

e-ISSN: 2747-2957



# ELSA JOURNAL

English Language Studies and  
Applied Linguistics Journal

VOLUME 5 , NO . 1/ NOVEMBER 2024

**The Analysis of the Understanding of Idiom of Fourth Semester  
Students at Politeknik Tonggak Equator**

*Nicorianto, Gregorius Subanti, Selamat Tumpal Manurung*

**The Analysis of Code Mixing and Code Switching in  
Podcast on Alvin in Love Youtube Channel**

*Fariska Wulandari, Sonia, Gregorius Subanti*

**The Types and Funtions of Slangs in "Finnick" Movie**

*Fransiska Way Warti, Fariska Wulandari, M.A. Claudia Kesia*

**An Analysis of Slang Expressions Used in Brooklyn  
Nine-Nine American TV Series**

*Vanessa Theri Cayana*

**The Analysis of Grammatical Error Found in Curriculum Vitae of  
Teacher Applicants at Wonder Kids School**

*Dea Della, Selamat Tumpal Manurung, Tri Mulyaningsih*



Diterbitkan oleh  
Unit Penelitian dan Pengabdian pada Masyarakat  
POLITEKNIK TONGGAK EQUATOR



## EDITORIAL BOARD

### PARTY IN CHARGE

**Fera Maulina, S.E.T., M.M.**  
Ketua Unit Penelitian dan Pengabdian pada Masyarakat,  
Politeknik Tonggak Equator, Pontianak

### EDITOR IN CHIEF

**Fera Maulina, S.E.T., M.M.**

### EDITORS

1. **Alvina Yolanda, S.Pd., M.Sc.** (Universitas Nahdlatul Ulama, Kalbar)
2. **Gabriella Novianty Soedjarwo, S.Pd., M.Hum.** (Sekolah Tinggi Ilmu Komunikasi dan Sekretaris Tarakanita, Jakarta)
3. **Yosafat Barona Valentino, S.Pd., M.Hum.** (Politeknik Tonggak Equator, Pontianak)
4. **Hilaria Janariani, S.S.T., M.Pd.** (Politeknik Tonggak Equator, Pontianak)
5. **Gregorius Subanti, S.Pd., M.Hum.** (Politeknik Tonggak Equator, Pontianak)

### REVIEWERS

1. **Andri Saputra, S.Pd., M.S.** (Universitas Islam Negeri Fatmawati Sukarno, Bengkulu)
2. **Mohammad Rahmatuzzaman, M.Sc.** (Belfast International School, Bangladesh)
3. **Magpika Handayani, S.Pd., M.Pd.** (Politeknik Tonggak Equator, Pontianak)
4. **Fariska Wulandari, S.Pd., M.Pd.** (Politeknik Tonggak Equator, Pontianak)
5. **Fransiska Way Warti, S.Pd., M.Sc.** (Politeknik Tonggak Equator, Pontianak)
6. **Agus Riadi, S.Pd., M.Sc. TESOL.** (Politeknik Tonggak Equator, Pontianak)

### ADDRESS

Jalan Fatimah No. 1-2, Pontianak, Kalimantan Barat – 78111 |  
Website: [www.polteq.ac.id](http://www.polteq.ac.id) | e-mail: [uppm.polteq@gmail.com](mailto:uppm.polteq@gmail.com) |  
CP. (0561) 767 884

### English Language Studies and Applied Linguistics Journal

(ELSA) is a publication of Politeknik Tonggak Equator (POLTEQ), releasing original research in the fields of English Language Studies and Applied Linguistics biannually, specifically in May and November.

Articles within the ELSA journal's scope may span a wide range of topics and undergo a thorough reviewing and editing process before publication, ensuring no alterations to the original manuscript's substance.

The authors bear full responsibility for the content of their articles, which may not necessarily reflect the opinions of the publisher. Manuscripts submitted to our editorial staff must not have been previously published elsewhere or be under consideration for publication by other publishers.



---

## TABLE OF CONTENTS

Editorial Board .....	i
Table of Contents .....	ii
The Analysis of the Understanding of Idiom of Fourth Semester Students at Politeknik Tonggak Equator.....	1-7
<b>Nicorianto, Gregorius Subanti, Selamat Tumpal Manurung</b>	
The Analysis of Code Mixing and Code Switching in Podcast on Alvin in Love Youtube Channel.....	8-16
<b>Fariska Wulandari, Sonia, Gregorius Subanti</b>	
The Types and Funtions of Slangs in “Finnick” Movie.....	17-27
<b>Fransiska Way Warti, Fariska Wulandari, M.A. Claudia Kesia</b>	
An Analysis of Slang Expressions Used in Brooklyn Nine-Nine American TV Series.....	28-40
<b>Vanessa Theri Cayana</b>	
The Analysis of Grammatical Error Found in Curriculum Vitae of Teacher Applicants at Wonder Kids School.....	41-58
<b>Dea Della, Selamat Tumpal Manurung, Tri Mulyaningsih</b>	



## THE ANALYSIS OF THE UNDERSTANDING OF IDIOM OF FOURTH SEMESTER STUDENTS AT POLITEKNIK TONGGAK EQUATOR

Nicorianto<sup>1</sup>, Gregorius Subanti<sup>2</sup>, Selamat Tumpal Manurung<sup>3</sup>

*riantonico78@gmail.com*<sup>1</sup>, *gregorius.subanti@gmail.com*<sup>2</sup>, *tumpalponi@gmail.com*<sup>3</sup>  
Politeknik Tonggak Equator<sup>1,2,3</sup>

### ABSTRACT

*Idioms play a significant role in daily informal communication by creating more creative interactions. Idioms are formed from combinations of words whose meanings are often guessed from the meaning of each word (Odell and McCarthy, 2010). However, the use of idioms is still quite rare in the environment of Politeknik Tonggak Equator, Pontianak. A lack of understanding of idioms can also lead to misunderstandings in the process of conveying information. This study aimed to delve deeper into the understanding of fourth-semester students in the 2023/2024 academic year regarding idioms and how they understand or analyze an idiom. This study involved 15 respondents from the fourth-semester students at Politeknik Tonggak Equator. A qualitative method was used in this study, with a descriptive method as the data presentation technique. In data collection, a written test consisting of 60 questions and a written interview with a total of eight questions were used. The data collection results showed that the average respondent had an almost excellent level of understanding and recognition, reaching up to 84.85 out of 100. The results of the written interviews showed that the respondents heavily relied on their vocabulary knowledge to interpret words or phrases in idioms and to interpret the overall sentence to understand the existing context. Additionally, the results also indicated that understanding the cultural context plays a role in comprehending an idiom.*

**Keywords:** *english idioms, interpreting, understanding, context, culture.*

### INTRODUCTION

English is a language that widely used in the world. As the part of international language, English has become an important language to be learned by people over the world. Using English make the obtaining-sharing information or ideas easier as the main purpose of communicating and broadcasting (Pratiwi, 2021). Furthermore, based on the data provided by Ethnologue in Annur (2021), English has been the most spoken Language with the number of speakers of 1,35 million surpassing Mandarin and Hindi Language.

English is a very rich language containing different linguistic features, including idiom. Krisandini (2021) described idiom as a fixed collection of words with a specific definition. Idiom is used to express some situation based on the context and the meaning. Liontas (2015) as cited in Nasir (2023) stated that possessing skills in using idiomatic expressions is essential for language learners or users to navigate everyday conversations effectively which can reflect communicative authenticity and social significance.

### LITERATURE REVIEW

The term understanding can have different meanings to experts. According to Blaha (2022), understanding is a process depends on learning, interpreting, generalizing, and acting upon

information. These definitions emphasize that understanding is a condition where a person knows about some information and know how to act according as the information that has been collected. Understanding is needed to process information so that the information itself may clearly delivered to the audience. A good understanding can provide meaningful connection whether in personal relationship or in professional setting.

The definition of idiom is varied. Idioms are created from word combinations whose meaning is often difficult to guess from the meaning of each word (O'dell and McCarthy, 2010). Krisandini (2021) stated that an idiom is a fixed collection of words with a specific definition. Idiom is a word or phrase that has a unique meaning, and perhaps even a meaning unrelated to its literal interpretation (Kahhar,2020). It can be conclude that idiom is a group of words with different meanings that are used in some type of situation which not represent the current real situation. The difficulty in understanding idioms is that it cannot be translated using word by word technique but it has to be done contextually to get the real meaning or message (O'dell and McCarthy,2010). For example, idiom "piece of cake" means easy. This idiom cannot be translated using word-by-word technique. The other idiom "break a leg" does not really means hurt someone's leg. Otherwise, it could be described as a way to say good luck (Nasir,2023).

In this study, the author utilizes the theory presented by O'dell and McCarthy (2010) about six types or classifications of idioms which are Similes, Binomials, Euphemisms, Proverbs, Cliché, and Fixed statements.

a. Similes.

Similes are types of idioms which compare two things. This type of idiom always includes the word "as" or "like". The comparison became more powerful by the used of similes. For example:

1) As: my cousins are **as thin as rake**.

The meaning of the bolded idiom is extremely thin.

2) As: The baby's skin **as smooth as silk**.

The meaning of the bolded idiom is extremely smooth.

3) Like: He can **run like a wind**.

The meaning of the bolded idiom is extremely fast.

4) Like: He **drives like a maniac!**

The meaning of the bolded idiom is to drive extremely fast and badly.

b. Binomials.

Binomials are types of idioms which constructed by a conjunction (linking word) such as the word "and". The structured word in the idioms is fixed. For example, the words "black and white" are usually structured in the fixed position. People prefer to say "black and white" rather than "white and black". Binomials can be used in six situation which are:

1) Synonyms: Their work is often **neat and tidy**.

2) Opposites: Which one are you betting on? **Head or tails?**

3) The same word: They finished the race **neck and neck**. (equal)

4) Rhyming: The sofa in the hotel take a lot of **wear and tear**. (damaged through everyday use)

5) Alliterative: After the match, the player's legs were **black and blue**. (very bruised)

6) Joined by words other than *and*: He gained the horse's confidence **little by little**.

c. Proverbs.

Proverbs are brief statements that refer to something related to a situation that people have experienced. For example:

1) A: We all want to solve this problem, and i am sure we will find a solution.

B: Yes, **Where there's a will, there's a way**. (if we want to achieve something, we can)

2) A: What a day! My car broke down and had a flat tire also my wallet has been stolen this morning.

B : **It never rains but it pours.** (Problems always happen together)

d. Euphemisms

Euphemisms are type of idiom used to avoid saying words which may offend or be considered unpleasant. Euphemisms can be used in:

- 1) To talk about subjects which may upset or offend, such as death. For example, he was clearly **not long for this world**, yet despite his impending death, he never lost his sense of humor.
- 2) To avoid using direct words for body functions. For example, Andy wants to **spend a penny**. This means that Andy wants to go to the toilet (in UK public toilets used to charge a penny).
- 3) For humorous effect when telling anecdotes. For example, How embarrassing! The door opened and my neighbor saw me in **my birthday suit** (naked)
- 4) By the media or political institutions to tone down unpleasant situations. For example, He died in a **friendly fire** incident. (killed by his own side, not by the enemy)

e. Clichés

Clichés is a comment that often used in certain common, everyday situations, it is a comment that most people are familiar with and is therefore not original. Slogans and newspaper headlines frequently contain clichés, and they are also commonly used in casual conversation. For example:

- 1) **Look on the bright side.** This idiom means to look something good in a bad situation.
- 2) It is not over **until the fat lady sings.** This idiom means that you cannot be sure what will happen until the very end of something.
- 3) **Ignorance is a bliss.** This idiom simply means that sometimes you may be happier when you do not know all the things and only know a few facts of a situation.

f. Fixed Statements

Fixed statements are idioms which commonly found in everyday conversations. For example:

- 1) **So far, so good.** Means things are going well till this point.
- 2) **Take it easy!** Means to calm down or relax.
- 3) **Get your skates on!** Means to hurry up.
- 4) **Give me a break!** Means to stop criticizing me
- 5) **I'll believe it when I see it.** Means that I am doubtful that it will happen.
- 6) **Break the ice.** Means to start a conversation or social interaction in a situation where there may be tension, awkwardness, or formality

There are a lot of idioms in English language with various function in different situation. Each of idioms may be useful in communication. By using theory grounded by Odell and McCarthy (2010), there are six function of idiom.

- 1) To emphasis a fact or expressions. For example, the singer's second album **sank like a stone.** (failed completely)
- 2) To agree with a previous speaker. For example,  
A: Did you notice how Sindi started listening when you said her name?  
B: Yes, that certainly made her **prick her ears up.** (start listening carefully)
- 3) To comment on people. For example, did you hear Jack has been invited for dinner with the prime minister? He is certainly **gone up in the world!** (gained better social position)
- 4) To comment on situation. For example, the new finance minister wants to **knock the economy into shape.** (take action to get something into a good position)

Nicorianto, Subanti, G. Manurung, S.T. (2024). The Analysis of the Understanding of Idiom of Fourth Semester Students at Politeknik Tonggak Equator. *ELSA Journal*, 5(1), 1-7.

- 5) To make an anecdote more interesting. For example, it was just one disaster after another today, a sort of **domino effect**. (when something usually bad thing happens and causes a series of other things to do)
- 6) To catch the reader's eye. Idioms, particularly those with strong images are often used in headlines, advertising slogans and the names of small businesses. The writer may play with the idiom or make a pun (a joke involving a play on words) in order to create a special effect. For example, a. a **debt of dishonor** instead of the usual **debt of honor**. (a debt that you owe someone for moral rather than financial reasons).

## METHODOLOGY

Sugiyono (2013) defined research method is basically a scientific way to obtain data with specific objectives and purposes. Sugiyono (2013) stated that qualitative method is a research method used to investigate natural conditions of objects where the researcher acts as the key instrument and employs data collection techniques through triangulation. Considering the explanation of methods of research, qualitative method has been used for this study to obtain the information about how are the understanding of idioms by the fourth semester students in Politeknik Tonggak Equator. The writer used descriptive methods in this study as the technique of data collecting which are by using test and interview. The test was in form of written test, held to gather information about how far the students understand the meaning of idiom and how to apply it in conversation while written interview was held to gather a deeper information based from the result displayed by the test. The answers from the interview were analyzed in the findings. This approach, help the writer to provide detailed insights into the meanings of the idiom within the understanding of the students. The collected data were described by using narrative sentence.

The study was conducted in Politeknik Tonggak Equator located in Jl. Fatimah No.1-2 Pontianak 78243, West Kalimantan. The subject of this study was 15 students from the fourth semester students of academic year 2023/2024. The main object of this study is the students' understanding about idioms. This consist of the meaning of idiom and how does the subject see or interpret about idiom.

In conducting this study, the primary data were collected from the result of the written test and written interview given by the writer to the subject of research. The written test consists of 60 questions while the written interview consists of eight questions. All of the question from the written test was taken from a book entitled "English Idioms in Advanced Used" by Odell and McCarthy. There were different purposes of the tests. The written test served as an indicator and initial data for the written interview so that the writer can delve deeper about the students' understanding. Sugiyono (2013) state that secondary data are sources that do not directly provide data to the writer, such as through documents. To complete this study, the writer used and collected the data through literatures such as book, journal, articles, reports, scholarly, e-book, and dictionaries.

After the data has been collected, the step of data analysis as follows.

### a. Data reduction

Sugiyono (2013) state that data reduction means summarizing, selecting essential elements, focusing on important aspects, and identifying themes and patterns. In the written test, the writer focused on the example of English idioms with their reliable meanings and synchronize it with the answer from the subjects. For the written interview answer, the writer focused on the relatable answer from the subject.

### b. Data Display

Nicorianto, Subanti, G. Manurung, S.T. (2024). The Analysis of the Understanding of Idiom of Fourth Semester Students at Politeknik Tonggak Equator. *ELSA Journal*, 5(1), 1-7.

In qualitative research, data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and similar formats (Sugiyono, 2013). In this study, the data gathered are displayed in form of table and explained by using narrative sentence.

c. Conclusion/verification

In qualitative research, conclusions are new findings that were previously unknown. These findings can include descriptions or depictions of an object that were previously unclear or vague, causal or interactive relationships, hypotheses, or theories (Sugiyono, 2013). In this study, the writer made a conclusions based on the data that had been collected from the respondents through written test and written interview.

## FINDINGS AND DISCUSSION

According to Biro Administrasi Kepegawaian, Karir dan Informasi (2022) respondent is a person that providing a feedback or answer to the instruments of research whether it is in a questionnaire or interview while informant is a person commonly an expert that provide deeper information to the researcher without providing feedback to the instruments. This research involved 15 students from fourth-semester students in Politeknik Tonggak Equator as the subject and respondent. All of the respondents had been asked to fill personal information which are contains name, gender, and age.

After collecting data from the respondents, the writer then analyzed the final results of the number of correct answers. Questions number 35 and number 45 had the fewest correct answers, with only a total of 8 respondents successfully answering these questions correctly. On these two questions, respondents were confused by the meaning of the sentences and meaning of the idiom that leading many of them to choose the wrong idiom to complete the questions. Then followed by question number 27 regarding the meaning of the idiom “get your skates on,” where only nine respondents managed to answer this question correctly. Six other respondents thought that the idiom was an invitation to go somewhere because if interpreted at a glance just by looking at the vocabulary, it indeed gives the impression that the phrase is an invitation to go somewhere since the phrase contains the word "get" meaning in Indonesia “*ambil*” and "your skates" meaning in Indonesia as “*sepatu roda milikmu*”. Beside of the most incorrect answer, the writer has summarized the results of the test into the following table by using the Politeknik Tonggak Equator Standard assessments.

Based on the collected data, the writer calculates the score by dividing the total number of correct answers with the total number of questions and then multiplying the result by 100. The average result of the test taken from the fifteen students from fourth semester in Politeknik Tonggak Equator is 84.85 which is nearly excellent. This indicates that 15 respondents could interpret or even familiar with the idiom given in the test. Respondent A reached the highest score by answered 58 question correctly with the total point is 96.6 while respondent NW became the respondent who answered the fewest correct questions by answered 40 questions correctly with total point 66.6 which are more than sufficient. Unfortunately, there were no respondents that answered correctly all of the question in written test.

In interpreting the idiom, the writer found that the respondents were very depended on vocabulary knowledge. Even though the respondents knew that not all of the idiom had the same meaning as the original sentence, interpreting each word still became the most important step to interpret the context of the idiom. Having good cultural knowledge is also important since there were some of English idioms had similar meanings to Indonesian idiom. If the respondents encounter idioms they have never heard before, they will search for the meaning on the internet or directly ask the person they are talking to. This is a common response, considering that in today's

Nicorianto, Subanti, G. Manurung, S.T. (2024). The Analysis of the Understanding of Idiom of Fourth Semester Students at Politeknik Tonggak Equator. *ELSA Journal*, 5(1), 1-7.

era, the internet has become a necessity and provides instant answers to what we want to know. Apart from that answer, there is still one respondent who said they would look up the meaning of the idiom in a dictionary.

## CONCLUSION

After analyzing the data from the findings, the writer drew a conclusion addressing the research problems which are the students' understanding in idiom and the way they interpret it. From the findings, the accumulated standard point of 15 respondents from fourth semester students of Politeknik Tonggak Equator in understanding idiom reached the number 84.85 which is categorized as nearly excellent according to the Politeknik Tonggak Equator standard assessments. This result was taken from the analysis of the written test which contains 60 questions. This indicates that 15 respondents could interpret or even familiar with the idiom given in the test and have a good understanding about idioms. Having good cultural knowledge is also important since there were some of English idioms had similar meanings to Indonesian idiom. For example, idiom "where there is a will, there is a way" had a similar meaning with Indonesian idiom "*dimana ada masalah pasti ada jalan keluar*".

This study provides some suggestions that might be necessary to address current issues. For the readers, it is expected that the understanding of idioms can be further improved, considering that idioms are also an important aspect of informal speech. It can be achieved by enhancing vocabulary knowledge. This has been proven to have a significant impact through the results of tests and interviews conducted. Moreover, idioms are widely used in literary works, requiring a basic understanding when reading novels or other books containing idioms.

For future researcher, it is recommended to delve deeper into data collection techniques. Observing and conducting face-to-face interviews is crucial for gathering more comprehensive data compared to relying solely on written forms. This approach allows for a more nuanced understanding of the subject matter and can uncover insights that may be missed through written responses. Additionally, personal interactions can help build rapport with participants which may lead to more honest and detailed answers. By enhancing data collection methods, future research can achieve greater accuracy and depth in its findings.

