the result of a whole adaptation process. Thus, habitus is closely related how a person is talking and behaving as a result of what one learns in the very young age.

The required capitals are needed to fit in a certain arena. Capital is defined as a resource that one has in order to win in the arena. There are different kinds of capital namely economic capital, cultural capital, symbolic capital, and social capital. Material wealth is the example of economic capital. Cultural capital is in the form of knowledge, skill, and other cultural possession which is owned through educational institution. Symbolic capital is in the form of prestige and honor. This capital is the most searched-capital based on Bourdieu.

Whether a person is a winner or a loser in a certain arena is determined by how much capital one possess as the idea is capital is an essential factor in determining the winner. Bourdieu explains further why society grows to be more and more economic-oriented. The basic idea is because economic capital is the most fluid one; it is easy to gain other capitals if one owns an economic capital. Although society is getting more and more economic-oriented, it does not mean economic thing are the only thing needed. A person gains economic capital to make sure that one can get something more valuable: prestige and honor which belong to symbolic capital.

The statement from Huang supported the idea of the relation among those capital. Huang explained that all those capitals is transferable but not replaceable. This means some capital can be used to gain another capital but a certain capital cannot replace another capital. He added

wealth is the easiest form of capital to be transferred into another form of capital. The example is a person comes from a wealthy family can easily choose the school to broaden one's cultural capital (Huang, 2019, p. 45).

On the other hand, someone who comes from certain society bringing the value one has learnt from a very young age. Pather and Chetty conducted a case study to one African student. From their study they found out that the informant's performance at campus was influenced by the culture he comes from. In African, a young person must respect the elder in a strict manner. This value influences him in term of he lacks of bravery to ask or to meet his lecturers. He also struggled in communicating with other people since he never went to school with many races (Pather & Chetty, 2015, pp. 66-69).

Somehow the notion of habitus and capital is hard to understand. Turnbull, Locke, Vanholsbeeck, and O'Neale explained the notion habitus and capital in more practical way. Through the study of network analysis of gender differences in undergraduate physics, they formulated that field is the social locations system. In that certain field, someone is ranked based on the resources, known as capital, one has. Therefore, ranking is determined by what capital is seen as valuable; for example, is education arena, cultural capital in the form of title is seen as the valuable asset; thus, someone who has more or higher title will be ranked higher than others who do not or lower (Turnbull, Locke, Vanholsbeeck, & O'Neale, 2019, pp. 3-4).

The role of capital becomes more obvious in capitalist society. As Ventura (Ventura, 2022, pp. 1-4) explained that in 21st century, wealth is the most significant capital to satisfy the needs of middle-class society as well as the intangible valuable asset. Continuing Weber's idea that class was contrasted by economic criteria, in fact, economic criteria is not the solely factor that determines the status. In order to move to the higher status, one must possess cultural capital too. It has been, actually, a long-term mechanism, that people seek for the economic capital in order to utilize it to gain cultural capital. Thus, people try to get the best education with the purpose to have the investment to survive. However, the sad truth, educational system uses this mechanism to get more money: the best education can be experienced by wealth people. Seeing this, Ventura thinks that Bourdieu's analysis is fragile.

Power and resistance

He discussion about power and resistance cannot be separated to Michel Foucault's work. Foucault, as cited in Rahmasari and Nurhayati, is defined as a mode of action that does not directly or immediately act on others. In other words, it can be said that power affect other people in doing their work or action; for example, the power has the ability to induce, seduce, make it easy or more difficult for other party to behave (Rahmasari & Nurhayati, 2019, p. 20)

Many researches and critical opinion were delivered for the sake of finding out how the resistance and power work in real life from social aspect to political aspect. Haugaard (Haugaard, 2020, pp. 1-3) explains that, especially in politic, resistance is seen as morally desirable actions. As a resistance, they do not want to work with the power since resistance sees the power as the immoral ones. This kind of resistance is usually carried pout in non-violent actions. Thus, resistance has two qualities: oppress the power and create a new social order.

The relation between power and resistance has been pictured from a long time ago. The old Disney movie entitled *Pocahontas* portrays the resistance of certain Indian tribe towards the British colonialists. Liu in her research conducted in 2022 analyzed that this movie is rich with power and resistance: resistance towards patriarchal society, colonialism, and natural ecological point of view (Liu, 2022, pp. 1-5). Focusing on colonialism, Liu analyzed how well this movie is at representing the rebellion done by the Indian tribe toward the colonial. The way this movie points out the weapon used by the tribe and the colonialist is seen as the careful portrayal of how colonial suppressed the native during that era. The conversation between

Pocahontas and Smith was also made in such a way to point out how white people sees the coloured people differently.

Another research of the clash between the power and resistance was conducted by Winkler-Titus and Crafford (Wikler-Titus & Crafford, 2022, pp. 6-12). They conducted a case study toward the contract workers in South Africa. The resistance addressed to the power is the protest to fight for the rights of the contract workers. The exploitation they received is regarded as manipulation form the business owners. From this study, we can see that the action towards the powerful party can be done collectively: as a collective group, the workers did a protest and resulted in the change of regulation.

There is a critical view from Courpasson and Vallas related to the relation between power and resistance. Despite the other theory mentioned that the resistance comes first, in fact power is formed to repress the resistance (Courpasson & Vallas, 2016, p. 7). From this book, it can be said that in order to repress the power, the more power is needed. Despite which one come first, in order to be a successful resistance or those who fight the resistance, one needs more power.

METHODOLOGY

This study implemented the idea of critical discourse analysis (CDA). CDA was developed since Halliday introduced Systemic Functional Grammar (SFG). Based on SFG point of view, text is seen as an instrument to find out something else (Halliday, 2004, p. 3). In this study text which is in the form of novel is regarded as an instrument to see how Igor uses his capitals to fight the Superclass.

CDA was chosen as the method since this study aims to see Igor's ideology as a winner which drives him to use all his capitals to fight the Superclass. In order to see the ideology, the series of event presented in the novel was analyzed. As Fairclough mentioned that ideology relies on structure and event (Fairclough, 1995, p. 10). This study limits itself to see the events to find out Igor's ideology and how he uses his capitals.

The data of this study was taken from the novel written by Paulo Coelho in 2004 entitled *The Winner Stands Alone*. The part of the novel consisting the explanation or the story related to Igor's capitals and how to use them were analyzed as the data to know what Igor's capitals are and how he uses all the capitals he has to be a successful resistance.

FINDINGS AND DISCUSSION

The discussion part is divided into two parts: explanation on Igor's resistance towards the Superclass and Igor's capitals to fight the Superclass.

Resistance toward the Superclass

Igor has a happy life. He has become a president and the owner of a big Russian company. He also has a perfect wife, a trusted friend, and of course much money. He mentions that he is a religious person and a philanthropist. Unlike other rich people who fund the war, he helped his friend in Rwanda to build a shelter. He tells Ewa that through the money he donated, many lives have been saved in Rwanda.

Although he seems to have everything, he feels empty inside. He expects to have a child, but he cannot have one. He dreams of having a happy marriage life, alas his wife leaves him to another man. Since then, he realizes that he has been too busy with his life and forgets to keep the most important thing in his life: love and his wife. In order to take back what important to him, he decides to bring his wife back. He does not want to admit that there is any other man who is more capable to give happiness to his wife.

