

THE LANGUAGE STYLE USED IN PRESENTATION ON YOUTUBE BY ENGLISH LANGUAGE EDUCATION STUDENTS

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Abstract

People's thoughts on a particular topic were represented through language style. This study aimed at investigating kinds and functions of language style that students use when giving presentations on YouTube. There were a total of 15 students who took part in the study. A descriptive qualitative design was used in this study. The observation sheet and table classification of the types of language styles were used as research instruments. The findings revealed that concrete word (14%), abstract word (32%), general word (4%), specific word (4%), and scientific word (10%) were used in the language style based on diction. Meanwhile, antithesis (10%), repetition (10%), climax (12%), and anticlimax (4%) were among the language style based on sentence structure. Abstract word and climax made prominent appearances in both classifications, according to both data. The functions of the language style were expressive (18%), directive (43%), referential (17%), metalinguistic (7%), and phatic (15%). It suggested that directive had the most prominent expressions.

Keywords: language style, YouTube, university students

INTRODUCTION

Language is defined as the creation of meanings and thoughts (Castillo, 2015). It is a system to communicate with others (Seken, 2017). It is usually coming from the inside of the speaker which has significant functions (Castillo, 2015). First, language has a function as a communication tool to provide information for the community (Keraf, 2002). Second, language has a function as a tool for expression (Buhler, 2011). In speaking, the students should use a good language to achieve some purposes. They usually speak to share the information, influence the others' thought, or attract others' attention (Gudu, 2015). Therefore, the students usually have different language style in speaking.

A language style is a technique of verbally or in writing expressing a thought (Gunawan, MayasarinMuna, & Masruddin, 2019). According to Dafirah, Kusuma, Suarka, and Pudentia (2019), language style is a person's use of words to inspire or attract listeners' attention. Keraf (2010) classified language styles into four types:

diction, tone in a discourse, sentence structure, and direct or indirect meaning. The precision and suitability of language usage in specific settings is the language style based on diction. Simple style, precious and forceful style, and middle style are the three types of language styles depending on tone. To impart instruction, knowledge, or to explain about facts and verifications, a simple style is employed. To urge someone to do anything, a precious and forceful approach is used. The medium style is employed to create a loving and peaceful ambiance with a fair dose of humor. Furthermore, a language style based on sentence structure is a manner of arranging key language elements (the primary point) in a sentence. Meanwhile, direct or indirect meaning can be used to determine the language style depending on meaning.

The role of language style is equally important. Expressive, directional, referential, metalinguistic, poetic, and phatic purposes of language style, according to Holmes (2001). The speaker's emotional sensation that expresses his or her feelings is known as expressive function. The speaker uses the directive function to persuade the listener to do what the speaker says. The utterances give the information in a referential function. The utterances that comment on language itself have a metalinguistic purpose. It can be used to describe grammar words or even the language itself. Because it concentrates on the aesthetic aspects of the language, such as in a poem, an ear-catching slogan, and a rhyme, the poetic function is rarely employed by people. The usage of phatic utterances is then employed to demonstrate sympathy and empathy with others. Indirectly, assessing language style refers to examining word usage tactics, forms, and functions (Dafirah, Kusuma, Suarka, & Pudentia, 2019).

In order to see the students' language style, the teacher can involve students in an attractive speaking activity. One of the speaking activities in the classroom is presentation. Presentation is an activity to speak in front of an audience to convey opinions, topics, or information (Dolan, 2017). Nowadays, presentation is not limited conducting in the classroom but it is also on YouTube. Landrum, Olshansky, & Richards (2021) stated that YouTube is both a search engine and video-sharing website. It is used to interact on one site such as sharing videos, commenting, and giving ratings (likes or dislikes) (Nurhakim, Syarfuni, Sasmayunita, Thahir, Wahyuni, & Sibua, 2021). The students make their video presentation and upload it into YouTube. This activity will give a challenge for all students because their speaking performance will be watched by many people. Therefore, students' language style will determine their success in doing presentation on YouTube to make the audience understand on their explanation.