## REFERENCE

- Akbar, M, R. (2024). Pengertian Komunikasi Menurut Para Ahli dan Contohnya. Detik. <https://www.detik.com/jogja/kota-pelajar/d-7229966/pengertian-komunikasi-menurut-para-ahli-beserta-jenis-dan-contohnya>
- Algiers, A. (2019). The Challenge of Idioms for Language Learners. Confianza. <https://ellstudents.com/blogs/the-confianza-way/challenge-of-idioms-for-language-learners>
- Annur, C, M. (2021). Inilah Bahasa yang Paling Banyak Dipakai Di Dunia, Bagaimana Bahasa Indonesia?. Databoks. <https://databoks.katadata.co.id/datapublish/2021/11/01/inilah-bahasa-yang-paling-banyak-dipakai-di-dunia-bagaimana-bahasa-indonesia>
- Biro Administrasi Kepegawaian, Karir dan Informasi (2022). Responden Penelitian: Karakteristik dan Syaratnya. <https://bakri.uma.ac.id/responden-adalah-subjek-atau-orang-yang/>
- Berdina, A. (2023). Why is English Hard to Learn? Oxford International Digital Institute. <https://oidigitalinstitute.com/news/why-is-english-hard-to-learn/>
- Bernardi, A. (2023). English Idioms for General Conversation. The London School of English. <https://www.londonschool.com/blog/english-idioms-general->

Nicorianto, Subanti, G. Manurung, S.T. (2024). The Analysis of the Understanding of Idiom of Fourth Semester Students at Politeknik Tonggak Equator. *ELSA Journal*, 5(1), 1-7.

*conversation/#:~:text=It%20is%20almost%20impossible%20to,them%20rich%20in%20conv  
ersational%20possibilities*

Blaha, L., Abrams, M., Bibyk, S., Bonial, C., Hartzler, B., Hsu, C., Khemlani, S., King, J., Amant, R., Trafton, J., & Wong, R. (2022). Understanding Is a Process. *Frontiers in Systems Neuroscience*, 16.

Kahhar, J.S. (2020). *Idiom Bahasa Inggris*. Cemerlang Publishing.

Krisandini, M.T.K., & Sutrisno, A. (2021). The Translation of Idioms from English to Indonesian: The Case of J.K. Rowling's Harry Potter and The Half-Blood Prince. *Lexicon*. 8(1). 24-32.

Arti Lirik Lagu Barat. (2023). Lirik Paramore-Still into You.

<https://terjemah-lirik-lagubarat.blogspot.com/2016/12/lirik-paramore-still-into-you-dan.html?m=1>

Nasir, C., & Ufairah, A. (2023). Idiomatic Expressions Used by the Acehnese Novelist Arafat Nur in The Novel Tanah Surga Merah. *Siele Journal*. 10(1) 537-555.

Nuraeni, D., Uswatun, D.A., & Nurasih, L. (2020). Analisis Pemahaman Kognitif Matematika Materi Sudut Menggunakan Video Pembelajaran Matematika Sistem Daring di Kelas IV B SDN Pintukisi. *Pendas*. 5(1). 61-75.

Ngoge, A. T. (2023). Assessing Comprehension of English Idioms: A Case of University Students in Unguja. *AJOL: African Journals Online*. 2(2). 11-23.

O'dell, F., & McCarthy, M. (2010). *English Idioms in Used Advanced*. Cambridge University Press.

Pratiwi, A. (2021). Communication and International Language: An Overview on the Importance of English International Language (EIL) in Global Communication and Broadcasting . *Komunikasia* . 1(1). 69-84.

Salim, M, P. (2023) Cara Membuat Pertanyaan Penelitian, Pahami Metode dan Ciri Pertanyaan yang Baik. *Liputan6*.

<https://www.liputan6.com/hot/read/5362769/cara-membuat-pertanyaan-pahami-metode-dan-ciri-pertanyaan-yang-baik?page=2>

Sugiyono, P. D. (2013). *Metode Penelitian Bisnis : Pendekatan Kuantitatif, Kualitatif, Kombinasi, dan R&D* . Bandung: CV Alfabeta.

Thyab, R. A. (2016). The Necessity of idiomatic expressions to English Language learners. *Academic Journals*. 7(7). 106-111.

Timaltin, M., Hubers, F., & Hintz, F. (2021). Exploring Individual Differences in Recognizing Idiomatic Expressions in Context. *Journal of Cognition*. 4(1). 37.



## **THE ANALYSIS OF CODE MIXING AND CODE SWITCHING IN PODCAST ON ALVIN IN LOVE YOUTUBE CHANNEL**

**Fariska Wulandari<sup>1</sup>, Sonia<sup>2</sup>, Gregorius Subanti<sup>3</sup>**

*RiskaDiandra0212@gmail.com<sup>1</sup>, sonia050102@gmail.com<sup>2</sup>, gregorius.subanti@gmail.com<sup>3</sup>*  
Politeknik Tonggak Equator<sup>1,2,3</sup>

### **ABSTRACT**

This study aims to identify the types of code mixing and code switching used in the YouTube video conversation on Alvin in Love between Alvin Adam and Chef Marinka. Additionally, this study seeks to understand the functions of using code mixing and code switching in the context of the conversation. The research method employed is qualitative descriptive, focusing on the analysis of conversations between Alvin and Chef Marin to uncover patterns of code mixing and code switching usage. The research findings reveal that the types of code mixing used include insertion, alternation, and congruent lexicalization. Furthermore, the study identifies types of code switching such as tag switching, inter-sentential switching, and intra-sentential switching. Moreover, this study uncovers various functions of using code mixing and code switching, such as enhancing communication flexibility, facilitating effective information delivery, representing speaker identity, increasing spontaneity in communication, and adapting to different audiences. Thus, this research provides an understanding of how and why code mixing and code switching are used in the context of informal communication on social media.

**Keywords:** code-mixing, code-switching, podcast.

### **INTRODUCTION**

Language is the unifier of the nation because it serves as an instrument in communication among people in the world. Sociolinguistics is the scientific study of language as a social communication instrument. According to Oyam IBIS (2008), it is explained that there are three basic types of language commonly used: mother tongue (L1), second language (L2), and foreign language (FL). Mother tongue (L1) is that it is the first language learned which individuals identify with as native speakers and may be the language they are most competent in or use the most. Second language (L2) is acquired after the mother tongue, typically used in the environment and sometimes in school (national language). Foreign language (FL) is that it is a language primarily learned in a classroom setting, often for reading texts or communicating with speakers outside of one's native context.

Quoting from Asrifan, Abdullah, Muthmainnah, Yunus, & Patil (2021), the beginning of bilingualism lies in the existence of language communities, which means the agreement of language communities as a means of communication. From these language communities, new theories about bilingualism and monolingualism will emerge. Monolingualism refers to language communities that use only one language, while bilingualism refers to the habit of using two languages in interaction with others.

Bilingual speakers possess a complex cognitive domain with various lexical and structural features, which cannot be reduced to just two separate linguistic systems as stated by the theory of double correspondence. In reality, their bilingual language abilities reflect complex interactions between the two languages they master, resulting in various unique cognitive aspects. This includes not only lexical aspects but also structural, semantic, and pragmatic aspects of both languages they use. Thus, bilingual speakers form a rich and complex cognitive

system, shaped by their language experience and cultural interactions (Otheguy, García, & Reid, 2018). Bilingualism, code-mixing and code-switching have a relationship where individuals who actively use two languages often engage in code-mixing, which is one of the elements in communication.

The use mixing of foreign (FL) languages not only occurs in schools and society but also in social media. Nowadays, a large number of individuals are active users of social media platforms. These platforms provide quick access to a wide range of information. Social media enables people to freely express their thoughts, opinions, and experiences related to their daily lives. With numerous options available such as Facebook, Instagram, Twitter, YouTube, and more, users have various channels through which they can share their views and ideas.

According to Ensour (2015), YouTube stands out as one of the premier platforms globally for uploading and distributing videos, establishing personal channels, and facilitating live broadcasts for organizations. Through YouTube, individuals can experience numerous benefits, including accessing a diverse range of content, sharing and uploading various types of videos, and establishing their own personalized channels. YouTube hosts a wide array of video genres, spanning from gaming and music videos to podcasts and beyond.

Alvin Adam is a Professional Host, TV Personality, Brand Ambassador, Public Speaking Trainer, and Author. He started as a famous journalist in Indonesia and then became a successful YouTuber making podcast content on his channel called "Alvin in Love." Alvin now hosts a podcast about love, where he talks about current issues with famous people and explores emotions that have not been discussed before. Alvin often mixes Indonesian and English when talking, which is called code mixing and code switching.

Quoting from Asrifan, Abdullah, Muthmainnah, Yunus, & Patil (2021), the beginning of bilingualism lies in the existence of language communities, which means the agreement of language communities as a means of communication. From these language communities, new theories about bilingualism and monolingualism will emerge. Monolingualism refers to language communities that use only one language, while bilingualism refers to the habit of using two languages in interaction with others.

Bilingual speakers possess a complex cognitive domain with various lexical and structural features, which cannot be reduced to just two separate linguistic systems as stated by the theory of double correspondence. In reality, their bilingual language abilities reflect complex interactions between the two languages they master, resulting in various unique cognitive aspects. This includes not only lexical aspects but also structural, semantic, and pragmatic aspects of both languages they use. Thus, bilingual speakers form a rich and complex cognitive system, shaped by their language experience and cultural interactions (Otheguy, García, & Reid, 2018). Bilingualism, code-mixing and code-switching have a relationship where individuals who actively use two languages often engage in code-mixing, which is one of the elements in communication.

Code-mixing is the phenomenon where speakers who are proficient in multiple languages borrow and combine words from different languages, which often occurs in social media content. This phenomenon reflects the cultural and linguistic richness of multilingual users, who creatively blend elements from various languages in their daily communication, especially in the fast-paced and dynamic environment of social media (Bali, Sharma, Choudhury, & Vyas, 2014).

Quoting from Laila, Hadinata, Umiyati, & Budiarta (2022), there are several types of code-mixing as follows.

a) Insertion

The concept of this type refers to the act of inserting material such as lexical items or entire constituents from one language into the structure of another language. Insertion can be explained as the process in which a word or phrase from one language is inserted into another language, resulting in a merging or mixing of language elements from both languages. This

reflects the complex interaction or relationship between the two involved languages, where elements from one language are used to enrich or expand the structure of another language.

b) Alternation

According to Tololiju, Marentek, & Lasut (2018), alternation occurs when the language structures of two languages unexpectedly change, both at the grammatical and lexical levels, among and from each language. This mixing phenomenon is often considered a characteristic of individuals who master more than one language but may have difficulty in smoothly mixing between the two. Alternation is also known as a characteristic of less fluent bilinguals who tend to move back and forth between two languages.

c) Congruent Lexicalization

This type refers to the condition where two languages collaborate or share in grammatical structures that can then be filled with lexical elements from different languages. In this context, there is synergy between the two involved languages, where the grammatical structures of each language complement each other and allow the use of lexical elements from different languages. In other words, in one sentence, there is the presence of two words or phrases representing each involved language, creating rich linguistic diversity in communication expression.

In bilingual or multilingual communities, people might switch between different languages when they talk. This happens depending on the situation and what's going on around them. According to Afifah, Ys, & Sari (2020), code-switching happens when people intentionally change languages during a conversation. It involves using two languages or language styles in the same talk or chat. Codeswitching occurs when the situation changes, leading to a language switch.

According to Jendra as mentioned by Rohmani, Fuady, & Anindyarini (2013), code switching is when a speaker deliberately changes the language they're using for a particular reason. Based on Chaer and Agustina as cited in Amri (2019), code switching doesn't only occur between languages, but also between language varieties and styles within one language. Therefore, code switching is a language phenomenon that happens due to situations between languages and between language varieties within one language. Rahardi as cited in Amri (2019) defines code switching as a general term for the interchange or transition of using two or more languages, several variations of one language, or even several styles of a language variety. Quoting from Afifah, Ys, & Sari (2020), there are several types of codeswitching as follow.

a. Tag code-switching

Tag code-switching is a phenomenon where a bilingual person inserts a short expression (tag) from a different language at the end of their utterance. This can occur due to habit, a desire to emphasize, or to add a certain nuance in communication.

b. Inter-sentential code-switching

Inter-sentential code-switching occurs when a person switches between two different languages by speaking a complete sentence in a foreign language within a conversation that primarily takes place in the base language. This phenomenon typically happens to express a specific idea or emphasize certain aspects of the conversation.

c. Intra-sentential code-switching

Intra-sentential code-switching occurs within a single sentence when a speaker incorporates a word, phrase, or clause from a foreign language into the base language. This phenomenon often arises when the speaker finds that the foreign language term better conveys the intended meaning or when they are more comfortable expressing certain concepts in the foreign language.

## **METHODOLOGY**

This research applies descriptive research. The writer set the focus on the findings of code-mixing and code-switching in videos titled "Gak Nyangka Kisah Cinta Chef Marinka Seperti

Ini". To compile the analysis, the writer utilizes descriptive qualitative study. This method is chosen because the writer believes it is the most suitable method for analysis based on the chosen titles. The writer compiles it descriptively with the research material from YouTube video content of Alvin Adam. That is why the place where this analysis is conducted is online-based. This research start from April 2024 to June 2024. In detail, the research will commence after the completion of the final project seminar process.

The first step will involve data collection from both videos uploaded by Alvin Adam, which is estimated to take place within the first two weeks. Once the data is gathered in transcript form, the subsequent process is anticipated to take approximately one month, during which the writer will classify the forms of code-mixing and code-switching found in the transcripts based on the existing types of code-mixing and code-switching. In the final stage, the classified types of code-mixing and code-switching will be analyzed for their functional usage. This final process is expected to last for about one month. Any remaining time will be allocated for grammar refinement, additional guidance, and preparation for the final presentation.

The subject of this research is the videos from Alvin Adam's YouTube channel with the titles "Gak Nyangka Kisah Cinta Chef Marinka Seperti Ini" uploaded on August 9, 2023. This study will examine the code-mixing and code-switching found in the video. The primary data used for this analysis is the video uploaded by Alvin Adam, and the secondary data used for this analysis are some of journal, articles, internet, and thesis. To collect the data, the writer will do it manually by watching and taking notes on the code-mixing found in the videos uploaded by Alvin Adam. The results of the collected data will then be identified based on their types and meanings. Subsequently, the data will be presented in table format.

According to P. Hayashi (2019), qualitative research should adopt a procedural perspective on the concept of validity. This is because this approach not only establishes criteria or standards for validity but also recognizes that validity is a dynamic process that evolves over time. By adopting this approach, researchers can better understand the complexities and contexts involved in qualitative research, and gain deeper insights into how data is obtained, analyzed, and interpreted. Thus, a procedural approach to validity not only supports quality research but also helps researchers reflect on and guide their research processes more effectively.

This validity process includes presenting the thesis to experts; the experts in question are supervisors and examiners by providing responses, suggestions and criticism of the research report. Feedback from these experts is then used by researchers to improve and perfect the thesis before being submitted at the final stage. Thus, expert reviews aim to improve the quality of research and ensure that the conclusions drawn are trustworthy and have strong validity.

In order to ensure validity and reliability, the writer will be taking various structured and measurable actions. Firstly, an in-depth analysis of the data sources being used will be conducted, ensuring their reliability and relevance to the topic at hand. The writer will also be employing research methods appropriate for gathering data with high accuracy. Additionally, a process of verification and validation will be undertaken for every piece of information presented, based on data, journals, and expert opinions from experienced professionals, ensuring that each claim will be supported by strong and trustworthy evidence. The entire process will be carried out meticulously and carefully, considering that the benchmarks for validity and reliability in qualitative research are quite complex, so that the information presented can possess high validity and reliability.

The most suitable technique for this analysis is qualitative descriptive, where the writer will manage the data by describing the code-mixing and code-switching found in YouTube content uploaded by Alvin Adam. The code-mixing and codeswitching will then be processed by grouping them based on their appropriate types according to the outlined theory. The identified code-mixing and code-switching will be manually determined to ascertain the number of each type of code-mixing, namely Insertion, Alternation, and Congruent

Lexicalization and also type of code-switching, namely Tag code-switching, Inter-sentential code-switching, and Intra-sentential code-switching.

## FINDING AND DISCUSSION

In this research, sociolinguistics and bilingualism become relevant for studying code-mixing and code-switching in conversational uploads on YouTube because both fields provide insights into how and why code-mixing and codeswitching occur in conversational contexts. According to Siregar (2021), sociolinguistics is a branch of linguistics that examines the values of life reflected in language, focusing on the role of language as an aspect of culture and social systems. Citing Asrifan, Abdullah, Muthmainnah, Yunus, and Patil (2021), bilingualism lies in the presence of language communities, meaning the community's agreement on language as a communication tool. Bilingualism itself refers to the practice of using two languages in interaction with others.

An example of bilingualism that occurs in the conversation from the video being researched is as follows.

- a) Conversation no. 5, Speaker C said “Ngga bisa lah gila. Kayaknya kalau orang yang ngga suka makan itu *for me* tuh sedih gitu, iyakan penting gitu.”
- b) Conversation no. 6, Speaker A said “Iyalah. *Not just for you*. Gua juga pengen makan kalau gitu.”

In the conversation above, Chef Marinka uses the phrase 'for me,' referring to her habit of using English to explain something that could actually be explained in Indonesian without changing the meaning of the sentence. However, since Chef Marinka is bilingual, she engages in code-mixing to facilitate the explanation. This is also done by Alvin Adam, who responds with 'not just for you' to indicate his agreement with Chef Marinka's statement without questioning the code-mixing used. To gain a deeper understanding of the code-mixing and code-switching performed by Alvin Adam and Chef Marinka in the video under study, it will be analysed as follows.

Based on the content analysis conducted by the writer on the YouTube content 'Alvin in Love,' the findings of code-mixing have been categorized based on the quotes from Laila, Hadinata, Umiyati, & Budiarta (2022), who divides code-mixing types into three categories namely Insertion, Alternation, and Congruent Lexicalization. The categorization of code-switching has also been conducted referring to the types of code-switching quoted from Afifah, Ys, & Sari (2020), which include Tag code-switching, Inter-sentential code-switching, and Intra-sentential code-switching.

### 1. Insertion

The concept of this type refers to the act of inserting material such as lexical elements or entire parts of one language into the framework of another language. Insertion can be described as the process where words or phrases from one language are incorporated into another language, resulting in the mixing or blending of linguistic elements from both languages. This reflects a complex interaction or relationship between the two languages involved, where elements from one language are used to enrich or expand the language structure of another. Here is an example of insertion code-mixing in the video content featuring Alvin Adam and Chef Marinka.

- a) Conversation no. 4, Speaker C said “Iya, makan bareng. Itu yang bikin *happy*, makan itu. Buat pecinta makan ya”

In this example, code-mixing type insertion occurs when the English word "happy," which means a positive emotional condition is inserted into an Indonesian sentence as shown in the example above, and identified as insertion in code-mixing.

### 2. Alternation

According to Tololiju, Marentek, & Lasut (2018), Alternation occurs when the language structures of two languages undergo sudden changes, both grammatically and lexically,

between and within each language. This code-mixing is often seen as a characteristic of individuals who master more than one language but may struggle to switch smoothly between them. Alternation is also known as a feature of bilinguals who switch less fluently and tend to alternate between two languages. Here is an example of Alternation code-mixing in the video content featuring Alvin Adam and Chef Marinka.

a) Conversation no. 54, Speaker C said “Keluarganya emang religius tapi *not because of that it is formed in the family.*”

In this example, an unexpected shift occurs from the initial Indonesian phrase "Keluarganya emang religius tapi" to English "not because of that it is formed in the family" within the same sentence, identified as alternation in code-mixing.

### 3. Congruent Lexicalization

Congruent Lexicalization refers to a situation where two languages cooperate within grammatical structures that can be filled with lexical elements from different languages. In this context, there is cooperation between the two languages involved, where the grammatical structures of each language complement each other and allow for the use of words or phrases from different languages. In other words, within a single sentence, there is the use of two languages that enriches the communication expression with linguistic diversity. It involves alternating patterns between the languages. Here is an example of Congruent Lexicalization code-mixing in the video content featuring Alvin Adam and Chef Marinka.

a) Conversation no. 126, Speaker C said “*I think all of those* ya harus tetap *practice* sih.”

