

## **CHAPTER IV**

### **DATA ANALYSIS**

In this chapter, this study analyzes and discusses the data by using the procedure of data analysis stated in chapter III. Furthermore, the analysis and the discussion are primarily focused on the form of short messages in each community of teenagers to saying love and the type of their love. In this chapter, the two main problems as stated previously will be analyzed.

#### **4.1 The Language Used by Teenagers to Express Love via Short Messages**

The language used however varies. While many teenagers write out full words and sentences, many others ensure that their messages are as economical as possible by using their own language, conventions and short cut. The technical restrictions of text messaging have led to the development of language short form in short messages communication. Users must take care not to exceed the space limitation because the dispatching of several separate messages, especially for teenagers, to prove to be expensive.

Nowadays, SMS is mostly used by teenagers who have developed an entire language around it in order to get the most out of 160 characters. The 160 characters limit of the service plus the troublesome text entry on a mobile phones limited size keyboard encourages text messages to be kept short. As the result, short message is unique with regard language selection. Like normal speech, text messages are structurally simple, fragmented, concrete, and conditional on situation dependant reference. From this thesis will show

many spellings, and punctuations are largely optional for many users, and some actually take advantage of homonymic and homophonous features of the language in order to make their conversation more efficient. This ability to interpret is the basis of human intelligence.

#### **4.1.1 The Phenomena of Short Messages Used by Teenagers in Expressing Love**

In this case, the style of short message language has known by many people as the communication of strange letters. Moreover, it is admired by teenagers. The habitual to shorten in short message also become common thing in their communication through hand phone. As the result, in their daily language are influenced by short message. The phenomenon of short message language shows that language is changed to be “personal code”. Personal code only can be understood in limited environment, among these people that usual in making interaction and producing certain meanings in their communication. When language became a personal code in short message, verbal aspect was missed and text was more important.

Actually, there are some acronyms that associate to the pronunciation of a word. For example, the word “dah” associate to “sudah”, in English the word “cz” associate to “keuz” (cause) and “thx” for “thank you”. Moreover, in personal code, nonverbal aspect is more appearance. For example, “k” for the preposition “ke” in Indonesia and the letter “u” for “you” also “q” for “aku”, etc.

#### 4.1.2 The Language Used by Teenagers to Express Love via Short MESSAGES

The data below are the forms of language variety is used by teenagers in their short message. The following data consist of language varieties that classified as short messages of teenagers.

*First message:*

*Bagus : Mlem say. . . .*

*Atul : mlm jg,,*

*Bagus : gy ap syang qw nie?. . .*

*Atul : gy nyantai j say,*

*Bagus : say ko jhat sih. . .*

*Atul : Lo,,jhat np say??????????????????*

*Bagus : hmmmmmm. . .*

*Atul : np ko say???*

*Bagus : knp y say, lupa qw, g'jd marah ez, baikan jah,*

*☺udh maem t say?*

*Atul : Lo ko jd aneh gt, g2 pkox knp dlu,,,*

*G ad ap2 ko blg jhat,,*

*Bagus : km jahat cz bwt qw mkirin km truz, hehe,*

*Emm I miss u. . . .*

*Atul : ealah,,,*

*Kraen ap td, hmmmm ad2 j km it say,,heheheheheheh*

*Gt ko dblg jhat ce,,emk kyk gt jhat t say???*

*Bagus : G'tau seh, hehe, say g'kangen qw?*

*Atul : Y maaph klo qw ud jhat ma km,,*

*Bagus : Ia g'p, k'g'd'jawab prtanxa'nq?*

*Atul : owh,,,*

*Y say qw jg kgen ma km,,hheheh*

*Y ud yah, ud ngntug.bu2 yuk say,,,*

*Bagus : Hu'um,ayuk.. . . .*

*Met mlem say. . . .mimpiin qw yah . .*

<b>Word</b>	<b>Expression</b>	<b>Word Formation</b>
Mlem	malem	Acronym
say	sayang	Clipping
gy	lagi	Clipping
ap	apa	Clipping
qw	aku	Acronym
nie	ini	Clipping
j	saja	Clipping
jhat	jahat	Acronym
np	Napa (kenapa)	Clipping
g'	enggak	Clipping
udh	sudah	Clipping
G2	Gak-gak	Reduplication
pkox	pokoknya	Acronym
dlu	dulu	Acronym