The majority of earlier researchers focused at the language style of a speech or a movie. Susatyo & Wardhono (2019) conducted research on the linguistic style of Hillary Clinton's address, *Hillary Clinton Makes History*, which was broadcast on YouTube on March 14, 2018. The findings revealed that Hillary Clinton employed a variety of figurative languages to ensure that the audience understood the message. Sipahutar (2018) investigated language styles in the film *Love Rosie*. According to the findings, the most common language style is intimate style, which accounts for 23 cases (59 percent), followed by casual style, which accounts for 11 cases (28 percent), formal style, which accounts for 3 cases (8 percent), consultative style, which accounts for 2 cases (5 percent), and frozen style, which accounts for 0 cases (0 percent). These prior studies show that language style is still an issue that needs to be addressed. Unfortunately, none of the prior research have focused on the students' language style in

YouTube presentations. As a result, the purpose of this study was to look at the different types and functions of language styles employed by college students when giving presentations on YouTube.

METHOD

This study used a descriptive qualitative research design. The subjects were 15 English Language Education from Undiksha, and the object was the 6 D class students' utterances. The data of this research were spoken texts found in the presentation while the data source was the students' presentation video from YouTube. The methods of data collection were observing, downloading, transcribing, marking, and note taking. The researcher observed the students' video presentation by watching the whole video. The video were downloaded from the students' 6D class of English Language Education Undiksha YouTube channel. Then, the researcher transcribed the utterances of the video presentation. The researcher made a note of the sentences that included the linguistic style. The research instruments included an observation sheet and a table that classified the different types of language styles. The data were analyzed using Miles and Huberman's (1994) Interactive Analysis Model, which included data reduction, data display, and data drawing/verification.

FINDING AND DISCUSSION

Keraf (2010) classified the language style into several forms. Its classification can be seen from the table 1.

Table 1 the Classification of Language Style

No	Language Style	Frequency	Percentage
Language style based on diction			
1	Concrete word	7	7%
	Abstract word	15	15%
	General word	2	2%
	Specific word	2	2%
	Scientific word	5	5%
Language style based on sentence structure			
2	Antithesis	5	5%
	Repetition	5	5%
	Climax	6	6%
	Anticlimax	2	2%
Language style based on tone			
3	Simple style	50	51%
Total		99	100%

Table 1 showed the language style based on diction included concrete word (7%), abstract word (15%), general word (2%), specific word (2%), and scientific word (5%). Meanwhile, language style based on sentence structure included antithesis (5%), repetition (5%), climax (6%), and anticlimax (4%). Moreover, language style based on

tone included simple style (51%). The findings of the 6D students' language style were converted into Figure 1.

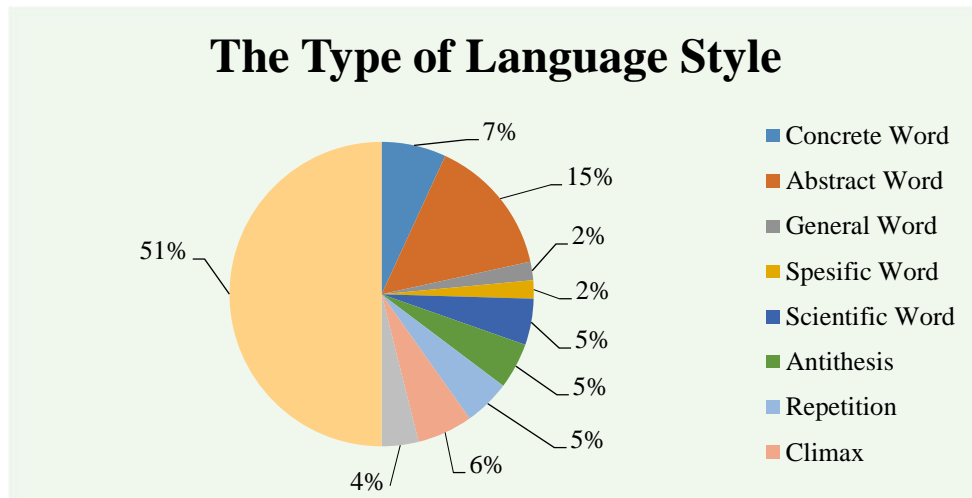


Figure 1. The Type of Language Style

It was found that the students in the 6D class used two types of language styles on YouTube, namely diction and sentence structure-based language styles. The language style was classified into five categories based on diction, with abstract words (32%) being the most often used kind by students in 6D class on YouTube. Meanwhile, language style was classified into four classifications which based on sentence structure, with climax (12 percent) becoming the most popular type of language style utilized by students in 6D class on YouTube.

