

Language Function and Characteristics on Youth Motivation Discourse

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ABSTRACT

The use of language reflects a person's personality. If the language is good, the language is good, the personality is also good. The discourse of youth motivation is a medium for teenagers to express their ideas and reflect their personality. The objectives of this study are twofold: (1) identifying the function of youth motivation discourse; and (2) identify the characteristics of youth motivation discourse language. This research is a type of qualitative research. The functions and characteristics of the discourse language of youth motivation are the primary data in this study. The object of this research is words, phrases, or sentences that show the functions and characteristics of youth motivation discourse. The source of data in this study is the result of writing in the form of discourse. motivation written by students of SMP Muhammadiyah 6 Surakarta. Data collection techniques were carried out by documentation and interviews with a number of informants. Source triangulation and researcher triangulation were selected to test the validity of the data. The analysis used the equivalent method, namely referential equivalent or content analysis as well as a small group discussion. The results of the study, namely first, found 4 language functions in the discourse of youth motivation, among others: (1) instrumental function, among others the function of commands to have a maximum achievement target; call function to be optimistic and confident; demand function to care about others; (2) personal functions that reflect enthusiasm, happiness, friendly attitude, and a sense of calm; (3) the function of representation, namely the representation of the good and the bad in every human behavior; and (4) regulatory functions that regulate worship, the importance of education, and obedience to parents. Second, there are ten characteristics found in the discourse of youth motivation: (1) the elimination of sounds in written language; (2) there is similarity in grammatical functions; (3) there is a form of repetition; (4) the existence of an acronym form; (5) the use of prepositions; (6) the use of particles --lah to reinforce the form of the command; (7) a form of presupposition that gives rise to connotative meanings; (8) symbols and punctuation marks that indicate emphasis; (9) the use of klitik –mu; and (10) there is an unsynchronized use of pronouns.

Keywords: *Function, characteristics, discourse, motivation, adolescence*

1. INTRODUCTION

Language has an important role in a person's life. Language is a means of communicating, expressing ideas, as well as a reflection of one's personality. If the language is good, the language is good, the personality is also good. The use of one's language also shows one's character. In line with that, problems regarding character are still always become a conversation, both in the school environment and the community. Many schools display the slogan "character" to convince parents that these educational institutions prioritize character education in the learning process. This is none other than the reason for

the importance of maintaining and shaping the character of today's youth so that they become virtuous and accomplished teenagers.

Keraf [1] states that language is a means of communication between members of the community in the form of sound symbols produced by human speech tools.1 Meanwhile, Dardjowidjojo in Chaer [2] states that language is a system of verbal symbols that are arbitrary or which members prefer to use. a community to communicate and interact among community members based on the prevailing culture in the community. From the two opinions of these linguists, it can be understood

the importance of the role of language in communicating as well as adjusting the culture of the local community.

Efforts to make the nation's generation who are virtuous and accomplished are certainly accompanied by various challenges. Especially in today's life, a person's life is never separated from technology. Technology is like a knife blade that can be both beneficial and dangerous to its users. As long as technology is used wisely, its existence can play a positive role in helping to build one's character. Conversely, if it is not used wisely, its existence will easily diminish moral values in a person.

Nowadays, it is easy to find hate speech or vulgar words on social media. This is not a little expressed by teenagers. Departing from this, the researcher is interested in conducting research on adolescent language from a positive point of view which is narrowed down to the discourse of youth motivation.

The use of adolescent language is the main focus of this study because adolescence is a period of transition from childhood to adulthood. Harimansyah (2015) states that adolescents are speakers who are competent in speaking and are not closed in their choice of language. In addition, adolescents tend to absorb and develop the vocabulary they get and usually adolescents choose vocabulary that is different from the vocabulary of adults.

What this teenager did led to the emergence of language variations. The language variations that emerge are called juvenile languages. The variety of language used by adolescents is an attempt to show themselves from a different point of view compared to other friends. Some of them use language as a form of creativity that needs to be developed to achieve satisfaction in existence.