ad	ada	Clipping
Ap2	Apa-apa	Reduplication
mkirin	mikiran	Acronym
hehehehehehe	hehehehehehehe	Onomatopoeia
truz	terus	Acronym
it	itu	Clipping
Ad2	Ada-ada	Reduplication
klo	kalau	Acronym
ia	iya	Acronym
d'jawab	dijawab	Acronym
prtanxa'nq	pertanyaanku	Acronym
kgen	kangen	Acronym
ngntug	ngantuk	Acronym
bu2	bubu	Reduplication

*Table 1. The short messages and the word formation process of word*

Based on the table 1 above, there are 4 kinds of word formation process of word. Those are:

✓ Acronym

(mlem, qw, jhat, gt, pkox, dlu, mkirin, truz, klo, ia, d'jawab, prtanxa'nq, kgen, ngntug).

By taking the initial letter and the consonant letters of given word.

It's more simple and economical than the true word.

✓ Clipping

(say, gy, ap, nie, j, np, g', udh, ad, it)

By taking the first, the middle, and the last syllable of given word.

It's included one of the creativity some teenagers.

✓ Reduplication

(g2, ap2, ad2, bu2)

By taking one letter or word without the duplicate of the word.

✓ Onomatopoeia

(heheheheh)

It belongs to the sound of laughing.

*Second message*

*Ibu : gimana kabarnya Hah?*

*Ihah : Alhamdulillah buk baik, kalau ibu?*

*Ibu : Alhamdulillah ibu juga baik, gimana kuliahnya Hah?*

*Ihah : baik buk dan lancar ajha koq bu*

*Ibu : belajar yang rajin ngeh Hah. Yang sungguh-sungguh*

*Ingat pesan ibu ngeh*

*Ihah : ngeh buk, Ihah akan ingat pesan ibu*

*Ibu : sekarang Ihah jauh dengan ibu, jangan lupa jaga diri baik-baik, jangan lupa makan yang teratur ya, ibu takut kalau nanti makan ngak teratur nanti sakit kayak dulu. Nanti kalau sakit ngak ada yang jagain. Ibu ma bapak ngak di rumah. Jaga diri baik\*\* ngeh.*

*Ihah : ngeh buk. Ibu juga jaga kesehatan disana*

*Ibu : sudah dulu hah. Na belajar pean*

*Ihah : ngeh buk.*

<b>Word</b>	<b>Expression</b>	<b>Word Formation</b>
gimana	bagaimana	Clipping
buk	Ibuk (ibu)	Clipping
ma	sama	Clipping
Baik**	Baik-baik	Reduplication
hah	ihah	Clipping

*Table 2. The short message and the word formation process of word*

Based on the table 2 above, there are 2 kinds of word formation process of word. Those are:

✓ Clipping

*(gimana, buk, ma, hah)*

By taking the last syllable of given word. It's included one of the creativity some teenagers in stressing.

✓ Reduplication

*(baik\*\*)*

By taking one word without the duplicate of the word. The teenager use (\*\*) to show that the word is reduplication.

*Third message*

*Chika : Assalamualaikum wr. Wb.*

*Core chayang,*

*Rozdy : Wa' alaikum salam wr. Wb.*

*Core juga chayangquw.*

*Pun manton kuliah to chay? Em. m. mua.*

*Chika : enje chayang pun koq. Nih pun ten kos chay. Em. m. m. mua.*

*Mang pean skrng agy apa?*

*Rodzy : agy nyantai chay. kangen ma pean, chay.*

*Chika : sama chayang aku juga kangen ma pean. Lama ea g' ketemu chay.*

<b>Word</b>	<b>Expression</b>	<b>Word Formation</b>
chay	Chayang	Clipping
Em. m. m. mua	emmmmmmmuuuaaa	Onomatopoeia
agy	Lagi	Clipping
ma	Sama	Clipping
g'	Gak	Clipping
Mang	Memang	Clipping

*Table 3. The short message and the word formation process of word*

Based on the table 3 above, there are 2 kinds of word formation process of word. Those are:

✓ Clipping

*(chay, agy, ma, mang, g')*

By taking the first and the last syllable of given word. It's included one of the creativity some teenagers in stressing. It's look more simple than the true word and easy to read.

