

Colocial Expression of Students of SMA Negeri 4 Ambon in Oral Language (Ethnographic Study of Communication)

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Abstract

Language is seen as a science, cannot be separated in interaction between humans and is translated into the scope of education, both formal, non-formal and informal. In social interaction, language functions to convey messages in interaction or conversation. Language is seen from an axiological point of view, then language is a form of human behavior in the dimensions of social life of society which naturally grows and develops in various aspects of human life, especially the association of students in the school environment. In connection with this research, the problem discussed is "colloquial expressions of students at SMA Negeri 4 Ambon in the ethnographic perspective of communication". This research is a descriptive qualitative research, namely synchronous language research. This is in line with Mahsun's opinion (2017: 86) which states that synchronous language research is language research that is carried out by observing the phenomenon of a language at a certain time, and is descriptive. The focus is a comprehensive description or describe and explain the data obtained. The research data is in the form of utterances in the conversations of SMA Negeri 4 Ambon students. Speech that contains colloquial expressions. The results of this study found that the students' colloquial expressions were in the form of questions, statements and orders. While the colloquial expression functions found are assertive functions, directive functions, expressive functions and commissive functions.

Keywords

expression; colloquial; spoken language; ethnography



I. Introduction

Language is seen as a science, cannot be separated in interaction between humans and is translated into the scope of education, both formal, non-formal and informal. Language is seen from an axiological point of view, then language is a form of human behavior in the social life dimension of society which naturally grows and develops in various aspects of human life, in particular the association of students in the school environment. In connection with this research, the researcher wants to approach language with colloquial expressions of students at SMA Negeri 4 Ambon in the ethnographic perspective of communication.

The colloquial expressions used in high school students today are very different from good and correct Indonesian. One of the requirements for a good and correct language is the use of language that follows standardized rules or is considered standard or the use of appropriate and harmonious variety according to the speaker group and the type of language use (Moeliono, 1991: 19; Badudu, 1989).

High school students on average are teenagers aged 16-18 years. Therefore, the language of these high school students or teenagers tends to choose the relaxed variety which deliberately deviates from the use of standard language. The non-standard language

is reflected in the vocabulary, sentence structure and intonation used. In the choice of words, it can be seen that the word "say" is used to replace the word "say" and many other words. To avoid word formation with affixation, the language of this child or high school student uses a nasalization process accompanied by the addition of the -in suffix, such as listening to listen, extending to manjangan. The realm of language like this is the everyday language of Jakarta teenagers. Therefore, many people call it the relaxed variety of the Jakarta dialect (Halim, 1996: 118). The use of the language domain of teenagers is often found among high school students. The language variety of high school students has special characteristics, is short, agile and creative. The words used tend to be short, while words that are rather long will be shortened through a morphological process or replace them with words that are more like "game" becomes "toy", "work" becomes "work". Likewise, the sentences used are mostly single-sentence structures. The ellipse is also often used to make sentences shorter and incomplete. High school children's language is so short but very communicative. The following is an example of a conversation.

"Afternoon everyone"

"Hi, you've recovered, huh!"

"yes"

"That's why you have to eat on time"

"Yes thanks"

The colloquial expression of youth is essentially a form of using language in social interactions to achieve a goal. The use of language in conversation is related to the functional paradigm that views language as a social and cultural system (Schiffrin, 1994:32). The view of language as a cultural system can be drawn from the premise of linguistic anthropology which states that language must be understood as a cultural practice.

In social interaction, conversation is an effective medium to convey messages. Speakers and speech partners not only hear each other's utterances, but can see each other's facial expressions and gestures of their bodies. Such conditions help participants to understand the meaning conveyed.

Language is one of the most important things in the life of every human being (Purba, N. et al. (2020)). A conversation has certain characteristics, namely: the form of speech is more relaxed, the variety used is informal, there is a link between one speech and another other utterances, and the strategies used to achieve certain goals. The form of speech is in oral form, such as the use of word abbreviations, word repetition, and spoken language vocabulary.