Researchers will conduct studies on the functions and characteristics of adolescent motivational discourse. The theory used to study functions is the theory of discourse functions according to Halliday, including instrumental functions, regulatory functions, representational functions, interaction functions, individual functions, heuristic functions, and imaginative functions.

The identification of characteristics is carried out by looking at the phonological, morphological, and memantic characteristics of the motivational discourse.

This research is important to do because research on discourse is still rare, particularly discourse on youth motivation. From this study, researchers will see how the mindset of adolescents to respond to and motivate themselves and those around them from the perspective of linguistics.

Through this research, it is hoped that non-formal educational material can be presented, especially regarding motivational expressions; The results of this study are expected to be able to provide suggestions and encouragement about positive values of motivation and awareness for readers; The results of this study are expected to be able to present vocabulary that has a value of enthusiasm so that it is appropriate to become a reference for the mental development of the reader.

1.1. Related Work

Relevant research related to this research can be seen in the following studies. Afriansyah and Karim [3] examined the characteristics of the use of directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu. The results showed the characteristics of the use of directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu includes forms, functions, and strategies. First, the characteristics of the command form, the form of inviting, the form of request, the form of courtesy, the form of prohibition, the form of rejection, the form of questions and the form of statements are found.

Second, the command function features function as command, appeal, and test; the invite function is functioned as an invitation, appeal, inform, and increase student concentration; the request function functions as a request, offer, and conditions the atmosphere; the function of courtesy is functioned as invite and permit; the function of prohibition functions as a prohibition, preventing and conducive the atmosphere; rejection function functions as reject, prevent, and limit explanation.

Third, the characteristics of the strategies used in directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu are direct and indirect strategies. The similarity of this research is that both identify the characteristics of language use. The difference is that the research of Afriansyah and Karim [3] examines the use of language of directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu, while this study examines the language characteristics of boys and girls in motivational sentences.

A study on language characteristics was also conducted by Subiyatningsih [4] examining the language characteristics of adolescents in the "Detection" rubric in the Jawa Pos daily. The results of the analysis show that the characteristics of adolescent language in the adolescent rubric "Detection" in the Jawa Pos daily include phonological, morphological, and syntactic features. The phonological characteristics of adolescent language are marked by the presence of symptoms of change and disappearance of language sounds in the pronunciation of Indonesian words. Morphological characteristics are shown through the use of the N-fixation which is very productive and is equivalent to the prefix meN- in Indonesian. The syntactic features are shown by the use of structures syntax, both at the level of phrases and sentences affected by the Javanese language on a number of certain phrase and sentence constructions.

Furthermore, Prihapsari, et al [5] examined the characteristics and factors that influence the use of Papuan accent Indonesian in Nabire Regency. This study aims to describe the characteristics of Indonesian with a Papuan accent and the factors that influence the characteristics of Indonesian with a Papuan accent. The results showed that the characteristics of Indonesian Papuan accent were found in linguistic elements (phoneme replacement, diphthong replacement, phoneme release, and intonation use) and nonlinguistic elements (speech and paralinguistic events). In addition, the characteristics of Indonesian with a Papuan accent are due to factors of administrative unity, sense of

identity of a special community, living in the same geographic area, and historical experience.

Jatmiko, et al [6] examined the function of language in the oral discourse of buying and selling transactions at Klewer Market in Surakarta and its relevance as learning material for SMA Indonesian. The results obtained include the heuristic function dominates in buying and selling conversations in the Klewer market and the form of negotiation between sellers and buyers at Klewer Market, Surakarta, which can be used as Indonesian language learning material in SMA.

