

## ENGLISH FOR SPECIFIC PURPOSES (ESP) HAS BECOME FASHIONABLE IN FACING CHALLENGES AND OPPORTUNITIES

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### **Abstract**

*A lot of ideas and opinions regarding ESP have been discussed by a lot of scholars and educators in conferences, seminars, and English Language Teaching (ELT) journals. Most of the topics deal with needs analysis of learners who need English for specific purposes both in academic settings and the work places, for example English for Academic Purposes (EAP), English for Science and Technology (EST), English for Occupational purposes (EOP). For EOP courses, many organizations need to improve their staff to be good at English to achieve the goals of their organizations. Therefore, ESP has become fashionable in facing challenges regarding the Quality of higher education, the work places, and into an era of ASEAN Economic Communities (AEC). This paper addresses the issues such as ESP and language skills, Areas of ESP Research, and ESP and Pedagogy. It also discusses English course design and the right approaches implemented for specific needs of the learners. Suggestions are made how to get opportunities to design ESP course. Thus, it is important that English lecturers, teachers, and instructors study the way ESP courses are designed. Hence, to understand needs analysis of a certain group of learners is an important key in preparing ESP course.*

*Keywords: ESP, needs analysis, course design.*

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### **1. INTRODUCTION**

English for Specific Purposes (ESP) refers to the specific needs of the learners in Learning English as a second or foreign language. In the late 1960's, new developments in language, especially by emphasizing the learners' needs and their attitudes towards their necessities and interests caused the rise of ESP (Hutchinson and Waters, 1987). The Teaching of English for specific purposes, in its early days, was largely focused on the need to communicate in areas such as commerce and technology. ESP has now expanded to include other areas such as English for Academic Purposes (EAP), English for occupational purposes (EOP), English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), and English for Legal Purposes (ELP). Learners who study English in Universities, such as at English Department, Faculty of Letters or Faculty of Humanities, they study English in academic context, therefore it is called English for Academic Purposes (EAP), for example, in English Department, at *Fakultas Sastra, Universitas Pamulang (UNPAM)*, the college students study English is to get a certificate degree (Bachelor). The periode of study is for four years. The syllabus consists of 146 credits, and 140 out of 146 credits are for English subjects such as grammar 1 to advanced English, all English Skills, literatures, linguistics, and writing a theses.

Grammar which is as knowledge of the rules or patterns must be studied, understood, and applied in four English Skills, such as listening, speaking, reading, and writing. If a learner is very good at grammar, he or she will be strong in listening skills, and at the same time he or she can speak English fluently and accurately. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up activity properly. ... with useful feedback – they will get tremendous satisfaction from it (Harmer, 2007:123). Being very good in grammar can also help students much in reading comprehension. In EAP courses one of the reading skills activities is the ability to understand the general messages without understanding every detail (Harmer, 2007). Whereas for writing

skills, in EAP classes can be taught from sentence levels to paragraph writing exercises, and the last, academic writing. Whereas in EST classes in most universities English is only given 2 or 4 credits in the first semester, for example in Institute Teknologi Bandung (ITB) and in Jakarta State University (UNJ).

Learners who study English in their job setting for their professions, they usually study English in a short period of time. The type of English course they need is called English for Occupational Purposes (EOP). English for secretaries in a certain company or institution usually is designed for both of institution needs and the secretaries needs. In a research Centre for oil & gas, for example “LEMIGAS”, the institution has many programs in cooperation with foreign companies such as with British Gas, HUFFCO, and EXXONMOBIL. Therefore all researchers need English for writing reports of their mutual joint programs. Besides, the researchers also need English to conduct a meeting, to express ideas in discussion, and to interrupt in the meeting. Whereas, for secretary at LEMIGAS, they have big roles in their jobs such as working in a secretarial unit, talking on the phone politely, entertaining and responding face to face with foreign experts and visitors who come to their office, and as typist, the secretaries have to type memos, messages, and e-mails. To do this job well they have to understand spoken English.