This is an extreme decision; he decides to kill randomly to send a message to Ewa. He believes that his desire is noble enough to make such sacrifice. Even he is a member of

Superclass and behaves like other Superclass members, but he does not want to be recognised as the same person as other members. He dislikes Superclass's way of living. Igor does not like the way they dress in luxurious and expensive cloth, they sign a contract with an exclusive pen, and they do business dishonestly.

In order to show his resistance towards the Superclass, Igor does not want and does not feel to need wearing an expensive cloth just to show his power. He also Igor, unlike the other Superclass member, does not need to wear an expensive cloth to show his position as a president. He does not need to sign a contract with an exclusive pen since he will always be able get one. He also believes that an honest way of living can earn much money. He condemns an idea of fashion since he sees fashion is the same as war uniform. One who wears the same fashion means that person belongs to the same social class and the other member should treat one equally well.

By not wearing an expensive cloth to show his social status, Igor wants to clarify that he does not belong to this simple-minded society who only thinks about fashion as the symbol of being a member of certain high-class society. By doing so, he implies that he has better living value than the Superclass.

Igor regards money, fame, and power are destructive since those materialistic things make people want to do anything to fit in the society. On the other hand, Igor's wealth and other form of capitals are used to achieve something more divine: love. Then, Igor's action to send a message to Ewa by killing people randomly is a form of his resistance towards the Superclass. He wants to show that the capitals one has should be used to gain something more divine, not other materialistic things.

Seeing the Superclass lives in such a way, Igor wants to show that the most important things are not money, power, and fame. There is another important thing that can move someone, in this case he himself, to do everything to get that. This novel shows how Igor values love as the highest and most important thing.

- (1) In this world, only love deserves absolutely everything (Coelho, 2009, p. 119).
- (2) **The life is more than meat, and the body is more than raiment.** Consider the ravens: for they neither sow nor reap; which neither have storehouse nor barn; and God feedeth them: how much more are ye better than the fowls? And which of you with taking thought can add to his stature one cubit? If ye then be not able to do that thing which is least, why take ye thought for the rest? (Coelho, 2009, p. epigraph)

For Igor love is everything, so he can do everything to get his love back. He has an aim to show the Superclass that the true meaning of life is pursuing divine things not merely a materialistic possession.

Data (1) and (2) above are Igor's motive in being a resistance. Igor proves in order to feel happy in life; he needs to break the tie with materialistic possession. Even though he gained wealth, but he realizes that wealth is not the ultimate purpose of his life. He wants to gain something more divine: love. In other words, he wants to give an example that the materialistic things can be used to gain something more valuable, for example love.

In a nutshell, the Igor's concept of being a winner is being able to maintain his existence as the resistance toward the majority. The fact that he can maintain his existence, by being able to carry out his mission successfully, shows how he wants to be recognized and remembered as the survivor of this materialistic society. The different path he chooses Igor proves that his choice is correct after all. Since Igor can show his true power out of his limit, he is indeed a winner who deserves to stand alone.

Igor's capitals to fight the Superclass

Igor knows well how to be a winner. Besides having the idea on how to be one, he realizes his idea into a real action. The action he takes is based on the capital he owns. As the idea that capital is the weapon to show the power, Igor, too, uses all his capitals to show that he has more power than the Superlclass.

Igor is able to use of his capitals very well. He makes use of all his capital to make sure that his plan will go according to what he wants. The excerpts below show how he uses his **economic capital** which is in the form of private jet to make sure that he is free from tight inspection if he uses public transportation [Data (3)]. He wants to avoid that since he brings weapon and poison with him to carry out his mission.

- (3) he arrived this afternoon in his private jet, was driven to the hotel, (Coelho, 2009, p. 5)
- (4) And so when he wanted to buy some curare, he knew where to go, although he had to pay an absurd price for a substance that is relatively common place in the jungles of South America. (Coelho, 2009, p. 255)

Getting an illegal thing is not an easy job. Igor's ability to get curare and gun is a proof of him having an economic capital. As it is mentioned in the novel that in order to get the curare, Igor needs to pay a huge amount of money and Igor is willing to pay for it as the form of gratitude to the person helping him in getting the curare. He also can afford curare with an expensive price since he needs to buy it in private [Data (4)].

Money, as one forms of economic capital, is indeed a fluid one. Having a lot of money allows Igor talk with Olivia in easier way; he offers Olivia some money to buy her time. This action interests Olivia for she is willing to listen to Igor's story. The privilege of having economic capital is how easy it is for Igor entering the Gala Dinner in Cannes Festival without invitation. He just shows his business card and the staff allow him to enter; it shows that his name and company are well known around the world.

The way Igor uses his economic capital is the example how economic capital is regarded as the most valuable asset in capitalist society. This is in line with the theory of capital in which a person can win the arena if that person owns a capital that is regarded as valuable in theta society. Igor is living in materialistic society; thus, it is indeed an astute strategy in utilizing the economic capital in order to overpower the bureaucracy made by the Superclass.

Preparing all the illegal things needs a help from many people or the very least certain people who knows a particular field well. Having a friend is a form of having **social capital**. He has a friend from South Africa Jungle The fact that he has a friend, even from South American jungle, conveys he has a social capital. Not everyone can know a person from the midst of African jungle. Igor needs a traditional poison and because he has a social capital, he can get what he wants.

Igor can enter the party for Superclass only by showing his business card as the president of Russian company.

- (5) He offers her his business card, bearing the logo of his phone company and his name, Igor Malev, President. He's sure his name is on the list, he says, but he must have left his invitation at the hotel; he's been at a series of meetings and forgot to bring it with him. The receptionist welcomes him and invites him in; she has learned to judge men and women by the way they dress, and "President" means the same thing worldwide. Besides, he's the president of a Russian company! And everyone knows how rich Russians like to show off their wealth. There was no need to check the list. (Coelho, 2009, p. 40)

From Data (5), it is clear that Igor has and can use his **symbolic capital** well. He believes that his position as a president of a big company gives him a guarantee to get what he wants and needs. Further, by doing so, he wants to show that he can be admitted in Superclass circle without behaving like them: wearing an expensive cloth or brining an expensive ballpoint.

- (6) The Beretta Px4 compact pistol is slightly larger than a mobile phone, weighs around seven hundred grams, and can fire ten shots. It is small, light, invisible when carried in a pocket, and its small caliber has one enormous advantage: instead of passing through the victim's body, the bullet hits bones and smashes everything in its path. (Coelho, 2009, p. 1)
- (7) Igor's right thumb is pressing down on Olivia's jugular vein, and the blood stops flowing to her brain. Meanwhile, his other hand is pressing on a particular point near her armpit, causing the muscles to seize up. There are no contractions, it's merely a question of waiting two minutes. (Coelho, 2009, p. 22)
- (8) "That she was killed where ... and that her killer must be someone highly trained and with an extensive knowledge of the martial arts." (Coelho, 2009, p. 77)

Having vast knowledge can be seen as having a **cultural capital**. Igor's knowledge about Sambo, gun, poison, and even language shows that Igor has cultural capital. His choosing to carry Beretta P4 due to its weight is a supportive data that Igor has a cultural capital to carry out his plan. Bringing small weapon indeed more convenient rather than a big gun. Data (6) is the excerpt from the novel telling how Igor choose the weapon meticulously. When he kills Olivia, he presses her part of the body precisely to stop her bloodline (Data 7). The pathologist who examines Olivia's body admits that Igor must have had a vast knowledge about martial art and highly trained Sambo because Sambo is rarely used in Russia now because of its danger in using it (Data 8). Igor shows how vast his cultural capital is by using the different method in using the poison. He blows a poisonous needle to Javits and uses envelope contains cyanide to kill two people in the hotel.