Conversations in informal situations can change the insight, behavior, and attitudes of high school students. Through informal conversations, teenagers get new information that can change their horizons, get social experiences that can change behavior and gain experience during interactions so that they can change their attitudes. Conversation can change insight from the unknown to the know. Conversation can change attitudes from being rude to being polite. The basic principle in communication is the principle of cooperation and the principle of courtesy. These two principles complement each other in communication. In conversation, high school students as teenagers must have competence as conversational actors, namely about speech rotation.

This colloquial expression of high school students is of interest to researchers because it can be studied from the colloquial forms and functions that are often used by students who are in their teenage years and the use of the language of these students also varies. The function of colloquial expression studied is to see the role of utterances to build the purpose of colloquial expressions. With the language, a communication can be realized

properly. Communication can have implications everywhere just because of the wrong speech or using the wrong language.

II. Review of Literature

2.1 Context of Colloquial Expressions

The meaning of an utterance can be understood if its meaning is in a sentence context. In other words, the context of colloquial expressions can help interpret the meaning of speech which is stated explicitly in the discourse through the coordinates of the conversational discourse, namely (1) Pn, (Mt), (3) time, (4) place, (5) scene, (6) topics, (7) messages, (8) events, (9) channels, and (10) codes. In addition to these coordinates, there are other coordinates that affect the understanding of discourse, namely the inter-discourse coordinates (context). Context coordinates are important to determine the meaning of speech because, then a text or its parts can be determined by other texts. To understand a conversational discourse text, it is necessary to pay attention to important things, namely, presuppositions, inferences, references and implicatures. Presupposition is a thought or idea that is used as the basis for producing speech. Nababan (1985: 28) says that if there is a statement, there is always a presupposition. Inference is an interpretation process that is determined by the situation and context. According to Brown (1987:28), reference is the relationship between speech and something to be done. Reference refers to something that Pn and Mt actually want even though the expression is hidden in meaning. Someone who says "It's already 13:00, right?" to his friend, actually means that he wants to convey that it is time for lunch. Pn found it unethical to ask his friend that it was time for lunch. Reference refers to something that Pn and Mt actually want even though the expression is hidden in meaning. Someone who says "It's already 13:00, right?" to his friend, actually means that he wants to convey that it is time for lunch. Pn found it unethical to ask his friend that it was time for lunch. Reference refers to something that Pn and Mt actually want even though the expression is hidden in meaning. Someone who says "It's already 13:00, right?" to his friend, actually means that he wants to convey that it is time for lunch. Pn found it unethical to ask his friend that it was time for lunch.

The term implicature is used by Grice (1975) to interpret the speaker's intention. The meaning of implicature means the meaning conveyed by Pn to Mt so that Mt does something or has a certain attitude after hearing the speaker's utterance. Likewise, context coordinates in conversation have an important role in conversational analysis. Conversational coordinates are important to assist conversational analysis (AP) in understanding conversations. The utterances in conversation are meaningful and contain certain meanings if they are related to the context.

2.2 Speech-Turn in Colloquial Expression

One of the characteristics of conversation is that there is a shift in speech. During the conversation, participants must understand the procedures and the rules of the turn of speech so that the conversation runs naturally, naturally, and not forced. The intended procedure is (1) each participant has the opportunity to speak (2) only one person speaks at a time (3) return of turns as professionally as possible, (4) the sequence of Pn and what they say is not sequential, and (5) there must be techniques for determining who is speaking (Choulthard, 1979: 22). Turn is used to refer to two things, namely (1) giving the speaker a chance at a certain time in a conversation with other individuals (Sasabone, 2016).

In order for the conversation to match procedures that are agreed upon or which have become common understanding, Cummings (2005) uses three rules. Rule I for the next turn applies to the person being addressed by Pn at that time. Rule II the next turn applies to the speaker. Rule III next turn applies to the Pn if he intends to take advantage of the opportunity to speak before other speakers. These rules apply with different priorities, namely rule I is prioritized over rules II and III, also rule II is prioritized over rule III. If speaker A asks B to ask, B must speak. C is not allowed to take turns until the next section after the first speaker. A set of basic rules of the speech-turn regulation system in conversation can be explained as follows. First, The turn of the turn is given at the first transition: (a) if the next turn is selected the one who has the right to speak is the one that has been determined while the others have not, and the turn of speech occurs at that time, (b) if the next speaker is not selected, the participant may volunteer to be the next speaker , but the next speaker is not found by the current speaker, other participants may speak, but not continuously. Second, if the first speaker does not do (a) or (b), but follows (c) the first speaker can continue until the transfer occurs. participants may volunteer to be the next speaker, but the next speaker is not found by the current speaker, other participants may speak, but not continuously. Second, if the first speaker does not do (a) or (b), but follows (c) the first speaker can continue until the transfer occurs. participants may volunteer to be the next speaker, but the next speaker is not found by the current speaker, other participants may speak, but not continuously. Second, if the first speaker does not do (a) or (b), but follows (c) the first speaker can continue until the transfer occurs.