The language style based on diction refers to the word choice that is used in certain situation (Keraf, 2010). In this finding, (T) referred to the teacher and (S) referred to the students. The first classification was concrete word. The examples of concrete word could be seen as follows.

- (1) T: Okay, great Melia. See. **Ears**, what is the function of **ears**? **Ears** to? Okay Sandra.
S: Hear
(C.3)

Datum (1) was taken from Conversation 3. Two speakers talked the function of the part of body. Here, the teacher used word ear that belongs to the concrete word.

- (2) T: Okay, this is about puzzle game. How you finish the **puzzle** is by listen to a short story about time. So, you have to arrange, not arrange, you have to match the **puzzle** based on the time that mention in the video, okay?
S: Okay
(C.6)

Datum (2) was taken from Conversation 6. The teacher asked students to arrange a puzzle during the learning process. Here, the teacher used a word 'puzzle'. This word belongs to a concrete word since the object is real.

The second classification was abstract word. This classification referred to feeling, mind, and smell. The examples of the abstract word can be seen as follows.

(3) T: Really? I think you are not **excited** about it. Are you really **happy**?

S: Yes

(C.6)

Datum (3) was taken from Conversation 6. The teacher asked about students' feelings in the classroom. From Datum (3), the teacher used the word 'excited and happy'. These words belong to someone's feeling. Thus, these words belong to abstract word.

(4) T: Alright. Good. So Nadya, what do you feel?

S: I feel **happy**

T: Good. How about you, Tio? How do you feel?

S: I feel **hungry** Ms

(C.8)

Datum (4) was taken from Conversation 8. The teacher asked about the students' feelings. Then, the students said that they felt happy and hungry. Happy and hungry belong to abstract word.

The third classification was general word which meant general things in the conversation. The examples of the general word can be seen as follows.

(5) T: Reading. Good. So you do positive activity during quarantine day, right? So today we will learn about public places. Do you know what is **public** in Indonesia, in Bahasa Indonesia?

S: *Tempat umum*

(C.7)

Datum (5) was taken from Conversation 7. The teacher asked the meaning of the public place in Bahasa Indonesia. Then, the students said that the public place was *tempat umum*. From Datum (5), the teacher used the words 'public place'. It belongs to the general word of place because some places could be categorized as the public place.

The fourth classification was specific word. The examples of the specific word could be seen as follows.

(6) T: Good. Okay students, after you watch the video and write the words that related to the family members in the video. Who can repeat or mention the words that related to the family members that show in the video. Yes, please Yuningsih.

S: **Grandmother, grandfather, father, mother, brother, sister, uncle, and cousin**

(C.4)

Datum (6) was taken from Conversation 4. The teacher asked a question related to the family member on the video. Then, the students answered by saying grandmother, grandfather, father, mother, brother, sister, uncle, and cousin. These words belong to a specific word of family members.

(7) T: *Tempat umum*. So during the pandemic we are not allowed to uh go outside the house the home. So we are not go to the public places during the pandemic. So to check your understanding about public places I have a video about public places. Please pay attention and if you have to take a note if you have you found that the information is important you can take a note. Here is the video. The video will tell you how to pronounce several public places and its function. You can repeat the pronunciation after the video. So if the video said airport you can follow with say airport.

S: **Airport, bank, department store, Eiffel tower, castle, library, museum, opera house, police station, school, zoo**

(C.7)

Datum (7) was taken from Conversation 7. The teacher checked students' understanding by giving them a video. The students were asked to pronounce some words such as airport, bank, department store, Eiffel tower, castle, library, museum, opera house, police station, school, and zoo. It could be seen that students used specific words for public places in the conversation.

The fifth classification was scientific word. The examples of the scientific word could be seen as follows.

(8) T: Good. I hope that all of you are in a good condition today even though we are on the **corona virus diseases** situation. We have to keep our **healthy**, help everybody and also doing activities by **washing hands**.

(C.5)

Datum (8) was taken from Conversation 5. From Datum (8), the teacher used words **corona virus diseases**, **healthy**, and **washing hands**. These words belong to scientific words which refer to health science.

Additionally, Language Style based on Sentence Structure was another type of language style. Antithesis was the first category. The existence of a contradiction in the statement was classified as such. The examples of antithesis could be seen as follows.

(9) T: You practice Balinese dance? Okay great. Maybe you should practice Balinese dance at home because we should not go outside while this corona pandemic, **but** you can enjoy your holiday at home like watching TV, playing game and the other else maybe in this season in Bali you playing a kite. Okay talking about holiday. Our today's material is about holiday. Who like holiday?

