A GRAPHOLOGICAL DEVIATION OF ANDRE RADITYA'S
***LIFE SIGNS* (A STYLISTIC APPROACH)**

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1. Introduction

The writer interested on examines Andre Raditya's motivational book due to its language exclusivity in presenting the materials. Usually, most of the motivational book writers are focusing on the book's contents rather than the use of language. In this book, the author attracts his readers by using different style of language than the motivational book writers in general. The different style of writing is clearly seen on the graphological point of view by adding some effects, such as deliberate misspelling to present some specific meaning.

The object of this study is not only about the spelling, grammar and words or sentences. This research is to study more or to figure out the implied meaning of the author in using letters, punctuations, and emoticon. The author uses the letters like capital, bold, and italic kind of style in his book. He also uses some of punctuations and most of them are put in deliberate misspelling, the punctuations like full stops (.), commas (,), colons (:), semicolons (;), question marks (?), exclamation marks (!), ellipsis marks (….), quotation marks ("…."), single quote marks ('….'), brackets ((….)), square brackets ([….]), hyphens (-), slash marks (/), and apostrophes ('). The author of the book often used smiles on inserting the implied meaning that he wants the readers understand. The author uses it to express his feelings through interesting pictures, such as facial expressions or emotions containing a particular message. Moreover, the smiles are also used to create the message conveyed by the author to make it more attractive and have more varied view because smiley has the definition

as the graphical images that can be used to convey emotional feelings. In other words, smiley or commonly known as "emoticons" (emotion icon) is a symbol or combination of symbols usually used to describe human facial expressions which contain emotion or feelings in form of messages or writing.

Based on the unique phenomenon that the writer found, and by previous studies and any other theories which served about this matter by many scholars, then the writer decided to make research on this subject. The writer hopes that this thesis can be a stepping stone for any further research studying the same subjects.

2. Theoretical Framework

2.1 Stylistics

In general, stylistics is considered as the study of style. It is the study of the way an author uses words and grammar as other elements, both within the sentence and within the text as a whole. The style here refers to the choice of words or manners for the writer on expressing his/her feelings. It gives the writer the freedom to choose his/her own language to attract the readers' attentions without giving much attention to the use of grammar and language norms on their works.
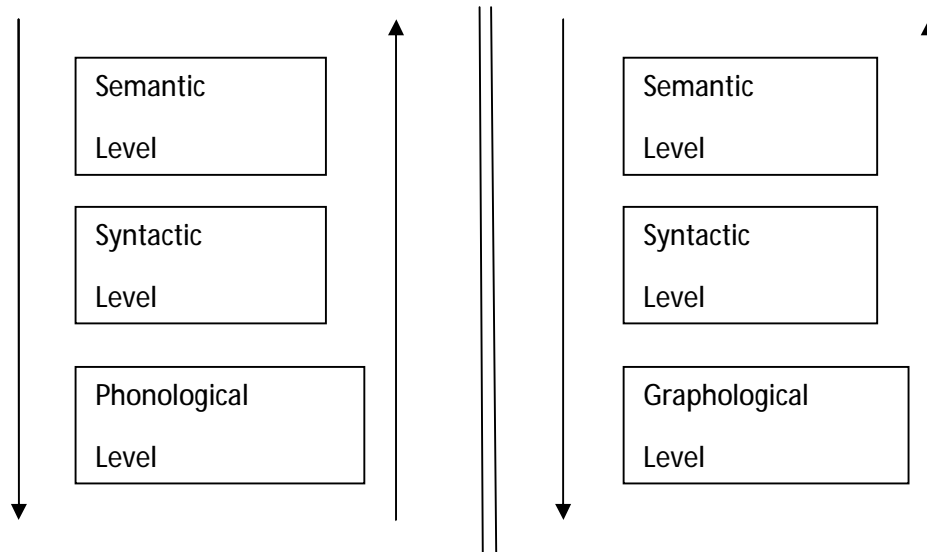
Stylistics covers all area of language. Leech (1969:37) divides language into three main levels: realization, form, and semantic. Realization is realized by phonology and graphology, form covers grammar and lexicon and semantics is

denotative and cognitive meaning. These three main levels of language can be illustrated as below:

Realization	Form	Semantics
Phonology	Grammar	(Denotative or
Graphology	and	Cognitive Meaning)
	Lexicon	

From the illustration above, "realization" consists of phonology and graphology. Graphology is the embodiment of phonology in written language. Thus, both levels are attached to each other, and almost in every graphological forms contain phonological effects. According to Leech and Short (1981), graphology is an alternative form of realization to phonology. Leech and Short (1981:121) describe the levels of organization in speech and writing as follows:

Speech   Writing
Speaker encodes   Hearer decodes   Writer encodes   Reader Decodes

Semantic Level		Semantic Level
Syntactic Level		Syntactic Level
Phonological Level		Graphological Level

According to the illustration above, the previous graphic shows that both in speech and writing, the process of encoding occurs from the top to the bottom. The speaker or writer has some messages to express and put them into words or texts in some specific orders. The process of decoding occurs from the bottom to the top (bottom-up process), meaning that it occurs from the level of sounds or letters to the semantic (meaning) level.

2.2 Style

Wales (2001:371) says that "Style refers to the perceived manner of expression in writing or speaking." In other words, style is the way writers or authors express their messages or feelings to the world through their works. The concept of style was traditionally adopted to refer to "personal style" or "individual style", it is combined with a certain author's name as the manifestation of the author's personality.

Style is often related to deviation, meaning a variation that deviates from the standards or norms. The writer is deliberately uses his/her own style, marked by the non-respect of grammar rules to attract the attention of his/her readers. These devices he/she used are the style markers help him/her to achieve the aim to attract the attention of the readers. In fact style as deviation can be linked to style as a choice, because they practically have the same aim that is to convey the author's message. It is usually marked by the author who refuses the of use standard language, by his/her non-conformism and the non-respect of grammatical rules. This non-conformism on his/her behalf can be considered as style marker.

2.3 Deviation and Foregrounding

Linguistic deviation is creative language's form that the writer uses to surprise and to impress his/her readers. The language can be considered as creative if the writer uses the different language from the conventional and daily speech (Leech, 1969:57). On the other hand, Crystal (2003:134) argues that deviation refers to a sentence that violates the rule which appears grammatically, phonologically, and even semantically. Deviation can be interpreted as the disruption of normal the communication process that causes difficulties on understanding the text.

Foregrounding in language was identified by Mukarovsky (in Ayeomoni (2012)) by considered that any stylistic item that stands our or attracts attention is called foregrounding. Essentially foregrounding theory suggests in any texts some

sounds, words, phrases, and/or clauses may be so different from what surrounds them, or from some perceived 'norm' in the language generally, that they are set into relief by this difference and made more prominent as a result. Leech (1969:57) defines foregrounding as a form of linguistics or other socially accepted norms that involves the analogy of a figure seen against a background. Similar to Leech's definition, Crystal (2003:124) describes foregrounding as a term in stylistics referring to any linguistics deviation and socially accepted norms. So, according to those scholars, it can be concluded that foregrounding means the violation of norm or standard language.

2.4 Types of Language Deviations

Leech (1969:42) classified deviation into eight levels: lexical deviation, grammatical deviation, phonological deviation, graphological deviation, semantic deviation, dialectical deviation, deviation of register, and deviation of historical period. But the writer only explaining about the graphological deviation and adding phonological deviation, as the effect of graphological deviation in the writer's data.

2.4.1 Graphological Deviation

Graphological deviation is placed in the bottom strata on the levels of stylistics nowadays. Graphology is a part of some minor, superficial and sometimes not too concerned on the style of written language. Graphological form, such as spelling,

capitalization, hyphenation, italicization, and paragraphing are determined by syntax. It will become expressive only when a writer makes a graphological choice, which is sometimes marked, such as a deliberate misspelling. (Leech and Short, 1981:131).

The graphological deviation examples can be seen in series of CNN advertisements (Chi and Hao, 2013):

(1) *C*omfort, Desig*n*, Fu*n*ction. (CNN, Time, Sep 20th)

(2) For peace of mind, stay *conn*ected. (CNN, Time, Sep 6th)

(3) Every perspe_tive, dime_ sion, a_gle. (CNN, Time, Sep 6th)

In real advertisements, the italic letters of the first two examples are marked with red color, while the third one uses underlines to leave out several letters in the words. The point of color uses in some letters of the advertisement is to attract the attention of the readers. The same thing occurred in the third example, where some of the letters in some words of the advertisements are omitted and replaced by the underlines. All of these methods are used for foregrounding the CNN's brand.