Other research on language functions was conducted by Setiawan [7]. Setiawan [7] examined the instrumental function of the jargon community of the bus crew majoring in Jember-Banyuwangi. This study aims to determine the instrumental function of jargon used by the bus crew community in the Jember-Banyuwangi route. The results show that bus crews use instrumental functions as a communication tool that aims to make requests, requests, appeals, orders, and warnings to fellow crew members in driving and serving passengers, especially on the bus.

Previously, Astuti [8] has examined the function of language in print media advertising discourse. Astuti's [8] research aims to identify the function of language in print media advertising discourse. Based on the research results found six language functions in advertising discourse, namely expressive function, directive function, informational functions, metalingual functions, poetic functions, and imaginative functions.

In general, the similarity of this study with the research that has been described previously is the similarity of the research focus, namely on characteristics and functions. The difference is in the object of research. This study focuses on the use of discourse language on the motivation of male and female adolescents. This research is conducted to identify the functions and characteristics of the use of motivational sentences. If possible, identification is also carried out that shows differences in the characteristics of the motivational discourse function of boys and girls.

1.2. Our Contribution

Through this research, non-formal educational material can be presented, especially regarding motivational expressions. In addition, this research can also provide suggestions and enthusiasm about the values of motivation and positive awareness for the reader. This research presents vocabulary that has the value of enthusiasm so that it deserves to be a reference for mental development of the reader. In the end, through this research, the principles of motivation are generated.

1.3. Paper Structure

This article consists of 6 parts. Part 1 contains the background of the problem and relevant research that has

been done previously. Part 2 contains theoretical studies that are in accordance with the object of research. Part 3 contains research methods. Part 4 is the results and discussion. Part 5 is the conclusion. The section 6 contains a bibliography.

2. BACKGROUND

2.1. Motivation

In relation to this research, the motivation theory is taken from the KBBI. In KBBI [9], it is stated that motivation means: (1) an impulse that arises from a person consciously or unconsciously to take an action with a specific purpose; (2) Efforts that can cause a person or group of people to be moved to do something because they want to achieve their desired goal or get satisfaction with their actions.

2.2. Youth Language

Adolescents are speakers who are competent in speaking and are not closed in their choice of language [10]. Teenagers tend to absorb and develop the vocabulary they acquire. Generally, teenagers choose different vocabulary from the vocabulary used by adults.

What this teenager did led to the emergence of various language variations. The language variations that emerge are called juvenile languages. The variety of language used by adolescents is an attempt to show themselves from a different point of view compared to other friends. Some of them use language as a form of creativity that needs to be developed to achieve satisfaction and existence.

2.3. Function

In simple terms, "function" can be equated with the word "use". When referring to it, function can be interpreted as the way people use their language, or their languages if they speak more than one language (Ruqaiya) [11]. Furthermore, Brown and Yule [12] revealed that there are 2 functions of language, namely transactional functions and interactional functions. The transactional function is the function of language to express content, while the interactional function is the function of language in the expression of social relationships and personal attitudes.

The transactional view states that basically language is used to perform various communication functions, but the most important function is the delivery of information. Lyons in Brown and Yule [12] states that the meaning of communication is easy to use for "feelings, moods, and attitudes", but shows that "the delivery of factual or propositional information is done on purpose".

More deeply, the interactional view assumes that language is used to strengthen and maintain social relationships. The

function of language as a means of communication in relation to society and education in more detail is divided into four groups of language functions, namely: (1) cultural functions; (2) social functions; (3) individual functions, and (4) educational functions (Nababan) [13].

3. METHODS

This research is a qualitative research type. Moleong [14] states that qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods. This study will describe the function of using motivational sentences and the characteristics of the use of adolescent motivation discourse. Based on this, it can be seen that the type of data in this study is a descriptive qualitative research type because it is related to the words, phrases, sentences contained in the stickers.

The research object is a variable or what is a point of attention in a study (Arikunto) [15]. So, the object of this research is words, phrases, or sentences that indicate the functions and characteristics of motivational sentences written by students of SMP Muhammadiyah 6 Surakarta.