The speech-shift process, as described above, is a way to regulate Pn and Mt, namely selecting teethliran or set the turn to speak clearly. Edmonson (1981: 4) says that a person cannot predict the occurrence of changes in the speaker's role even though someone has mastered the topic being discussed, mastered the way of speaking and mastered the procedures for speaking, such as eye and body movements between different silences. In this case, according to Sasabone (2016), that one important factor that allows the occurrence of shift-speech smoothly is face to face. Likewise, Duncan's research on the characteristics of speech-turning is characterized by the presence of displays that serve as clues to reveal what was said, hints of how something was said (intonation, volume, how to extend the sound of words), and reveal body movements (Edmonson, 1981). :41)

2.3 Colloquial Expression Function

In communicating, Pn expresses meaning through his speech. The meaning to be expressed has certain uses in communication. Halliday and Hasan (1992: 35) mention the usefulness of language use or the ways in which people use language is called a language function. By speaking, a person can do something and hope to achieve various goals. Speech expressed by someone in the communication contains various functions. Malinowski (in Halliday, 1992: 37) grouped the speech functions into clarification, namely pragmatic functions and magical functions.

According to Malinowski, the function of language is too general, so that the view of an Aust psychologist emerges, Karl Buhler, who grouped language functions based on individual views, namely expressive, connotative, and representational functions. These three language functions were later added by Roman Jakobson with three more functions, namely poetic functions, transactional functions, and metalinguistic functions. These functions are related to the factors of language use which include context, message, Pn, Mt, and code (Duranti, 2000: 284).

Judging from the intent of the perpetrator, the conversation has three functions, namely transaction, transformation, and transcendence (Jenlik, 1996: 7) what is meant by transaction function is conversation used for negotiation or exchange of information in a certain setting. The transformation function is a conversational function that is used to convey their own opinions or assumptions and accept the views of others. The transcendent goal is intended so that there is a transfer or exchange of thoughts after various attempts or efforts have been made by participants in the conversation.

III. Research Method

This research is a descriptive qualitative research, namely synchronous language research. This is in line with Mahsun's opinion (2017: 86) which states that synchronous language research is language research that is carried out by observing the phenomenon of a language at a certain time, and is descriptive. The focus is a comprehensive description or describe and explain the data obtained. The research data is in the form of utterances in the conversations of SMA Negeri 4 Ambon students. Speech that contains colloquial expressions.

In the context of this research, the object of study is student utterances in the non-formal realm. The context of the object of research for language research is always twofold. That is, the object of language research is always present in more than one context (Mahsun, 2017:19). Data were collected by using the listening method and interviewing students as participants to gain clarity. Analysis of the data in this study, the researchers connected the context of the conversation that took place during student interactions in non-formal situations. From the method used, the researcher uses data transcription, namely translating the data that has been obtained, then applying the intralingual equivalent method to the data, meaning comparing speech act events to the transcribed data.

IV. Results and Discussion

4.1 Forms of Student's Colloquial Expression

Based on the results of research on the shape of colloquial expressions among students of SMA Negeri 4 Ambon in oral communication, in different contexts, it can be described that the colloquial forms are, the form of statements, the form of questions and the form of orders.

a. Form of Statement

The form of statements used by students in interacting is a colloquial form that is in accordance with the character of teenagers. The forms of colloquial statements found in oral communication between students are the forms of seduction, the form of a request, the form of denial, the form of greeting and the form of ridicule. These colloquial forms are discussed below.

b. The Form of Seduction

Seduction can usually be conveyed in the form of a statement. Seduction in different contexts can be spoken by both male students as well as female students. If seduction is done by male students, it is usually directed to a girl or female student who is his dream. If the seduction is from a female student, there is usually something or a desire but not always in terms of romance. This form of seduction in the ethnographic perspective of

communication can be used in various contexts, including greeting the speech partner. The following conversation excerpts can clarify this description.