- (9) "How much?" he asks in perfect French. (Coelho, 2009, p. 12)
- (10) This handsome, well-dressed man, speaking fluent French, doesn't seem like a madman at all. (Coelho, 2009, p. 15)

Another cultural capital he has is his ability in speaking French fluently. His friendliness towards local people is also his form of cultural capital. He understands well how to get close with local people. He needs to do so since he does not want to cause commotion or to be caught while doing his mission. In order to do so, he must not make a scene. His decision is right since Olivia feels secured while talking with him because Igor is speaking the same language as her [Data (9) and Data (10)].

CONCLUSION

Among four types of capital mentioned by Bourdieu, Igor has all of those. Obviously, his **economic capital** is in the form of wealth he has: money and big company. He utilizes his economic capital by using his private jet to go to Paris to avoid airport inspection since he brings gun and poison. He can afford the expensive poison since he has a lot money. His **social capital** which is in the form of having friend from African jungle is proven to be useful to fight the Superclass. Since he needs a poison and he knows someone who can provide it, he can carry out his mission smoothly. He can enter the private party even without invitation is a proof how he uses his **symbolic capital** as the president of a company wittily. Igor makes use of his **cultural capital** in the form of applying different method of killing from using traditional

martial art, poison in different media, and gun. His ability in speaking French fluently and makes his victim lower her alertness towards him is also a proof that Igor has symbolic capital.

From the analysis, it can be concluded that in order for Igor to be able to fight the Superclass successfully, he needs to make use of all his capitals. When the Superclass only makes use of their economic and symbolic capitals, Igor uses more capitals to fight them: social and symbolic capitals. It is true that in order to be a successful resistance, someone or a party needs to have more capital than the power since the capital is the weapon to win the arena.

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THE QUEERBAITING PRINCESSES: THE CASE OF *RAYA AND THE LAST DRAGON* AND DISNEY'S CONSISTENCY IN MAINTAINING HETERONORMATIVITY

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ABSTRACT

This paper aims to investigate Disney Princess latest release of animated movie, *Raya and the Last Dragon*, which despite of its popularity has invited debates about its possible sexual inclusivity content. The movie is analyzed using queer theory in order to explore the idea whether sexual inclusivity is appropriately portrayed, or the inclusivity is only subtly suggested as a form of queerbaiting. The main source of the data is Disney's animated movie *Raya and the Last Dragon*, while the secondary sources are previous studies discussing the movie and the portrayal of gender and sexuality in Disney Princess movies. The data is presented descriptively. The finding shows that the movie has suggested the existence of sexual inclusivity, by showing a promising non-heterosexual relationship; yet it is never visibly confirmed. This may have been Disney's marketing technique to queerbait the LGBTQ+ community and continuing Disney's long problematic history of preserving heteronormativity.

Keywords: *queer, queerbaiting, heteronormativity, Raya and the Last Dragon*

INTRODUCTION

For decades, Disney Princess has consistently become one of the most influential media franchises among children. The animated movies under the Disney Princess label, featuring young female protagonists, have been constantly watched and used to teach moral lessons to children. For generation to generation, these female protagonists have become the standard example of kindness, particularly among young girls. Despite their popularity, it is also undeniable that these animated movies have also gained constant criticism.

The lack of sexual representation is one of the concerns that is being voiced continuously to the Disney Princess franchise. Disney Princess has been problematic for maintaining the "damsel in distress" idea through its animated movies. The earlier Disney Princess are reduced into weak women, waiting to be saved by men and dreaming of a happy ending through the discovery of love and marriage (Latumeten, 2021). The problem is not only with Disney's persistent portrayal of weak woman protagonists, but also in the idea of how these young women can only obtain self-fulfillment through heterosexual relationship; in this case, by marrying a prince or a more capable male character.

Demands on a more inclusive representation of sexual orientations have been voiced to Disney for years now. The representation of a more diverse sexual representation is needed to create a more positive and a more tolerant vision towards the rights of the minority groups; the LGBTQ+ groups (Sánchez-Soriano & García-Jiménez, 2020). In addition, acceptance to the LGBTQ+ community has been made possible with the increase of its positive portrayal in the media (Steiner, Fejes, & Petrich, 1993). In the 2010s, the LGBTQ+ representation in programs for children has progressively increased. This is a significantly empowering act, because it was generally uncommon for children's program or media to represent the LGBTQ+ community

before. The fact that the Disney Princess franchise has yet to include a more inclusive sexual representation is the reason why Disney has been receiving a lot of criticism lately.

In general, most of the animated movies under the Disney Princess franchise have indeed focused more on presenting heterosexual relationships; a so-called ideal happy ending of a princess marrying a prince. However, it should be admitted that Disney has reduced the tendency to present such plot in its recent releases. Disney has offered strong women protagonists whose life experience is a lot more complex, and these characters have shown their capability to step out of Disney's regular "damsel in distress" narrative (Latumeten, 2021, p. 156).

Disney's latest addition to the Disney Princess line is one of those to resist the "damsel in distress" type of tale. In 2021, Disney released *Raya and the Last Dragon*. The animated movie introduced Raya, as an addition to the list of Disney's lead female protagonists, a new Disney Princess. The story of *Raya and the Last Dragon* takes place in the fantasy world of Kumandra, a place in which humankind and dragons used to live together in harmony. The visual of the movie pays homage to the culture of Southeast Asian countries. Raya is presented as a warrior princess journeying across Kumandra to save the dragons and humankind. While doing so, Raya is challenged by Namaari, her longtime nemesis.

Among the recent Disney Princess movies, *Raya and the Last Dragon* is included in those that do not reflect Disney's long-term history in maintaining heteronormative ideology. Specifically in this movie, Disney presents the idea of female protagonist and female antagonist characters end up saving each other, suggesting a different perspective of female characters not needing to be saved by male characters in times of trouble (Latumeten, 2021). Both female antagonist and female protagonist in this movie are given voices and capabilities to go after what they want, instead of being reduced into passive agents or characters that only conform to the traditional gender roles.

With the storyline suggesting something completely new to Disney's classic happily ever after ideals, there has been debate whether Raya and Namaari have already representing the need for gay princesses. Yet when it comes to Raya and Namaari's connection, the movie presents nothing but vagueness. With the absence of potential romantic interest for the main protagonist, a lot starts to wonder whether the bond between the female protagonist character and the female antagonist character actually shows Disney's first ever portrayal of a non-heterosexual relationship.

