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DISSECTING NADIEM ANWAR MAKARIM'S SPEECH AT THE SINGAPORE SUMMIT 2020: A STUDY ON ASSERTIVE SPEECH ACT

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Abstract

This research analyzes Nadiem Anwar Makarim's speech at the Singapore Summit 2020, aiming to distinguish the types of assertive speech acts and to comprehend their functions with the focus on the context. This research employs descriptive quasi or mixed-method. The qualitative method is used to explain the data, while the quantitative method is used to count the percentage of the data. The findings show that there are 139 assertive utterances used by Makarim. The analysis shows that there are five types of assertive speech act found. They are 28 of 20,14% of stating, 22 of 15,82% of claiming, 54 of 38,84% of reporting, 14 or 10,07% of reminding, and 21 or 15,10% of suggesting. Each type has its function. Reporting is to give information to the hearers, stating is to commit the hearers about the fact and truth, claiming is to say that something is true when some people may say that it is not true, suggesting is to give an opinion to the hearers, and reminding is to remind the hearers not to forget the condition. It is because the way Makarim delivered his speech refers to politeness. After reading this research, it is expected that the readers can realize the language phenomenon, especially speech acts and assertive types in a speech which eventually improves the understanding of filtering an utterance.

Keywords: *assertive speech acts, context, function, types, utterances*

INTRODUCTION

Humans as speakers of language always act through their words to express meanings, feelings, opinions, and thoughts in communication contexts. Through communication, speakers produce utterances that can influence the interlocutors to do what the speakers meant. In this case, the interlocutors will be influenced by the utterances that contain meaning and purpose because of the speaker, the situation, and the structure of the language itself. When someone talks, he or she does not only produce utterances that contain grammatical sentences (interrogative sentence, imperative sentence, declarative sentence, or other types of sentences) but also takes action through the words.

The level of acceptability of what is conveyed depends on the language ability of the people using it. The factors that affected them are because of the speaker, the situation, and the structure of the language itself. The speaker, in this case, refers to the person who conveys the message or the person who says something and has the appropriate capability in their respective field. The situation refers to the appropriate time or circumstances used by the speaker in delivering his/her message or speech. The structure of language refers to the use or selection of the appropriate diction, such as the choice of words uttered by the speakers in using the language or message to be conveyed.

One of the ways to communicate by conveying ideas is by delivering a speech. A speech is a form of one-way communication. Speech is usually conveyed by a leader to lead and give their thought or opinion in front of many of his/her subordinates or audiences. Speech generally has one or two functions or things like influencing other people to

follow his/her will with volunteers, giving an understanding or information on other people. A speech made in public needs to pay attention to proficiency in rhetoric. This proficiency is needed because it refers to the ability of speakers to express their opinions and ideas. This communication is an ongoing interaction in linguistics study in one or more forms of speech involving two parties, namely the speaker and the interlocutor, with one subject, in a particular time, place, and situation (Chaer, 1994). The communication between these parties in using language will be studied and discussed in the field of speech, especially in the field of pragmatics.

Pragmatics is the study of language use of the relation between language and context which is basic to an account of language understanding and involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before (Levinson, 1983). The wider definition comes from Yule (1996) who states that pragmatics is the study of speaker meaning. Also, pragmatics is the study of contextual meaning. Another definition also states that pragmatics is the study of how more to get communicated than said. This means, that once speakers said a sentence, this sentence may have more than one meaning. It can be meanings in one sentence. In addition, pragmatics is the study of the expression of relative distance. Pragmatics which discusses the speaker's meaning, also discusses in the speech acts.

According to (Wijana, 2009), "Speech act is an element forming activity language." While Ibrahim (1993) explains that speech acts are utterances that are actions. From these opinions, it can be said that speech acts are verbal acts that are used to express something at the same time. Therefore, it can be concluded that speech act is a process of activity language in the form of sentences and conversation between the speakers and the interlocutors to produce an action. Yule (1996) stated that speech acts are the study of how the speakers and hearers use language. The types of speech acts themselves are three: (1) locutionary acts, (2) illocutionary acts, and (3) perlocutionary acts. Speech acts are also an utterance that serves a function in communication. There are many kinds of utterances; one of them is assertive utterances. An assertive utterance is a form of speech that bind the speaker to the truth of the proposition expressed, for example stating, suggesting, boasting, complaining, claiming, demanding, admitting, showing, reporting, testifying, mentioning, and speculating. In communication, it is important to put forward the truth and facts based on a clear information, and also in an effective and easy-to-understand way for others.

Many speeches were delivered by political figures. One of the well-known people, especially in Indonesia, is the Minister of Education, Culture, Research, and Technology of Indonesia, Mr. Nadiem Anwar Makarim. He delivered his speech at a famous event, Singapore Summit 2020. His speech was uploaded on the Singapore Summit *YouTube* channel. The duration of this speech is 32 minutes 52 seconds, entitled "Singapore Summit 2020 – Distinguished Guest Speaker: Nadiem Makarim". His speech is talking about Redefining the Future of Education. There are aspects that the researcher thought can be highlighted in his speech, such as the administration of the educational system, personalization of the educational system, the COVID-19 situation in Indonesia, the important roles of parents, and the inequality of digital devices. Those aspects are what he delivered. At the same time, his speech talks about a COVID-19 outbreak that is affecting people around the world, especially in Indonesia. The existence of COVID-19 makes him have to be alert in dealing with education issues in Indonesia. It is because COVID-19 has made a big impact on education in Indonesia. Therefore, it is appropriate for him to discuss the issues in these areas at the Singapore Summit.

Based on the explanation, the data in this research consist of many utterances that are interesting because the types spoken are assertive to be analyzed by the researcher. Assertive speech act can be interesting to analyze because assertiveness refers to the ability of people who used it in a way that is honest and respectful. In another sense, assertiveness is interesting because it is a core communication skill. The analysis of this research used pragmatics, speech acts, and context theories, especially the assertive speech act theories. Besides, the researcher

would like to explain the types and functions of assertive utterances themselves. Therefore, the reason why she analyzes this topic is that she expects to prove the important aspects of using a language in communication. Besides, the data of this research has not been analyzed.

The researcher examines Makarim's speech at the Singapore Summit 2020 in redefining the future of education as the research object. The formulation problems are as follows. (1) What are the types of assertive speech act found in Makarim's speech at the Singapore Summit 2020? (2) What are the functions of his assertive types to the hearers?

METHODOLOGY

This research used the descriptive qualitative method. According to Clissett (2008), "Qualitative research covers a wide range of approaches for the exploration of human experience, perception, motivation, and behavior, and is concerned with the collection and analysis of words whether in the form of speech or writing." This method in this research showed a procedure that produces descriptive data in the form of written or spoken words of people who have been observed and categorized. Another method used in this research is the method of triangulation, credibility, and dependability (Adhitya & Hapsari, 2022, 125). Hence, this research focuses on analyzing speech acts by using Yule and Austin's theory and Halliday's theory in analyzing the context.

RESULTS AND DISCUSSION

The findings of this research are the data that was taken from the video of the Singapore Summit YouTube channel which duration is 32:52 minutes. The title of this video is "Singapore Summit 2020 - Distinguished Guest Speaker: Nadiem Makarim", analyzed by using the theories of (Yule, 1996) and (Searle, 1969). There were five types of assertive utterances were analyzed. They are stating, claiming, reporting, reminding, and suggesting. There are 139 data about assertive utterances found in Makarim's speech.

Table 1. Assertive Types found in Makarim's Utterances

Type of Assertive	Total	Percentage
Stating	28	20,14 %
Claiming	22	15,82 %
Reporting	54	38,84 %
Reminding	14	10,07 %
Suggesting	21	15,10 %
Total	139	100%

The table above shows that the assertive types found in Makarim's speech consist of stating, claiming, reporting, reminding, and suggesting. Reporting has the highest frequency of its occurrence which is 54 times (38,84%). It is then followed by stating which occurred 28 times (20,14%), claiming which occurred 22 times (15,82%), suggesting which occurred 21 (15,10%), and reminding which occurred 14 times (10,07%).

The Types of Assertive Speech Act Found in Makarim's Speech at Singapore Summit 2020

Based on the research data, this research consists of five types of assertive acts. The number of types and the functions are the same. The data were analyzed by classification made by Searle, concerning assertive speech acts are primarily based on varied criteria.

(a) Stating is the use of words that contain the truth said by the speaker. The speaker used words that convince the hearers that what he is saying is true. On the other hand, this type refers to the self-statement of the speaker while delivering his idea. For example: "I think when we talk about disruption, the conventional kind of image of disruption is a

technology player coming in and transforming the way an industry operates usually you know leaving the old ways of doing things behind." belongs to the type of stating. The sentence "I think..." refers to the speaker convincing that what he is saying is true by his assumption. It is used to say that one believes that something is true, that a particular situation exists, and that something will happen.

(b) Claiming is the use of words that refers to forceful. These words if delivered by the speaker, it will make the hearers have to believe them without any doubt and rejection. For example, "The role of technology here is very interesting." belongs to the type of claiming. The phrase "very interesting" refers to the speaker's claim. The word "very" used to emphasize or stress something, high degree, extremely, that one should believe that something is true with no doubt. The word "very" also refers to Makarim's claim.

(c) Reporting is the use of words that refer to the informing of an event that has occurred to the hearers. The words of reporting if used by the speaker will let the hearers know the information that they did not know before. For example: "Teaching is extremely complex, teaching has massively psychological and empathy-based dimensions of what makes learning happen." belongs to the type of reporting. It can be seen that "teaching is extremely complex" refers to the speaker's reporting. The sentence is used to inform or give information to the hearers, and also refers to describe the way how teaching works.

(d) Reminding is the use of words that the speaker used to remind the hearers about a condition. This type refers to a hearer with the additional preparatory condition that they once knew and might have forgotten the propositional content (Searle, 1969). For example, "The second thing is don't expect you know and this is coming from the minister of education that is trying to transform universities to be much more open and collaborative but you cannot wait for the system to change." belongs to the type of reminding. The clauses "is don't expect you know" and "but you cannot wait for the system to change" are used to remind the hearers not to forget the condition. They refer to reminding hearers not to forget the condition that the speaker delivered.

(e) Suggesting refers to a directive and assertive use. One can suggest that the hearer to do something and that something is the case (Searle, 1969). It is the use of words that refer to the speaker's suggestion to the hearers to do what is suggested. For example, "You have to take things into your own hands and actually either shape the educational environment that you are in especially in higher education where you are given more ability to do or seek it whatever you can to find the relevant skills that you know you need for your career." belongs to the type of suggesting. The sentence "You have to take things into your own" is used to give an opinion to the hearers to do what the speaker said that is the hearers should be independent by their own hand.

The Functions of Assertive found in Makarim's Speech at Singapore Summit 2020

Based on the research data, this research consists of five functions of assertive acts. Therefore, the amount of the type and the function are the same. The data were analyzed by classification made by Searle, concerning assertive acts are primarily based on varied criteria.

