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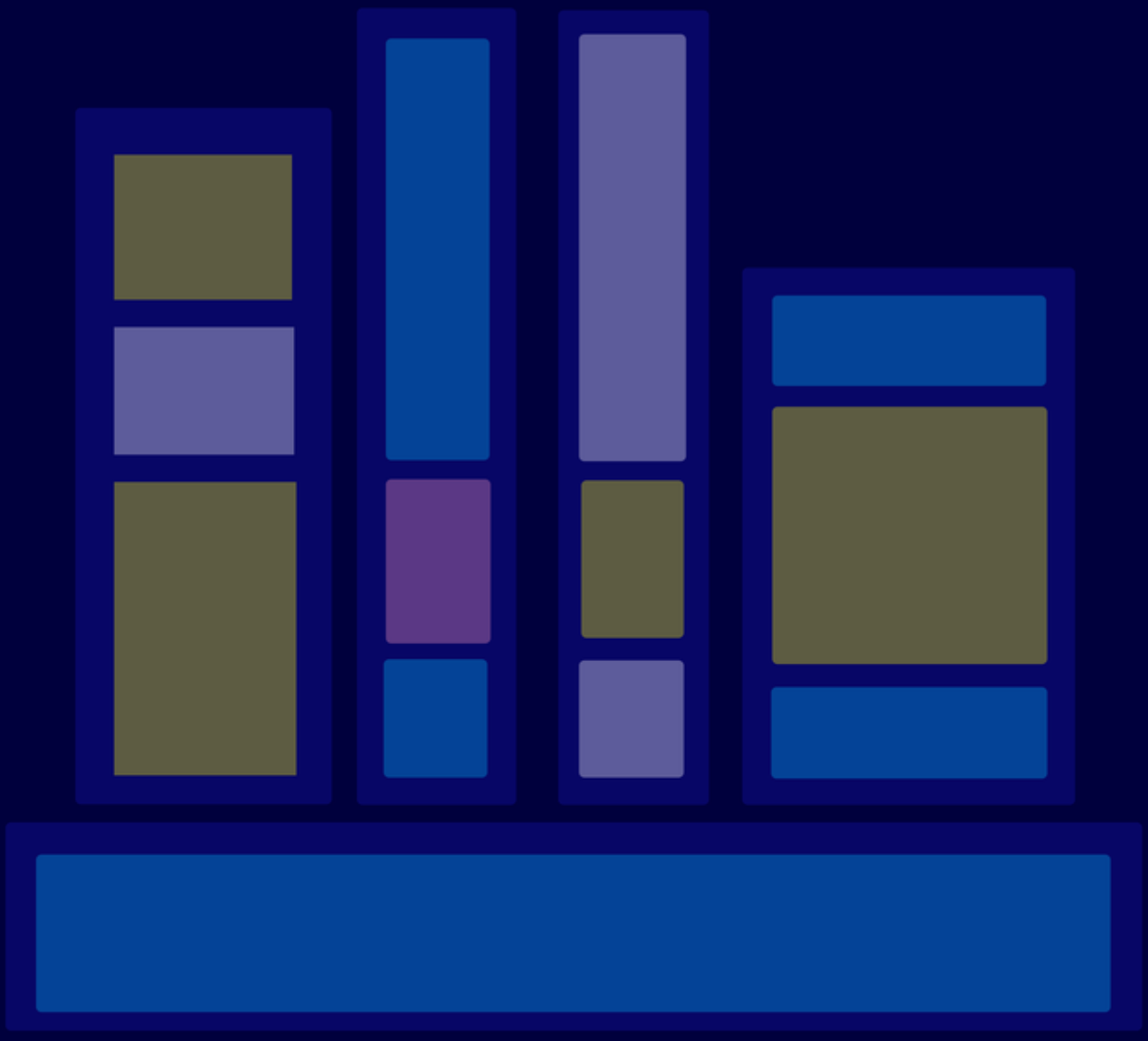

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MODAL VERBS IN THE UN SECRETARY-GENERAL'SREMARKS ON CLIMATE CHANGE

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Abstract

This research was conducted to investigate the functions of modal verbs in the UN Secretary-General's remarks on climate change. Qualitative descriptive research design was employed in conducting this research. The benefits of this research are expected to contribute to the development of semantic research regarding modal verbs, and provide the understanding of the functions of modal verbs expressed in response to the climate change. The findings show that the functions of modal verbs expressed in the remarks are certainty, possibility, volition, and obligation. The speaker used the modal verb 'will' to express certainty, and volition, while the modal verb 'must', and the lexical modal 'have to' were used to express obligation. The speaker used the modal verb 'can' and the modal verb 'could' to express possibility. Based on the results of the research, certainty is the function that was mostly expressed in the remarks, followed by possibility, volition, and obligation. A lot of certainties expressed in the UN Secretary-General's remarks on climate change signifies that the speaker conveyed a lot of predictions or events referring to future time.

Keywords: Semantics, Modal Verbs, UN Secretary-General, Remarks, Climate Change

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I INTRODUCTION

Climate change is now faced by all human beings living in the Earth. According to the World Meteorological Organization (2019), the Earth are experiencing hottest temperatures in the past two decades. As a result, it causes dangerous heatwaves, floods, storms, and wildfires that remain a trail of fatality and destruction. In accordance with the phenomenon, notions about prediction, possibility, volition, and obligation are conveyed to make the Earth recover better. In semantics, there is a category that deals with speakers' attitudes towards a state of affairs. It is modality.

According to Palmer (2013) semantic associates with the meaning of the lexical items. Meanwhile, pragmatics concerns with the contextual use of language (Nasir, 2017). Hence, modality is to be understood as a semantic category since modal verbs express a wide range of meanings (Orta, 2010). According to

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Thompson (2002), modality expresses various meanings depending on how they are used. Moreover, Palmer (2001) says that modality is the speaker's subjective opinion towards a topic.

Modality relates to and is constructed by modal verbs. Downing (2015) states that modality refers to a category which covers a variety of notions, such as probability, possibility, necessity, volition, obligation and permission. Moreover, Collins (2009) also suggests that modality consists of various semantic notions, such as possibility, necessity, ability, obligation, permission, and hypotheticality. Those notions can be expressed through many forms of modal verbs. Biber et al. (2010) mentions that there are nine essential constructions of modal verbs. Those are 'can', 'could', 'may', 'might', 'will', 'shall', 'would', 'should', and 'must'. Moreover, Dowing (2015) states that there are other forms of modal verbs, namely the lexical-modal verbs and semi-modal verbs. The lexical-modal verbs can be composed of 'be' or 'have', such as 'have to', 'have got to', 'be bound to', 'be supposed to', 'had better', 'be likely to', etc. Meanwhile the semi-modal verbs consist of two verbs, namely negative forms of 'dare' and 'need', and 'ought'.

Since each of modal verbs has its meaning and function, every speaker expressing notions through any kind of modal verbs thus has intention to be conveyed to people. In terms of meaning and function of modality, Downing (2015) mentions two clusters of meaning. Those are the epistemic meaning and the deontic meaning. Palmer (2013) also claims that epistemic and deontic are two semantically basic kinds of modality which differ from one another. Acccording to Downing (2015), the epistemic meaning refers to the assessment of possibility, certainty, and probability. In the second cluster of meanings, the deontic, a speaker brings an action by using modals to express different degrees of obligation, advisability, and permission. Both of the two clusters of meanings are linked by the concepts of necessity and possibility. Another type of meaning is dynamic modality. It expresses properties or dispositions of the subject referent, and it is less central since it is concerned with ability and natural tendency (Downing, 2015).

In order to investigate the functions of modal verbs concerning the phenomenon of climate change, the UN Secretary-General's remarks on climate change were used as the research object. The remarks delivered by the UN Secretary-General, António Guterres, were chosen since he was the representation of the organization's ideals and a spokesman for the interests of the global citizen. Moreover, there were various notions expressed through modal verbs in the UN Secretary-General's remarks on climate change. The modal verbs used in the remarks concerning the climate change have several semantic functions associated with the strategies implemented in the present and future life.

The studies related to the modal verbs' functions have been conducted by several researchers. There are two previous studies that closely relate to this research. Firstly, Nertey & Yankson (2014) examined the use of modal auxiliary verbs in the pronouncement of a Ghana's political party. This study explored the semantic basics of modal auxiliary verbs in the 2012's pronouncement of a Ghana's popular political party, namely the New Patriotic Party (NPP). They also demonstrated that modal auxiliary verbs had the propensity to reveal very clever meanings of the nature of political discourse. The research findings show that in the manifesto of the New Patriotic Party, the modal auxiliary verbs were used to give the meaning of promise, intention, obligation, and necessity.

In addition, Torabiardakani et al. (2015) analysed the functions of modal auxiliary verbs used by advance EFL Iranian students. The analysis only focused specially on nine modals' semantic functions. The findings reveal that the modal verbs which were used by the learners expressed ability, possibility, permission, obligation, necessity, volition, and prediction.

Based on the previous studies, it is concluded that the analysis of the functions of modal verbs in the remarks concerning the climate change has not been found. Therefore, this research aims to investigate the functions of modal verbs in the remarks on climate change delivered by the UN Secretary-General.

Hopefully, this research attempts to provide the theoretical and practical

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contributions. Theoretically, this research is expected to be useful in enriching the semantic analysis regarding the functions of modal verbs. Practically, this research is expected to provide the understanding of the functions of modal verbs, especially those expressed in response to the climate change.

II RESEARCH METHODS

To meet the aim of the research related to investigating the functions of modal verbs in the UN Secretary-General's remarks on climate change, this research employed qualitative-descriptive research method. By using this research method, the functions of modal verbs investigated are described through textual interpretation.

The data were taken from the UN Secretary-General's remarks on climate change. The remarks were delivered by him in 2019. The utterances containing the modal verbs were selected to be analysed in terms of the modal verbs' functions.

In conducting this research, there were five steps done. The first step was watching the UN Secretary-General's remarks on climate change on http://webtv.un.org/. The remarks were delivered in 2019. The second step was listening to the speaker's utterances, then utterances were transcribed. The third step was collecting the utterances containing modal verbs. The fourth step was identifying the modal verbs in the collected utterances based on their functions. In this step, the categories of modality from Downing (2015) were applied. The last step was summarising the findings of the analysis.

III RESULTS AND DISCUSSION

Several modal verbs were found in the UN Secretary-General's remarks on climate change. Those are the modal verb 'will', 'must', 'have to', 'can', 'could', and 'would'. In the remarks, the modal verbs were realized in 51 clauses. The modal verbs expressed by the UN Secretary-General have various functions, such as certainty, possibility, volition, and obligation.

Based on the findings of the research, certainty is the function that is mostly found in the remarks, followed by possibility, volition, and obligation. The details of the results are presented below.

Table 1, Total and Percentage

Functions	Forms	Total of Clause	Percentage
Certainty	Will	17	37.2%
	Would	2	
Possibility	Can	7	23.5%
	Could	5	
Volition	Will	11	21.7%
Obligation	Must	6	17.6%
	Have to	3	
Total		51	100%

Therefore, the discussion presented in this section is classified based on the functions of modal verbs expressed by the UN Secretary-General on his remarks concerning climate change.

1. Certainty

There are 19 clauses categorised into certainty. In the UN Secretary-General's remarks on climate change, the certainty includes prediction and assumption function. Those functions were expressed through the modal verb 'will' and 'would'.

Downing (2015) states that the modal verb 'will' expresses a prediction that refers to future time. Moreover, the modal verb 'will' also expresses the speaker's confident assumption since he/she is the observer. In this case, the modal verb 'will' can be glossed as 'I assume

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that . . .' (Downing, 2015). Contrarily, the modal verb 'would' is used when the orientation of certainty is in the past time.

The modal verb 'will' and 'would' used by the speaker in expressing certainties are presented and discussed below.

Table 2, Certainty

No.	Utterances
1.	*"As climate change intensifies, we* ***will*** *(1) find it harder to feed ourselves."*
2.	*"Extinction rates* ***will*** *(2) spike as vital habitats decline."*
3.	*"More and more people* ***will*** *(3) be forced to migrate from their homes as the land they depend on becomes less able to support them."*
4.	*"This cost* ***will*** *(4) explode by 50% in the coming decade alone."*
5.	*"Morocco is building a solar farm the size of Paris that* ***will*** *(5) power more than one million homes by 2020 with clean, affordable energy."*
6.	*"So, we must ensure that that infrastructure is sustainable or we* ***will*** *(6) lock in a high-polluting dangerous future."*
7.	*"We already see this injustice in the incessant and increasing cycle of extreme droughts and ever more powerful storms. Women and girls, in particular,* ***will*** *(7) pay the price. Not only because their lives* ***will*** *(8) become harder, but because, in times of disaster, women and girls always suffer disproportionally."*
8.	*"It is important to note that, because carbon dioxide is long-lasting in the atmosphere, the climate change we are already seeing* ***will*** *(9) persist for decades to come."*
9.	*"The summit next year* ***will*** *(10) come exactly one year before countries have to enhance their national climate pledges under the Paris Agreement. Only a significantly higher level of ambition* ***will*** *(11) do. To that end, the summit* ***will*** *(12) focus on areas that go to the heart of the problem. The sectors that create the most emissions and the areas where building resilience* ***will*** *(13) make the biggest difference. The summit* ***will*** *(14) provide an opportunity for leaders and partners to demonstrate real climate action and showcase their ambition."*
10.	*"Every day we fail to act is a day that we step a little closer towards a fate that none of us wants, a fate that* ***will*** *(15) resonate through generations in the damage done to humankind and life on earth."*
11.	*"His efforts* ***will*** *(16) complement those of my special envoy for climate action, Michael Bloomberg, . . ."*
12	*"I am calling on all leaders to come to next year's climate summit prepared to report not only on what they are doing, but what more they intend to do when they convene in 2020 for the UN climate conference and where commitments* ***will*** *(17) be renewed and surely ambitiously increased."*
13.	*"In Bangladesh the installation of more than four million solar home systems has created more than 115,000 jobs and saved rural households over 400 million dollars in polluting fuels. So, not only* ***would*** *(18) a shift to renewable energy save money, it* ***would*** *(19) also create new jobs, waste less water, boost food production and clean the polluted air that is killing us."*

In the utterances above, the modal verb 'will' was used to express certainties in the future. The speaker stated various conditions and situations referring to the future time. The conditions and situations in the future were predicted based on the cause-and-effect relation. In the remarks, the speaker has drawn the future effects caused by the current events, as in [1], [2], [3], [6], [7], [8], and [15].

The specific future time indicators stated by the speaker also strengthen that the modal verb 'will' in the utterances above expresses future predictions, as in [4], [5], [9], [10], [11], [12], [13], [14], and [17].

Furthermore, in [16], the speaker used the modal verb 'will' to express a future certainty based on his confident assumption. In this case, the speaker conveyed the assumption that he believed based on his observation.

In [18] and [19], the speaker used the modal verb 'would' in place of the modal verb 'will'. It was used for expressing predictable certainties that began in the past. In the predictions of [18] and [19], the certainties were realized based on the cause-and-effect relation.

Therefore, in the utterances above, the speaker used the modal verb 'will' to express the certainties in the future events caused by current situations and actions, and based on the speaker's experience. Meanwhile, the speaker used the modal verb 'would' to express the predictable predictions beginning in the past.

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2. Possibility

There are 12 clauses categorised into possibility. In the UN Secretary-General's remarks on climate change, the possibility was only expressed through the modal verb 'can' and 'could'.

According to Downing (2015), the modal verb 'can' characterizes the possibility function. The modal verb 'can' expresses dynamic possibility. Thus, it is glossed as 'it is possible to . . .'. On the other side, the modal verb 'could', although it is a kind of past form, does not refer to the past time, but refers to the present state of affairs (Downing, 2015). As a result, Downing (2015) states that the modal verb 'could' is glossed as 'it is possible that . . .'. Therefore, the modal verb 'could' expresses the epistemic (predictive) possibility of an event occurring or being true (Downing, 2015).

The modal verb 'can' and 'could' used by the speaker to express possibilities are presented and discussed below.

Table 3, Possibility

No.	Utterances
1.	*"Climate change is moving faster than we are, and its speed has provoked a sonic-boom SOS across our world. If we do not change course by 2020, we risk missing the point where we* ***can*** *[20] avoid runaway climate change, with disastrous consequences for people and all the natural systems that sustain us."*
2.	*"Existing technologies are waiting to come online, (such as) cleaner fuels, alternative building materials, better batteries and advances in farming and land use. These and other innovations* ***can*** *[21] have a major role in reducing greenhouse gas emissions, so we* ***can*** *[22] hit the Paris targets and inject the great ambition that is so urgently needed."*
3.	*"Richer nations must therefore not only cut their emissions but do more to ensure that the most vulnerable* ***can*** *[23] develop the necessary resilience to survive the damage these emissions are causing."*
4.	*"Dear friends, enormous benefits await humankind if we* ***can*** *[24] rise to the climate challenge."*
5.	*"If we pursue the right path, for example, for every dollar spent restoring degraded forests, as much as $30 dollars* ***can*** *[25] be recouped in economic benefits and poverty reduction."*
6.	*"How we heat, cool and light our buildings will need to be rethought so we waste less energy, and this is exactly where this conversation* ***can*** *[26] become exciting."*
7.	*"I have heard the argument, usually from vested interests, that tackling climate change is expensive and* ***could*** *[27] harm economic growth in future."*
8.	*"By 2030, the loss of productivity caused by a hotter world* ***could*** *[28] cost the global economy 2 trillion dollars."*
9.	*"Climate-resilient water supply and sanitation* ***could*** *[29] save the lives of more than 360,000 infants every year."*
10.	*"The International Labour Organization reports that common sense green economy policies* ***could*** *[30] create 24 million new jobs globally by 2030."*
11.	*"By 2030, wind and solar energy* ***could*** *[31] power more than a third of Europe."*

The modal verb 'can' in the utterances above expresses possibilities. Jaime & Pérez-Guillot (2015) says that the modal verb 'can' is one of the modal verbs that are mostly used to express general possibility. Moreover, the dynamic modal verb of 'can' has the meaning of being 'able' or 'to have the ability', and the function of 'possibility' is structured into those meanings (Huddleston & Pullum, 2002). The speaker stated the events that was possibly able to happen if the actions intended by the speaker were done, as in [20], [21], [22], [23], [24], [25], and [26].

Furthermore, the modal verb 'could' in the utterances above also expresses possibilities, but it tends to be predictive. In the utterances, the speaker stated the situations and events that are most likely to be happening in the future time. The specific future time indicators stated by the speaker also strengthen that the modal verb 'could' in the utterances above expresses predictive possiblities, as in [27], [28], [29], [30], and [31].

Thus, the speaker used the modal verb 'can' to express the general possibilities that happened if the intended actions were done. Meanwhile, the modal verb 'could' was used to express the future possibilities that were assumed by the speaker to occur or be true.

3. Volition

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There are 11 clauses categorised into volition. In the UN Secretary-General's remarks on climate change, the volition only includes intention function. The function was expressed through the modal verb 'will'.

According to Downing (2015), when a speaker expresses an intention, the intention occurs simultaneously with speech uttered, but the intended action is in the future. The modal verb 'will' used by the speaker to express volition is presented and discussed below.

Table 4, Volition

No.	Utterances
1.	*"We need to rapidly shift away from our dependence on fossil fuels. We need to replace them with clean energy from water, wind and sun. Our cities and transport sectors* ***will*** *(32) need to be overhauled. How we heat, cool, and light our buildings* ***will*** *(33) need to be rethought so we waste less energy."*
2.	*"There are also promising signs that businesses are waking up to the benefits of climate action. Eighteen multinationals* ***will*** *(34) shift to electric vehicle fleets. More than 400 firms* ***will*** *(35) develop targets based on the latest science in order to manage their emissions. One of the world's biggest insurers, Allianz,* ***will*** *(36) stop insuring coal-fired power plants."*
3.	*"The transition to a cleaner, greener future needs to speed up. We stand at a truly 'use it or lose it' moment. Over the next decade or so, the world* ***will*** *(37) invest some 90 trillion dollars in infrastructure."*
4.	*"Dear friends, this is the message I would like to make clear in addressing the world leaders this month's in the General Assembly in New York, I* ***will*** *(38) tell them that climate change's the great challenge of our time."*
5.	*"Keeping our planet's warming to well below 2 degrees is essential for global prosperity, people's well-being and the security of nations. That is why, next September, I* ***will*** *(39) convene a climate summit to bring climate action to the top of the international agenda."*
6.	*". . . and my special advisor Bob Orr, who* ***will*** *(40) help to mobilize private finance and catalyse bottom-up action."*
7.	*"We* ***will*** *(41) bring together players from the real economy and real politics, including representatives of trillions of dollars of assets, both public and private."*
8.	*"We (42)* ***will*** *support all leaders who rise to the challenge I have outlined today."*

In the utterances above, the modal verb 'will' was used to express volitions. The speaker stated many intentions to be done in the specific future time, as in [37], [38], and [39].

In addition, the reasons of why the things need to be done in future reconfirm that the modal verb 'will' in the utterances above expresses a lot of intention, as in [32], [33], [34], [35], [36], [40], [41], and [42].

Thus, in the utterances above, the modal verb 'will' was used to express various intentions to be done in the future since there were reasons behind the intentions themselves.

4. Obligation

There are 9 clauses categorised into obligation. In the remarks, the speaker used two forms of modal verbs to express obligation. Those are the modal verb 'must' and 'have to'.

Downing (2015) states that obligation can have the force of a direct command when it is expressed through the modal verbs 'must', and the addressee is positioned as subject. Moreover, the lexical-modal 'have to' also expresses an obligation. It is used when the obligation is external or not from the speaker's body or mind (Downing, 2015).

The modal verb 'must' and 'have to' used by the speaker to express volition are presented and discussed below.

Table 5, Obligation

No.	Utterances
1.	*"We* ***must*** *(43) halt deforestation, restore degraded forests, and change the way we farm."*
2.	*"So, we* ***must*** *(44) ensure that infrastructure is sustainable or we will lock in a high-polluting dangerous future."*
3.	*"Governments* ***must*** *(45) also end harmful subsidies for fossil fuels, institute carbon pricing that reflects the true cost of polluting greenhouse emissions and incentivizes the clean energy transition."*
4.	*"Richer nations* ***must*** *(46) therefore not only cut their emissions but do more to ensure that the most vulnerable can develop the necessary resilience to survive the damage these emissions are causing."*
5.	*"That leaders* ***must*** *(47) lead."*

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6.	*"We **must** (48) halt deforestation and restore degraded lands."*
7.	*"It is how we **have to** (49) help to end wars, to stop diseases, to reduce global poverty and to heal the ozone hole."*
8.	*"Now we stand at an existential crossroad. If we are to take the right path, the only sensible path, we will **have to** (50) muster the full force of human ingenuity."*
9.	*"The summit next year will come exactly one year before countries **have to** (51) enhance their national climate pledges under the Paris Agreement."*

The modal verb 'must' in the utterances above was used to express obligations. The speaker stated commands directly to the addressees, which were the subjects of the commands. In this case, the commands came directly from the speaker's own mind, then he delivered the commands to the addresses for doing something, as in [43], [44], [45], [46], [47], and [48].