This paper explores the idea of Disney using its latest Princess movie, *Raya and the Last Dragon*, as a form of queerbaiting. From the very first release of the Disney Princess character in 1937 until today, Disney has yet to publicly display inclusivity in the representation of the sexual orientation through its Disney Princess franchise. With the increase of a positive portrayal of the LGBTQ+ community in the media, it should be considered that there might be possibilities of Disney—up until now—still taking a part in maintaining heteronormativity.

LITERATURE REVIEW

Queer theory is a strong reaction upon the traditional heterosexuality as the privileged form of sexuality. It challenges the main idea of heterosexuality being the default or the only "normal" form of sexuality. It challenges the stigmatization towards homosexuality and queerness. One of the main arguments in queer theory is based on Judith Butler's view of sexuality. To Butler (1999), not only gender, but sexuality is—in fact—a social construct. Therefore sexuality—like gender—is something performed, and it is not a rigid biological reality. Queer theory challenges heteronormativity, and urges to push the idea that heterosexuality should not remain superior when it is compared to either homosexuality or bisexuality. In one of her famous essays about sexuality entitled "Thinking Sex", Gayle Rubin also fights against the idea of one sexual behavior being the "good" or the "natural". In the

essay, Rubin (1984) points out how Western culture is responsible for what she called “sex negativity”; a view that suggests sex as a destructive force. Sex negativity claims that sex is good only when it is performed in a heterosexual marriage; with reproduction as its main goal. Therefore, all sexual behavior outside of what considered as the “good sex” is assumed to be “bad”; or simply wrong, in a way. “Thinking Sex” is widely accepted as one of the founding texts for the queer theory.

The rise of queer theory has created a more active and positive portrayal of the LGBTQ+ community in the media. As mentioned previously in the background, this positive portrayal is crucial in order to grow acceptance and support to the sexual minorities. According to Butler (1991), heteronormativity has been reinforced through social and cultural conditioning with the help of the media, to the point that it has created what is called homo-invisibility. This had affected how the LGBTQ+ community was represented in the media; from being stereotypically represented with certain characteristics, to being disadvantaged and sometimes being completely non-existent. A call to end homo-invisibility has become even more intense, for it is also a way to put a stop to the concerning discrimination against the LGBTQ+ community (Freakley, 2019). Queer theory and activism has made it possible for the media to be more aware of how important sexual inclusivity is.

Unfortunately, the case of representing the LGBTQ+ community becomes heated in the face of queerbaiting. Businesses and media are aware of the LGBTQ+ representation impact; how the more inclusive they are, the more favored they would be (Ellis & Zafar, 2022). Therefore, in order to reach a more inclusive market, queerbaiting is oftentimes used as a marketing technique. Queerbaiting is a suggestion of the possible LGBTQ+ plot within cultural products; it can be found in books, video games, movies, series, and others. However, to avoid a strong protest from the conservative consumers, these suggested plots never visibly happen (Brennan, 2016). The term “queerbaiting” itself appeared in the 2010s (Brennan, 2019). Queerbaiting has been used by many to appeal to more progressive audiences, yet still minimizing the risk of losing the conservative ones. In other words, queerbaiting does not portray sexual inclusivity. In addition, Sánchez-Soriano and García-Jiménez (2020, p. 98) add that queerbaiting helps maintaining “hegemonic heteronormativity within audiovisual products” and it also hides sexual diversities.

The Disney Princess franchise has been receiving a lot of criticism when it comes to the portrayal of gender and sexuality. In presenting the image of gender, for instance, Disney Princess tends to show the stereotypical traditional gender roles. Though in its recent movies, Disney Princess has managed to show a consistent attempt to move away from the image of the traditional gender to the non-stereotypical gender qualities (England, Descartes, & Collier-Meek, 2011). Reilly (2016) also documented the evolution among the Disney Princesses; he categorized the princesses into four categories. The categories are: 1.) prettiness punished, 2.) sacrificial lambs, 3.) exoticized ethnics and 4.) mighty maidens breaking free. Reilly notes that the evolution leaning towards leaving the traditional gender roles, and it shows a promising trajectory for the future princesses with a space to grow with progress. It is important to highlight that Reilly also notes how Disney still struggles when it comes to representing diversity. The diversity that Reilly points out, however, only concerns on the racial diversity and it has yet to touch the sexual diversity.

Following the portrayal of gender, Disney is also problematic when it comes to its portrayal of sexual representation. As mentioned, Disney tends to be consistent to preserve the traditional gender roles into their characters, and in presenting sexual representation, Disney also tends to stick into the traditional. Disney seems to appreciate its conservative audience compares to the queer viewers (Moore, 2020). Disney has the tendency to play safe when it comes to the representation of queer characters. Either Disney presents the queer character with a message of a wider and a more universal individual freedom, or shows the character by not

having an actual sexuality to begin with (The Economist (Online), 2017). Meanwhile, recent research by Nabila and Surwati (2021) notes how Disney has managed to display a representation of LGBTQ+ through *Raya and the Last Dragon*, following its previous failed attempt in *Frozen II*. By using a semiotic analysis to the animated movie, the research concludes that the use of the official pride flag colors in the movie as one of the main findings, enough to show how the movie has successfully represented the LGBTQ+ community. Other findings include the existence of the same-sex relationship in the movie and the rejection of the traditional gender roles by some of the characters in the movie. This paper takes a different direction with the previous research on *Raya and the Last Dragon*. Instead of seeing the movie in its so-called success to portray sexual inclusivity, the perspective offered by this paper is how ironically Disney has used queerbaiting as a marketing technique without actually pushing forward sexual inclusivity in the movie's storyline.

METHODOLOGY

This is a descriptive study. This paper uses one of the animated movies in the Disney Princess franchise, *Raya and the Last Dragon*, as the main source of the research data. The secondary sources in this research are previous studies discussing the movie and the portrayal of gender and sexuality in Disney Princess movies. The analysis in this research is based on queer theory. The findings and discussion of this paper are to be presented descriptively as well.

FINDINGS AND DISCUSSION

Similar to the previous Disney Princess movies, in *Raya and the Last Dragon*, a female character takes the lead as the main protagonist. Raya continues the family legacy to protect the dragon gem, as the princess of Heart. As the story progresses, she soon meets her enemy, Namaari. Namaari is introduced as someone who is just as capable as Raya, especially in martial arts. Though before suggesting Raya and Namaari as enemies, the movie shows how both characters bond with one another over their fascination with the dragons and how both young Raya and young Namaari believes that the world will become a better place once humans and the dragon live together in harmony again. Nabila and Purwati (2021, p. 17) perceive this particular scene as both characters hypothetically showing romantic interest to one another.