S: Me.

(C.13)

Datum (9) was taken from Conversation 13 that discussed the activity during a holiday. In Datum (9) there was a contradiction mark but in the conversation.

The second classification was repetition. The examples of repetition could be seen as follows.

- (10) T: Good! So this is the learning objective; you are able to mention the type of occupation and the last is you are able to make conversation about occupation. So the first material we will learn about type of occupation. Okay let's we mention the types of occupation but you say like this. This is a **teacher**. I am a **teacher**. And you repeat after me. She is a **teacher**.
S: She is a teacher

(C.9)

Datum (10) was taken from Conversation 9. The teacher told the learning objective to the students. Then, the teacher asked the students to follow her utterance. From Datum (10), it could be seen that the teacher used repetition words three times in the conversation.

The third classification was climax. The examples of climax could be seen as follows.

- (11) T: That's all for our lesson today. Thank you for your participation today. Stay healthy and see you on the next meeting. **Bye**.
S: Bye

(C.2)

Datum (11) was taken from Conversation 2. From the conversation, the teacher ended the class by saying bye. It could be seen that teacher emphasized on his language at the end of the sentence by using bye to dismiss the class.

- (12) T: Okay before we end this class let's pray. Take a good sit and pray start. Pray end. Thank you. **Bye-bye**.
S: Bye-bye

(C.14)

Datum (12) was taken from Conversation 14. The students responded to their teacher. Here, the teacher emphasizes ending the class by saying bye-bye.

The fourth classification was Anticlimax. The examples of anticlimax could be seen as follows.

- (13) T: Wow everyone **present** today. Okay it's great! Before we start our lesson today,
I have a little bit curious about your activity at home. Have you ever made something at your home?
S: Yes Ms, I have.

(C.10)

Datum (13) was taken from Conversation 10. The teacher (T) checked students' attendance. Then, the teacher asked about the students' activity in their house. In Datum

(13), the main point is students' presence but it turns to students' activity in their house. It descends to the less important point.

The next form of language style was Language Style Based on Tone. It included simple style which was used to give instruction, knowledge or tell a fact. The examples of language style based on tone could be seen as follows.

(14)T: Good. Okay students, **please listen a song carefully and please pay attention.**
Do you understand?

S: Yes sir

T: Good. Okay students, are you happy?

S: Yes sir

T: Good. After you listens a song, who can repeat or mention the word that related to the family members in the song? Yes please.

S: Daddy, mommy, brother, sister, baby.

(C4)

Datum (14) was taken from Conversation 4. There were a teacher and students who learned about family members. The teacher gave an instruction to listen to the song and pay attention to it. Here, the teacher uses simple style in a form of instruction.

(15)T: Okay, great Melia. See. Ears, **what is the function of ears?** Ears to? Okay
Sandra.

S: **Hear**

T: Yes, hear. **Mouths, the function of mouth,** number three.

S: **Speak**

T: Speak. Great! Now, **the function of foot**

S: Me!

T: Candra

S: **Walk**

T: Walk, walk

S: Walk

T: Okay great. How about hands? Viona, **the function of hand**

S: **Touch**

T: Okay great. The last one, together, jawab bersama-sama! **What is the function of nose?**

S: **Smell**

(C3)

Datum (15) was taken from Conversation 3. Here, the teacher used the simple language inform of telling the fact of part of body. The functions of part of body belong to fact. Thus, the teacher uses language style based on the tone in teaching and learning.

Moreover, Holmes (2001) classified the function of language into 5 functions. Those were presented in Table2

Table 2.The Function of Language Style

No	The Function of Language Style	Frequency	Percentage
1	Expressive	15	18%
2	Directive	36	43%
3	Referential	14	17%
4	Metalinguistic	6	7%
5	Phatic	13	15%
	Total	84	100%

Table 2 showed that there were five different language style functions found on YouTube used by students' 6D class of English Language Education UNDIKSHA. First, expressive was about 18%. Second, directive was about 43%. Third, referential was about 17%. Fourth, metalinguistic was about 7%. The last, phatic was about 15%. Then, the findings of the function of language style were converted into Chart 2.