✓ Onomatopoeia

*(Em. m. m. mua)*

It belongs to the sound of kissing.



*Fourth message*

*Thofa : Nduk . . . . . km sakit? ?*

*Liska : lo,,, ko mz tw?????????????*

*Thofa : km sakit apa? ? ?*

*Liska : G' tw mz, bdan ade g enk smw,,,*

*Thofa : Maemx lo nduk dirutini. . . . . apa lg skrg lg sibuk. . .*

*Udah makan tah nduk. . . . . ? ? ?hayooo*

*Liska : lum mz, hbz ne,,*

*Thofa : Makano. . . . . biasax minum obat apa? ? ?*

*Pngen makan apa nduk? ? ?*

*Liska : Ud ko,ud dbelikan tmen,,*

*Thofa : Ouw. . . . . ya udah nek gt. . . . cepet sembuh yah nduk. . . .*

*minun air putih yg bnyak*

*Liska : yah,,,*

*Thofa : nek butuh beli obat ato apa bilango nduk. . . .*

*Ntr mz blikan. . . .*

*Liska : nggeh mz,,,*

<b>Word</b>	<b>Expression</b>	<b>Word Formation</b>
G'	Gak	Clipping
Bdan	Badan	Acronym
Enk	Enak	Acronym
Maemx	Maemnya	Acronym
Lum	Belum	Clipping

Ne	Ini	Clipping
Pngen	Pengen	Acronym
Ud	Sudah	Clipping
Dbelikan	Dibelikan	Acronym
Tmen	Temen	Acronym
Gt	Gitu (begitu)	Acronym
Bnyak	Banyak	Acronym
Ato	Atau	Acronym
Blikn	Belikan	Acronym
Ouw	ouw	Onomatopoeia

Table 4. The short messages and the word formation process of word

Based on the table 4 above, there are 3 kinds of word formation process of word. Those are:

✓ Acronym

*(bdan, enk, maemx, pngen, dbelikan, tmen, bnyak, ato, blikn)*

By taking the initial letter and the consonant letters of given word.

It's more simple and economical than the true word.

✓ Clipping

*(g', lum, ud, ne)*

By taking the first and the last syllable of given word. It's included one of the creativity some teenagers in stressing. It's look more simple than the true word and easy to read.

✓ Onomatopoeia

*(ouw)*

It belongs to the sound of understanding.

*Fifth message*

*Ririn : Pagi Ma....*

*Ema : Pgi dh jogging neh*

*Ririn : G jogging. Semalam begadang.*

*Aku semalam minta beliin es cream k dy*

*Ema : haha nodong neh ya*

*Ririn : Haha... dia baik*

*Td pagi aku beranikan ksh surat yg semalam ak buat*

*Aku gemetaran ngasihnya. Mau copot jantungku*

*Ema : Cihuy, surat ap aunty?*

*Ririn : Ungkapan rasa. Tp intinya aku ga mau dia jawab bila itu*

*akan mengecewakanmu*

*Ema : Knp g lgsg blg aja kk? Knp hrus lwt surat?*

*Ririn : Aku ga punya nyali*

*Kalo dia g jawab berarti dia ga da rasa sm aku,*

*Ema : syg skali, sbnrx lbh menantang bcra lgsg*

*Ririn : Aku takut nanti malah seperti org bodoh sdunia*

*Ema : Hehe y dah g pa. yg penting dh lega. Toh tiap orang pux cra*

*ndri utk utarakan mkstx.*

<b>Word</b>	<b>Expression</b>	<b>Word Formation</b>
Ma	Ema	Clipping
Haha	Haha	Onomatopoeia

Ak	Aku	Clipping
Ap	Apa	Clipping
Ga	Gak	Clipping
Hrus	Harus	Acronym
Da	Ada	Clipping
skali	Sekali	Acronym
Bcra	Bicara	Acronym
sdunia	Sedunia	Acronym
Hehe...	Hehe	Onomatopoeia
Y	Ya	Clipping
Dah	Sudah	Clipping
Pux	Punya	Acronym
Cra	Cara	Acronym
Ndri	Sendiri	Clipping
Utk	Untuk	Acronym

*Table 5. The short message and the word formation process of word*

Based on the table 4 above, there are 3 kinds of word formation process of word. Those are:

✓ Acronym

*(hrus, skali, bcra, sdunia, pux, cra, utk )*

By taking the initial letter and the consonant letters of given word.