Primary data of this research are in the form of functions and characteristics of youth motivation discourse. These functions and characteristics can be found in the form of phrases, clauses, sentences or sentences. Secondary data is shown oral information of students of SMP Muhammadiyah 6 Surakarta who wrote motivational sentences.

Arikunto [16] states that the source of data in research is the subject from which data can be obtained. Meanwhile, the source of the data used by researchers is motivation written by students of SMP Muhammadiyah 6 Surakarta.

Data collection was carried out by documenting writings in the form of motivational discourses belonging to students of SMP Muhammadiyah 6 Surakarta. After that, interviews were conducted with informants.

The validity of the data was carried out by using data triangulation and researcher triangulation techniques. The researcher collected various data, especially words, sentences, or phrases that contained the functions and characteristics of the discourse on youth motivation.

Data analysis was performed using the equivalent method. The equivalent method is a method whose determinant is external, independent and does not become part of the language concerned. The matching method used is the referential matching method or content analysis with language reference determinants. In addition to referential equivalent techniques, whenever possible, the bookmark reading technique, SmallGroup Discussion (SGD) is used.

4. FINDINGS AND DISCUSSIONS

4.1. Language Function in Youth Motivation Discourse

The following is the function of language found in adolescent motivation discourse.

4.1.1. Instrumental functions

Halliday in Alwasilah [17] states that the instrumental function is a function of language as a tool to vibrate and manipulate the environment or cause an event to occur. Instrumental function can be seen directly or indirectly when someone commands the interlocutor.

The discourse on youth motivation shows the function of commands and invitations to the interlocutor in writing, namely to be enthusiastic about achieving goals. The following is an example of a motivational discourse.

Raihlah cita-cita setinggi langit, usaha adalah kunci dari kesuksesan (S.N, 8A) (Achieve sky-high goals, effort is the key to success (S.N, 8A))

The motivational discourse clearly demonstrates the function of command. This can be seen in the lingual unit *raihlah* that emphasizes the command to the reader to try to achieve goals.

4.1.2. Personal function

The speaker is the central point of personal function. This function emphasizes the speaker's attitude to the language spoken. This expression not only expresses emotions with language media, but also shows emotions when conveying a speech. The things that are highlighted in this function are the expression of feelings, personal emotions, and deep reactions (Halliday in Alwasilah) [17]

Personal functions found in the discourse of youth motivation, namely a sense of passionate enthusiasm, happiness, a friendly attitude, and a sense of calm. Here's an example.

Saya percaya usaha tak akan pernah mengkhianati hasil. ☺ Never give up. (I believe effort will never betray results. ☺ Never give up.)

4.1.3. Representation functions

In the representation function, it is revealed that language has a role as a tool to talk about objects or events in the surrounding environment or in culture in general (Halliday in Alwasilah) [17]. According to this theory, speakers can express statements about how speakers feel and understand the world the surroundings.

In the motivational discourse, it is found that adolescents represent badness and goodness as things that are always present in human life. For example.

*Harta memang tampak. Namun perku kau lindungi.
// Ilmu tak tampak, tetapi mampu melindungimu
(D.K.F., 8A) (Treasures do appear. But you need to protect it. // Knowledge is invisible, but capable of protecting you (D.K.F., 8A))*

In this motivational discourse, the writer represents property as a concrete noun that humans always want to have and protect. However, its existence is not more valuable than science. Science is represented by the writer as an abstract object, but is able to protect its owner.

4.1.4. Regulatory function

Halliday in Alwasilah [17] states that the regulatory function is a function of language based on the use of language to regulate the behavior of others.

The regulatory function that researchers found on adolescent motivation, namely regulating worship, being highly educated, and obeying parents. For example.

Patuh kepada orang tua niscaya suatu saat akan bahagia (B.A.R. 9B) (Obey your parents one day you will be happy (B.A.R. 9B))

4.2. Characteristics of Language in Youth Motivation Discourse

There are ten characteristics in youth motivation language.