In this example, there is two languages such as English and Indonesian from the conversation no. 126 alternate in the middle of a sentence to form an a-b-a-b pattern, such as: “I think all of those- ya harus tetap- practice- sih,” this is classified as congruent lexicalization in code-mixing.

### 4. Tag Code-Switching

Tag code-switching occurs when a bilingual person inserts short words or phrases from another language at the end of their utterance. This phenomenon often occurs out of habit, to emphasize a point, or to add nuance in communication. It serves as a subtle way to integrate linguistic elements from another language into speech, reflecting the speaker's ability to navigate between languages fluidly. Tag code-switching can enhance expression by drawing on the nuances and specificities of different languages, enriching communication in contexts where both languages are relevant and understood by the participants. Here is an example of tag codeswitching in the video content featuring Alvin Adam and Chef Marinka.

a) Conversation no. 2, “Sehat. *Yeah, really?*”

The characteristic placement of a tag occurs at the end of a sentence as a form of expression with the short English word "really" followed by a question mark, indicating it is spoken with a curious intonation. This is identified as a tag in code-switching.

### 5. Inter-sentential Code-Switching

Inter-sentential code-switching is the practice of using two or more different languages between different sentences in a conversation. This means that someone consistently changes the language used from one sentence to another, so each sentence can be entirely in one language or in a mixed language. This practice is often used for specific communicative purposes, such as conveying precise ideas or emphasizing particular aspects of the message. Here is an example of inter-sentential code-switching in the video content featuring Alvin Adam and Chef Marinka.

a) Conversation no. 1, “Sehat, Rin. *You look happy, honestly*”

The focus of this code-switching occurs between two different sentences: the Indonesian sentence "Sehat, Rin" in the first sentence and the English sentence "You look happy, honestly" in the second. This is identified as Inter-sentential code-switching.

### 6. Intra-sentential Code-Switching

Intra-sentential code-switching occurs when within a single sentence, a speaker uses words, phrases, or clauses from a foreign language into the base language. This often happens because the speaker feels that terms in the foreign language are more suitable for conveying the intended meaning or because they are more accustomed to expressing certain concepts in that foreign language. Here is an example of intra-sentential code-switching in the video content featuring Alvin Adam and Chef Marinka.

a) Conversation no. 28, “Mungkin gini sebetulnya *marriage* itu nggak *solve any problem* tapi itu *basically* apapun yang kita *problem* yang misalnya umur 40.”

The free placement in this type can be found anywhere within a single sentence in English and Indonesian: "Mungkin gini sebetulnya - marriage - itu nggak - solve any problem - tapi itu - basically - apapun yang kita - problem - yang misalnya umur 40." It occurs interchangeably in the middle of the sentence and is identified as Intra-sentential code-switching.

In general, the functions of code-mixing and code-switching in bilingual communication are as follows:

a) Communicative Flexibility: Enables speakers to express themselves more precisely and flexibly depending on the context and audience they are addressing.

Example: Conversation no. 180

“jadi kita enggak pakai basa-basi *you need to cook oh you cook*, enakya kayak gitu jadinya kayak kita saklek aja semuanya dan dia itu suka masak banget, *that's a good thing* jadi malah kebanyakan Dia masak tuh. Kan gua udah masak dikerjakan udah enggak cukuplah dia yang masak dan dia jago banget yang namanya *barbeque and smoking* bukan *smoking* rokok ya tapi *smoking* daging”

b) Effective Information Delivery: Enhances clarity and understanding of the messages conveyed to listeners by using the most appropriate language for the context or idea being communicated. Example: Conversation no. 123

“Terus akhirnya lama-lama bisa. *Learning by doing*”

c) Identity Representation: Conveys the social, cultural, or ethnic identity of the speaker, as well as indicating affiliation or identification with specific groups through the use of relevant languages.

Example: Conversation no. 140

“Tapi *or even* misalnya kayak teman aku kemarin belajar Le Cordon Bleu *both* loh ngga cuman yang cuisine tapi patisserie juga akhirnya jadi istri aja tapi maksudnya dia buat *happy husband* gitu kan”

d) Spontaneity in Communication: Facilitates more natural and spontaneous expression in everyday communication.

Example: Conversation no. 100

“Jadi dia itu dia dulu yang bener-bener membantu *managing* kan dia bantu *mapping*, itu yang paling *important* dari *management*.”

e) Adaptation to Audience: Adjusts to different audiences, especially in situations where multiple languages may be understood or used by different listeners.

Example: Conversation no. 91

“Tapi kalau *traveling* di kalau misalnya Desember gitu”

Therefore, the use of code-mixing and code-switching in the video serves not only as communication tools but also as complex strategies to meet various communicative needs and enhance the interaction dynamics between Alvin Adam and Chef Marinka. This reflects how language functions not just as a tool to convey information, but also as a medium to express identity, style, and interpersonal relationships in diverse contexts. As a result, code-mixing and code-switching not only facilitate cross-language communication but also contribute to building stronger interpersonal relationships and conveying information most effectively in multilingual contexts.

## CONCLUSION AND SUGGESTION

The purpose of this research is to identify the types of code mixing and code switching, and understand their functions both individually and in general. Based on the findings and discussions the writer concludes as follows.

1. In the YouTube video Alvin in Love, three types of code-mixing were identified as Insertion, Alternation, and Congruent Lexicalization. Additionally, three types of code-switching were found namely Tag-switching, Inter-sentential, and Intra-sentential.
2. In the Alvin in Love video, Alvin Adam and Chef Marinka demonstrate the function of using code-mixing and code-switching to enrich their interaction. Language switches are based on lexical needs, using English for clarity and emphasizing specific concepts. This adaptability not only enhances communication effectiveness but also engages the audience, showcasing individuals' ability to navigate diverse linguistic contexts to convey information and identity effectively. Furthermore, the use of code-mixing and code-switching enhances spontaneity in daily communication.

Therefore, these are the suggestions addressed to readers, especially researchers and academics who are interested in studying these aspects.

1. Exploring Diverse Contexts: Expand the research to explore various contexts where code-mixing and code-switching occur, both in daily conversations and formal settings in digital media or academic presentations. This exploration can deepen understanding of how language flexibility impacts communication effectiveness.
2. Further Research and Collaboration: Continued research collaboration among academics from diverse linguistic backgrounds and geographic regions can provide a deeper understanding of code-mixing and codeswitching on a global scale. This collaboration can also foster the development of standard methodologies and theoretical frameworks in the study of language variation and communication strategies.

## REFERENCE

- Afifah, N., Ys, S. B., & Sari, D. F. (2020). An Analysis of Code Switching Used by an English Teacher in Teaching Process. *Research in English and Education (READ)*, 19-25. Alalloh,
- R. M. (2023). Code Mixing in Female Teenagers' Daily Conversation at An English Dormitory. *Language Horizon: Journal of Language Studies*, 50-57.
- Amri, Y. K. (2019). Alih Kode Dan Campur Kode Pada Media Sosial. *FBS Unimed Press*, 173-174.
- Ana Claudia Souza, N. M. (2017). Psychometric properties in instruments evaluation of reliability and validity. *Epidemiologia e servicos de saude: revista do Sistema Unico de Saude do Brasil*, 649-659.
- Asrifan, A., Abdullah, H., Muthmainnah, Yunus, M., & Patil, A. (2021). An Analysis of Code Mixing in the MOVIE "From London to Bali". *English Franca: Academic Journal of English Language and Education*, 318- 338.
- Bali, K., Sharma, J., Choudhury, M., & Vyas, Y. (2014). "I am borrowing ya mixing?" An Analysis of English-Hindi Code Mixing in Facebook. *Proceedings of The First Workshop on Computational Approaches to Code Switching*, 116-126.
- Balqis, H. A., Anggoro, S. D., & Irawatie, A. (2023). Bahasa Gaul "Jaksel" Sebagai Eksistensi Di Kalangan Remaja Jakarta. *Jurnal Ikraith-Humaniora*.
- Dr. Nuryani, S. M., Dr. Siti Isnaniah, S. M., & Ixsir Eliya, S. M. (2014). *Sosiolinguistik Dalam Pengajaran Bahasa Berbasis Multikultural: Teori dan Praktik Penelitian*. Bogor: In Media.
- Emike, A. J., Sanni, A., Agu, M. N., & Olusanya, A. M. (2021). Introducing Sociolinguistics. *Bulletin of Advanced English Studies (BAES)* , 36-44.

Wulandari, F. Sonia. Subanti, G. Manurung, S, T. (2024). The Analysis of Code Mixing and Code Switching in Podcast on Alvin in Love Youtube Channel. *ELSA Journal*, 5(1), 8-16.

- Ensour, H. S. (2015). The Effect of Using YouTube on Youth Worst and Best Case. *British Journal of Applied Science & Technology*, 286-304.
- Laila, D. P., Hadinata, I. M., Umiyati, M., & Budiarta, I. W. (2022). Code Mixing Used in Instagram Account's Vj. Daniel. *International Student Conference on Linguistics: Trends and Future Perspectives in Linguistics Study*, 1-9.
- Lal, Y. K., Kumar, V., Dhar, M., Shrivastava, M., & Koehn, P. (2019). De-Mixing Sentiment from Code-Mixed Text. *Association for Computational Linguistics*, 371-377.
- Otheguy, R., García, O., & Reid, W. (2018). A translanguaging view of the linguistic system of bilinguals. *De Gruyter Mouton Applied Linguistics Review*, 625-651. Ocam IBIS. (2008). *Mother Tongue Bilingual Education*. Denmark: Uddannelsesnetvaerket.
- P. Hayashi, G. A. (2019). Validity in Qualitative Research: A Processual Approach. *The Qualitative Report*, 98- 112.
- Rohmani, S., Fuady, A., & Anindyarini, A. (2013). ANALISIS ALIH KODE DAN CAMPUR KODE PADA NOVEL NEGERI 5 MENARA KARYA AHMAD FUADI. *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*, 1-16.
- S. Thara, P. P. (2018). Code-Mixing: A Brief Survey. *International Conference on Advances in Computing, Communications and Informatics (ICACCI)*, 2382-2388.
- Salsabila, Siregar, I., & Sosrohadi, S. (2021). Analysis of Code Mixing in Jerome Polin Youtube Content "Nihongo Mantappu". *International Journal of Linguistics, Literature and Translation*, 1-8.
- Siregar, I. (2021). Epistemological Challenges Against Sociolinguistics. *International Journal of Linguistics Studies (IJLS)*, 37-42. Smarter, S. (n.d.). Dua Bahasa. pp. <https://www.studysmarter.co.uk/explanations/english/internationalenglish/bilingualism/>.
- Tololiju, A. J., Marentek, A., & Lasut, T. M. (2018). *Campur Kode Pada Media Sosial "Facebook"*. Manado: Universitas Sam Ratulangi.



## THE TYPES AND FUNCTIONS OF SLANGS IN “FINNICK” MOVIE

Fransiska Way Warti<sup>1</sup>, Fariska Wulandari<sup>2</sup>, M.A. Claudia Kesia<sup>3</sup>

*siska\_mw@yahoo.com*<sup>1</sup>, *RiskaDiandra0212@gmail.com*<sup>2</sup>, *C\_Kesia@gmail.com*<sup>3</sup>

Politeknik Tonggak Equator<sup>1,2,3</sup>

### ABSTRACT

There is no denying that the entertainment industry is responsible for shaping the language world, including the vocabulary of viewers. From popular slang terms to phrases, movies have its massive contribution. This research focuses on analyzing the slang words in Finnick movie which has been translated in English by Australians at 3beep studio. The purpose of the study is to find out the types and functions by using a descriptive qualitative method. Word filtering is used to identify slang words which are then marked and explained using content analysis techniques. The result of this study shows that there are two types of slangs found in this movie, namely primary and secondary. In term of functions, the expressive, informational, directive, aesthetic, and phatic function are found. The expressive function to express emotions is the most commonly used in this movie.

**Keywords:** *types of slang, functions of slang, finnick movie*

### INTRODUCTION

Language is something that is needed for social beings to be able to communicate with each other and be able to understand. According to Habibiloyevna (2021), language is a fundamental aspect of human life, serving as a tool for expressing our thoughts and facilitating communication. It enables us to convey ideas and opinions, making it easier for people to understand one another. To effectively share our perspectives, language we rely on. Ilyosovna (2020) stated that language is the main source of our communication. It can be concluded that language is a tool of communication for individuals to convey messages to others, expressed through various words intending to ensure that messages and feelings are effectively conveyed.

According to Sydney (2022), language is divided into two types formal and informal. Formal language does not use everyday phrases, is generally used in official settings, and tends to be more rigid. Meanwhile, informal language is more commonly used in everyday conversations or relaxed situations. The presence of differences between these two language styles can provide flexibility in communication according to context and needs. Formal language can be utilized in the workplace, meetings, or official events, thereby helping to maintain a professional impression. On the other hand, informal language is used when speaking with friends or family, allowing for more spontaneous and familiar communication.

In daily life, informal language is used more dominantly, and with the development of time, various types of words are used, one of which is slang. According to Syahputra., et al. (2021), slang encompasses various forms of language typically used by teenagers or specific groups, these groups often enjoy playing with words, combining them with phrases in creative and informal ways. In every part of the world, every culture, every era, and even every region has its slang. Since it belongs far beyond formal English, the slang frequently appears in movie scripts, song lyrics, novels, etc.

In this theoretical context, this study will explore the slang found in Finnick movies. Finnick is an animated movie released in 2022. It was produced by Petersburg Animation Studio, Cinema Foundation of Russia. While the original movie originates from Russia

however, it was re-released on September 15, 2022, with an Australian English dubbing at the 3beep studio. The movie tells the story of a cartoon character named Finnick, a furry creature invisible to humans, and Christine, a 13-year-old girl. They must collaborate and work together to unravel the mystery of the events and save the city. However, it is quite challenging to grasp the meaning of slang words used in the dialogues of the movie, hence, this needs to be further examined. Therefore, this study was carried out to understand the slang words and functional categories used in the Finnick movie. Based on this explanation, it becomes the background for the writer to choose the title "An Analysis of Slang Language in the "Finnick" Movie.

### **Definition of Slang**

According to Situmorang & Herman (2021), as cited in Pane & Marpaung (2022), slang is a type of informal language commonly used by young people and certain groups. Teenagers, in particular, develop their own vocabulary to express themselves uniquely. Moreover, slang terms are often not widely understood outside of these specific circles, as they primarily exist within youth communities.

Ratna Sari, et al (2021), stated that slang consists of informal words and expressions that are not typically considered standard in formal language. However, these terms often become more acceptable in casual, social contexts. It was also noted by Yule (2006), stated that slang can be defined as informal English crafted and employed by a specific community, and in the contemporary era, slang cannot be compartmentalized by language as it has become an integral component of our communicative practices, while formal language is employed on formal occasions, slang predominantly finds its usage in everyday conversations. It was also noted Yule in informal language, people perceive that slang can be applied in various informal situations across different contexts, reflecting its universal nature as slang varies regionally and historically, fulfilling diverse social functions and showcasing the creativity of language users and this slang also being used by many people, even in films and songs.

It can be concluded slang is a kind of non-standard use of words in a language and sometimes the creation of new words is from another language. The spreading of slang is very fast, especially among the millennial generation. Slang itself can be described as deviating from the use of standard language. Slang is a kind of non-standard use of words in a language and sometimes the creation of new words from other languages. Slang should not be spoken in schools, shrines, court offices, and other official places.

### **Types of Slang**

According to Kipfer & Chapman (2007), there are two types of slang words:

#### 1. Primary

Primary slang is general slang expressions that are used by people in their daily communication. Primary slang has types of words that are familiar to many people. Kipfer & Chapman (2007) stated that an example of a word and slang phrase identified as primary slang is "Yo," which can be interpreted as a "Greeting Word." Slang phrases are identified as primary slang because such slang is used as a common expression by many people in their daily communication, or it is an alternative pronunciation to abbreviate, modify, or alter the sound of a word.

#### 2. Secondary Slang

Secondary slang meaning is a slang word used to reveal something in secret which only limits people who understand the meaning of the words. Kipfer & Chapman (2007) stated that the slang word "bankroll" is commonly used to refer to money. This slang word is employed to express something secretive, known only to those who understand its meaning. This is the reason why the slang term "bankroll" is classified as secondary slang.

### **Functions of Slang**

According to Leech (1981), language functions are categorized into five, namely expressive function, informational function, aesthetic function, directive function, and phatic function. These functions are utilized to analyze the use of slang language in the movie

"Finnick." This theory is applied to scrutinize the functions of slang language as it is an integral part of spoken language. Therefore, the writer opts for this theory to analyze the functions of slang language presented in the movie. The explanations of these functions are outlined below:

1. Expressive

In this expressive function, one expresses their feelings and attitudes directly. For example, "Dope" is a slang word that means very good and excellent, "OMG" is used to express surprise or disgust, and "Beat" is used to indicate tiredness. It reflects amazement, like saying, "What a wonderful day!"

2. Informational

The informational function is a language function that provides information to the listener or reader. For example, in this function, the term "sick" is used to describe something great or excellent.

3. Directive

The directive function is used to influence the behavior or attitude of others. An example of a directive function is cool down. Cool down is a slang phrase for stop being angry. "Good afternoon, mam. Can I help you?" and "Do you mind coming to my party"

4. Aesthetic

The aesthetic function is focused on the linguistic message itself and the speaker tends to choose words according to his or her desire. An example Bonker is a slang word for crazy, wild, and hectic. Homible is terrible, and in the poetry, he or she prefers to choose, "When I was one and twenty" rather than, "When I Was Twenty-One".

5. Phatic

The phatic function is used for opening, keeping, or stopping communication lines. Wussup is a slang abbreviation or contraction of the greeting "What's up?". The speaker uses the phatic function of language which aims to keep the communication between you and your friend open, by saying greetings for example "How is the family?", "Good morning everybody" and "Hi how do you do?"

### **Definition of Movie**

According to Merriam-Webster. (n.d.), a movie is a recorded moving image that narrates a story, presented on a screen. From its narrative, individuals can gain insights into the moral aspects of the story. A movie is also a form of expression, and within the context of slang in movies, it serves as a dynamic means of conveying cultural nuances and societal language trends. Rantika., et al. (2023), said that in movies, human life is often depicted, allowing us to observe how slang words and expressions are used, particularly by the main characters.

### **METHODOLOGY**

This study was conducted to collect various slang words in movies and look for the meaning of the slang. To the above objectives, the writer needs to choose a method that is suitable for the study to achieve data and can be relied upon so that this study can obtain valid results.

The writer employs a qualitative approach and descriptive method in this study. Sugiyono (2016), stated that Qualitative research methods are based on the philosophy of postpositivism and are used to investigate objects in their natural conditions. Descriptive qualitative methods were used in this study to analyze the data and there were two steps taken to analyze the data, namely, analyzing the data that had been collected from Finnick movie and the second was analyzing the meaning of slang words that had been found in Finnick movie.

### **FINDING AND DISCUSSION**

This study aims to find the type and function along with the meaning of slang used in "Finnick" movies. Based on the data from the analysis sheet of "Finnik" movie, the type of slang is divided into two namely Primar and Secondary, besides that there are also five functions of slang found in this movie namely, Expressive, Informational, Directive, Aesthetic, and Phatic.

### Type of Slang

Type Slang slang found in this movie consists of two types, namely as follows:

#### 1) Primary Slang Word

Primary slang is a slang expression in daily communication. Based on this definition, the writer found several types of Primary slang words. The table below is a list of Primary slang types obtained from the "Finnick" Movie.