(a) The function of stating is to commit someone about the fact and truth. On other hand, this type refers to the self-statement of the speaker while delivering his idea. For example, "I think when we talk about disruption, the conventional kind of image of disruption is a technology player coming in and transforming the way an industry operates usually you know leaving the old ways of doing things behind." belongs to the function of stating. The speaker states his argument regarding the current disruption. Where the disruption today refers to the people in the technology field coming in and transforming the way the industry operates. He states that people in technology changed the way

usually this industry worked before. They changed the old ways to the new ones. This is a disruption that occurs in the field of technology.

He explains the condition of technology disruption right now in the pandemic phases. Disruption causes those who are still using the old system or method to be unable to compete with those who have adopted the new system. Technological disruption is a phenomenon that results in changes in the conventional understanding of society and all the activities they do in a digital technology system. Technological disruption is interpreted as a fundamental change due to the development of digital technology systems, where digital technology or robots begin to replace and change the role of human work. This phenomenon exists in our country right now during the pandemic. He explained this phenomenon based on the condition people faced. He explained this case by fact and truth condition. Therefore, this refers to the type of stating in assertive acts.

(b) The function of claiming is to say that something is true when some people may say that it is not true. Claiming may be treated in the same way as asserting. However, there are significant differences between them that need to be explored. Claiming is more forceful, while asserting is not. For example, "The role of technology here is very interesting." belongs to the function of claiming. The speaker claims that the technology roles are very interesting. It is because in the pandemic condition right now, most people work using technology. It must be interesting if we can use it well. It is interesting because technology can help them easier. He claimed this because he knows very well about technology because his background is in technology. What he said is talked about the condition right now, and what he explained based on the fact and no doubt about it. Therefore, this refers to the type of claiming in assertive acts.

(c) The function of reporting is assertive utterances that the speaker is giving information and the hearer does not know what the speaker is being informed. Reporting also refers to the give a spoken or written account of something heard, seen, done, studied, etc; to describe something; or to announce something. For example: "Teaching is extremely complex, teaching has massively psychological and empathy-based dimensions of what makes learning happen." Belongs to the function of reporting. The speaker reports that what he said about teaching to the hearers is to give them information about teaching. He describes that the complexity of teaching can be seen because teaching is also taking a part in making students psychologically and empathy-based. Being a teacher is not easy. It is because when teaching students, the teachers have to make sure that they are also aware of the psychological of students. He informs the hearers about the condition of teaching and described the condition too. Therefore, this refers to the type of reporting in assertive acts.

(d) The function of reminding refers to the reminders of the speaker to a hearer with the additional preparatory condition that the hearer once knew and might have forgotten the propositional content (Searle, 1969). On other hand, the purpose of this type is to remind the hearers not to forget the condition. For example, "The second thing is don't expect you know and this is coming from the minister of education that is trying to transform universities to be much more open and collaborative but you cannot wait for the system to change." belongs to the function of reminding. The speaker reminds us that the students do not expect they know anything about the education system right now. It is because they do not know about it. The only one who knows is the speaker himself, it is because he is the minister of education. The speaker also reminds that although he, as the minister of education, tried to transform universities to be much more open and collaborative, the students in this case should not wait for the system to change. The students should have their self-initiation to change first, the smallest thing is to change themselves to be more open and collaborative first.

These two reminders from the speaker to the students remind them not to forget the condition of what is happening. In this context, the speaker reminded the students and the hearers not to forget the condition. Also, remind the students to have their self-initiation to be better again. Therefore, this refers to the type of reminding in assertive acts.

(e) The function of suggesting is to give a speaker's opinion to the hearers to do what is suggested. For example, "You have to take things into your own hands and actually either shape the educational environment that you are in especially in higher education where you are given more ability to do or seek it whatever you can to find the relevant skills that you know you need for your career." belongs to the suggesting type. The speaker suggests that as students should be independent, especially if they are already in higher education. Higher education makes it more open and get more ability to seek anything that is useful for our education and our career in the future. Being students in higher education makes us the privilege to seek and choose anything they want. It is because they have and get a lot of information that can support their needs.

Therefore, from this ability and privilege, they have to take advantage of them. Because this advantage will support what they want to do and what skills they need for their future career. So, he suggests them to be more independent. In this context, they should be independent.

CONCLUSION

In this research, Makarim as the speaker mostly used the assertive type of reporting. It is because Makarim wants to share the information with the hearers related to all the things he knows to the hearers can do what is best for themselves. The information is related to technology disruption, education disruption, the COVID-19 condition in Indonesia, the important roles of parents, and the inequality of digital devices. Since the research discusses the types and functions of assertive types of Makarim by focusing on the context, it is expected for students to discuss the politeness and implied meaning of Makarim utterances. It is because the way Makarim delivered his speech refers to politeness. After reading this research, it is expected that the readers can realize the language phenomenon, especially speech acts and assertive types in a speech which eventually improves the understanding of filtering an utterance.

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THE USE OF CODE-MIXING IN INSTAGRAM CAPTIONS FROM THE STUDENTS OF ENGLISH LITERATURE STUDY PROGRAM, UNIVERSITAS RESPATI YOGYAKARTA: A SOCIOLINGUISTIC STUDY

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Abstract

This research discusses the code mixing used in the Instagram caption by students English Literature Study Program at Universitas Respati Yogyakarta. This research aims to find the types of code mixing used in Instagram captions and to understand the factors using code mixing in captions. The focus analysis of this research is by analyzing the context. This research was conducted by implementing a descriptive qualitative method in discussing code-mixing. A simple quantitative method is implemented to assist the qualitative method in explaining the data in the form of numbers or percentages. The findings of this research show that there are 70 code-mixing data found in Instagram captions. The analysis findings show that there are three types of code mixing found in Instagram captions. Those are code-mixing insertion, alternation and congruent lexicalization. From the results of the analysis in this research, the type of insertion is the type that is the highest or most commonly found, that is 54 data (59.1%). Then alternation type with 12 data (17.1%), and congruent lexicalization type with 4 data (5.7%), and for the results of the second question in this research, there are 60 data (85.71%) for the first factor talking about a particular topic, the second factor is being emphatic about something with 4 data (5.71%), the third factor is repetition used for clarification with 4 data (5.71%) and 2 data (4, 28) for the expressing group identity.

Keywords: *code-mixing, English, Indonesian, social media*

INTRODUCTION

Halliday (1989, 29) states that "language is a means of communication, both spoken and written". When carrying out the communication process, a means is needed to express ideas, intentions, thoughts, and feelings in the form of language. Through language, human beings can express their thoughts and feelings, either feelings of sadness, anger, anxiety, or others. The information conveyed can be in oral and/or written form. Information in the oral form can be in the form of speeches, announcements, sermons, and so on. Meanwhile, the information in written form can be in the form of writings, pamphlets, printed mass media, books, novels, and social media. This information can contain a message that will be conveyed to the reader.

People may use language to show their emotions because language is a way to express their emotions. Language is a tool to express people's thoughts. The expression of using language is related to the actions taken by humans. They have their style to choose the type of language style in communicating with others. They sometimes use two languages at once in communicating, such as Indonesian mixed with English or vice versa. The discussion of these two languages cannot be separated from the mention of code-mixing.

Code mixing is the use of two languages or more, or two variations of a language in a speech community (Chaer and Agustina, 2004, 114). This phenomenon is not just found in verbal communication but people often find code mixing in non-verbal communication in social media.

Social media is an online media where the user can easily participate, share, and make content, like a blog, social networking, wiki, forum, and virtual world. According to Obar & Wildman (2015), social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests, and other forms of expression through virtual communities and networks. Social media Instagram with various features in it makes a lot of enthusiasts of social media users to use Instagram.

Instagram is being used by many people in this era, so it is also considered as one of the most popular social media. According to Statistics Instagram 2022, two million people are using Instagram in a month as media to upload photos and/or short videos to capture it. On the other hand, to make the photos and/or videos interesting for the followers, the user usually gives a caption on the photo or video. At times, the users use bilingual or multilingual to make the followers interested and it is called code-mixing. It can be seen in the caption or comments as follow.

- (1) Happy graduation *kak semoga kedepannya semakin sukses*. (Caption account by @ayuandl)
- (2) *Foto sendiri yang penting* happy. (Caption account by @nchirahmawati)
- (3) Just be grateful *untuk tanggal cantikku*. (Caption account by @shawtydope)
- (4) *Kurang waktu tidur mu terbayar lunas*, proud of you @itsreal_ara (caption account by @gmbobby)

The examples above with the bold writing show the example of code mixing because the caption is located between two different languages (Indonesian-English) but still in one utterance. It indicates the existence of language mixing because the speakers dominate two languages, namely Indonesian and English. The previous data was taken from some Instagram accounts belonging to some English Literature students at Universitas Respati Yogyakarta.

The data above shows that English literature students use code-mixing to express information in their posts on their Instagram accounts. In addition, other data encourage the researcher to analyze the types and factors of code mixing on their Instagram captions. Based on the background stated above, she is interested in analyzing the types of code mixing and the factors that cause code mixing on the Instagram captions of English literature students with the title "The Use of Code Mixing in Instagram Captions by The Students of English Literature Study Program, Universitas Respati Yogyakarta."

The researcher is interested in analyzing every form of code-mixing expressions on the Instagram captions of English Literature students at Universitas Respati Yogyakarta because it has never been done by other researchers, and can be useful for readers to practice code mixing in everyday life such as writing captions on social media. The importance of readers practice code mixing because when they read Instagram captions that contain code-mixing elements, they will find new vocabulary that they don't know, therefore with the new vocabulary they can practice it in everyday speaking when they will say the same vocabulary and by practicing the code-mixing vocabulary, they will increase their vocabulary.

When looking at code mixing in Instagram captions, there are several types of code mixing used by the caption writers, therefore she is interested in analyzing the types of code-mixing. She limits her research to the types of code mixing in Instagram captions by students' active English Literature, Universitas Respati Yogyakarta and also factors causing code mixing in the Instagram captions. Based on the background that the researcher has described in the introduction above, the formulations of the problem are: (1) What are the types of code mixing in the Instagram captions of English Literature students at Universitas Respati Yogyakarta? (2) What are the factors causing code mixing in the Instagram captions?

METHODOLOGY

This research uses a descriptive qualitative method. Descriptive research is used to describe types and meaning(s) found in the Instagram captions by English Literature students. According to Moleong (2007), "the descriptive qualitative method is a research method intended to understand the phenomenon of what is experienced by its research subject, such as character, perception, motivation, action, etc." They are analyzed descriptively and holistically in the form of languages in a particular context by using natural methods. Therefore, this research is

categorized as descriptive qualitative research because its nature is targeted to categorize the types of code mixing in the Instagram caption. The data are in form of words, phrases, clauses, verses, and lines. The researcher investigates Instagram captions to categorize the types of code mixing and the factor of using it. The researcher collects the data in each Instagram caption containing code-mixing and reads books, journals, and online articles used as reference materials (Fathimatuzzahra, Atmantika & Adhitya, 2022, 195).