Moreover, to express obligations, the speaker also used the lexical-modal 'have to'. However, the lexical-modal 'have to' in the utterances above was used by the speaker since the intended obligations were not from the speaker's enforcement but from external things urging the speaker to command the addresses to do actions, as in [49], [50], and [51].

Therefore, the modal verb 'must' was used by the speaker when the obligations were personal and subjective. Meanwhile, the modal verb 'have to' was used by the speaker when the obligations were impersonal and objective.

IV CONCLUSION

In the UN Secretary-General's remarks on climate change, the modal verbs expressed by the speaker have various functions, such as certainty, possibility, volition, and obligation. Those functions were expressed in several forms of modal verbs, namely 'will', 'would', 'can', 'could', 'must', and 'have to'. The modal verb 'will' was used to express certainty and volition while the modal verb 'must' and the lexical modal 'have to' were used to express obligation. The speaker used the modal verb 'can' and the modal verb 'could' to express possibility. Based on the results of the research, certainty is the function that was mostly expressed in the remarks, followed by possibility, volition, and obligation. A lot of certainties expressed in the UN Secretary-General's remarks on climate change signifies that the speaker conveyed a lot of predictions or events referring to future time.

The analysis of modal verbs does not only deal with their forms and function but also their value and orientation. Those two characteristics of modal verbs can also be analysed through other approaches. To analyse modal verbs, the source of data is not only limited to a kind of speech. Modal verbs can be analysed in any source of discourses since modal verbs are ubiquitous and are closely related to human's daily communication.

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SLANG WORDS IN TRANSACTION OF SELLING-BUYING DRUGS IN PADANG CITY AREA

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Abstract

This research is able to develop linguistic aspects that are used by a group of drug dealers and users to be directly identified by people who are likely close to them. So that the public can be aware of the existence of drug sales transactions and submit it to the authorities to follow up.

This research seeks to understand and explain the phenomena of slang used by drug dealers in buying and selling transactions Padang City. This research produces descriptive data in the form of sentences, words, or slang language phrases Padang City. This research method is Simak Libat Cakap (SLC) where researchers are directly involved in obtaining data. Sources of data in this research were obtained from oral sources. The oral data source was obtained from an interview with one dealer who was willing to be interviewed who did the distribution and had connections with other dealers.

Keywords: Drugs, Slang, Selling-Buying

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I INTRODUCTION

Mass media and social media report about the case of drug users who come from the artist and also not from the artist, making a discourse that never has a solution to the root. Based on a survey from the National Narcotics Agency (BNN) and the Indonesian Institute of Sciences (LIPI) that around 2.3 million students in Indonesia have taken drugs. Where the figure is equivalent to 3.2 percent of the population (National CNN: June 22, 2019). Drug abuse by students has become a problem on a global scale. Based on reports from World Drugs Reports 2018 from The United Nations Office on Drugs and Crime (UNODC), it has been found that 275 million people aged 15 to 64 years have taken drugs at least once.

The entry of drugs into Indonesia is not accidental. Drugs have become a very large business field and even have been carried out by large countries so that they enter Indonesia by smuggling. In the media, we often know the term "smuggling". Literally based on the Big Indonesian Dictionary (KBBI 2018), the word "smuggling" has the basic word "smuggling" which means "illegal entry of goods to avoid import duties or because of entering prohibited goods". The understanding of the word "smuggled" has to do with cases that occur in Indonesia. Based on a survey from BNN, Indonesia is still one of the targets for smuggling international drug networks.

Seeing many elements involved in the spread of drugs, based on the Law implicitly

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explains who can be said to be a dealer and user. The word "dealer" based on KBBI 2018 has the meaning "people who circulate" and the word "user" means "people who use". The following are said to be dealers in accordance with the Law, namely those who produce narcotics against the law (Article 1 paragraph 3 and Article 13), those who import narcotics illegally (Article 1 paragraph 4 and Article 113), those who export narcotics illegally (Article 1 paragraph 5 and Article 113), parties that carry out the transportation or transit of narcotics in an unlawful manner (Article 1 paragraph 9 and Article 115), and those who carry out illicit drug trafficking and narcotics precursors (Article 1 paragraph 6 and Article 111, 112 , 129). Meanwhile, those who are said to be narcotics users based on the Law are narcotics addicts (article 1 paragraph 13, Article 54, Article 127) and narcotics abusers (article 1 paragraph 15, Article 54, Article 127).

Based on cases that often occur, according to a BNN survey the success of new law enforcement officers is able to reveal about 10 percent of drug smuggling cases. This means that there are still very big obstacles so that until now there are no more concrete solutions made by the government or other law enforcers. However, this research can develop one way to identify dealers and actors who can involve the wider community to dig up information about the place and the perpetrators, namely by looking at the linguistic aspects that are only used by the spreaders and the perpetrators.

Aspects of language are a way of communicating and a series of words that are spoken by humans who have meaning and purpose. Aspects of language have to do with terms that are often used by dealers and actors as "codes" that only they understand. If you dig deeper information, you can find many terms that they use in making transactions. As the term "iwak" means inex or ecstasy type of drug in the sale and purchase transaction. The term "P5" which means purchasing a package at a price of Rp. 500,000.

In the language aspect we know it by the term "slang", which means "a variety of informal language that is seasonal, used by adolescents or certain social groups for internal communication with the intention that non-group members do not understand" (KBBI 2018). Drug dealers and users are social groups that exist in our lives, but their existence has a bad impact on social life. Therefore, this research is able to develop linguistic aspects that are used by a group of drug dealers and users to be directly identified by people who are likely close to them. So that the public can be aware of the existence of drug sales transactions and submit it to the authorities to follow up.

Every research has benefits, both for the researchers themselves and for readers and related research institutions. The research will provide academic and policy benefits. It will contribute to the concepts of meaning and social which are included in sociopragmatic studies. This research will also be useful as teaching material for Sociolinguistics and Pragmatics courses. In policy, will create and compose new words that can be used by various parties, especially linguists and of course it is expected to provide vocabulary in Indonesian related to drug trafficking cases.

II RESEARCH METHODS

This type of research is a descriptive research with a qualitative approach. This research seeks to understand and explain the phenomena of slang used by drug dealers in buying and selling transactions Padang City. This research produces descriptive data in the form of sentences, words, or slang language phrases Padang City. This research method is *Simak Libat Cakap (SLC)* where researchers are directly involved in obtaining data. Sources of data in this research were obtained from oral sources. The oral data source was obtained from an interview with one dealer who was willing to be interviewed who did the distribution and had connections with other dealers.

Data is collected by using the note taking technique. The point is that the researcher records all the utterances expressed by the dealer in Padang. If there are new terms or terms related to drugs, the researcher records the utterances in the slang language column.

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The stages of data analysis in this research are grouping utterances expressed by drug dealers based on word usage, phrase usage or sentence usage following the Indonesian Spelling General Guidelines. Next, the data were analyzed using dressing techniques. The dressing technique is applied by replacing the wrong Indonesian usage form with the Indonesian usage form that is in accordance with the Indonesian Spelling General Guidelines.

Presentation of research results is carried out informally and formally. Presentation of the results of informal data analysis using ordinary words and when read can be immediately understood. The presentation of data analysis by using signs, symbols and terms commonly used in linguistics (Sudaryanto, 1993: 145).

In this section, a number of previous studies are described that have relevance to this research. The research is in the form of books and research results relating to the use of slang in various language phenomena. As far as the literature research has been carried out, several previous studies have been found related to the misuse of Indonesian in outdoor media.

Slang research in English has been done by Wahyuni (2008). The results of his research found that there is a number of slang languages used in Ocean's Eleven Film. In this research, the researcher has discovered the language slang in this film. He concluded that the slang in the film could be classified into the slang of the community, slang of workers, and slang of public houses.

Asiyah (2012) also examines slang. He researches the word slang in the Transgender Community in Salatiga. In this research, researchers found the slang data found in the form of words and idioms. Researchers found 22 nouns, 27 verbs, 23 adjectives, 7 adverbs, 3 question words, and one idiom. Researchers also mentioned the reasons why they used the word slang based on the Hymes Theory. The reason is to express their feelings with language, a marker of solidarity and to make conversation comfortable in their community, and to hide the contents of their conversation.

Suwarsih (2012) examines the word slang in the Best Brooklyn Film. He found the word slang by using word formations. Among them are 6 slang words formed by the affixation process, 2 slang words with the compounding process, 31 slang words with an abbreviation process, 3 slang words with a reduplication process, 42 slang words with an existing word, 8 slang words with a loan process, 2 slang words by the process of the discovery process, and 1 slang word by the process of eponyms. In this film researchers found 95 words as slang words.

Based on the literature review above, this research is different from previous studies. In this research the slang language found in the communication and sale and purchase transactions of drugs used by its publishers in Padang City. This research is interconnected with previous studies because this research emerged after the existence of previous studies and their findings.

Many experts define the meaning of slang. According to Yule, slang or lo colloquial speech ', describing words or phrases used in daily life including those used by a group of young people and other groups who have the same interests or hobbies.

Chaer and Agustina (2010: 67) explain that what is meant by slang is social variation that is special and confidential. That is, this variation is used by certain circles that are very limited, and should not be known by people outside the group. Therefore, the vocabulary used in this slang is always changing. Slang is indeed more a vocabulary than a phonology or grammatical field. This hose is temporal; and more commonly used by young subjects, even though older subjects also use it. Because this slang is group and secret, the impression arises that this slang is the secret language of thieves and criminals, when in fact it is not like that. This confidentiality factor also causes the vocabulary used in slang to change frequently.

The term jargon is also often heard, especially in the mass media by using foreign words in expressing something. Chaer and Agustina (2010: 68) explain jargon is a social variation that is used limitedly by certain social groups. The phrase used is often not understood by the general public or people outside the group. However, these expressions are not confidential. For example, in a mechanic or workshop group there are expressions such as *spooring*, jacked up, dices, and polished. In a group of masons and builders, expressions are found, such as being folded, exposed, angled and weighed.

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Meanwhile, in KBBI, jargon is a special vocabulary used in certain fields of life (environment). Nuryadi defines jargon as a language barrel that is deliberately used by certain groups but is not understood by those outside the group (Robins 1992: 62).

III RESULTS AND DISCUSSION

The data based on the results of an interview with one of the former drug convicts who took the time to reveal the language they often use as a secret code in the process of buying and selling drugs. Not only that, the data will also include terms used in the narcotics scope. The following will examine each word based on the literal meaning and contextual meaning.

seperempat gram* means *preman

The phrase used by the dealer group is "seperempat gram". The phrase signifies the term "preman". Based on the KBBI the word "preman" is a term for bad people (robber, robber, extortionist, and so on). In the case of drugs the term used to hide the meaning of "preman" is to use the term "seperempat gram".

Based on the concept of word formation put forward by Warren (1992: 45), the phrase "seperempat gram" undergoes the process of forming words that produce new lexemes, namely the word "preman". So that the word will produce a different word from a different paradigm that does not have a meaning relationship between the meaning of "seperempat gram" and the meaning of the word "preman".

***jokal* means "*jalan*"**

The word "jokal" is usually used for the activities of robbing, snatching, thieves, yelling. Based on KBBI the meaning of the word "jalan" is a way (reason, condition, endeavor) to do (do, achieve, search) for something. The relationship between the two meanings of the word is that drug dealers and drug users are looking for ways to carry out their goals in a way that is not good, namely by way of yapping and even robbing for money. The two words above have the same meaning relationship as a form of achieving its goals in a bad way.

The word "jokal" becomes the word "jalan" is the concept of word formation, namely the formation of the word derivation. The process of forming words which produces new lexemes and produces different words different paradigms.

"setengky", "setengki" means "setengah gram"

The word "gram" in KBBI means the basic unit of measurement of weight (mass) abbreviated g. Drug users and dealers use the word "setengki" to refer to the type of powdered narcotics that can be purchased in grams. If drug users want to consume this type of powder drug, then when they buy, then they use the word "setengki". Affixes as meaning "setengah" and "¬-tengki" ¬ means gram.

The formation of the word "setengki" which means "setengah gram" based on the formation process is an acronym. According to Warren (1992: 45) an acronym is short for a combination of letters or syllables written and pronounced as acceptable words that are used to facilitate the pronunciation of the two words. That is, "setengah gram" are two words which, if combined into "setengah".

"se-gaw" means "satu gram"
"gaw" means "gram"
Other name of se-gaw is "seji" or "se-g"

In Indonesian "se-" is a prefix. In KBBI the meaning "se-" is a bound form of one or one. While "gram" is the basic unit of measurement of weight (mass) abbreviated "g". The two meanings interpreted by KBBI can be combined into "satu gram", which means the total weight of objects is one. To replace the word "gram", drug dealers and drug users use the word "gaw". There are several forms of naming of "se-gaw", namely "seji" and "se-g".

Based on the data above, there are three words that can be searched for the process of forming words. These words are "se-gaw", "gaw", "se-g". The word "se-gaw" is formed by

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compounding. The suffix "se" which means one is combined with the word "gaw" which means "gram". The second word is "gaw" formed by the process of derivation. The word "gaw" is produced as a new lexeme to come up with different words from different paradigms. The third word is "se-g" which is formed by the abbreviation "gram" to "g" which is formed by a phoneme modification with the type of loan word. While the sound of the letter "g" is formed from the loan word the letter "g" in English, namely / ji /.

“jokul” means “jual”

Based on KBBI the meaning of the word "jual" is to sell something (land and so on) with the right to buy it back. The word that is used and agreed upon by a group of drug dealers when conducting drug transactions is "jokul". This word will appear when a transaction occurs or one of the dealers offers a type of drug to be sold.

The word "jokul" undergoes the process of forming the word derivation. That is, the word "jual" which has undergone a process of derivation produces a new lexeme, namely "jokul" and produces different words from different paradigms.

“Jokulan” means “jualan”

According to the class of words, the word "jualan" is a noun. Based on the KBBI the word "jualan" means goods sold; merchandise. To conceal drug trading transactions, drug dealers and drugs make other words so they are not understood by others. They use the word "jokulan" to hide the meaning of "jualan".

The word "jokulan" is the result of the process of word formation by derivation. The formation of the word "jualan" produces a new lexeme, the word "jokulan". The word is a different word to be seen based on different paradigms.

“nahab” means “bahan” or “barang” (for drugs)

Situation:
“Ah, payah barangnya/ bahannya/ nahabnya”

Based on KBBI the meaning of the word "bahan" is (everything) that can be used or needed for a specific purpose. If the definition of the word "bahan" is related to the context of the speech above, it can be concluded that what is meant by "bahan" is one type of drug used by drug users that has a poor quality. Speakers say they are disappointed with the drugs he uses.

The word used as slang is the word "nahab". Based on the process of its formation, the word "nahab" has a phoneme modification with the type of back slang. Back slang is the process of changing the tenses by reversing the wording. The composition of the letters of the word "bahan" is "b-a-h-a-n" if the word structure is reversed to "n-a-h-a-b".

“mambo” means “makan-bobo” or “makan-tidur”

According to the informant who provided the data, the term “mambo” is used for narcotics which are bad because of their effects of eating and sleeping. The meaning of the word "makan" in KBBI is to put something in the mouth, then chew and swallow it. The meaning of the word "makan" based on the context of drugs is not putting food in the mouth, but putting methamphetamine in the mouth. While the meaning of the word "tidur" in KBBI is an anesthetic (a drug that causes sleep well). Based on the context, "tidur" is the effect of consuming methamphetamine so that users fall asleep after using methamphetamine.

The word "makan-bobo" is used as slang for "makan-tidur". The word “bobo" is a synonym of the word "tidur", where the meaning of the word is used to sleep in children. "makan-bobo" then undergoes a process of formation, namely the modification of phonemes with the type of abbreviation. Abbreviation is a form of shortening of words or sentences consisting of one or more letters. "makan-bobo" if eliminated the letters k, a, n, b, o then it becomes "mabo" then if the letters n and b are fused then the sound m appears. So a new word appears, which is "mambo".

“ngunci” means “nyimpan”
“kunci” means “menyimpan”
“kuncian” means “simpanan”

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situation:

"Lu mau ngunci ga?" or
"Lo masih punya kuncian ga?" means "Lo masih punya simpanan narkoba ga?"

The word "ngunci" comes from the basic word "kunci" which in KBBI means a means to achieve an intention (such as breaking a secret, solving a problem, determining losing or winning, or succeeding or not. While the word "nyimpan" comes from the basic word "simpan" which In KBBI it means to put it in a safe place so that it is not damaged, lost. However, based on its definitive relationship, the words "kunci" and "simpan" do not have a closeness of meaning. However, as slang language agreed by a group of drug dealers, to reveal the meaning of save, they agreed to use the word "kunci".

Based on the example above, "ngunci" referred to by the speaker is not a kind of object to close something tightly, but it refers to storing drugs. The speaker asks the other speaker if he still has drugs to use. The word "kunci" involves the process of forming words with a type of derivation. The word "kunci" is processed so that it produces a new lexeme and produces a different word, namely "simpan" so as to bring up a different paradigm.

"bokul" means "beli"

situation:
"Bokul di mana sih?" means "Beli di mana nih?"

The word "beli" in KBBI means to get something through exchange (payment) with money. It can be said that the context that occurs is the process of buying and selling drugs. The slang language used for the word "beli" is "bokul". Previously in data 5, the word "jokul" means "jual". "Bokul" and "jokul" have similar words. So that it can be seen the equivalence of changing the word "beli and jual" with "jokul-bokul".

The word "bokul" undergoes the process of forming the word derivation. That is, the word "beli" which has undergone a process of derivation produces a new lexeme, namely "bokul" and produces different words from different paradigms.

gepank/ gepang = pakai narkoba
"Emang siapa yang gepank?"
ngelacak = mencari
"Kalo mau ngelacak jangan malam-malam"
penyakit = polisi/ intel/ BNN/ warga yang perang terhadap narkoba
"Kalau ngelacak jangan malam-malam soalnya banyak penyakit"
kompor = korek api = pembakar narkoba
"Gue siapin kompornya, ya"
lokit-in = liatin = awasi
"Oke, lu siapin dah kompornya. Gue lokit-in ya"
bokul berapa? = beli berapa?
BEDE = EDEB > Bandar Narkoba
igab = bagi/ minta
"Igab-igab dong" = "Bagi-bagi dong"

alamat = tempat menaruh narkoba
"Lu kirim alamat dong"

Kurir/ pengantar narkoba memiliki banyak sebutan, diantaranya adalah:
kuda
kuda besi
peluncur
buka = jualan
"Lu buka ga?
pahe = paket hemat = biasanya harga sekitar dua ratus ribuan
"Beli pahe ya"
wakas – sakaw > merasa butuh narkoba diiringi gangguan psikis dan fisik.
"Gue wakas banget nih"
2 meter = Rp. 200.000
4 meter = Rp. 400.000
3 meter = Rp. 300.000
"Lu mau bokul berapa?" "Gue bokul 2 meter deh"
tekapan sabu = paketan sabu
STM = Sabu Tukar Memek
STB = Sabu Tukar Body/ Badan
otak sabu = terkenal kotor, culas, licik, busuk, jahat, criminal, kejahatan seksual
"Ah, dasar otak sabu, lo!"
sabu-sabu = nama lain mecyn, kaca, simpati, sangat identic dengan orang Cina.
kekencengan = terlalu parah/ kebanyakan
Kenceng = memakai banyak "on" banget
"Nah, kalau make sabu kekencengan …"

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kijang/ ngijangin = membohongi/ menipu/ memperdaya
kijang > biasa digunakan bagi orang-orang yang menjadi/ korban kejahatan atau orang yang ditargetkan menjadi korban/ tipu daya.
"Lu jangan ngijangin gue donk"
ke-gep > tertangkap system peradilan pidana
digulung = dipukuli/ digebuki
"Gue guling juga lu!" > "Gue pukuli/ gebukin juga lu!"
kipe = suntik
"Sabu di-kipe" > "Sabu disuntik"
cangklong = alat pakai sabu yang terbuat dari kaca.
"Gue lebih suka pakai cangklong nyabunya"
pyrek/ pyrex =
"Ah, pake cangklong boros, gue lebih suka pakai pyrex"

IV CONCLUSION AND SUGGESTIONS

In the language aspect we know it by the term "slang", which means "a variety of informal language that is seasonal, used by adolescents or certain social groups for internal communication with the intention that non-group members do not understand" (KBBI 2018). Drug dealers and users are social groups that exist in our lives, but their existence has a bad impact on social life. Therefore, this research is able to develop linguistic aspects that are used by a group of drug dealers and users to be directly identified by people who are likely close to them. So that the public can be aware of the existence of drug sales transactions and submit it to the authorities to follow up.

Every research has benefits, both for the researchers themselves and for readers and related research institutions. The research will provide academic and policy benefits. It will contribute to the concepts of meaning and social which are included in sociopragmatic studies. This research will also be useful as teaching material for Sociolinguistics and Pragmatics courses. In policy, will create and compose new words that can be used by various parties, especially linguists and of course it is expected to provide vocabulary in Indonesian related to drug trafficking cases.

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DEVOTION AND COMMITMENT IN A CONTRADICTORY CONDITIONSAS SEEN IN THE NOTEBOOK BY NICHOLAS SPARK

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Abstract

The problem in this thesis is Devotion and commitment in a contradictory conditions in the relationship between Noah and Allie who have differences in social status. Until their relationship was opposed by Allie's mother, even so Allie remained devotion to choose Noahh. Devotion and commitment to the contradictory conditions between Noah and Allie also occur when they are old. Noah remained loyal to Allie when she suffered from Alzheimer's disease.

The object of this study was The Notebook novel by Nicholas Sparks. This research uses Sigmund Freud's theory of personality psychology. The results of this study are the figures Noah and Alli have personality aspects that refer to Sigmund Freud's theory of id, ego, superego. The writer uses descriptive analysis method and qualitative method. The author carries out a systematic procedure with an understanding of the novel, figures Noah and Allie, and also structural theory.

This study aims : (1) to analyze the importance of loyalty and commitment in contradictory conditions. (2) to describe the loyalty and commitment contained in the Novel The notebook. (3) to explain the loyalty and commitment shown by Noah and Allie after marriage.

Based on the results of this analysis it can be concluded that the problem faced by the main character is his deep love and loyalty to his wife, Noah did everything for Allie, including writing to him for two years even though his letter was never responded by Allie. But when they met for the first time after being separated for quite a long time their love for each other was still there. Until they married and aged together and Allie contracted Alzheimer's disease, but Noah remained faithful with her.