It's more simple and economical than the true word.

✓ Clipping

*(ma, ak, ap, g, da, y, dah, ndri )*

By taking the first and the last syllable of given word. It's included one of the creativity some teenagers in stressing. It's look more simple than the true word and easy to read. Sometimes there is a word which includes of clipping and acronym, as like "ndri", but it more specific in clipping. Therefore it includes in clipping.

✓ Onomatopoeia

(hehe, haha)

It belongs to the sound of laughing .

#### 4.2 Type of Love Indicated from each of the Short Messages

Actually, there are many type of love but not all of people have its. For example, nonlove, empty love, romantic love, companionate love, liking love, infatuation love, consummate love, fatuous love.

The data below are the type of love is indicated by teenagers in their short message. The following data consist of love varieties that classified as short messages of teenagers.

*First message:*

*Bagus : Mlem say. . . . .*

*Atul : mlm jg,,*

*Bagus : gy ap syang qw nie?. . . .*

*Atul : gy nyantai j say,*

*Bagus : say ko jhat sih. . . .*

*Atul : Lo,,jhat np say????????????????????*

*Bagus* : *hmmmmmm. . .*

*Atul* : *np ko say???*

*Bagus* : *knp y say, lupa qw, g'jd marah ez, baikan jah,*

*☺udh maem t say?*

*Atul* : *Lo ko jd aneh gt, g2 pkox knp dlu,,,*

*G ad ap2 ko blg jhat,,*

*Bagus* : *km jahat cz bwt qw mkirin km truz, hehe,*

*Emm I miss u. . . .*

*Atul* : *ealah,,,*

*Kraen ap td, hmmmm ad2 j km it say,,heheheheheheh*

*Gt ko dblg jhat ce,,emk kyk gt jhat t say???*

*Bagus* : *G'tau seh, hehe, say g'kangen qw?*

*Atul* : *Y maaph klo qw ud jhat ma km,,*

*Bagus* : *Ia g'p, k'g'd'jwab prtanza'nq?*

*Atul* : *owh,,*

*Y say qw jg kgen ma km,,hheheh*

*Y ud yah, ud ngntug.bu2 yuk say,,*

*Bagus* : *Hu'um, ayuk. . . .*

*Met mlem say. . . .mimpiin qw yah . .*

This message includes of romantic love and liking. In this message consist of closeness and connection feelings Bagus and Atul. They have romantic feelings. It can be seen in “*Emm I miss u. . . .*” and “*Y say qw jg kgen ma km,,hheheh*”. Miss and say are romantic words in a relationship. Warmth is also felt by them.

*Second message*

*Ibu : gimana kabarnya Hah?*

*Ihah : Alhamdulillah Buk baik, kalau Ibu?*

*Ibu : Alhamdulillah Ibu juga baik, gimana kuliahnya Hah?*

*Ihah : baik Buk dan lancar ajha koq Bu*

*Ibu : belajar yang rajin ngeh Hah. Yang sungguh-sungguh*

*Ingat pesan Ibu ngeh*

*Ihah : ngeh Buk, Ihah akan ingat pesan Ibu*

*Ibu : sekarang Ihah jauh dengan Ibu, jangan lupa jaga diri baik-baik, jangan lupa makan yang teratur ya, Ibu takut kalau nanti makan ngak teratur nanti sakit kayak dulu. Nanti kalau sakit ngak ada yang jagain. Ibu ma Bapak ngak di rumah. Jaga diri baik\*\* ngeh.*

*Ihah : ngeh Buk. Ibu juga jaga kesehatan disana*

*Ibu : sudah dulu Hah. Na belajar pean*

*Ihah : ngeh Buk.*

Based on the message above, a relation between Ihah and her mother. This relationship includes of non love because Ihah and her mother don't have warmth, closeness, romantic or sexual consummation as like a couple of lovers have. In this occasion, a mother cares with her child and worry with Ihah condition because they don't stay together. Ihah's mother stay in other country with her husband (Ihah's father) and Ihah stay with her young sister.