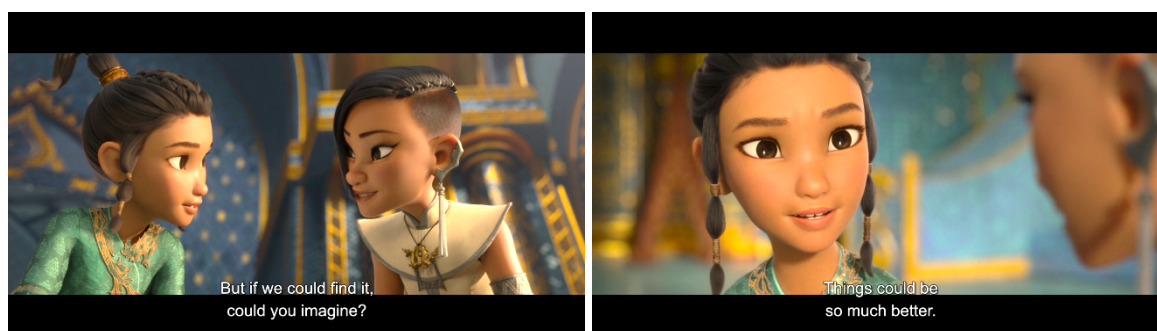


Figure 1. Raya and Namaari talking about the dragons
Source: from *Raya and the Last Dragon*, frame 00:14:26 to 00:14:34

One of the possible reasons that may have created an idea of Raya and Namaari being queers is how both characters are presented differently as adults. Physically, Raya is presented as an average height Southeast Asian girl, with a slenderer figure, yet still muscular because of her martial arts training. On the other hand, Namaari is noticeably taller than Raya, well-muscled and gives off a tough image by having a side shave cut. Viewers have appreciated how recently Disney is aware of the variety types of bodies and no longer portrays single body type

for girls in its Disney Princess franchise. Both Raya and Namaari are depicted as two strong opposing forces capable of taking each other down, despite their differences in physical built.



Figure 2. Raya and Namaari profile shots
Source: <https://disney.fandom.com/>

Yet the fact that Disney chooses to display Raya and Namaari differently in physique but almost similar in the complexity of their personality somehow has left a room for vagueness. Neither Raya nor Namaari truly has villainous intentions, both characters fight one another as their ways to fight for their people because they both are leaders. They are both shown as strong and vulnerable characters at the same time. This has left a space for viewers to speculate, whether a romantic direction could bloom between the main protagonist and main antagonist. Some fans have taken this ambiguity to insert their own interpretation into thinking that these two could potentially be an item.

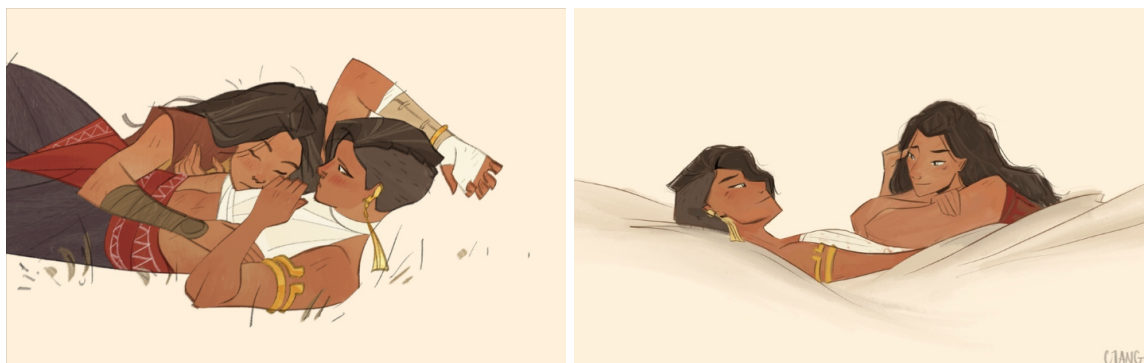


Figure 3. Some examples of Raya and Namaari's fanart
Source: <https://www.inprnt.com/gallery/ctang/raya-and-namaari/>

In the case of Namaari, viewers are easy to assume that she is in the list of Disney's hypothetical gay villains, because there is no clear explanation of her sexuality. Though never publicly addressed by Disney, a lot of research has shown Disney's tendency to queer-coding its villains. Queer-coding is a strategy used by creators to introduce a character as being queer by giving them strikingly queer-associated behavior and visual depiction, without explicitly stating that they are queers. Disney has received a lot of criticism on queer-coding some villains; like Scar from *The Lion King* (1994) (Caballero, 2022), Ursula from *The Little Mermaid* (1989)—who is claimed to be based on a drag queen, Captain Hook from *Peter Pan* (1953), and some others (Adelia, 2021). Visually presented as a warrior and in an image that is slightly more masculine compared to Raya, obviously it is easy to assume that Namaari is another one to be included in Disney's gay villains list. This is also supported by Robinson (2021), who specifically stated that Namaari's physical image is "intentionally designed to catch the eye of a queer audience".

Indeed, Disney Princesses have moved past the idea of having a romantic interest at the end, and have focused more on the development of the character. In recent releases of the Disney Princess movies, Disney leans towards showing dominant female characters who do not wait to be rescued by male characters. In movies like *Moana* (2016), for example, no romantic interest is being introduced to the main protagonist. It is safe to assume that *Raya and the Last Dragon* might be included in those movies focusing more on the complexity of the plot.

However, the fact that Disney does not concentrate on pushing forward the classic princess-meets-prince storylines raises question about its attitude towards the sexual minorities. Is it true that heterosexual agenda is the only possible option for the Disney Princess franchise? Since when it comes to romantic relationship of its characters, Disney either suggests heterosexuality or does not include it into its plot completely. Disney actively puts forward the heterosexual agenda, yet at the same time remains silent about the homosexual agenda.

In the case of *Raya and the Last Dragon*, the casts may also contribute to the idea of the movie suggesting the possibility of the characters being Disney Princess' first ever gay princesses. The voice actor for the character Raya, Kelly Marie Tran, specifically mentioned that her interpretation of Raya and Namaari's relationship is something "more than platonic". Even though Disney has never officially confirmed it (Robinson, 2021). Tran mentions that viewers could come up with any conclusion regarding to the relationship between Raya and Namaari, but she personally decided that there are "some romantic feelings going on" between the two characters (Russian, 2021). In addition, the selection of one of the voice actors for this animated movie has also made a significant queer history for Disney. Disney has casted Patti Harrison to voice the chief of Tail. According to Chichizola (2021), the selection of this openly transgender performer to voice one of the characters, has become a significant history for Disney's queer audiences. Even though no on-screen representation of the LGBTQ+ appears so far, this is considered to be a step forward for a conservative major studio like Disney.

Thus, with the casts suggesting possibilities of *Raya and the Last Dragon* representing the viewers' long request of queer representation, the fresh plot of woman saving woman offered by the story may invite the probability of Raya and Namaari's bond being seen as romantic. For instance, Nabila and Surwati (2021, p. 18) interprets how Raya and Namaari's interpersonal communication shows their emotional attraction to one another.



Figure 4. Raya and Namaari's conflict resolution
Source: from *Raya and the Last Dragon*, frame 01:23:59 to 01:28:09

This can be seen more specifically as the story progresses to its climax, as seen in the previous figure. The conflict resolution between the protagonist and the antagonist are displayed in ways that may invite the viewers to make assumptions about the two women having “some romantic feelings going on”.