Context: Students are waiting for the teacher to collect assignments

S1: It's important to collect this task.

S2: Today is different, more handsome (01)

In the conversation fragment, S2's speech shows the form of a colloquial expression of seduction of a female student to a male friend because she wants to borrow an assignment from the male friend. So the seduction is done not as a lover but as a friend to get assignments that must be collected because the task has not been completed.

Speech: love sabantar go home together e, katong stop at Kfc dolo (02)

Speech: Bro... did you get that post, sabatang dolo (03)

In speech (02) is a form of expression colloquial of a male student which leads to the speech of seduction because the speech is addressed to a female student who secretly in his heart likes the woman. It is different from speech (02) in speech (03) spoken by male students to male friends who usually smoke together. The utterance is a seduction from the colloquial expressions of male students. The seduction speech was conveyed to his friend so that his friend would buy cigarettes so they could enjoy the money sent from his friend's parents together.

c. Application Form

Request is one of the utterances spoken by students when communicating or interacting with students' friends, both seniors and juniors. Application included in the example of polite speech when someone orders someone else to do something. One form of a statement is a request. When someone conveys a request, this cannot be separated from the role of the family that shapes their personality. This means that the cultural background of the family plays a very important role in influencing the character of the child. The speech explaining the statement in the form of an application can be observed as follows:

Speech: sorry, bt first, the invitation already exists (05)

Speech: please throw away the dolo, the leg hurts (06)

Speech: bt thirsty, can you help one with aqua bro (07)

Context: students' spoken language utterances in informal situations, even though they are in the school yard, they are classmates and close friends.

The statement in (05) is a form of statement as an apology because the speaker has been picked up and has to go home first, while his friends are still at school. It was done because he felt bad for his friends. This shows that even though they are close friends, they still have respect for one another. Likewise, in speech (06), the speech shows students' colloquial expressions in the form of a statement asking for help. This is done because the speaker wants to throw the garbage in the available place but the trash can is a bit far from him and his feet are sore so it is difficult to walk. Therefore he uses please to convey his request as a form of request. Furthermore, speech (07) is also a colloquial form of expression for a student who wants to express his desire to get a bottle of aqua but in a subtle way, namely by asking for help to take the aqua for him. The use of the word asking

for help can make a friend happy to do what his friend wants because it does not contain an element of coercion or orders but a request for help which is a culture of politeness.

d. Forms of Threats

In students' spoken language, there are utterances that are expressed in the form of a threat. The threats spoken by the students did not lead to physical threats. Based on the context of the conversation, the statement made by these female students is a statement that they often do to one another. This form of threat is a way of communicating that the students often do, there is no feeling of offence or hurt let alone revenge. The form of a statement in the form of a threat can be observed in the following speech example.

Speech: Sabantar Brani Zinc is here, be careful, you'll see (08)

Speech: Beta zinc is playing games, so remember! (09)

Speech: Who is holding it, you know what will happen (10)

In the example of speech (08) the statement was made in the form of a threat by a female student to her male friend, who had promised to come at the birthday party in the evening. The form of threat in the speech "watch out and see" is not a physical threat or a real threat, but is a joke that has often been done between them. The speaker conveys an utterance like (08) because there is a birthday event and the speaker asks or invites his friend to attend the event.

Example of speech (09) remember or remember! This is a form of threatening speech, that is, as a warning if it is not adhered to, there will be risks. This is not a threat that refers to physical violence but is a way for the speech participant to apologize or convey information or statements so that his friend does not take his picture when the speaker approaches his girlfriend. The colloquial expression conveyed was understood by his companions. Speech (10) is a colloquial expression of students, namely a speech in the form of a male student's threat to his friend but it is not a real threat, but just a reminder not to take his photo later it will be seen by other friends and it will be a subject of ridicule. Friendship among male students often makes the other fun. Therefore the speaker does not want that to happen to him, and all friends understand this.

e. Forms of Greeting

Colloquial expressions in the form of statements in the form of greetings are also found in the conversations of state high school students⁴ Ambon. The greetings used by the students, whose average age is still a teenager, they use according to the context of the conversation. The form of greeting they use varies greatly according to the context and also the closeness between the speech participants. There are those who greet by using their real names, but there are also those who use greetings that they consider as a joke or as someone who needs to be given a nickname and addressed like that. An example of a greeting form of speech can be seen below.