Keywords: Devotion, Psychology of Literature, Personality, Sigmund Freud, Novel

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I INTRODUCTION

The background of the problems provides the reasons for the problem in this analysis. Therefore, the writer begins with describing the fact, problem, and solution to this writing. The fact in this analysis is the love story from two people that have the same feelings, and they should live happily ever after. However, the problem comes when the fate decides the other story, a story about devotion and commitment in a relationship that is opposed because it has a diffrent social status and when devotion is tested when their partners have Alzheimer's disease. The solution to this problem is in a relationship there must be devotion and commitment even though there are many contradictions in the relationship.

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First, the writer gives reasons to choose the problem of devotion and commitment in a contradictory conditions. In the love story between Noah and Allie their relationship was opposed by parents. During that time, Noah sent a letter 365 times to Allie and never got a reply. They continued their lives. Noah and his friends were conscripted in North Africa and Europe. Try as busy as possible to be able to embed his first love. While Allie became a nurse for war victims. Until one day Allie fell in love with a war soldier who was once named Lon. Ideal young man who is established and has the same social status as Allie. Moreover, for Anne, Allie's mother who had broken the relationship between Allie and Noah because Niah was not a rich man and had the same social status as Allie's family. Until finally they were news in a local newspaper that contained Noah's profile with his old house. although Allie was confused about choosing Noah or Lon, she finally chose Noah and married him.

There is devotion and commitment in a contradictory conditions in the relationship between Noah and Allie. When Noah remained faithful to Allie even though they had not been in touch for seven years because of their relationship which was not condoned by Allie's mother. However, the letter Noah wrote and sent to Allie for two years never received a reply from Allie's mother who kept all the letters Noah sent to Allie and the same Allie did not know about that. Differences in social status between them make their relationship must stop. Allie did the same thing that Noah did was Allie and wrote a letter to Noah but he never sent it to Noah because he was afraid of the fact that Noah could see it.

Allie never got a letter from Noah so Allie thought that only she still remembered about Noah, even though receiving Noah had sent 356 letters to Allie which meant that Noah had not been able to choose Allie either. The last time they got the chance to meet again after seven years of separation, when Noah's profile finally had enough money after working with Mr. Goldman and decided to return to his hometown and buy the house that Allie had occupied and saved first. Noah hopes that with this house he will be able to bring Allie back to him. When Allie learned about the news because she saw Noah's profile collected in the local newspaper, Allie finally decided to access Noah again. Allie will get married in three weeks with her fiancée who is well established and has the same social status as her. When they were talking about the future it was finally revealed that Noah had sent 356 letters to Allie and never received a reply. Noah thinks because Allie has never replied to his letter because Allie doesn't want to have contact with Noah anymore. Allie took and kept all the letters sent to Allie without Allie's knowledge.

When Allie began to ask what she was looking for in the world. Does she have to choose to live with someone who chooses to be comfortable or should choose to live with someone who has the same social status as her. Only Noah made Allie comfortable, but Allie's mother really expected Allie to marry someone who had the same social status as hers. After Allie wrote the letters that Noah had sent after Allie's mother finally gave them to her, Allie was one hundred percent aware of what to choose after reading the letters over and over. Finally Allie chose Noah, the person who chose comfortably.

After the wedding Allie and Noah were blessed with five children. Noah and Alli's devotion in contradictory conditions also existed when they were married. Of their five children, they have to lose one child which makes them very sad. Parents will be very sad when they lose their child. When Allie and Noah were very old and their children had become adults when it was considered Allie was declared to have Alzheimer's disease. Noah stays faithful and is always by Allie's compilation, even Allie can't remember anyone. Noah and Allie live in nursing homes, Allie completely forgets about everything, forgets their stories.

Noah faithfully kept weakening Allie, rereading their diaries. Reading it to Allie expects Allie to remember who is being told by Noah. The story of their story and hopes that it can make Allie remember it before just taking andforgetting again and thinks Noah is only for strangers. Until finally Noah remained faithful and perfect on Allie's side even in conflicting conditions and they finally arrived at the nursing home. The sample of data from devotion and commitment in contradictory condition can be seen from the statement of Noah, He loves Allie

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even when she have Alzheimer's disease and can't remember anything:

"I love you. I am who I am because of you. You are every reason, every hope, and every dream I've ever had, and no matter what happens to us in the future, we are together the greatest day of my life. I will always be yours. " (126).

Second, the background is focused on the reason for choosing the novel, itcan be seen from the ability of novel to describe the narrations and the dialogues in detail in order to give the clear understanding about the literary work's environment and the depth of characters' thought and feeling.The novel has been a part of human culture for over a thousand years, the novel has risen to prominence and remained one of the most popular and treasured examples of human culture and writing. A novel is a fictional piece of prose usually written in a narrative style. Novels tell stories, which are typically defined as a series of events described in a sequence. The word novelthat was not even used until the end of the 18th century is an English transliteration of the Italian word novella, used to describe a short, compact, broadly realistic tale popular during the medieval period. It deals with a **human character**, man as a social being. There have been stories and tales for thousands of years, but novels must combine a few unique characteristics in order to be defined as such. According to Bernet and Burton (1991), novel can be defined as:

> First, a novel is written down, rather than told through an oral account. Secondly, novels are meant to be fictional in form, differentiating them from myths, which are said to have their basis in reality.

This novel is often beloved for their creation of spectacular worlds, empathetic characters, and carefully thought-out arguments. They are often seen as a boundless realm of exploration and creativity, with subgenres springing up to include nearly every type of subject that can be written about. The literary style remains cost-effective despite the range of imaginary things that can be put into novels, unlike the soaring costs of special effects and computer graphics needed to make a fantastical movie, a novel requires only imagination and talent to create massive worlds and detailed characters.

Third, the reason to choose the author, Nicholas Sparks. This novel is a romantic novel released in October 1996.18 novels by Nicholas spark have been published and become best-selling novels in the United States and around the world. a novelist and screenwriter from the United States. To date, Most of the novels are themed about love, fate, and romance. Eleven of his novels have been adapted to the big screen, including Message in a Bottle, A Walk to Remember, The Notebook, Nights in Rodanthe, Dear John, The Last Song, The Lucky One, Safe Haven, The Best of Me, The Longest Ride, and The Choice and the notebook is the first novel work. Fourth, the reason for choosing a novel, in this case the notebook from Nicholas sparks, is because of the love story between Noah and Allie who have devotion and commitment in contradictory conditions in their relationship. Despite the differences in social status until Allie suffered Alzheimer's disease, Allie and Noah continued to have devotion to each other even when uncontradictory condition.

The title of The Notebook seems to be of the opinion that the diary book will really help Allie try to make up her story with Noah. Their struggle to get back together even though their relationship was opposed by Allie's mother was due to differences in social status between the two of them. The Notebook's title is like Allie's diary that Noah will read to repeatedly over and over until finally Allie can remember who she is and Noah recall their story even though only temporarily caused by Allie's illness, Alzheimer's.

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II RESEARCH METHODS

The data collecting procedures is focused in the process of the writer collect the data by reading the novel and noted the statements that related to the problem. In the collecting data the writer applies library research. It means that the writer applies the data which the writer takes from library. Pradopo in Metodologi Penelitian Sastra (2001:153) states:

> *Penelitian pustaka adalah observasi yang dilakukan dalam pustaka, dimana penulis mendapatkan data dan informasi tentang objek penelitian melalui buku dan media audiovisual yang berhubungan dengan topic.*

> The library research is the observation that is executed in the library, which the writer gains the data and information about his object through the books and other audiovisual equipment that related and relevant to the topic.

Through this library research activity, the writer gains some information to understand the problem. In order to gain more information, the writer also executes the internet research as to support the data from library research, the data is received in files form.

In concern with library research, the writer takes the novel The Notebook by Nicholas Spark as main data of this research. The writer also collects books as references of this writing and theories to solve the research problems that conveys in this research.

Method of Analyzing the Data

> In analyzing the data, the information from data collection is processed and presented in form of thesis. In the application, the writer uses structural method. According to Pradopo (2001:69). The researcher has role to explain literary work as a structure based on the elements that build them. From this quotation, structural method has functions to explain the intrinsic elements of literary work.

The procedure starts by reading the main source of analysis, which is the novel The Notebook. After understanding the story, the procedure moves to find the intrinsic elements in the novel, which are plot, theme, characters, setting of place, setting of time, and point of view. Next, the information received from data collection procedure is studied by limiting on the analysis of the intrinsic element, there is no extrinsic element such as psychology or sociology in the analysis. After the data are organized, the writing is composed based on standard of thesis writing.

Technique of Collecting the Data".

According to Djaman Satori and Aan Komariah (2011: 103) the definition technique of collecting the data is as follows: "Collecting data in scientific research is a procedure systematic to receive the data needed. " From the above understanding it can be seen that the technique Welcoming very difficult data with the research problem you want solved. Recording techniques according to Bogdan and Biklen (in Moleong, 2009: 209) are written records of what is heard, seen, experienced, and thought about in the context of data collection and reflection on data in qualitative research.

According to Junice Mc Durcy (in Moleong, 1999: 248), recording techniques with qualitative analysis are carried out to obtain a good level of accuracy. According to Sugiyono (2005: 224) the technique of data collection is the most strategic step in research, because the main purpose of the research is to obtain data.

In addition, the authors use the literature study method. Siswantoro (2010: 76). This method is a way to collect data by studying various literature as a reference in writing reports. The act of reducing data is nothing but selecting data by focusing on data that is the object of study. As for the data in this study are excerpts the Notebook novel by Nicholas Spark that illustrate the

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psychological aspects related to the psychological about Devotion and commitment in a contradictory condition.

Technique of Analyzing the Data

The data analyzing procedures concern with the ways of the writer to conduct the analysis of the data. In this research the writer applies structural technique. It looks the internal factor of literature that covers the internal element of literary work such the actions of the main characters.

From the explanation above, structural technique has two functions which explain the internal factor of literature. The primary data is taken from novel itself, the writer tries to analyze it by using the information in form of quotations based on the novel itself. In doing this research, the writer starts by analyzing some intrisic elements of this novel, after that tries to find extrinsic element which becomes the basic of the problem that will be analyzed.Further, Abrams and Harpham (2009:22), the definition of character is:

> *The person presented in dramatic or narrative work, who are interpreted by the reader as being endowed with moral, dispositional, and emotional qualities that are expressive in what they say, the dialogue, and what they do in the action.*

To find out the psychological values of a character and find out what devotion and commitment in a relationship are illustrated by Nicholas Spark's The Notebook novel, the data obtained is then processed using a qualitative descriptive method, which is a method that describes the results of the analysis in accordance with data found, then arrange it carefully and in detail (Arikunto, 2006: 12). The technique of analyzing data from the novel The Notebook is then the author arranges in the form of reports, including Descriptive Analysis. In this study, the authors used descriptive analysis that was qualitative in nature. Qualitative descriptive analysis in this study was used to describe the psychological aspects of devotion and commitment in relationships based on the novel The Notebook. Qualitative descriptive analysis, according to Arikunto (2006: 12), is a method that describes the results of the analysis in accordance with the data found, then arranges them carefully and in detail.

Qualitative descriptive research is one of the types of research included in this type of qualitative research. The purpose of this study is to reveal events or facts, circumstances, phenomena, variables and circumstances that occur when the study takes place by presenting what actually happened. This study interprets and describes the data concerned with the current situation, attitudes and views that occur in a society, the conflict between two or more circumstances, the relationship between variables that arise, differences between existing facts and their influence on a condition, etc.

According to Nazir (1988), descriptive method is a method of examining the status of a group of humans, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study is to make a description, description, or painting systematically, factually and accurately of the facts, the characteristics and the relationship between phenomena investigated. While according to Sugiyono (2005) states that descriptive method is a method used to describe or analyze a research result but not used to make broader conclusions. According to Whitney (1960), descriptive method is the search for facts with the right interpretation.

The problems that can be investigated and investigated by qualitative descriptive research refer to quantitative studies, comparative studies (comparisons), and can also be a correlational study (relationship) between one element and other elements. This research activity includes collecting data, analyzing data, interpreting data, and finally formulating a conclusion that refers to the analysis of the data.

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III RESULTS AND DISCUSSION

The focus in this sub-analysis is the character of Noah Calhoun, because of his devotion to his first love Allie Nelson. The story begins in a nursing home, an old man reads a story from his notebook to another old woman. It tells the story of a young man named Noah Calhoun, who falls in love with a girl named Allie Nelson. The flashback story to 49 years ago where a 31-year-old young man named Noah Calhoun managed to buy the old house of his dreams and renovate it as before. This made local newspapers raise Noah's profile and his old home. Noah had promised to turn the old house into Allie's dream house. A large white house, with a large veranda to drink tea and enjoy tea and of course a special room for painting because Allie loves to paint. The dream house was realized by Noah, although it was renovated with a half temper. Noah had seen Allie with Lon at the restaurant. With a broken heart, Noah still believes that Allie will return to him. That house will make Allie to him. While not so far a woman named Allie Nelson saw the news about Noah, she then decided to go and to see the house firsthand and of course to meet with Noah.

Noah Calhoun, an ordinary man who likes to read poetry. In the summer of 1946, he fell in love and it was his first love when Noah was 17 years old and Allie was 15 years old. Noah and Allie spent time together during the summer until Allie had to return to the city, and their relationship which could only be a memory. Ms. Allie did not approve of Noah and Allie's relationship because of differences in social status between the two of them. For seven years they separated and for two years Noah always sent a letter to Allie hoping he would get a reply and get in touch with Allie again.

> "You and I were different. We came from different worlds, and yet you were the one how taught me the value of love. You showed me what it was like to care for another, and I am a better man because of it. I don't want you to ever forget that." (57).

The unrequited letters from Allie, the second world war was over, years passed, and had tried to have relationships with many women but still Noah was unable to forget Allie. As Noah's friend had said to him, that Noah was unable to forget Allie.

> "you know, the ghost, the memory. I bee watching you wroking day and night, slavin so hard you barely have time to catch your breath. People do that for three reasons. Either the crazy, or stupid, or trying to forget. And with you, I knew you was trying to forget"(8).

For reasons of forgetting his relationship with Allie, Noah decided to leave New Bern. He first went to Norfolk and worked at the shipyard for six months, then moved to New Jersey. He finally found work at a disposal site for Mr Goldman's used goods. Noah worked for Goldman for a long time, so much so that Noah was promoted. He is a business intermediary, and oversees thirty staff. For years also Noah could not forget his first love.

At the age of twenty-six, a war broke out and Noah intended to join him to register for war. When he said goodbye to Goldman, he was given assets for his company. For three years, Noah was a soldier exploring Africa and the forests of Europe because his unit was almost always involved in warfare. After the war ended, he got a letter from a lawyer representing Goldman. He was told that Goldman had died and Noah was making a lot of money from the business he owned. Noah returned to New Bern to buy a new home for him and his father. The house is the residence that Allie's family lived in before they moved. Shortly after his father died.

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Noah Calhoun managed to buy the old house of his dreams and renovate it as before. This made local newspapers raise Noah's profile and his old home. Noah had promised to turn the old house into Allie's dream house. A large white house, with a large veranda for tea and tea and of course a special room for painting because Allie loves to paint. The dream house was realized by Noah, although it was renovated with a half temper. Noah had seen Allie with Lon at the restaurant. With a broken heart, Noah still believes that Allie will return to him. That house will make Allie to him. While not so far a woman named Allie Nelson saw the news about Noah, she then decided to go and to see the house firsthand and of course to meet the love of her youth Noah.

Until finally Allie came back in front of Noah. Allie's arrival, of course surprised Noah, they then told the past where they first met. Noah is happy with Allie's arrival and wants their relationship to go back to the way it used to be. Even so, Noah never forced Allie, he handed all the decisions to Allie even though he actually wanted to get back with Allie. Noah still can't forget Allie and their memories.

> " I guees I still look for the kind of love we had that summer," Noah thought about what she had said, thought about the relationship he'd had since he'd last seen her. "how about you?" she asked. "did you ever think about us?", "All the time, I still do." he said, "Are you seeing anyone?", "No," he ananswere, shaking his head (37).

On the other hand, actually Allie will be heading to her wedding in a matter of days. Allie is engaged to Lon, a strong and established lawyer. Their marriage is on the verge of being in the eye. However, there is something that makes Allie remember Noah, that is, Noah's face adorns Noah's picture, reporting that the man has renovated their house in New Bern. Allie decided that everything had to be resolved, she had to meet Noah. On the grounds of wanting to take a break from wedding preparations, Allie went to New Bern. And that's where he met Noah again.

When the meeting happened again, the seeds of love between the two were apparently not extinguished. Noah and Allie actually resumed their illicit relationship. Anna Nelson apparently realized something was not right on Allie's trip back to New Bern. He went to Noah's house and found his son there. Immediately it was revealed that all this time, her mother had hidden Noah's letter so that it did not reach Allie's hands. His mother also warned that Lon was suspicious of Allie and had followed her to this place. His mother asked his son to return home. However, one message from his mother to Allie was that Allie follow her heart in making decisions. It's not that Allie's parents didn't like Noah, but because Noah didn't come from among them because they were too poor, they would never agree with their relationship.

> "I know you don't think so, but I always liked you. I just didn't think you were right for my daughter. Can you understand that?" He shook his head as he answered. "No, not really. It wasn't fair to me, ant it wasn't fair to Allie. Otherwise she wouldn't here (74).

Noah was very happy with Allie's arrival, recalling the love story of her youth. Even though Noah really hoped that Allie would come back to him, he never forced Allie. All decisions are left to Allie. Even though Allie didn't choose him, he will remain loyal to remember the happy days he had with Allie. Allie, who was confused about choosing to remain in comfort with Noah or had to continue to choose her fiancée who was well established and had the same social status as her, in the end Allie still chose to follow her heart.

> "I know what you're trying say, Ican see it in your eyes. But

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> I dont want to understand it, Allie. I don't want it to end this way. I don't want it to end at all. But if you leave, we both know we'll never see aech other again." She leaned into him and began to cry harder as Noah fought back his own tears. He wrapped his arms around her. "Allie, i can't force you to stay with me. But no matter what happens in my life, I'll never forget these last couple of days with you. I'v been dreaming about this for years" (73).

The story goes back to old Noah who was none other than the old grandfather who was in the nursing home earlier, surprisingly it turned out to be his diary and he was reading his diary in the hope that Allie could recall himself and their past, because Allie was currently suffering alzeimer. Noah will faithfully read the diary to Allie until Allie can recall even just for a short time, although it is very sad for Noah to see Allie who feels guilty for not being able to remember everything, but Noah is still very happy that she can spend time with Allie while reminiscing about their past through her notebook.

Allie's devotion to Noah was in a contradictory conditions because her relationship was opposed by Allie's mother.

In this part, the analysis is focused on the character of Allie Nelson. Allie, 29, is now engaged to another man, but she realizes that her love for Noah has never faded in time. His first love at a young age that was hard for him to forget, but their world was so different. Facing her marriage that was only a few weeks away, Allie was forced to question what her hopes and dreams were for the future, and with whom she wanted to live the future.

They were first met each when they were fifteen and seventeen years old. During summer vacation, Allie and Noah meet at the festival and spend summer vacation time together. The feeling of love has appeared. Even when they have to be separated by time for years, the taste doesn't fade. There is no reason for Allie not to go to the city with her mother and their relationship is prohibited by Allie because of the existence of a social status difference between them.

Until Allie never knew whether Noah still remembered it or not because Allie never received a single letter from Noah because it was not known to Allie, apparently all the letters sent to Allie never reached Allie because Allie's mother kept all the letters Noah sent to Allie. For seven years there was no news but Allie still could not forget Noah. Allie volunteered at a hospital that treated war victims. It was there that he met Lon Hammond Jr. (James Marsden). Lon became the perfect man. Not only in Allie's eyes, but also her family. Rich, handsome, smart and had rank in the military, Lon had a complete package of perfection to be a son-in-law.

Once Lon applied and gave her a beautiful ring, Allie immediately said "I do". But when he said that, he looked at Lon's face. Allie's heart hesitated. And the more doubt when looking at the newspaper, there was a picture of Noah displayed in front of a large white house, with advertisements to be sold.

Before getting married, Allie had an unexpected opportunity to return to meet Noah. The answers are only two, she chose to meet the past or walk forward with her future husband. Finally he chose to meet again with his past, Noah.

The meeting revived that feeling again. Becoming stronger, harder to leave, then Allie hesitated herself to choose to leave Noah again and reap her dream to be able to settle down with her wealthy and respected future husband, or even re-knit their delayed love story. Through a diary, they both remember their love story. Because with a diary, every moment and memory will remain stored. So, one of them rewrote the story in a diary to remain immortal, at least for both of them. Even though Allie still has feelings for Noah, she really doubts what she should choose. On the other hand he was engaged and only a few days he would get married. Actually Allie has feelings for Noah and her fiance named Lon. Allie loves them both, but in a different way.

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> "do you love him?" "Yes, I do." Allie answered softly, "verry much."Do you love Lon?" "Yes, I do. I love him too. Dearly, but in diffrent way. He doesn't make me feel the way Noah does (76).

During their separation and no news from each other, and the letter Noah sent to Allie, unfortunately, none of the letters was received by Allie. Through this meeting Allie realized that Noah did not just leave, he left because of the pressure of his mother and the letter that survived two years Noah sent him never reached him, unfortunately the letters that came were all taken by Allie's mother without being given to Allie. Actually, not only Noah wrote a letter to Allie, but Allie also wrote a letter to Noah but he never sent it. Allie was doubtful and afraid that Noah did not have the same feelings as she did, and Allie was afraid that Noah had forgotten her.

> "It wasn't just up to you, Noah. I didn't tell you, but I wrote you a dozen letters after I go home. I just never sent them." She said, "Why?" Noah was surprised. "I guees I was too afraid." "Of what?" "That maye it wasn't as real sa I thought it was. That maybe you forgot me (68).

The choice is in Allie's hands. Noah could not force but hoped that Allie would hear his heart that he could not forget her. Even though Alli loves Noah more than his fiancé but he doesn't want to hurt the fiance's heart. Allie has different feelings for Noah, and is confused about having to choose between comfort or choosing Lon who is established and has the same social status as him. He could not lie to his heart if he preferred Noah over Lon and Noah kept leaving all decisions to Allie and convinced Allie that Noah actually knew that Allie loved Noah more than Lon.

> "I don't know, I really don't know. When I was in the living room, I kept asking myself what I really wanted in my life." She squeezed his hand. "And do you know what the answer was? The answer was that I want you. I want us. I love you and I always have." She took breath before going on. "But I also want a happy ending without hurting anyone." "You can't live your life for other people. You've got to do what's right for you, even if it hurts some people you love." he said (78).

Until finally Allie decided to go and return to Lon because Allie felt that if he chose Noah it would not be fair to Lon. Allie will hurt her fiancé if she chooses Noah. When Allie was in the car, she decided to read the letter her mother gave to Allie. The letter he should have read first. Allie stopped her car and read the letter there and found the date in March 1935. Allie read the letter over and over until she decided to follow her heart to choose Noah.