*Third message*

*Chika : Assalamualaikum wr. Wb.*

*Core chayang,*

*Rozdy : Wa' alaikum salam wr. Wb.*

*Core juga chayangquw.*

*Pun manton kuliah to chay? Em. m. mua.*

*Chika : enje chayang pun koq. Nih pun ten kos chay. Em. m. m. mua.*

*Mang pean skrng agy apa?*

*Rodzy : agy nyantai chay. kangen ma pean, chay.*

*Chika : sama chayang aku juga kangen ma pean. Lama ea g' ketemu chay.*

Based on the message above, the relation between Chika and Rodzy is a couple of lovers. This relationship includes of romantic love and liking. In this message consist of closeness and connection feelings Chika and Rodzy. They have romantic feelings.

*Fourth message*

*Thofa : Nduk . . . . . km sakit? ?*

*Liska : lo,,, ko mz tw????????????????*

*Thofa : km sakit apa? ? ?*

*Liska : G' tw mz, bdan ade g enk smw,,,*

*Thofa : Maemx lo nduk dirutini. . . . . apa lg skrg lg sibuk. . . . .*

*Udah makan tah nduk. . . . . ? ? ?hayooo*

*Liska : lum mz, hbz ne,,*



*Thofa : Makano. . . . .biasax minum obat apa? ? ?*

*Pngen makan apa nduk? ? ?*

*Liska : Ud ko,ud dbelikan tmen,,*

*Thofa : Ouw. . . . . ya udah nek gt. . . .cepat sembuh yah nduk. . . .minun air putih yg bnyak*

*Liska : yah,,*

*Thofa : nek butuh beli obat ato apa bilango nduk. . . .*

*Ntr mz blikan. . . .*

*Liska : nggeh mz,,*

Based on the message above, a relation between Thofa and Liska. Liska is a young sister of Thofa This relationship includes of nonlove because Liska and Thofa don't have warmth, closeness, romantic or sexual consummation as like a couple of lovers have. In this occasion, Thofa cares with his sister and worry to her condition because they don't stay with their parents in Surabaya. They study at same Uneversity in Surabaya, so Thofa doesn't want his sister get problem. He very loves Liska because she is the only one his sister.

*Fifth message*

*Ririn : Pagi Ma....*

*Ema : Pgi dh jogging neh*

*Ririn : G jogging. Semalam begadang.*

*Aku semalam minta beliin es cream k dy*

*Ema : haha nodong neh ya*

*Ririn : Haha... dia baik*

*Td pagi aku beranikan ksh surat yg semalam ak buat*

*Aku gemetaran ngasihnya. Mau copot jantungku*

*Ema : Cihuy, surat ap aunty?*

*Ririn : Ungkapan rasa. Tp intinya aku ga mau dia jawab bila itu akan mengecewakanku*

*Ema : Knp g lgsg blg aja kk? Knp hrus lwt surat?*

*Ririn : Aku ga punya nyali*

*Kalo dia g jawab berarti dia ga da rasa sm aku,*

*Ema : syg skali, sbnrx lbh menantang bcra lgsg*

*Ririn : Aku takut nanti malah seperti org bodoh sdunia*

*Ema : Hehe y dah g pa. yg penting dh lega. Toh tiap orang pux cra ndri utk utarakan mkstx.*

Based on the message above, a relation between Ririn and Ema. Ema is a best friend of Ririn This relationship includes of nonlove because Ema and Ririn don't have warmth, closeness, romantic or sexual consummation as like a couple of lovers have. But it's can be included in liking because in this relation Ema cares with Ririn. They have commitment as a best friend (friendship), therefore their relationship can be included in companionate love.