INTERJECTION IN STUDENT CONVERSATION

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kata seru (interjection) yang digunakan oleh mahasiswa. Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data adalah percakapan mahasiswa dalam bahasa Indonesia. Hasil penelitian sebagai berikut bahwa kata kata seru yang sering digunakan adalah kata seru primer dan diikuti oleh kata seru sekunder, dan kata seru yang sering digunakan adalah kata seru emotive, diikuti oleh conative dan phatic.

Keywords: Interjection, student, conversation

I.   INTRODUCTION

Language is the main source of communication for people to communicate, interact and socialize. It is no wonder that language is such an important thing for people that cannot be ignored because language is a perfect tool of communication. Without language, people cannot talk nor communicate each other that is why language is importantly needed. As a function, language can be divided into two types there are spoken language and written language.

The conversation may mean that people talk to each other, only for the purpose of speaking, as a form of 'socialization', or can be used as an indication of any activity of an interactive conversation that has its own objectives. The purpose of this definition is that the form of conversation -both direct (verbal) or not (non-verbal) - is a form of human socialization in social relationships. Form of direct conversation (verbal) has some unique features that are different forms of indirect conversation (non-verbal) as a form of writing (written). Crystal (2004: 25, 28) states that "*speech is typically time-bound, spontaneous, face-to-face,*

socially interactive, loosely structured, immediately revisable, and prosodically rich."

Goodwin (1981: 24), reporting on a comparison by Jaffe and Feldstein (1970), proposes that everyday conversation is similar to short-wave radio as to how the turn-taking is performed. The speaker provides an end-of-message signal, after which the hearer holds the channel, bringing about a change in the speaker/hearer roles. In one-way short-wave radio communication, this end-of-message signal is verbalized in a pre-established word, in English usually "over". The difference between the two types of interaction is that, in a normal conversation, speakers avail themselves of other means or mechanisms to provide that end-of-message signal.

For some, conversation is like a dance, with the conversational partners coordinating their movements smoothly. For others it is like traffic crossing an intersection, involving lots of alternating movement without any crashes. However, the most widely used analytic approach is based, not on dancing nor on traffic flow, but on an analogy with workings of market economy.

Between speakers when they are having conversation they always give feedback to each other. This is very important how speakers provide each other with feedback, that is the way listeners show they are attending to what is being said. According to Paltridge (2000:95) Feedback can be done both verbally, using tokens such as 'mhm', and 'uh huh', by paraphrasing what the other person has just said, or non-verbally through body position, and eye contact.

In the conversation sometime the speakers use interjection to make conversation more interesting or to convey their feeling about the topic of the conversation. Interjection is use to express some feelings and emotions of someone in handling or expressing the feeling that cannot be expressed easily in common sentences because interjection used to give a different meaning in various situations or

actions. As the source of my data analysis of interjection I record my student's conversation as my main source data.

II. THEORETICAL FRAMEWORK

2.1 INTERJECTIONS

As quoted from George Yule at his book Pragmatics (1996:3) states that pragmatics concerned with the study of meaning as communicated by the speaker and interpreted by a listener that consequently to do more with the analysis of what people mean by their utterances. This research applied pragmatics theory in order to get the meaning of the interjection through the students utterances that found in the conversations. So in the end, it is clearly seen that pragmatics theory have a big correlation as well with my main topic of interjection.

Yule defines pragmatics into four definitions or areas that pragmatics is concerned with, the first one is pragmatics is the study of speaker meaning. Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves (Yule 1996:3).

Second, pragmatics is the study of contextual meaning. Yule explains that pragmatics necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances (Yule 1996:3).

Third, pragmatics is the study of how more gets communicated than is said. He states that pragmatics also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part

of what is communicated. It could be said that it is the investigation of invisible meaning (Yule 1996:3).

The fourth one, pragmatics is the study of the expression of relative distance. Yule explains that this perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said (Yule 1996:3).

According to Ameka (1992), interjections are little words or non-words which can stand on its own and have their own word class found in any languages.

> "It is perhaps true that apart form nouns and verbs, interjections–those little words, or 'non-words', which can constitute utterances by themselves – are another word class found in all languages" (Ameka, 1992:101).

Ameka also states that interjections are relatively conventionalized vocal gestures (or more generally linguistics gestures) which express a speaker's mental state, action or attitude or reaction to a situation (Ameka, 1992:105). Interjection could also called as a filled pause, a part of speech that usually does not have grammatical connection to the rest of the sentence that simply expresses emotion of the speaker to the hearer or the listener. Interjection is uninflected function words that express the attitude or emotion of the speaker. Besides being self-oriented expressions of emotions and attitude, interjection may also be directed at someone to acquire a desired reaction, for example to stop an action or to serve communicative intentions more broadly.

2.2 TYPOLOGY OF INTERJECTION

Ameka states that interjections can be divided into two types there are Primary Interjections and Secondary Interjections (1992:105).

1) Primary Interjections

Primary Interjections are little words or non-words which can stand on its own and do not normally include in other word classes such verb, noun, adjective, etc. For example, Ouch!,

Wow!, Gee!, Oho!, Oops!, etc.

Example in sentence:

Gee, you look like you have

It! Oho, I have another suit!

Wow! You look fantastic

Today Ouch! This scarf

Hurts me Oops! I am sorry

Primary Interjection may be made up of sounds and sounds sequences that are not found in other parts of the language such as tut-tut, Psst!, Sh!, and etc.

2)   Secondary Interjections

Secondary Interjections are those words which have independent semantic values but can be used conventionally as utterances by themselves to express a mental attitude or state. The examples of secondary interjections are alarm calls and attention getters like Help!, Fire!, Careful!, etc. Swearing and taboo words like Damn!, Hell!, Heavens!, Christ! And other emotively used words such as Shame!, Bother! And Drats! Are also the examples of secondary interjections.