> "My Dearest Allie. I couldn't sleep last night because I know that it's over between us. I'm not bitter anymore, because I know that what we had was real. And if in some distant place in the future we see each other in our new lives, I'll smile at you with joy and remember how we spent the summer

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> beneath the trees, learning from each other and growing in love. The best love is the kind that awakens the soul and makes us reach for more, that plants a fire in our hearts and brings peace to our minds, and that's what you've given me. That's what I hope to give to you forever. I love you. I'll be seeing you. Noah" (82).

The devotion and Noah's commitment to allie after marriage and allie has Alzheimer's disease.

Return from the battlefield. Noah Calhoun is always haunted by the shadows of the beautiful girl he knew four years ago, and deeply loved. Although they never met again, Noah was content to live with the memories of his past ... but unexpectedly the girl returned to her city, to meet her once again.

Allie Nelson, is now engaged to another man, but she doesn't realize that her love for Noah has never faded in time. But their world is so different. Facing his marriage which was only a few weeks away, Allie was forced to question him, what exactly were his hopes and dreams for the future, and with whom he wanted to live the future. Until Allie decided with whom he could actually feel comfortable. Until the wedding of Allie and Noah. In their household relationships they also still have devotion and commitment in contradictory conditions.

The story continues back in the nursing home. Apparently the old man who read the book was Noah. Allie, his wife in the old figure at the beginning of the story suffering from Alzheimer's and forgetting Noah along with a beautiful love story in the past. Through that story, Noah tries to bring back Allie's memories. Noah is always by Allie's side even though Allie doesn't remember anything about Noah and thinks Noah is just a friend who is in the same nursing home named Duke.

> "Forgive me. I have absolutely no idea what's happening to me right now. even you. Every time I hear you speak, I feel like I should know who you are, but in fact not. I don't even know who I am. "He wiped his tears and said," Help me, Duke, please help me remember who I am. Or at least, who I was. I was so confused. "(194)

Noah lied to Allie about her true name and also she lied about her own name. Noah has his own reasons for that. He must not force Allie who is suffering from Alzheimer's disease to remember which will only make Allie even sadder and feel guilty for not being able to remember everything. Noah will only read his diary over and over until Alli can remember herself. Although finally it will make Noah still sad because after remembering for some time Allie will return to normal and forget everything and make her a stranger again and of course Noah will introduce her name as Duke and read her notebook again until Allie realizes the story Noah told her is the story of the two of them.

> "You are Hanna, A lover of life, a strength to those who shared in your friendship. You are a dream, a creator of happiness, an artist who has touched a thousand souls. You've led a full life and wanted for nothing, because your need are spiritual and you have only to look inside you. You are kind and loyal, and you are able to see beauty where others do not. You are a teacher of wonderful leassons, a dreamer of better things." (195).

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Noah read his diary again to Allie. Over and over until Alli remembered that what Noah had told him was himself and the Duke was Noah. After remembering that for a few moments, he was saddened by the fact that he would forget it again, forget the story told by Noah and forget who he was. With faithfulness, Noah will return to Allie's side as Duke and read her diary again. Every time Noah starts telling a story that Allie doesn't understand or Allie is confused why Noah tells her life story to herself and spends time with her.

> "Why did you spend the day with me?" I smiled. "I'm here because I'm supposed to be here. There is no specific reason. You and I both enjoy this. don't reject my time, I don't feel time is wasted. This is what I want. I sit here and we talk, and I think, is there anything better than what I'm doing now? "(212).

When the story closed, Allie immediately remembered that the story Noah had read for days was their love story. Allie's note was written earlier and presented to Noah. On the back of the book a message was printed. It contained roughly if Allie left again, then read the contents of the notebook. Then Allie will return to Noah. Unfortunately, the memories that returned were not too long. Allie forgot her memory again and was angry because Noah hugged her and called her affectionately.

> "I am very scared. I'm afraid I'll forget you again. it's not fair, I don't let this happen. ”His voice sounded hoarse as he ended his words, but I didn't know what to say. I knew that night would end soon, and there was nothing I could do to stop it. I really felt helpless. Finally I said to him, "I will not leave you. What we have is for ever. "(226).

Noah is always stunned how quickly that happens. When Noah was finally able to feel happy when Allie was able to remember him and remember who they really were but none of that lasted long. Even after Noah had read all the stories to Allie and had introduced himself as a Duke and spent time together it still couldn't make Allie remember all of that for a long time. Allie's eyes began to flicker rapidly, and she began to shake her head. Then, turning away toward the corner of the room, his eyes began to look at something, anxiety began to linger on his face.

> No! I screamed in my heart. Not now! not right now ... not when we are so close! Not tonight! which night ... as long as not tonight ... please! Those words raged through my mind. I can't stand it anymore! this is not fair ... this is not fair ... but, once again, it's useless. "Those people," he said later, pointing, "they are staring at me. Please stop it." (245).

A heartwarming feeling when Noah cried seeing Allie injected with sedatives. Can't bear to see the person he loves screaming hysterically. The next day, Noah had a heart attack and got emergency treatment. Sadly, Allie, who forgot her memory, just stared blankly at Noah's body being pushed into the emergency room. That night, Noah was getting better. He exits the room and looks for Allie's room. The steps are only as big as those taken by dwarves who live in straw, but even that is dangerous for him, his legs are really tired. Got caught by the nurse, Noah said, she really missed Allie. That night just want to see for a while. The sister was kind while

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stunned to see how loyal Noah was. The sister was silent for a moment, and suddenly her eyes began to water, moved to see Noah's struggle to stay by Allie's side. He would pretend to take coffee to the first floor and let Noah go to Allie's room without his knowledge.

> "I tried to imagine how it feels to you, how you can survive from day to day, but it's very difficult for me. I don't know how you do it. You can sometimes beat the disease. Even though the doctors don't understand that, we nurses understand it. The answer is love, it's simple. It's really amazing." I felt like my throat was clogging, and I didn't know what to say (250).

In the room, old Noah caressed the awakened Allie. Allie's disease is not recurrent. He recognized Noah, Both again promised to be together forever. Noah also told Allie to go back to sleep, while going to sleep in the same bed. Both hands are grasping each other. Until the morning, both of their hands were cold to the touch. That night Noah and Allie died together in their peaceful sleep. Together during life, together when death fetches.

> I live a simple life now. I was indeed a silly old man who was in love, a dreamer who had no other dreams other than reading to Allie and holding his hand whenever the opportunity arose. I am a sinner with many mistakes, and a man who believes in miracles, but I am too old to change and too old to care (252).

Noah actually had a long time with heart disease. Their children and grandchildren had visited the nursing home. But Allie really doesn't remember her family. At that time, their son had asked Noah to go home. But Noah refused because Allie was his home. The mother of her children is her home. Spending the rest of his life with Allie is happiness for him.

IV CONCLUSIONS

In the love story between Noah and Allie who have a contradictory condition in their relationship. Noah and Allie have differences in social status and make their relationship opposed by Allie's parents, making them both separated and even for seven years never related to each other. Even so, Noah still could not forget his first love no matter how much he tried to forget. He works hard, doing everything he can forget Allie but never. Even though there were 356 letters he wrote and sent to Allie, he never got a reply, Noah still couldn't forget Allie.

The social differences between Noah and Allie made their relationship unable to continue. Allie's mother would not agree with Allie's choice to continue to have a relationship with Noah to make Allie's mother keep all the letters Noah had sent to Allie and never give them to Allie. Allie never even knew that in fact Noah had sent hundreds of letters. An opportunity came when Noah got word that Mr Goldman had died. Noah previously worked with Mr Goldman and he got a letter from a lawyer representing Goldman. He was told that Goldman had died and Noah was making a lot of money from the business he had. Noah finally bought a house, he returned to New Bern to buy a new home for him and his father. The house is the residence that Allie's family lived in before they moved. It was by buying that house that Noah hoped that Allie would return to him.

This made local newspapers raise Noah's profile and his old home. Noah had promised to turn the old house into Allie's dream house. A

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large white house, with a large veranda for tea and tea and of course a special room for painting because Allie loves to paint. The dream house was realized by Noah, although it was renovated with a half temper. Noah had seen Allie with Lon at the restaurant. With a broken heart, Noah still believes that Allie will return to him. That house will make Allie to him. Leaving aside the difference in social status between them and the relationship that Allie's mother disapproved of, Noah would still hope that Allie would return because she could never forget Allie. Until finally Noah was able to get Allie back and marry him.

In the love story between Noah and Allie who have to separate because of differences in social status. Ms. Allie did not approve of the relationship between Allie and Noah. According to Allie Noah's mother is not a man who deserves to Allie because of differences in social status between them. Even though Allie's mother said she never hated Noah, but Allie's mother hoped that Allie was related to people who had the same social status as Allie. Allie and Noah were unrelated for seven years and for two years the letter that had been sent to Allie never reached Allie.

Allie never even knew that Noah sent 365 letters. The letters only reached Allie's mother and kept by Allie's mother without Allie's knowledge. Allie's loyalty to Noah was always there and also she never forgot Noah as Noah could never forget Allie. Allie actually wanted to write a letter and send it to Noah, but she lacked confidence. Allie thought Noah had forgotten it and Alli was afraid of that fact because even though he wanted to write a letter to Noah he hoped that Noah would send him a letter first so that Allie was not disappointed with his own feelings that he had not been able to forget about Noah. Until finally the letter written by Allie he never sent to Noah, he was afraid that Noah had forgotten it. Allie's loyalty to Noah was also seen when how happy Allie was when she got the chance to meet with Noah.

When she saw the news about Noah in a local newspaper showing Noah's profile and his old home, giving Allie the opportunity to meet Noah again even though in a few weeks he would marry his fiancée. Allie ever questioned about her life, actually what she was looking for in this life. Does She have to choose comfort that is only possible when he is with Noah or does he have to choose a man who is well established and has the same social status as him. In the end Allie prefers to be with the person who will make her comfortable and that is Noah.

The devotion and commitment of Noah to Allie after marriage and Allie who has Alzheimer's disease. During the marriage Noah and Allie are not always filled with happiness. Sometimes sadness also exists, when one of Noah's and Allie's children dies. Allie and Noah have five children and unfortunately they have to lose one of their children. Noah's loyalty to Allie did not stop there. Noah stays by Allie's side no matter what. According to Noah spending time with Allie is the most correct thing he did. When they finally got old and Allie had Alzheimer's disease, she could not get to know Noah, the children even she could not know herself.

When Allie know that her illness would get worse Allie felt very sad and felt that it was unfair to Noah. Allie will not be able to recognize Noah anymore even she will not be able to remember their memories anymore. Alli felt that it was unfair for Noah because in the end only Noah himself remembered all of that. Before her illness got worse Allie asked Noah to always read the notes he wrote in his diary. Even though someday he really can't recognize Noah even if he doesn't recognize him, he hopes that with Noah still reading his diary he will be able to remember even though it's impossible but he hopes for a miracle, at least Noah is always by his side. Noah without being asked to do that, for Naoh to spend the rest of her life with Allie is happiness. Noah will read the story of the two of them through the diary. It hurts Noah when he has to introduce himself as someone else to Allie because Allie can't recognize him anymore.

Allie thinks Noah is just a stranger in the nursing home where she lives now. in the end Noah will continue to be with Allie and read the story of the two of them until slowly Allie finally remembers who she and Noah are. Like a miracle Allie remembers the story read by Noah is about the story of the two of them even though after that memory came Allie's illness got worse and the memory disappeared quickly and made Noah returned to being a stranger to Allie. Noah's faithfulness to Allie's side was very moving for the people in the nursing home. It's like a miracle how Allie can remember even for a moment. In

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the end Noah and Allie died simultaneously in the nursing home.

For the writer, this thesis has been an effort to prove his study and at the same time to deepen his skill about literary work through writing. However, this analysis might not be perfect, so the writer wants certain inputs and critics from the readers in perfection of this writing. The writer hopes this analysis can add a new expression in literature world, especially English Department, Faculty of Literature, Universitas Ekasakti. The novel, titled The Notebook, which is carefully discussed by the author, is about devotion and commitment in contradictory conditions. Novels written by Nicholas Sparks also have other novels that should be known to everyone. As material for novel research, it can be examined using several approaches to analyze what is contained in the novel. In addition, research on novels can also be used as a means to improve vision in the field of literature. Research on novels needs to be improved, so that the novel can be in line with the genre of prose and poetry as literary works that can be enjoyed. Not only as entertainment to read, but can also be analyzed for readers.For the reader, the writer also hopes that this writing will give the contribution to the English Department students and whoever may be interested in the subject being discussed.

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PENGARUH PENGGUNAAN TEKNIK MIND MAPPING TERHADAP KETERAMPILAN MENULIS RESENSI NOVEL SISWA KELAS XI SMAN 1 SUNGAI LALA

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Abstract

Backgrounds of this research were that first, student could not master the novel review material, second; students were difficult to develop ideas in writing, third; learning media at the school did not support the lesson such as limited projector; fourth, students were bored with the given materials by using a tutor method. The research was to describe the student novel review writing skill before implementing mind mapping technique; second, to describe the student novel review writing skill after implementing mind mapping technique; Third,to describe the effect of mind mapping technique usetowards student novel review writing skill at XI class SMAN 1 Sungai Lala, Indragiri Hulu Regency. The research shows that, first, the average score of student novel review writing skill before implementing mind mapping technique is 61.11 on the range 56-65% and in the moderate qualification (C).Second, the average score of student novel review writing skill after implementing mind mapping technique is 80.73 on the range 86-95% in a very good qualification. Third, there is a significance effect of mind mapping technique usetowards student novel review writing skill at XI class SMAN 1 Sungai Lala, Indragiri Hulu Regency because t count> t table (6.00>1.70).

Keywords: Mind Mapping Technique, Novel Review Writing

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I INTRODUCTION

Keterampilan berbahasa kemampuan tersebuttidak dapat mencakup empat aspek, yaitu dipisahkan antara satu dengan menyimak, berbicara, membaca, dan lainnya. Setiap Keterampilan menulis.

Keempat aspek tersebut berbahasa memiliki keterkaitan satuharus dilatih kepada siswa dalam sama lainnya. pembelajaran bahas Indonesia agar Menulis merupakan salah satusiswa mampu Berbahasa dan dari keterampilan berbahasa yangmengerti tentang bahasa. Semua dituntut dalam pembelajaran bahasa

Indonesia sesuai dengan Kurikulum tingkat satuan pendidikan (KTSP). Menulis merupakan salah satu keterampilan yang penting dikuasai oleh siswa. Keterampilan menulis akan membantu siswa dalam mengikuti proses pembelajaran khususnya pembelajaran bahasa Indonesia. Oleh karena itu, siswa membutuhkan latihan berkelanjutan agar memiliki keterampilan menulis.

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Di dalam Kurikulum Tingkat Satuan Pendidikan (KTSP) mata pelajaran Bahasa dan Sastra Indonesia keterampilan berbahasa yang dituntut adalah menulis resensi. Menulis resensi merupakan salah satu materi pelajaran bahasa dan sastra Indonesia yang diajarkan di kelas XI Semester pertama. Hal ini dapat dilihat pada standar Kompetensi (SK) ke-8. "Mengungkapkan informasi melalui penulisan Resensi". Kompetensi Dasar (KD) ke-8.2. "Mengaplikasikan prinsip-prinsip penulisan Resensi" (Depdiknas, 2006:337).

Berdasarkan hasil observasi dan wawancara dengan salah seorang guru bahasa Indonesia, yaitu Ibu

Rukana, S.Pd di SMA Negeri 1 Sungai Lala dapat diketahui

permasalahan sebagai berikut:

Pertama, sebagian siswa beranggapan bahwa menulis resensi merupakan hal yang membosankan. *Kedua,* siswa belum paham tentang struktur resensi novel, karena kurangnya kekritisan siswa terhadap bacaan sehingga siswa mengalami kesulitan dalam menulis resensi

novel. *Ketiga,* metode yang digunakan masih terbatas sehingga menyebabkan siswa jenuh dan bosan. Hal ini disebabkan karena guru-guru di sekolah belum menggunakan

teknik yang tepat dalam menyampaikan materi.

Selain wawancara dengan guru, wawancara juga dilakukan dengan beberapa orang siswa kelas XI di SMA Negeri 1 Sungai Lala.

Berdasarkan hasil wawancara tersebut dapat ditemukan permasalahan-permasalahan sebagai berikut ini.

Pertama, siswa berpendapat bahwa menulis adalah kegiatan yang membosankan, karena menulis sangat rumit dan susah
Untuk mendapatkan ide dan mengembangkan bahasanya menjadi lebih efektif.

Kedua, siswa kurang memahami unsur-unsur resensi. *Ketiga,* metode yang digunakan cenderung menggunakan metode ceramah sehingga pelajaran menjadi

jenuh dan bosan. Sesuai permasalahan di atas, perlu diberikan metode pembelajaran yang dapat mengungkapkan minat siswa dalam belajar.

Berdasarkan permasalahan di atas, teknik *mind mapping* dapat digunakan dalam pembelajaran menulis resensi novel. *Mind mapping* adalah cara yang paling kreatif dan inovatif dalam membuat cacatan karena memetakan pikiran. Teknik *mind mapping* sering disebut juga dengan *mind map, mind map* dapat menghilangkan kebosanan dalam

pembelajaran, sehingga mempermudahkan otak berfikir secara teratur, memasukan informasi ke dalam otak, dan mengambil informasi dari otak. *Mind mapping* adalah cara yang paling kreatif dan inovatif dalam membuat catatan karena memetakan pikiran.

II RESEARCH METHODS

Jenis penelitian ini merupakan penelitian kuantitatif dengan penelitian eksperimen. Rancangan penelitian yang digunakan dalam penelitian ini adalah *The One Group Pretest - Posttest.* Menurut Sugiyono (2012:74) dalam rancangan *The One Group Pretest-Posttes* pada mulanya dilakukan *pretest* tanpa diberikan perlakuan, kemudian diberikan perlakuan dengan baik dengan menggunakan teknik *mind mapping.* Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA Negeri 1 Sungai Lala tahun ajaran 2019/2020. Jumlah siswa yang terdaftar pada tahun ajaran 2019/2020. Jumlah siswa yang terdaftar pada tahun ajaran 2019/2020 adalah 121 yang terdiri dari 4 kelas. Teknik pengambilan sampel adalah *Purposive Sampling* (Sugiyono, 2012:85). Berdasarkan hal tersebut, maka ditetapkan kelas XI.1 yang berjumlah 30 orang sebagai sampelpeneilitian. Alasan mengambil sampel di kelas XI.1 karena kelas ini memiliki standar deviasi terendah.

Variabel dalam penelitian ini adalah sebagai berikut. *Pertama,* variabel bebas "Teknik *Mind Mapping*". *Kedua,* variabel terikat adalah "Menulis Resensi Novel". Sedangkan data dalam penelitian ini adalah skor keterampilan menulis resensi siswa kelas XI SMA Negeri 1 Sungai Lala Soal sebelum dan sesudah menggunakan

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teknik *Mind Mapping*. Instrumen yang digunakan dalam penelitian ini adalah tes unjuk kerja untuk mengumpulkan data. Instrumen pengumpulan data adalah alat bantu yang pilih dan digunakan oleh peneliti dalam kegiatan mengumpulkan data sehingga kegiatan tersebut lebih mudah dan sistematis.

Penelitian ini dilakukan dengan tiga kali pertemuan. *Pertama*, siswa mengerjakan tes awal (*Pretest)*, tanpa menngunakan teknik *mind mapping* menulis resensi novel yang berjudul "Cinta Bintang Kejora"karya I.R. Adi dan Ade Anita dibagikan dua hari sebelumnya. *Kedua*, siswa diberi perlakuan berlatih menulis resensi dengan menggunakan teknik *mind mapping*. *Ketiga*, siswa mengerjakan tes akhir(*Postest*) menulis resensi novel yang berjudul "Cinta Dua Musim" karya Roidah berdasarkan indikator penilaian.

Sistematika penganalisisan data penelitian ini sebagai berikut: *Pertama*, membaca resensi novel yang telah ditulis oleh siswa. *Kedua*, menentukan skor tulisan siswa dengan indikator yang dinilai yaitu, dari segi judul resensi, isi (tubuh) resensi, dan penutup. *Ketiga*, mengubah skor mentah menjadi nilai. *Keempat*, menentukan nilai rata-rata hitung keterampilan menulis resensi dengan menggunakan rumus. *Kelima*, mengkonversikan hasil nilai menulis resensi siswa ke tabel skala 10. *Keenam*, membuat grafik keterampilan menulis resensi siswa untuk masing-masing indikator. *Ketujuh*, mengklasifikasikan keterampilan menulis resensi siswa kelompok *pretest* dan *postest* kelas ke dalam tabel distribusi frekuensi. *Kedelapan*, setelah dilakukan uji persyaratan analisis data, maka dilakukan uji hipotesis. *Kesembilan*, membahas hasil analisis data. *Kesepuluh*, menyimpulkan hasil penganalisisan data.

III RESULTS AND DISCUSSION

Berdasarkan hasil penelitian disimpulkan bahwa terdapat pengaruh penggunaan *teknik mind mapping* terhadap keterampilan menulis resensi novel siswa kelas XI SMA Negeri 1 Sungai Lala karena $t_{hitung} > t_{tabel}$ (6,00 > 1,70).

1. Keterampilan Menulis Resensi Novel Sebelum Menggunakan Teknik *Mind Mapping* Siswa Kelas XI SMA Negeri 1 Sungai Lala

Keterampilan menulis resensi novel siswa kelas XI SMA Negeri 1 Sungai Lala sebelum menggunakan teknik *mind mapping* sebagai berikut. *Pertama*, siswa yang mendapatkan nilai 44,44 diperoleh oleh 7 orang siswa dengan persentase (23,33%). *Kedua*, siswa yang mendapatkan nilai 55,55 diperoleh oleh 7 orang siswa dengan persentase (23,33%). *Ketiga*, siswa yang memperoleh nilai 66,66 sebanyak 10 orang dengan persentase (33,34%). *Keempat*, siswa yang memperoleh nilai 77,77 sebanyak oleh 6 orang siswa dengan persentase (20%).

Berdasarkan data diperoleh rata-rata hitung 61,11. Maka disimpulkan bahwa tingkat penguasaan keterampilan menulis resensi novel tanpa menggunakan teknik *mind mapping* siswa kelas XI SMA Negeri 1 Sungai Lala beradaa pada rentangan 56-65% berkualifikasi cukup (C).

