

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the undergraduate program of English Department Universitas Airlangga year 2015-2020, there are eighty-eight courses named in English and twenty-five courses named in Bahasa Indonesia (Tim Penyusun Buku Panduan Pendidikan Fakultas Ilmu Budaya Universitas Airlangga 2019). English Department offers some practical and applied courses, aptly named as; Introduction to Public Relations, Translation for Specific Purposes, *Pengantar Kajian Budaya Urban*, et cetera., which aimed to boost the competitiveness of the graduates. Furthermore, through these courses, it is hoped that the English graduates could be accepted in workplaces particularly those related to media/journalism, tourism business, information business, government organizations, and both national as well as multinational corporations (English Department 2016). Even though the lecturers or committees of academic affairs in English Department Universitas Airlangga are mostly Indonesian, they decide to name most of the courses in English because it is deemed more appropriate. It shows how the major itself is concerned with English linguistics, literature, and cultural studies.

Similar course naming phenomena can be found in many universities across the world. However, regardless of what are the course names given from the faculty, a study in Botswana found that the students have their own rich and extensively different vocabulary for labelling the available course names (Arua and Alimi 2009).

This did not mean that the students disregard the formal course names altogether. Rather, according to them, the students employed “English, Setswana [Botswana’s national language], and creative combinations of the two in their descriptions”. Kratz dubbed this phenomenon as a part of college culture, as the four years in college represented vocational training and maturation that left their mark upon the students’ vocabulary (Kratz 1964). This situation also happens in Indonesia, a multilingual country that has become a melting pot for students’ interaction in higher education, especially in courses that employ foreign languages.

The undergraduate program of English Department Universitas Airlangga year 2015-2020 has three specializations, namely Linguistics, Literature, and Cultural Studies. These concentrations were expected to prepare the undergraduates to have competency in English, analytical capabilities in the study of language and literature, as well as independence, creativity, cooperation, and soft skill that supported the success of graduates in their future career (Education Handbook Compiler Team 2015). English becomes a compulsory language applied in lecturing and communicating with one another. Since geographically Universitas Airlangga is located in Surabaya, the languages used by people there are mostly Javanese and Bahasa Indonesia. This multilingual environment greatly affected the students’ vocabulary, including the terms they used to address their course names over the year.

The year 2020 had taken a surprising turn in every academicians’ life due to the COVID-19 pandemic, which brought a huge impact on the world’s activities as both teachers and students were expected to cope with the challenges of online-

learning (Karnanta 2020). The English Department Universitas Airlangga was a part of these difficult times and was forced to adjust to online based-learning in the half semester of 2020. This pandemic shifted many parts of the English Department, where the abrupt changes affected both the active and passive batches. The active batches in the first half of academic year 2020 were the 2016-2019 batch, or also known as the four youngest batches of students in each major (Tim Penyusun Buku Panduan Pendidikan Fakultas Ilmu Budaya Universitas Airlangga 2019). However, from September 2020, the 2016 batch graduated and the English Department welcomed the new freshmen of 2020 batch. All of these batches were affected and thus the students had to heavily rely on online groups to share information and strengthen each other's bonds. That is especially true for the 2020 batch since this youngest batch has not had a chance to know the courses properly.

It is known that in the English Department Universitas Airlangga, the 113 course names available are mostly consisted of three words or more. Due to these lengthy names, the students of the English Department made a 'shortcut' or another terms to address their courses more efficiently. These course-specific names also functioned as in-group markers among the students themselves (Eble 1996). Oftentimes, the students from different batches might have a different vocabulary altogether. The students distinguish the objects of their experience, together with their similarities and differences, which then identified, named, and classified (Holmes 1992). Therefore, the writer is interested to see the differences from each batch. Especially when the writer observed that in the pandemic year of 2020, the English Department only offers 106 courses and the students communicated via

social media to support the online-based learning environment. Since these 106 courses are also consisted of parallel classes, the writer had found that there are 305 addressed course names that students used in this period.

The distinct vocabularies in one's repertoire may emerge in one's language through word-formation processes, which were created by the people inside the social group itself (O'Grady and Archibald 2016). Most of the times, people from the outside of the community would have some difficulties to understand the addressed course names. In the science department with their pre-dominantly technical training, for example, the student speech is much different from what it was in the liberal arts colleges, where the students have to face the liberal and critical attitude toward life in a broader sense (Carroll 2008). However, since the production of all new words must abide by the morpheme rules (i.e., the minimal unit of meaning or grammatical function principle), the made-up words would still follow a particular pattern (Yule 2010). Moreover, this word-formation morphological process would also differ depending on the language used (Kridalaksana 1992). In this study, the writer focused on the processes that occurred in English and Bahasa Indonesia.