4.2.1. Elimination of sound

The characteristic of the elimination of sounds is related to phonology, which is related to the sounds of language. These characteristics are identified through written data which assumes that the written form is a reflection of spoken language. From a phonological point of view, there is a difference between the standard form of writing and its pronunciation. In spoken language, various bakudi words are pronounced in their entirety according to the phonological system of the spoken language, while in the discourse of teenagers' motivation, it is found that words are pronounced by eliminating one phoneme or by changing certain phonemes into other phonemes. For example.

*Kejarlah cita-citamu setinggi mungkin
Jangan pernah berhenti mengejar cita-citamu
Hanya karena kata-kata orang lain.
Apabila temanmu berkata "Mandek'o ndak kesel"
Udah kamu cuekin aja demi meraih cita-citamu
(N.V.P. 8A)*

Pursue your dreams as high as possible
Never stop chasing your dreams
Just because of other people's words.

When your friend says "Mandek'o ndak kesel (Stop. Makes you tired.)"

Just ignore it for the sake of achieving your goals
(N.V.P. 8A)

Phonologically, the lingual unit "already" has partially removed the phoneme from the original "already" bentuk. Hence, it can be seen that the "s" phoneme has been omitted by the author. This results in the rigidity of the "already" lingual unit. Either the lingual unit "already" or "already" has the same meaning, namely the sufficiency of a situation.

4.2.2. Similarity of grammatical functions

The similarity of the grammatical functions found is the similarity in the grammatical function of the -in suffix which is parallel to the zero morpheme. Example

*Kejarlah cita-citamu setinggi mungkin
Jangan pernah berhenti mengejar cita-citamu
Hanya karena kata-kata orang lain
Apabila temanmu berkata "Mandek'o ndak kesel"
Udah kamu cuekin aja demi meraih cita-citamu
(N.V.P. 8A)
(Pursue your dreams as high as possible
Never stop chasing your dreams
Just because of other people's words
When your friend says "Mandek'o ndak kesel
(Stop. Makes you tired.)"
Just ignore it for the sake of achieving your goals
(N.V.P. 8A)*

In the example above there is a lingual unit which shows the grammatical function of the -in suffix which is parallel to the zero morpheme. The lingual unit in question is the lingual unit "ignorant" which is parallel to the zero morpheme. Whether or not the -in suffix does not affect the meaning of the lingual unit "cool" which means ignoring an object.

4.2.3. Repetition form

It was found that there are four types of repetition, namely whole reduplication, combination reduplication with clitics, combination reduplication with affixing, and reduplication with phoneme changes. The whole reduplication is the repetition of all basic forms, without changing the phonemes and not combining with the affix affixing process. Reduplication with clitics is reduplication followed by clitics. Reduplication with affixing is reduplication followed by affixing. Reduplication with phoneme changes is a reduplication that occurs with the appearance of phoneme changes in one of its re-forms. Example.

*Belajarlah dengan sungguh-sungguh karena tanpa belajar kita tidak bisa apa-apa
(D. P. 9B)*

Study hard because without learning we can't do anything
(D. P. 9B)

There are two forms of reduplication of all in the motivational discourse above. First, the form of reduplication of the whole in the lingual unit is "*serius-serius* (serious)." This reduplication comes from the root word "*serius* (really)". As for the meaning of reduplication "*serius-serius* (really)" is to do something diligently. In the motivational sentence above, the context of reduplication "*serius-serius* (really)" is diligent learning.

Second, reduplication appears in the lingual unit "*apa-apa* (anything)". This reduplication comes from the root word "*apa* (what)". As for "*apa-apa*" means anything, anything, or everything. In the context of the motivational discourse, "*apa-apa* (anything)" means that if a person does not study seriously, then he will not have expertise.

4.2.4. Use of acronyms

The characteristic form of an acronym can be seen from the dominant syllable taking rules of each word that embodies the concept so as to form a new lingual unit.