It is clearly the case that it was necessary to develop both the researchers and secretaries English skills in English for the occupational/professional needs. To achieve the objective of the mutual joint programs with foreign companies in the context of LEMIGAS, EOP courses for researchers and secretaries had to be designed, and what approaches/methodology were implemented for specific needs of these groups of learners. Other ESP courses could be designed to face other joint programs that are challenging in this era of ASEAN Economic Communities (AEC). Many companies need to improve their employees English and so do Universities. In addition, lecturers and teacher in the field of Teaching English can have more opportunities to design ESP courses.

## 2. METHOD

This study deals with the qualitative descriptive method in describing the issues of ESP and language skills, Areas of ESP Research, and ESP and Pedagogy (Paltridge and Starfilet, 2013). Besides, this paper also discusses English course design and the right approaches implemented. ESP pedagogies have tended to focus on identifying through needs analysis of learners who take ESP courses either for academic purposes or workplace settings. English skills often are studied and practiced within specific contexts and communities. Learners come to any learning context with history, needs and wants that will motivate them to study in teaching and learning process.

The issues of ESP and language skills cannot be separated. The importance of English as an international language continues to increase as most developed and developing countries want to learn English. For example, governments offer education programmes with English. The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication. These demands have emerged in one particular aspect of English Language Teaching (ELT) – namely the teaching of English for Specific Purposes (Kennedy and Balitho, 1985). Learners who have already completed general English course and wish to learn English for specific needs connected with their studies or their jobs. Some learners who attended a university in 1960s had difficulties in understanding lectures or participating in discussions. Others, working on business context, could help them for business transactions. Therefore, ESP course usually involve four English Skill, such as listening, speaking, reading, and writing.

In ESP listening research, Goh (2014) points out that ESP listening should provide a detailed account of what is involved in the development of listening skills. In EAP classes, listening skill is taught in academic settings with different levels of proficiency such as listening to specific information for pre-intermediate, listening to lectures for intermediate, listening to scientific lessons for advanced level. Whereas, listening skill for learners in workplaces, such as for secretaries, the topics are about ‘Talking on the Phone’, ‘Receiving

Visitors', and Offering and Inviting. For managers in offices, the topics of listening could be 'Language for Meeting and Giving Presentation in English'.

Speaking skill taught in EAP classes start from the easiest topics, debate, discussion, public speaking, and giving presentation in English related to assignment. The use of English functions, such as, greetings, inviting, offering, asking for and giving opinions, and requesting are usually taught in speaking classes both in EAP and EOP courses. The widespread use of English as a Lingua Franca (ELF) has raised the questions that the need for English language learners to acquire native speaker – like target forms is often discussed. There is a debate about this question. It is ELT teachers job to follow this issue. Small group discussions, role play, pair work activities, and giving presentation in English could improve the learners, speaking skill both in EAP and EOP classes.

Reading skill is the third skill that is not too difficult to study by ESP learners as the knowledge of their subjects are already known, however, the ESP learners need to work more on vocabulary. It means they have to read the textbooks more, for example, English for Science and technology. Whereas, for EOP classes, learners could read authentic texts or text books about product, economy issues related to business in the workplaces world, and for professional matters related to any research programs.

The last language skill that has to be studied in ESP classes is writing. Writing skills in EAP courses are graded from the sentence level to advanced academic writing. In EAP pre-intermediate learners start writing about description, for example describing people, places, and objects. Writing about describing objects and explaining about the process are usually taught and practiced in EST courses. The topics are such as industrial processes; how mineral are extracted; how products are distributed, how equipments/tools are used, and how oil is explored. Such processes require a good command of linking and sequencing words, and pronouns are often used too.

Research on Areas of ESP has been done by scholars. Belcher's (2009) volume *English for Specific Purposes in Theory and Practice* provides examples of the many areas in which are also increasingly including well-established fields such as EAP through to never areas such as the use of English in call-centre communications (Lockwood et al, 2009), Business English, from the points of view of intercultural communication, and more specialized areas: graduate writing (Feak 2009) and writing for publication (Hyland, 2009). ESP research is clearly not the property of the English-speaking world, nor is it taking place in English-speaking countries. Therefore ESP research, has come a long way in many new locations and many other ESP areas, as well as where they are going.