*Table 1. Primary Slang Word*

<b>Slang</b>	<b>Meaning in the Movie</b>	<b>Meaning in Indonesian</b>
Nope	No, Nothing	Tidak ada
Sweetie	Sweetheart	Sayang
Boom Gate	Gate	Gerbang
K'bye	Bye	Sampai Jumpa
Hey There	Hey/Hallo	Hei (Menyapa)
Gotta	Have got to	Harus
Honey dear	A loved one	Orang yang dicintai
Yep	Yes	Iya
Pretty Sure	Sure	Tentu
What's up	Hello	Halo
Grandpops	Grandfather	Kakek
Chief Goal	Main Objective/ Main Goal	Tujuan Utama
Hear me up	Listen to me	Dengarkan saya
Get off	Leave	Keluar
Taking so long	To spend a lot	Menghabiskan banyak waktu
Shoulda Hired	Should have hired	Seharusnya Mempekerjakannya
Newbies	Beginners	Pemula
Mom	Mother	Ibu
Dad	Father	Ayah
Won't	Will not	Tidak
Awesome	Amazing	Hebat/Luar Biasa
Outta	Out of	Keluar
Babe	Dear	Sayang/Cinta
Totally Fine	Really good	Benar-benar baik
I'm pretty sure	I'm sure	Saya yakin
Take a Whiff	Smell it	Mencium bau/Menciumnya
Watch out	Be careful	Hati-hati
Brace yourself	Prepare yourself	Siapkan dirimu
Plump	Fat	Gemuk atau Berisi
Viral	Go Public	Menggambarkan konten yang mendapatkan perhatian luas dalam waktu singkat.
Yeah	Yes	Iya
Strike	Success	Berhasil/Sukses
You've gotta be kidding	You have to be kidding	mengekspresikan ketidakpercayaan atau kejutan atas sesuatu yang

		dianggap tidak masuk akal atau mengejutkan
What are you, nuts?	Are you crazy	Apakah kamu gila?
You got the right	You are correct	Kamu benar sekali/tepat sekali
Lay down some rules	Set some rules	Membuat beberapa aturan
Get it	Understand	Mengerti
Hang a left	Left turn	Belok kiri
Fabulous	Wonderful	Luar biasa/sangat baik
Bad hair day	Loss of fur	Kehilangan bulu tubuh
Scram	Go away	Pergi/Menyingskir
Kindly	Thankyou very much	Terima kasih banyak
Showbiz	Show business	Industry Hiburan
Get lost	Go away	Pergi/Menjauh

#### Context 1

Christine : We catch the culprit first, and then I'll give you your fur

Finn : The fur first

Christine : **Nope**, That's not gonna work

Christin can see Finnick because she is holding Finnick's fur and she wants Finnick to be able to help find the person who made a mess in their town but Finnick wants to ask for the fur back first and he answers "Nope" which means "No". The slang word "Nope" belongs to the Primary type because the definition of primary slang is general slang expressions that are used by people in their daily communication and "nope" it is often found and used in daily communication.

#### Context 2

Christine's Mom : **Sweetie**, are you sure that this is the right house?

Christine's Dad : Yep, pretty sure

Christine and her mom and dad are moving house, and her mom asks if she's sure about moving in by calling her "sweetie" which means "Sweetheart". This slang is also included in the primary type category because sweetie is very often used in daily communication.

#### 2) Secondary Slang Word

Secondary Slang Word reveals something in secret that only limits the people who understand the meaning of the word. The table below lists the types of Secondary slang obtained from the "Finnick" Movie.

Table 2. Secondary Slang Word

Slang	Meaning in the Movie	Meaning in Indonesian
Tick-Tock	Time keeps running	Waktu terus berjalan
Finn-Counter	A gathering place for Finnish people	Tempat berkumpulnya masyarakat Finlandia
My BFF	My Best Friend Forever	Sahabat Selamanya
All that junk	All unnecessary items	Semua barang-barang yang tidak berguna
Sherlock	Detective	Detektif
Yoink	Take away suddenly	Pengambilan sesuatu secara cepat atau tiba-tiba
Fickle	Changeable	Berubah-ubah
Sad-sack	Pathetic	Selalu murung atau sedih

Walk-through	Survey	Proses melihat atau memeriksa sesuatu secara singkat atau cepat
Elementary	Simple	Sangat jelas atau mudah dipahami
Second-rate hacks	Incompetent	Tidak kompeten
Wooden	Stiff	Menggambarkan seseorang yang tampil atau bertindak kaku dan tanpa emosi
Blasted	Angry	Marah
Banshee	A screaming person	seseorang yang berteriak atau berbicara dengan suara keras&melengking.
Sinister	Evil	Menakutkan/Seram
Yanked out	Yank	Menarik sesuatu dengan cepat dan kasar
Three-ring circus	Chaos	Situasi yang kacau dan tidak terkendali
Haggling	Bargaining	Tawar menawar atau negoisasi
Oh rats	Oh shit	Kekecewaan/Oh sial
Totally cuckoo	crazy	Gila
Bonkers	crazy	Gila
Lunatic	Crazy or psychotic person	Orang gila atau orang yang berperilaku sangat aneh
Trendy trim	New style	Gaya potongan rambut dengan tren terbaru
Paw slap	Handshake	Jabat Tangan
Beef	Problem	Masalah/Konflik

#### Context 1

Finnick's Friend : Finnick! **Tick-tock** already or we'll be late to our weekly **Finn-Counter!**

Christine : Hm, I must say I... find myself surprisingly interested in this case.

In this context, Finnick's friend calls him to hurry up by using the slang word "Tick-tock" which describes that "time is running out". The word "Finn-Counter" is also a slang word that describes the "home of the Filandia people (Team Finnick)". Secondary meaning is a slang word used to reveal something in secret which only limits people who understand the meaning of the words, the slang term "Finn-Counter" is classified as secondary slang because its meaning is specific to Finnish culture, making it only understood by those familiar with the context of the movie. Similarly, the term "Tick-Tock" is also considered secondary slang because its meaning is only understood by certain groups or individuals familiar with the specific context in which it is used.

#### Context 2

Christine : That I could be..like your favorite human something?

Finnick : Well, obviously. Duh!

Christine : **My B..FF! Best Finn Forever!**

Finnick : Ok, ok, that's enough now. Let's get down to business!

Christine and Finnick managed to find the person who made a mess in their town and became best friends by using the nickname "My BFF" which stands for "My Best Finn Forever" which means "Best Friend Forever" The word Finn replaces the word Friend. "Best Friend Forever" is a term categorized as secondary slang because its meaning is specifically understood by particular groups or individuals familiar with its context.

#### Functions of Slang

In this Function of Slang, there are 5 types, as follows:

1) Expressive

In this function, expressing his feelings and attitudes directly.

Table 3. Expressive Function

Slang	Meaning in the Context	Meaning In Indonesia
Shoulda Hired	Should have hired	Seharusnya Mempekerjakannya
Awesome	Amazing	Hebat/Luar Biasa
Babe	Dear	Sayang/Cinta
Sad-sack	Pathetic	Selalu murung atau sedih
Totally Fine	Really good	Benar-benar baik
I'm pretty sure	I'm sure	Saya yakin
Yeah	Yes	Iya
Blasted	Angry	Marah
Kindly	Thank you very much	Terima kasih banyak
You gotta be kidding	You have to be kidding	Mengekspresikan ketidakpercayaan atau kejutan tidak masuk akal
You've got the right	You are correct	Kamu benar sekali/tepat sekali
Get it	Understand	Mengerti
Oh rats	Oh shit	Kekecewaan/Oh sial
Fabulous	Wonderful	Luar biasa/sangat baik
Bad hair day	Loss of fur	Kehilangan bulu tubuh
Boom Gate	Gate	Gerbang
K'bye	Bye	Bye
Hey There	Hey	Hai
Gotta	Have got to	Harus
Nope	No, Nothing	Tidak ada
Sweetie	Sweetheart	Sayang
Yep	Yes	Iya
Pretty Sure	Sure	Tentu

Context

Christine : It's so dark in here  
 Finnick : Come on! There's got to be evidence in there!  
 Christine : Oh, but I can't see a thing. Finnick? Finnick?  
 Finnick : no-no-no-no-no! **Oh, rats!**

The dialog tells the story of Christine getting into JB's car (troublemaker) with the door locked and Finnick outside. Knowing Christine was trapped in the car Finnick was annoyed and said "Oh Rats" which can be interpreted as "Oh Shit" which contains words that express feelings of disappointment or annoyance. In this expressive function, one directly expresses their feelings and attitudes through the word "Oh Rast." Therefore, this slang falls under the category of expressive function.

2) Informational

The informational function is the function of language that provides information to listeners or readers.

Table 4. Informational Function

Slang	Meaning in the Context	Meaning In Indonesia
Chief Goal	Main Objective/ Main Goal	Tujuan Utama
Taking so long	To spend a lot	Menghabiskan banyak waktu
Newbies	Beginners	Pemula

Showbiz	Show business	Industry Hiburan
All that junk	All unnecessary items	Semua barang <sup>2</sup> yang tidak berguna
Plump	Fat	Gemuk atau Berisi
Viral	Go Public	Mendapatkan perhatian luas dalam waktu singkat.
Walk-through	Survey	Proses melihat atau memeriksa sesuatu secara singkat/cepat
Strike	Success	Berhasil/Sukses
Lay down some rules	Set some rules	Membuat beberapa aturan
Hang a left	Left turn	Belok kiri
Finn-Counter	A gathering place for Finnish people	Tempat berkumpulnya masyarakat Finlandia
My BFF	My Best Friend Forever	Sahabat

#### Context

Finnick : You and Me gotta **lay down some rules**. You are forbidden to bring any people here!

Christine : Hm! And what's so bad about people

Finnick : Well Bad? Bad?! You break everything I care about. You're messy and noisy and you won't leave my house!

The example above tells us that Finnick wants to "lay down some rules" which can be interpreted as "set some rules" with Christine so that not everyone can enter their house because it is very disturbing to Finnick. The slang "lay down some rules" belongs to the information function that provides information language.

#### 3) Directive

The directive function is used to influence the behavior or attitude of others.

Table 5. Directive Function

Slang	Meaning in the Context	Meaning In Indonesia
Yoink	Take away suddenly	Pengambilan sesuatu secara cepat atau tiba-tiba
Second-rate hacks	Incompetent	Tidak kompeten
Wooden	Stiff	Menggambarkan seseorang yang tampil atau bertindak kaku
Banshee	A screaming person	Seseorang yang berteriak atau berbicara dengan suara keras dan melengking.
Sinister	Scary	Menakutkan/Seram
Yanked out	Yank	Menarik sesuatu dengan cepat dan kasar

#### Context

Chrstine : Shouldn't you guys have left now?

Christine's Dad : What time is it?

Chrstine : Time to go

Christine's Dad : I can't believe it

Christine's Mom : We lost track of time

Christine's Dad : It all felt so real! **So sinister**

Christine's Dad, who works in the industry, revealed that their new job is real and has to be scary according to the dialogue of their story. "Sinister" can be translated as "Scary". By the definition of the directive function, which is a word used to influence the behavior or attitude of others, the word "Sinister" falls into the category of directive function.

4) Aesthetic

Aesthetic functions focus on the linguistic message itself and speakers tend to choose words according to their wishes.

*Table 6. Aesthetic Function*

Slang	Meaning in the Context	Meaning In Indonesia
Mom	Mother	Ibu
Dad	Father	Ayah
Sherlock	Detective	Detektif
Won't	Will not	Tidak
Fickle	Changeable	Berubah-ubah
Take a Whiff	Smell it	Mencium bau/menciumnya
What are you, nuts?	Are you crazy	Apakah kamu gila?
Three-ring circus	Chaos	Situasi yang kacau dan tidak terkendali
Haggling	Bargaining	Tawar-menawar atau negoisasi
Totally cuckoo	crazy	Gila
Bonkers	crazy	Gila
Lunatic	Crazy or psychotic person	Orang gila atau orang yang berperilaku sangat aneh
Trendy trim	New style	Gaya potongan rambut dengan tren terbaru
Beef	Problem	Masalah/Konflik
Paw Slap	Handshake	Jabat Tangan
Honey dear	A loved one	Orang yang dicintai
Tick-Tock	Time keeps running	Waktu terus berjalan
Elementary	Simple	Sangat jelas atau mudah dipahami
Grandpops	Grandfather	Kakek

Context

JB : And you, wiggle on over here. You're long overdue for a haircut and now you're going to get it

Finnick : Wait. Just wait. It's not that long, I'd rather have it cut by a professional

JB : Don't worry, I'll give you a **trendy trim**.

In this dialog, it tells that someone named JB is trying to attack their city and Finnick tries to stop him but is caught by JB who wants to cut Finnick's fur. To buy time, Finnick talks to JB who wants to cut his fur by saying that he needs a professional to cut his fur and JB replies that he would cut with "*Trendy Trim*" which means "*New Style*". The aesthetic function is focused on the linguistic message itself and the speaker tends to choose words according to his wishes so that the slang "*Trendy Trim*" is included in the aesthetic function category because the word has the meaning of the linguistic message itself.

5) Phatic

The Phatic function is used to open, maintain, or stop the communication line.

*Table 7. Phatic Function*

Slang	Meaning in the Context	Meaning In Indonesia
Get off	Leave	Keluar
What's up	Hello	Halo
Outta	Out of	Keluar
Watch out	Be careful	Hati-hati

Brace yourself	Prepare yourself	Siapkan dirimu
Hear me up	Listen to me	Dengarkan saya
Scram	Go away	Pergi/Menyingkir
Get lost	Go away	Pergi/Menjauh

**Context**

Christine : Eugh! Look like a crime scene in here.

Christine’s Mam: Don’t worry honey. We’ll make it a home. Ugh awesome.

Finnick : You call this awesome? what would be awesome, is if you got **outta** here!

This sentence tells the story of Christine who moved into a messy house and her mother wanted to call someone but Finnick did not accept and said "Outta" which can be interpreted as "Out Off". The phatic function is used to open, maintain, or stop the line of communication, and the word "Outta" means to stop communication, therefore this slang is included in the phatic function category.

**CONCLUSION**

**Conclusion**

Based on the findings and discussion of the study of slang in the movie "Finnick," the writer identified sixty-nine slang words. There are two types and five functions of slang used in the movie. The two types found in this movie are Primary slang words and Secondary slang words, with Primary slang words being the most frequently used, totaling forty-four slang words. Primary slang words are more dominantly used in this movie, which can be concluded to mean that the language used makes it easier for the target audience, namely teenagers and children to understand. However, the researcher also identified one type of Secondary slang word in the movie, totaling twenty-five slang words.

The functions of slang identified in this study are Expressive function, Informational function, Directive function, Aesthetic function, and Phatic function. The writer found that the most frequently used function in the movie "Finnick" is the Expressive function, which has twenty-three slang words. This Additionally, the Informational function includes thirteen slang words, the Directive function includes seven slang words, the Aesthetic function includes eighteen slang words, and the Phatic function includes eight slang words.

During this study, it was found that learning slang can be done through various platforms, one of which is movies. Movies not only help in understanding and learning different types of slang but also provide deep insights into its usage in various situations. Through movies, viewers can observe the social and cultural contexts in which slang is used and how informal language functions in everyday communication. Thus, watching movies becomes an effective method for expanding vocabulary and enhancing understanding of the nuances of slang usage.

**Suggestions**

The Use of Slang can be found in daily communication. Therefore, the suggestions are for students, readers, and future researchers.

1. The Writer hopes that the slang words in the Finnick movie can be learned further as additional knowledge.
2. By learning slang words, it will be easier to interact with native speakers. Then, it also can avoid the misunderstanding while watching English movies.
3. Furthermore, learning and understanding the meaning of slang words will make the message delivered clearly and easy to understand.
4. The writer hopes that future researchers will be careful to collecting slang data because the meaning may be different depending on the context.

Warti, F, W. Wulandari, F. Kesia, M, A, C. The Types and Funtions of Slangs in "Finnick" Movie. *ELSA Journal*, 5(1), 17-27.

## REFERENCES

- Baker, L. M. (Ed.). (2006). *Research methods*. Library Trends, 55(1), 171–189. The Board of Trustees, University of Illinois.
- Cambridge University Press. (n.d.). *Cambridge dictionary*. In Cambridge Dictionary. Retrieved May 1, 2024, from <https://dictionary.cambridge.org/>
- Fiqhi, Ajuzar. (2020). *APA Style Edisi 7*. Education.<https://eduteccion.com/apa-style/apa-style-edisi-7/>
- Habibilojevna, D. (2021). The Semantic Analysis of Slang in The Movie "School". *Journal of Pedagogical Inventions and Practices*, 3, 83-85.
- Hoepfl, M. C. (1997). Choosing Qualitative Research A Primer for Technology Education Researchers. *Journal of Technology Education*, 9(1), 47-63.
- Ilyosovna, A. (2020). The Importance of English Language. *International Journal on Orange Technologies*, 2(1), 22-24.
- Kipfer, B. A., & Chapman, R. L. (2007). *Dictionary of American Slang* (4 ed). Harper Collins.
- Leech, Geoffrey, 1981. *Semantic 2nd Edition*. Great Britain: The Chaucer Press.
- Leo Saputra, L. M. (2019). An Analysis Of Slang Words Used By Instagram Account Plesbol. *E-Journal of English Language and Literature*, 8(3), 330-339.
- Merriam-Webster. (n.d.). Movie. In *Merriam-Webster.com dictionary*. Retrieved April 21, 2024, from <https://www.merriam-webster.com/dictionary/movie>
- Noble, H., & Smith, J. (2015). *Issues of validity and reliability in qualitative research*.
- Ochonogor, W. C., et al. (2012). The Impact of Text Message Slang (TMS) or Chatroom Slang on Students Academic Performance. *International Journal of Internet of Things*, 1(2), 1-4.
- Pane, H., & Marpaung, M. (2022). An Analysis Of Slang Language In Song's Lyric "The Man Who Can't Be Moved" By The Script. *Journal of Languages and Language Teaching*, 10(2), 295-301.
- Rantika, D., Sudipa, N., & Wibawa, N. (2023). The Use of Slang Words in "The Black Panther" Movie. *Social Sciences and Humanities*.
- Ridnor, R. D. (2023). *Introduction To Sociology Research Methods*. LibreTexts.
- Ratna Sari, I. G., Mawa, I. W., & Suamba, I. M. (2021). *An Analysis of types and functions of slang words in "Pitch Perfect 3" movie*. *Jurnal Mahasiswa Pendidikan*, 3(1), 70. <https://ojs.ikip-saraswati.ac.id/index.php/mahasiswa-pendidikan/article/view/255>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Syahputra, D., Suastini, N., & Sulatra, I. (2021). An Analysis Of Slang Words. *Journal of Language and Applied Linguistics*, 2(2), 109-116.
- Urban Dictionary. (n.d.). *Urban Dictionary*. Retrieved May 1, 2024, from <https://www.urbandictionary.com/>.
- Wiktionary. (n.d.). Wiktionary: *The free dictionary*. Retrieved May 3, 2024, from <https://www.wiktionary.org/>.
- Yule, G. (2006). *The Study of Language* (3<sup>rd</sup> ed). Cambridge University Press.
- Sydney, U. (2022, August 25) *Formal and Informal Language*. <https://www.uts.edu.au/current-students/support/helps/self-help-resources/grammar/formal-and-informal>.
- Zhang, Y., & Wildemuth, B. M. (1966). *Qualitative analysis of content*.

**AN ANALYSIS OF SLANG EXPRESSIONS USED  
IN BROOKLYN NINE-NINE AMERICAN TV SERIES**

**Vanessa Theri Cayana**  
*vanessathe56@gmail.com*  
Politeknik Tonggak Equator

**ABSTRACT**

Slang is part of a non-standard language that many people use in daily conversations. However, slang is not only used as a language to communicate and interact but also a part of cultural influence that spreads worldwide, like TV series. The subtitle in TV series is assumed as a primary element in this study as it enables the writer to identify the slang expressions featured in the TV series. In this case, this study focuses on analyses of the types of slang based on combination theories by Allan & Burridge and Yule and the adaptation of idiom translation strategies by Baker used in the Brooklyn Nine-Nine American TV Series. This study used a summative content analysis research method with a qualitative approach. The result showed 50 slang expressions found with five types of slang and two translation strategies affected by those slang expressions. The most dominant type of slang is fresh and creative, followed by clipping, imitative, suffixation, and compounding. The slang translation strategy that appears the most is a translation by paraphrase, followed by translation by omission as the least used one.

**Keywords:** *Slang Expressions, Types of Slang, Translation Strategies*

**INTRODUCTION**

Slang is one of the non-standard languages that has become today's generation's phenomenal language because it has been a part of communication behavior among people. According to Clair (1990, as cited in Ayu et al., 2022), slang is used in a non-formal situation where people can speak and express their feelings comfortably with others. Hence, most people commonly use slang for communication. It means slang is means of expression to show social bonds with other people. Slang is not only used as a variation language to communicate and interact, but it is also a part of the cultural influence that spread worldwide.

