

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Hybrid Language**

The written comments in this online communication can be regarded as the other style of oral language. However, the oral and written language have extreme distinctions where the written is space-bound, static, and permanent (Crystal, 2004, p. 26). It has a time lag between production and reception that may cause problems since a language read and interpreted by many recipients in diverse settings. As stated by Crystal (2004, p. 38), “written language has always been ambiguous, in its omission of facial expression, and in its inability to express all the intonational and other prosodic features of speech”. Moreover, errors and other perceived inadequacies in a writing can be eliminated in later drafts. Writing is very suited to the recording of facts and the communication where the ideas of some words and constructions are the characteristic of writing which is never spoken, such as the longer names of chemical compounds.

This lead to a new collaboration of both speech and writing features called hybrid language (Crystal, 2011, p. 21). Crystal (2001, p. 48) stated that hybrid language was defined as a combination of speech and writing, or the result of contact between two long-standing mediums. Then, he confirmed, “Netspeak is better seen as written language which has been pulled some way in the direction

of speech than as spoken language which has been written down (Crystal, 2011, p. 21).”

In this research, the writer investigates the written comments as textual language instead of speech language. Comments are an important dynamic of blog culture; in this way, an interaction is created between the writer and readers (Tosuna, 2012). Thus, it is necessary to recognize the proper use of punctuation marks in writing a text. Unique features of writing include pages, lines, capitalization, spatial organization, and several aspects of punctuation (Crystal, 2001, p. 28). Since written text is lack of expression and intonation (loudness, tempo, pauses, rhythm, and tone (Crystal, 2011, p. 19), punctuation is an applicable device to comply its lack from the oral language characteristics. In addition, punctuation and its use are vital issues within this phenomenon.

### **2.1.2 Standard Use and Functions of Punctuation**

In addition, to consolidate the exploration acquired, the writer uses prominent patent treatises to evaluate them correctly. Hamilton (2007) argues that:

Punctuation is a device by which we aid words to tell their story. It means that words contain so many risks of ambiguity and serious misunderstanding if punctuation eliminated. Punctuation being intended for the sole purpose of making the text intelligible and removing as many of the causes of possible misunderstanding as may be, must depend in the last resort on a correct understanding of the text. This understanding may be obtained from the text itself, from the context, that is, the writing as a whole, or from outside knowledge about the matter under consideration.

The importance of the punctuation usage perhaps underestimated still. Whereas, it is essential to identify its each function appropriate with the standard

rules to ease the reading. Since the written comments are in English, then, the writer used the standard punctuation in writing English text. English punctuation marks are period, question mark, comma, semicolon, colon, apostrophe, exclamation mark, dash, parentheses, quotation mark, and hyphen (Biays & Wershoven, 2007).

1. Period ( . )

- a. A period is used to mark the end of a sentence that makes a statement.

*We invited him to dinner at our house.*

- b. It is used after abbreviations.

*Mr. Ryan*

2. Question Mark ( ? )

- a. This mark is applied after a direct question.

*Do you have car insurance?*

- b. If a question is not a direct question, it does not get a question mark.

*She questioned whether I had car insurance.*

3. Comma ( , )

- a. A comma is used as a lister of words, phrases, and clauses in a series.

*Her bedroom was decorated in shades of blue, green, and gold.*

- b. It is used as a linker in front of the coordinating conjunction: *for, and, nor, but, or, yet, so.*

*My mother gave me a beautiful card, and she wrote a note on it.*

- c. It is put after introductory words, phrases, or clauses in a sentence.

*Dad, give me some help with the dishes.*

- d. It is applied as an inserter.

*The game, unfortunately, was rained out.*

- e. It sets off a direct quotation from the rest of the sentence.

*“Let’s split the bill,” Raymond said.*

- f. It is applied with dates and addresses.

*August 5, 1980, is Chip’s date of birth.*

- g. It is put in numbers of one thousand or larger.

*The price of equipment was \$1,293.*

- h. It is used when you need it to make something clear.

*While hunting, the eagle is swift and strong.*

4. Semicolon ( ; )

- a. This mark joins two independent clauses.

*The situation was hopeless; I couldn’t do anything.*

- b. It separates the items on a list that contains commas. Adding semicolons will make the list easier to read.

*The contestants came from Rochester, New York; Pittsburgh, Pennsylvania; Trenton, New Jersey; and Boston, Massachusetts.*

5. Colon ( : )

- a. A colon is used at the end of a complete statement to introduce a list or explanation.

*The room was a mess: dirty clothes were piled on the chairs, wet towels were thrown on the floor, and an empty pizza box was tossed in the closet.*

- b. It may introduce long quotations.

*On December 8, 1941, President Franklin Delano Roosevelt summed up the situation: "Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger."*

6. Apostrophe ( ' )

- a. An apostrophe shows letters and numbers have been omitted in contractions.