2.4.2 Phonological Deviation

The implicit phonology can be seen from word choices and the structure of the syntactic level, where those things can be regarded as the important aspects of stylistics (Leech and Short, 1981:132). However, since the writing system is a system for representing the sound pattern of speech, a further source of phonological effects

is graphology. Here is an example from a line of a novel in Leech and Short (1981:132):

Mrs. Winters, speaks in capital letters when addressing foreigner: HOW DO YOU LIKE LONDON?

Such mimicry is used to show the reader about the use of uncommon spelling to suggest the character's accent when talking to the stranger in order he understand clearly what that character said. The author uses capital letters on sentence "HOW DO YOU LIKE LONDON?" to show the difference in pronunciation when Mrs. Winter character was having conversation with the foreigner in order for the stranger to understand the language that Mrs. Winter asked.

2.5 Enhanced Spelling of Indonesian Language (EYD)

According to Dictionary of Indonesian Language (KBBI), spelling is rules on ways of how sounds should be presented (words, sentence, etc.) on writing form (letters) and the using of punctuation marks (2008: 353). The Indonesian spelling system is described as sets of rules which have been decided by the speakers of a language as units that should be adhered to in managing the change of spoken language into written language by using graphic symbols.

3. ANALYSIS

3.1 Capital Letters

In this book the author uses the use of foregrounded capital letters on different occasions, such as Emphasis in words Law of Attraction, Rahasia, **ASK – BELIEVE – ACHIEVE** (p.106 pr.2); **ASK, ASK to Who???** (p.109 pr.1); **Nama, Apakah Bagian dari Life Signs??? Mungkin Juga…** (p.255 line 4); Cuma (p.94 pr.2); *Mencari yang Paling Kuat dalam Bertahan*(p.116 pr.1). According to these data, the usages of capital letters are followed with italicization and bold printed letters, but it do not changed the functions of the text as emphasizes to all of the words. Besides of its function as emphasizes the author also uses it to point out some terms which he uses in his book as follows: REG (spasi) (p.72 pr.1 line 19); Sang Penentu (p.136 pr.1 line 16); *faktor X*, Harapan, Nasib Baik (p. 79 pr.2).

3.2 Italicization

There is a way for the author to presents how the words or sentences should be pronounced. In this case the author used the italic letters as a means to show it to his reader. Such as the use of letters on showing the jumping effects of one of the characters in the story that the author told in his book such as *tuing… tuing… tuing…* (p.220 pr.3). This effect also called as onomatopoeia in the field of phonology. Onomatopoeia is defined as the naming of a thing or action by a vocal imitation of the sound associated with it. Another function is the usage of emphasis in slang language such as the words *melek* (p.211 pr.2); *klop*(p.213 pr.4); *menceburkan*(p.267 line 9). The last function is to classify special terms such as in the words *kurva titik balik* (p.187 pr.2); *Learn, Earn, Learn and You Will Earn*(p.236 pr.1).

3.3 Bold Letters

In his book, the author uses bold letters only for the use of emphasize on the important points that the author wants to point out or on the special terms, such as in *Kebebasan untuk Memilih*(p.118 pr.2 line 16); *"Jika Anda tidak akan menjadi yang terbaik, lebih baik berhenti sekarang".* (p.188 pr.2 line 14); **mempelajari dengan metode yang tepat untuk meningkatkan kemahirannya** (p.230 pr.2); *PAUSE*, *STOP*(p.180 pr.2); **"ilmu memilih duren".** (234 line 20)

3.4 Quotation Marks

In this book the author uses not only one punctuation mark on presenting one function of the effect that he used in several points of his material but also he used a form of punctuation like this quotation marks, on presenting some functions with more than one effect by used it on different context. The author uses the quotation marks on words with special meaning and the terms or important points such as in, "bermitra" (p.101 pr.2); "kebetulan" (p.259 line 2); "dibantu" (p.266 line 12); "Faktor X" (p.102 pr.1); "mencari yang terkuat" (p.117 pr.2); "TERBALIK" (p.258 line 7).