ESP and Pedagogy usually covers such as Needs Analysis and Curriculum Development in ESP, Genre and English for Specific Purposes, ESP and Assessment, and Technology and ESP Teaching and Learning. Methodology is one of the most interesting discussions discussed in many of ESP books (Dudley-Evans and St. John 1998; Basturkmen 2006, 2010). The learning goals and objectives, the choice of materials and activities, the methodologies that are appropriate to the learners and their learning in EAP courses are specific, and the ways in assessing as well.

The last issue discussed in this paper is ESP course design and the right approaches implemented for specific needs of the learners. Extracts of ESP course design deal with my experiences and other scholars works on ESP are explained in brief in this paper.

### 3. FINDING AND DESCRIPTIONS

Many ESP courses have been conducted in many countries such as in Colombia, Chile, U.S.A, Kuwait and Sudan, Malaysia, India, and Indonesia. In Colombia, ESP courses was popular with reading materials for university students. In Chile deal with EST materials and teacher-training. In Malaysia, in The University Malaya ESP Project (focuses on reading oriented). In Kuwait and Sudan, there are journals which report on ESP work in the Middle East. In India there are some ESP courses conducted in the topic such as Reading materials for Science and Technology, Register of Defence as a Basis for English Proficiency Test Construction, The Teaching of English in Indian Institute of Technology, English for Law in

Rajasthan and English for Business. These types of ESP courses were conducted before 2000. After 2000, there were more courses on ESP such as EST focused on Engineering courses, Business Communication Spoken Skills Course in Lauka. In Indonesia, English for Secretaries, English for Managers in Oil company, and English for researchers. All of these ESP courses were conducted based on the learners' specific needs. All ESP courses described, cover all English skills, although each of ESP courses has specific goal and objective.

Many scholars have worked on ESP research started from the Episodes of The Early Years 1962-1981 (From Text-based Counts to "Rhetorical Devices"), to The More Recent Past:1981-1990 (Broadening The Scope/Introducing Central Concepts), and The Modern Age: 1990-2011 (New International Journals, Genre, and Corpus Studies Take Centre Stage), (Paltridge and Starfield, 2013). From these three periods, the development of ESP can be seen clearly. Dudley-Evans (2001:311), as ESP editor noted that the research the trends towards in-depth, empirical and focused work have continued:

... as ESP research becomes more sophisticated and the range of its activity much broader, it has inevitably develop a much more focused approach that looks at more detailed questions.

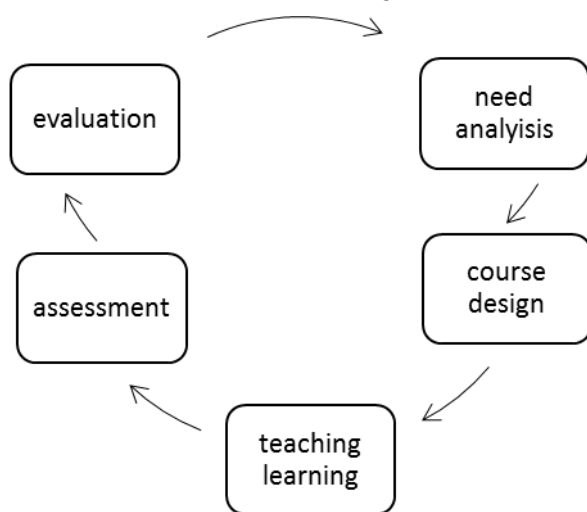
In the period of 1962-1981s, ESP course books, often supposed by the British Council, and other publications, published and unpublished were distributed widely in the EFL world, particularly in the Middle East and Latin America.

In the period of The More Recent Past, ESP research appeared in The United Kingdom in 1981. This period may have been the most inclusive in terms of topics for published research and pedagogical practice. During these early years of ESP publication, there appeared a considerable number of articles on needs assessment and the core of ESP practitioner work on student needs had become increasingly complex such as in the field of technology: Pastors, telexes, slides, and computer-mediated instruction, for example, the use of word omission and word abbreviation, suggesting how they might be taught in Business English. Research involving computer (computer mediated instruction) related to "Technical communication via computational abstracts was also gaining in importance (around 1988). Whereas, Johns (1988) and Tardy (2006) indicated, much more still needs to be done to study strategies and to determine how EAP classroom skills can be transferred to content classes or assignments in past secondary institutions.

