# VERBOSITIES PRODUCED BY NEW SPEAKERS OF ENGLISH IN TIK TOK THROUGH UNCLE CLINTON'S SPACE CHANNEL

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## ABSTRACT

This qualitative research tries to investigate and list the number of verbosities (using or containing too many words, full of words) which is regarded redundant in terms of structure, semantic point of views, that produced by the followers in social media called Tik-tok.  Tik-Tok now is one of the massive communication activities that followed by thousands even hundred million followers worldwide at the same time. Uncle Clinton's Space Channel is one of the channels which followers may freely join, ask and answer questions in this channel. They are also free to propose and response the questions and share some information about their hobbies, talents, their working experiences, new knowledge and so on. Also, in this unique channel, the researcher prepares and offers various interesting topics to the followers to discuss. The targets of this channel for the followers are to listen, to understand then to response each topic proposed. Through listening, understanding and responding those topics the followers produce many verbosities, words, like; *little-little, morecheaper, more bigger, expensive price, cheap price, sharing-sharing, more better, expensive price, more easy, more good, I am agree, I am disagree, I am understand* and so on, which are grammatically non-standard English. In this case the researcher wants to clarify why a number of verbosities appear and why they produce them when they are speaking.

**Keyword: Verbosities, New Learners of English, Tik Tok**

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## 1.    INTRODUCTION

Why do people speak a language? People born to speak. People use language to communicate with other people who have the same language. People can't communicate each other when they have different language. It is true that people speak a language in order to communicate to other people or to convey something. Since language is a vital part of human connection and also language is a tool for humans to communicate with other humans. Another reason is that people speak a language because language is so important for their life. people can communicate to other people who is far from us because of a language. With language, a person can convey ideas, thoughts, feelings to others. As we know that language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. To speak a standard English, for example, the learning strategies should be explored and applied by successful EFL learners, specifically in learning language elements: vocabulary, pronunciation, and grammar. By involving three participants identified as successful EFL learners. Miles and Huberman's model was used as the technique of data analysis. Successful EFL learners in this study employed cognitive, memory, and compensation strategies in learning vocabulary. In learning pronunciation, cognitive and metacognitive strategies were utilized. Meanwhile, in learning grammar, EFL successful learners used cognitive and social strategies. Cognitive strategies were the most frequent strategies used by the participants, while memory, metacognitive, and compensation strategies were the least (Sri Mulyani (*Institut Parahikma Indonesia)*.

Formal context is characterized by the use of standard English, more complex sentence structures, infrequent use of personal pronouns, and lack of colloquial or slang terms. In particular, the important things that need to be prepared for a speaker who will carry out formal speaking activities, include preparation of knowledge or experience about the material to be delivered and already possessed by the speaker, systematic preparation or organization of speaking sequences, etc. The characteristics of speaking in formal context is gesture (body language), rhytm, intonation, stress, etc. Using good and correct language, proper functions

and types of words. Applying formal context are usually used in official events, use standard language and be polite. Another characteristic of the language used as follows: the use of standard variety of language, the choice of words (dictions) and the use of standard words, the use of effective sentences, the use of rhetorical language styles, and reasoning in language. When we are speaking in a formal context we use formal language, speaking one way, in the official situation, with scheduled in advance and it is determined by the provisions that must be followed, among others: grammar must be correct, colloquial language and contractions are not allowed. Formal speaking is a speaking activity that is strictly bound by rules, both linguistically and non-linguistically. The characteristics of speaking in a formal context using good and correct language rules and using functions and types of words appropriately. In another words, characteristics of speaking in formal by the use of standard English, more complex sentence structures, pronouns, and lack of colloquial or slang terms. Finally, the characteristic of formal speaking is the careful thought given to all levels of language structure‑‑choice of individual words, structure of phrases, sentences and paragraphs, relationships among paragraphs, and the structure of the whole document.

To speak professionally, you need to know the culture of your listeners since the culture directly can affect how people communicate, behave, and respond to different messages and styles. You need to respect the culture of your audience and avoid any potential misunderstandings or conflicts. Once conflict exists your communication can not work smoothly and it fail to educate and inform others. Speakers need to pronounce words clearly and use standard grammar to avoid misunderstanding. Professional speakers also require the passionate about the topic of your speech. Without passion, it can distract the audience from what the speaker is actually trying to say. Professional public speakers with clear articulation can clarify their thoughts because they have excellent command over the language, use appropriate words and not verbosities. The question is that "Who makes no mistakes?". When you speak in a new language, then you for example, produce one sentence in English; *"She do not go home today"* Then your teacher explained you that the sentence is not standard because you do not use the right verb <u>*DOESN'T*</u> , the standard one is *" She doesn't go home today"* Then you realize that your sentence is wrong, but once you repeat the sentence like the previous one that you produce *" She do not go home today"*, that becomes a mistake. It is predicted that the errors can appear from the first language (L1), as what Julia Falla-Wood finds the results of studies on errors in second language learning undertaken for several decades are diverse or even divergent. Some of these studies state that the mother tongue (L1) plays an important role in the learning process not only at the beginning, but also at higher levels of competency while others deny the influence of the mother tongue. The results of 60 studies on errors over a period of 40 years were contrasted to find out if a link existed between the theoretical foundations, and the interpretation of data, and conclusions of those studies. Julia Falla-Wood Burman University.

