

CHARACTERISTICS OF YOUTH MOTIVATION DISCOURSE

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ABSTRACT

The use of a person's language develops according to the psychological development of the language user. Language in childhood will be different from the language of adolescents. Likewise, the language of adolescents will be different from the use of adult language. The purpose of this study is to identify the characteristics of youth motivation discourse language. This research is a qualitative research. The object of this research is words, phrases, or sentences that show the characteristics of youth motivation discourse. Sources of data in this study are the results of writing in the form of motivational discourses written by students of SMP Muhammadiyah 6 Surakarta. The data collection technique in this research is documentation. In addition, interviews were conducted with a number of informants. Triangulation that is done is triangulation of sources and triangulation of researchers. The analysis used the equivalent method, namely referential equivalent or content analysis as well as FGD. There are ten characteristics found in adolescent motivational discourse: (a) sound elimination in which written language is influenced by spoken language; (b) there is a similarity in grammatical functions, namely the similarity of the grammatical function of the -in suffix which is aligned with the morpheme zero; (c) the existence of a form of repetition, namely reduplication of the whole, reduplication of combinations with clitics, reduplication of combinations with affix affixing ,; (d) the existence of an acronym form, namely the taking of the dominant syllable from each word that embodies the concept; (e) the use of prepositions which are a reflection of spoken language; (f) the use of particles --lah to emphasize the form of the command; (g) a form of presupposition that gives rise to connotative meanings; (h) affirmation with symbols and punctuation marks; (i) the use of klitik -mu; and (j) the use of asynchronous pronouns.

Keywords: characteristics, discourse, motivation

INTRODUCTION

Nowadays character education is in the spotlight in the world of education. It is important to teach character education from an early age to shape the positive character

of future generations in the future. Many schools carry various development programs on character education, from morning recitations, healthy Friday, to comprehensive literacy programs.

In an effort to form a positive character for students, of course there are many challenges faced. One of the closest and most felt is the influence of technology. Currently, technology has experienced many developments. Information is very easy to obtain and communication is very easy. This, if not addressed properly, will certainly have a negative effect because students can access any information, including negative information. This is of course not only the responsibility of the school, but also the responsibility of parents who are closer to students on a daily basis.

This problem needs attention because adolescents are a transition period from childhood to adulthood. At this time they have a lot of curiosity so they want to dig up as much information as possible. In this regard, technology can be a means of fulfilling adolescent curiosity.

In addition, technology is also an easy medium to express ideas and feelings. Nowadays, everyone can easily upload their status on the Facebook, Instagram, Twitter or WhatsApp application. What is uploaded by the account owner can be a reflection of his ideas and feelings. So, this is also a reflection of the character of the account owner.

In this study, the authors are interested in seeing the characteristics of the language used by adolescents in motivational discourse. Motivation is an impetus that arises from someone who consciously or not aims to take an action (KBBI, 2012: 666). The characteristics are

the uniqueness of an object. In this case, the language used by adolescents in the motivational discourse they wrote became the focus of the study that the researcher wanted to find answers to because adolescents tended to absorb and develop the vocabulary they got and generally adolescents chose different vocabulary from the vocabulary used by adults (Harimansyah, 2015).

Research on language characteristics was conducted by Afriansyah and Karim (2016). Afriansyah and Karim (2016) examined the characteristics of using directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu. The results showed that the characteristics of the use of directive speech acts in learning at Masrasah Aliyah Putri Aisyiyah Palu include forms, functions, and strategies. First, it is found the characteristics of the form of orders, forms of inviting, forms of requests, forms of courtesy, forms of prohibitions, forms of rejection, forms of questions, and forms of statements.

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

Third, the characteristics of the strategies used in directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu are direct and indirect strategies.

A study of language characteristics was also conducted by Subiyatningsih (2007) which examined the language characteristics of adolescents in the "Detection" rubric in the Jawa Pos daily. The results of the analysis show that the characteristics of adolescent language in the adolescent rubric "Detection" in the Jawa Pos daily include phonological, morphological, and syntactic features. The phonological characteristics of adolescent language are marked by the presence of symptoms of change and disappearance of language sounds in the pronunciation of Indonesian words. Morphological characteristics are shown through the use of the N-fixation which is very productive and equivalent to the prefix meN- in Indonesian. Syntax features are shown by the use of syntactic structures, both at the level of phrases and sentences which are influenced by the Javanese language on a number of certain phrase and sentence constructions.