Meskipun ortu kita sudah tiada, kita jangan menyerah atau putus asa karena jiwa raga kita belum mati untuk bangkit terus untuk bersemangat
(S.N.A. 9A)

(Even though our parents are gone, we should not give up or give up because our souls and bodies have not died to get up to be excited
(S.N.A. 9A))

Adolescent motivation discourse also has the characteristics of acronyms. Acronyms are the taking of the first letters (phonemes) from words that form a concept. In the motivational discourse, it is seen that the lingual unit "ortu". The lingual unit "ortu" is a form of acronym for The phrase "parents". The rules for writing acronyms that are applied to these phrases are taking the dominant syllable from each word that holds the concept. The acronym "ortu" is composed of the phoneme / o / and / r / from the lingual unit "person" and the phoneme / t / and / u / from the "old" lingual unit.

4.2.5. Use of prepositions

Preposition is a preposition used in front of nouns. In the discourse of youth motivation, there is a preposition which is assumed to be a reflection of spoken language. This reposition causes the loss of language standardization.

Walau orang yang kita sayang dan kita cintai telah meninggalkan kita, maka bersyukurlah karena Allah telah mempersiapkan sesuatu yang lebih baik buat dirimu. Karena Allah lebih tahu daripada yang kamu tahu

(Ifah N. 9A)

(Even though the people we love and we love have left us, be grateful that Allah has prepared something better for you. Because Allah knows better than you know

(Ifah N. 9A))

The example above shows the characteristics of youth motivation discourse in the form of the use of prepositions. A preposition is a preposition that comes before a noun. The characteristic in the form of the use of this preposition is assumed to be a reflection of the spoken language that is expressed in written language. The lingual unit "make" in KBBI explains its meaning, namely for the function of the spoken language. However, in written language, this lingual unit is not standardized. The lingual unit "*buat* (make)" in the discourse of motivation is parallel to the lingual unit "*untuk* (for)".

4.2.6. Use of particles –lah

Particle –lah is a bound form which is used to emphasize the meaning of the word that is in front of it. Some words followed by particle –lah, namely the lingual unit of chasing, learning, worshipping, giving thanks, not trying, being diligent, proud, hurting, and reaching out. Example.

4.2.6.a. *Belajarlah dengan giat untuk mencapai cita-citamu kelak*

(A.W.S. 9A)

(Study hard to achieve your future goals

(A.W.S. 9A))

4.2.7. There is a form of presupposition

The presupposition form raises a meaning that is not the real meaning or connotative meaning. The assumption contained in the motivational discourse is that the ideals must be achieved "as high as the sky". In addition, there is also a motivational discourse which presupposes life by jumping rope and playing angry bird. .Example.

Urip kui koyo dolanan lompatan, diuntang-antingke.

(*Life is like a game of jumping rope, being tossed around.*)

Sok neng duwur sok neng ngisor.

(*Sometimes it is on top, sometimes it is below.*)

Sok terkadang nganggo kesrimpet.

(*Sometimes tripping too.*)

Sok ngasi tibo. (Sometimes it falls too.)

Tapi ora pareng nangis. (Still can't cry.)'

(Ahmad S. 9B)

4.2.8. Affirmation with symbols and punctuation

Emphasis with symbols and punctuation marks is found in the form of an exclamation mark (!) Which shows the

spirit and positive energy of the author. In addition, a smile symbol (☺) is found which indicates an optimistic meaning. There is 1 dominant punctuation mark, namely an exclamation mark that reflects enthusiasm. In addition, the form of affirmation shown by the use of capitalized words is also evident. For example.

Penulis skenario terbaik adalah Tuhan. Jadi jangan menyerah dalam menghadapi semua ini. Di balik cobaan ini nanti akan indah pada waktunya. SEMANGAT!!!