Amri Isyam from FBS Universitas Negeri Padang, clarifies that whatever language somebody is learning certainly deals with the language components such as sounds, vocabulary and grammar because none of the languages existing in the universe is without those components. No matter whether s/he is learning it as a first language (L1), as a second language (L2), or as a foreign language (FL), s/he cannot acquire it unless s/he is learning the three language components. Thus, the three language components must be taught. However, in the English language teaching (ELT) in Indonesia, especially at secondary schools (junior and senior high schools including vocational schools), one of the language components, namely grammar, is neglected. It is almost never taught. If it is taught, it is not taught proportionally and explicitly. Meaning that if you are not connected with the information above, then the language that you are producing can non-standard. Anne Burns (University of New South Wales, Australia), further clarifies that systematically and explicitly addressing the teaching of speaking is an aspect of English language teaching that is often underestimated. While teachers may be presenting various speaking activities in the classroom, such activities may amount to 'doing speaking' rather than 'teaching speaking'. In this article, I argue that being a competent teacher of speaking involves understanding the 'combinatorial' nature of speaking, which includes the linguistic and discoursal features of speech, the core speaking skills that enable speakers to process and produce speech, and the communication strategies for managing and maintaining spoken interactions. It is found out that some new Indonesian English speakers produce several non-standard English version, namely, *"You can call me lah…", "You can visit me lah", "You don't come late lah ya?", " I told you already yak an"*.

*C*an anyone communicate in a certain language without learning, understanding and mastering the language? People learn a language so that they can understand and then they can communicate with other people. Once they understand a language then they can share and exchange some information that they need. Thus, there are huge number of reasons why people learn English. Some people say that they need English, that is why they lean it. Some say *"No I don't need English"*, that is the reason they do not learn it. Some even say, *"I hate English, so no way for me to learn it"*. Then some more say *"English is very difficult*

*language, but they never try to learn it"*. Thus, the researcher can say they like English but they do not need English. Learning English is not exactly the same as "*Eating red hot chilies*", the late H. M. Yacub, Senior Professor at State University of Medan, said that beautiful statement when discussing about learning English in our class. He further said that he spent lots of things that he never predicted. He spent lots of energy, time and huge amount of money and even he sacrificed things a lot to master English. What we learn a new language for? There are so many great reasons why people learn English. They are as follows; People in the world do something because they have their own purposes what they do it for. Some people want to have a better job, want to study in overseas, want to travel to some foreign countries, want to increase their TOEFL predicted grade, intend to do shopping in different countries, intend to fall in love with foreign guys, plan to get married with foreigners, plan to run an international business, plan to move overseas, want to read English textbooks, want to read English novels, need to read English Newspapers, Magazines, wants to watch English news on Televisions, like CNN, NBC, BBC, want to listen English news in radio, like VOC, BBC, some plan to write books in English, others have a dream to work with foreign experts, some other people plan to work in foreign companies. *Understanding Your Own English.* How you could communicate in English speakers when you yourself could not understand your own English.

The more you speak in English, the more you do not understand, then sooner or later people can throw some stones or a bad egg on your face. *Understanding Your Fellow's English.* Once you could understand your English then, step-by-step, you may try to understand when your friends speak in English. Your friends who can speak much better than you do. so you could learn more from them. *Understanding your teachers' English.* Your next target is harder than the first one and the second one. Since English as an academic language then you have to learn English academically. As we probably know that educated and those uneducated once can speak English differently. Most professional English speaking teachers can surely speak the standard English. so you have to learn how those professionals speak in English. *Understanding Natives Speakers of English.* Yuniar Diyanti, et all, **(**Universitas Negeri Yogyakarta, Indonesia) clearly elaborate that the teaching of English to young learners (hencefort EYL) has been a global phenomenon for the last twenty years (Rich, 2014). Johnstone (2009) has called EYL as the world's largest educational policy development that has major impacts on educational practice. A survey by British Council in 2013 revealed that more than 60 countries worldwide currently have policy on the introduction of English to either elementary school curriculum or even to kindergarten (Rixon,2013). The country members of the Association of South East Asian Nations (ASEAN) have also acknowledged the inevitable influence and benefits of English in the Southeast Asian region. Early introduction of English in primary education or even lower has become a common practice.