Furthermore, Prihapsari, et al (2019) examined the characteristics and factors that influence the use of Papuan accent Indonesian in Nabire Regency. This study aims to describe the characteristics of Indonesian with a Papuan accent and the factors that influence the characteristics of Indonesian with a Papuan accent. The results showed that the characteristics of Indonesian Papuan accent were found in

linguistic elements (phoneme replacement, diphthong replacement, phoneme release, and intonation use) and nonlinguistic elements (speech and paralinguistic events). In addition, the characteristics of Indonesian with a Papuan accent are due to factors of administrative unity, sense of identity of a special community, living in the same geographic area, and historical experience.

RESEARCH METHOD

This research belongs to the type of qualitative research. Qualitative research intends to understand the phenomenon of things experienced by research subjects holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing natural methods (Moleong, 2010: 6).

In this study, the researcher described the characteristics of the discourse on youth motivation. Therefore, this research belongs to the type of descriptive qualitative research because it relates to the words, phrases, sentences contained in the discourse of youth motivation. This is based on the opinion of Moleong (2011: 11) that the data collected is in the form of words, pictures, and not numbers, including the type of descriptive qualitative research.

The objects in this study are words, phrases, or sentences that indicate the characteristics of adolescent motivational sentences. Arikunto (2010: 161) states that the object of research is a variable or has that is a point of attention in a study.

The data source is the subject from which data can be obtained (Arikunto, 2006: 129). The data source in this study is a discourse in the form of motivation written by students of SMP Muhammadiyah 6 Surakarta. Primary data in this study are the characteristics of adolescent motivation discourse found in the form of phrases, clauses, sentences, or sentences.

Data collection was carried out by documenting the writings of students of SMP Muhammadiyah 6 Surakarta, especially those containing the functions and characteristics of the discourse on youth motivation.

The data validity test was done by triangulating the source and triangulation of the researcher. Researchers collected various data, especially discourse on youth motivation.

Data analysis was performed using referential matching methods or content analysis. In addition, marker reading techniques and small group discussion (SGD) were carried out.

FINDING AND DISCUSSION

ELIMINATION OF SOUND

The characteristic of eliminating sounds is related to phonology, which is related to language sounds. These characteristics are identified through written data, which assumes that the written form is a reflection of spoken language. From a phonological point of view, there is a difference between the standard form of writing and its pronunciation. In spoken

language, standard variety words are pronounced in their entirety in accordance with the phonological system of the spoken language, while in the discourse of youth motivation there are words whose pronunciation is done by eliminating one phoneme or by changing certain phonemes into another phoneme. As for the omission of sounds in the discourse of youth motivation occurs in the initial position of the word. The elimination of many sounds occurs in words that have aspects, modalities, and determiners. Here's an example of the analysis.

*(1a) Kejarlah cita-citamu
setinggi mungkin*

*Jangan pernah berhenti
mengejar cita-citamu*

*Hanya karena kata-kata orang
lain*

*Apabila temanmu berkata
"Mandek'o ndak kesel"*

*Udah kamu cuekin aja demi
meraih cita-citamu*

(Pursue your dreams as high as possible)

Never stop chasing your dreams

Just because of other people's words.

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

Just ignore it for the sake of achieving your goals)

(N.V.P. 8A)

Motivational discourse (1a) shows the characteristics of adolescent motivation

discourse in the form of silencing. The elimination of the sound also results in eliminating the stiffness in the lingual unit which has the sound deletion. In the motivational discourse on silencing occurs in the lingual unit "aja". The lingual unit "aja" undergoes partial removal of the phoneme from the original form "only". Both "just" and "only" lingual units in the motivational discourse have the same meaning, which means better (as a suggestion). In this motivational discourse, the point is a suggestion to be complacent.

EQUITY OF GRAMMATICAL FUNCTION

The similarity of grammatical functions in the discourse on youth motivation can be seen in the following motivational discourse.