The researcher limits the data collected only to the occurrence of code mixing in the Instagram caption written by students English Literature Study Program at Universitas Respati Yogyakarta, then the researcher takes a screenshot of any data found. The data are collected from posts and videos on the students' Instagram. She explores each account that has been followed to retrieve data in the form of photo and video descriptions or what is known as captions that contain code mixing in the Instagram caption. In the process of collecting this data, she finds many captions containing code-mixing elements. The source of the data was taken from the Instagram caption of the 2016-2020 English Literature students, Universitas Respati Yogyakarta. This data is taken from posts starting from 1st June 2019 to 1st June 2021. Text data consists of sentences and words containing code-mixing and reasons for using code-mixing in captions on Instagram posts. Code mixing in the Instagram caption is the main problem in this research.

RESULTS AND DISCUSSION

This section describes the findings of research on the types of code mixing contained in the Instagram captions of English literature students at the Universitas Respati Yogyakarta. The caption was taken from a student post. In the student captions, many captions use code-mixing intending to convey the meaning of the post. Therefore, in the students' Instagram caption, 70 code-mixed data were found. The code mix will be divided into three types. Details of the frequency of these types are presented in the following table.

Table 1. Types of Code Mixing in Instagram Captions

Types of Code Mixing	Number of Data	Percentage
Insertion	54	59,1%
Alternation	12	17,1%
Congruent Lexicalization	4	5,71%
Total Data Found	70	100%

Meanwhile, there are four reasons for code-mixing found in this analysis, presented in the table as follows.

Table 2. The Factor Using Code Mixing in Instagram Captions

Factor Using Code Mixing	Number of Data	Percentage
Talking about Particular Topic	60	85,71%
Being Emphatic about Something	4	5,71%
Repetition used for Clarification	4	5,71%
Expressing Group Identity	2	4,28%
Total Data Found	70	100%

Table 2. Shows there are 70 data (100%) categorized as the factor using code mixing. In the category of Talking about Particular Topic is the highest with 60 data (85, 71%), followed by Repetition used for Clarification with 4 data (5, 71%), Being Emphatic about Something with data (4, 28%), and Expressing Group Identity with 3 data (4,28%).

Types of Code Mixing in Instagram Captions

The three types of Code Mixing found in Instagram captions of English Literature students at Universitas Respati Yogyakarta are explained in this sub-chapter. In Table 4.2, the results of the data discovery found by the researcher, namely the type of code-mixing insertion, are the type that is widely used in Instagram captions. Therefore, the researcher describes the insertion type first because insertion is the highest data found, the following is an explanation of the insertion type along with the data that has been taken by the researcher.

(a) The first type of code mixing found in Instagram captions is insertion. Muysken (2000) states Insertion happens when there is an utterance that inserts a word. It shows that this type has the highest number for the types of code mixing compare to the other two types. Insertion found in the captions is "*Masih **stay** duduk sendiri disini*". This is categorized as an insertion because there is an utterance that is inserted by a different language of the speaker. The first language in the caption is Indonesian language and continued with a different language, which is English language. The phrase "*tingga*" is in Indonesian language and inserted by the word "*stay*" in English language then continued by the phrase "*duduk sendiri disini*" in Indonesian language. From the data above, the word "*stay*" is code mixing English language and has meaning in Indonesian language is "*tingga*" atau "*menetap*". The caption writer uses this language for code-mixing because this word is easy to speak and write. Therefore, the word is familiar to listen to other people. If the caption writer uses Indonesian language for the word "*stay*", there is a misunderstanding meaning the caption writer for the caption.

Another example is, "*Berbicara tentang genre sebenarnya tidak perlu ada problem tentang hal tersebut karena setiap **genre** ada penikmat masing-masing*". This data belongs to the insertion type because there is an utterance inserted in a different language of the caption writer the first language in the caption is Indonesian language and continued with a different language, which is English language. The words "*berbicara tentang*" are in Indonesian language that inserted by "*genre*" is in English then continued by word "*sebenarnya tidak perlu ada*" is in Indonesian language and the clause "*tentang hal tersebut karena setiap*" are Indonesian language, continued word "*genre*" is English language and the last phrase "*ada penikmat masing-masing*" is Indonesian language. In this caption, the caption writer inserts the word "*genre*". English language with Indonesian language to make easy understand and this word familiar to write and listen. Regarding the insertion found in Instagram caption of students English Literature Study Program at Universitas Respati Yogyakarta, it became the most dominant type of code mixing used by the students. Situmorang (2020) states that Indonesian youngsters tend to use code mixing in the form of insertion for their Instagram captions.

(b) Another type of code-mixing that can be seen in Instagram captions is alternation. According to Muysken (2000), alternation happens when there is an utterance that has been inserted by the other language with dot or comma. Data: "*Love **you**. Abaikan yang dibelakang*". This data type of alternation is because there is an utterance inserted by a different language of the speaker with dot or comma. The phrase "*love you*" is in English language, then continued by a comma. The clause "*abaikan yang dibelakang*." is in Indonesian language. Therefore, the words "*love you*" is activation would shift from one language that's is English language. In this caption, the writer mixes the word because this word is easy to understand and familiar to other people and become easy for the writer delivers the caption meaning.

Alternation is also exemplified by the following datum. "*Kurang waktu tidurmu terbayar lunas, **proud of you** @itsreal_ara*". It is categorized as alternation because there is an utterance inserted by a different language of the speaker with a dot or comma. The phrase "*kurang waktu tidurmu terbayar lunas*" is in Indonesian language, then continued by a comma. The phrase "*proud of you*" is in English language. In this caption, the writer mixes the expression "*proud of you*". Therefore, this word is activation would shift from one language that is English language. In this caption, the writer mixes the expression "*proud of you*". English language with Indonesian language to make easy understand and this word familiar to write and listen. It can be seen that the alternation in the Instagram captions covered lexical level and grammatical levels. Compared with insertion, the number of alternations found in Instagram captions of students was minimal. It is because an alternation sentence is more complex than an insertion.

(c) Congruent lexicalization is spotted in the caption Instagram. Muysken (2000) states that congruent lexicalization happens when there is an utterance that mixes other language and borrows language. One example of congruent lexicalization found in Instagram captions is "*Foto 1 detik **ngeedit** 10 menit mikir **caption** 1 jam*". The data is categorized as an insertion and congruent lexicalization because there is an utterance that inserted by different language of the speaker. The first language in the caption is Indonesian language and continue with different language is English language. The word "*foto 1 detik*" is in Indonesian language that inserted words "*10 menit mikir*" are in Indonesian language then word "*caption*" is English language and the last word "*1 jam*" is Indonesian language. "*ngeedit*" is in English language but this word has an "-ng" affix from Indonesian language and mixing with the English language "edit" so this

is congruent lexicalization because this word borrows the other affix other language and Indonesia language borrow English language that is "edit". The writer mixes the word because of word limitation the caption writer has, so as not to change the caption meaning.

Congruent lexicalization can also be seen in, "*Proses editing penggabungan video edukasi Adaptasi Kebiasaan Baru (AKB) dari seluruh anggota kelompok 2*". This is categorized as a congruent lexicalization this caption type of congruent lexicalization because the word "editing" from two words: "edit", which is English language, and "ing", which is an affix from Indonesian language. Therefore, this word is borrowing a word from another language so this is a type of congruent lexicalization. So, in this caption, the caption writes the word from the English language "edit" to "editing" in this case Indonesian language adds an affix in English language. In this caption, the writer mixes the expression of the word "editing" because this word is easy to understand the people when reading the caption and this word is often used for speaking and writing.

The Factor Using Code Mixing in Instagram Captions

After discussing the types of code mixing, the researcher would like to discuss the possible reasons for code-mixing found in Instagram captions by students English Literature Study Program at Universitas Respati Yogyakarta. In analyzing the reasons for code-mixing, the researcher applies the theory proposed by Hoffman (1991).

(a) Talking about a particular topic is the highest factor that is mostly found in the Instagram captions with a total of 60 data and a percentage of 85, 71%. Hoffman (1991, p. 116) argues that this factor is used because when a speaker wants to talk about a particular topic, he/she will tend to mix other languages in his/her sentence. This happens because sometimes, the speaker does not find the right words to express his/her thoughts or feelings. After all, the speaker does not understand enough, related registers and certain things. The following data exemplify this factor using. For example, "*Tektue, fudgy adalah perpaduan renyahnya crust (permukaan atas cake) dan lembut basahnya texture cake didalam diluarnya cakey didalamnya fudgy*". The words "crust", "texture", "cakey" and "fudgy" refer to the function of talking about particular topic. It is often used by speakers who discuss a topic, namely food, especially discussing the taste of cakes. In this caption, the caption writer describes the cake he made by mixing these words. So, this caption is talking about particular topic cake. Talking about a particular topic is why people sometimes prefer to talk about a particular topic in one language rather than in another.

It can also be observed in the following datum "*Haruskah menuliskan penggalan ayat suci yang Yang cukup tahan lalu pilih "copy all" sekian detail kemudian paste*". The words "copy all" dan "paste" refer to the function of talking about particular topic. It is often used by someone when writing something and taking quotes from other people or other places. In this caption the writer is writing a motivation, therefore the writer inserts the word. So, this caption is talking about the topic quote. Talking about a particular topic is why people sometimes prefer to talk about a particular topic in one language rather than in another. People sometimes prefer to talk about particular topic in one language rather than in another, sometimes a speaker feels free and more comfortable expressing their emotional feelings in a language that is not their everyday language.

(b) Being emphatic about something is the second highest factor. This reason of code-mixing means when a speaker expresses her/his feeling. Sometimes, in expressing feelings, she/he tends to mix a language with another language to make her/him feel comfortable. The change of the language can be from the native language to the second language. For instance is "**1 hope u guys can luv it because banyak corona jadi luv it oke**". This expression "I hope u guys can luv it, luv it oke" refers to the function of being emphatic about something. "I hope u guys can luv it, luv it oke". The meaning of the word is that the caption writer hopes something for the caption reader so that they like what he has made.

Another example is "*Hahahhha thank you bule gila, happy holiday bro*". The word "thank you" refers to function this caption code-mixing is being emphatic about something. It is used by someone to respect and appreciate the gifts of others. And holiday has the meaning of the word, namely to wish someone a happy holiday to someone who is going on a vacation. Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, he or she, either intentionally or unintentionally, will switch from his second language to his first language.

(c) The third factor is repetition used for clarification when a speaker repeats the information. The purpose of repeating the word is to clarify the information so that the hearers understand clearly the meaning word. The repetition sometimes uses another language. Based on the data, there are 4 occurrences of repetition written in the Instagram caption by students English Literature study program at Universitas Respati Yogyakarta. One example is "*Akhirnya bisa walking-walking juga nih sama temen-temen*". The word "walking-walking" refers to function this caption is repetition used for clarification. It is taken from the Indonesian word, namely "*jalan-jalan*", so that it is easily understood by the reader, the caption writer also uses the word walking-walking in the caption. This word is used because the caption writer is taking a walk in his post. The caption writes "walking-walking" the aim is to make understand the reader about the caption and what the caption writer feels in his caption.