Finally, with Disney's zero response to the viewers' claim of *Raya* and *Namaari* being its first queer princesses, it is easy to accuse Disney of queerbaiting through *Raya and the Last Dragon*. The movie has presented a plot and scenes that may have suggested the existence of a possible non-heterosexual relationship, yet it is never visibly confirmed. The additional comment by the main cast about *Raya* and *Namaari*'s “more than platonic” relationship has also further supported the view that this comment was mentioned so the movie appeals to queer viewers. The selection of a transwoman as one of the voice actors for this movie also may have been one of the strategies used to suggest that Disney has progressed into sexual inclusivity. As mentioned by Moore (2020), Disney has been playing safe by showing queer characters in a subtle way; disguised or vague enough to be unnoticeable. This gives Disney enough openings to queerbait the LGBTQ+ community into believing the company has stepped into inclusivity and diversity of representation, without jeopardizing the conservative audiences.

In addition, it becomes more disturbing when queerbaiting is used in a problematic franchise like Disney Princess, which for decades has been responsible in maintaining heteronormativity to its loyal viewers. Disney Princess franchise so far has only been portraying either successful loving heterosexual relationships, or not suggesting any relationships at all. If sexual inclusivity is indeed what Disney Princess aims for, the job is simple; it should be able to portray homosexuality and/or bisexuality positively as it has been positively portraying heterosexuality. Otherwise, Disney Princess will always be accused of preserving heteronormative ideology.

CONCLUSION

For years, Disney Princess has gained strong protest about the plots of its movies. In line with the emergence of gender theory and queer theory, Disney Princess has long been criticized for its portrayal of gender roles and sexual orientations. Though credits must be given to Disney for slowly evolving—moving into a more positive portrayal of genders and opening rooms for complexity of characters outside a mere pursuit of a heterosexual relationship. Yet, it is still pressed for the fact that sexual inclusivity has yet to be seen, even in the latest release of the princess character. This is upsetting, considering that the media has moved into showing a more positive image of the LGBTQ+ community; due to the attempt of creating a more tolerant understanding towards the sexual minorities. The newest addition to the princess line-up has not answered the demand for gay princesses; icons needed by the young queers to feel represented and to feel a sense of relatability. At the end of the day, although it may have heavily suggested queer possibilities, *Raya and the Last Dragon* is not Disney's queer-friendly animated movies. The queer-related content in the movie may have only been Disney's queerbaiting agenda, to appear more positively in the LGBTQ+ community.

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THE ANALYSIS OF PURPOSES IN USING ABBREVIATION FOR COMMUNICATION AMONG GAMERS IN VALORANT GAME

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ABSTRACT

Valorant is a team-based first-person shooter game for PC developed and published by Riot Games. Valorant is a very intense with a very fast game phase, so winning it requires good teamwork. The use of abbreviations is one effective way to help gamers communicate with their teammate faster. This study aims to investigate the abbreviations that are used in the Valorant game and the purposes of using abbreviations in communication among Valorant gamers. This study used the descriptive qualitative method. The sampling technique was purposive sampling method with 10 informants. The subjects of the research involve ten people aged 19-40 years old who have reached above level 100 in the game. The data collection method are interviews and observation. Data analysis techniques apply the stages of data reduction, data display, and conclusion. The results show that there are five types of abbreviations that are popular among the gamer, namely clipping, initialism, blend, acronym, and contraction. Using abbreviation is very time efficient for both sender and receiver so gamers can focus on their game. Gamers benefit by knowing the abbreviations that can help them communicate in the game.

Keywords: *Abbreviation, Communication, Valorant Game*

INTRODUCTION

Communication is a tool for social connection with others. According to Karyaningsih (2018), communication is a way to interact, done by more than one person, so a person can communicate if he interacts with other individuals or groups. She also mentioned that communication is the main requirement in human life. Communication delivers information, ideas, emotions, and skills through symbols, numbers, graphs, and more. From these statements, communication always happens anytime and anywhere, including in a game.

Valorant is a team-based first-person shooter for PC games developed and published by Riot Games (IGN Entertainment, 2020). It also said Valorant is an FPS game where gamers are assigned to two teams in the primary game mode, each with five gamers: attacking or defending. With scrappers, strategists, and hunters of all kinds, gamers can find new ways to plant the spike and style on their enemies. In this game, there are currently 16 agents to pick.

Valorant is a game that requires teamwork and strategy in playing it.

Therefore, communication is essential in this game. Gamers in the Valorant game use typing, voice-chat to speak, and using marks to communicate with their teammates. All of the tools communication available in this game are used to talk about the in-game situation like informing the enemy location and status, calling for help, admiring another gamer, informing the site is clear, commending to plant the bomb "spike," or just a normal chatting.

According to Kridalaksana (2009) in Marlina and Pratiwi (2020), "Abbreviation is the process of cutting one word, some parts of the word and the combination of words into words in the new form." People desire to save time and effort when typing, especially when making

decisions on the go. Gamers may spend more time focusing on winning because using abbreviations in typing or voice chat saves time.

The following are the research problems that can be formulated using the previous explanation: “What are the abbreviations that are used in the Valorant game?” and “What are the purposes of using abbreviations in communication among Valorant gamers?”. Based on the research problem, this research aims to investigate the abbreviations used in the Valorant game and find out the purposes of using abbreviations in communication among Valorant gamers. The research contribution can be formulated into a theoretical contribution that is expected to contribute to the education field as a reference to conduct another research related to abbreviations while the practical contribution is dedicated to improve the knowledge about the abbreviations in communication. In Addition, the writer also hoped that this research to be used to help readers to write English text using good abbreviations.

LITERATURE REVIEW

In this research, the writer included theories that is related to the abbreviations in communication. Kridalaksana (2009) in Marlina and Pratiwi (2020) said that the process of cutting a word, some parts of words, or a combination of words into a new form is called abbreviation. The research has shown that an abbreviation is a shortened word. USA, FBI, and CIA are good abbreviations. For example, NASA stands for National Aeronautics and Space Administration, UNESCO is for the United Nations Educational, Scientific, and Cultural Organization, and Radar stands for “radio detecting and ranging.” Some words, such as LOL, JK, ROFL, ASAP, and others, are abbreviations. They are abbreviations made out of the first letter of words or portions of words. When an abbreviation appears at the end of a sentence, a single period serves to mark the abbreviation and close the sentence. According to Schendl (2001) and Weakly (2006) in Marlina and Pratiwi (2020), there are five types of abbreviations. They are acronyms, clipping, blends, contraction, and initialism.

1. Initialism

Initialism is a sort of abbreviation that is capitalized. Initialism is a term that sounds like an acronym but does not pronounce like it. It provides a name for something that is not yet pronounced differently. For example, *FBI* stands for “Federal Bureau of Investigation,” *NT* stands for “nice try,” *NS* stands for “nice shot,” *GG* stands for “good game,” *PLC* stands for “Public Limited Company,” *UFO* stands for “unidentified flying object,” *USA* stands for “United States of America,” and *VAT* stands for “value-added tax.”

2. Blend

Blends are pieces of existing words and a combination of components from two different words. For example, *wanna* stands for “want to,” *y'all* stands for “you all,” *tryna* stands for “trying to.”

3. Clipping

Words ordinarily spelled by shorten a longer word. Clipping is usually informal, but not always. Some become standard forms, while others are classified as formal or technical. For example, *tho* stands for “though,” *app* stands for “application,” *sry* stands for “sorry,” *Brim* stands for “Brimstone.”