Media entertainment has become the preeminent medium in distributing slang as a cultural influence because it can affect audiences worldwide. TV series is one of the media formats that has effectively reached many viewers. It contains many informal conversations used between characters while they interact with each other. Slang is an essential element in the TV series to design real conversation that is more casual and natural. However, people who watch TV series from other countries need subtitles because of the language barrier between countries. It helps them understand the meaning of the message the character wants to tell in the TV series because of the language barrier between countries.

TV series aimed at a global audience requires subtitles. In general, subtitling is part of the translation. Machali (2009) stated that translation is an attempt to replace source language (SL) text, message, or statement equivalently in the target language (TL). Subtitling is converting the original language into text form and displaying it on the screen while the character speaks, similar to translation. Subtitling is done by translating the dialogues of the character in order

to help the viewer understand the meaning of the text based on the situation context presented in the story (Hastuti, 2015).

The subtitle in Brooklyn Nine-Nine is assumed as a primary element in this study as it enables the writer to analyze the slang expressions featured in the TV series. It emphasizes that slang in the TV series is essential to maintain the naturalness and realism of conversation, making the characters and situations relatable to the audience. For this purpose, the writer uses official subtitles from Netflix Indonesia by Eric Wicaksono (the Indonesian translator for Brooklyn Nine-Nine) as the reference.

In this case, the writer determines to identify the types of slang and categorizes the translation strategies used in the Brooklyn Nine-Nine American TV Series. This TV series is a comedy series that shows the stories of detectives working in the New York City Police Department (NYPD). This series is used a police theme with intimacy and closeness among characters that interest the writer to analyze the slang used in that TV series. Therefore, the writer intends to conduct *An Analysis of Slang Expressions Used in Brooklyn Nine-Nine American TV Series from English to Indonesian*.

The Problems of this study are:

1. What are the types of English slang expressions used in the Brooklyn Nine-Nine American TV Series?
2. What are the translation strategies used to translate slang expressions in the Brooklyn Nine-Nine American TV Series?
3. What are the most frequently type of slang and slang translation strategy used in the Brooklyn Nine-Nine American TV Series?

This study focuses on analyzing the slang expressions in Brooklyn Nine-Nine American TV Series based on types of slang expressions and translation strategies.

The purposes of this study are:

1. To identify the types of English slang expressions used in the Brooklyn Nine-Nine American TV Series.
2. To identify the translation strategies used in the Brooklyn Nine-Nine American TV Series.
3. To find out the most frequently used types of slang and translation strategies in the Brooklyn Nine-Nine American TV Series.

The writer hoped this study could be used as a reference for the next writer that conducts a similar topic. Besides, this study is also expected can develop knowledge about slang expressions, both in types of slang dan translation strategies analyzed in the study. Also, this study is expected to give appropriate information to the translator for a better understanding of slang expressions and translation strategies used in TV series. If the translator takes on a new project in the future, they can enhance their translation strategy for more significant effectiveness.

## LITERATURE REVIEW

There are some related studies connected to this study. The first article is *The Translation of Slang Words in to All the Boys I've Loved Before Movie* by Harahap & Lubis (2021). This article focuses on finding out slang words by using the combination theory by Patridge (2004) and Bloomfield (1993) and also eight translation strategies by Baker (1992). The second article is by Istiqomah et al. (2019) entitled *Slang Language Subtitle Strategy in the Movie Entitled The Social Network*. This article analyzes eight of Baker's translation strategies. Lastly, the third article related to this study is entitled *Slang Word Analysis in The Ralph Breaks the Internet Movie* by Sulaiman & Syafitri (2022). This article only focuses on analyses of types of slang by Allan & Burrige (2006). The writer discovered both similarities and differences when comparing these articles. All three writers have similar goals of analyzing slang and using

a qualitative method to interpret the data. However, those articles have different objects of the topic and theories, which resulted in varying outcomes.

Even though this study is similar to the others, it is not a replica study. The update of this study lies in the grand theories and the source of the study. The writer has combined theories of slang types from Allan & Burrige (2006) and Yule (2006), which include fresh and creative slang, imitative slang, flippant slang, clipping, abbreviation, suffixation, and compounding. Additionally, the writer has adapted translation strategies from Baker (1992), such as using slang with similar meanings and types, using slang with similar meanings but dissimilar types of slang, paraphrasing, and omitting. The writer also analyzed an unexplored source beyond the movie by using the TV series as the primary source for this study. Because those previous studies are related to the study conducted by the writer, this reinforces that this study is essential. The writer decided to present this topic to examine and develop previous studies.

Along with slang types and translation strategies, the writer also reinforces the fundamental theories from numerous experts to define slang. Firstly, according to Cambridge Dictionary (n.d.), slang is a very informal language usually spoken rather than written and mainly used by a particular group. Besides that, Mulyana (2008, as cited in Suleman & Islamiyah, 2018) also emphasizes that slang is some of the words or terms there have special, unique, and contrary to the standard meaning and are used by only specific subcultures community. Third, based on Allan & Burrige (2006), slang is a colloquial and contemporary type of language whose level is below the standard of formal language. Lastly, Khabib (2021) claimed that slang is a language consisting of words or phrases considered informal, deviating from the standard meanings. Those definitions of slang by experts have different interpretations of slang. Therefore, defining specific slang becomes complex due to the circumstances of this case.

Beside slang, it is essential to note that this study is not exclusively focused on slang. This study has linked slang to translation. Translation is a widely-discussed topic among linguist experts. Many experts have proposed the definition of translation. Newmark (1981, as cited by Ardi, 2015) asserted that translation is a way to change the message or written statement that is the same in one language to a different language. Siregar (2017) also stated that translation is a process or activity that diverts meaning, ideas, or messages in a text that involves the source language and target language that concerns the integrity of the translation product. Therefore, translation is important to deliver the meaning of content equivalently arranged booth in the source and target languages. All the information received by the reader or listeners in the target language must obtain equivalent value as well the audiences from the source language. Equivalent translation refers to the closest natural meaning and language style (Nida and Taber, 1974, as cited in Van, 2006). So, the primary purpose of using an equivalent is to restructure sentences while retaining their real meaning, avoid sentence gaps, and ensure the language style used across different countries is close to equating.

One of the language variations from cultural influence included in the translation content is slang. The translator needs to understand the cultural value of the language, to avoid misinterpretation and misunderstanding. To prevent that, slang translation needs to use similar words and meaning in both the source and the target languages (Permana, 2022).

## **METHODOLOGY**

This study used a summative content analysis research method with a qualitative approach. According to Creswell (2007), there are three types of approaches in research: qualitative, quantitative, and mixed. The study that the writer chooses is a qualitative approach. It refers to an approach to whole study activities designed to examine in-depth indicators from problem study. Besides, the qualitative approach does not contain the number and other statistical

variables. However, it focuses on exploring a natural form like written information or pictures, which this study qualifies as a qualitative approach.

Summative content analysis research is a method to identify specific content of the text to understand the contextual use of the content (Hsieh & Shannon, 2005). It means the study used to discover and interpret the latent meaning of the content and indicators of the research. In this study, the writer uses slang expressions data from Brooklyn Nine-Nine American TV series subtitles as text content. The content needs to be categorized and studied in-depth by the writer to find inferences and better understand the slang expression usage in translation.

This study does take any specific places to do this study because the writer only watches the series through Netflix streaming platform. The process of making this study started in February 2023 to July 2023. The object of the study is slang expressions found in season one of the Brooklyn Nine-Nine American TV series. In order to analyses the data, the writer needs primary source data by using English and Indonesian subtitles from that TV series with collect them by note-taking slang expressions that appear. For secondary data, the writer collected additional information related to this topic by using websites and a slang dictionary by Dalzell (2018).

The data collected is observed through validation and reliability with the supervisor. The data discussed with the supervisor is analyzed with the summative content analysis research technique by Hsieh & Shannon (2005). This study's data analysis summative framework techniques include identifying, categorizing, counting, interpreting, and concluding.

## FINDINGS AND DISCUSSION

### 1. Findings

The writer analyses slang expressions from one of the famous American TV series named Brooklyn Nine-Nine. The writer decided to use TV series instead of movies because most studies with slang themes use movies as the primary source of slang data. Therefore, the writer tried to do something unexplored by appointing TV series as the source that needs analysis.

The writer describes the analysis result based on combination types of slang theories by Allan & Burrige (2006) and Yule (2006) and also adaptation of idiom translation strategies by Baker (1992). The writer uses mixed theories because the theory needs to be adapted to the primary source. That means not all theories can be matched to the provided data, and the writer has to modify the theories.

The analysis showed that 50 slang expressions were found in Season One of Brooklyn Nine-Nine American TV Series. Those slang expressions have been verified with the slang dictionary by Dalzell (2018). The following is the calculation result of the analysis.

**Table 1. Types of Slang Table Calculation Result**

<b>Types of Slang Expressions</b>	<b>Frequency</b>
Fresh and Creative	13
Imitative	10
Clipping	10
Suffixation	10
Compounding	7
Acronym	-
<b>Total</b>	<b>50</b>

*Source: Processed data, 2023*

In Table 1, the writer discovers five slang expressions in the Brooklyn Nine-Nine American TV Series. These are fresh and creative types with 13 data, imitative types with 10 data, clipping types with 10 data, suffixation types with 10 data, compounding types with 7 data, and acronym types without any data.

Besides types of slang, the writer also analyzes translation strategies used in Brooklyn Nine-Nine with the adaptation of the idiom translation strategies theory by Baker (1992). From the four translation strategies that the writer arranges, the writer found two of them. The two other strategies include using slang of similar meaning and types of slang and slang of similar meaning but dissimilar types of slang considered unidentified.

**Table 2. Slang Translation Strategies Table Calculation Result**

Slang Translation Strategies	Frequency
Using a Slang of Similar Meaning and Types of Slang	-
Using a Slang of Similar Meaning but Dissimilar Types of Slang	-
Translation by Paraphrase	43
Translation by Omission	7
<b>Total</b>	<b>50</b>

*Source: Processed data, 2023*

Based on Table 2, the writer examines two translation strategies used in Brooklyn Nine-Nine American TV Series. Those are translation by paraphrase with 43 data and translation by omission with 7 data.

#### A. Synopsis

Brooklyn Nine-Nine is an American Comedy TV Series that narrates the story of Brooklyn's 99th Precinct detectives. As captain, Raymond is responsible as head of NYPD's 99th Precinct department and supervises six unique detectives. Those detectives include Jake Peralta (a talented detective but childish), Amy Santiago (ambitious and competitive), Rosa Diaz (a rugged loner), Charles Boyle (eccentric and optimistic), Sergeant Terry Jeffords (risk avoider), and Gina Linetti (the sarcastic administrator).

This TV series invites the audience to see the chaos in the 99th precinct department. Besides, it also highlights the personal life of those detectives. It is not solely showing criminal cases in the police but also their closeness as co-workers through conversation and interaction. The informal conversation in that TV series contains many informal speeches, some of which include slang expressions. Slang expressions used by the characters have functions to express and describe their thoughts and feelings to other people. Besides, the slang expressions used in their conversation is addressed to show intimacy between character. Even though slang expressions do not always appear in this TV series, the presence of slang in conversation simplifies the character portrayal to make them more natural and alive.

#### B. Types of Slang

There are six types of slang based on combination theories between Allan & Burrige (2006) and Yule (2006), including fresh and creative, imitative, clipping, suffixation, and compounding. The following describes these types of slang in the Brooklyn Nine-Nine American TV Series with examples from the subtitle given code. The code guided to the episode of the slang and the sequence of when the slang appears in the episode concerned. For example, 'file 1.2' shows the first episode and second sequence.

##### 1. Fresh and Creative

Fresh and creative slang contains an entirely new vocabulary or comes from familiar or outdated words and is popularized again as up-to-date slang (Allan & Burrige, 2006, as cited in Putra & Winarta, 2022). In this case, the writer only found a fresh and creative type that is a variation of an existing word formed into up-to-date slang.

##### a. File 2.2

SL: Okay, counteroffer: I give you 50 **bucks** and you let me do whatever I want.

TL: *Oke. Tawaran lain. Aku beri kau 50 dolar, dan kau memperbolehkan aku melakukan apapun.*

According to Kenton (2023), the word 'buck' has been used since 1748 in the American colonial trading period when deerskins were traded for goods. 'Buck' has become a slang term for dollar currency, which people use in daily conversation. 'Buck' is part of fresh and creative slang because it is a familiar word from the 17th century that reappeared in the mid-19th century as a slang term for dollar (Hiskey, 2014). As connected with the dialogue above, 'buck' in that dialogue refers to the 50 dollars offered by Detective Jake in a joking context towards Captain Holt when they are talking about Detective Jake being unprofessional in working and needing to be babysat by the senior staff.

b. File 9.1

SL: All fire marshals are **doofuses**, but Boone is king **doofus** of **doofus** island

TL: *Semua marsekal pemadam kebakaran bodoh, tetapi Boone adalah raja pulau bodoh.*

'Doofus' in slang terms means a dolt or a fool. That slang was initially 1960s used for US student slang. Other theories speculated that the word originates from the Scottish word 'doof' or 'dolt' (Vocabulary.com, n.d.). Oxford Dictionary and Merriam-Webster Dictionary also confirm the same history of the 'doofus' word. 'Doofus' is not a new vocabulary because US students have popularized it. Nevertheless, it is a familiar word that only some people in the region know about it. It becomes more prevalent after appear in TV series like Brooklyn Nine-Nine as slang. So, 'doofus' is categorized fresh and creative slang type. In that TV series, Detective Jake used the 'doofus' word to give a nickname for fire marshals called Boone. Detective Jake argues that Boone cannot lead the criminal investigation because the way he does an investigation does not suitable for Detective Jake's investigation criminal style.

2. Imitative

Imitative slang blends two different words to create a new word and also can imitate common English words available by changing the word with a different meaning in slang expressions (Allan & Burrige, 2006, as cited in Putra & Winarta, 2022). However, the writer only found imitative slang based on words with many meanings that can be imitated into slang.

a. File 7.2

SL: I can't believe you live nearby and you won't let anyone **crash** at your place.

TL: *Aku tak percaya kau tinggal dekat sini dan kau tak memperbolehkan siapapun menginap.*

'Crash' in literal definition has meant breaking into pieces (Merriam-Webster, n.d.). However, 'crash' in slang has a different meaning: to sleep somewhere. The difference in definition between literal and slang shows that the 'crash' word is part of the imitative type because it can be used in many ways. 'Crash' here is imitated to be a slang expression. The 'crash' word in the dialogue refers to Detective Jake's comment on Detective Rosa's decision because she does not allow their team to stay at her house just because it is the nearest to their workplace. Detective Jake finds it bothersome because they all have only 48 hours to find crime evidence after an emergency arrest without a warrant.

b. File 13.2

SL: You look like every girl at every bat mitzvah I ever had a **crush** on.

TL: *Kau terlihat seperti semua gadis yang kusuka di setiap bat mitzvah.*

According to Merriam-Webster (n.d.), 'crush' means destroying, crushing, or colliding. However, crush in slang refers to romantic terms that are an infatuation or obsessive feeling of love for someone. 'Crush' is a part of the imitative type because it has many meanings by adjusting the context and purpose of the message that wants

to be conveyed. As a slang term, 'crush' is imitated into slang to describe individual romantic feelings. Specifically, it is more likely a strong and intense emotion. In the dialogue, 'crush' refers to Detective Amy because she looks like every girl that Detective Jake had loved before in Bat Mitzvah. Detective Amy looks like them by wearing the dress recommended by Detective Jake when they had a bet for a date together.

### 3. Clipping

According to Allan & Burridge (2006, as cited in Putra & Winarta, 2022), process of reduction or shortening word without changing the whole word and the meaning called as clipping. The word with many syllables is shortened with the simple word form.

#### a. File 1.5

SL: Looks like the **perp** stole a computer, a watch, and a jamon iberico ham, valued at-what!

TL: *Sepertinya **pelaku** mencuri komputer, jam tangan, dan daging jamon iberico berharga... apa?!*

Perp is a clip of the perpetrator. The meaning of perp or perpetrator is a criminal suspect commonly used for police slang (Dees, 2021). The police and detectives usually use this slang word to say that people commit criminal acts. The writer found out that all detectives in that TV series often used 'perp' instead of 'suspect.' Perp in the dialog directs to a suspect doing robbery with homicide. One of the detectives investigating the case at the crime scene conveys that the 'perp' stole some luxurious stuff from the victim's apartment.

#### b. File 5.6

SL: **Chug** 'em, boys.

TL: ***Minum**, kawan-kawan.*

The 'chug' is shortened form of chugalug. Chug is commonly used when people drink beer together. In slang, chug or chugalug means to swallow a drink in a single draught. The dialog is taken when the detective team is drinking beer at a bar while talking about a revenge plan for their annoying colleagues they do not like. When they decide what plan to make, Detective Jake orders his team to drink the beer in one shot and leave the bar.

### 4. Suffixation

Based on Yule (2006), suffixation form is a process of adding an affix at the end of the word (e.g., i.e., -ness, -y, -er, -al). Suffixation in slang can transform the meaning, word type, or word function. However, there are not all vocabulary with suffixes called slang. A word with a suffix may be part of slang with minor modifications.

#### a. File 1.1

SL: Hey! What are you doing, **weirdo**?

TL: *Hey! Apa yang kau lakukan, **aneh**?*

The combination of the 'weirdo' slang comes from the word 'weird,' and the suffix (-o) means a weird person. It means a weirdo is a derived term from weird (root word). The difference between weird and weirdo is located in the class of words. According to the Merriam-Webster dictionary, weird is strange (adjective), while weirdo refers to someone who acts strange (noun). The writer discovered the 'weirdo' word used several times in the TV series, and one of them is in the dialogue above. So, in the dialogue, Detective Jake is chatting alone with a TV cam, and Detective Amy calls him a weirdo.

#### b. File 10.1

SL: It's a **sucky** holiday.

TL: *Hari raya yang **payah**.*

The 'sucky' word comes from 'suck,' and the suffix (-y) means awful. Based of Merriam-Webster (n.d.), 'sucky' was first introduced in 1984. 'Suck' and 'sucky' are part of slang. However, there is a subtle difference definition of those words. According to the Cambridge Dictionary (n.d.), 'suck' has varying definitions. The 'suck' word can be used as a verb to absorb something. In addition, 'suck' has different meanings in slang, which expresses a person or thing as bad or unpleasant (intransitive verb). Similarly, 'sucky' in slang means awful (adjective). Thus, 'sucky' is a derivative of 'suck' (root word). Based on the dialogue above, 'sucky' stated Detective Jake's answer when he was asked by Captain Holt the reason why he does not like to celebrate Thanksgiving. 'Sucky' is Detective Jake's disappointed expression because he could not celebrate Thanksgiving in childhood.

## 5. Compounding

Compounding means merging two words to produce a single form with a new meaning. Compounding can be formed by many kinds of vocabulary, for example, the compound words between nouns, adjectives, and even adjectives plus nouns (Yule, 2006).

### a. File 5.2

SL: So, I'll keep it **low-key**.

TL: *Jadi akan kurahasiakan.*

Low-key is one of the compound slang types. It forms from word fragments 'low' (adj) and 'key' (noun). These words have different meanings for each word and can stand independently. Through the compounding process, 'low-key' slang is created. However, 'low-key' was first used as a music term in the 1800s to express a tone of softness or mellowness, and after a decade, the word then appeared as slang (Kevin, 2021). 'Low-key' as slang means secret and hidden. In the dialogue, Captain Holt invites Sergeant Terry to repeat the shooting test to get fieldwork certification and permits for the use of weapons. Captain Holt wants to keep it low-key so the sergeant feels no pressure because he has a trauma with gun.

### b. File 7.1

SL: **Dreamboat**.

TL: *Pria impian.*

Dreamboat is a compound slang from a dream (noun) and boat (noun). In a literal way, the two words have different meanings. Combining these words creates a slang 'dreamboat,' which means just the kind of lover one has always dreamed of. According to Artsy (2016), Italian-Canadian musician Guy Lombardo popularized the 'dreamboat' word. In decades, this word changed the subject of affection from woman to man. 'Dreamboat' appears in that series when Detective Jake talks with Detective Amy about the man she wants to date. Detective Jake said 'dreamboat' because Detective Amy's crush is pleasant and attractive.