(d) The last factor is expressing group identity. It means when the speakers use two languages in a conversation, other people from different groups will also understand the topic of the conversation. In other words, this reason means when a speaker tries to show his/her solidarity and identity to other speakers. It is apparent in the datum, "*Jangan lupa untuk tetap bersenang-senang dimanapun berada. Proud to be one of you girls*". The clause "proud to be one of you girls" refers to the function of expressing group identity. It refers to the writer's pride in a certain group. A certain group here can be seen in the word "girls". Therefore, the meaning of this caption is the writer talking about the writer's special groups.

Another instance is "*Berasa banget dinginnnya guys!*" The word "guys" refers to the function of expressing group identity. It is an address that is commonly used when referring to friends or family. In this caption, the writer refers to some group or mentions some of the group. Code mixing also can be used to express group identity. As has been mentioned previously, the way of communication of academic people in their disciplinary groupings, is different from other groups.

CONCLUSION

It can be concluded that Instagram caption writers in writing their captions used a lot of insertion types, where the function is to give information about the post to the readers. the information that was given by the writer of course becomes very important to the readers because it is related to the situation they are currently experiencing. They know what factors are behind the caption writer mixing the language in their captions. The main reason why insertions are often found in student Instagram captions is that insertion is easier to express and write. The insertion type is easier to find because when someone writes or speaks, they can mix two languages such as English and Indonesian wherever the position of the sentence or word is. Insertion is not like other types that have their own rules, for example, the type of alternation is separated by dots or commas to start a new sentence or will mix languages. In addition, talking about particular topics was found in this research because students discussed a lot about captions that revealed a certain topic in their posts, and the topics were varied because their captions contained elements of their daily topics.

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MAGICAL REALISM IN THE MYTH OF PULUNG GANTUNG IN GUNUNGKIDUL

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Abstract

Myth is a folk prose story that tells a story set in the past, contains an interpretation of the universe and the existence of creatures in it, and is considered to have happened by the owner of the story or its adherents. Myths can refer to traditional stories. According to Lugli (2014), myth is a "traditional story that is thought of by a specific community to be of a fundamental importance...". As time goes by, myths are still present alongside contemporary literary works called magical realism literary works. Pulung Gantung in Gunungkidul is one of the mythical stories in the Gunungkidul area which is a literary work of magical realism. This study uses Wendy B. Faris' magical realism theory which consists of five elements, namely the irreducible element, the phenomenal world, merging realism, unsettling doubts and disruption of time, space and identity to determine the characteristics of magical realism in the story of the myth of Pulung Gantung in Gunungkidul. Those five elements were found after the interview with the relatives of the victim. The descriptive qualitative method was used to determine this study.

Keywords/Kata Kunci: *Magical Realism, Myth, Pulung Gantung*

INTRODUCTION

Myth in human life is inherent and inseparable. Even each region in every corner has a different myth according to the version of each region or area. According to Brzezinski (2015), "the term myth from the Greek word *mythos* which means "word" or "story" is usually associated with the unreal world". Besides, myth is also equated with the word mythology in English means a study of myths or myth content. Mythology or myth is a collection of traditional stories that are usually told from generation to generation. Indonesian family since long ago tells many myths related to their life and their ancestors. Myth in Indonesia mostly discusses heroism, bad curse, bad omen, or sacred things. For example, children are prohibited to play outside after sunset because a ghost is going to kidnap them. Another example is if there is a crow perches on someone's house, then a bad thing will happen to the house member.

The myth explains the essence of life and the world or expresses the existence of cultural moral values in human life. Myths pay attention to the forces that control human life and the relationship between these forces and human existence. Although myth often has religious value in its form and function, myth is considered to be an early form of history, science or philosophy (Audifax, 2005, p. 8).

On the island of Java, precisely in Gunungkidul, Yogyakarta, the people are very familiar with myth, folklore or legends. The people used to talk about the certain myth that related to their life. The story of Nyi Roro Kidul is one of the most famous among the people in Yogyakarta. The people still believe in Nyi Roro Kidul's power and magic. They believe that she is the guardian of the southern seas of Java Island, along with supernatural powers. Even though this story becomes implausible and hardly accepted by those who put logic in front. Bertens (1996) explains that the birth of philosophy makes myths shifted by human reason (ratio) and logic (myths), so myths are considered to be something irrational.

Along with the times, myths still go hand in hand with human life. One example is the myth of pulung gantung in Gunungkidul. Based on the story circulating in the Gunungkidul community, Pulung Gantung is in the form of a red

crimson light that flies and hits the roofs of residents' houses. It is believed that people whose houses the light fell on will soon end their lives by hanging themselves. Almost the same as Nyi Roro Kidul, Pulung Gantung is a mythical story that is assumed to be something imaginary and magical. It is unreal but exists. This magical phenomenon is still believed by the people and circulated among them. Therefore, analyzing the Pulung Gantung story with magical realism is considered appropriate in this study. The people believe that this phenomenon brings bad omen to them. The belief itself is living among the people as part of their custom and tradition. According to Rajabi et. Al (2020), "unrealistic events occur in the context of a story that seems real, but these events may only seem strange, unrealistic or abstain from the reader's point of view. For the author and the story characters, these events are not beyond the scope of probabilities". Pulung Gantung is one of the myths in Gunungkidul Regency which is still believed by some people with logical reasons to support this incident. According to Darmaningtyas (2002), she explained that Pulung Gantung is a kind of celestial body that looks like a ball with a long red tail – shaped like a *siwur* (traditional dipper made of coconut shells and has a handle made of bamboo or wood about 50 cm)– which travels in space from one point to another and then falls somewhere. The origin of its appearance in space, we never know exactly, suddenly people see the object walking and then falling. This object is believed to be a sign of hanging himself. Budiarto et.al (2020) emphasize it by saying that "Pulung Gantung is understood as a superstitious revelation that is believed to signal an individual to commit suicide". The place where the pulung was hung will become the location of the hanging, whether it's the next morning or the day after. Until now, this myth has become one of the reasons for the high number of cases of hanging in Gunungkidul Regency, in addition to the logical reasons that form the case-by-case basis in Gunungkidul Regency.

The theory used to analyze the object of research is Wendi B. Faris' magical realism theory. According to Faris (1995), magical realism is an understanding that brings back all images and understandings that are magical, mystical, or "irrational" originating from mythological works, fairy tales, and legends that live traditionally in modern literature. Wendy B. Faris (2004) explains that magical realism has five characteristics, namely irreducible elements (irreducible elements related to magical matters), phenomenal world (a phenomenal world that prevents magical things from entering the fantasy world), unsettling doubt (doubt unresolved problems that occur when co-opting text into irreducible elements), merging realms (real and magical mixed realms), and disruption of time, space, and identity. sacred to time, space, and routine identity).

METHODOLOGY

This research is a descriptive qualitative type of research, so the results obtained will be translated into a descriptive form. According to Craswell (2007), qualitative research in analyzing data is done descriptively by analyzing text and interpreting it. The text comes from the interview of the victim's relatives and some articles from the internet. In this study, the data source was obtained by doing the interview of the survivor/witness, named Mr. Mario. Mr. Mario' son committed suicide after the phenomenon appears. His story is supported by his neighbors who saw the red crimson light fell upon Mr. Mario house. The data collection technique in this study was note-taking, namely reading and listening to the speeches of the informants, then recording the data according to the research objectives. Furthermore, the collected data were analyzed according to the theoretical literature obtained, namely the characteristics of Faris' magical realism.

RESULTS AND DISCUSSION

The Irreducible Element

Based on the interview, there was nothing unusual about the victim's daily life. The victim lived her life like any other person. The victim was also open enough to communicate with her neighbors. Therefore, neighbors, especially the victim's family, were very surprised by what happened to the victim (deciding to commit suicide).

"There is no reason that encourages the victim to end his life. At 3 pm the victim was still chatting with neighbors, after arriving home around 5 pm the victim was found hanged. This is because a few days ago someone saw a fireball above the victim's house."

Logically, this incident does not make sense. the victim's family also said that there were no serious problems experienced by the victim. therefore, the victim's decision to end his life after the appearance of the flying fire phenomenon strengthens the suspicion of the Pulung Gantung.

The utterances made by the informants describe that there is something beyond human reason. This utterance explains the impossibility of a story where just a fireball passing over his house causes the people in the house to decide to hang themselves. This relates to unseen things that are difficult for our reason to accept. The second nonsense is stated by the victim's neighbor:

"The ball flies quickly and emits fire that looks very red"

This second utterance also describes something that doesn't make sense. How can a ball float in the air for a long time and emit fire from it. This is ambiguous because as we know the ball cannot stay in the air for a long time, it will only last for a while and will come back down to the ground.

Merging Realism

Merging realism is a merger between two worlds, namely the real world and the fictional world by blurring the boundaries between the two (Faris, 2004, p. 21). The amalgamation of worlds in the myth of Pulung Gantung is between places and objects where real objects meet magical objects. The merging of real and magical objects will make the magical world seem to exist in the real world. As in the words of the following sources stated by the relatives:

"After that incident. Some residents are often frightened by the presence of ghosts directly."

In the words of the source, there are residents who saw the ghost directly, ghosts should be different in nature from humans, but in this story the ghosts are narrated as if they were living in the real world. The appearance of the ghost will merge the 2 worlds, namely the real world and the magical world. Some people witness the fireball flying low through the casava field. If that phenomenon is only stated by one person, then it could be a lie. However, this magical phenomenon was witnessed by several people for a long time ago.

Unsettling Doubt

"A week after the first victim's incident, a similar thing happened to the second victim whose house was not far from the first victim's house. It is said that this incident will happen more than once from the place where the pulung gantung arrived."

The statement above indicates hesitation among the people. Since the first encounter with Pulung Gantung, the people have started to create wild opinions that there will be another one. In the excerpt of the sentence, the awkwardness can be seen when the source said that the incident would occur more than once because the fireball was still in the same area. When reading it, there will be questions that arise in the reader's mind related to Pulung Gantung.

Disruption of Time, Space and Identity

According to Faris, the concept of time, space and identity in society will be violated in magical realism. This is marked by the presence of magical things in the real world that will destroy the concept of space and time itself. Meanwhile, according to (Mulia, 2016, p. 39) the chaos of space in works of magical realism can also create new, homogeneous spaces. This space is a daily or routine space and is not related to sacred places. In the context of

sacred spaces, spirits will appear in sacred places, as stated by Geertz (1989). In the myth of pulung Gantung, the unseen does not appear in sacred places, but appears in the sky. This is contained in the speech of the source, namely:

"Pulung gantung itself is believed to be a ball of red fire that appears and flies in the sky"

The appearance of a supernatural object in the sky is a spatial disturbance because ghosts are not supposed to be in the sky. Ghosts are supposed to be in a sacred place based on local people's beliefs. The appearance of ghosts from the sky will disturb the spatial balance in magical realism works. The people then came up with new assumptions related to the existence of spirits.