4. Contraction

The best sort of abbreviation is contraction. Contractions are reduced versions of complete forms in which the middle letters have been deleted. There are two types of contractions: a shortened form of a word that ends in the same letter as the word itself, and a concise way to express two words as one by writing them together, leaving out one or more letters, and replacing the missing letters with an apostrophe. For example, *Dr* stands for “Doctor,” *govt* stands for “government,” *St* stands for “Saint,” *he's* stands for “he is,” and *they'd* stands for “they would.”

5. Acronym

Acronym is a type of abbreviation which always written in capital and pronounced as a word. For example, *ASAP* stands for “as soon as possible,” *LOL* stands for “laugh out loud,” and *AIDS* stands for “*Acquired Immune Deficiency Syndrome*.”

According to Aeni et al. (2020), factors for frequent use of abbreviations in communication are stated as follows.

1. Save time when typing messages. Users believe that writing abbreviations save time, allowing them to type messages faster.
2. Keep an eye on new trends. It is easy for users to get carried away in a technologically advanced environment, especially when it comes to abbreviations.
3. Abbreviations are normally only sent to friends. Users do not utilize abbreviations when communicating with professors since they believe it is disrespectful to do so in communications.
4. Users believe that utilizing abbreviations in communication will not appear stiff to their friends.

METHODOLOGY

To find the abbreviations and the reason for using them, the writer decided to use the descriptive qualitative method. The informants of this research are 10 people. The criteria for these 10 informants were people who have reached above level 100 in the Valorant game. The intended subjects were Pontianak residents aged 19 to 40. The writer interviewed 10 informants and observed by playing the game to collect data as the primary data. The writer also used literature reviews such as journals, articles, books, and the internet. The activities are carried out interactively to examine the collected data and continue until the data is saturated. The activities for examining the data, namely data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

The writer analyzed the data until the data is saturated. The following are the results of observations made by the writer by playing the game Valorant with random gamers:

Table 1 Abbreviations Found from Observation

Abbreviation	Full Form
GG	Good Game
G	Go
OMG	Oh My God
FR	For Real
AFK	Away From Keyboard
BRB	Be Right Back
NT	Nice Try
WP	Well Played
NP	No Problem
MB	My Bad
NS	Nice Shot
B	Back
N1	Nice One
NOPROB	No Problem
SRY	Sorry
NC	Nice

Abbreviation	Full Form
ENMY	Enemy
RTT	Rotate
CARE	Careful
K	Okay
FLNK	Flank
A	Site A
B	Site B
C	Site C
MID	Middle
They're/They re	They are
He's/ He s	He is
It s k/ It's k	It is okay
ASAP	As Soon As Possible
YOLO	You Only Live Once
LOL	Laugh Out Loud

The writer analyzed these data using Schendl (2001) and Weakly (2006) in Marlina and Pratiwi (2020). There are five types of abbreviations: acronyms, clipping, blends, contraction, and initialism. The following is a table regarding the frequency of use of abbreviations by ten respondents:

Table 2 Initialism Abbreviations from Interview Results

No.	Initialism	Full Form	Frequency
1	GG	Good Game	7
2	OMG	Oh My God	2
3	TBH	To Be Honest	1
4	FR	For Real	1
5	AFK	Away From Keyboard	1
6	NGL	Not Gonna Lie	1
7	TBH	To Be Honest	1
8	BRB	Be Right Back	1
9	NT	Nice Try	2
10	HS	Head Shot	1

No.	Initialism	Full Form	Frequency
11	BS	Body Shot	1
12	WP	Well Played	4
13	NP	No Problem	2
14	MB	My Bad	4
15	NS	Nice Shot	1
Total			30

Table 3 Blend Abbreviations from Interview Results

No.	Blend	Full Form	Frequency
1	N1	Nice One	3
2	NOPROB	No Problem	1
3	WANNA	Want To	1
Total			5

Table 4 Clipping Abbreviations from Interview Results

No.	Clipping	Full Form	Frequency
1	THX	Thanks	1
2	CARE	Careful	1
3	MID	Middle	1
Total			3

Table 5 Contraction Abbreviations from Interview Results

No.	Contraction	Full Form	Frequency
1	They're/They re	They Are	2
2	He's/ He s	He Is	1
3	It s k/ It's k	It Is Okay	1
4	SRY	Sorry	5
5	NC	Nice	7
6	ENMY	Enemy	1
7	CNR	Corner	1
8	RTT	Rotate	2
9	B	Back	1
10	NVM	Nevermind	1
11	RP	Roleplay	1
12	K	Okay	1
13	FLNK	Flank	1

No.	Contraction	Full Form	Frequency
14	A	Site A	2
15	B	Site B	2
16	C	Site C	1
17	G	Go	3
18	U	You	1
19	CHK	Check	1
Total			35

Table 6 Acronym Abbreviations from Interview Results

No.	Acronym	Full Form	Frequency
1	ASAP	As Soon As Possible	4
2	YOLO	You Only Live Once	2
3	LOL	Laugh Out Loud	4
Total			10

All respondents know that the Valorant game is a first-person shooter (FPS) game in this research, the respondents like the game Valorant because the game is very challenging too. Valorant requires a strategy to win the game because each character has a different role. Thereby, teamwork is essential in this game. Valorant gamers use all the communication features, but most gamers use chat because they think it is more comfortable. There will be many abbreviations because of the limitation of time when gamers communicate on the game. The convenience of the game also affects the provision of information because games like Valorant require fast time to convey information and receive it. Therefore, this condition makes people modify the words into a shortened, more straightforward form, giving information to focus more when playing. Gamers usually use abbreviations in games, especially in Valorant games.

When communicating, abbreviations have become a habit for gamers because gamers tend not to read the very long text in this very intense game. The frequent use of abbreviations can be seen in interviews, which show gamers use all types of abbreviations in this game from Initialism, Blend, Clipping, Contraction, and Acronym. Contraction dominates the other types of abbreviation found in interviews because half of the data were classified as contractions. Contractions are reduced versions of complete forms in which the middle letters have been deleted.

Sharing information about the enemy's state help teammates understand the enemy according to their perception. The information that has been shared will create a new strategy to win the game. Not only that, but players will also begin to understand the movements of their enemies, thereby increasing the certainty of speculation about the enemy's strategy in the game. The abbreviation contraction is the most effective in the Valorant game because players use it when discussing strategy and expressing commands and information. The previous researcher supports Marlina and Pratiwi (2020), the result of their research shows that contraction dominates the other types of abbreviations in tweets on Twitter. When players

decide to change plans, abbreviations contraction will always appear in every communication, and it can be concluded this abbreviation is often used in a critical situation.