2. Keterampilan Menulis Resensi Novel Sesudah Menggunakan Teknik *Mind Mapping* Siswa Kelas XI SMA Negeri 1 Sungai Lala

Keterampilan menulis resensi novel sesudah menggunakan teknik *mind mapping* kelas XI SMA Negeri 1 Sungai Lala skor yang tertinggi adalah 100 dan skor yang terendah 55,55. Data secara lengkap tentang menulis resensi novel sesudah menggunakan teknik *mind mapping*. *Pertama*, siswa yang memperoleh nilai 55,55 sebanyak 2 orang dengan persentase (6,67%). *Kedua*, siswa yang mendapatkan nilai 66,66 diperoleh oleh 7 orang siswa dengan persentase (23,33%). *Ketiga*, siswa yang mendapatkan nilai 77,77 diperoleh oleh 8 orang siswa dengan persentase (26,67%). dan *Keempat*, siswa yang mendapatkan nilai 88,88 diperoleh oleh 7 orang siswa dengan persentase (23,33%). *Kelima*, siswa yang mendapatkan nilai 100 diperoleh oleh 6 orang siswa dengan persentase (20%). Berdasarkan data diperoleh rata-rata hitung 80,73. Maka disimpulkan

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bahwa tingkat penguasaan keterampilan menulis resensi novel tanpa menggunakan teknik *mind mapping* siswa kelas XI SMA Negeri 1 Sungai Lala berada pada rentangan 86-95% berkualifikasi baik sekali (BS).

Diperoleh hasil belajar siswa sesudah menggunakan teknik *mind mapping* untuk seluruh indikator dengan nilai rata-rata 80,73. Siswa yang memperoleh nilai dengan kualifikasi sempurna sebanyak 6 orang siswa 20%. Siswa yang memperoleh nilai dengan kualifikasi baik sekali sebanyak 7 orang siswa 23,33%. Siswa yang memperoleh nilai dengan kualifikasi baik 8 orang siswa 26,67%. Siswa yang memperoleh nilai dengan kualifikasi lebih dari cukup 7 orang siswa 23,33%.

Siswa yang memperoleh nilai dengan kualifikasi hampir cukup 2 orang siswa 6,67%.

3. Pengaruh Penggunaan Teknik *Mind Mapping* Terhadap Keterampilan Menulis Resensi Novel Siswa Kelas XI SMA Negeri 1 Sungai Lala

Berdasarkan nilai keterampilan menulis resensi novel setelah menggunakan teknik *mind mapping* dalam pembelajaran menulis resensi novel siswa sangat baik. Hal ini terbukti dari hasil menulis resensi novel setelah mendapat perlakuan penggunaan teknik *mind mapping* lebih baik dibandingkan dengan tanpa menggunakan teknik *mind mapping* yang hanya menggunakan metode ceramah.

IV CONCLUSION

Berdasarkan analisis data dan permasalahan dapat disimpulkan bahwa terdapat pengaruh terhadap penggunaan teknik *mind mapping* siswa kelas XI SMA Negeri 1 Sungai Lala karena $t_h > t_{tabel}$ (6,00 > 1,70). Jadi dismpulkan, bahwa keterampilan menulis resensi novel sesudah menggunakan teknik *mind mapping* lebih baik dari pada sebelum menggunakan teknik *mind mapping*. Hal tersebut terbukti dalam proses pelaksanaan pembelajaran yang menunjukan suasana yang tenang dan fokus dalam pembelajaran menulis resensi novel.

Berdasarkan kesimpulan tersebut, dikemukan tiga saran sebagai berikut. *Pertama*, disarankan kepada siswa SMA Negeri 1 Sungai Lala untuk lebih banyak berlatih menulis baik di sekolah maupun di luar sekolah, khususnya dalam menulis resensi novel. *Kedua*, disarankan kepada guru mata pelajaran Bahasa Indonesia SMA Negeri 1 Sungai Lala agar menerapkan teknik *mind mapping* dalam proses pembelajaran khususnya pembelajaran menulis resensi novel.

Hal ini bertujuan untuk mewujudkan tujuan pembelajaran. *Ketiga*, bagi penelti lain sebagai masukan dan bahan perbandingan dalam melakukan penelitian yang berkaitan dengan keterampilan menulis resensi novel.

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NILAI RELIGIUS DALAM NOVEL TUHAN, AKU KEMBALI KARYA HAIDAR MUSYAFA

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Abstract

This research motivated by the existence of Islamic religious values in novel God's I Back by Haidar Musyafa. The value of Islamic religion in terms of the value of aqidah, sharia values and moral values by Haidar Musyafa. The purpose of this research to describe the values of aqidah, shari'a and morals in novel by Haidar Musyafa. The type of research is qualitative research. The method used in this research descriptive method of analysis. The data of this research are religious data about the value of creed, morals and characters contained in the novel by Haidar Musyafa. Based on the analysis of research data can be concluded that the value of aqid contained in the novel Haidar Musyafa's, namely (a) faith to Allah SWT (belief in Allah) seen on the character Umi stating that God's promise that His pleasure depends on the pleasure of both parents. (b) faith in the books of Allah swt reflected on the character of Jefry who likes to read the holy verses of the Qur'an in the race. Sharia value is depicted on Apih figures who ordered their children to perform congregational prayers and chips in order not to leave the prayer. Furthermore, the moral values are (a) morals towards Allah (khalik) is depicted on the character of Jefry who initially have habbit not good then repent to be good people. (b) morals towards humans depicted on the character Jefry who like do something not good, being rude and not obeying the words of parents.

Keywords: Implicature, Religious, Value, Novel

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I INTRODUCTION

Karyas astra merupakan hasilkreatif, imajinatif, dan padat makna yang mengungkapkan persoalan kehidupan manusia. Persoalan tersebut digambarkan melalui peristiwa-peristiwa yang terjadi di dalam kehidupan bermasyarakat.

Untuk itu dalam menciptakan karya sastra dituntut suatu kreativitas yangdalam mengungkapkan ide, gagasan, pendapat dan pemahaman. Kreativitas ini tidak hanya untuk menghasilkan pengalaman batin, melainkan lebih dari itu, seperti mewujudkan imajinasi pencipta dalam karyanya Karya sastra merupakan tanggapan penciptanya (pengarang) terhadap dunia (realita sosial) yang dihadapinya. Sastra berisi pengalaman-pengalaman subjektif penciptanya ,pengalaman kelompok masyarakat (fakta sosial).

Sastra dapat di pandang sebagai suatu gejala sosial,

sastra yang ditulis oleh pengarang pada suatu kurun waktu tertentu, pada umumnya berkaitan langsung dengan norma-norma dan adat istiadat zaman itu. Sastra yang baik tidak

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hanya merekam dan melukiskan kenyataan yang ada dalam masyarakat, tetapi merekam dan

melukiskan kenyataan secara menyeluruh. Aspek terpenting dalam kenyataan yang perlu dilukis oleh pengarang yang dituangkan dalam karya sastra adalah masalah kemajuan manusia. Oleh karena itu, pengarang yang melukiskan kenyataan dalam menyeluruh tidak dapat mengabaikan begitu saja masalah tersebut. Karya sastra pun dapat berfungsi sebagai media pemahaman budaya suatu bangsa (Luxemburg dalam Sangidu, 2004:41).

Karya sastra akan selalu menarik perhatian karena mengungkapkan penghayatan manusia yang paling dalam tentang perjalanan hidup manusia itu sendiri. Dalam hal ini, karya sastra dapat memberikan gambaran tentang kehidupan dan konflik yang dihadapinya sehingga banyak terdapat nilai-nilai kemanusiaan yang dapat dimunculkan dalam sebuah karya sastra, salah satunya nilai-nilai agama Islam yang mulai diabaikan dewasa ini.

Sastra tidaklah sesempit yang dibayangkan, namun sastra memiliki muatan pesan yang sarat akan nilai-nilai yang bisa dijadikan media untuk mentransformasikan nilai-nilai itu. Dan salah satunya adalah aspek pendidikan agama. Salah satu karya sastra yang sangat penting adalah fungsinya sebagai system konunikasi. Benar, karya sastra dihasilkan melalui imajinasi dan kreatifitas, sebagai hasil kontemplasi secara individual, tetapi karya sastra ditujukan untuk menyampaikan suatu pesan kepada orang lain sebagai komunikasi, (Ratna, 2008:21).

Agama merupakan nilai tertinggi yang terdapat di dalam masyarakat, yang menjadi tolak ukur bagi manusia dalam bertindak dan bertingkah laku. Dalam agama diatur segala permasalah yang terdapat dalam kehidupan, baik yang berhubungan dengan Allah, diri sendiri dengan manusia lainnya, maupun dengan alam sekitarnya. permasalah keagamaan berkaitan erat dengan permasalahan kehidupan manusia karena keberadaan manusia diatur agama.

Agama Islam sebagai salah satu permasalahan yang ditampilkan dalam karya sastra tentunya tidak dapat dipisahkan dari kehidupan manusia karena keduanya saling berkaitan. Agama Islam menganjurkan agar umatnya memiliki akidah yang baik. Manusia yang memiliki akidah yang baik akan dilihat dari keteguhannya dalam menjalankan ibadah. Keteguhan akidah juga terlihat dari manusia yang mau mematuhi hal yang dilarang oleh agama

Islam. Contoh keteguhan dalam beribadah adalah rajin sholat, membaca Al Qur`an, bersedekah, dan berpuasa. Namun adakalanya ditemukan juga manusia melanggar aturan seperti melakukan perbuatan zina.

Nilai religius yang sering ditampilkan yaitu akidah dan akhlak. Akidah merupakan nilai yang meliputi enam rukun iman (iman kepada Allah, iman kepada malaikat, iman kepada kitab, iman kepada Rasul, iman kepada hari akhir, iman kepada takdir) dan ketetapan hati. Akhlak merupakan nilai yang meliputi: hubungan manusia dengan Allah, hubungan manusia dengan alam, hubungan manusia dengan sesama. Akhlak dibedakan menjadi dua, yaitu akhlak baik (dipercaya, pemaaf, sabar, merasa cukup, dan bersih) dan akhlak buruk (egoistis, berdusta, pemarah, dengki, sombong,

berlebih-lebihan, berbuat kerusakan, mengadu domba, dan mengolok-olok).

Novel yang menampilkan tentang nilai religius adalah Novel *Tuhan, Aku Kembali* karya Haidar Musyafa. Dalam novel ini terdapat nilai-nilai religius yang berkaitan dengan akidah, syariah, dan akhlak. Nilai-nilai akidah yang terdapat dalam Novel *Tuhan, Aku Kembali* karya Haidar Musyafa ada tiga yaitu percaya kepada Allah, percaya kepada kitab dan percaya kepada hari akhir. Nilai-nilai syariah yang terdapat dalam Novel *Tuhan, Aku Kembali* karya Haidar Musyafa ada tiga yaitu thaharah, shalat dan muamalah. Sedangkan nilai-nilai akhlak yang terdapat dalam Novel *Tuhan, Aku Kembali* karya Haidar Musyafa ada tiga yaitu akhlak kepada Allah, Akhlak kepada diri sendiri dan Akhlak kepada keluarga.

Beberapa novel memberikan pelajaran tentang nilai-nilai religius Islam seperti novel *Jilbab Putih Kekasih* karya K.Usman. Novel *Jilbab Putih Kekasih* karya K.Usman memiliki nilai-nilai religius antara lain nilai akidah yaitu (1) iman kepada Allah Saw, iman kepada Allah ini harus ditanamkan di setiap jiwa seorang muslim dengan pasti dan tidak ragu-ragu, (2) iman kepada kitab-kitab

Allah Swt, Allah menurunkan wahyu kepada para nabi dan rasulnya, sebagiannya terkumpul dalam sebuah kitab, satu diantaranya

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Al-qur'an kepada Nabi Muhammad Saw. Nilai syariah yang terdapat dalam novel *Jilbab Putih Kekasih* karya K.Usman yaitu shalat. Selanjutnya nilai akhlak dalam novel *Jilbab Putih Kekasih* karya K.Usman yaitu akhlak terhadap Allah Swt dan akhlak terhadap manusia. Adapun kaitan antara novel *Jilbab Putih Kekasih* karya K.Usman dengan novel *Tuhan, Aku Kembali* Karya Haidar Musyafa yaitu sama-sama membahas nilai-nilai religius yang terdapat di dalam novel tersebut antara lain nilai akidah, nilai akhlak dan nilai syariah.

Alasan memilih Novel *Tuhan, Aku Kembali* karya Haidar Musyafa sebagai kajian karena novel ini memiliki manfaat bagi pembaca, dengan membaca novel tersebut dapat memberikan gambaran mengenai keislaman, banyak nilai-nilai yang dapat diambil dari kisah yang diceritakan oleh Haidar Musyafa berkaitan dengan akhlak, akidah dan syariah. Berdasarkan uraian latar

belakang permasalahan tersebut, penelitian ini akan membahas lebih lanjut mengenai nilai-nilai religius dalam Novel *Tuhan, Aku Kembali* Karya Haidar Musyafa.

II RESEARCH METHODS

Jenis penelitian ini adalah penelitian kualitatif. Semi (2012:23) menyatakan penelitian kualitatif yang mengutamakan bukan

berdasarkan angka-angka, tetapi kedalaman penghayatan terhadap interaksi antar konsep yang sedang dikaji secara empiris. Metode yang digunakan dalam penelitian ini merupakan penelitian deksriptif. Menurut Semi (2012:24) metode deskriptif adalah data terurai dalam bentuk kata-kata atau gambar-gambar, bukan dalam bentuk angka-angka. Oleh karena itu, penelitian menggunakan deksriptif untuk menganailis Nilai Religius Dalam Novel *Tuhan, Aku Kembali* Karya Haidar Musyafa. Data dalam penelitian ini berupa teks, seperti: frase, kalimat, serta percakapan yang berkaitan dengan nilai-nilai Islami, yaitu akidah, syariah dan akhlak yang terdapat dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa. Sumber data penelitian ini adalah *Tuhan, Aku Kembali* Karya Haidar Musyafa. Novel ini diterbitkan oleh Citra Media Pustaka (KAPI), Yogyakarta tahun 2014.

Terdiri dari 207 halaman. Penelitian ini difokuskan pada nilai-nilai Islam terutama yang berkaitan dengan akidah, akhlak, syariah yang terdapat dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa. Instrumen dalam penelitian ini adalah penulis sendiri dan dibantu oleh format inventarisasi data dan buku-buku yang berkaitan dengan penelitian analisis nilai-nilai religius dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa.

Teknik pengumpulan data yang dipergunakan dalam penelitian ini ada beberapa tahap, yaitu:(1) membaca novel *Tuhan, Aku Kembali* Karya Haidar Musyafa secara keseluruhan,(2) menandai hal-hal atau bagian yang mengungkapkan nilai-nilai religius yang terdapat dalam novel *Tuhan,Aku Kembali* Karya Haidar Musyafa,(3) menginventarisasikan data yang berkaitan dengan nilai nilai religius dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa, (4) menvalidasi data nilai-nilai religius yang terdapat dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa, dan (5) menulis laporan penelitian. Teknik yang digunakan dalam menguji keabsahan data ini adalah tekni triangulasi. Pada peneliitan ini teknik triangulasi yang digunakan adalah teknik triangulasi penyidik. Sebagai validator dalam penelitian ini adalah Bapak Azwar, M. Analisis terhadap data penelitian yang telah terkumpul dilakukan dengan langkah-langkah sebagai berikut: (1) mengidentidifasi nilai-nilai religi yaitu akidah, syariah dan akhlak. (2) mendeksripsikan nilai-nilai religius yang terdapat dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa, (3) melakukan analisis terhadap data yang sudah dideskripsikan, yaitu nilai-nilai religius dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa. (4) melakukan penyimpulan nilai-nilai religius dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa.

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III RESULTS AND DISCUSSION

Berdasarkan analisis mengenai religius tokoh dalam Novel *Tuhan Aku Kembali* Karya Haidar Musyafa ditinjau dari nilai-nilai akhidah, syariah dan akhlak tokoh utama yaitu Jeffrey Al-Buchori. Jeffrey Al Buchori merupakan seorang anak laki-laki yang mencintai Al-qur'an dan sering ikut perlombaan membaca Al-qur'an, namun disisi lain beliau anak yang terpengaruh pergaulan dengan teman yang yang nakal, sehingga Jefry suka mengganggu teman, ikut menjadi bandel, sehingga sering disidang majelis pesantren karena kenakalannya akibatnya berulangkali orang tuanya diundang kesekolah karena ulahnya. Jeffrey waktu dipesantren sering sekali bertingkah laku yang bertentang dengan ajaran agama dan tidak mematuhi perintah kedua orang tuanya.

Sikap jefri yang yang bandel dan awalnya memiliki akhlak yang kurang baik terpengaruh oleh lingkungan dan kawan yang nakal, sesuai dengan Menurut Nasrul (2011:162) akhlak bersumber dari jiwa, sedangkan jiwa adalah pusat kendali hidup manusia yang mempu menerima wahyu dan hidayah dari Allah Swt sehingga yang dihasilkan dari akhlak hakikatnya adalah aktualisasi dari nilai-nilai wahyu. Akhlak merupakan relaksi spontan tanpa ada pemikiran sebelumnya sehingga akhlak mewakili hakikat-hakit jiwa yang sesunguhnya.

Setelah dewasa jefri masih terpengaruh oleh lingkungan dan kawan kawan yang tidak mengajak kebaikan malahan sering main kediskotek, merokok, dunia malam dan narkoba sehingga menderita paranoid. Suatu malam jefry bermimpi tentang Mati, Apih jefry sakit, akhirnya timbullah penyesalan dalam hatinya dan beliau bertaubat serta menyerahkan dirinya dijalan dakwah untuk memperbaiki kesalahan yang pernah dilakukannya sehingga akhirnya beliau bertemu dengan gadis bernama pipik dan menikahinya, diakhir hanyatnya sangat banyak jemaah yang mengantarkan jenazah Jefry, beliau masih dikenang hingga dihati mereka hingga kini.

Pada Novel *Tuhan Aku Kembali* Karya Haidar Musyafa ini juga terdapat nilai akidah berupa iman kepada kitab-kitab Allah Swt, yakni meyakini bahwa Al-qur'an adalah rahmat dari Allah Swt yang berisikan petunjuk atau pedoman hidup bagi umat manusia. Iman Kepada kitab-kitab Allah Swt dalam novel tersebut dilihat dari banyak ayat Al-Qur`An dan hadis-hadis rasulullah Saw bahwa salah satu doa yang paling mustajab adalah doa orang tua, lebih-lebih doa seorang ibu kepada putra-putrinya, terlihat pada kutipan berikut: " Nak? Apakah kamu tidak sadar bahwa semua yang kamu lakukan ini bisa saja membuat Apih dan Umi merasa sedih dan kecewa? tidak ingatkan kamu dengan **janji Allah bahwa keridhaan-Nya sangat bergantung dengan keridhaan kedua orang tuamu**? (2014:22)."Nilai syariah yang dapat dilihat dari tokoh dalam Novel *Tuhan Aku Kembali* Karya Haidar Musyafa ialah dalam bentuk mendirikan shalat, cara berpakaian, dan berdoa. Pada novel tersebut bentuk mendirikan shalat, terlihat pada kutipan berikut: " Apih biasa mendidik anaknya dengan sikap yang tegas dan keras, tidak main - main **jika sudah menyangkut kewajiban agama**."

Pada novel tersebut dapat dianalisis bahwa dalam novel ini banyak sekali mengenai nilai akhlak, terutama akhlak kepada Allah Swt. Akhlak kepada Allah Swt dapat diartikan sebagai sikap atau perbuatan yang seharusnya dilakukan oleh manusia sebagai makhluk terhadap Swt (khalik).

Sedangkan nilai akhlak yang paling banyak terdapat Novel *Tuhan Aku Kembali* Karya Haidar Musyafa yaitu akhlak terhadap manusia. Hal ini terlihat bahwa Jeffry seringkali membuat kedua orang tuanya kecewa dan menangis dengan perbuatannya. Perbuatan Jeffry yang suka berbuat keributan dan keonaran, suka pergi kediskotik, minum akhohol serta memakai narkoba sehingga membuat Jefry ketergantungan, seperti kutipan berikut: " Jika hanya sekadar merokok saja hal itu masih wajar menurutku. Tapi lama-lama aku juga tertarik dengan tawaran teman-teman baruku yang aku rasa lebih menantang. Menurut teman-temanku, merokok belum membuktikan kalau aku seorang laki-laki. Mereka terus saja membujukku agar mau **mencicipi minuman-minuman yang beralkohol**. (2014:38)"

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IV CONCLUSION

Berdasarkan pada hasil penelitian yang telah dilakukan, pada bagian ini akan disimpulkan nilai religi Islam dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa. Nilai religi Islam itu terdiri dari akidah, syariah dan akhlak, ketiga bagian itu akan dijelaskan di bawah ini.

Nilai akidah yang terdapat dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa yaitu (a) iman kepada Allah Swt (percaya kepada Allah), iman kepada Allah ini harus ditanamkan di setiap jiwa seorang muslim dengan pasti dan tidak ragu-ragu, (b) iman kepada kitab-kitab Allah Swt., Allah menurunkan wahyu kepada nabi dan rasul, sebagai khalik. Allah Swt telah sebagiannya terkumpul dalam sebuah memberikan berbagai keinikmatan

kitab, Satu diantaranya Al-qur'an kepada manusia sebagai mana kepada Nabi Muhammad Saw. disebutkan dalam surat Al- Isra ayat Kitab-kitab tersebut berisi informas- 70 bukanlah menjadi suatu alas an informasi, aturan-aturan dan hukum- bahwa Allah perlu diagungkan dan hukum dari Allah Swt, untuk disembah.(b) akhlak terhadap dijadikan pedoman bagi umat manusia, perbuatan akhlak manusia dalam mencapai kebahagian merupakan perbuatan yang telah hidupnya, baik di dunia maupun di tertanam kuat dalam jiwa seseorang akhirat nanti. Sehingga telah menjadi Nilai syariah yang terdapat dalam kepribadiannya. Perbuatan akhlak novel *Tuhan, Aku Kembali* Karya adalah perbuatan yang dilakukan Haidar Musyafa mencakup ibadah dengan mudah tanpa pemikiran. dalam arti khusus (ibadah mahdhah) Dalam perkembangan selanjutnya yaitu shalat, secara bahasa shalat akhlak tumbuh menajadi suatu ilmu berarti doa. Shalat merupakan satu- yang berdiri sendiri, yaitu ilmu satunya kewajiban seorang muslim memiliki ruang lingkup pokok yang tidak pernah gugur sepanjang bahasan, tujuan rujukan, aliran dan akan sehat. Shalat yang wajib para tokoh yang dikerjakan oleh setiap muslim adalah sebanyak lima waktu sehari semalam, yang terdiri tas Zhuhur, Ashar, Maghrib, Isya dan Syubuh.

Nilai akhlak yang terdapat dalam novel *Tuhan, Aku Kembali* Karya Haidar Musyafa ialah (a) akhlak kepada Allah, dapat diartikan sebagai sikap atau perbuatan yang seharusnya dilakukan oleh manusia sebagai makhluk terhadap Allah Swt menggambarkannya.