CONCLUSION

Based on the results of the analysis there were found 4 elements of magical realism in the Pulung Gantung phenomena. It can be concluded that the myth of pulung Gantung introduces something magical and it was believed by the people. It is known that in this myth, Pulung Gantung has 4 characteristics of realism from Wendy B. Faris' magical theory. These 4 elements include irreducible elements, unsettling doubt, merging realism, and disruption of time, space, and identity. This article can be explored more the implication of Pulung Gantung for the believers. Therefore, this study can be collaborated by using magical realism and psychoanalysis theory.

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BANYUMASAN VERB NOMINALIZATION: A TYPOLOGY STUDY

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Abstract

In Cross-Language Typology Studies, there are types of language universality to the languages in it. The focus of this research is that the researcher wants to see what affixes can form verb nominalization in Banyumasan Javanese and also identify the semantic function that results from each of these affixes in Banyumasan Javanese. The results of this study indicate that Banyumasan Javanese (BJB) and Central Javanese (BJS) have nominals in the form of prefixes, suffixes, and confixes. BJB has a variety of types equivalent to BJS. However, in these two languages, both have the nominal confix *-an*.

Keywords: *Banyumasan, Nominalization, Typology*

INTRODUCTION

In the study of typology, we can find word forms that change word classes from verbs to nouns. The meaning of the verb here can be interpreted semantically and syntactically. If viewed semantically, verbs are types or categories of lexical words that contain concepts or meanings of actions or actions. Process, or state that is not a trait or quality. It can be seen in different words in the Banyumasan language, for example, food "eat." Alternatively, *mbadog* "eat in a hurry," which can be categorized as a verb.

Nominalization in typology is a linguistic phenomenon that changes into other forms into noun word classes (Crystal, 2008, p. 328; Comrie and Thompson, 2007, p. 334). In linguistics, the study of nominalization is the center of attention because one of the reasons is the double meaning in the interpretation process (Rahert and Alexiadou, 2010: 1). For example, the examination can be interpreted as an event or not an event. Ha Yap et al. (2011) originally described the nominalization types typologically. Inside, the typological perspective leaves enough space for the study of nominalization because the noun element is an essential element in a language, and each language in it has various nominalization realizations. Thus, the process of nominalization is one of the main focuses of the noun itself. Nouns are lexical categories with specificities related to referential (Baker, 2004, p. 96). This is because semantically, nouns refer to entities in the world. When compared with verbs and adjectives, statistically, nouns are used more often

If in the Banyumasan Javanese dialect, for example, the word food "eat" belongs to the class of verbs after getting the suffix *-an* to become food, "food" belongs to the class of noun words. Nominalization is a linguistic phenomenon that eventually changes a word form to another, from a verb word class to a noun word class (Crystal, 2008, p. 328; Comrie and Thompson, 2007, p. 334). In linguistics, studies that discuss nominalization are the center of attention, one of which is the ambiguity of its interpretation (Rahert and Alexiadou, 2010, p. 1).

The focus of this research is that the researcher wants to see what affixes can form verb nominalization in Banyumasan Javanese and also identify the semantic function that results from each of these affixes in Banyumasan Javanese.

Previous research discussing denomination was carried out by (Setyawati, 1998; Vinh, Thao, and Quynh, 2013); besides that, the theoretical problem of nominalization was also carried out by Grange, 2008; Archa, 2011; Grange, 2015.

Problematic forms of nominalization (Taher, 2015). As far as the researchers have found, studies have yet to be found that compare nominalization in Banyumasan Javanese and Central Javanese.

The research conducted by Ati Rahmawati was entitled "Javanese Denominal Verbs in the 2008 Djaka Lodang Magazine (Morphological Study)". This research discusses the morphological study of denominal verbs derived from nouns. The results of this study found six changes in the types of denominal verbs, namely changes in the types of transitive active verbs derived from concrete nouns, changes in the types of intransitive active verbs derived from concrete nouns, changes in intransitive active verbs derived from abstract nouns, changes in the types of imperative verbs derived from concrete nouns, changes in the types of conditional verbs derived from concrete nouns, changes in the types of passive verbs derived from nouns.

METHODOLOGY

The research method used regarding the nominalization of verbs in the Banyumasan language is a qualitative descriptive method using primary and secondary data sources. Primary data sources were obtained by conducting direct interviews with native speakers of Banyumas and Central Javanese languages, as well as added intuition from the author, who is a native speaker of Banyumas. Secondary data sources were obtained from previous research journals relevant to this research. After the data is obtained, the data will be analyzed using a typological approach where the Banyumasan language and Central Javanese language data will be compared with previous studies to describe the similarities and differences in the nominalization of the two languages and language in general.

Data Acquisition Methods

The data in this article are sentences in Banyumasan and central Javanese in terms of verb nominalization and affect their function in sentences. All sentences that have markers in verbs are collected and grouped according to their respective functions. The data sources that the authors use are primary and secondary data that the authors obtain from direct interviews with native speakers of Banyumas, from the internet, dictionaries, and general books.

Data Analysis Methods

The data obtained is then classified based on the shape and distribution of phatic markers in sentences, then differentiated by studying the typology of phonological and syntactic features, namely tonal variants of phatic markers in imperative, declarative, and interrogative sentences. After that, the data is tested to find out typological characteristics through the position of phatic markers contained in existing sentences and how they function in sentences. Phonological studies, especially the acoustic characteristics of each marker tested whether it affected the function of the sentence.

The presentation of the results was carried out both formally and informally so that an understanding can be obtained of the phatic markers in the three languages and the acoustic elements that cause phatic markers to have different functions in sentences.

RESULTS AND DISCUSSION

Typology of Banyumasan Language Nominalization

The typological form of nominalization in the Banyumas language can be interpreted as a form of using a verb or adjective as a noun, with or without morphological changes, so that the word can act as the head of a noun phrase. Nominalization exists in languages around the world. Some languages allow verbs to be used directly as nouns, while others require some form of morphological transformation. In this study, the researcher wanted to see how far the form of a verb changes to a noun if it gets an affix. Adding prefixes with the affix 'ny-'.

The data found from the research results related to changes in the type of transitive active verbs originating from verbs are as follows.

- (1) Cawuk to be Nyawuk
Rumana nyawuk gelas
Rumana : nom act- take the glass
Rumana takes glass
- (2) Sumed to be Nyumed
nyong nyumed kompor
ISG act- turn on stove
I turn the stove

The datum (1) contains the word 'nyawuk', the datum (2) contains the word 'nyumed'. The word comes from the essential words, 'cawuk' and 'sumed', which undergo a process of adding a prefix with the affix 'ny-'. In the word formation, there is a change in morpheme, called a morphophonemic process, because {N-} meets the phoneme /s, or c/, then it changes to {ny-}. The words 'cawuk' and 'sumed' start with the section the phoneme/s, c/, so the phonemes change to 'ny-', which forms the words 'nyawuk' and 'nyumed', which change their function from verbs to nouns.

When viewed from the semantic meaning, the function of using the words 'cawuk' and 'sumed' in polymorphemic verb units states 'something that is...' and 'result' tend to occupy arguments. The use of these words in polymorphemic verb units states that the meaning of 'doing an action' tends to occupy the predicate function.

- (1) Nyong nyumed stove
(2) Nyong nyumed

The word 'nyumed' is a verb, but in example 1, the meaning is more acceptable when compared to the example in number 2. The difference is in the nuances. If it is a verb, the sentence must first indicate the existence of an object in the sentence. In the second sentence, there is no object found from what the subject has done. It is because the subject is not a persona or personified form.

The data found from the research results are related to changes in the type of transitive active verbs that come from verbs that have changed their form to a noun form.

- (3) Jiot becomes Njiot
Rika takes a book
2SG act- take the book. You take the book
- (4) Slash to Slashed
Nyong slashed pring
2SG act-cut bamboo
I cut bamboo

In data (3), there is the word 'njiot' meaning 'to take,' and in quote number 4, there is the word 'nebas' meaning 'to cut.' The word comes from the essential words, namely 'jiot' and 'slash', which undergo a process of adding a prefix with the affix 'n-'. In the word formation, there is a change in morpheme, called a morphophonemic process, because {N-} meets the phonemes /t,d, th, dh/, then it changes to {n-}. The words 'jiot' and 'slash' start with the phoneme /t, j/, then the phoneme changes to n-and the word changes its function from a verb to a class of nouns.

In its semantic function, when viewed from the meaning of the semantics, the function of using the words 'jiot' and 'slash' in polymorphemic verb units states 'something that is ...' and 'result' tends to occupy arguments. Semantically, meaning, 'jiot' and 'slash' can be words that act at a particular time. The use of these words in polymorphemic verb units states that the meaning of 'doing an action' tends to occupy the predicate function.

- (3) Nyong slashes Pring
(4) Nyong freed

The word 'nebas' is a verb, but in example 3, the meaning is more acceptable when compared to the example in number 4. The difference is in the nuances. If it is a verb, the sentence must first indicate the existence of an object in the sentence. The sentence above can give the meaning of cutting bamboo. In the second sentence, there is no object found from what the subject has done. This is because the subject is not a persona or personified form. The data found from the research results are related to changes in the type of transitive active verbs that come from verbs that have changed their form to a noun form.

Adding Suffix with the affix 'na-'

The data found from the research results related to changes in the type of transitive active verbs originating from verbs are as follows.

- (5) Nukok become nukokna
nukokna meatballs
act-buy meatballs buy meatballs

The quote at number 5 contains the word 'nukokna' meaning 'buying'. The word comes from the primary word 'nukok', which undergoes the process of adding a suffix joined with the affix '-na'. In the word formation, there is a change in morpheme, which is called a morphophonemic process because {N-} meets the suffix '-na', the word changes its function from a verb to a noun word class.

If the data above is a form of nominalization in the Banyumasan dialect of Javanese, then the data below is data derived from Central Javanese, namely Javanese from the Jogja, Solo, and surrounding areas

- (5) Rika nukokna meatballs
(6) Rika nukokna

The word 'nukokna' is a verb, but in example 5, the meaning is more acceptable when compared to the example in number 6. The difference is in the nuances. If it is a verb, the sentence must first indicate the existence of an object in the sentence. In the second sentence, there is no object found of what the subject has done. This is because the subject is not a persona or personified form.

In the sentence "Rika nukokna meatballs", one can see the change in the form of the word from the book, which means 'to buy' into a noun form, namely 'nukokna', as well as the activities carried out by the subject in the sentence.

Adding Prefixes with the Affix 'ny-'

The data found from the research results related to changes in the type of transitive active verbs originating from verbs are as follows.

- (1) Cangking becomes trumpet
nyangking bag
act-tote bags
Tote bag
(2) Cakot becomes sticky
Your cat sucks me
Cat-post: 2SG act-bite Your cat bit me

The datum (1) contains the word 'nyangking', while the datum (2) contains the word 'nyakot'. The word comes from the essential words, namely 'cangking' and 'cakot', which undergo a prefix process with the affix 'ny-'. There is a change in the morpheme called the morphophonemic process in the word formation because the phoneme /s, or c/ meets {N}, so it changes to {ny-}. The words 'cawuk' and 'sumed' start with the phoneme /s, c/, so the phonemes change to 'ny-', which forms the words 'nyawuk' and 'nyumed', which change their function from verbs to nouns.

