

## **CHAPTER I**

### **INTRODUCTION**

This chapter includes four main descriptions about the introduction of the study, namely background of the study, problems of the study, objectives of the study, and definition of the key terms. In the background of the study, the writer explains the general idea of the topic and the writer's interest and curiosity on the topic of the study. In addition, in the problems of the study, the writer presents the main questions that lead this study to achieve its objectives. Finally, the definition of key terms is explained to avoid the misunderstanding about the study.

#### **1.1 Background of the Study**

In language development, there are characteristics used by people in their communities, groups, or environment. In accordance with Yule (2006, p. 205) a speech community is a group of people who share a set of norms and expectations regarding the use of language. In addition, Saville-Troike (2003, p.15) state that speech community cannot be separated from the word "shared". A key question is whether focus in initially defining communities' study should be on features on shared language and use, shared geographical and political boundaries, shared contexts of interaction, shared attitudes and values regarding language forms, shared

sociocultural understandings and presuppositions, or even shared physical characteristics. Furthermore, the study of the linguistic features that has social relevance for participants in those speech communities is called sociolinguistics. In this case, those speech communities have specific term for their daily conversation. These specific terms become more various and developed. The variation may be in the form of words and borrowing of word from other languages. As a result, the variation produces new words. The terms are produced and understood by the community who are familiar with them. In this case, Yule (2006, p. 211) emphasizes special technical vocabulary (e.g. *plaintiff*, *suffix*) associated with a specific area of work or interest.

In this research the writer analyzed special technical vocabulary in a particular community when he joined an event which is called *LATSITARDANUS XXXIII*. *LATSITARDANUS XXXIII* stands for “*Latihan Integrasi Taruna Wreda Nusantara XXXIII*”. The event was followed by Cadets of Military Academy, Navy Academy, Air Force Academy, Police Academy, *Wasana Praja* “*IPDN*” and students of university. In addition, *Wasana Praja* and student of university are the invited participant to complete *LATSITARDANUS*. *Wasana Praja* is the students of *IPDN* “*Institut Pegawai Dalam Negeri*” who are in the last year of their education. This event has purpose to train cadets who are in the last year in School of all Military Academies to integrate with other academy, students, employees of government and society. The writer joined the event that



coincided *LATSITARDANUS XXXIII* on November 2012 until December 2012 in Lombok - Nusa Tenggara Barat, Indonesia.

In Lombok, the writer paid attention to the conversation of cadets, who are in the same academy. As the result, the writer heard some uncommon words never heard before. However, there were some words that the writer knew, although the usage was incorrect. By the time, the writer thought that the words had another meaning which was known by the cadets only. The words which are used only known by the cadets are called jargon. According to Akmajian *et al* (2001, p.302) in virtual every recognized profession, a special vocabulary is evolved to meet the particular needs of the profession known as jargon. Furthermore, they (2001, p.302) also explains that jargon is not limited to professional groups, but also exists in special-interest groups. For example, sport enthusiasts, rock climbers and other groups who make the use of jargon that are specially suited to the particular interests of group.

In Lombok, the writer found some words such as; *nges, mantul, tindakan, ninja-ninja, micek*. In the following example:

Wah!!! Kamu ini ***mantul-mantul*** terus selama pengecoran jalan desa tadi”.

‘Hey!! You are ***mantul-mantul*** during pour concrete in the village road last time’.

The word ***Mantul-mantul*** stands for ***Mangan Tulang*** which is adopted from Javanese has meaning “***eating a bone***”. In this case, the term cannot be defined literally. Instead, it means someone who does not help others professionally.

The other examples are:

A: *Suh, sasuh ayo ngijer*

‘Bro, let’s do smoke’

B: *Ngijer dimana beng?*

‘Where will we do smoke, old brother?’