## C. Slang Translation Strategies

Besides types of slang, the writer also analysis the translation strategies with adaptation from idiom translation strategies by Mona Baker (1992). Two strategies are found in Brooklyn Nine-Nine American TV Series from the four translation strategies: translation by paraphrase and translation by omission. The following is the explanation of those strategies with examples from the subtitle given code. The code guided to the episode of the slang and the sequence of when the slang appears in the episode concerned. For example, 'file 1.2' shows the first episode and second sequence.

### 1. Translation by Paraphrase

The translation strategy by paraphrasing is an alternative way of translating slang when there are no slang expressions that match the source language and target language because of different stylistic preferences (Baker, 1992). It means the language culture between SL

and TL cannot create the same slang expressions. This strategy is done by finding a word with a similar meaning and close to the source language.

a. File 2.4

SL: **Baby**, I've got some bad news.

TL: **Sayang**, *aku ada kabar buruk*.

'Baby' in slang is connected with the romantic term that means sweetheart. It is the same as in Indonesia in terms of romance. People calling for loved ones are called '*sayang*' when they are in a special relationship. However, '*sayang*' is not Indonesian slang. Young people have their creative languages to call each other. Nowadays, there are many affectionate call signs for couples in Indonesian slang. However, most use English words like 'by,' 'babe,' 'dear,' and others (Octoria, 2023). Those words do not match dialogues since the translator must translate them into Indonesia to keep the idea of the content. Instead of using the literal translation to transfer the slang, the translator chooses another option by using paraphrase to change the slang with a word that has a similar meaning to the source language. In this case, '*sayang*' is the best option because it refers to the person loved in Indonesian cultural context. The other reason is that the speaker employing 'baby' is Sergeant Terry. It makes '*sayang*' appear more genuine and appropriate within the given scenario.

b. File 3.1

SL: Me and Holt are **homies**!

TL: *Aku dan Holt bersahabat!*

The 'homie' in slang means a close male friend. Based on the scenario, the word is translated to '*bersahabat*' in Indonesia. 'Homie' appears in the dialogue used by Detective Jake to call Captain Holt because he pranks him. Detective Jake, who has a clown personality, thinks that Captain Holt is the same as him, so he calls Captain Holt his 'homie.' The translator paraphrases that word into Indonesian with '*bersahabat*,' which is more general and natural in its expressions. If the translator wants to use the slang used by Indonesian teenagers, then '*bersahabat*' changes into 'bestie' (Megasari, 2022). However, 'bestie' and 'homie' in English have different meanings. Besides, it is noteworthy that 'bestie' is not a term in the Indonesian language. So, it makes the word '*bersahabat*' remains unalterable in this content. The translator wants the translation content to express the idea naturally by utilizing words that resemble the slang found in the source language.

2. Translation by Omission

The translation by omission by Mona Baker (1992) has a function to remove slang expressions because the part is felt unnecessary or not essential to translate into the target language. The removed slang expressions in translation by the translator are used to make the translation content more concise and natural without changing the meaning and messages that want to be delivered by the translator.

a. File 1.3

SL: Sorry, **dude**, but this new guy's gonna be another washed-up pencil pusher.

TL: *Maaf, tetapi orang baru ini adalah pendorong pensil yang tua.*

'Dude' is a slang term used as a term of address. Looking at its definition, Indonesia has words identical to 'dude,' namely 'bro' and '*sob*.' These words are part of Indonesian slang and are often used by Indonesian people when greeting close friends or peers (Permatasari, 2013). They create a friendly atmosphere during informal conversations. However, cultural preferences make these slang words unsuitable for this content translation. As a result, the translator chooses to maintain the formal tone by omitting the slang. That word does not affect the meaning or message conveyed in the subtitle. Besides, the visual context adequately indicates the person being referred

to by the character. It makes the word ‘dude’ unnecessary for the audience’s comprehension. ‘Dude’ in the dialogue refers to Detective Amy when she talks with Detective Jake. He calls her as ‘dude’ when they talk about the new captain to be assigned to their department in NYPD, where they work together.

b. File 11.1

SL: Freeze, **sicko!**

TL: *Jangan gerak!*

‘Sicko’ means an emotionally or psycho-sexually disturbed person. Based on the definition, the ‘sicko’ resembles ‘*orgil*’ or ‘*orang gila*’ in Indonesian. Nevertheless, the use of ‘*orgil*’ in sentences raises a sensitive issue due to its negative connotations, rendering it an inappropriate term to employ in conversations (Iskandar, 2021). So, the assumption is that the translator omits ‘sicko’ from the dialogue to avoid cultural inappropriateness and misinterpretation among the audience. The translator has excluded it in the dialogue, indicating that translation of the word is unnecessary since it pertains to a specific person’s characteristic that can be imagined without any written representation from the dialogue. In the TV series, the dialogue tells when Detective Jake and Captain Holt are on a hiding mission in the hotel, and someone is pressing the bell door. Detective Jake thinks of the suspect that send threatening messages to Captain Holt and spontaneously shouts ‘sicko,’ but it turns out it was Detective Charles called by Captain Holt to come to the hotel.

## 2. Discussions

This study focuses on solving the research problems; these are types of slang and translation strategies in season one of Brooklyn Nine-Nine American TV Series. Some of the theories used in this study include combination types of slang theories by Allan & Burridge (2006) and Yule (2006) and also the adaptation of translation strategies by Baker (1992). Based on those theories, the writer examines them in a data analysis sheet. Through in-depth analysis and repetition check, the writer found 50 slang expressions in Brooklyn Nine-Nine American TV Series, verified with a slang dictionary by Dalzell (2018).

Based on the findings above, five types of slang appear in the Brooklyn Nine-Nine American TV Series. Of those types, the most dominant type is fresh and creative, followed by clipping, imitative, suffixation, and compounding. Thirteen data of fresh and creative types belong to the category of familiar or outdated words that only a few know are part of slang. This type of slang is indicative of the daily conversation among Americans. Brooklyn Nine-Nine shows excellence by portraying characters well-versed in modern American language and culture. That TV series frequently features informal speech incorporating innovative and creative slang. Some slang expressions of this type have evolved significantly enough to be recognized among Americans. Nevertheless, other slang has yet to become a part of the common language or is widely recognized by entire language speakers because of the language barrier and the limitation of the spread of slang. However, seeing other perceptions, the appearance of that slang type in Brooklyn Nine-Nine reflects the uniqueness of specific communities because each character has a diverse personality, personal background, and cultural influences. Their interaction and individual linguistic expressions contribute to creating a new identity within the workplace and enrich the portrayal of the closeness and brotherhood between the characters.

The use of fresh and creative slang in Brooklyn Nine-Nine TV Series is mostly used by Detective Jake Peralta, one of the main characters. In general, fresh and creative have two kinds of definitions: new words and familiar words. Within specific communities, such as the police and detective department, slang is assumed as a secret language that produces new slang to foster communication among the characters. Detective Jake plays the opposite role by giving familiar slang expressions to others by bringing up his childish personality while speaking.

This character is influenced by the social environment in which he lived before. He grew up as a man without affection from his parents, so he became immature and got inner child issues. However, there is another personality of Detective Jake that the writer notices. He is intelligent, detailed-oriented, and ambitious in arresting criminal suspects. It then changes the writer's perception of Detective Jake's personality. In essence, he needs attention from others because he is stuck in loneliness. Fresh and creative slang employed by Detective Jake in those episodes serves as means of intimacy between him and his interlocutors.

Conversely, compounding is the least dominant type of slang used in that TV series. Compounding is one of the word formations usually used for common English words. Much English vocabulary is formed by combining words with building new words with different meanings but out of slang category and indicated as a common word, for instance, 'firefighter.' It can be accepted that only a few compound words are part of slang because the comparison in the data shows that compound is the less one that appears in the TV series.

According to the data analysis sheet, those types of slang in Brooklyn Nine-Nine are translated into Indonesia Language using paraphrasing and omission strategies. There are no one slang expressions are translated into slang in Indonesia as the target language. Translation by paraphrase is the most dominant strategy, with 43 data from those strategies. It is mainly used in that TV series to make the subtitle more relatable to audiences by using acceptable words choice in the target language with equivalent or similar meanings. This strategy helps the translator to convey the message naturally by using accurate word choices to make the audience easier to understand. However, the accessibility of the translator to translate content is restricted due to the cultural differences between the source and target languages. The translator needs to adapt the content translation to the local culture of audiences from the target languages. Therefore, some changes occur regarding language style and tone in the target language subtitles. All slang expressions from English to Indonesian use non-slang expressions to soften the translation, but it makes the American-style vibes disappear from the subtitle.

Another strategy, translation by omission, automatically becomes the least used in that TV series. Some slang expressions considered non-equivalent in the target language are removed after being translated. This matter aims to minimize ambiguity and make the sentence more cohesive and effective. Some of the elements from the original subtitle are difficult to translate because the language style is opposite to the target language's culture. Translation by omission is an optional strategy to maintain the language style in general without creating misunderstanding. Another minor consideration that prompts the translator to remove slang is the duration of character dialogues. However, it is important to note that not all slang expressions have to be removed, as some play a crucial role in shaping the meaning and essence of the dialogue.

Most of the subtitles lost the American language style because of the difference in linguistic culture between America and Indonesia. The audience is focused on comprehending the translation subtitle's essence, nuances, and meaning. Even though audiences get a change of feel while using the target language subtitles, available subtitles effectively communicate the intended information and messages to the audiences with comprehensible word choices.

## CONCLUSION

The result showed 50 slang expressions in Season One: Brooklyn Nine-Nine American TV Series. The slang expressions discovered affect the types of slang arranged with a combination of expert theories. However, the translation strategies are only some of them influential. The analysis sheet shows that the most dominant types of slang used are fresh and creative, and compounding is the least used. On the other hand, the translation strategy used mainly is the translation by paraphrase, followed by translation by omission, as a rarely used strategy.

Types of slang and translation strategies are two different indicators. Types of slang determine the word-formation of the slang expressions found. On the other hand, translation strategies are used to analyze the translator's strategies to translate original dialogues to the target language. Between those indicators, translation strategy is the indicator that most influences slang expressions. The reason is that translation strategy plays a major part in making proper target language text by providing various options to the translator. If the translator fails to attend to the details during the translation process, including cultural language, it may lead to audience misunderstandings. A good translation is formed based on naturalness, equivalence in meaning, and acceptance.

## REFERENCE

- Allan, K., & Burrige, K. (2006). *Forbidden Words Taboo and the Censoring of Language*. Cambridge University Press.
- Ardi, H. (2015). *Pengantar Penerjemahan (Introduction to Translation)*. Sukabina Press.
- Artsy. (2016, July 28). *Navigating Desire and Male Beauty in "My Dream Boat," a New York Group Show*. <https://www.artsy.net/article/artsy-navigating-desire-and-male-beauty-in-my-dream-boat-a-new-york-group-show>
- Ayu, I. G., Indah, A., Suastini, N. W., Agung, I. G., & Rwa, S. (2022). An Analysis of Slang Words in Song Lyrics Used by Ariana Grande. *TEKNOSASTIK*, 20(2), 95–104. <https://doi.org/10.33365/ts.v20i2.1964>
- Baker, M. (1992). *In Other Words: A Coursebook on Translation*. Routledge.
- Cambridge Dictionary. (n.d.). *Slang*. Retrieved from Cambridge Dictionary: <https://dictionary.cambridge.org/dictionary/english/slang>
- Cambridge Dictionary. (n.d.). *Suck*. Retrieved from Cambridge Dictionary: <https://dictionary.cambridge.org/dictionary/english/suck>
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (4th ed.). SAGE Publications.
- Dalzell, T. (2018). *Dictionary of Modern American Slang and Unconventional English* (2nd Edition). Routledge Taylor & Francis Group.
- Dees, T. (2021, December 15). *Law enforcement jargon every police officer should know*. Police1. <https://www.police1.com/how-to-become-a-police-officer/articles/law-enforcement-jargon-every-police-officer-should-know-WGDM1dkaukUyasF4/>
- Devianty, R. (2018). Penyimpangan dalam Berbahasa Indonesia. *Jurnal Raudhah*, 06(01), 39–53. <http://repository.uinsu.ac.id/6370/>
- Edison, R. M. (2021). *Translation Strategy Used in Translating Slang Expression Found in I Love Yoo Webtoon*. (Undergraduate thesis, Universitas Islam Negeri Maulana Malik). <http://etheses.uin-malang.ac.id/30750/>
- Hastuti, E. D. (2015). an Analysis on Subtitling Strategies of Romeo and Juliet Movie. *Register Journal*, 8(1), 57. <https://doi.org/10.18326/rgt.v8i1.57-80>
- Hsieh, H. F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- IMDb. (n.d). Brooklyn Nine-Nine. Retrieved from: <https://www.imdb.com/title/tt2467372/>
- Iskandar, A. (April, 2021). *Bidasan Bahasa: Orang Gila*. Media Indonesia. <https://mediaindonesia.com/weekend/355526/bidasan-bahasa-orang-gila>
- Istiqomah, L., Rohimah, A. N., & Pratiwi, A. W. (2019). Slang Language Subtitle Strategy in the Movie Entitled "The Social Network." *Langkawi: Journal of The Association for Arabic and English*, 5(2), 152. <https://doi.org/10.31332/lkw.v5i2.1298>
- Kenton, W. (2023, January 31). *What Is a Buck? Definition as Money, Meaning, History, and Value*. Investopedia. <https://www.investopedia.com/terms/b/buck.asp>

- Cayana, V. T. (2024). An Analysis of Slang Expressions Used in Brooklyn Nine-Nine American TV Series. *ELSA Journal*, 5(1), 28-40.
- Kevin. (2021, September 21). *The Meaning of Low Key: What It Is and How To Use It*. The Word Counter. <https://thewordcounter.com/meaning-of-low-key/>
- Khabib, E. M. (2021). *Slang Words to Master English Conversation*. Noktah. <https://books.google.com/books?hl=en&lr=&id=efohEAAAQBAJ&oi=fnd&pg=PA5&dq=larut+malam+suara+sebuah+truk&ots=JCET6JH8k7&sig=UHXKt4KF4glAWzTRaFFaYVA3gQY>
- Machali, R. (2009). *Pedoman bagi Penerjemah*. Mizan.
- Megasari, P. N. (2022, December 15). 'Bestie' Jadi Bahasa Gaul yang Viral di Media Sosial, Apa Sih Artinya?. detikjateng. <https://www.detik.com/jateng/berita/d-6463375/bestie-jadi-bahasa-gaul-yang-viral-di-media-sosial-apa-sih-artinya>
- Merriam-Webster. (n.d.). *Crash*. Retrieved from Merriam-Webster.com dictionary: <https://www.merriam-webster.com/dictionary/crash>
- Merriam-Webster. (n.d.). *Crush*. Retrieved from Merriam-Webster.com dictionary: <https://www.merriam-webster.com/dictionary/crush>
- Merriam-Webster. (n.d.). *Sucky*. Retrieved from Merriam-Webster.com dictionary: <https://www.merriam-webster.com/dictionary/sucky>
- Merriam-Webster. (n.d.). *Weird*. Retrieved from Merriam-Webster.com dictionary: <https://www.merriam-webster.com/dictionary/weird>
- Octoria, D. (2023, January 11). 23 Nama Panggilan Sayang untuk Pacar, Unik dan Tidak Lebay. detikbali. <https://www.detik.com/bali/berita/d-6510714/23-nama-panggilan-sayang-untuk-pacar-unik-dan-tidak-lebay>
- Permana, D. R. (2022). An Analysis of Slang Expression Translation in Movie. *Global Expert: Jurnal Bahasa dan Sastra*, 10(1), 8-16.
- Putra, P. W. T., & Winarta, I. B. G. N. (2022). Types of Slang Found in Raya and the Last Dragon Movie Series 2021 by Walt Disney. *EDULIA: English Education, Linguistic and Art Journal*, 3(1), 31-39. <https://doi.org/10.31539/edulia.v3i1.4697>
- Siregar, R. (2017). *Strategi Penerjemahan Dokumen Kontrak*. Pustaka Bangsa Press.
- Sulaiman, P., & Syafitri, D. (2022). SLANG WORD ANALYSIS IN THE RALPH BREAKS THE INTERNET MOVIE. *EDULIA: English Education, Linguistic and Art Journal*, 2(2020), 46-52. <https://doi.org/https://doi.org/10.31539/edulia.v2i2.3939>
- Suleman, J., & Islamiyah, E. P. N. (2018). Dampak Penggunaan Bahasa Gaul Di Kalangan Remaja Terhadap Bahasa Indonesia. *Senasaba*, 3, 153-158. <http://research-report.umm.ac.id/index.php/>
- Van, H. V. (2006). *Translation: Theory and Practice*. Vietnam National University.
- Vocabulary.com. (n.d.). *Doofus*. Retrieved from Vocabulary.com Dictionary: <https://www.vocabulary.com/dictionary/doofus>
- Yule, G. (2006). *The Study of Language* (3rd Edition). Cambridge University Press.



## THE ANALYSIS OF GRAMMATICAL ERROR FOUND IN CURRICULUM VITAE OF TEACHER APPLICANTS AT WONDER KIDS SCHOOL

Dea Della<sup>1</sup>, Selamat Tumpal Manurung<sup>2</sup>, Tri Mulyaningsih<sup>3</sup>

[deadella13@gmail.com](mailto:deadella13@gmail.com)<sup>1</sup>, [selamattumpal@polteq.ac.id](mailto:selamattumpal@polteq.ac.id)<sup>2</sup>, [tri.mulya.sudiyono@gmail.com](mailto:tri.mulya.sudiyono@gmail.com)<sup>3</sup>

Politeknik Tonggak Equator<sup>1,2</sup>, Universitas Tanjung Pura<sup>3</sup>

### ABSTRACT

Considering the importance of grammatical knowledge in the writing process, this research is aimed to know the grammatical errors and its causes in writing CVs made by English teacher applicants of Wonder Kids School. First impression of teacher's English mastery can be seen through their CVs when applying for a job. This analysis uses Surface Strategy Taxonomy in classifying the errors. This study uses descriptive research method with a qualitative approach. The data was collected by analyzing each CVs carefully. The object of this research is CV made by English teacher applicants of Wonder Kids School collected in 2021 totaling 24 data. The results of this study indicate that applicants' mistakes in producing grammatically correct English CVs are divided into several categories of errors, namely omission, addition, misordering, and misformation. The most frequent grammatical error made is omission with total of 50 items out of 92 or 54%, followed by misformation error with total of 33 items out of 92 or 36%, addition error with total of 7 items out of 92 or 8%, and misordering as the least frequent errors made with total of 2 items out of 92 or 2%. As for the causes of grammatical error in CV made by English teacher applicants of Wonder Kids School are interlingual transfer and intralingual transfer.

**Keywords:** *grammatical error, error analysis, surface strategy taxonomy*

### INTRODUCTION

Writing is one of the language skills that become an essential part of learning English because it is classified as a productive skill where the information conveyed must be clear (Fareed et al., 2016). According to Harmer in Qamariah and Wahyuni (2020), productive skill is a skill where ones produce the language themselves. It needs a complex process to produce a rich piece of writing (Qamariah, 2015). Afifuddin (2016) also says writing is a complex process that demands cognitive analysis and linguistics synthesis.

One complex but pragmatic use of the skill in writing a CV (Curriculum Vitae) to get a job. Facing intense competition makes applying for a job a challenge in life, thus making many people try to get a first impression by making a CV (Curriculum Vitae) in English that indicates they are fluent in English and have high self-confidence. CV generally describes the data and information needed to apply for a job. The CV usually contains information such as educational background, skills, biodata, and work experiences. CV is an important part of the requirements for getting a job because it is the initial stage for the recruiter to value the applicant's qualifications, whether they will meet the criteria or not. The employer will evaluate the content of the CV and grade its English mastery in written communication.

Similar to a first date, they provide the first impression based on which a recruiter gets to create an opinion about applicants – and first impressions can cause a considerable impact (Bright et al., 2014). Sending out a CV with obvious grammatical errors shows one's sloppiness. As a formal document that is supposed to be perfect, grammatical errors are a fairly

staggering proportion. According to Innes (2012), grammatical errors are among the most irritating errors a recruiter sees, among the most damaging errors you can make – and are also among the most easily avoided. It can significantly alter chances for career prospects.