- (1) Your cat sucks at me
(2) Your cat is stuck

The word 'nyakot' is a verb, but in example 1, the meaning is more acceptable when compared to the example in (2). The difference is in the nuances. If it is a verb, the sentence must first indicate the existence of an object in the sentence. In the second sentence, there is no object found from what the subject has done. This is because the subject is not a persona or personified form. In the sentence, "Your cat *nyakot* me", one can see the change in the form of the word book, which means to buy, into a noun form, namely 'nukokna', as well as the activities carried out by the subject in the sentence.

Prefix with 'n-'

The data found from the results of research related to changes in the type of transitive active verbs originating from verbs are as follows.

- (3) Takon becomes a nakon
 nakon me
 act-ask me Ask me
- (4) Tabok becomes nabok
 Nabok kowe
 act-at 2SG you hit you
- (3) Miss Nakoni Inyong
- (4) Nakoni's mother

In datum (3), there is the word 'nakon' meaning 'ask'. While in datum (4), there is the word 'nabok' meaning 'to hit'. The word comes from the essential words, 'takon' and 'tabok', which undergo a process of adding a prefix with the suffix /n-/. In the word formation, there is a change in morpheme, which is called a morphophonemic process, because {N-} meets the phonemes /t,d, th, dh/, then it changes to {n-}. The words 'jiot' and 'slash' start with the phoneme /t, j/, then the phoneme changes to n-and the word changes its function from a verb to a class of nouns.

The word 'nakoni' is a verb, but in example (3), the meaning is more acceptable when compared to example (4). The difference is in the nuances. If it is a verb, the sentence must first indicate the existence of an object in the sentence. In the second sentence, there is no object found from what the subject has done. This is because the subject is not a persona or personified form.

In the sentence, "Mum. nakoni inyong", one can see the change in the form of the word book, which means to buy, into a noun form, namely 'nukokna', as well as the activities carried out by the subject in the sentence.

Adding a Suffix with the Affix na-

The data found from the research results related to changes in the type of transitive active verbs originating from verbs are as follows.

- (5) Pangan turns to Panganan
 Inyong gawa panganan
 1SG act-bring eat-nom

The datum (5) contains the word 'food'. The word comes from the primary word food which undergoes a process of adding a suffix joined with the affix '-na'. In the word formation, there is a change in morpheme, which is called a morphophonemic process, because {N-} meets the suffix '-na', and the word changes its function from a verb to a noun word class.

If the above data is a form of nominalization in the Banyumasan Javanese dialect and Central Javanese dialect, the researcher wants to see how far the function of the semantic aspect is in each sentence from the language data above.

- (1) Inyong gawa Panganan
- (2) Inyong gawa

The word 'food' is a verb, but in example (3), the meaning is more acceptable when compared to the example in number 4. The difference is in the nuances. If it is a verb, the sentence must first indicate the existence of an object in the priest. In the second sentence, there is no object found from what the subject has done. This is because the subject is not a persona or personified form.

In the sentence, "Mum. Nakoni lnyong", one can see the change in the form of the word book, which means to buy, into a noun form, namely 'nukokna', as well as the activities carried out by the subject in the sentence.

Banyumasan Nominalization Typology

In the Banyumasan language there are words such as the sentence mengko angger nyong wis finished gole kerjai nyong arep jaluk tulung gawakna barabg – barange nyong nang umahe meaning 'later when I finish work, I want to ask you to help me carry my things. From this sentence, there is a distinctive form of the Banyumas dialect in the morphological aspect, which can be seen in the wordUMNA, which says "Bummon" and gets affixation in the form of the suffix {-na}. The Banyumas dialect marker is the addition of the {-na} confix. The difference in morphological types between Banyumas dialect Javanese and Central Javanese, for example, in the suffixation process, namely the addition of the ending {-ke/ -ake}, for example, is digawake in standard Javanese if in Banyumas dialect Javanese the form {-na} is found in the word digawakna.

Derivative Affixes

English, Indonesian, and Javanese have a derivative affix as a nominal which is quite productive. In Banyumasan, here is an example.

Table 1. Derivative Affix as a Nominal

Basic Form	Category	Meaning	Banyumasan Language	Category	Meaning
Badhog	Verb	Makan	Badhogan	Nominal	Food
Cekel	Verb	Pegang	Pegangan	Nominal	Hold
Cokot	Verb	Gigit	Cokotan	Nomial	Bite

In the Banyumasan language, the productive suffix that turns other elements into nouns is '-an'. Words such as toys, pickles, shipments, and turns are examples of derivations using suffixes. The suffix '-an' is a nominal suffix because it almost certainly refers to the category to which it is attached. Another suffix that is also used to nominalize is '-nya'. In this case, it is mainly used in everyday conversation. Its status can take various forms, namely as a suffix, topic particle, and even a pronoun. An example is in the following sentence

- (a) Cakotane filled my hand
- (b) Nyong mbadog Pangane Batire
- (c) Snag my bag left in my hands

Apart from looking at it from the Banyumasan language perspective, the researcher wants to see the form of the central Javanese prefix, which becomes nominal, including the form of the suffix-an; however, because the codification of the Javanese language has not been completed, variations may appear in some dialects. Nominalized affixation in Javanese includes adding confixes and adding suffixes.

Table 2. Nominalized Affixation in Javanese

Basic Form	Category	Meaning	Banyumasan Language	Category	Meaning
Tulis	Verb	Tulis	Tulisan	Nominal	Write
Waca	Verb	Baca	Wacanan	Nominal	Read
Pangan	Verb	Makan	Panganan	Nominal	Eat

CONCLUSION

Based on the results of the analysis in this study, several conclusions were found, namely. Word changes in the process of nominalizing verbs, namely getting '-na', '-n' and '-ny' in transitive verbs derived from action verbs. In the process of changing words in the nominalization process, word formation occurs. Word formation in this study was found to form words through the process of affixes '-na', '-n' and '-ny'. and seen from the various functions and semantic meanings contained therein. Besides, there are similarities and differences in verb nominalization in Banyumasan and Central Javanese. In addition, morphology in Banyumasan Javanese (BJB) and Central Javanese (BJS) has nominals in the form of prefixes, suffixes, and confixes. BJB has a variety of types equivalent to BJS. However, both of these two languages have the nominal confix '-an'. For example, the word 'pangan' becomes 'panganan'.

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A MORPHOLOGICAL READING OF J.K. ROWLING'S NOVELS USING PROPP'S NARRATIVE THEORY

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Abstract

Narratology study has long been a subject of debate from scholars from myth to postmodern times. However, although postmodern thinkers put aside a set rule of narrative, yet in fact in there are found numerous generous amount of narrative by incorporating the world and the self. This research attempts at applying morphological structure of Propp's narrative functions in J.K. Rowling's novels. The word morphology here refers to how the structure of narrative functions is presented in the novels along with their symbols and nomenclature. Using qualitative content analysis approach, this research was conducted by doing documentation, examination, and classification to obtain the relevant data. The result shows that there are identified 19 functions in *Harry Potter and the Philosopher's Stone* which are written using Propp's nomenclature symbols as $\beta\gamma^2\delta\epsilon\eta^1\theta^1A^14CDEG^6J^1K^5ExI^1\uparrow$, and then 21 functions in *Harry Potter and the Chamber of Secrets* written as $\beta^2\gamma\delta\epsilon^2\zeta\eta^3\theta A^1aBCDEF^5G^3H^2I^2Rs^1MNQ^1$, and 13 functions in *Fantastic Beasts and Where to Find Them* which are written as $\alpha\delta[\eta^1\eta^2\eta^3]A^{13}a^3C[E^7E^8][F^1F^2F^4F^5F^7]GH^1I^2[K^2K^5K^6K^7K^{10}]Rs^5Q^3$. In addition, J.K. Rowling's novels which widely accepted as postmodern literary works are still relevant to Propp's morphologic model of narrative functions approach. In short, Propp's theory is applicable for the study of narrative not only for folktale but also other literary genres.

Keywords: *J.K. Rowling, narrative functions, Vladimir Propp*

INTRODUCTION

The study of narratology has always been central to literary analysis from the oldest myth to the postmodern era. Although postmodern philosophers discard narrative by arguing that there is no grand set of narratives, yet in reality they include a generous amount of narrative by incorporating the world and the self (Herman & Vervaeck, 2005). Numerous stories have beginnings and openings, such as how to do the story starts, when did the accident occur, when and where, which is, as yet, etc. contained in modern literary narratives (Richardson, 2008; Bal, 2009). The beginning continues the problem, climax, and resolution. Needless to say, although many critics and theoretical negation exist, surprisingly this marks the domain of beginning in the possession of reading. This shows that the study of narrative encompasses not only in the past, but also in postmodern analysis which unveils crucial cultural-specific foundation about humankind and reality manifested in stories or novels.

Narratology is a globally accepted terminology for narrative theory. It came from the French term 'narratologie', in Deutch 'erzähltheorie' (Fludernik, 2009). The objective of narratology is to portray continuous, variables, and composite narrative types to define how narrative text's characteristics correlate with the typologies of theoretical framework (Ibid., 8-9). In other words, the narrative theory attempts at tracing how sentences transform into a narrative. It has imminent affinities with linguistics, comparative studies, and literature (Herman et al., 2005). Furthermore, many theorists have been applying Propp's morphological reading into analysis such as Claude Lévi-Strauss with his folkloristic analysis (1963), Wollen with his film studies (1969), Roland Barthes with his narratological analysis (1977), Greimas with his semiological readings (1987), Dundes (1964), Todorov (1977), Günay (1994), etc.

Vladimir Propp is one of the most important figures in narrative analysis. He is a Russian formalist whose book *Morphology of the Folktale* contains his theory about narrative functions. He divided the fairy tales into thirty-one functions that encompass the structure of substantial fairy tales. He claimed that his model of narrative theory is applicable to all types of narratives, not only folklore (Dogra, 2017). Additionally, Propp's theory is beneficial for conceiving the meaning of folklore but also for the study of narratology in general.

The term Morphology implies the framework or structure of the story which Propp claimed in his theory as The thirty-one narrative functions. Those thirty-one narrative functions are absence, interdiction, violation, reconnaissance, delivery, trickery, complicity, preliminary misfortune, villainy, lack, mediation, beginning counteraction, departure, the first function of a donor, the hero's reaction, provision or receipt of a magical agent, guidance, struggle, branding, victory, liquidation of lack, return, pursuit, rescue, unrecognized arrival, unfounded claims, difficult task, solution, recognition, exposure, transfiguration, punishment, and wedding.

The symbols used by Propp, many of them, are contractions from their definitions. However, several symbols are not contracted such as *n* for *Solution*, *o* for *Unrecognized Arrival*, *H* for *Struggle*, etc. (Finlayson & Yarlott, 2016).