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ANALYSIS OF SYMBOLS, DECLARATIONS AND PUNCTUATIONS THROUGH CONVERSION OF C LANGUAGE INTO ENGLISH LANGUAGE WITH BORLAND C++

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Abstract

This research with the title The analysis of symbols, punctuations and declarations in C language is analyzed accordingly by conversion in order to find the perspective of language: structuralism, meaning, and functionalism, while keeping both of English and computer subject in process for the research. This research has limitation by the chosen of platform and software with Borland C++, the source of the datum also considered to be the basic material so that this thesis doesn't has many problems to solve.By the observation method which is followed by these three crucial problems: (1) The Identification of semiotic problem in symbols from computer language to English language, (2) The Identification of semiotic problem in declarations from computer language to English language, (3) The Identification of semiotic problem in declarations from computer language to English language.

The implication of the problem here is how the researcher convert the C language into English language patterns.The purpose of this research is equally to identify and analyze the symbols, punctuations and declarations from the Borland C++ platform and converting it into English comprehensions. Furthermore, this research is expected to familiarize the reader with which semiotics usually use in C or programming language and what's their significant in English language.In this research, the researcher utilizes semiotics theory and computer programming theory which these two subjects combined together and creating the subject of interdisciplinary called Computational Semiotic.

Keywords: C Language, Borland C++, Computational Semiotics, Declarations

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I INTRODUCTION

Language is the most imperative colloquialism aspect in our life, without language, we are unable to communicate. Communication for most people come out as a habitual process, they can do it in their subconscious part, and for that, as in more depth of knowledge for communication, language actually has many deep meanings and concepts behind it, in this particular research, the language will be used as the medium is modern English

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language. The meanings and concepts can be applied to even the inanimate objects. One of the concepts behind it is the formula of language to create another brand-new language originated from the same language designated for inanimate objects especially for computer called machine language, this machine language used in programming so that in a term, human can communicate with computer through symbols, punctuations and declarations.

The formula of language to create another brand-new language originated from the same language designated for inanimate objects especially for computer called machine language, this machine language used in programming so that in a term, human can communicate with computer through symbols, punctuations and declarations.

This new language can be inferred for the creation of programming language, however, not all languages can be used or to be converse into programming language. There's this postulate and significant of one language that get modified in programming language to this decade, it's the most unique and universal language that even robotic or machine allowed to understand, the said language is English language, this is where the limelight of human language which the English language in this aspect comes into relevancy and compulsory with programming language.

The first high-level programming language was Plankalkul, created by Konrad Zuse in 1942. The first high-level language to have an associated compiler was created by Corrado Bohm in 1951, for his PhD thesis. The first commercially available language was FORTRAN (FORmula TRANslation); developed in 1956 (first manual appeared in 1956, but first developed in 1954) by a team led by John Backus at IBM.

Based on this research, the writer can collect the formulation of problems as such:

1. What is the semiotic identification of symbols meaning between C and English language in C++ compiler?
2. What is the semiotic identification of punctuations meaning between C and English language in C++ compiler?
3. What is the semiotic identification of declarations meaning communication between C and English language in C++ compiler?

Based on the introduction and formulation of the problem, the objective of this research is:

1. To identify and analyze the semiotic meaning between C language and English language in symbols function.
2. To identify and analyze the semiotic meaning between C language and English language in punctuations function.
3. To identify and analyze the semiotic meaning between C language and English language in declarations function.

The result of this research can contribute to both theoretical and practical significances and influences. Theoretically, it is expected that the results of this research could enrich the specific knowledge of the researcher in the linguistic field, especially in the analysis of semiology that are used in the programming language.

Specifically, this research in intended to identify and describe the types, functions and also the factors influencing the conversion of English language into computer language. Practically, it is expected that the results of this research can be useful for the English, Linguistic, and Computer study while using the applied research conduct and daily activities.

This research can provide more knowledges about analysis on programming language, especially to the students of linguistic. Moreover, this research can be reference of deductive for their study. In addition, this research hopefully can be beneficial to the readers in general, in improving their knowledges.

II RESEARCH METHODS

The approach that the researcher uses in his research is qualitative research approach. It involves in collecting and converting data into numerical form so that the statistical calculations can be made and conclusion can be drawn. In this writing, the researcher makes it clear that he

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collected and analyze the data to find its meaning semiotically. The approach that has been decided on this research also use scientific calculation.

Method that's been used in this research is a descriptive method. The intention of method's utilization in this research is to describe or represent the object in more lucid way based on this research, it's also illustrated the data in scientific form.

According to Surdayanto (1992: 65) and Djajasudarma (1993: 15) *metode deskriptif bertujuan untuk membuat deskripsi*, which is in their statement said that the method of descriptive is intend to create a description. The true meaning of that is to illustrate in systematic, factual, and accurate about the data, the characteristics, and so does its interconnection between phenomenon included in the research analysis. The method and technique in research are divided into two classification, which are the method and technique of collecting the data, also the method and technique of analyzing data.

The data obtained in this research is collected accordingly through the literature review, because the primary source of data coming from note or script. The techniques mentioned are:

1) The bait technique or elicitation, is used mainly for getting the additional data in form of information about meaning and purpose from dictions or idioms comparative that's many have been founded from the narrative analysis. This information is the result from interview done in with the accordingly resource person.

2) Introspection or intuition technique, which is the function of language intuition that's in researcher's repertoire because the researcher is the real deal of speaker in relevant to the language said to be research. According to Wilhelm Wundt (1920), "Introspection is a process that involves looking inward to examine one's own thoughts and emotions". The experimental use of introspection is similar to what you might do when you analyze your own thoughts and feelings but in a much more structured and rigorous way.

Data that has been collected and classified, then get analyzed with using the distributional method. This method is used with the cognitive knowledge that the elements of language that has been researched is organized itself by that language. (Sudaryanto, 992: 31) *Satuan Lingual data yang dianalisis dibagi menjadi beberapa bagian atau unsur. Unsur-unsur yang bersangkutan dipandang sebagai bagian yang langsung membentuk satuan Lingual tersebut.* The unit of Lingual data that want to be analyzed is separated into several segments or sections. These pertinent elements are indicated as direct structure of creation in the said Lingual unit.
Content analysis technique. This is the technique that the writer uses for his research. Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. By systematically evaluating texts (e.g., documents, oral communication, and graphics), qualitative data can be converted into quantitative data. Based on these points, the researcher uses the point number three as his research technique.

III RESULTS AND DISCUSSION

4.2.1.1 Symbol Data

O	The Symbol, Declarations, Punctuations	The function	Explanation
.	#	This symbol in programm	Before you put include: #include
.	<stdio.h>	Open the	ing language is called macro. Its function is to become a directive. Using the functions that's

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		certain/basic programming language from its library. Stdio.h stands for Standard Input Output and Header.	exist in the library's case or words.
.	<conio.h>	Open the certain/basic programming language from its library. Conio.h stands for Control Input Output and Header.	Using the functions that's exist in the library's case or words.
7.	%	Essentially used for the library of variable calling, the **%** symbol here doesn't mean discount in programming language, instead its used as type of data.	Scanf ("**%**i",hargax);
8.	%I	The after explanation from before, the additional letter use is indicating the type of data you choose. In this aspect, you called the use of string type data, thus you can use the Integer variable.	Scanf("**%i**",&harga);
9.	%S	The additional letter use is indicating the type of data you choose. In this aspect, you called the use of integer type data, thus you can use the String variable.	Scanf("**%s**",&harga);
0.	&	To perform the task together. Its function is nearly the	Scanf("%i",**&**harga);

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		same with human language. The difference is that the computer can only utilize it with determined from declaration.	
7.	<String.h>	Adding this in the library from beginning to allow the computer to understand the conditional compound sentence.	#include **<string.h>**
5.	>	This symbol is used for the condition of string and integer or integer and integer. It implied the function of 'more'.	>100.000
6.	=	This symbol is used for the condition of string and integer or integer and integer. It implied the function of 'equal'.	=0
7.	>=	This symbol is used for the condition of string and integer or integer and integer. It implied the function of 'more or equal'.	>=100.000

4.2.1.2 Punctuation Data

O	The Punctuation	The function	Explanation
.	(…)	To define the mutual function from the declaration before.	Bracket with ellipsis points Printf**(…)**
.	{…}	In writing, this indicating the passage of the paragraph, it also functions as the **then or else** declaration indicator.	Parenthes is with ellipsis points **{**open paragraph **}**close paragraph Another example: else**{**harg

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			a=17juta;**}**
.	;	The functional symbol, usually use as end sentence. In programming language, this punctuation represents period or to ended a sentence.	The semicolon used when two sentences have correlation it nearly similar with using comma. Her timeline to finish the project is skimp; hence she needs to hurry.
0.	();	These symbols still don't mean anything. It's a must for the delimiter of a declaration	Getch**();**
2.	(" …")	The punctuations to insert the any word you want.	Printf**(" …");**
3.	("\n")	In writing, this symbol and punctuation used for paragraph spacing.	Printf("**\n**");
4.	(" …");	The compulsory requirement for speaking with non-verbal communication in compiler.	Printf**(" …");**
5.	(" …\n");	The suplementary requirement for speaking with non-verbal communication in compiler because the addition of **\n** in there means you use a paragraph.	Printf**(" …\n");**
5.	[...]	This symbol allows you to input the number of digits in the variable section of string.	Char nama**[20]**; Now you can input the string variable by the limit of 20 characters/digits, more than that is null.

4.2.1.3 Declaration Data

O	The Symbol, Declarations, Punctuations	The function	Explanation
.	Include	Declaration to open the programming library.	Declaration to open the programming library. #Include <stdio.h>
.	Main	The declaration for head or opening in programming section, the opening of this declaration ended with getch in the brink of last line.	Main()

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.	Getch	This declaration inserted before the final line of compiler, its function as holding before the compiler input the character, after that, it reads the characters from the screen.	Getch() ;
1.	Printf	The computer can duplicate your words/the mirror function. The main function for this declaration is displaying the output.	The computer only displayed your language, which means it mimics your words, you can't change what's displayed in there afterward.
6.	Scanf	If you input this declaration, then the computer will listen to what non-verbal communication you use afterward. The opposite of **printf** where it doesn't want to listen on what you will saying afterward.	**Scanf** ("%i",hargax) ;

1.	String	The type of data for word. Now you can speak non verbally with sentence or word.	In linguistic, it's called sentence/ the form of more than one word.
2.	Integer	The type of data for number and symbol. Now you can speak non verbally with numbers, symbol, and mix of alphabet and numbers.	The computer can recognize 1, 2, 3, &, % etc.
3.	Char	You can input the variables based on alphabet. Char is the variable for string.	The computer understands the word 'LIMAPULUH'. If you type '5PULUH' it will be error.
4.	Int	You can input the variables based on numbers, symbols and mix. Int is variable for integer.	The computer understands the word L225, #sd70, etc. Although It makes it like int is more flexible than str, it's very recommended to use str if it's only contains alphabets.
6.	Char[…]	The complementary in order to makes it not error.	

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7.	If	Now you can use the 'cause and effect' situational sentence. This is the 'cause' declaration. **If** and Then are complementary.	**If** the amount of money you have is 50.000. (cause sentence.) Another example: **If** X>Y
8.	Then	Now you can use the 'cause and effect' situational sentence. This is the 'effect' declaration. If and **Then** are complementary.	**Then** you can buy the chocolate. (effect sentence.) Another example: **Then** X merupakan bilangan terbesar
9.	Else	You can input two 'effect' problem, more than that, it downs to 'Else if' declaration.	**If** the amount of money you have is 50.000, you can buy the chocolate. Less than that you only can buy the ice cream. Another example: **Then** Y bilangan terbesar.
0.	Else if	The situation is demands another problem and you can change the cause and effect in relation to the same problem. This declaration is called 'nested if'	If you don't have money at all, then don't buy anything. Another example: **Else if** Z>Y **then** Z merupakan bilangan terbesar. **Else** Y merupakan bilangan terbesar.
1.	Repeat	Essential for the function of **looping or reputation**. The kind of activity that we want to do, in English or human language, this is called an order.	**Repeat** 100 times Write "I promise to not fail again"
2.	Times	Essential for the function of **looping**. The **N** or number of times we must do the **Repeat** into action.	Repeat 100 **times** Write "I promise to not fail again"
3.	For	Essential for the function of **looping**. In programming language, this declaration functioned as synonym of **Repeat**.	**For** I from 1 to 100 do Write "I promise I will never late and being lazy again."
4.	Do	Essential for the function of **looping**. In	For I from 1 to 100 **do** Write

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		programming language, this declaration functioned as synonym of **Times**.	"I promise I will never late and being lazy again."
5.	Until	Essential for the function of **looping**. In programming language, this declaration functioned as synonym of **Times**.	Repeat Write "I promise to not ever do misconduct and being lazy again" **Until** already 500 times
6.	While	Essential for the function of **looping**. In programming language, this declaration functioned as synonym of **Repeat**.	**While** the designated Nim is nowhere yet to be found and the end table is not overlapped yet do
8.	Strcpy	It stands for String Copy. To copy the string into certain variable.	**Strcpy**(h, NamaArsip);
9.	Strlen	It stands for String Length; to count the amount of characters used in certain String.	
0.	Strcmp	It stands for String Compile or	(**Strcmp**,harga)
		Compound. To activate the function of conditional compound sentence.	
1.	Strrev	The abbreviation for String Reverse, as its names implied as function to reverse the array of String.	
2.	Strlwr	It stands for String Lower. The function is the same as Lowercase.	
3.	Strupr	It stands for String Upper. The function is the same as Uppercase.	
4.	Strcat	It functions as combination between two strings. Including this declaration also means including the header of Ctype.h.	
8.	Const	To declared the standard that already established by default unit.	Const phi = 3.14 Indicates that the formula about the standard of wide or

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			volume for circle uses 3.14 each time when you mention the circle.
9.	Type:record	To create the structure of paragraph.	Type Nilmhs : record < Nim :integer, Nama Mhs : string, KodeMK : string, Nilai : char,
0.	read	To read the input from keyboard, though the cursor is in the same line.	
1.	readin	To read the input from keyboard, the cursor moves to the next line.	
2.	write	To display the output through the monitor, cursor is still in the same line.	
3.	writein	To display the output through the monitor, cursor is move to the next line.	
4.	Getche	Read the character data then followed by ENTER button, the said character is displayed into the screen.	
5.	Getch	Read the character data without followed by Enter button, the said character is not displayed into the screen.	When it's to display what you type in C language, then you need to input getch in before closure bracket. E.g: **Getch**(); }
6.	Gets	To read String from the keyboard.	
7.	Clrscr	The abbreviation for Clean Screen. It's function to clear the display for the next page.	
8.	Puts	An output function to display the information or message with string data type (without adjusting the data type beforehand).	
9.	Putchar	An output function to	

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		display the information or message with char data type (without adjusting the data type beforehand).	
0.	Iostream.h	It stands for Input Output Stream Header. This header function as the standard of Input and Output in C++ programming.	
1.	Cout	Output function to display any kind of data type on monitor.	
2.	Cin	Input function to insert the data in form of number and character.	
3.	Endl	The function for manipulator to operate newline or change line.	
4.	Math.h	The header function as Aritmathical calculation.	
5.	Sqrt	The abbreviation for square root. It functions as calculate the root from certain elements.	
6.	Stdlib.h	The function used for comparison and conversion	
7.	Max	To choose the 2 maximum amounts of data to be inputted.	Some in English, this word means the array of list or numbers started from the highest to the lowest.
8.	Min	To choose the 2 minimum amounts of data to be inputted.	Some in English, this word means the array of list or numbers started from the lowest to the highest.
9.	Atof	It functions as conversion from String into Double data type.	
0.	Atoi	It functions as conversion from String into Integer.	

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IV CONCLUSION

The conclusions from this research:

1) The conversion of C language originated from English language nowadays which can be called as "Lingua franca" for the machine language.

2) In this research, the definition of "conversion" is that the researcher only finds the meaning in English language from the C language, not to scrutinize its structure for the result of this research. The main objective of this research is to find the meaning of said data semiotically. It's considered as conversion because they using the same language; it's not called translation.

3) The structural issues of C language which also clashes with how English language adapted; the example is on how they need some conjecture, punctuations, compound word or morpheme in order to yield cohesive and coherence structure. For example: input of #include <stdio.h> is formed by the combination of symbols, punctuation and declarations in C language. Which in English language moderately you can compare it to adding the prefix, suffix or infix (morpheme) resulted in different meanings, the same goes with English compound word.

4) The meaning is usually the same but some of the programming language has the pattern of abbreviating the word and even combine the two abbreviated words together. For the example the declaration of "strcmp"; 'string compile' essentially the function of compound sentence in standard English.

5) The function is different accordingly to which subject the symbol, punctuation or declaration to be applied, but they have the indication or considered hint of when they need to be used, for example: the declaration 'int' derived from the word integer and its meaning also related with numbers; the function of "int" has different function in C language against the English language moderately, but for both subjects, they have the same meaning. Basically, you know the "word" int used in c language insinuates a number function since you already familiar with English word integer.

6) To clarify the ambiguation between symbol and punctuation, every punctuation that has been used in standard English in writing is concluded as symbol when used in C language.

7) Some of the symbol used in C language can also be applied as punctation in English writing but not all of them. For example: &, ~, +, _ (as punctuation it's called underline, as symbol it's called underscore), #, %, @, $, are included only as a symbol in English, not punctuation.

-All of punctuation acted as symbol in C language. All punctuation can be used in English writing, for example: Asterisk *breathing heavily* *gasp* which means action happening or onomatopoeia.

-Some of the symbol in C language also used in standard English but they're not counted as punctuation.

-All of the declaration in C language is impractical to applied in standard English especially writing since they're abridged (in abbreviation form). They can only be interpreted and find it's meaning through conversion since they have different function.

8) If there is a symbol comes first and after that followed whether by punctuation or declaration, it's clarified as a symbol in C language. This pattern can be seen from appendix #3 and #4.

9) If declaration comes first and after that followed by whether symbol or punctuation, it's clarified as declaration in C language.

10) In this research, the researcher found out that the symbol plays the biggest role in the C language since punctuation used in there become a symbol; on the other hand, punctuation utilizes the most in English grammatically and in fact punctuation is the hardest since this research main focus is its conversion into English. Declaration specifically invented for programming language and derived from English words.

The suggestion from the researcher himself is that this research is a rudimentary research which needs more further development due to the

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limitation of the problem or otherwise this research will take a longer time to finish and lost its own limitation value. Due to the platform of C language using the Borland C++. There's actually still much more data that can be analyzed, but due for the time being, the amount of data that researcher collected is considered to be enough. There's also broader platform for the researcher to utilize beside the C++ language. The thank you note can be referred to the acknowledgements.

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MORPHOLOGICAL ANALYSIS ON CRANBERRY MORPHEME FOUND IN MARK TWAIN'S SELECTED WORKS

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Abstract

This research uses descriptive qualitative research which aimed to find the cranberry morphemes and the applications in Mark Twain's selected works entitled The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn. Cranberry morpheme is a morpheme that occurs in only one word and it can be thought of as a bound root that occurs in only one word. The bound roots are often foreign borrowings that were free in the source language, but not free in English. Documentation method used to collect the data. Translational identity method used to analyze the data because the research involves other language which is Latin. Some theories are employed to analyze the data, such as Carstairs-McCarthy (2002) and Denham (2010). The result shows that there are 12 Latin-derived cranberry morphemes found:-ceiv, –sum, -mit, -duc, -serv, -scrib, -tain, -fer,-vert, -ced, -lat, and –vok which -ceiv is the dominance and 3 non-Latin-derived cranberry morphemes found: twi-, -kemp and hap- which twi- is the dominance. The applications of cranberry morphemes occur with and without affix which are suffixes -ed, -er, -ing, and -s. The suffix -ed is the most frequently used suffix of the cranberry morpheme application.

Keywords: Cranberry Morpheme, Bound Root, Latin, Non-Latin, Suffix

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I INTRODUCTION

According to Carstairs-McCarthy (2002:16), the area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology. Morphology is concern about the internal structure of complex words and the processes by which words are formed. Furthermore, the majority of English vocabularies inherited from the Germanic but there are vocabularies borrowed from the Latin which can be similar or modified to be English vocabularies. Stated by Carstairs-McCarthy (2002:19), that if you know something about the history of the English language, or if you know some French, Spanish or Latin, you may know already that most of the free morphemes in English belong to that part of the vocabularies of English that has been inherited directly through the Germanic branch of the Indo-European language family to which English belongs, whereas another morphemes in English have been introduced, or borrowed, from

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Latin, either directly or via French. There is a fact that, among the most widely used words, the Germanic element still predominates. It is thus fair to say that, in English, there is still a strong tendency for complex words to contain a free morpheme at their core. The core or starting-point of a word that formed the word-formation is called root. Based on Carstairs-McCarthy (2002:18) there are two reasons for calling a word as the root; the word supplies the most precise and concrete element in its meaning, shared by a family of related words that differ from one another in more abstract ways and it is only the word can stand on its own. Root within a non-compound word is the morpheme that makes the most precise and concrete contribution to the word's meaning, and is either the sole morpheme or else the only one that is not a prefix or a suffix. In English, especially in its inherited Germanic vocabulary, most roots are free (Carstairs-McCarthy, 2002:145). Moreover, affixes are morphemes that are not roots (Carstairs-McCarthy, 2002:20).

The smaller parts of words generally called morphemes (Carstairs-McCarthy, 2002:16) or a morpheme is a minimal unit of grammatical structure (Carstairs-McCarthy, 2002:144). The morphemes are the minimal meaningful units that are used to form words (Lieber, 2009:32). Furthermore, morphemes that can stand on their own are called free, and ones that cannot are bound (Carstairs-McCarthy, 2002:18). Moreover, affixes are indeed always bound, but it is not the case that roots are always free (Carstairs-McCarthy, 2002:20). The bound root is a root that cannot occur as a separate word apart from any other morpheme or bound root is a bound morpheme that acts more like a root than an affix. According to Carstairs-McCarthy (2002:24) that many English words (mainly verbs and words related to them) form a complex network, with what looks like a prefix-root structure (the root being usually bound), but without any clear consistent meaning being ascribable to either the prefix or the root. The bound roots are commonly called cranberry morpheme. The cranberry morpheme is a morpheme that occurs in only one word (more precisely, only one lexeme) (Carstairs-McCarthy, 2002:142) or cranberry morpheme can be thought of as a bound root that occurs in only one word (Carstairs-McCarthy, 2002:21). Furthermore, bound roots are often foreign borrowings that were free in the source language, but not free in English. Added by Denham (2010) that the morphemes such as *cran-*, *luke-*, *-ept*, and *-kempt* define as bound roots because they cannot stand alone as free morphemes and because they don't occur as affixes in other English words.

There are two kinds of cranberry morpheme; the non-Latin-derived cranberry morpheme and the Latin-derived cranberry morpheme. The non-Latin-derived cranberry morpheme has no relation to Latin because it did not come and derive from Latin. On contrary, the Latin-derived cranberry morpheme has relation to Latin because it is originally came and derived from Latin through direct borrowing or via French.