*Do not* = *Don't*

- b. It is applied to show possession.

*The ring belongs to Jill* = *Jill's ring.*

- c. It is applied for special uses of time, and to create a plural of numbers mentioned as numbers, letters mentioned as letters, and words that normally do not have plurals.

*It will take a week's work.*

7. Exclamation Mark ( ! )

- a. The exclamation mark is used at the end of sentences that express strong emotion.

Appropriate : *You've won the lottery!*

Inappropriate : *We had a great time!* (*Great* already implies excitement.)

8. Dash ( — )

- a. One or two dashes are used to interrupt a sentence. It usually indicates a dramatic shift in tone or thought.

*I picked up the crystal bowl carefully, cradled it in my arms, walked softly—and tripped, sending the bowl flying.*

9. Parentheses ( (... ) )

- a. This mark is used to enclose extra material and after thoughts.

*Her name (which I have just remembered) was Celestine.*

10. Hyphen ( - )

- a. A hyphen joins two or more descriptive words that act as a single word.

*Bill was a smooth-talking charmer.*

11. Quotation Mark ( “...” )

- a. It is placed around direct quotations, a speaker or writer’s exact words.

*My mother told me, “There are plenty of fish in the sea.”*

- b. It is put around the titles of short works.

*We read Robert Frost’s poem “The Road Not Taken”.*

- c. It is used around words mentioned as words in a sentence.

*People from the Midwest pronounce “water” differently than I do.*

In addition, the writer of the study enclosed the other two necessary punctuation marks are ellipsis (Straus, 2008) and slash (Hornby, 1995) as the supplementary information in analyzing the data.

12. Ellipsis ( ... )

- a. Ellipsis marks are used after the last punctuation mark that ends the preceding paragraph, when omitting one or more paragraphs within a long quotation.

*“Four score and seven years ago our fathers brought forth...a new nation, conceived in liberty...”*

- b. It is necessary to use no more than three point marks.

*The regulation states, “All agencies must document overtime ....”*

### 13. Slash (/)

- a. A slash separates alternative words or phrases.

*Have a pudding and/or cheese.*

- b. It is placed to indicate the end of a line of poetry where the lines are not set separately.

*‘I wandered lonely as a cloud / That floats on high o’er vales...’*

## 2.2 Related Studies

Review of related studies is needed to give additional knowledge. However, this study has never been conducted before in the English Department of Airlangga University. Therefore, the writer of the study refers to several prominent sources of the previous studies related to the use of punctuation.

The writer of the study found a journal by Alan Hirvela, et al. (2012). Here, the purpose of the study entitled English as a Second Language (ESL) examines the students of university in using proper English punctuation, despite the fact that they may have different notions of its functions and use in their native language. Furthermore, it investigates their understanding of English punctuation marks as their second language of the students. Thus, the study reported that most

of the students are lack of confident and attention in recognizing and using English punctuation.

An investigation entitled *Prospective Teachers' Proficiency in Punctuation Rules and Opinions*, have done by Benzer from Marmara University, Atatürk Education Faculty, Istanbul, Turkey (2010). He examined students in education faculties that have problems with punctuation that is seen from their written essays. From the final result procured, then he made conclusion that the incorrect or non-standard usage of punctuation can be traced back into the educational concept nowadays.

Kalman (2009) investigated the frequency and usage of character repetitions in e-mail messages. The exploration found that the repetitions of letter often occur as indication to stretching the words as in spoken conversation. He also added that the number of characters repetitions emerged regularly. However, this study limited the analysis of the punctuation only on its three types which probably are the most commonly used by the e-mail users.

Mersandy (2012) conducted a study entitled *Internet Language Feature Used by Indonesian Male and Female Adolescents in Their Blogs in www.blogspot.com*. She observed the internet linguistics that covers multiple punctuations, eccentric spelling, capital letters, asterisks for emphasis, written-out laughter, music/noise, description of of actions, emoticons, abbreviations, rebus writing and ways of expressing emphasis (italics, boldfaceetc.tc) used by male and female adolescents' blogs. Through her research, she compared who is more expressive in an online setting, Indonesian male or female. This study is different



from the writer's research because of the dissimilar objects and the specific investigation on the use of punctuation.

Notwithstanding having a different research object, the writer of study has found some additional information about punctuation. Without punctuation marks, reading would be a very difficult task, as it should have been for the earliest readers (Benzer, 2010). Furthermore, Benzer (2010) added that the rules of punctuation are still not completely uniform and change over time and according to location, where years ago writers placed their work far more than commas and semicolons in modern writers do. Comparing to the related studies have been explained, this study has a different object. Within this research, the writer of the study conducts the analysis based on the findings of the use of punctuation in standard and non-standard forms, and the new functions identified in the written comments on photo portal from OMG! Yahoo!