The Modern Age: 1990-2011 (New International Journals, Genre, and Corpus Studies). In the 2009, there were more research issues on articles about academic argumentation, text analysis, and other issues that overlap ESP interests appeared with increasing frequency on ESP-like research articles. The new International Journals appeared become of conducting research that challenged professionals, scholars, and English teachers to publish articles in International Journals. Not surprisingly, *English for Specific Purposes*, as well as other international publications resulted a rapid increase in international submissions such as the largest number were from Taiwan, China, United States, Iran, and Malaysia. The modern period also marks the dominant use of corpus research, particularly in analysis of written academic genres, spoken academic English, Social Sciences and Humanities. The prominent researchers who have made special contributions to ESP throughout its history are John Swakes, Vijay Bhatia, Diane Belcher, Anthony (Tony) Dudley-Evans, Maggie Jo St John. Overall, ESP for business professionals has been the fastest-growing area in pedagogical practice. The future of ESP may bring ESP with variety in topics.

ESP and Pedagogy is one of the important issues in ESP development as well. It usually deals with curriculum development, ESP and assessment, and technology and ESP teaching and learning. Many of the books on ESP that are aimed at classroom teachers discuss methodology in relation to ESP teaching (e.g Basturkmen 2006, 2010; Dudley-Evans and St John 1998; Master and Brinton 1998). Each ESP class is specific as are the learning goals and objectives, the choices of materials and activities, the methodologies that are appropriate to the learners and their learning, as well as the ways in which the learning will be assessed (Cheng 2011). The use of language is also specific to the particular genres that the students need to be able to participate in (Hyland 2011). Needs analysis is the first step to do to establish the “what” and the “how” of an ESP course.

Figure 1 (Dudle-Evans and St. John)



By doing needs analysis, it will much easier for a course designer to design an ESP course because what the learners want, what they are lacking of, regarding their English, can be known and why they need to study it. What English knowledge and Language Skills the learners need. Wilkins (1976) was famous for his ideas regarding national-functional syllabus. Wilkin focused on meaning and the use of language function. Long (2005) proposed task-based needs analysis, related to the background knowledge, performance standards, and tasks required. Task-based needs analysis reflects the dynamic qualities of the target discourse. According to Benesch (2001) needs analysis is used to describe a tool for gathering data about expectations, external requirements and students’ desires in learning English. In EAP context needs analysis focuses on the syllabus needed, in EOP, the needs for current business programs in the academy and the skill demanded in the workplace. Meanwhile, Dovey (2006) discusses the issue of focused work environment, from academic to professional contexts.

The following extracts of ESP courses material were designed based on the needs analysis are described as follows

1. Peacock in (Basturkmen 2006) identifies a number of reading skills is important for EAP learners including:
  - Using existing knowledge to help understand new information
  - Recognizing text structures
  - Skimming for gist
  - Scanning to locate specific pieces of information
  - Distinguishing more from less important information
  - Reading selectively according to the purpose for reading
  - Distinguishing facts from opinions

Below is an example of teaching material developed for engineering students at Kuwait University, explained by Basturkmen that the course aims is to help the students write abstracts for reports on engineering projects that involve innovative procedures, techniques, or design.

Figure 2 an extract of Engineering Students Materials

**INTRODUCING TO THE ABSTRACTING UNIT**

Abstracting is a complex art. It involves a number of different skills which, when taken individually, are difficult and which, when combined, are very demanding indeed, reading with understanding, extracting relevant information; reorganizing that information according to a given purposes; and combining the reorganized information in a way which is grammatical, coherent, cohesive and concise. Do not underestimate the difficult nature of what you are being asked to do.

**STUDENTS OBJECTIVES: ABSTRACTING UNIT**

By the time you finish the abstracting unit, you should be able to do the following:

1. Read and understand various texts from periodical literature related to engineering and science;
2. Understand how idea are linked within and among paragraph in articles and how these links affects organizations;
3. Write logical, cohesive, concise, thematically accurate and balanced summarize (abstract) of articles from periodical literature and reading from other texts.
4. Etc.