The cranberry morpheme data of the research taken from *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn* written by Mark Twain. Furthermore, the finding of the cranberry morphemes data and the applications are analyzed after classifying the data then explanation of the applications given to analyzed the data.

II RESEARCH METHOD

The researcher chooses descriptive qualitative research method. Qualitative research is a mean for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Furthermore, the d**escriptive** research method explains the current status of a variable using observational data collection. Documentation applies as method of collecting data. The translational identity method used to analyze data because the research involves other language to analyze the data which is Latin.

The data card noting technique applied to collecting data. The concept of card in the research should not a paper card but it can be visually display on the computer screen. The technique involves some steps in collecting the data which is began with collecting the data of

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bound morphemes and bound roots which related to cranberry morphemes used in the dialogues, utterances and narrations, next step is identifying all of the cranberry morphemes data as primary data based on the collected data and the last step is classifying the data based on the identified cranberry morphemes data as secondary data into Latin-derived cranberry morpheme and non-Latin-derived cranberry morpheme. The equalizing the main points technique used to analyze the data. The samples of data examined to be analyzed and interpreted which taken from the secondary data based on the cranberry morpheme data classifications.

III RESULTS AND DISCUSSION

After doing the analysis, the researcher discovers: The Latin-derived cranberry morpheme and non-Latin-derived cranberry morpheme findings and applications. The research finding discuss about two classifications of cranberry morpheme data. The cranberry morpheme data classify as Latin-derived cranberry morpheme data and non-Latin-derived cranberry morpheme data. Furthermore, www.membean.com and www.etymonline.com used to get relevant information which related to the findings and applications of the research. There are 12 of Latin-derived cranberry morpheme and 3 of non-Latin-derived cranberry morpheme findings and applications. The findings and applications display in the tables.

Table 1
12 findings of Latin-derived cranberry morpheme

o.	**ound Root**	**M orpheme**	**Finding**	
			Th e Adventur es of Tom Sawyer	***The Adventure s of Huckleber ry Finn***
	Ceiv	Co nceive	….. he could conceive ….. (123)	
		Co nceived	Jud ge Thatcher had conceived ….. (304)	
		De ceive		Is he going to deceive ….. (290)
		De		…..
		ceived		your driver has deceived ….. (339)
		Per ceived	….. those who perceived too late ….. (51)	
		Re ceive	….. any one could well receive ….. (297)	
		Re ceived	….. received the whack ….. (92)	
	Sum	As sumed	….. each assumed ….. (138)	
		Co nsuming	….. with a consumin g curiosity ….. (136)	
		Pre sume		….. I presume? (339)
		Re sume	….. the last to resume ….. (68)	
		Re sumed	Bec ky resumed	

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			her ….. (178)	
	Mit	Admitted	He was admitted ….. (283)	….. CHILDREN NOT ADMITTED. (228)
		Committed	….. if he'd committed ….. (183)	
		Permit	….. the current would permit ….. (143)	
		Submit	….. he must submit ….. (124)	….. I submit; 'tis my fate. (195)
		Submitted	….. came up and submitted. (83)	
		Transmitted	….. through them be transmitted ….. (262)	
	Duc	Introduce	….. introduce no exciting topic. (283)	
		Introduced	….. he introduced them ….. (49)	
		Produce	We will produce him ….. (212)	
		Produced	….. irresponsible	
			delirium produced by drink. (211)	
		Producing	….. methods of producing health ….. (117)	
	Serv	Observed	She observed it ….. (74)	
		Preserve		….. we must preserve the unities ….. (205)
		Reserve	….. in reserve as ….. (154)	
	Scrib	Describe	Describe them ….. (257)	
		Described	He described how ….. (282)	….. just described him to a dot. (204)
		Describing	….. describing stately circles ….. (27)	
		Subscriber	She was a subscriber ….. (118)	
	Tain	Abstain	….. to abstain from smoking ….. (200)	
		Contained	….. contained nothing ….. (68)	
		Entertain	..… to	

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			entertain him. (246)	
		En tertaining	….. by entertaining himself ….. (239)	
	Fer	Re ferred	….. ever referred to ….. (47)	
		Re ferring		….. what was *you* referring to? (310)
	Vert	Av ert	….. made shift to avert it. (129)	
		Av erted	….. with averted faces ….. (151)	
0	Ced	Co nceded	..… he conceded that ….. (125)	
		Pre ceded	….. that preceded it ….. (116)	
1	Lat	Re lated	The minister related ….. (166)	
		Re lates	….. this book relates ….. (58)	
2	Vok	Pr ovoked	….. provoked a reproof ….. (211)	

Table 1 shows 12 findings of Latin-derived cranberry morpheme data which are -*ceiv* (data 1), -*sum* (data 2), -*mit* (data 3), -*duc* (data 4), -*serv* (data 5), -*scrib* (data 6), -*tain* (data 7), -*fer* (data 8), -*vert* (data 9), -*ced* (data 10), -*lat* (data 11), and -*vok* (data 12). It displays the English morpheme and where the data found of the sources of data which are *The Adventures of Tom Sawyer* or *The Adventures of Huckleberry Finn*. The majority of the data found at *The Adventures of Tom Sawyer*. -*Ceiv* (data 1) is the most dominant of bound root found in the research. The findings appeared without and with English affix which are suffixes: -*ed*, -*er*, -*ing*, and -*s*.

The Latin-derived cranberry morpheme -*ceiv* found in the morpheme *conceive*, *conceived*, *deceive*, *deceived*, *perceived*, *receive*, and *received*. The *conceive*, *conceived*, *perceived*, *receive*, and *received* appeared in *The Adventures of Tom Sawyer*. The data are "….. *he could conceive* ….." (123), "*Judge Thatcher had conceived* ….." (304), "….. *those who perceived too late* ….." (51), "….. *any one could well receive* ….." (297), and "….. *received the whack* ….." (92). The *deceive* and *deceived* appeared in *The Adventures of Huckleberry Finn*. The data are "*Is he going to deceive* ….." (290), and "….. *your driver has deceived* ….." (339).

Table 2
3 findings of non-Latin-derived cranberry morpheme

o.	**ound Root**	**M orpheme**	**Finding**	
			The Adventures of Tom Sawyer	***The Adventures of Huckleberry Finn***
	wi-	Tw ilight	As twilight drew on ….. (140)	
	Kem pt	Un kempt	…. unkempt creature ….. (229)	
	ap-	Ha pless	…. the hapless	

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			half-breed ….. (287)	

Table 2 shows 3 findings of non-Latin-derived cranberry morpheme data which are *twi-* (data 1), *-kempt* (data 2) and *hap-* (data 3). It displays the English morpheme and where the data found of the sources of data which is *The Adventures of Tom Sawyer*. The data found only at *The Adventures of Tom Sawyer*. *Twi-* (data 1) is the most dominant of bound root found in the research. The findings appear without English affix.

The non-Latin-derived cranberry morpheme *twi-* found in the morpheme *twilight*. The *twilight* appeared in *The Adventures of Tom Sawyer*. The data is "*As twilight drew on …..*" (140).

Table 3
12 applications of non-Latin-derived cranberry morpheme

No.	English			Latin		
	Bound Root	**Morpheme**	**Suffixation**	**Prefixation**	**Morpheme and Meaning**	**Root Origin and Meaning**
1.	Ceiv	Conceive	-	*con-* + *-ciper*, combining form of *caper*	*concipere* "to take in and hold; become pregnant"	*apere* "to take"
		Conceived	Conceive + *-(e)d*			
		Deceive	-	*de-* + *-ciper*	*deciperе* "to ensnare, take in, beguile, cheat"	
		Deceived	Deceive + *-(e)d*			
		Perceived	Perceive + *-(e)d*	*per-* + *-ciper*	*percipere* "obtain, gather, seize entirely, take possession of," also, figuratively, "to grasp with the mind, learn, comprehend, " literally "to take entirely"	
		Receive	-	*re-* + *-ciper*	*reciperе* "regain, take back, bring back, carry back, recover; take to oneself, take in, admit"	
		Received	Receive + *-(e)d*			
	Sum	Assumed	Assume + *-(e)d*	*ad-* + *sume*	*adsumere* "to take	*umere* "to

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					up, take to oneself, take besides, obtain in addition"	take "
		C onsuming	C onsum(e) + -*ing*	C *om-* + *sumere*	*C onsumere* "to use up, eat, waste"	
		R esume	-	*R rae-* + *sumere*	*P raesumere* "anticipate"	
		R esume	-	*re-* + *sumere*	*r esumere* "take again, take up again, assume again"	
		R esumed	R esume + -(*e*)*d*			
	Mit	A dmitted	A dmit + -(*t*)*ed*	*A d-* + *mittere*	*a dmittere* "admit, give entrance, allow to enter; grant an audience," of acts, "let be done, allow, permit	*itter e* "let go, send "

					"	
		C ommitted	C ommit + -(*t*)*ed*	C *om-* + *mittere*	*C ommittere* "to unite, connect, combine; to bring together"	
		R ermit	-	*R er-* + *mittere*	*p ermittere* "let pass, let go, let loose; give up, hand over; let, allow, grant, permit "	
		S ubmit	-	*s ub-* + *mittere*	*s ubmittere* "to yield, lower, let down, put under, reduce "	
		S ubmitted	S ubmit + -(*t*)*ed*			
		T ransmitted	T rans mit + -(*t*)*ed*	*t rans-* + *mittere*	*t ransmittere* "send across, cause to go	

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					across, transfer, pass on"	
	Duc	Introduce	-	*intro- + ducere*	*introducere* "to lead in, bring in"	*ucere* "to lead "
		Introduced	Introduce + -(*e*)*d*			
		Reproduce	-	*pro- + ducere*	*reproducere* "lead or bring forth, draw out," figuratively "to promote, empower; stretch out, extend "	
		Reproduced	Reproduce + -(*e*)*d*			
		Reproducing	Reproduce + *-ing*			
	Serv	Observed	Observe + -(*e*)*d*	*ob- + servare*	*observare* "watch over, note, heed, look to, attend to, guard, regard, comply with"	*ervare* "to keep safe, protect"
		Reserve	-	*rae-*	*praeser*	
		e		*+ servare*	*vare* "guard before hand"	
		Reserve	-	*re- + servare*	*reservare* "keep back, save up; retain, preserve"	
	Scrib	Inscribe	-	*e- + scribere*	*describere* "to write down, copy; sketch, represent"	*crib ere* "to write"
		Inscribed	Inscribe + -(*e*)*d*			
		Inscribing	Inscribe + *-ing*			
		Subscriber	Subscribe + -(*e*)*r*	*sub- + scribere*	*subscribere* "write, write underneath, sign one's name; registe r," also figuratively "assent, agree to, approve"	
	Tain	Abstain	-	*ab- + tenere*	*abstinere* "withhold,	*enere* "to hold

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					keep back, keep off"	"
		Contained	contain + -*ed*	*com-* + *tenere*	*continere* "to hold together, enclose"	
		Entertain	-	*inter-* + *tenere*	*intertinere* "to keep up, maintain, to keep (some one) in a certain frame of mind"	
		Entertaining	entertain + -*ing*			
	Fer	Referred	refer + -(*r*)*ed*	*re-* + *ferre*	*referre* "to relate, refer," literally "to carry back"	*erre* "to carry, to bear"
		Referring	refer + -(*r*)*ing*			
	Vert	Avert	-	*ab-* + *vertere*	*avertere* "to turn away; to drive away; shun; ward off; alienate"	*ertere* "to turn"
		Averted	vert + -*ed*			

0	Ced	Conceded	concede + -(*e*)*d*	*con-* + *cedere*	*concedere* "give way, yield, go away, depart, retire," figuratively "agree, consent, give precedence"	*edere* "to go, grant, give way "
		Receded	recede + -(*e*)*d*	*rae-* + *cedere*	*praecedere* "to go before "	
1	Lat	Elated	elate + -(*e*)*d*	*e-* + *lātus*	*relatus* "bring back, bear back"	*ātus* "to carry"
		Elates	elate + -*s*			
2	Vok	Revoked	revoke + -(*e*)*d*	*ro-* + *vocare*	*provocare* "call forth, challenge"	*ocare* "to call"

Table 3 shows 12 applications of Latin-derived cranberry morpheme data which appeared without and with English affix which are suffixes: *-ed*, *-er*, *-ing*, and *-s*. The data are *-ceiv* (data 1), *-sum* (data 2), *-mit* (data 3), *-duc* (data 4), *-serv* (data 5), *-scrib* (data 6), *-tain* (data 7), *-fer* (data 8), *-vert* (data 9), *-ced* (data 10), *-lat* (data 11), and *-vok* (data 12). It displays the English morpheme and suffixation. It shows the Latin prefixation, morpheme and meaning, and root origin and meaning. The majority of the suffix applied in the data is *-ed*. The application of suffix *-ed* found in the 12 data.

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-Ed appeared in *-ceiv* (data 1) at several morpheme such as *conceived*, *deceived*, *perceived*, and *received*. The *-ed* occurred in 4 data at some morphemes such as morpheme *assumed* and *resumed* in *-sum* (data 2), *admitted* and *committed* in *-mit* (data 3), *introduced* and *produced* in *-duc* (data 4), and *conceded* and *preceded* in *-ced* (data 10). The *-ed* appeared in 7 data at one morpheme such as morpheme *observed* in *-serv* (data 5), *described* in *scrib* (data 6), *contained* in *-tain* (data 7), *referred* in *-fer* (data 8), *averted* in *-vert* (data 9), *related* in *-lat* (data 11), and *provoked* in *-vok* (data 12) .

The other suffixes which are *-ing*, *-er* and *-s*, *-ing* appeared in 5 data at one morpheme such as morpheme *consuming* in *-sum* (data 2), *producing* in *-duc* (data 4), *describing* in *-scrib* (data 6), *entertaining* in *-tain* (data 7), and *referring* in *-fer* (data 8). *-Er* appeared in 1 data at one morpheme such as morpheme *subscriber* in *-scrib* (data 6). *-S* appeared in 1 data at one morpheme such as morpheme *relates* in *-lat* (data 11).

There are some data where the applications occurred without English affix at some morphemes, such as morpheme *conceive*, *deceive* and *receive* in *-ceiv* (data 1), *presume* and *resume* in *-sum* (data 2), *permit* and *submit* in *-mit* (data 3), *introduce* and *produce* in *-duc* (data 4), *preserve* and *reserve* in *-serv* (data 5), and *abstain* and *entertain* in *-tain* (data 7). The application occurred without English affix at one morpheme, such as morpheme *describe* in *-scrib* (data 6) and *avert* in *-vert* (data 9).

The cranberry morpheme *-ceiv originally* derived from Latin root *capere* which mean “to take”. The researcher found the application of *-ceiv* which appeared without English affix such as morphemes *conceive*, *deceive* and *receive*. There are morphemes which appeared with English suffix *-ed* such as morphemes *conceived*, *deceived*, *perceived*, and *received. The* morpheme *conceived constructed from conceive and -(e)d. Deceived constructed from deceive* and *-(e)d. Perceived constructed from perceive and -(e)d. Received constructed from receive and -(e)d.*

The morpheme *conceive* derived from Latin prefix *con-* and *-cipere* (combining form of *capere*) which construct Latin morpheme *concipere* which mean "to take in and hold; become pregnant". *Deceive* derived from Latin prefix *de-* and *-cipere* which construct Latin morpheme *decipere* which mean "to ensnare, take in, beguile, cheat". *Perceive derived from Latin prefix per-* and *-cipere* which construct Latin morpheme *percipere* which mean "obtain, gather, seize entirely, take possession of," also, figuratively, "to grasp with the mind, learn, comprehend," literally "to take entirely". *Receive* derived from Latin prefix *re-* and *-cipere* which construct Latin morpheme *recipere* which mean "regain, take back, bring back, carry back, recover; take to oneself, take in, admit".

-Ceiv occurs only in morphemes *conceive*, *conceived*, *deceive*, *deceived*, *perceived*, *receive*, and *received* which form a complex network. The complex network looks like prefix-root structure (the root being usually bound) but without any clear consistent meaning being ascribable to either the prefix or the root. *-Ceiv* has no meaning. Moreover, it is only these morphemes as a whole that can be called meaningful. *-Ceiv is not* identifiable as a single morpheme in English. The suffix *-ed is* identifiable. Furthermore, the suffix *-ed can b*e attached to another morpheme without any restriction to attach and appear only in these morphemes. On contrary, the cranberry morpheme *-ceiv* appears only in these morphemes.

Table 4
3 applications of non-Latin-derived cranberry morpheme

No.	**Morpheme**	**Meaning**	**Morpheme**			
			Bound (Prefix)	**Cranberry**	**Free**	**Bound (Suffix)**
	Twilight	Light from the sky when the sun is below		twi-	ight	

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		the horizon at morning and evening.				
	Unkempt	Not well-combed, not neat.	n-	-kempt		
	Hapless	Unfortunate, luckless.		hap-		less

Table 4 shows 3 applications of non-Latin-derived cranberry morpheme data which appeared without English affix. The data are *twi-* (data 1), *-kempt* (data 2), and *hap-* (data 3). It displays the English morpheme with the morpheme which constructing cranberry morpheme where the bound root attached to. It shows the bound morpheme (prefix), free morpheme and bound morpheme (suffix) and the meaning of the morpheme.

Twi-, *-kempt* and *hap-* occurs only in certain morpheme such as morpheme *twilight, unkempt and hapless*. *Twi-*, *-kempt* and *hap-* have no meaning and are not identifiable. *Twi-* attached to the free morpheme *light*. *-Kempt* attached to the prefix *un-*. *Hap-* attached to the suffix *-less*. The free morpheme *light*, prefix *un-* and suffix *-less* have a particular meaning and are identifiable. Furthermore, the free morpheme *light*, prefix *un-* and suffix *-less* can be attached to another morpheme without any restriction to attach and appear only in the morpheme *twilight*, *unkempt* and *hapless*. On contrary, *twi-*, *-kempt* and *hap-* only appeared in the morpheme *twilight*, *unkempt* and *hapless* and cannot be attached to another morpheme. It is only *twilight*, *unkempt* and *hapless* as a whole that can be called meaningful. The meaning of *twilight* is light from the sky when the sun is below the horizon at morning and evening. The meaning of *unkempt* is not well-combed, not neat. The meaning of *hapless* is unfortunate, luckless.

IV CONCLUSION

Based on the research findings and applications in the previous chapter, there are 91 data of Latin-derived cranberry morpheme and non-Latin-derived cranberry morpheme found from the source of data. There are 81 data are classified as Latin-derived cranberry morpheme and 10 data are classified as non-Latin derived cranberry morpheme. Moreover, based on the research analysis that there are 12 Latin-derived cranberry morphemes and 3 non-Latin-derived cranberry morphemes.

Based on the analysis the researcher concluded that the Latin-derived cranberry morphemes have root which are derived from Latin. The 12 findings of Latin-derived cranberry morphemes are *-ceiv*, *-sum*, *-mit*, *-duc*, *-serv*, *-scrib*, *-tain*, *-fer*, *-vert*, *-ced*, *-lat*, and *-vok*. *-Ceiv* is the most dominant cranberry morpheme found in the research. The applications of these 12 cranberry morphemes applied with an English affix which are suffixes *-ed*, *-er*, *-ing*, and *-s* and without an English affix. *-Ed* is the majority of suffix used in the application. Furthermore, the Latin prefixation influences the English morpheme which is what the English bound roots attached to are Latin borrowing prefixes. The meaning of these cranberry morphemes related to the root origin which is from Latin.

The non-Latin-derived cranberry morpheme differs to Latin-derived cranberry morpheme. The difference is the non-Latin-derived cranberry morphemes can be attached to a particular morpheme such as a free morpheme, a bound morpheme (prefix) or a bound morpheme (suffix). There are 3 findings of non-Latin-derived cranberry morphemes which are *twi-*, *-kemp*, and *hap-*. The applications of these 3 cranberry morphemes applied without English affix.

The cranberry morphemes are not identifiable and have no particular meaning.

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These morphemes have no particular meaning in isolation but only a whole word which is contained of the cranberry morpheme and the other particular morpheme attached to it has a meaning. Furthermore, the cranberry morphemes strictly attached to another morpheme to define the meaning.

The result of this study can be useful for the readers to increase their understanding about Latin-derived cranberry morpheme and non-Latin-derived cranberry morpheme. Moreover, this study will be useful to other researchers who are doing research which is related with cranberry morpheme in English. The researcher suggests to the next linguistics researchers to do more research on Morphology, especially about cranberry morpheme.

The next researchers can study the same topic to this research, but from different source of data. There are other sources of data that available like movie scripts, novels, speech scripts, song lyrics, and others. The researcher also suggests to the next researchers to give clear explanation and example of Latin-derived cranberry morpheme and non-Latin-derived cranberry morpheme and the terms related to the topic in order to make the readers get understanding on the usage and difference of the term.

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IMPLICATURE IN BARRACK OBAMA'S PRESIDENTIALCANDICACY ANNOUNCEMENT SPEECH

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Abstract

This research describes the use of implicatures. This research aims to see the message in Barack Obama's campaign speech. Furthermore, this study uses the implicature theory proposed by Grice and George Yule, the language function theory proposed by Geoffrey Leech and complemented by the ethnographic theory of communication by Dell Hymes.

The data is taken from Barack Obama's utterances delivered in a campaign speech in Springfield, Illinois, USA on February 10, 2007. This research follows the research phase proposed by Sudaryanto. At the basic stage of the data, the writer used the listening method and the technique of listening to the free and speaking competently. At the analysis, the researcher used the pragmatic matching method.

Based on the analysis, the researcher found forty-two implicatures contained in the thirty-eight teachings of Barack Obama in the campaign speech. In addition, each implicature has a different function and purpose.

Keywords: Politeness, Implicature, Speech, Presidential, Candidacy

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I INTRODUCTION

According to Yule (1996: 33), he stated that it is attempt in explaining how hearer gets what is said to what is meant that something must be more than just what the words mean. An additional conveyed meaning is called an implicature". It means that implicature gives more information behind an utterance. It is more communicated than what is said. Therefore, implicature does exist in our daily conversation.

In other word, there is an implied meaning hidden behind speaker's utterances because sometimes the speaker wants to deliver his or her intentions implicitly. The purpose of this thesis is to examine Senator Barcak Obama'sspeech which was delivered in Springfield, Illinois on 10 February 2007. When this speech had been delivered, Barack Obama was still in the nomination of Democratic Party. He was competing with Hillary Clinton. Thus, Barack Obama was as a pre-candidate of American president post before being officially nominated by his own party. Furthermore, the writer tried to reveal the implied meaning uttered by Barack Obama. The speech is interesting to examine

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linguistically because the language used in the speech is probably chosen deliberately and may have implicit meanings that are not obvious at a first glance. The study is therefore relevant in attempting to reach a better understanding of language used in political speech that many people find complex.