3.5 Single Quote Marks

The use of single quotation marks is not the same as regular use of quotation marks. The single quote marks have a couple functions. The first is to flank the excerpts which are arranged in another passage, and the second is to flanking the meaning of

translation or the explanation of words. In this book, the author used this punctuation in some different ways, which is to make terms that the author created by himself. For examples: *'ketidak-enakannisme'*(p.83 pr.3); 'melacur', 'melakukan curhat'(p.196 line 19). The other function is to present slang words such as, *'ngeh'*(p.127 pr.2); *'melek'*(p.211 pr.2).

3.6 Exclamation Marks

In general, the exclamation marks are used after a phrase or a statement described the call or command that represents seriousness, distrust, or strong emotions. From the existing data, the use of exclamation marks can be seen from direct sentences, which the author wants to convey, within a story the author uses to present his materials. In some points, exclamation marks provide certain effects on the story so it helps on conveying what the author means from the story. For examples: Buktikan!!! (p.98 pr.1); **Sembayanglah!!!** (p.199 line 3); byuuurrrr…..!!!!!(p.222 line 16).

3.7 Question Marks

Generally, the functions of the question mark is to provide an identification that the sentence presented through written language is a question or a part of sentence which is in doubt and that cannot be proven. From the data, we will discover irregularities in the form of punctuations, namely the use of the same punctuations more than one in the same datum. For examples in data: Atau jangan-jangan, saat ini Anda juga termasuk yang sedang merasakan efek tersebut beberapa tahun terakhir ini??? (p.62 line 3); **Nama, Apakah Bagian dari Life Signs???** (p.255 line 4).

3.8 Ellipsis

In general, the ellipsis is used in incomplete sentence or a sentence or in any part of the script which is intentionally omitted. Whereas in the book that discussed, the author used it in different places and with different functions. The author uses the ellipsis in his to make some elongation effects. Examples in the data: *tuing*... *tuing*... *tuing*(p.222 line 1); byuuurrrr…..!!!!!(p.222 line 16).

3.9 Brackets

In general, the function of the brackets covers several functions. The first function is that brackets enclose additional information or explanations whether it is inside or outside the subject. Second, brackets enclose letters or words that the presence in the text can be removed. Then, brackets also enclose numbers or letters detailing the sequence information. In his book the author uses brackets more on the first function in the data such as, (niat ngerjain ♩ hahaha) (p.17 line 19); (memikirkan dengan emosi secara terus-menerus) (p.102 pr.3).

3.10 Square Brackets

There is a slight different function between the brackets and square brackets and the use of the two are interconnected. It means that in the general use, without the use of brackets in a sentence, the square brackets cannot be used. It is also known that the use of square brackets in the same book as the function of square brackets in general, which is flanking the information in the explanatory sentence is marked with

brackets. Examples in the data: **(QS. Yunus [10]:101)** (p.247 line 5); **(QS. Al-Gafir [40]: 60)** (p.197 line 17).

3.11 Smiley

Smiley or better known as "emoticon" are a symbol or combination of symbols which are commonly used to describe human facial expressions that contain emotions or feeling in writing. Smiley bridging the gap between the written text and direct conversation by giving pictures to the text, to meet what the author means by drawing facial expressions. Examples in the data: Dia berusaha sedemikian rupa untuk memastikan hal itu terjadi pada diri Anda. ﻝ (p.14 line 10); (niat ngerjain ﻝ hahaha) (p.17 line 19); Hehehe ﻝ (p.57 pr.2).

4. CONCLUSION

The researcher used stylistics (as a branch of linguistics) approach that is focused more on the graphological level, it studies the use of punctuation and deviation by the author to create the whole new language. Those punctuation and deliberate error can only be understood by paying attention on its context. In his book, the author uses capital letters, bold letters and italic letters, and punctuations such as full stops (.), question marks (?), exclamation marks (!), ellipsis marks (….), quotation marks ("…."), single quote marks ('….'), brackets ((…)), square brackets ([….]), even the use of smiley in it. In conveying what he meant, the author used the informal writing style, which is the kind of language normally accepted in daily conversation among

young people. This informal writing style is used by considering the age of the reader and it also made the reading more relaxing.

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