Several previous studies have shown that the study of Propp's model of narrative functions has been conducted before. First, the research from Koelemeijer et al (2018) analyzed Propp's theory in classroom practice. Second, the research from Madhavarajan & Selvamalar (2021) analyzes the narrative structure of *The Snow-White And Seven Dwarfs And Cinderella*. This research analyzes Propp's narrative functions in J.K. Rowling's novels such as *Harry Potter and the Philosopher's Stone*, *Harry Potter and the Chamber of Secrets*, and *Fantastic Beasts and Where to Find Them*. Thus the gap in the object of research is met to perform notable further analysis. Furthermore, this research is significantly important to show that the literary works written in the postmodern era are still relevant to Propp's model of narrative functions.

METHODOLOGY

This research is qualitative using a content analysis approach. Content analysis is a scientific study of content with refers to meanings, contexts, and intentions found in a message (Rudy & Adhitya, 2022, p. 336). It is a technique to create inferences systematically and objectively identifying specified characteristics of messages (Holsti, 1968). Broadly speaking, it is a method where the message in content becomes the foundation for concluding (Nachmias and Nachmias, 1976). This research employs certain characteristics of Propp's narrative model and applied them in the novels, which aim at finding the morphological reading of the narrative functions in the novels.

The data was collected using these six steps. The first is formulating the research question and its objective. The second is selecting the content in the novels. The third is developing the category based on the content. The fourth is finalizing units of analysis. The fifth is organizing the coding of the narrative symbols. The last, analyzing the gathered data. To recap, the data were gathered and identified according to the forms of narrative functions. Then the researcher selected the contents in the novels based on Propp's model. The selections were distributed into the functions using the nomenclature symbols. Forthwith, all the categorized contents were analyzed based on the narrative functions and symbols.

RESULTS AND DISCUSSION

Table 1. The results of J.K. Rowling's morphological reading of narrative functions using Propp's theory

J.K. Rowling's Novel	Nomenclature/Mathematical Formula	Total in Functions
<i>Harry Potter and the Philosopher's Stone</i>	$\beta\gamma^2\delta\epsilon^2\eta^1\theta^1A^{14}CDEG^6J^1K^5ExI^1\uparrow$	19 Functions
<i>Harry Potter and the Chamber of Secrets</i>	$\beta\gamma\delta\epsilon\zeta\eta\theta AaBCDEFGHJR sMNQ$	21 Functions
<i>Fantastic Beasts and Where to Find Them</i>	$\alpha\delta[\eta^1\eta^2\eta^3]A^{13}a^3C[E^7E^8][F^1F^2F^4F^5F^7]GH^1I^2[K^2K^5K^6K^7K^{10}]Rs^5Q^3$	13 Functions

In *Harry Potter and the Philosopher's Stone*, there are found 19 functions written using Propp's morphologic symbols as $\beta\gamma^2\delta\epsilon^2\eta^1\theta^1A^{14}CDEG^6J^1K^5ExI^1\uparrow$. These functions are Absentation, Interdiction, Violation, Reconnaissance, Trickery, Complicity, Villainy, Beginning Counteraction, Departure, 1st Donor Function, The Hero's Reaction, Provision, Guidance, Branding, Liquidation, Struggle, Exposure, Victory, and Return.

The 1st function found is Absentation (β). It is when the members of a family are absent himself from home. The novel tells that the main character's parents are dead. Harry Potter's parents died when he was a baby, and he knows about his parents from the other characters around him. Propp (1968) divided several variations for the absentation function. Absentation is divided into three variations, those who leave home are the older generation, parents, and the younger generation of a family. Propp then stated that an intensified form of absentation is represented by the death of parents (p. 26). Thus, it belongs to the absentation function in the second variation (β^2). The 2nd is The Interdiction (γ). An interdiction is addressed to the hero. The prohibitions contained in the novel come from several characters, and are addressed to other characters, not only the main character. The interdiction function obtained by the character in the novel, has a close relation with the next function when the interdiction is violated. The novel showed a lot of interdiction especially when they are at Hogwarts school of witchcraft and wizardry, aimed at all students, Harry Potter in particular. The 3rd is Violation (δ). A violation is when the interdiction is violated, it is shown by Harry which correlated to the previous prohibition by insisting on using magic power in the corridors at night to find out the secret.

The 4th is Reconnaissance (ϵ), which aims to find the location or find information about the whereabouts of the object of the search. Harry and his two fellows, Ron and Hermione, suspected Professor Snape and decided to investigate him. In this case, Harry's reconnaissance falls into category variation number two (ϵ^2) which shows the victim questions the villain (p. 28). The 5th is The Trickery (η). In this function, the villain attempts to deceive his victim in various ways to achieve their goals or to take possession of him or his belongings. The villain, Voldemort, tried to persuade people in the wizarding world to become his followers as a dark wizard. This trickery falls into the category (η^1) because the villain uses persuasion (pp. 29-30).

The 6th is Complicity (θ), throughout the story, Harry and his friends were suspicious of Professor Snape's behavior for harming, stealing the Philosopher's Stone, and giving it to Voldemort. Harry Potter and his friends have been deceived and unknowingly helped the villain. This falls into the category (θ^1) because the hero was successfully deceived by the villain. The 7th is the Villainy (A), Voldemort as the villain has killed many people in the wizarding world, including the main character's parents. Since the villain kills one of the hero's family members, therefore it falls into category (A^{14}) as Propp mentioned that the villain commits murder. The 8th is The Beginning Counteraction (C), in this function, the hero agrees to take counteraction by trying to go in search of the object he is looking for after learning about the villain. Here, Harry decided to find the Philosopher's Stone before Voldemort. The 9th is the Departure (\uparrow), this function is described as the hero leaving home to go to a new place to start a journey, adventure, or quest. Propp stated that the departure of the former group have search as their goal, while those of the latter marks the beginning of a journey without searches, on which various adventure await the hero (p. 39). Harry had lived in his uncle and aunt's house since he was a baby. Then, Harry left the house to go to Hogwarts School of Witchcraft and Wizardry to finally experience new adventures and search for the Philosopher's Stone.

The 10th is The 1st Donor function (D). Propp stated that the function of the donor is characterized by the hero being tested, interrogated, and attacked which prepares the way for receiving either a magical agent or helper. Here, Professor Dumbledore became a donor who guided Harry with wise advice. The 11th is The Hero's Reaction (ϵ), this function means when the hero reacts to the actions of the future donor as shown in Harry answering the questions from Professor Dumbledore and responding about how the Mirror of Erised works. The 12th is The Provision or Receipt of a Magical Agent (F), this is the function when the hero acquires the use of a magical agent. Propp explained that the provision has several variations, number four is the agent is sold and purchased (p. 44). It is shown in Harry's receiving his magic wand at the wand maker shop, in Ollivander. The 13th is The Guidance (G), this is where the hero is transferred, delivered, or led to the where abouts of an object of the search. Harry was condemned for looking for a wounded unicorn in the Forbidden Forest as he followed a trail of blood. This falls into category (G^6) for following a trail of blood. The 14th is The Branding (J), which is something that makes the hero look different and easily recognize. Propp

stated that a brand applied to the body becomes the variations of branding function, the hero receives a wound during the skirmish (p. 52). Harry has had a lightning-shaped scar on his forehead since he was a baby. This physical special feature from him makes this fall into category (γ^1).

The 15th is The Liquidation (κ). In this function, the object of the search is gained by the hero. Propp classified this function into eleven variations, and the variation that appears in the novel is variation number five when the hero gets the object from magical things. Propp explained that the object of the search is obtained instantly through the use of a magical agent (p. 54). Harry found the Philosopher's Stone by using the Mirror of Erised instantly, so that case is included in the function in variation number five (κ^5). The 16th is The Struggle (μ). The function of struggle is described as the hero and villain joining in direct combat. Harry Potter and Professor Quirrell engage in an unequal battle. Professor Quirrell is assisted by Voldemort, while Harry loses his wand. Harry also felt pain and scar on his head, but he still attacked Professor Quirrell by touching him until he burned. Propp classified the struggle function in four variations, and this case is not included in the variations.

The 17th is The Exposure (ϵ_x). The function of exposure is conceived as the false hero or villain being exposed. However, this novel shows the exposure in a different case, the villain exposed himself. Propp described that exposure sometimes is the result of an uncompleted task, or sometimes most often the exposure is presented in the form of a story (p. 62). The 18th is The Victory (ι). Harry defeated Professor Quirrell by gripping his teacher's face until it burned. Since Harry successfully defeated his enemy in combat, this falls into category (ι^1). The last function is The Return (λ), finally, Harry returned to his uncle and aunt's house in Privet Drive and lived his life as before in the world of Muggles without magic. Propp explained that a return of the hero is generally achieved in the same way as a form of arrival. However, there is no need to attach a special function to follow the return, because the return already means that it is back where it belongs (pp. 55-56).

In *Harry Potter and the Chamber of Secrets*, there are found 21 functions written symbolically as $\beta^2\gamma\delta\epsilon^2\zeta\eta^3\theta\alpha^1\alpha\text{BCDEF}^5\text{G}^3\text{H}^2\text{I}^2\text{R}\text{s}^1\text{MNQ}^1$. Those functions are Absentation, Interdiction, Violation, Reconnaissance, Delivery, Trickery, Complicity, Villainy, Lack, Mediation, Counteraction, 1st Donor Function, The Hero's Reaction, Receipt of a Magical Agent, Guidance, Struggle, Victory, Rescue, Difficult task, and Solution.

The 1st function is Absentation which falls into category variation number two (β^2), at the beginning of the story, Harry's parents were killed by Lord Voldemort, yet Harry surprisingly managed to escape. According to Propp, the death of Harry's parents is in accordance with the first function and falls into the category of second variation (β^2) because there is an intensified form of absentation that is presented by the death of parents. The 2nd is The Interdiction (γ), which is a prohibition addressed to the hero which is shown by Harry receiving a ban from Dobby to return to Hogwarts because something will happen that endangers his life. The 3rd is The Violation (δ), Harry and Ron missed the Hogwarts Express because they can't enter platform nine and three-quarters, then they decided to return to Hogwarts using Mr. Weasley's flying car. The 4th is The Reconnaissance (ϵ) Propp argues that function is understood as an act of a character, defined from the point of view of its significance for the course of the action (p. 21). Here, Harry found "T.M Riddle" in a diary written on it and turned out it was from the chamber of secrets that first opened fifty years ago. He decided to find information about Riddle (ϵ^2). The hero seeks out information about his enemy, which corresponds to the fourth function, reconnaissance.