The importance of a CV when applying for a job makes many things to consider, especially if the job being applied for is to become an English teacher. Because when applying as an English teacher, the use of good and correct language is the most important requirement compared to others. Currently, the demand for teachers who can teach English is higher than ever, especially in kindergarten. This happens because more parents realize that mastering English from an early age can be a provision for their children to be better prepared for their future. This has led to an increasing need for qualified English teachers – native speakers or non-native speakers because it is undeniable that teachers play a very crucial role in imparting knowledge and character building for the child.

Students reflect on what the teacher teaches them, especially at an early age. The first impression of a teacher's English mastery can be seen through their CVs when applying for a job. That is the main reason for the writer's selection of bilingual preschool as the sample of this study. The other reason the writer selected Wonder Kids bilingual preschool is due to the lack of data, not many Indonesians write their CVs in English. Hence, the writer can only obtain the data from bilingual schools or other international companies. The writer collected 24 samples of CVs from Wonder Kids School to examine the grammatical error (surface strategy taxonomy) made by teacher applicants.

With the basis of several studies (Octaviani and Sari (2021), Qamariah and Wahyuni (2020), Furka (2008)) that have been conducted before, the writer has observed more knowledge about grammatical errors. The writer found out the previous study used surface strategy taxonomy and only identified errors made in English texts. In this study, the writer identifies the grammatical error using surface strategy taxonomy and the cause of the errors made. Hence, this research entitled “An Analysis of Grammatical Errors Found in Curriculum Vitae of Teacher Applicants of Wonder Kids School” is conducted to examine the grammatical errors in curriculum vitae written in English by English teacher applicants of Wonder Kids School and to investigate the causes of grammatical errors in those documents.

## **LITERATURE REVIEW**

### **Writing in English as Foreign Language Context**

Writing is the process of putting ideas on a paper to alter our thought into words, to sharpen our main ideas, to provide them structure and coherent organization (Brown, 2000). Additionally, Hornby and Cowie (1995) said “writing is written works of an author or person's feeling”. Writing gets more challenging in the English for second language (EFL) context.

According to Sari et al. (2019), Indonesia considers English as a foreign language. There are four language skills; listening, speaking, reading, and writing. Richards et al. (2002) explain that mastering writing skills is the foremost difficult part for EFL/ESL learners. The learners have to be involved in higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, choice of words, and so on (Mohammed & Abdalhussein, 2015). According to Celce-Murcia et al. (2014), even in one's native language, composing a text is a highly complex task that involves the consideration of many factors. Raimes in Celce-Murcia et al. (2014) also state that it is important to remember in the ESL/ EFL context, writing, like the other language skills, needs to be dealt with at the particular level of linguistics and discourse proficiency that the intended students have reached.

L2(foreign language) learners' cultural schemata will impact the ways that they write and the writing they compose. All cultures attribute totally different meanings to events and human

relationships, and these cultural frames influence what we find comfortable to write about. The schemata of L2 writers differ from those of L1 writers in their preferred ways of organizing ideas, and these cultural preconceptions may hinder effective communication. Moreover, as cited by Connor in Hyland (2019), the linguistic and rhetorical conventions of the primary language interfere with the writing of the foreign language.

According to Hyland (2019), the most obvious issue that distinguishes EFL/ESL writers is the difficulty they have in adequately expressing themselves in English, particularly once the L2 is added to the mix. These L2 writers usually have a different linguistic knowledge base than the native English speakers. Celce-Murcia et al. (2014) say that students who have learned to write in their L1 can transfer these skills to a foreign language; however, a certain level of language proficiency is needed before such transfer occurs. Grammar also plays a vital role in helping writers expand their repertoire of linguistic choices (i.e., their syntactic fluency).

Various studies suggest that texts created by L2 writers are generally shorter, less cohesive, less fluent, and contain a higher number of errors. Hinkel (2003) revealed findings of a corpus analysis of L1 and L2 college writers' texts that the L2 writers "employed overly simple syntactic and lexical constructions" more often than the L1 writers did in their texts (p. 275). Hinkel (2002) has also found that L2 writers tend to rely on simple conjunctions, exemplification markers, and demonstrative pronouns in establishing text cohesion, devices appropriate for personal narratives but less so for other writing tasks. As cited by Laufer and Waldman (2011), by comparison with native speakers, L2 writers overuse some collocations—for example, collocations made with core verbs (be, make, have, etc.) or particular amplifiers (very, strongly, highly, completely), whereas they do not use other native-like collocations.

### **Grammatical Error Based on Surface Strategy Taxonomy**

According to Putri and Dewanti (2014), grammatical error is the kind of error that deviates from grammatical rules and potentially reduce the quality of text. There are four types of errors as stated by Dulay et al. (1982), they are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Focusing on Surface Strategy Taxonomy, it is elaborated as follows:

Surface strategy taxonomy points that the way surface structure is changed. The learners may omit necessary items and add unnecessary ones; they may disorder and/or misform the items. Hence, Dulay divided the error based on surface strategy taxonomy into four categories, namely omission, addition, misformation, and misordering.

#### **a. Omission**

Omission errors are distinguished by the absence of an item which must arise in a well-formed sentence. In omission, there are two types of morphemes in a sentence such as grammar morphemes and content morphemes. In grammar, morphemes include noun and verb inflection (-s, -ed, -ing), verb auxiliaries (is, will, may, can, etc.), preposition (in, on, at, etc.), article (a, an, the), and conjunction (Fridayanthi, 2017).

Example:

*My school many class.*

The example above, word omitted is 'has'. It should be *My school has many class.* (Muhsin, 2016)

#### **b. Addition**

Addition errors based on Suhono (2016) are contrary to omission. They are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Addition errors' characteristic is the presence of the item which must not arise in a well-formed structure.

##### **1) Double Marking**

Double marking is caused by the failure to omit certain items which are required in some linguistic construction.

Example:

*Elijah did not washed the cars.*

From the example above, the right reconstruction should be *Elijah did not wash the cars.*

## 2) Regularization

An example of this error can be seen in the term of regular, irregular forms and construction in a language. The learners frequently apply the rules to produce the regular ones to those that are irregular.

Example:

*The thief broked into the house.*

From the example above, the right reconstruction should be *The thief broke into the house.*

## 3) Simple Addition

Simple addition refers to addition errors that are neither double marking nor regularization.

Example:

*I plays a dancing games*

From the example above, the right reconstruction should be *I play dancing game.* (Muhsin, 2016)

## c. Misformation

Misformation errors are the use of an incorrect form of structure. In misformation errors, the learners supply something incorrectly. There are types of misformation, namely regularization, archi form, and alternating form (Fridayanthi, 2017). Usually, the errors occur due to learners that do not understand the rule.

### 1) Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* or *gooses* for *geese*.

### 2) Archi Form

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Example:

*Her was anxious*

From the example above, the right reconstruction should be *She was anxious.* It is caused when the learner represents the entire class of subjects.

### 3) Alternating Form

Alternating forms error is caused by the learner's vocabulary and grammar development.

Example:

*My favorite things which one my guitar, my T-shirts, my shoes, and my bag.*

From the example above, the right reconstruction should be *My favorite things are my guitar, my T-shirts, my shoes, and my bag.* (Muhsin, 2016)

## d. Misordering

Misordering errors are distinguished by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that has already been acquired.

Example:

*He is all the time late*

From the example above, the right reconstruction should be *He is late all the time.* (Suhono, 2016).

## Cause of Errors

There are numerous factors that cause the learners of English as a foreign language make errors. Brown classified sources of error into interlingual transfer and intralingual transfer.

a. Interlingual Transfer

Interlingual transfer is caused by learner's mother tongue that affects the second language or foreign language (Danurwindo, 2014). An example is, "the mobile phone of Antoine" It can be explained as "Antoine's mobile phone". If mother tongue is known, there will be chance to do literal translation in order to interpret the meaning of the sentence.

b. Intralingual Transfer

Intralingual transfer is an error that occurs due to learner's lack of second or foreign language knowledge. An example taken from Wicaksono (2014), "I make error because I am lack of understanding the English pattern well", the right form should be, "I make error because I am lack of understanding the past verb form in English".

### **Curriculum Vitae**

There are 3 main styles of CVs. Each of them has its own unique strength and choosing which style to use is based on ones' experiences and what they intend to do. Based on (Bright et al., 2014); McGee (2009), there are 3 styles of CVs, which as follows:

1. The Chronological CV

This style of CV consists applicants' career history in chronological sequence, starting with the most recent job first. According to McGee (2009), this style is useful when: 1) the applicant's career shows progression and growth, 2) applicant is staying in the same field of work, 3) applicant has worked for well-known companies with good reputations, 4) applicant's previous job title is impressive.

The components of this CV are, in order: 1 Personal details. 2 Qualifications. 3 Professional development/training courses. 4 Employment history, including: employer, dates of employment, positions held, and achievements.

2. The Functional CV

The main characteristic of this CV is that it highlights the main skills and strengths and does not emphasize on work experience and job title. According to McGee (2009), this style is useful when: 1) applicant wants to emphasize skills and strengths not necessarily acquired through paid employment, 2) applicant wants to change careers and therefore your present position might not be relevant to your future ambitions, 3) applicant has variety of position during his or her career, most of which are unconnected, 4) applicant is returning to or is first time in the job market, 5) Most of applicant's work has been freelance been freelance or temporary projects, 6) applicant obtained various kind of job titles, but the work were basically the same.

3. The Hybrid CV

This style of CV combines the best of both the chronological CV and the functional CV. A hybrid CV retains much of the fixed order of the chronological CV places a lot more focus on skills and accomplishments – sometimes in a separate section. Greater emphasis is given to the detail that relates specifically to the job in question.

According to McGee (2009), this style is useful when: 1) applicant has a specific job to go for, or are responding to a particular job advert, 2) applicant wants to emphasize skills and achievements, not necessarily acquired in your most recent work, or which were obtained outside paid employment. In this study, the writer used all types of CV to analyze the grammatical errors.

## **METHODOLOGY**

### **Form of Research**

The writer employed a qualitative research method in this study. According to Moleong (2009), the qualitative approach is to observe its surroundings and analyze them by using the logic of scientific. Qualitative researchers examine how people learn about and make sense of themselves and others and how they structure and give meaning to their daily life (Hox & Boeije, 2005).

The method used for this study is descriptive. Gay et al. (2011) say descriptive research is a descriptive study that determines and describes the way things are. The writer chose this method because it conveyed a broader understanding of grammatical errors in curriculum vitae (CV) written by English teacher applicants of Wonder Kids School.

### **Location and Time of Research**

This research was conducted in Pontianak city. The sample of this research is English curriculum vitae (CV) that was taken from Wonder Kids School for English teacher position. The data was collected through e-mail. The writer collected 24 samples of the CVs.

After the data was collected from Wonder Kids school, the writer started to find the errors on the CV on February 2022 and finished at the beginning of June 2022.

### **Object of Research**

According to Sugiyono in Nizar (2018), population is a generalization area consisting of subjects or objects that contain certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The writer used purposive sampling to take the sample from the population. The purposive sampling technique, also known as judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses (Tongco, 2007). The researcher decides what needs to be known and carries out to find people who can and are willing to provide the information by virtue of knowledge or experience. In this study, the writer collected 24 curriculum vitae (CV) from applicants for English teacher position at Wonder Kids School in 2021.

### **Technique and Instrument of Data Collecting**

The writer used human investigator as the primary instrument to collect and analyze the data. The writer read the CVs of teacher applicants of Wonder Kids School carefully and identified the grammatical error made in the CVs. After discovering the grammatical errors in the CV, the writer analyzed it with theory of Dulay namely surface strategy taxonomy. According to Tripathy (2013), secondary data can be large-scale surveys or data collected as part of personal research. In this study, the secondary data was collected from books and journals or previous research that has been done before.

Forman and Damschroder (2007) state that qualitative content analysis is one of qualitative methods used to analyze textual data. The object of content analysis in qualitative method can be all sorts of recorded communication (transcripts of interviews, discourses, protocols of observations, videotapes, documents, etc.) (Mayring, 2004). In this study, the writer read the CVs carefully and identified the type of grammatical errors occurring in them by applying content analysis.

### **Validity and Reliability**

Validity and reliability in qualitative research means that the data being obtained are appropriate, credible and backed up evidence instead emphasize the honesty, expertise, believability and integrity (Fraenkel et al., 2012). According to Ary et al. (2010), there are four steps can be used to test whether the data collected is valid and reliable, which are credibility, transferability, dependability, and conformability. In this study, the writer used credibility and dependability.

#### **1. Credibility**

Credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility involves how well the researcher has established based on research design, participants and context. For this study, the writer used data triangulation as a method according to the evidence. In data triangulation, the writer looked for multiple sources of data to gain better insights. More than one data source lends credibility to the findings.

## 2. Dependability

Dependability also known as trustworthiness, can be viewed as extent to which variation can be tracked or explained. There are some strategies to investigate dependability; using an audit trail, replication logic, stepwise replication, code–recoding, inter-rater comparisons, and triangulation. The writer also used triangulation to establish the dependability of this study.

### Technique of Data Analysis

In this study, the writer used human investigator to collect and analyze the data. The data were analyzed with a qualitative descriptive method. After collecting all the data, the writer read each CV and identified the grammatical errors found in it with surface strategy taxonomy. The processing of this analysis, the writer took the steps proposed by Ellis and Barkhuizen in Amiri and Puteh (2017): (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, (4) explanations of errors.

Initially, the writer collected the data from Wonder Kids School. Next step, the writer identified the errors by reading each CV thoroughly. Each error would be underlined by writer. The errors here could be words, phrase or even sentence. Followed by the third step, describing what type of surface strategy taxonomy errors made. And finally, the writer explains the errors and corrects it in proper form. The writer uses the descriptive analysis technique (percentage) to calculate the data result. The researcher uses the formula as follows:

$$\text{Percentage of errors} = \frac{\text{Number of one type of error}}{\text{Total number of all errors}} \times 100\%$$

The results of the process of classification, identification and description of errors are presented into the table as attached in the appendix.

## FINDINGS AND DISCUSSION

### Findings

Wonder Kids is a preschool and children's learning center established in 2019. This preschool uses a Montessori-based approach with three languages taught: English, Chinese, and Bahasa Indonesia. Montessori is a curriculum that allows individualized teaching and hands-on learning that challenges children to develop overall academic skills.

Based on the CV collected, the writer found out that majority of the applicants are English graduate. The writer assumed that they have mastered English, more specifically surface strategy taxonomy when they graduated. Below is the applicants' background:

Table 4.1. Applicants' Background

No.	Name	Gender	Educational Background	Accepted
1.	Agida Hafsyah Febriagivary	Female	PAUD, Pendidikan Indonesia University.	No
2.	Amrita Kahlon	Female	Diploma in TESOL.	Yes
3.	Andina Pangestuti	Female	English Education, University of Sultan Age.	Yes
4.	Anindia Amaliyah	Female	Bachelor Degree in Arts (Psychology), University of Queensland.	Yes
5.	Anna Tianci Lumbantoruan	Female	Sisingamangaraja XII University of Tapanuli.	No

6.	Annisa Zoraya	Female	Master of English Language Education, Indraprasta PGRI University.	Yes
7.	Ariel Christie	Female	Bachelor Degree in English Language Education, Atma Jaya University.	Yes
8.	Blanka Sharinnadia	Female	International Relation, Satya Negara University.	Yes
9.	Camelia Novela	Female	Chinese Literature, Universitas Sumatera Utara.	Yes
10.	Cheryl Jocelyn Liow	Female	Psychology, Gadjah Mada University.	No
11.	Christine Pax Sufmera	Female	Public Relations, Mercu Buana University.	Yes
12.	Citra Dewi	Female	English Language Education, Indonesia Open University.	Yes
13.	Darren Jacquelyn	Female	SMK Yadika 5, Tangerang Selatan.	No
14.	Della Ivone Amalia	Female	Faculty of English Letters, Gunadarma University.	Yes
15.	Elsa Ariestia	Female	University of Negeri Jakarta.	Yes
16.	Elvina Aileen Chrestella	Female	Interior Design, Tarumanegara University	Yes
17.	Enung Nurbaeti	Female	English study program of teacher training and education, Universitas Mathlaul Anwar.	Yes
18.	Ernawati Batubara	Female	International Relation, Riau University.	Yes
19.	Ervina Sinaga	Female	English Education, Indraprasta PGRI University.	Yes
20.	Fabiola Gracia Ananda	Female	Faculty of English Letters, Sanata Dharma University.	Yes
21.	Fizia Angesti	Female	PAUD, Pendidikan Indonesia University.	Yes
22.	Genova	Female	Bachelor of Education in English, Atma Jaya University.	Yes
23.	Grace Enrica	Female	English Teacher Training and Education, HKBP Nommensen University.	Yes
24.	Jenica C. San Antonio	Female	Bachelor in Secondary Education Major in English, University of Perpetual Help System Laguna.	Yes

In this study, the writer used surface strategy taxonomy. The writer identified the types of grammatical errors and classified them into four aspects: Omission, Addition, Misordering, and Misformation. Here are the grammatical errors found in 24 CVs made by English teacher applicants of Wonder Kids School.

a. Omission

The analysis of errors in omission were listed on the table below:

Table 1. Omission Classification

No.	Identification of Error	Reconstruction of Error
1.	Experience <u>  </u> overseeing a large classroom environment.	Experienced in overseeing a large classroom environment.
2.	[..., communicative, <u>  </u> high determination...]	, communicative, have high determination...]
3.	Facilitate an English-speaking environment for high school students...]	Facilitated an English-speaking environment for high school students...]
4.	Manage chats and emails, boss' financial records, solve complaints from partners...]	Managed chats and emails, boss' financial records, solving complaints from partners...]
5.	Organize webinar events about mental health...]	Organized webinar events about mental health...]
6.	Create content about mental health...]	Created content about mental health...]
7.	Conduct AJT cognitive test...]	Conducted AJT cognitive test...]
8.	Compile and summarize supporting journals...]	Compiled and summarized supporting journals...]
9.	Look for the specific subjects/participants...]	Looked for the specific subjects/participants...]
10.	Inform the participant's parents...]	Informed the participant's parents...]
11.	Compile all the research data...]	Compiled all the research data...]
12.	Provide direct support...]	Provided direct support...]
13.	Lead psychoeducation program...]	Led psychoeducation program...]
14.	Participate as a consultant...]	Participated as a consultant...]
15.	Provide individual counselling...]	Provided individual counselling...]
16.	Assess & analyse data...]	Assessed & analyzed data...]
17.	Lead social & emotional training...]	Led social & emotional training...]