2. An extract for EOP course for Secretaries in Research Centre for Oil & Gas Technology “LEMIGAS”, Jakarta-Indonesia as an executive secretaries, they have to speak English face to face or by telephone, and write down or make notes about the messages. For example, this is a conversation between a secretary and a native speaker:
 

Secretary : Helo, This is the Exploration Division  
(answer a telephone)

Sandy Carter : Sandy speaking here. Could I speak to Mr. Amboro, please?

Secretary : I’m afraid Mr.Carter, he’s still at the meeting right now. Is there any message?

Sandy Carter : Yes. Could you tell him please, that ...

Secretary : Just a moment please, Mr. Carter. I’ll write down the message for him, thank you.

Sandy Carter : Could you tell him that tomorrow I’m going to discuss the 5<sup>th</sup> meeting of ‘The North Sumatra Basin Project, and I would like to see him around 11 o’clock in the morning. Thank you very much.

Secretary : You’re welcome, Mr. Carter.
3. This is an extract of dialogue between a secretary and a native-speaker in her job situation
 

Graham : Good morning

Nenny : Good morning. Can I help you?

Graham : Nenny. Could you please arrange transportation for us to go to the seminar?

Nenny : Yes, of course. I’m happy to do that. How many people are going? And when do you need it?

Graham : There are five of us. We need it tomorrow morning.

Nenny : Well, em, er, what time will it be tomorrow morning?

Graham : It’s about 8 o’clock. Thank you Nenny.

Nenny : Not at all.
4. An extract of key language taught in designing Business English at *Magister Management* class in UNPAM.

The topics discussion were taken from (Mackensine, 2007):

The three sectors of the economy (unit 2)

Management (unit 2)

Company Structure (unit 3)

Work and Motivation

Unit 3 Company Structure

Discussion (an extract task of unit 3)

Questions;

Do you, or would you, prefer to work for a big or a small company or organization?

Why?

What are the advantage of each?

In teaching these extracts, the teacher used Communicative Language Teaching (CLT), Task Based Language Teaching (TBLT), and Content Based Instructions and Content and Language Integrated learning (CLIL). Learners Centre approach was the focus for EOP courses, whereas for EAP, the focus was stressed on varied task and the content of the syllabus. To apply these materials, the courses could be conducted twice or three times a week.

#### 4. CONCLUSION AND SUGGESTION

A lot of English courses for the specific needs of learners have been designed and discussed by English teachers, professionals, and scholars in Seminars, conferences, and in the job settings and universities. These issues are related to EAP, EOP, and EST. ESP and language skills, areas of ESP research, and ESP and pedagogy have been particular topics described in this paper. These issues can lead to other studies with different contexts for those who are interested in the development of ESP.

The extracts taken from the course design materials and key languages for certain groups of learners in EAP and EOP contexts are related to the university, institution and the learners' specific needs. The right methodology and approaches were applied to meet the objectives of the course such as for English for secretaries, CLT and TBLT were used.

Other studies and research should be done continuously regarding ESP, as education, types of jobs, and various businesses are increasing just like fashions in this era of ASEAN Economic Communities (AEC). With regard to this, English teachers could write proposals to any companies or institutions to design English courses for their staff, workers, employees, and managers.

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## DIALEKTIKA KEBAHASAAN MEME PADA MEDIA SOSIAL: Tinjauan Sociolinguistik

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### Abstrak

*Dewasa ini, meme menjadi booming di tengah masyarakat. Meme mencakup segala sendi kehidupan sosial. Dinamika sosial turut-serta terdokumentasi oleh para penggiat dalam meme politik, budaya, agama, dan lucu. Sungguh kehadirannya sebagai penyambung lidah seseorang yang terdapat di dalam foto. Penelitian ini mengambil data melalui [www.google.co.id](http://www.google.co.id). Pencariannya sesuai kebutuhan data yang dicari, misalnya meme politik, meme budaya, meme agama, dan meme lucu. Penelitian ini membatasi diri pada bentuk kebahasaan, dialek sosial, dan fungsi kebahasaan. Dengan demikian teori social dialect Ronald Wardhaugh yang digunakan oleh penulis.*

*Penelitian ini menemukan dialektika kebahasaan pada meme berupa: Pertama, bentuk kebahasaannya dikemas dalam kata, frase, klausa, dan kalimat, yang keempatnya terdapat kecenderungan formal dan informal. Kedua, dialek sosial seseorang yang terdapat dalam meme bertalian erat dengan kebahasaan yang dituturkan. Keempat, fungsi kebahasaan di dalamnya didominasi oleh fungsi makro dan mikro.*