A: *Udah ikut aja*

‘Just come along’

From the example above, there are three jargons like *suh*, *ngijer*, *beng*. *Suh* is clipped from *Saudara Asuh*. According to Kamus Besar Bahasa Indonesia (2008), *Asuh* is keeping, taking care, or teaching children. Yet, the meaning of jargon is that someone who has proximity to each other as if they had affiliation in this academy. Next, the word *Ngijer* means doing smoke. *Ngijer* is the abbreviation of *Ngisep Jeruk*. Based on the explanation of the cadets in Magelang, the story began from a cigarette whose brand was *JERUK*. This cigarette is the cheapest cigarette in surrounding Military Academy. Lastly, the word *Beng* is clipped from *Abeng*. *Abeng* means cadet who is degraded on their school.

In addition, during *Latihan Integrasi Taruna Wreda Nusantara XXXIII* the cadets are on off duty situation. The word “off duty” means that they are not in their academy environment. In off duty occasion, cadets can express their feeling. Then they can make a joke, and do small talk each other and sometimes bully their friends who make a fault in class or academic activity. Besides, they also discuss characteristic of their commanders who teach them. On the other hand, cadets cannot express their feeling when they are on duty as they must obey the rules and their commander; there is no time to use jargon in their conversation.



For further information, every academy has jargon and they are similar, but sometimes they are different, such as in Military Academy jargon “*Ngilang-Ngilang*” is produced. Meanwhile, Police Academy has similar jargon that is “*Ninja-Ninja*”. Those jargons have the same meaning that is the cadet does not attend the class or follow event or being absent.

Relating to the previous statement, the writer conducted further research on the jargon produced by the cadets using word formation processes theory. Thus, the writer entitled his study as “**Jargon Analysis among Cadet in *Latihan Integrasi Taruna Wreda Nusantara XXXIII***”.

It is expected that this study can give more understanding about jargon, especially jargon used by cadets in academy. Furthermore, the writer hopes this study can give valuable input and better understanding for the readers concerning jargon and its word formation processes. Eventually, this study can be used as an additional reference for further researchers who are interested in conducting a study about jargon and word formation processes. The writer hopes the cadets to understand the form of the word formation processes of their jargons.

## 1.2 Problems of the Study

Based on the background of the study, the writer focuses on two problems, namely:

- a. What are jargons used by cadets in *Latihan Integrasi Taruna Wreda XXXIII*?
- b. What are the processes of word formation of the jargons used by cadets *Latihan Integrasi Taruna Wreda XXXIII*?

## 1.3 Objectives of the Study

This study is intended to analyse word formation processes in jargon used by cadet in *Latihan Integrasi Taruna Wreda Nusantara XXXIII*. The objectives of the study are mentioned below:

- a. To find out jargon used by cadets in *Latihan Integrasi Taruna Wreda Nusantara XXXIII*.
- b. To analyze the processes of word formation processes of the jargon used by cadets in *Latihan Integrasi Taruna Wreda Nusantara XXXIII*.

## 1.4 Definition of Key Terms

This part explains the definition of the key terms in order to avoid confusion and misunderstanding, as follows:

- a. **Jargon** is virtually every recognized profession, a special vocabulary evolves to meet the particular needs of the profession. This special, or technical, vocabulary is known Akmajian *et al* (2001, p.302). The jargon



as the object of this study is used by cadets in *Latihan Integrasi Taruna*

*Wreda Nusantara XXXIII*.

- b. **Word Formation Process** is the process of creating new words and new uses of the old words. According to Yule (2006, p.52) “a new word in our language (a **neologism**) and accept the use of different forms of that new word. This ability must derive in part from the fact that there is a lot of regularity in the word-formation processes in our language.”
- c. **A Cadet** among the military, is a young gentleman, who applies himself to the study of fortification and gunnery, who sometimes serves in the army, with or without pay, till a vacancy happens for his promotion (Duane, p. 70).
- d. **Latihan Integrasi Taruna Wreda Nusantara** is a training for cadets who are in the last year in military school, include military academy, air force academy, and navy academy. The function of the training is to train the cadets integrated in society before they have graduation from their academy (Aknil.ac.id).