There are some studies regarding course names that had been conducted prior to this study. One of them was a study conducted at the University of Botswana, which found that the students mixed their mother tongue and English to address their course names (Arua and Alimi 2009). In Surabaya, there was also a couple of recent journal articles that talked about the word-formation process in jargon and course names among Universitas Negeri Surabaya (Tianingsih 2019), and UIN

Sunan Ampel's English Students (Dwianita 2019). There was no previous study from English Department Universitas Airlangga's that talked about the morphological process in course names specifically, but there are a few that discussed about word-formation process in poster headlines (Juventia 2019) and vape shops (Dharmawan 2017). These studies had given numerous insights on the current study that the writer did.

The current study aims to examine what the morphological processes were found amongst the students of English Department Universitas Airlangga batch 2017-2020. Precisely, the writer studied the word-formation processes used by the students to address their courses' names, as well as which process is used frequently among the batches. The students from batch 2017-2020 were chosen because they have experienced many of the courses available, both in offline and online learning. In collecting the data, the writer had contacted each class coordinator from 106 available parallel courses. These class coordinators were asked to screenshot their classmates' interaction in addressing course names. The collected data was in the form of students' chat on social media such as WhatsApp, Line, and Telegram. After collecting the data, the writer discovered 305 course names from the original 106 courses available. The writer took 70% or 214 samples to examine further and discovered that there are eight word-formation processes exist in English Department Students' repertoire.

To analyze the results, the study used Gary Miller's classification on word-formation processes. Miller's book investigated at the roles of affixation, compounding, clipping, and blending in the history of lexicogenesis, including

processes taking place right now (Miller 2014). The writer also used the theory of word-formation process by O'Grady and Archibald as support to analyze the data. O'Grady and Archibald's theory of word-formation were chosen by the writer because it covered more complete processes and explained detail definition in recent times (O'Grady and Archibald 2016). The writer intended to see which process is the most used process among the English Department's students.

One thing that distinguished the present study from the previous studies was that the analysis of the previous study was mostly drawn by investigating two interrelated fields of study. Previous researches have shown a correlation between students' word choice and their attitudes towards individual courses (Tianingsih 2019). However, the present study did not take into account the sentimental tendency of students in addressing their course names. This study only focused on the morphological processes and determine what the most preferred strategies used by the students are. Furthermore, none of the previous studies had used a social media-based, online addressed course names, written by the students as the primary data. Thus, the present study was able to provide a new point of view that relied on the advancement of technology. It can also be used as a reference for future studies.

1.2. Statement of the Problems

Based on the background of the study above, the writer examined the problems as follow:

1. What word-formation processes are found among the English Department's students of Universitas Airlangga to address their course names?

2. What is the most preferred word-formation process used by the English Department's students of Universitas Airlangga to address their course names?

1.3. Objectives of the Study

According to the statement of the problems that has been explained, the writer aims were:

1. To analyze the word-formation processes found among the English Department's students of Universitas Airlangga in addressing their course names.
2. To determine the most preferred word-formation processes used by the English Department's students of Universitas Airlangga in addressing their course names.

1.4. Significance of the Study

Theoretically, the writer hoped that by finding out the course names created by English Department's students, then it would show the various course names in the writer's department, which consequently would also enrich the previous study in the morphology field, especially in word-formation. The new students and lecturers of English would understand what to expect from the addressed courses' and thus making it easier and quicker to adapt to the department. Especially in the time that might be headed towards full online learning. On the other hand, the practical significance was from the information given on what word-formation processes are best-suited for naming courses in the English Department. It might be taken as a suggestion or evaluation of the current course name. Finally, this study could also be used as a reference for similar studies in the future.

1.5. Definition of Key Terms

Course Names : the title or name of practical and applied courses in a major or programme. (Tim Penyusun Buku Panduan Pendidikan Fakultas Ilmu Budaya Universitas Airlangga 2019)

English Department Course Names : the name of offered courses in English Department, divided into; mandatory, elective, limited elective, free elective, and compulsory courses. (Education Handbook Compiler Team 2015)

Word-formation : processes by which novel words are coined in English, how they are variously discarded or adopted and frequently adapted. (Miller 2014)