*Kata Kunci: Sociolinguistik, dialek sosial, meme, politik, budaya, agama, lucu.*

### 1. PENDAHULUAN

Bahasa berkembang tidak sekadar di dunia nyata, bahkan juga di dunia maya.<sup>1</sup> Dalam konteks saat ini, sudah tidak ada garis pembeda antara pemakaian bahasa di dunia nyata dengan di dunia maya. Hemat saya, dunia maya sebagai reaktualisasi dunia nyata dalam lipatan layar monitor komputer, ponsel pintar (*smart phone*), atau sejenisnya. Hal itu terlihat pada beberapa evidensi yang mencolok di era “serba” teknologi komunikasi dewasa ini.<sup>2</sup>

Tulisan ini berfokus pada dialektika kebahasaan yang terdapat dalam dunia maya (internet). Lebih tepatnya, fakta kebahasaan yang terdapat pada meme yang diunggah ke dalam media sosial internet. Pencarian serta pelacakan meme politik, meme agama, meme lucu, dan meme budaya melalui mesin pencari informasi yang bernama *google*.<sup>3</sup> Penelusuran melalui

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<sup>1</sup> Saat ini jaringan internet tersebar di berbagai tempat. Hal itu tentu akan berimplikasi juga pada penyebaran bahasa. Selengkapnya lihat Jan A.G.M. van Dijk, *The Network Society, Social Aspects of New Media* (London: SAGE Publications Ltd., 2006), h. 1.

<sup>2</sup> Menurut situs *techno.okezone* bahwa Indonesia menempati urutan teratas di dunia dalam penggunaan ponsel pintar dengan waktu pemakaian rata-rata 181 menit per hari. (selengkapnya lihat <http://techno.okezone.com/read/2014/06/05/57/994499/indonesia-terbesar-di-dunia-pengguna-ponsel-pintar> diakses pada Selasa, 19 Januari 2016 pukul 09.56). Hal serupa disampaikan oleh situs [www.bbc.com](http://www.bbc.com) bahwa sebuah penelitian oleh lembaga survei di AS menunjukkan bahwa orang Indonesia adalah pengguna ponsel pintar nomor satu di dunia dengan waktu pemakaian rata-rata 181 menit per hari. (Selengkapnya lihat [http://www.bbc.com/indonesia/majalah/2014/06/140605\\_majalah\\_ponsel\\_indonesia](http://www.bbc.com/indonesia/majalah/2014/06/140605_majalah_ponsel_indonesia))

<sup>3</sup> Google Inc. adalah sebuah perusahaan multinasional Amerika Serikat yang berkekhurusan pada jasa dan produk Internet. Produk-produk tersebut meliputi teknologi pencarian, komputasi web, perangkat lunak, dan periklanan daring. Sebagian besar labanya berasal dari Ad Words. Google didirikan oleh Larry Page dan Sergey Brin saat masih mahasiswa Ph.D. di Universitas Stanford. Mereka berdua memegang 16 persen saham perusahaan. Mereka menjadikan Google sebagai perusahaan swasta pada tanggal 4 September 1998. (Selengkapnya lihat <https://id.wikipedia.org/wiki/Google> diakses pada Selasa, 26 Januari 2016).

laman *google* ditelusuri berdasarkan kata kunci meme yang akan dicari. Misalnya, untuk melacak meme lucu, saya menulis di dalam laman *google* dengan kata kunci “meme lucu”.

Meme sebetulnya istilah yang sudah lama diperkenalkan oleh Dawkins dalam bukunya *The Selfish Gene* pada 1976.<sup>4</sup> Saat ini, meme menjadi masyhur di kalangan pengguna media sosial, karena seolah-olah foto seseorang representasi dari orang yang terdeskripsikan di dalam meme. Di samping itu, meme telah dijadikan pola komunikasi efektif yang bermediakan foto seseorang bahkan gambar tertentu oleh pememe<sup>5</sup> yang hidup di abad ke-21 ini. Meme lazimnya membicarakan konteks kekinian yang menarik dipernicangkan oleh masyarakat saat itu. Misalnya, adanya meme pembunuhan yang menggunakan racun sianida, adanya meme seputar Saiful Jamil yang terlibat pencabulan anak di bawah umur.