Speech: Hi Bro.. yes yes! (11)

Speech: Don't be silent, say... answer me please..(12)

Speech: Dian, will it be tomorrow? (13)

The examples of speech above are colloquial expressions of students used in the form of greetings. Some use direct names as in speech (13) but there are also those who use the greeting Bro (11) short for brother which means brother. In speech (12) the speaker uses the greeting say, from the word dear. Darling or say does not refer to a lover but a

greeting addressed to someone who in friendship already feels very close, so the greeting is considered normal.

f. Forms of Denial

Denial utterances are also found in high school students' conversational discourses. This form of denial of speech appears when there is an accusation between the speech participants. However, the statements presented in this form of denial are not long-lasting, meaning they are temporary. This form of denial is usually conveyed in the context of a joke or joke to create a harmonious situation. The following is an example of a statement in the form of a denial.

Speech: Oh ... not like that, I was also late earlier. (14)

Speech: No one takes,(15)

Speech: I haven't been here since earlier. (16)

The denial is made to find out that the speech partner is late or arrives early at an event that has been mutually agreed upon. The speaker does this to seek justification, meaning that the speaker denies what the speech partner alleged that he came earlier (14). The utterance in example (15) is a denial of the speech delivered by the interlocutor that it was Pn who took the novel belonging to Mt. Likewise, speech (16) is a statement of denial that Mt's cellphone does not exist as alleged.

4.2 Question Form

In general, questions can be classified into two types, (Bach and Harnish 1998:47), namely first, questions that require a yes or no answer. This type of question is a closed question type. The second type of question is open-ended question, which requires a long or open answer according to what is asked. Responses to questions are not restricted or free to answer. Questions are usually marked with question words such as: who, why, how, when, where, which.

Based on the results of the study, it was found that the forms of student questions were tangible as in the following table.

Table 1. Student Question Form

	Student Question Form
	Want to know
	affirmation
	Test

4.3 Student Colloquial Expression Command Form

Commands included in type of directive speech act. According to Bach and Harnish (1979:47) the characteristics of the command are that the speaker wants the speech partner to do something according to what the speaker wants. From the perspective of communication ethnography, these characters have certain implications for the use of commands in students' colloquial expressions. Based on the results of the study, it was revealed that not all students had the same legitimacy to carry out orders. The difference in status and role is also context so they can limit the commands that are spoken.

The forms of commands found in students' language can be seen in the following table.

Table 2. Command Form

	Speech form
	Request
	Affirmation
	invite
	Prohibition
	Denial
	Warning
	Application

Table 3. Colloquial Expression Function

	Assertive function	Directive Function	Expressive Functions	Commissive Function
1.	Affirmation	Application	Seduction	Complaint
2.	Agreement	invite	Joke	Praise
3.	Warning	Prohibition	guess	Doubt
4		Denial	worry	

V. Conclusion

Colloquial expressions made by high school students who are teenagers are a form of social behavior that uses language as a medium in communication. As a medium of communication, language can be used by following colloquial speech norms, such as form and function in carrying out its social role. Colloquial expressions performed by high school students can be classified based on colloquial forms and colloquial functions with the intention that the roles of social interaction can be actualized.

The analysis of colloquial expression forms and colloquial expression functions contributes in certain conversations that are considered relevant, declarative, and communicative in classifying ideas. Colloquial as a medium of communication contains a social function. Social roles in speech, such as improving interpersonal relationships, establishing cooperation with social communities. Speakers and speech partners can use conversation to realize these social roles.

The colloquial expressive function is used to express feelings towards the behavior of the interlocutor in various ways, such as seducing, joking, and anxiety. The strategies used can be direct or indirect.

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