In Indonesia, it is not debatable that when you register your name in the first year at secondary and high school, you are regarded as a new student or learner of in the classroom of that school. But when you are already registered as student either in secondary school, high school or university level then you move to another school, college or university level then you are also regarded as a new student or learner in the institution, especially in that classroom, too. But then when you register your name in a certain private course for a particular level there, automatically, you are also regarded as a new learner, no matter you are already as a student in secondary, high school level or even you a are a university student already. If you are an adult (old citizen) then you want to study a foreign language, no matter English, French, German, Italian, Japanese or other local language, surely you have to register first, one you have registered your name, you are then regarded as a new learner, too. The researcher strongly believes that you are no longer beginners. In another words, you are not like those babies or kids in kindergarten anymore. This study tries to identify and investigate those verbosities in English (words or phrases) produced by the followers through social medias called Tik-tok, which create some notorious matters toward those English experts, it can be a bad lesson for the future generation of Indonesian in terms of using standard English in terms of grammar, and meanings since those followers keep producing verbosities without having any control from the state government. In this study, the researcher also tries to identify those verbosities and unaccepted language structures produced by public followers. The matters that the researcher wants to investigate is mainly about the verbosities in English words or phrases. Some great examples that the researcher finds during live streaming in tik tok through **w.g.clinton** as the user, *"I speak English but just little little", "I think it is more bigger". "I think it is more easy", I think it is expensive price". I can to talking, I born in my village, When do you born?*

In the process of learning or practicing a new language that you are learning, making mistakes is not a big deal, you still can do some great efforts to make it standard, but when you repeat the same poor mistakes (grammatically and semantically non-standard) to social media as a public is not wise. The researcher believes that not all local people have the same language knowledge as you pretend to. In English, for example, if we want to have the standard English grammar, we can do huge number of exercises through

TOEFL, particularly through structure and written expressions. These parts of exercises can help learners improve their standard English grammar. To improve your listening, you are also correct if you listen more and more in the listening part of the TOEFL. The following statements may drive English speaking experts decide that your English is far from being standard.

> *"I speak English but just little little","I think it is more bigger". [ I think it is bigger than…*
> *"I think it is more easy", "I think it is expensive price"."I can to talking about it",*
> *"I born in my village", "When do you born?"*

Misunderstanding, when you are communicating with foreign people, can appear when you mispronounce the English words. Then it is advised that we must learn the standard pronunciation before we produce the words or phrases in order to avoid misunderstanding.

## 2. RESEARCH METHOD

This research study applies the qualitative methods of research which explains and clarifies why those followers can easily produce a number of verbosities and can smoothly produce them while they are having conversations, dialogues, debates in the social medias, namely Tik-Tok, particularly in Uncle Clinton's Space Channel. The objects of this research study are the verbosities, full of words, using or containing too many words which grammatically and semantically are not acceptable which produce by the followers in Tik-tik, one of the massive social medias on earth now. The data of this study are derived from the conversations, dialogue, debates, interviews of those followers through Uncle Clinton's Space Channel in Tik-Tok – w.g.clinton as one of the massive social medias. The processes of collecting the data are as the following;

1. Designing and registering one special username in Tik-Tok namely; w.g.clinton so the management of tik-tik automatically processes the registration on behalf of w.g.clinton, then the researcher conducts in two months live streaming. When everything is completed the researcher directly can manage live streaming and people who are interested, called as followers, viewers, participants, will surely can join this live streaming through the user name listed in the screen via cellular phone.
2. The researcher manages the live streaming by offering some special and interesting topics to the followers through Uncle Clinton's Space Channel, then the followers who are very interested may direct join that prepared channel, w.g.clinton.
3. Once the researcher sees some followers names or numbers on the screen, then he can invite some of followers to come to the channel, then the researcher can directly mange some kinds of conversations, dialogues, debates, interviews of those public followers.
4. The researchers then ask the followers some questions, then the followers one by one will response the questions. 5). Finally, the researcher makes some necessary notes or writes down those un-grammatical, non-standard, words called verbosities**.**

The researcher, throughout the listed and stated information above, finally tries to do some strong and very careful analysis why they are grammatically broken and semantically are not accepted. In analysing the data some great methods are applied in this research. Firstly, the researcher provides some new and interesting topics to be shared in the Tik-tok channel for the followers. If the topic is not interesting, the followers may easily ignore and leave the channel. Once they find the topic is very interesting for them, they will stay, join and learn something new till the end of the program. Secondly, the researcher lets them listen and help them understand the topic before they response. For example, *"What do you need to speak English for?", "What can happen when a blind man follows a blind person?.* Thirdly, the researcher invites several potential followers to come up (be shown in the screen) so that they can have a direct conversation with the researcher in Uncle Clinton's Space Channel. Then, the researcher pays serious attention to what the followers are saying while they are responding or replying their answers. Fourthly, the researcher writes down those redundancies produced by the followers as new speakers of English into the list. Finally, the researcher does some analysis and correct those words or phrases in the standard English version. The data is analyzed as the following:

| No. | Original Statements | The standard English Version |
|---|---|---|
| | *"I speak English just little little"* | *I speak English but just a little* |
| | *"I think it is more bigger"* | *I think it is bigger than* … |
| | *"I think it is more easy"* | *I think it is easier than* … |
| | *"I think it is expensive price"* | *I think the price is low* |
| | *"I can to talking about it"* | *I can talk about it* |

| | |
|---|---|
| *"I am born 35 years ago"* | *I was born 35 years ago* |
| *"When you are born?"* | *When were you born?* |
| *"You from which country, Sir?"* | *Which country are you from ,Sir?* |
| *"Can you calling me tomorrow?"* | *Could you call me tomorrow Sir?* |
| *"Tomorrow we contact contact,Ok"* | *Call me tomorrow, can you?* |
| *"We calling calling tonight, Ok"* | *Please give me a call tonight?* |
| *"Good night, Sir." Opening the talk* | *Good evening, Sir* |

*The rest are shown in the appendixes

## 3. RESULT AND DISCUSSION

The findings reveal that there are so many words, phrases, and sentences which grammatically are not acceptable, and neither semantically make sense. For example: The statement ***"I can caling-calling".*** This sentence carries no meaning in English The standard one is ***"I can call you"***, The followers do not have very strong knowledge in terms of the four language components, particularly, in speaking. First, they destroy the English grammar. Second, they also sometimes use non-standard English pronunciation. It is believable that those followers can't predict and can't understand the real meanings of the statements they already produced.

## 4. CONCLUSION

After conducting the research, the conclusion is that verbosities take place which produced by the followers. They produced and sometimes mix the words or phrases from one language into another different language without realizing that they also produced non-standard English grammar. There is no guarantee that the other followers can easily understand the meanings of some certain verbosities. The researcher believes that those verbosities can drive listeners or readers misunderstand or misinterpret in understanding the truth. Every language expert agrees that any language [spoken – written] has rules to follow, not just by mixing words or phrases from one and into another language without caring the language rules itself. After conducting this study then the researcher can drive some great conclusions. First of all, it is not wise to make mistakes all the time, but if you make some errors while in processes of learning a language is fine. They can all, realized or not, damage English language grammar. If you do so you have to be extra careful and learn more and more, then errors and mistakes can be avoided.

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## APPENDIX

| No. | Redundancies Produce by New Speakers | The Standard English Should be .. | Remarks |
|---|---|---|---|
| 1 | I can speak Little little | little by little | |
| 2 | It is more bigger | bigger than… | |
| 3 | It is more shorter | shorter than … | |
| 4 | That's more lower | lower than … | |
| 5 | That is more easy | Easier than … | |
| 6 | It is expensive price | high price | |
| 7 | The price cheap | low price | |
| 8 | I want sharing sharing | want to share | |
| 9 | It's same like | It's like…. It's the same… as | |
| 10 | Yes, I am agree | I agree | |
| 11 | Well, I am understand | I understand | |
| 12 | I am like English | I like .. | |
| 13 | I am not like German | I do not like .. | |
| 14 | You can try try | can try | |
| 15 | I can to talking about it | can talk | |
| 16 | I can talking about it | can talk | |
| 17 | You can sharing with me | can share | |
| 18 | I will going to Bali next holiday | will go | |
| 19 | Do not calling me tonight | Don't call .. | |
| 20 | I can not sleeping last night | can not sleep | |
| 21 | Don't smoking very much | Don't smoke.. | |
| 22 | Can you playing guitar? | Can you play… | |
| 23 | What you dreaming? | What is your dream? | |
| 24 | I call you what? | How can I call you? | |
| 25 | You live where uncle? | Where do you live? | |
| 26 | Which city you living? | Which city are you living? | |
| 27 | Where country uncle from? | Which country are you from? | |
| 28 | What your telephone number? | What is you telephone number? | |
| 29 | May you borrow me money? | May I borrow your money? | |
| 30 | I want to sharing-sharing | want to share | |
| 31 | I do not brave to saying it | I am not enough to say it | |
| 32 | Just five answer | five answers | |
| 33 | Why not remembering me, uncle | Don't you remember me, uncle! | |
| 34 | I shy to say | I am shy to say | |
| 35 | You jealous with me, uncle? | Are you jealous with me? | |
| 36 | You are more smarter than me | You are smarter than I am | |
| 37 | I always busy everyday | I am always busy everyday | |
| 38 | I can't to tell you more | I can't tell you anymore | |
| 39 | I no more reason | I have no more reasons | |
| 40 | Everybody know that | Everybody knows that | |

*(Ali Amran)*