Meme<sup>6</sup> dalam istilah bahasa Inggris dikenal dengan *mime*. Menurut *Oxford Advanced Learner's Dictionary*, *mime* (*noun*), (*especially in the theatre*) *the use of movements of your hands or body and the expressions on your face to tell a story or to act something without speaking; a performance using this method of acting*. *mime* (*verb*) *to act, to tell a story, act, by moving your body and face but without speaking*.<sup>7</sup>

Pengkajian dialektika kebahasaan pada meme yang menggunakan pendekatan sociolinguistik menjadi menarik karena beberapa hal: (1) dialektika kebahasaan pada meme adalah reaktualisasi dari bahasa yang berkembang dan sedang menjadi hangat diperbincangkan di dunia nyata, (2) dialektika kebahasaan pada meme banyak terdapat pesan sosial,<sup>8</sup> (3) kebahasaan yang terdapat dalam meme masuk dalam segala lini kehidupan manusia, dan (4) bermediakan gambar/foto/objek tertentu yang di dalamnya disertai kata-kata, setidaknya telah mengekspresikan kebahasaan pihak kedua yang sarat dialektika pememe itu sendiri.

## 2. PENELITIAN TERDAHULU YANG RELEVAN

Pada 2003 Susan Blackmore menulis dalam jurnal *Journal of Consciousness Studies* dengan judul *Consciousness in Meme Machines*. Ia menjelaskan bahwa meme itu sebagai tiruan atas gerak-gerik seorang yang dipentaskan di dalamnya dan meme mampu merepresentasikan lakon sesungguhnya terjadi. Lebih jauh ia menjelaskan bahwa meme sejatinya mengekspresikan gagasan, kebiasaan, kemampuan serta perilaku atau informasi yang dikopi dari seseorang.<sup>9</sup>

## 3. KERANGKA TEORITIS

Pembahasan lebih lanjut mengenai meme penulis menggunakan teori bentuk lingual, dialek sosial, dan fungsi bahasa. Hemat penulis bentuk lingual mencakup kata, frase, klausa, dan kalimat. Jalanan komunikasi di dalam dinamika kebahasaan meme tidak dapat dipisahkan dari bentuk lingual. Sementara dialek sosial dipandang perlu untuk mengemukakan makna kebahasaan meme.

Untuk menguraikannya penulis menggunakan teori dialek sosial (*social dialects*) yang dikemukakan oleh Ronald Wardhaugh. Menurutnya bahwa yang membentuk dialek sosial ialah kelompok dan kelas sosial. Sedangkan keduanya berkaitan erat dengan latar belakang kedudukan sosial di tengah masyarakat, misalnya: pekerjaan, tempat tinggal, pendidikan,

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<sup>4</sup> Selengkapnya lihat [https://id.wikipedia.org/wiki/Mimema#Asal-usul\\_dan\\_konsep](https://id.wikipedia.org/wiki/Mimema#Asal-usul_dan_konsep) diakses pada Selasa, 19 Januari 2016, pukul 11.04.

<sup>5</sup> Pememe adalah orang yang membuat meme. Sebutan lain yang tepat dialamatkan kepadanya adalah tim kreatif.

<sup>6</sup> Berdasarkan penelusuran penulis terhadap Kamus Besar Bahasa Indonesia (KBBI) Edisi terakhir 2014 terbitan PT Gramedia bahwa dalam kamus tersebut tidak ditemukan istilah meme. Untuk itu, penulis berkesimpulan meme bukanlah bahasa baku bahasa Indonesia.

<sup>7</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2003), Sixth Edition, Edited by Sally Wehmeier and Phonetics Editor Michael Ashby, h. 843

<sup>8</sup> Pesan sosial yang disampaikan melalui foto seorang, baik yang mempunyai kedudukan di pemerintahan, masyarakat, maupun tidak sama sekali.

<sup>9</sup> Susan Blackmore, “Consciousness in Meme Machines” *Journal of Consciousness Studies*, 10, No. 4–5, 2003.