(F.R.N. 9A)

(The best screenwriter is God. So don't give up on all of this. Behind this ordeal will be beautiful in time. KEEP SPIRIT!!! *(F.R.N. 9A)*)

4.2.9. Clit use

There are 11 motivational discourses found in adolescent motivational discourses that show characteristics in the form of clitics. Meanwhile, the discourses found in the 11 motivational discourses are only klitik –mu. Clit \neg – mu means second person ownership. So the discourse on youth motivation which is characterized by clitics shows messages and messages addressed to the reader as an opponent of speech or a second person. Example.

*Kejarlah cita-citamu setinggi mungkin
Jangan pernah berhenti mengejar cita-citamu
Hanya karena kata-kata orang lain
Apabila temanmu berkata "Mandek'o ndak kesel"
Udah kamu cuekin aja demi meraih cita-citamu*

(N.V.P. 8A)

(Pursue your dreams as high as possible

Never stop chasing your dreams

Just because of other people's words.

When your friend says "Mandek'o ndak kesel (Stop. Makes you tired.)"

Just ignore it for the sake of achieving your goals

(N.V.P. 8A)

4.2.10. Asynchronous use of pronouns

The pronoun is a word used to replace people or things, for example I, you, you, him. The first person pronoun consists of me (singular), kita (plural). The second person pronoun consists of you, you, you (singular), you (plural). The third person pronoun consists of him, ia (singular), they (plural). As for the pronouns that are not synchronous in the motivational discourse, the use of the pronouns "we" and "you" is found in a context, which causes confusion. Example.

Walau orang yang kita sayang dan kita cintai telah meninggalkan kita, maka bersyukurlah karena Allah telah mempersiapkan sesuatu yang lebih baik buat dirimu. Karena Allah lebih tahu daripada yang kamu tahu

(Ifah N. 9A)

(Even though the people we love and we love have left us, be grateful that Allah has prepared

something better for you. Because Allah knows better than you know
(Ifah N. 9A))

5. CONCLUSIONS

Based on the results of the analysis of the functions and characteristics of the discourse on youth motivation, it can be concluded that first, there are 4 language functions found in the discourse of youth motivation, namely: (1) instrumental function, including the function of commands to have maximum achievement targets; call function to be optimistic and confident; demand function to care about others; (2) personal functions that reflect enthusiasm, happiness, friendly attitude, and a sense of calm; (3) the function of representation, namely the representation of the good and the bad in every human behavior; and (4) regulatory functions that regulate worship, the importance of education, and obedience to parents. Second, there are ten characteristics found in the discourse of youth motivation: (1) the elimination of sounds in written language; (2) there is similarity in grammatical functions; (3) there is a form of repetition; (4) the existence of an acronym form; (5) the use of prepositions; (6) the use of particles --lah to reinforce the form of the command; (7) a form of presupposition that gives rise to connotative meanings; (8) symbols and punctuation marks that indicate emphasis; (9) the use of klitik –mu; and (10) there is an unsynchronized use of pronouns. Based on the results of the analysis of the functions and characteristics of the discourse on youth motivation, it can be concluded that first, there are 4 language functions found in the discourse of youth motivation, namely: (1) instrumental function, including the function of commands to have maximum achievement targets; call function to be optimistic and confident; demand function to care about others; (2) personal functions that reflect enthusiasm, happiness, friendly attitude, and a sense of calm; (3) the function of representation, namely the representation of the good and the bad in every human behavior; and (4) regulatory functions that regulate worship, the importance of education, and obedience to parents. Second, there are ten characteristics found in the discourse of youth motivation: (1) the elimination of sounds in written language; (2) there is similarity in grammatical functions; (3) there is a form of repetition; (4) the existence of an acronym form; (5) the use of prepositions; (6) the use of particles --lah to reinforce the form of the command; (7) a form of presupposition that gives rise to connotative meanings; (8) symbols and punctuation marks that indicate emphasis; (9) the use of klitik –mu; and (10) there is an unsynchronized use of pronouns.

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