The 5th is The Delivery (ζ). It is where the villain receives information about his victim. Harry and Ron managed to get into the Slytherin common room and found out that Malfoy was not the heir of Slytherin. The 6th is Trickery (η), when Riddle brings Harry into his memory, he points out that he is talking to Hagrid and says that the Hagrid's animals killed someone and because of this Hagrid was expelled from Hogwarts. Since Harry fell into the villain's deception, this belongs to the category (η^3). The 7th is The Complicity (θ), this function means the victim submits to deception and thereby unwittingly helps his enemy. It is shown after Riddle took Harry to see his memories when he was sixteen years old, Harry was fooled by Riddle's trick and believed that Hagrid was the one who opened the chamber secret. The 8th is The Villainy (α), this function means that the villain causes harm or injury to a member of a family. In this case, Prof. McGonagall said that a student has been taken by the monster into the chamber of secrets and that student is Ginny Weasley. The villain kidnapping his victim meets the category (α^1).

The 9th is The Lack (a), which means that a member of a family lacks something or desires to have something. It is shown as Harry returns to his dormitory, he found out that he had lost the Riddle's diary. The 10th is The Mediation (b), it is where misfortune or lack is made known; the hero is approached with a request or command; he is allowed to go or he is dispatched shown in Harry and his friends making Polyjuice potion to acquire information about Slytherin heir. The 11th is The Counteraction (c), which is where the hero agrees to or decides upon counteraction. Harry was separated by the tunnel wreckage from Ron, he decided to go by himself to find Ginny. The 12th is The 1st Donor Function (d), this is where the hero is tested, interrogated and attacked, which prepares the way for his receiving either a magical agent or a helper. Harry was lost in Knockturn Alley and got threatened by some wizard. Hagrid suddenly appeared and help him. The 13th is The Hero's Reaction (e), this function means that the hero reacts to the actions of the future Donor. Harry was angry and annoyed with Dobby because he blocked the way to Hogwarts. The 14th is The Receipt of a Magical Agent (f^s), Harry found a sword that belonged to Godric Gryffindor on the inside of the Sorting Hat. This falls into variation number five because Harry received the magic tool, not by chance but was brought by Fawkes.

The 15th is The Guidance (g^s), this is where the hero is led to the whereabouts of an object of the search. Harry was directed by a piece of paper that was found in Hermione's hand talking about Basilisk and it contained a word that was pipe. The 16th is The Struggle (h), the hero and the villain join in direct combat. Tom Riddle ordered Basilisk to kill Harry instead of Fawkes, and that giant serpent instantly attacked Harry until they were involved in a battle which makes falls into variation number two (h²) as Propp mentioned that the hero engaged in competition (p. 52).

The 17th is The Victory (i²), this is where the villain is defeated. Basilisk fangs were stuck into the heart of the diary, Riddle screamed in pain and suddenly he disappeared, just gone. This falls into variation two where the villain is defeated in combat (p. 53). The 18th is The Rescue (rs), this function means rescue of the hero from pursuit shown in the situation when Harry was rescued by Fawkes by grabbing his tail to get out of the chamber of secret. This falls into variation number one (rs¹) because the hero is carried away through the air or flies away (p. 57). The 19th is The Difficult task (m), this function means the hero receives a difficult task shown in Harry when he had the difficult task to figure out who attacked Hogwarts students, who opened the chamber of secrets, and who was the heir of Slytherin. Tasks are also assigned outside the connections just described, but these connections will be dealt with somewhat later (p. 60). The 20th is The Solution (n), Harry managed to complete his difficult task, saved Ginny from Voldemort, found out who Tom Riddle was, and managed to defeat Voldemort. The last function is Recognise (q), Gilderoy Lockhart recognized Harry from the scar on his forehead. This recognition of wounds in the body falls into the category (q¹) as Propp mentioned that the hero is recognized by a mark, a brand; a wound, or a star marking (p. 62).

In *Fantastic Beasts and Where to Find Them*, there are found 13 functions written symbolically as $\alpha\delta[\eta^1\eta^2\eta^3]A^{13}a^3C[E^7E^8][F^1F^2F^4F^5F^7]GH^1I^2[K^2K^5K^6K^7K^{10}]RS^5Q^3$. Those functions are Initial Situation, Violation, Trickery, Villainy, Lack, Beginning Counteraction, Hero's Reaction, Receipt of a Magical Agent, Guidance, Struggle, Victory, Liquidation, Resque, and Recognition.

The story begins with is Initial Situation (a) when New York City is introduced in this section by showing the Statue of Liberty, showing the main setting of the story is New York, America. The initial situation is not part of thirty-one narrative functions. It is more giving some information about the state condition at the beginning of a story. The initial situation will trigger other functions, and it is the base of the story. As mentioned by Propp although this situation is not a function, it nevertheless is an important morphological element. The species of tale beginnings can be examined only at the end of the present work (p. 26).

The 1st function The Violation (δ). In the story, Grindelwald appears, ignoring the deaths he has committed. As mentioned by Propp, at this point a new personage, who can be termed the villain, enters the tale. His role is to disturb the peace of a happy family, to cause some form of misfortune, damage, or harm (p. 27). The 2nd is The Trickery (η), there are four variations of Trickery. First, Graves is a villain and he secretly seeks obscurial for his benefit (η¹). Graves attacks Newt by using his magic to fight for Credence (η²). Graves was trying to find the obscurial, he asked his informant, Credence, but Credence did not tell him, then made Graves force and slap Credence for information about the Obscurial (η³). This function is characterized by actions taken by the villain to obtain information, by seducing (Propp, p. 30). The 3rd is The Villainy (A¹³), in this function, the villain gives the hero the death penalty. In this section

Graves feels cornered, therefore he immediately decides on the death penalty for Newt and Tina on the pretext of expulsion. As mentioned by Propp this form is in essence a modified (intensified) expulsion (p. 33).

The 4th is The Lack (a^3), the function is indicated by the emergence of difficulties. Thunderbird was sent by Newt to overcome these difficulties. The Thunderbird comes out of Newt's magic suitcase. Showing the magic of its great and formidable. Based on Propp (1968) wondrous objects are lacking (without magical power), such as the firebird, ducks with golden feathers, a wonder-of-wonders, etc (p. 35). The 5th is The Beginning Counteraction (C), this function is indicated by showing the hero as a Seeker. In this case, Newt's magical creature has escaped. Newt was wide-eyed by its behavior, without saying a word Newt immediately rushed to chase it before anyone saw it. Newt chases after Niffler without a word indicating he is a seeker. As mentioned by Propp sometimes this moment is not expressed in words, but a volitional decision, of course, precedes the search. This moment is characteristic only of those tales in which the hero is a seeker (p. 38). The 6th is The Hero's Reaction (ϵ^7), this function is indicated by the action of the hero in dealing with existing problems. The wizarding world has been exposed to non-magical people. Here Newt becomes a helper to the wizard by doing a *mass obliviate*. He orders the Thunderbird to spread a forgetfulness potion in the form of raindrops to non-magical people. Newt was about to be executed by Graves but he managed to escape by attacking the executioner with his magical agents (ϵ^8). As mentioned by Propp the hero performs some other service. Sometimes these services correspond to requests; other times, they are done purely through the kindheartedness of the hero (p. 43).

The 7th is The Receipt of a Magical Agent (F), this function is indicated by the appearance of magical helpers/magical tools, these magical tools are animals, objects that can issue magical helpers, objects that have magical properties (swords, balls, clubs), supernatural powers given directly (the ability to turn into an animal). Newt has a magical creature named Dougal (F^1). Picket is Newt's magical agent/helper, it appears to help Newt escape from execution (F^2). Newt sold Picket to get some information (F^4). Newt accidentally crossed paths with Jacob and Tina who were helper agents (F^5). Newt was slandered for violating the magic rules which was quite fatal. His case was confiscated using magic (F^7). The 8th is The Guidance (G), this function is indicated by the appearance of the object being searched for, namely elsewhere. In the story, migration is done to avoid problems and to find the object being searched for. In this section Newt Disapparate (move to another place) to avoid problems and find the missing object, namely Niffler. As mentioned by Propp generally, the object of the search is located in "another" or "different" kingdom (p. 50).

The 9th is The Struggle (H^1), this function is indicated by the fight between the villain and the hero, where the hero attacks the villain to obtain the truth and there is a great duel between the two. In the story, Tina helps Newt by distracting Graves from pursuing Credence. He had an open duel with him. Here is shown the villain is fighting in the open field. Indicates that is part of the narrative function, Struggle. As mentioned by Propp that they fight in an open field (p. 52). The 10th is The Victory (I^2), this function is indicated by the defeat of the villain who was defeated by the hero. In the story, Graves was defeated. All the Aurors attack him, along with Newt and Tina. In the end, Graves' true face was revealed. He is Grindelwald the worst wizarding villain of all time. He is defeated in a contest (p. 53). The 11th is The Liquidation (κ), this function is indicated by finding the object is looking for in the story. Newt's case was carried out by Tina and shown to the Ministers of Magic (κ^2). Newt uses magic to find the bad Niffler (κ^5), Newt deliberately gives his Occamy eggshell to Jacob (κ^6), Niffler was found from the lost (κ^7), Tina comes and releases Jacob by threatening the officer (κ^{10}). Niffler is Newt's searched object, and in this section, Niffler is found. The lost object has been found in one of the narrative functions. As mentioned by Propp, the object of the search is caught. This form is typical for agrarian pillage (p. 54). The 12th is The Resque (R_S), this function is characterized by the escape that the hero performs to avoid the danger of the threatening villain. Newt is now a fugitive who is about to be killed, Queenie is a helper agent for Newt, she hides Newt in a case for rescue from murder. Newt resqued Queenie for the murder falls into variation two (R_S^5) as mentioned by Propp the hero is hidden by blacksmiths (p. 57). The last function is the Recognition (Q), this function is marked by the implementation of difficult tasks by the heroes so that they get the praise and trust of those around them. In the story, Newt is finally called a hero after solving all the problems he did. Tina starts to trust Newt, she will wait for Newt to visit again with a copy of her book *Fantastic Beasts and Where To*

Find Them. This falls into variation three (Q³). Based on Propp's theory, the hero is also recognized by his accomplishment of a difficult task (this is almost always preceded by an unrecognized arrival) (p. 62).

CONCLUSION

This research aims at describing the morphologic reading of J.K. Rowling's novels to find the narrative functions. The result shows that there are identified 19 functions in *Harry Potter and the Philosopher's Stone* written using Propp's symbols as $\beta\gamma^2\delta \ \varepsilon^2\eta^1\theta^1A^{14}CDEG^6J^1K^5ExI^1\uparrow$, and then 21 functions in *Harry Potter and the Chamber of Secrets* written as $\beta^2\gamma\delta\varepsilon^2\zeta\eta^3\theta A^1aBCDEF^5G^3H^2I^2Rs^1MNQ^1$, and 13 functions in *Fantastic Beasts and Where to Find Them* written as $\alpha\delta[\eta^1\eta^2\eta^3]A^{13}a^3C[E^7E^8][F^1F^2F^4F^5F^7]GH^1I^2[K^2K^5K^6K^7K^{10}]Rs^5Q^3$. Furthermore, the results show that the narrative stories written in both postmodern times are still relevant to Propp's morphologic model of narrative functions. Besides that, the theory is also relevant to not only analyzing folktales, but also other literary genres.

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