The following are the results of interviews with 10 Valorant gamers that the writer has selected:

Table 7 First Interview Question Results

No.	Can you describe the Valorant game?
1.	An exciting game, gamers will know that this is an FPS game that is definitely about shooting.
2.	Valorant is an FPS game that is trending on an international scale because this game introduces a unique mechanic.
3.	the Valorant game is a shooting game, and it's fun with lots of agents. People call it an FPS game.
4.	Valorant is an FPS game that I think is fun. The first time I met an FPS game that suited me.
5.	I have been playing online games for a long time. And in the past, I have competed in playing the Point Blank game. Valorant is very similar to Point Blank. It was even more exciting because there were various characters, different skills, right. That's great, this game is an FPS game, so I remind you that you need a high-tech computer to be able to play this game if you want to have a great playing sensation.
6.	One of the FPS games that use teams. The agents are equipped with skills.
7.	Valorant is one of the most popular fps games recently. It is the first fps game I've played & it's amusing! Many agents are handsome, and their skills are extraordinary. The weapons also vary, and some skins can be purchased (ingame purchase).
8.	Valorant is the same FPS game as CrossFire and Point Blank. The difference is we can use a skill in the Valorant game. The game is also more exciting with many agents.
9.	Valorant is an FPS game, kind of like a shooting game.
10.	Valorant is an entertaining game, this is an FPS game, so you need reflexes because the mechanics are high. Very adrenaline-pumping game.

Table 8 Second Interview Question Results

No.	In your opinion, how important is teamwork in this game?
1.	Very important, because each character has a different role.
2.	Very important.
3.	It's essential, if there is cooperation, the gamers will be able to get a good position and win the war.
4.	Very important.
5.	Everything must be communicated, from strategy and speculation on enemy movements to paying attention to each other. super important.
6.	100% Very important.
7.	Very important because this game requires a strategy that must be done together as one team so that there is no miscommunication and minor mistakes.
8.	Very important, teamwork is number one than skill.
9.	Valorant, there is an objective to be pursued. If you play alone, it will be tough.
10.	Very important.

Table 9 Third Interview Question Results

No.	What would you prefer, text chat, voice chat other communication features in the Valorant game?
1.	Text chat
2.	Text chat and Voice Chat
3.	Text chat
4.	Text chat
5.	Text chat and Voice chat

No.	What would you prefer, text chat, voice chat other communication features in the Valorant game?
6.	All Features
7.	All Features
8.	Text chat
9.	Text chat and Voice Chat
10.	Text chat

Table 10 Fourth Interview Question Results

No.	Can you give me some examples of communication in the Valorant game?
1.	Provides information on enemy positions and combines skills.
2.	Agree on which site to go to, report an enemy, etc. Usually, just talk casually.
3.	Ask for help, strategize, and warn friends of enemies.
4.	Teamwork, telling each other where the enemy is, always checking the area, or asking for help.
5.	Info on the location of the enemy, the damage that hit them, ask for help, or maybe joke together, then compliment each other for the effort given in one round.
6.	Ask to be alert, Info on the enemy's position, if my teammate succeeds in shooting, sometimes I compliment them for being great.
7.	Exchange information (such as telling the location of the enemy), formulate strategies, and sometimes there are jokes too so that the game doesn't get tensed.
8.	Something like giving enemy positions, strategizing, providing assistance to teammates, etc.
9.	Make a strategy, attack the enemy, defense, and remember the enemy's position.
10.	Ask friends to go back or rush, tell the enemy's position who killed me, how much damage is given, and make a strategy.

Table 11 Fifth Interview Question Results

No.	Do you use abbreviations when you communicate in Valorant while you are playing? Why?
1.	Yes, because when in the game, you need to focus. If you want to chat, you have to be fast. Abbreviations can speed up typing and save time.
2.	Yes, because so that it doesn't take time, the game is more effective. You don't need to type long, all Valorant gamers already know about it.
3.	Frequently, to save time and make communication easier when you're focused on playing games.
4.	Yes, to save time, you don't need to type long sentences so that you can focus on the game.
5.	Definitely bro, so the abbreviation is essential because it saves time, it's a trend, it's just when your teammates read it because it's not long, so it's very likely that they'll see and read it.
6.	Yes, always use it. The problem is that the game is very intense, so I don't have time to chat for a long time.
7.	Once when communicating by typing, to shorten the time, hahaha. But, I don't think it's too important, because there isn't any urgent information. If the information is essential, it is usually communicated directly via voice chat.
8.	I always use that abbreviation because it's easier. Things like this are necessary because it can be late information if you type for a long time.
9.	Important, because we are fastpaced, that's how the game is. If you want to type long, it will die first, and you can focus on the game.
10.	Yes, type faster, save time, and certainly can focus on the finished game. After all, FPS gamers must be familiar with the abbreviation.

Table 12 Sixth Interview Question Results

No.	Do you think using abbreviation to communicate in Valorant Game is useful?
1.	Yes
2.	Yes
3.	Yes
4.	Yes
5.	Yes
6.	Yes
7.	Not really
8.	Yes
9.	Yes
10.	Yes

Table 13 Eighth Interview Question Results

No.	Based on previous interviews, most of them prefer to use abbreviation contraction types, for example, flnk, cnr, k, b, a, c, nc, it's, they r, chk, and many more. Based on the following example, do you think there is a reason why most people prefer to use this type?
1.	In my opinion, it's mostly used to provide information, and it's essential in games.
2.	The abbreviation is very commonly used in FPS games, so it is often used.
3.	The abbreviation is often used when conveying information related to the game.
4.	Abbreviation affects the game and tends to be used to set strategies, orders, and information like that.
5.	In my opinion, the abbreviation is commonly used in FPS games because the abbreviation is used to convey something in the game.
6.	It is essential for strategy in the game, so I can quickly tell my team, so I can be more careful because not everyone has the time to pay attention to the map, go forward and don't look back, so if there are enemies, it's easier for me and my team to tell each other.
7.	In my opinion, this abbreviation is for commanding, strategizing, and also providing information.
8.	In my opinion, the abbreviation is to inform something, and that's why gamers often use this type of abbreviation.
9.	Of course, because these abbreviations are very timesaving, especially in playing, these abbreviations are the most common and basic commands or basic expressions when I play.
10.	Indeed, gamers often use these abbreviations, such as a and b, to direct to what site, lead the team, and make strategies.

The table above shows that Valorant is a tough game, so to win it requires good teamwork. In achieving good teamwork, team members need communication to convey every information they know to win the game. Communication in the valorant game is about enemy status, making strategies, asking for help, and talking casually to create solidarity in the team. All respondents said that the abbreviations were essential. Game Valorant is a very intense game with a very fast game phase. With the abbreviations, in-game communication becomes quicker and more effective in terms of benefits because the information is not late. Faster communication makes players more focused on winning the game.

CONCLUSION

Based on the results of the analysis and discussion, the writer has reached the following conclusions:

- a. In the Valorant game, there are five types of abbreviations: clipping, initialism, blend, acronym, and contraction. All abbreviations are used in Valorant, where half of the data were classified as contractions.

- b. Abbreviations are generally used in the Valorant game to help gamers provide information like creating a strategy, providing information on enemy positions, and combining skills. That's why abbreviations are essential in the Valorant game. When text chat, the abbreviation is very time-efficient for both sender and receiver so gamers can focus on their game.

Based on the results of the discussion and observations during the research, the following suggestions are made for companies and researchers who want to conduct similar research:

- a. The writer only does research types and functions of abbreviations in the Valorant game. The writer suggests future writers can conduct research on a similar type of game with other language components, such as such as kinds and forms, or on different trending types of global online games like MMORPGs (Massively Multigamer Online Role-Playing Games).
- b. Gamers benefit by knowing the abbreviations that can help them communicate in the game. Abbreviations will be very helpful when in the game because the abbreviations can speed up the delivery of information in a game.

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