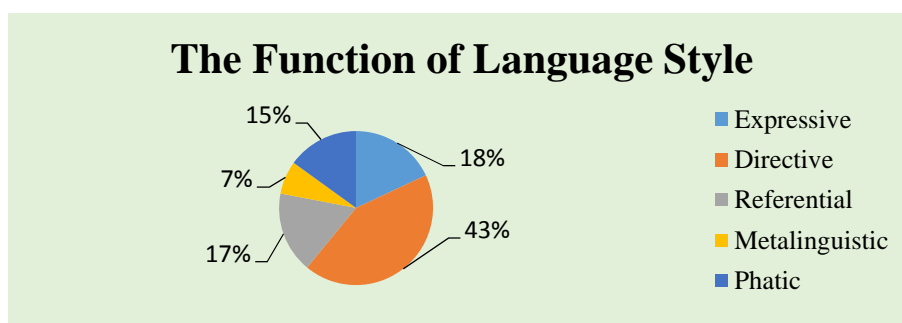


Figure 2. The Function of Language Style

Figure 2 showed the five functions of language style, which include expressive, directive, referential, metalinguistic, and phatic functions. The directive function became the most frequent function found on YouTube. It was used to ask people to do something. Meanwhile, metalinguistic function became the lowest function found on YouTube. It was used to show the aspect of language in the conversation. The detailed explanation of each function can be explained as follows.

The first function of language style was Expressive. Expressive function is about the speaker's feelings or emotions (Holmes, 2001). 15 expressions showed speakers' feelings. The examples of expressive function can be seen as follows.

(16) T: What is your favorite food?

S: I **like** noodle, I **like** fried chicken.

(C.1)

Datum (16) was taken from Conversation 1. Here, the teacher asked the students' favorite food. The student said her/his favorite food by saying '**I like noodle, I like fried chicken**'. It referred to students' feeling toward the foods that she/he liked the foods.

(17) T: Are you guys **happy**?

S: Yes! We are **happy**.

(C.12)

Datum (17) was taken from Conversation 12. Here, the teacher asked about the students' feelings. From the conversation, it could be seen that the students are in a good feeling by saying '*Yes! We are happy*'.

The second function of language style was directive. It refers to the speaker's utterance that made the listener do something (Holmes, 2001). There were 36 expressions that were categorized into directive functions. The examples of directive function could be seen as follows.

(18) T: Tio, **can you ask** Vita?

S: Vita, do you like Pizza?

S: Yes, I like pizza

(C.1)

Datum (18) was taken from Conversation 1. Here, the teacher asked a student to ask his friend about her favorite food. Then, another student replied to her friend's question. From the conversation, it can be seen that the teacher uses the language to ask the students to do something (asking a friend).

(19) T: Okay then. I will give you the exercise. **Please complete the sentence in the exercise and then I will give you four minute to do the exercise. Do you understand?**

S: Yes Ms

T: Okay students you can start from now! If you have any question related to the exercise you can ask to me.

(C.2)

Datum (19) was taken from Conversation 2. The teacher asked the students to do the task in four minutes. if the students had a problem, they could ask their teacher. From the conversation above, the teacher gives instruction '**Please complete the**

sentence in the exercise and then I will give you four minute to do the exercise’. This utterance belongs to the directive function since the teacher’s utterance asked students to do something.

The third function of language style was referential. It refers to language style that is used to indicate things or facts as well as information (Holmes, 2001). There were 14 expressions belong to the referential function. The examples of the referential function could be seen as follows.

- (20) S: My name is Widya.
 T: **Where do you live?**
 S: **I live in Penaga village.**
 T: What is your favorite food?
 S: My favorite food is bakso

(C.2)

Datum (20) was taken from Conversation 2. The student (S) told her name and the teacher (T) asking about the students’ identity. From the conversation, it could be said that the language was used to tell the truth and personal information.

The fourth function of language style was metalinguistic. It is a function that is used to describe the part of a language (Holmes, 2001). There were six expressions which reflect metalinguistic function. The examples of metalinguistic function could be seen as follows.

- (21) T: The material today is about like and dislike. First, asking. Repeat after me, okay? **Do you like blah, blah, blah?**
 S: **Do you like blah, blah, blah?**
 T: **Does she like blah, blah, blah?**
 S: **Does she like blah, blah, blah?**
 T: Okay, now answering. Okay, repeat after me. I like
 S: I like
 T: If you don’t like you have to answer I don’t like
 S: I don’t like
 T: Do you understand students?
 S: Yes

(C.1)

Datum (21) was taken from Conversation 1. The teacher asked the students to repeat his utterance. The topic was about grammar (simple present tense) about like and dislike. The teacher guided students to make a positive, interrogative, and negative

sentence. From datum (21), it could be seen that the utterance was about part of language (grammar). They discussed how to make simple present tense.