In this research, the writer analyzed the implicature in political speech which is found in Barack Obama's campaign speech. He was a candidate to the 2008 US president election. This is a short part of candidate Obama's statement: Let's be the generation that ends the poverty in America...". There is a meaning behind the utterance and we have to interpret the intention hidden behind it. Therefore, the writer is interested to analyze about implied meaning of Obama's speech with the title "Implicature in Barack Obama's Presidential Candidacy Announcement Speech.

Generally, there are some functions or purposes of the speech, such as to give information, ideas, influence the auditor and so on. The main purpose of a speech especially in Obama's campaign speech is to influence or attract the andience's attention and its vote. So, the writer would study the implied meaning of that speech that is formulated on the research question below:

1. What are the implicatures in Barack Obama's presidential candidacy announcement speech?

The research is mainly aimed to find the answer by solving this problem which has been formulated in previous explanation that is:

1. The writer will find out the implied meaning of some utterances in Obama's speech. Mostly, in the political speeches (campaign), the speaker creates the utterances to deliver his or her ideas indirectly.

In Obama's speech, there are many statements that contain the implied meaning. In this analysis, the writer has to interpret what the speaker's intention is. Therefore, in this research, the writer would limit the discussion by selecting some utterances. However, this research focuses only on the meaning which is found in some utterances of Obama's campaign speech which was delivered in Springfield, Illinois USA on February 10, 2007. As a result, the writer could find out the implicature of utterances that is presented.

II RESEARCH METHODS

In this research, the data are taken from Senator Barack Obama's speech, given in Springfield, Illinois USA on February 10, 2007. The data are downloaded by searching http//www.youtube.com July 2020. The transcription is provided in appendix.

Furthermore, the writer used Observational Method in collecting the data and Non-Participant's Observation Technique. This method is proposed by Sudaryanto and he calls this method as Metode Simak. Sudaryanto (1988: 2) states that *metode simak, karena memang berupa penyimakan dilakukan dengan menyimak penggunaan bahasa"*. Then. Non-Participant's Observation Technique is called as *Teknik Simak Bebas Libat Cakap* is also proposed by Sudaryanto. As stated by Sudaryanto (1988: 2) *peneliti tidak terlibat dalam dialog atau konversasi"*. It means the researcher does not take part in the conversation process. In this case, the researcher is only considered as the observer. Furthermore, the writer would find out the implied meaning.

After collecting the data, the writer analyzed the data by applying implicature theiry which is proposed by Grice and George Yule, and the function of language which proposed by Dell Hymes. Beside that, the writer also uses *Metode Padan Pragmatis* or Pragmatic Identity Method proposed by Sudaryanto to dentify the data. Sudaryanto (1993:

14) states that *"bila orang sampai pada kepada penentuan bahwa kalimat perintah adalah kalimat yang bila diucapkan menimbulkan reaksi tindakan tertentu dari mitra wicaranya dan kata afektif adalah kata yang bila diucapkan menimbulkan akibat emosional tertentu pada mitra wicaranya"*. It means that when someone speaks, he or she will produce utterances which influence the hearers to do

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something or gives an effect toward the hearer. It is conveyed pragmatically. Moreover, the writer also used other theories related to this research to interpret the implied meaning. In other word, the writer analyzed the data by observing the utterances.

The last step is presenting the result of analysis. In this step, the writer used descriptive form to explain the

information about the meaning hidden behind the utterances. Descriptive form means that the explanation is given in the form of sentences. Moreover, to support and complete the analysis, there is a apendix form to draw the result of classification for each strategy used by the candidate. The table form is aimed at seeing the significant strategy they used. Furthermore, to support the presentation, there is a technical way in presenting this research by listing some important point, finding and explaining each point in oral form in front of the examiners.

III RESULTS AND DISCUSSION

Generally, in this chapter the writer explains implicature in Barack Obama's presidential candidacy announcement speech. This speech was delivered in order to announce to the audiences that Obama will be one of the candidates of American President Election. Furthermore, the data are analyzed to find them implied meaning in Barack Obama's speech.

Language used in political speech has multiple meanings. It does not only bring literal meaning but also

implied meaning or implicature. It can be seen as follow:

Text 1

"We all made this journey for a reason. It's humbling, but in my heart I know you didn't come here just for me, you came here because you believe in what this country can be. In the face of war, you believe there can be peace. In the face of despair, you believe there can be hope. In the face of politics that's shut you out, that's told you to settle, that's divided us for too long, you believe we can be one people, reaching for what's possible, building that more perfect union".

In this statement, Obama tried to open the speech decently. We can see it by following way: *(1) "It's humbling"*. As proposed by Leech, this utterance belongs to cxpressive function because he wants to express his feelings toward the audiences. Obama feels excited because the audiences come to his campaign and he appreciates the audiences. One of the possible implied meanings that can be derived from utterance (1) is in the following text:

(la) I thank you the audiences for your coming

That above text, (1a) is regarded as one of the implied meaning of the utterance (1) by relating it to ethnography of communication as proposed by Hymes. Participants are the politician and his audiences. The topic is politics. The setting is during campaign. The purpose of the speech is to influence the audience.

Then, Obama did not want the campaign to be only focused on him.

Obama tried to deliver the opening of his speech by attracting the attention of the audiences. Obama tried to be down on the earth so that the audiences will be affected by his statement. That can be seen in the following utterance:

(2) "You didn't come here just for me, you came here because you believe in what this country can be

They do not come just to attend the campaign, they do not come just for Barack Obama, but they come there

because they believe this country can do something that could change the

situation in America particularly and the world generally. From this utterance, the one of possible implicature is:

(2a) There is still a hope to make a changing for this country.

Furthermore, Obama continues

his opening speech as seen in the following sentence:

(3) "In the face of war, you believe there can be peace. In the face of

despair, you believe there can be hope"

Pragmatically, in using language what the speakers say may not be the

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same as what they mean. Thus, from that utterance, the possible implied meaning is predicted in the following text:

(3a) Iwill bring the changing for America.

He tried to convey implicitly that after disorder, there is a way to endit, there is a solution to overcome the problems but the main point is we must be one people in order to build that country to be a perfect union. He said so because there were much disorders caused by the previous government's policies.

Text 2

"That's the journey we're on today. But let me tell you how I came to be here. As most of you know, I am not a

native of this great state. I moved to Illinois over two decades ago. I was a young man then, just a year out of college; I knew no one in Chicago, was without money or family connections. But a group of churches had offered me a job as a community organizer for

$13,000 a year. And I accepted the job, sight unseen, motivated then by a single, simple, powerful idea - that I might play a small part in building a better America".

In these statements, Obama wants to introduce himself to the

audiences how he early came to Springfield. First, he explained his background. He told about his not being native American. That he is from different social culture. The following statement is the illustration of that:

(1) "I am not a nathe of this great state"

As proposed by Leech, this utterance belongs to informative function because he informs the audiences that he is not genuinely a native of that state. He wanted to convey the audiences that he has an ability to lead that country. From the utterances, the possible implied meaning is predicted as:

(la) Even though I am not a native, I love this country, that is why I wani

to be the next president in this great state.

Furthermore, beside Obama described his personal background, he

also describes his first job when he was out of college. He also tried to convey to the audiences that he was an autonomous young man. He could live without money or family connections as stated in the following utterance:

(2) "I knew no one in Chicago, was without money or family connections"

From the above utterance, the possible implicature can be predicted as:

(2a) I have ever felt living in hard condition.

Based on the above datum, the writer argues that Obama wanted to convey to the audiences that he had been

working for the society especially in poorest neighborhood since he was a young man and he gave the contribution

to that country as in the following sentence:

(3) "But a group of churches had offered me a job as a community

organizer for $13,000 a year. And I accepted the job, sight unseen,

motivated then by a single, simple, powerful idea"

From his utterances, the possible implicature are predicted as follows:

(3a) I have faced and known many poorest neighborhoods.

(3b) I have been involved in building America.

Thus, he wanted to show them that he has done much to that country long time ago before the goal to become the president.

Text 3

"My work took me to some of Chicago's poorest neighborhoods. I joined with

pastors and lay-people to wit commu

that had been ravaged by plant closings. I saw that the problems people faced weren't simply local in nature - that the decision to close a steel mill was made by distant executives; that the lack of textbooks and computers in schools could be traced to the skewed priorities of politicians a thousand miles away, and that when a child turns to violence, there's a hole in his heart no government could ever fill".

In these utterances, Obama tried to cxpress his experiences during his work for communities of churches. We

can see that on his utterances in the following sentence.

(1) "My work took me to some of Chicago's neighborhoods"

After joining with pastors, he knew more about poorest neighborhoods

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in Chicago. We can predict one possibleimplied meaning in the above sentence inthe text below:

(la) I want to decrease the poverty in America.

Text 4

"It was here, in Springfield, where I saw all that is America converge farmers and teachers, businessmen and laborers, all of them with a story to tell, all of them seeking a seat at the table, all of them clamoring to be heard. I made lasting friendships here - friends that I see in

the audience today".

In these utterances, Obama tried to encourage all of people or the audiences without knowing their jobs.

Below is that citation that explains it:

(1) "... where I saw all that is America converge - farmers and teachers,

businessmen and laborers ...."

The possible implicature that can be derived from his utterance is:

(la) I um impressed with this unity. There is no diversity

Furthermore, cach of them is

looking for the solution to his problem Then Obama tried to give them hope. The statement below explains it clearly. *(2) "all of them with a story to tell, all of them seeking a seat at the table,*

all of them clamoring to be heard".

The possible implied meaning which can be interpreted from his

utterances is in the following text:

(2a) We need the breakthrough of these problems and I will pay attention

to these.

Moreover, we are able to interpret or find the implied meaning that Obama wanted to get the support

from the audiences for his goal to be the next president of America. We can analyze it from his utterance:

(3) "I made lasting friendships here - friends that I see in the audience Today

From the above text, the one possible implicature as stated in the following sentence:

(3a) I need your endorsement to lead America

It means he regarded all of the audiences as his friends and it is also the strategy of Obama to get closer to the audiences and asked the endorsement implicitly. Morcover, he also made a good impression to the audiences.

Text 5

"That's why we were able to reform a death penalty system that was broken.

Thai's why we were able to give health insurance to children in need. That's why we made the tax system more fuir

und just for working families, and that's why we passed ethics reforms that the cynics said could never, ever be passed. It was here, in Springfield, where North, South, East and West come together that I was reminded of the essential decency of the American people - where I came to believe that through this decency, we can build a more hopeful America".

In these statements, we can interpret and find the implied meaning

behind it. Obama wanted to criticize and change the previous government msystem and its policies. He is

disappointed because the tax system is applied not only for working people but also for non working people. That can be seen in the following sentence:

(1) That's why we made the tax system more fair and just for working

families.

From the above text, we can

predict one possible implied meaning as stated in the following sentence:

(la) I will fix this system and we must do it.

Thus, he wanted to change or reforms all of the system and makes the policies to be fairer and gives the benefit

to anyone who needs it. He implicitly explained the programs that would be done if he was elected as. We can interpretit by considering his utterances:

(2) "That's why we were able to give health insurance to children in need.

That's why we made the tax system more fair and just for working families". The one of possible implicature can be seen in the following text:

*(20) I offer these programs and we would be better.*Furthermore, he also delivered his idea that the one way to build a better America is

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decency, we can build a more hopeful America". By considering his utterance, we can interpret that Obama tried to honor the American people implicitly.

Text 6

"And as people have looked away in disillusionment and frustration, we know

what's filled the void. The cynics, and the lobbyists, and the special interests

who've turned our government into a game only they can afford to play. They write the checks and you get stuck with the bills, they get the access while you get to write a letter, they think they own this government, but we're here today to take it back. The time for that politics is over. It's time to turn the page".

In these utterances, we can find the implied meaning that Obama tried to criticize and tease the people who are

seating in the government but he did not want to say it straightly. It is called as euphemism that speaker conveys or

persuades the hearer smoothly. We can see it on his utterance in the following sentence:

(1) "They write the checks and you get stuck with the bills, they get the access while you get to write a

letter, they think they own this government, but we're here today to

take it back".

From the above text, the possible implied meanings can be predicted as follows:

(la) We have got to reform and

take back the government system together.

(lb) We have got to create a good and clean governance

It is impressed that the people who are

seating in the government have easiness and can manage the governinent as far as they want. It seems that they own the

government. So, Obama invited all of American people to change the government system, to take it back and start turning the government.

Text 7

"But Washington has a long way to go. And it won't be easy. That's why well

have to set priorities. We'll have to make hard choices. And although government will play a crucial role in bringing about the changes we need, more money and programs alone will not get us where we need to go. Each of us, in our own lives, will have to accept responsibility - for instilling an ethic of achievement in our children, for adapting to a more competitive economy, for strengthening our communities, and sharing some mcasure of sacrifice. So let us begin. Let us begin this hard work together. Let us transform this nution"

In these utterances, Obama delineated implicitly which it is not easy to build up America. He described that even though the government has important role making the change but

the program is not always running as well. We must have responsibility in every aspects of life. We can see that on his utterance in the following text:

(1) "Each of us, in our own lives, will have to accept responsibility".

In the above text, the one possible implicature can be predicted as:

(la) I want all of us to cooperate in developing all aspects of life.

It requires each of them to accept the responsibility in order to build a better America. That is why he needed the

supports from audiences particularly and American people generally.

Furthermore, Obama requested the audiences to wake up. The following citation tells more about that:

(2) "So let us begin. Let us begin this hard work together. Let us Irunsform this nation".

As proposed by Leech, this utterance

belongs to directive function because Obama asked the audiences to reform that nation. From the above text, the one possible implied meaning is as follow: *(2a) Vote me and we start to do this work*

In politic language, especially in

oratory, the speaker or politician will try to influence his or her audiences by using language implicitly. Therefore, the main point during the oratory is that the politician wants the audiences to vote him or her. That is why the word vote appears in order to achieve his or her

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desire. Thus, Obama asked all people to work together and got to set up the priorities. He could do that just if he was elected. So he needed their supports.

Text 8

"Let us be the generation that reshapes our economy to compete in the digital age. Let's set high standards for our schools and give them the resources they nced to succeed. Let's recruit a new army of teachers, and give them better pay and more support in exchange for

more accountability. Let's make college more affordable, and let's invest in scientific research, and let's lay down broadband lines through the heart of inner cities and rural towns all across America".

In these utterances, we can interpret Obama's utterance and also find the implied meaning hidden behind it. From the datum, we can analyze the implied meanings which contain in that utterance. This utterance has the same intention with the previous utterances. We can see it on his following statement:

(1) "Let us be the generation that reshapes our economy to compete in the digital age".

He always invited and requested

the audiences to do these programs together. The possible implied meanings

can be seen in the following sentence: *(la) Choose me and we will rebuild our economy system.*

Then, these programs would be done if he was elected as the next president. As the writer explained

before, language in political speech has

multiple meanings. But most of them have the implied meaning (implicature). According to Thomas and Wareing (1999: 55), they describe that implicature is a way in which listeners can understand the assumptions hidden bchind an information without asserting those assumptions explicitly. The word choose in this implicature appears as the additional information from the speaker's intention. It implicates what the speaker's thoughts. Thus, Obama tried to describe the programs implicitly

that he offered to the audiences which can be seen in the

following text:

(1a)"Let's make college more affordable, and let's imest in scientific research, and let's lay down broadband lines through the heart of inner cities and rural towns all across America".

In the above text, the possible implied meaning can be predicted as

follow:

2a) I make sure that my programs will be touching all aspects

Moreover, he wanted all American people to participate in building up America through his programs. He tried

to attract the attention of the audiences by saying that his program included all aspect of life.

Text 9

"Let's be the generation that ends poverty in America. Every single person willing to work should be able to

get job training that leads to a job, and earn a living wage that can pay the bills, and afford child care so their kids have

a safe place to go when they work. Let's do this".

In these utterances, the one possible implicature is that Obama invited all stakeholders in America to fight against poverty. We can see it on his utterances stated in the following sentence:

(1) "Let's be the generation that ends poverty in America".

As proposed by Leech, this utterance belongs to directive function because Obama requested audiences to be the generation who concern about poverty in America. In the above text we can interpret the possible implied meanings as follows:

(la) Vote me and we will decrease the poverty in

America.

(1b) It is our necessary to resolve it.

Furthermore, Obama tried to convey to the audiences that he really concerned about poverty and jobs. Below is his statetement:

(2) "Every single person willing to work should be able to get job trainingthat leads to a job, and earn a living wage that can pay the bills, and afford child care so their kids have a safe place to go when they work".

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In the above text, the possible implied meaning can be predicted as:

(a) I will create the opportunity and the equality of rights properly.

Obama wanted every people in America lo get training, cam a proper wageso that they can pay the bill and fill daily necessary. And also Obama implicitly wanted to lift up the level of safety for children.

Text 10

"Let's be the generation that finally tackles our health care crisis. We can control costs by focusing on prevention, by providing better treatment to the chronically ill, and using technology to cut the bureaucracy. Let's be the generation that says right here, right now, that we will have universal health care in America by the end of the next president's first term".

In these utterances, we can interpret that he wanted to ask audiences to make a control of life without wasting much money. That they have to make some saves. It is considered in the following sentence:

(1) "We can control costs by focusing on prevention..."

He intended to ask all American people to live healthy because by living healthy, they will be avoided from illness so that they can save their money. From this utterance, the one possible implicature can be predicted in the following text: *(la) We could save our money by doing healthy live.*

In political speech, the speaker as a politician tried to attract the attention of his audiences. The one way to appeal the attention of his audiences is by considering the choices of word. The speaker does no want to show his or her egoism. The word We in this implicature is regarded as an appropriate word implied that Obama wanted to encourage all of the audiences to run that program together if he was elected as the next president. According to Hymes (in Lavenda and Schultz 2007: 41), he states that it requires speakers to choose vocabulary and topics of specch that are suitable to different audiences in different social settings. It means that the choices of word have important role in influencing audiences. Moreover, Obama implied that it is better for them to prevent the illness rather than to cure the illness. Furthermore, in this utterance, Obama conveyed that he wanted the audiences to work together with him in fixing the health system in that country soon. We can see it on his utterance in the following sentence:

(2) "...and using technology to cut the bureaucracy... Let's be the generation that says right here right now..."

From the above utterance, the one of possible implied meaning can be predicted as:*(2a) Tirus, vole me and we start fixing as soon as possible*.

He wanted to reform the bureaucracy in health system of that country,

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IV CONCLUSION

Though this analysis, the writer has analyzed Barack Obama's presidential candidacy announcement speech and he found the implicatures. All data which have been analyzed by him contain implied meaning (implicature). In analyzing implicature in Barack Obama's speech, the context is important. The elements of context such as participants, setting, and topic have important role in investigating the implicature in Barack Obama's speech. Therefore, in order to interpret the speaker's intention, emphasis must be put on the context. By observing all data, the writer found that all of the implicatures of Barack Obama's speech had different function. First, the function of Barack Obama's implicature is to convey his programs to the audiences. He gave some solutions to solve the problems that American people were still. It can be categorized as the informative function. Second, the function of Barack Obama's implicature is to express his point of view toward the situation in that country. He tried to tease the previous government that has disappointing performance. It can be categorized as the expressive function. Thirdly, the function of Barack Obama's implicature is to ask the audiences to vote him as the next president. This is the main goal of Barack Obama's implicature. It can be categorized as the directive function. Based on the analysis, the writer concludes that there are implied meanings which are used by Barack Obama to convey his intention. Each of them has different function as the wrier explains above.

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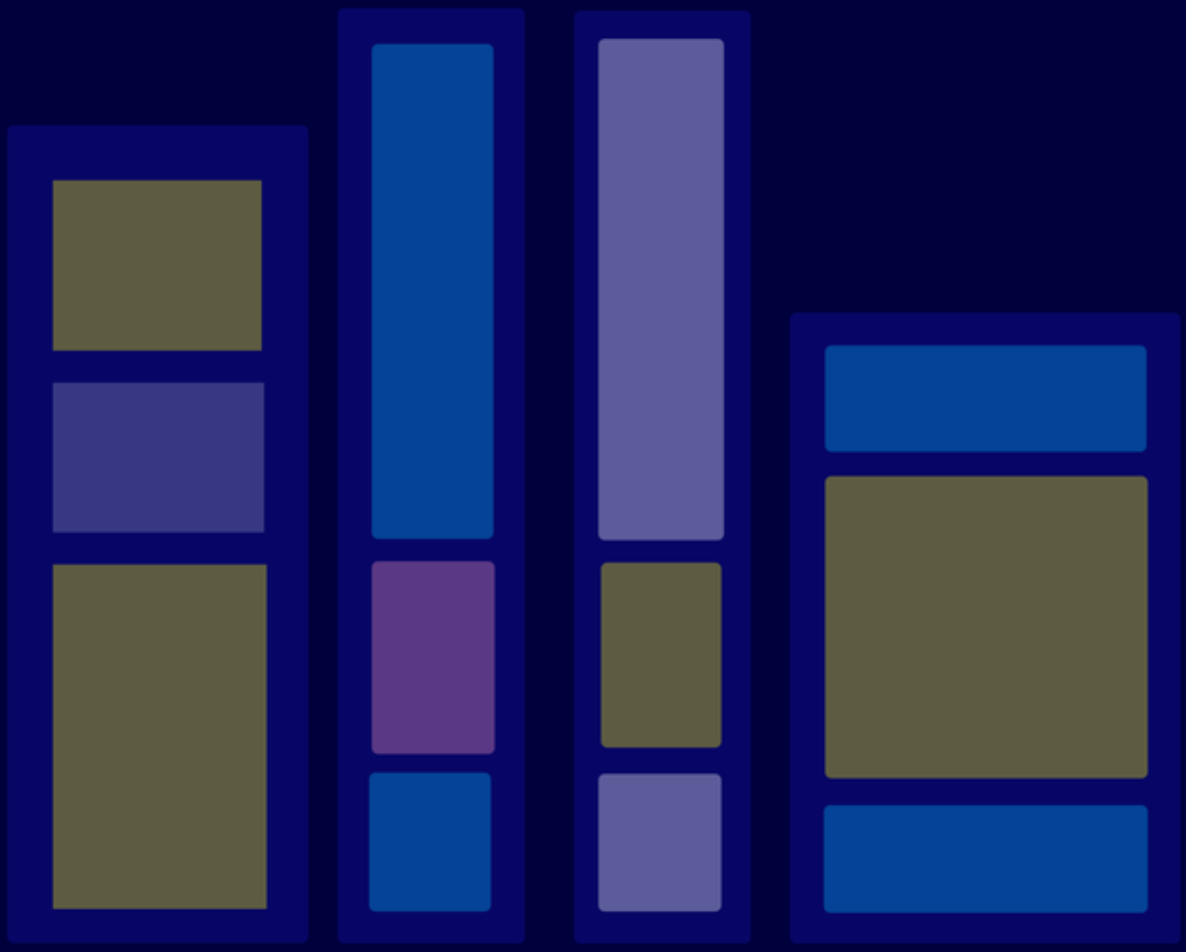

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