Besides those examples, according to Ameka (1992:111) there also multi- morphemic one which constitute a phonological word such as Goddammit! That may be referred to as complex interjections.

As quoted by Ameka (1992:111) from Bloomfield there are interjectional expressions called as secondary interjections. There are multi-word expressions, phrases, which can be free utterance units and refer to mental acts, such as, bloody hell!,dear me!,My Goodness!,ThankGod!, etc. These utterances are called as 'interjectional phrases'.

2.3   CLASSIFICATION OF INTERJECTION

According to Ameka (1992:113-114), interjections can be classified into three classifications there are Expressive Interjections, Conative Interjections and Phatic Interjections.

1) Expressive Interjections are vocal gestures which are symptoms of the speaker's mental state. They may be subdivided into two groups:

    (a) Emotive Interjections are those that express the speaker's state with respect to the emotions and sensations they have at the time. For example as quoted by Ameka from Wierzbicka (1992:167), Yuk! 'I feel disgust', Wow! 'I am surprised', Ouch! 'I feel pain' etc.

    (b) Cognitive Interjections are those that pertain to the state of knowledge and thoughts of the speaker's at the time of the utterance. For example, Aha! 'I know this'.

2) Conative Interjections are those expressions which are directed at an auditor. They are either aimed at getting someone's attention or they demand on action or response from someone of a speaker's wants.

For example, sh! 'I want silence here', eh? 'I want to know something'.

3) Phatic Interjections are used in the establishment and maintenance of communicative contact. A variety of conventional vocalizations, which express a speaker's mental attitude towards the ongoing discourse, that is back channeling or feedback signaling vocalizations, may be classified as phatic. For instance, mhm, uh-uh, yeah.

III. METHOD

Method that is used in this research is qualitative method with descriptive analysis. Methods are very important in conducting the research because they consist of systematic steps to make it easier to reach the goals as it is implied by Djajasudarma (1991: 57):

> *Metode kajian adalah cara kerja yang bersistem di dalam penelitian bahasa yang bertolak dari data yang dikumpulkan (secara deskriptif) pendekatan berdasarkan teori pendekatan linguistik.*

Metode kajian memeriksa bagaimana data dipilah dan diklasifikasikan berdasarkan pendekatan yang dianut.

A descriptive method has a purpose of describing facts and characteristics of certain data systematically. The benefit of doing the descriptive method is that detailed and factual information can be identified and justified.

This research is conducted in a qualitative method. According to Cresswell (1994: 2), qualitative is process of understanding social or human problems in complex building, holistic picture, formed in verbal languages.

The data are based on and collected from students conversation. When analyzing the data, I use qualitative method with descriptive analysis in this research.

IV. RESULT AND DISCUSSIONS

The analysis data is done by recording, finding, and selecting the interjections that are found in the students conversation. I recorded the students conversation and took some utterances as the data.

Data 1

Aditya : *Wow!*Rambut baru nih keren.

Rijal : iya baru potong rambut nih.

The interjection *Wow*! in the conversation is included the primary interjection because it is a little word which is not included in any word classes and it can stand on its own. The interjection Wow! is used by Aditya to express his amazement of Rijal new haircut. This interjection can be classified as emotive interjection.

Data 2

Intan : *Psst!* Tuh orangnya datang.

Rani : Mana?

The interjection *Psst!* is included in the primary interjection because it is little words which can stand on its own and do note normally include in other word classes and may be made up of sounds and sounds sequences taht are not found in other parts of the

language. The interjection is used by Intan in this conversation is to point that someone who are they talking about is coming that we can see from the next sentence by saying "*tuh orangnya datang*". This interjection can be classified as conative interjection.

Data 3

Bilgis : lagi pada ngapain sih? Sibuk amat.

Julian : *Ya Tuhan!* Bilgis gimana udah sehat?

The interjection *Ya Tuhan!* is included the secondary interjection because it has multiword expressions, phrases, which can be free utereance unit and refer to mental acts. The interjection is used by Julian in this conversation is to show her surprised of happiness because her friend, Bilgis, is finally recovery from her illness. This interjection can be classified as emotive interjection.

Data 4:

Dinda : Monik geser dong ga keliatan. Badan kamu kan besar.

Monik : *Ouch!* Itu meuni jleb.

The interjection *Ouch*! is included the primary interjection because it is little words or non words which can stand on its own and do not normally include in other word classes. The interjection is used by Monik in this conversation is to show that she is offended by Dinda's utterance as it can be seen on the sentence "*badan kamu kan besar*" this interjection can be classified as emotive interjection.

Data 5

Irfan : *Sssh!* Perhatian sebentar. Pengumuman besok jadwal perkuliahan sesi dua jadi pindah ke sesi empat ya.

Siswa lain di kelas : iya.

The interjection *Sssh*! is included the primary interjection because it can stand on its own and may be made up of sounds and sounds sequences that are not found in other parts of the language. The interjection is used by Irfan in this conversation is to make his friends silence because he is going to give the announcement. This interjection

can be classified as conative interjection.

Data 6

Ari : kalau kemarin kita ga kesiangan, pasti ga akan kena macet terus telat ngumpulin tugas.

Irma : *ya*, gimana lagi?

The interjection *ya* is included the primary interjection because it can stand on its own and do not normally include in other word classes. The interjection used used by Irma is to show that she is in the same situation as Ari. This interjection can be classified as phatic interjection.

V. CONCLUSION

As conclusion of this research, emotive and conative interjection are frequently used by the students followed by phatic interjection. The students used the emotive interjection to express or show their feelings or emotions towards something and the conative interjection to get someone's attention or demand on action or response from someone of speaker's wants.

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