18. Tutor Mathematics & English subject...]	Tutored Mathematics & English subject...]
19. Provide direct support service to students...]	Provided direct support service to students...]
20. Report all about students' academic...]	Reported all about students' academic...]
21. Organize school events...]	Organized school events...]
22. Post job advertisements through...]	Posted job advertisements through...]
23. Source candidates from advertisements...]	Sourced candidates from advertisements...]
24. Assess potential candidates...]	Assessed potential candidates...]
25. Write psychological reports...]	Wrote psychological reports...]
26. Arrange schedule of interview...]	Arranged schedule of interview...]
27. Make agreement letters...]	Made agreement letters...]
28. Teach and lead discussion about psychodiagnostics...]	Taught and led discussion about psychodiagnostics...]
29. Assess students' performance...]	Assessed students' performance...]
30. Arrange schedules for students...]	Arranged schedules for students...]
31. Arrange schedule for laboratory assistants...]	Arranged schedule for laboratory assistants...]
32. Prepare classroom and the materials before class start.	Prepared classroom and the materials before class starts.
33. Preparing the room before therapy start.	Preparing the room before the therapy starts.
34. [...and give a prompt to the students after instructions...]	[...and gave a prompt to the students after instructions...]
35. I am blessed that I could work in __ industry...]	I am blessed that I could work in the industry...]
36. [... I could work in industry that I __ passionate about...]	[... I could work in industry that I am passionate about...]
37. Teaching children __ __ age _ 3 – 6 years old.	Teaching children from the age of 3 – 6 years old.
38. Founder __ SIAR Community (2018)	Founder of SIAR Community (2018)

39.	Founder __ We Hear It Community	Founder of We Hear It Community
40.	Utilise a hands-on approach towards teaching...]	Utilized a hands-on approach towards teaching...]
41.	Create lesson plans for students	Created lesson plans for students
42.	Contact parents in order to arrange...]	Contacted parents in order to arrange...]
43.	Research and developed many resources while...]	Researched and developed many resources while...]
44.	Administer assessment tests for individual students.	Administered assessment tests for individual students.
45.	Create a fun, warm and exciting atmosphere...]	Created a fun, warm and exciting atmosphere...]
46.	Make a lesson plan and daily, weekly, monthly...]	Made a lesson plan and daily, weekly, monthly...]
47.	Assist the teacher to make a lesson plan...]	Assisted the teacher to make a lesson plan...]
48.	Help the teacher to prepare the materials	Helped the teacher to prepare the materials
49.	Help the students by being role model...]	Helped the students by being role model...]
50.	Filling Data in __ Database of Interpol Indonesia	Filling Data in the Database of Interpol Indonesia

b. Addition

The analysis of errors in addition were listed on the table below:

Table 2. Addition Classification

No.	Identification of Error	Reconstruction of Error
1.	[...sociable and able to working in a team or individually.	[...sociable and able to work in a team or individually.
2.	I was being an instructor for active role in English...]	I was an instructor for active role in English...]
3.	[...those aspects are useful enough to help to working...]	[...those aspects are useful enough to help working...]
4.	I am consider myself to be the most suitable...]	I consider myself to be the most suitable...]
5.	My job was called and reminded customers to pay...]	My job was to call and to remind customers to pay...]
6.	I was joined English club as well.	I joined English club as well.
7.	Made sure all of the performers' came, get- ready, performed...]	Made sure all of the performers came, get- ready, performed...]

c. Misordering

The analysis of errors in misordering were listed on the table below:

Table 3. Misordering Classification

No.	Identification of Error	Reconstruction of Error
1.	[...all about education and <u>innovation technology</u> .	[...all about education and <u>technology innovation</u> .
2.	Founder School of BERMAIN BERSAMA.	Founder of Bermain Bersama school.

d. Misformation

The analysis of errors in misformation were listed on the table below:

Table 4. Misformation Classification

No.	Identification of Error	Reconstruction of Error
1.	I'm <u>interest</u> to all about education...]	I'm <u>interested</u> to all about education...]
2.	[...I'm so <u>interest</u> to issues about social-political.	[...I'm so <u>interested</u> about issues related to social-political.
3.	Trainee <u>as House Kepping</u> , Golden Flower Hotel Bandung.	Trainee <u>at housekeeping department</u> , Golden Flower Hotel Bandung.
4.	Writer <u>on</u> Antologi Cerpen Rahasia Hati's Book...]	Writer <u>of</u> Antologi Cerpen Rahasia Hati Book...]
5.	[...by being role model for <u>practice</u> their social skills...]	[...by being role model for <u>practicing</u> their social skills...]
6.	I am a fast learner, hard worker, <u>good responsibility</u> ...]	I am a fast learner, hard worker, <u>responsible</u> ...]
7.	Excellent <u>communicating</u> in English.	Excellent <u>communication</u> in English.
8.	[...and knowledge in <u>contributing to the overall success of the company's success</u> .	[...and knowledge in <u>contribution to the overall company's success</u> .
9.	The ability to <u>problem solving and organization</u> .	The ability to <u>solve problem and to work well with others</u> .
10.	[...and if you <u>will me an interview</u> , I shall be available.	[...and if you <u>will interview me</u> , I shall be available.
11.	The last one was <u>that teachers and I were cleaning the school after teaching and cleaning the toilets as well, a command from the owner</u> .	The last one was <u>all teachers and I cleaned the school and toilets after teaching as a command from the owner</u> .

12.	[...maybe will <u>be opening</u> in January 2021 when the government allows...]	[...maybe will <u>reopen</u> in January 2021 when the government allows...]
13.	[...where we also <u>have</u> a chance to help the owners run their business.	[...where we also <u>had</u> a chance to help the owners run their business.
14.	During my placement year, I <u>can</u> work with team and tech support in computer to utilize my skills.	During my placement year, I <u>could</u> work with team
15.	I never quit to create fun and creative <u>ways</u> to educate and <u>improve</u> my students.	I never quit to create fun and creative <u>method</u> to educate and <u>evolve</u> my students
16.	[... <u>tached</u> English subject for all elementary student.	[... <u>taught</u> English subject for all elementary student.
17.	<u>Coordinates</u> and <u>communicate</u> with parents.	<u>Coordinating</u> and <u>communicating</u> with parents.
18.	Disciplined and <u>Hard work</u> .	Disciplined and <u>Hardworking</u> .
19.	<u>Filling</u> Data in Database of Interpol Indonesia.	<u>Filled</u> Data in Database of Interpol Indonesia.
20.	<u>Planed</u> and prepared learning activities.	<u>Planned</u> and prepared learning activities.
21.	I'm focusing on sexual education for <u>child</u> ...]	I'm focusing on sexual education for <u>children</u> ...]
22.	I'm focusing on sexual education for <u>child and gender</u> .	I'm focusing on sexual and <u>gender</u> education for <u>children</u> .
23.	I'm so interest to issues <u>about</u> social-political.	I'm so interested <u>about</u> issues related to social-political.
24.	I was in Science <u>Majored</u> ...]	I <u>majored</u> in science...]
25.	Responsible, creative, open minded and willingness to learn...]	Responsible, creative, open minded and willing to learn...]
26.	Publishing Journal of Meningkatkan Pendidikan Seksualitas untuk Anak Usia Dini...]	Published Journal of Meningkatkan Pendidikan Seksualitas untuk Anak Usia Dini...]
27.	[...creative, discipline...]	[...creative, disciplined...]
28.	<u>Organized</u> school events.	<u>Organizing</u> school events.
29.	<u>Teaches</u> science, reading/writing, math, language...]	<u>Taught</u> science, reading/writing, math, language...]
30.	<u>Makes</u> the weekly/monthly report...]	<u>Made</u> the weekly/monthly report...]

31. <u>Observes</u> and <u>evaluates</u> student performance...]	<u>Observed</u> and evaluated student performance...]
32. <u>Coordinates</u> with parents.	<u>Coordinated</u> with parents.
33. <u>Making Memorandum of Understanding</u> between Interpol Indonesia and...]	<u>Made</u> Memorandum of Understanding between Interpol Indonesia and...]

The most common errors in this research were in the category of omission error. Omission is the error which is characterized by the absence of an item that must appear in a well-formed utterance. In this research, the writer found the pattern that most of the error were made is verb inflection (-s, -ed, -ing). Second most common errors made were misformation error which is a wrong form of structure occurred due to learners that do not understand the grammar rule. Overall, the content of the CVs made by English teacher applicants of Wonder Kids School still can be understood. Although there were some errors, it does not make the writer confused about what they wanted to deliver.

From the data analysis above, the writer got the frequency of error made from each category. The writer used formula percentage of errors =  $\frac{\text{Number of one type of error}}{\text{Total number of all errors}} \times 100\%$ . The result is presented in chart below:

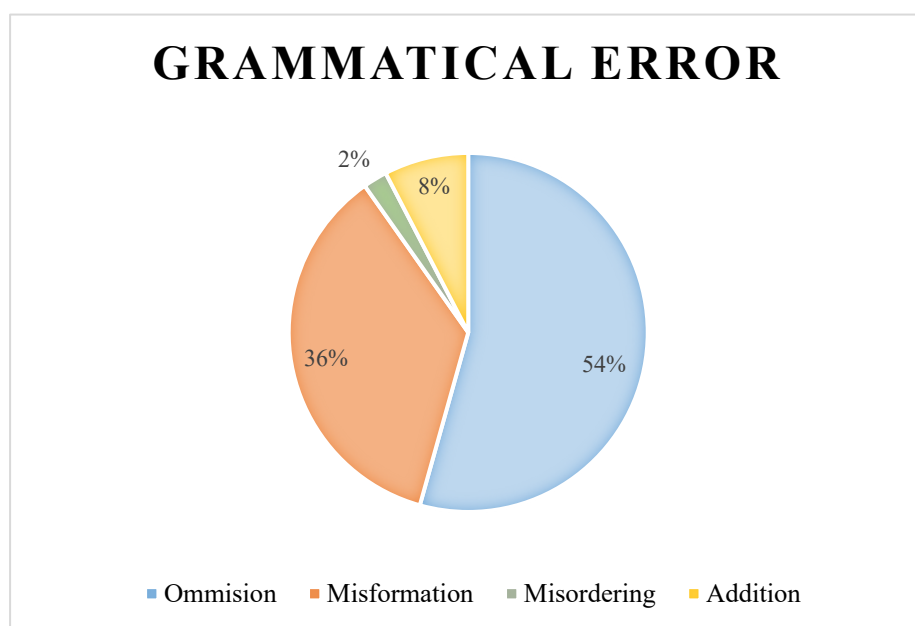


Figure 1. The chart of frequency of grammatical error in 24 CVs made by English teacher applicants of Wonder Kids School

The chart above showed there were 50 items (54%) of omission errors, 7 items (8%) for addition errors, 2 items (2%) for misordering errors, and 33 items (36%) of misformation errors. Therefore, the most grammatical error found in the 24 CVs made by English teacher applicants of Wonder Kids School was omission errors with 50 items or 54%.

Table 5. The Causes of Grammatical Error

No.	The Causes of Grammatical Error
-----	---------------------------------

1. Interlingual Transfer	It is often caused by learner's mother tongue that affects the foreign language. If mother tongue is known, there will be chance to do literal translation in order to interpret the meaning of the sentence.
2. Intralingual Transfer	It often occurs due to learner's lack of foreign language knowledge.

Based on the table, the writer found the causes of grammatical error in 24 CVs made by English teacher applicants of Wonder Kids School were interlingual transfer and intralingual transfer. The writer took four sentences as the sample of errors to explain the causes of grammatical error. The samples were selected based on how clearly the sentence can show the cause of error.

a. Interlingual Transfer

1. The ability to problem solving and organization.

The right utterance should be:

The ability to solve problem and works well with others.

2. I am a fast learner, hard worker, good responsibility...

The right utterance should be:

I am a fast learner, hard worker, responsible person...

The sentences above are indicated as interlingual transfer. The error occurred because the applicants still used the Indonesian language structure. The applicants may have produced the sentence in Indonesian structure and errors occurred during the language transfer because they use the same rules of native language for the target language, so the sentence did not make sense according to English sentence structure. On the examples above, the meaning meant to be conveyed can be understood if literal translation from Indonesian is done.

b. Intralingual Transfer

1. [...tached English subject for all elementary student...]

The right utterance should be:

[...taught English subject for all elementary student...]

2. My job was called and reminded customers to pay direct broadcast...]

The right utterance should be:

My job was to call and to remind customers to pay direct broadcast...]

The sentences above are indicated as intralingual transfer. The error occurred due to the applicants' lack of target language knowledge or grammar rule.

## Discussion

The writer analyzed the grammatical errors based on Dulay theory, surface strategy taxonomy, where there are four categories of errors. The four categories are classified into: omission, addition, misordering, and misformation. As shown in the findings, all categories of surface strategy taxonomy have been found in the data.

Omission error is characterized the absence of an item which must arise in well-formed sentence. There are some types of morphemes omitted such as noun and verb inflection (-s, -ed, -ing), verb auxiliaries (is, will, may, can, etc.), preposition (in, on, at, etc.), article (a, an, the), and conjunction. Research findings shows that the most frequent grammatical error made is omission with 50 errors out of 92 or 54%. The writer found out the error happened because the Indonesian doesn't have any linguistic unit which determined specific function such as 'to be', 'article' or 'verb' as a specified element in a sentence, so the applicants tend to not include them in composing sentences.

Addition error is the opposite of omission error where an item must not appear in a well-formed sentence. Research findings shows addition error has third highest frequency with total of 7 items out of 92 or 8%. The applicants commonly made the mistakes by using both to be and verb in a sentence. It happened due to influence of Indonesian as the applicants' mother tongue that did not have terminology about 'to be' and irregular verb to determine a specific or particular context.

Misordering error is distinguished by the incorrect placement of a morpheme in a well-formed sentence. They come about systematically for both first and second language learning in construction that has already been acquired. Research findings shows misordering error holds the lowest frequency with total of 2 items out of 92 or 2%. Based on the analysis done, the writer believes it was caused by the interference of Indonesian sentence structure. Although it is hardly found, as the fact that in Indonesian, sentence was formed by subject-predicate-object as well as seen on the English sentence that commonly produced in the similar arrangement.

Misformation error is characterized by wrong form of structure. Usually, the errors occurred due to learners' lack of understanding of the grammar rule. Research findings shows misformation error holds the second highest frequency with total of 33 items out of 92 or 36%. Based on the analysis above, the writer found out this error is caused by grammatical knowledge and influenced by mother tongue. The example is shown on number 21 in table above, there was confusion of choosing for singular or plural for the object. Limited vocabularies also influenced errors being made, leading to them picking the wrong choice of words as shown on number six in table above. The wrong choice of words caused confusion to the reader.

As for the cause of the grammatical error made in the CVs are the interlingual factor and intralingual factor. Interlingual factor occurred because the applicants used the same rules of native language for the target language, so the sentence did not make sense according to English sentence structure. The meaning meant to be delivered can be conveyed if literal translation from Indonesian is done. On the other hand, intralingual transfer occurred due to the applicants' lack of target language knowledge or grammar rule. The most obvious errors can be seen through misformation table. (pg. 24-26)

In relation to the previous studies findings, Octaviani and Sari (2021) also found that the most errors done by EFL college students were omission. Another similar research was conducted by Qamariah and Wahyuni (2020), the result proved that most of the students still had limitation of language mastery. In this study, the lack of knowledge was one of the causes on the occurrence of grammatical error. The last research which was similar was from Furka (2008) who found that the sentence structure of CV made by Hungarian EFL learners were still influenced by mother tongue. In this study, the writer also found the sentence structure of CV made by the applicants were influenced by mother tongue.

## CONCLUSION

The writer analyzed and classified the errors using surface strategy taxonomy categories. Therefore, there are four types of error analyzed which are omission error, addition error, misformation error and misordering error. Based on the result of analysis above, it shows that the highest percentage of errors made by applicants is omission error (54%), the second is misformation error (36%), the third is addition error (8%), and the lowest is misordering error (2%).

It can be concluded that the cause of grammatical error made are due to interlingual transfer and intralingual transfer. Interlingual transfer is caused by mother tongue interference

Della, D. Manurung, S.T. Mulyaningsih, T. (2024). The Analysis of Grammatical Error Found in Curriculum Vitae of Teacher Applicants at Wonder Kids School . *ELSA Journal*, 5(1), 41-58.

which affects the foreign language. When the applicants try to construct a sentence, the first language might interfere into the target language. There will be chance to do literal translation in order to interpret the meaning of the sentence if the mother tongue is known. Whereas intralingual transfer is caused by the error committed by the learners when the rules of target language are misused or false application of certain target language rules.

Based on research above, here are some suggestions provided:

1. For the readers, it is suggested to broaden knowledge and understanding related to grammar rule, surface strategy taxonomy, in making English CV. In addition, efforts are made to reduce writing errors by double-checking the CV before sending.

2. For the next researchers, it is suggested to broaden the theory application of error analysis in another scope. In this study, the writer focused on the surface strategy taxonomy category. For the next research, it is suggested to analyze: linguistic category taxonomy, comparative taxonomy, or communicative effect taxonomy, whether with a similar object or a new one.

## REFERENCE

- Afifuddin, A. (2016). An analysis of students' errors in writing descriptive texts. *English Education Journal*, 7(1), 130-139.
- Amiri, F., & Puteh, M. (2017). Error analysis in academic writing: A case of international postgraduate students in Malaysia. *Advances in Language and Literary Studies*, 8(4), 141-145.
- Bright, J., Earl, J., & Winter, D. (2014). How to Write a Brilliant CV (Brilliant Business).
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). Longman New York.
- Celce-Murcia, M., Brinton, D. M., & Snow, A. (2014). Teaching English as a second or foreign language 4th ed. In: USA: Heinle & Heinle, Thomson Learning.
- Danurwindo, F. (2014). Grammatical error analysis in speaking of the second semester English students of IAIN Tulungagung academic year 2013-2014. *Unpublished undergraduate dissertation*. Institut Agama Islam Negeri Tulungagung, Jawa Timur, Indonesia.
- Dulay, H., Burt, M., & Krashen, S. (1982). 1982: Language two. New York: Oxford University Press.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92.
- Forman, J., & Damschroder, L. (2007). Qualitative content analysis. In *Empirical methods for bioethics: A primer*. Emerald Group Publishing Limited.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education.
- Fridayanthi, N. (2017). Grammatical Errors Committed by Eight Grade Students in Writing recount Text. *International Journal of Language and Literature*, 1(4), 213-220.
- Furka, I. (2008). The curriculum vitae and the motivational letter: a rhetorical and cultural analysis. *WoPaLP Journal*, 2.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications*. Pearson Higher Ed.
- Hinkel, E. (2002). *Second language writers' text: Linguistic and rhetorical features*. Routledge.
- Hinkel, E. (2003). Simplicity without elegance: Features of sentences in L1 and L2 academic texts. *Tesol Quarterly*, 37(2), 275-301.
- Hornby, A. S., & Cowie, A. P. (1995). *Oxford advanced learner's dictionary* (Vol. 1428). Oxford university press Oxford.

- Della, D. Manurung, S.T. Mulyaningsih, T. (2024). The Analysis of Grammatical Error Found in Curriculum Vitae of Teacher Applicants at Wonder Kids School . *ELSA Journal*, 5(1), 41-58.
- Hox, J. J., & Boeije, H. R. (2005). Data collection, primary versus secondary.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Innes, J. (2012). *The CV Book 2nd edn: Your definitive guide to writing the perfect CV*. Pearson UK.
- Laufer, B., & Waldman, T. (2011). Verb-noun collocations in second language writing: A corpus analysis of learners' English. *Language learning*, 61(2), 647-672.
- Mayring, P. (2004). Qualitative content analysis. *A companion to qualitative research*, 1(2), 159-176.
- McGee, P. (2009). *How to write a CV that really works: Revised and updated 4th edition*. Hachette UK.
- Mohammed, M. S., & Abdalhussein, H. F. (2015). Grammatical error analysis of Iraqi postgraduate students' academic writing: The case of Iraqi students in UKM. *International Journal of Education and Research*, 3(6), 283-294.
- Moleong, J. (2009). Lexy. *Metodologi penelitian kualitatif*, 107-108.
- Muhsin, M. A. (2016). Analysing the students errors in using simple present (A case study at Junior High School in Makassar). *Pacific Science Review B: Humanities and Social Sciences*, 2(3), 81-87.
- Nizar, M. (2018). Pengaruh sumber daya manusia, permodalan dan pemasaran terhadap kinerja usaha kecil dan menengah sari apel di Kecamatan Tukur. *Iqtishoduna: Jurnal Ekonomi Islam*, 7(1), 51-69.
- Octaviani, S. K., & Sari, A. (2021). Error Analysis of College Students' English Application Letters at STMIK Sinar Nusantara. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 3(1).
- Putri, P. S., & Dewanti, A. (2014). An analysis of grammatical errors in writing narrative texts done by the second semester students at the Diploma Program English Department in Airlangga University Surabaya. *Journal Anglicist*, 3(01), 1-7.
- Qamariah, H. (2015). How a sentence is constructed: a syntactic analysis on ESL's writing text. *Getsempena English Education Journal*, 2(2), 58-81.
- Qamariah, H., & Wahyuni, S. (2020). AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING ENGLISH TEXT IN THE SECOND GRADE STUDENTS OF SMK-SMTI BANDA ACEH. *Getsempena English Education Journal*, 7(1), 58-71.
- Richards, J. C., Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Sari, N. I. M., Zuhairi, A., & Ismiatun, F. (2019). A study of grammatical errors in Skripsi abstract on undergraduate EFL students. *Unpublished Journal thesis. Malang: Faculty of Teacher Training and Education. University of Islam Malang*.
- Suhono, S. (2016). Surface strategy taxonomy on the efl students composition a study of error analysis. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 1(2), 1-30.
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, 5, 147-158.
- Tripathy, J. P. (2013). Secondary data analysis: Ethical issues and challenges. *Iranian journal of public health*, 42(12), 1478.
- Wicaksono, A. (2014). Sources of Grammatical Error: A Case Study on Intralingual, Interlingual, Context of Learning and Communication Strategies Factors. *Nusantara of Research: Jurnal Hasil-hasil Penelitian Universitas Nusantara PGRI Kediri*, 1(2).