The fifth function of language style was phatic. It refers to solidarity and empathy in the interaction (Holmes, 2001). There were 15 expression belonged to phatic function. The examples of phatic function could be seen as follows.

(22) T: **Hello students, good morning.**

S: Hello, good morning Ms.

T: **How are you today?**

S: I 'am good.

T: Are you serious, you are good?

S: Yes.

(C.1)

Datum (22) was taken from Conversation 1. The teacher (T) greeted the students (S) by saying good morning. The teacher also asked students' condition. From datum (23), it could be seen that the language was used to conduct small talk among teacher and students.

According to the findings of the study, there are three kinds of language styles found in this study: diction, sentence structure, and tone. The word choice employed in a conversation is referred to as diction. Keraf (2010) goes on to say that language style based on diction refers to the precision with which language is used in a certain scenario. Furthermore, language style based on sentence structure relates to the point's place in the context. According to Keraf (2010), the language style based on sentence structure stresses the placement of a significant language element (primary point) in a sentence. Tone-based language refers to the placement of the tone in the use of language. Furthermore, the current study classifies the function of language style into five categories. The function of language style varies depending on the context of the conversation.

These findings are consistent with those of Aflahah (2017), who determined the type of language style based on diction (concrete, abstract, specific, general, and scientific words) and sentence structure (antithesis, repetition, climax, and anticlimax). On the other hand, the findings of the present study are different from some studies. Susatyo and Wardhono (2019) conducted a study about language style in a speech which found the use of figurative language in the speech. Next, Batmomolin and Lewier (2019) conducted a study about a short story. They reveal that the style of language into comparative styles, repetitive style, conflicting styles, and interrelated styles. Moreover, Putra (2017) conducted a study about language style in Scorpions' songs. The study reveals the meaning of language style in the song. It finds out synonyms, hyponyms, simile, metaphor, synecdoche, irony, symbolism, personification, hyperbole, opposite, denotation, and connotation in the song.

From the comparison among several studies, it can be seen that the present study presents the function of language style while most of them do not insert the function in the study. The language style tends to be different based on the topic that is discussed in the study. The education work tends to put the style on the diction and structure. Meanwhile, literature work puts much attention on the language style based on the meaning. It tends to use figurative language to deliver the language.

Moreover, the findings of the present study give an implication on the education field. The finding and discussion of the present study provides the real examples of language style based on the type and function. The examples of findings can be used as a reference in teaching linguistics to give a real situation to the students.

CONCLUSION AND SUGGESTION

Presentations are no longer simply done in the classroom; they are now also done on YouTube. Through their linguistic style, the students presented their thoughts on a certain topic. This study discovered that students in 6D Class used language styles based on diction and sentence when giving presentations on YouTube. Concrete word (14%), abstract word (32%), general word (4%), specific word (4%), and scientific word (10%) were among language style based on diction. Meanwhile, antithesis (10%), repetition (10%), climax (12%), and anticlimax (4%) were among language styles based on sentence structure. Abstract word and climax made prominent appearances in both classifications, according to both data. Another finding was the function of language styles such as expressive (18%), directive (43%), referential (17%), metalinguistic (7%), and phatic (15%). It suggested that instruction had the most expressive appearance. The ability to choose words was also recognized as part of the linguistic style. It showed that directive had the most expressive appearance. The ability to choose words, sentences, and clauses was also seen as part of the language style. As a result, students must be aware of how to select relevant utterances in order to attract others' attention to their presentation.

Looking back at the results of the research, several suggestions can be drawn. For Students, after understanding the analysis result of their own presentation language style, the students are expected to have self-reflection and evaluation towards their spoken English. Thus, in the future, it will develop their metacognitive style in making their spoken language skill better. For lecturers, the lecturers are expected to be more aware of their students spoken language ability through the analysis of their presentation language style. Thus, after knowing the students' ability and the students' needs, it is expected to give the lecturers inspiration to create innovative learning media and techniques, especially in four skills courses to increase the students' ability in their spoken and written English. For future researcher, the present research is expected to give contributions to the related literature and topics. The future researchers are expected to carry out research on the similar topics, concerning the four skills.

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