(2a) *Kejarlah cita-citamu
setinggi mungkin*

*Jangan pernah berhenti
mengejar cita-citamu*

*Hanya karena kata-kata orang
lain*

*Apabila temanmu berkata
"Mandek'o ndak kesel"*

*Udah kamu **cuekin** aja demi
meraih cita-citamu*

(Pursue your dreams as high as possible

Never stop chasing your dreams

Just because of other people's words.

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

Just ignore it for the sake of achieving your goals)

(N.V.P. 8A)

The motivational discourse (2a) shows the characteristics of the blade of morphological field analysis. In this motivational discourse, there is a lingual unit which shows the grammatical function of the -in ending which is parallel to the zero morpheme. The lingual unit referred to is the "ignorant" lingual unit which is parallel to the zero morpheme. The presence or absence of the -in suffix does not affect the meaning of the lingual unit "ignorant", which means ignoring an object.

FORM OF REPETITION

The form of repetition or reduplication is a repetition of grammatical units, either in whole or in part, with variations of phonemes or not (Ramlan, 1983: 55). As for Soedjito (1995: 109) states that repetition is a process of forming words by repeating the basic form, either in whole or in part, with variations of phonemes or not. Muslich (1990: 48) also expresses his idea of the repetition process, namely the event of word formation by repeating the basic form, either whole or in part, either with varying phonemes or not, whether combined with affixes or not.

In the following discourse on youth motivation, there are four types of reduplication, namely reduplication of all, combination reduplication with clitics, combination reduplication with affixing of

affixes, and reduplication with phoneme changes.

The entire reduplication appears in the following motivational discourse.

(3a) *Belajarlaha dengan **sungguh-sungguh** bila kalian ingin mencapai cita-cita kalian.*

(Study hard if you want to reach your dream.)

(R.B.W.S. 9B)

The whole reduplication form is also found in the above motivational discourse. The reduplication of the motivational discourse above that is found is the same as the reduplication of the entire motivational discourse above, namely "really". The context, the meaning is the same, namely diligent when studying.

In addition to reduplication of the whole, there was also reduplication of combination with clitics. Clitic is a phonologically bound form, but has the status of a word because it can fill in the gatra at the phrase or clause level (KBBI Luring, 2016-2020). In the discourse of youth motivation, the form of reduplication in combination with clitics is only found in the form of the lingual unit "*cita-citamu* (your dream)". The combination reduplication with clitics "*cita-citamu* (your dream)" comes from the root word "*cita* (dream)" which means the will or goals to be achieved or implemented. The combination reduplication with clitics in the lingual unit "*cita-cita* (dream)" followed by

clitics "-mu" which means the indicator of ownership of the second person. So, if you look at the context, the discourse on youth motivation in the form of reduplication containing clitics is addressed to the second person.

(3b) *Gapailah **cita-citamu** dengan usahamu sendiri karena dari usaha sendiri lebih baik daripada usaha orang lain.*

Achieve your goals with your own efforts because from your own efforts is better than other people's efforts

(M. D.A.P.N., 9A)

In addition to combination reduplication with clitics, combination reduplications with affixes were also found. Affix is a bound form which when added to the basic word or basic form will change the grammatical meaning (KBBI Luring, 2016-2020). Affix consists of several types, namely infix (insertion), prefix (prefix), suffix (suffix), confix (prefix-suffix). Meanwhile, the affix found in motivational discourse is the prefix -ber which is attached to the duplicated lingual unit "*sungguh-sungguh* (really)". Combined reduplication with the affix "*bersungguh-sungguh* (really)" comes from the root word "*sungguh* (really)" followed by the prefix -ber. This derivative form can be interpreted as effort with all your might, with all your heart and with all your interest.

Reduplication of combinations with clitics appears in the following motivational discourse.

(3c) *Pantang menyerah
sebelum dicoba.*

*Rajin belajar untuk
menghadapi UN.*

*Berusaha **bersungguh-
sungguh** pasti hasilnya akan
memuaskan.*

(Never give up before trying
Diligently study to face the
UN

Trying hard will definitely be
satisfying results.)

(Y.W. 8A)

The unique thing that is found in the discourse characteristics of youth motivation in the form of reduplication is the reduplication of changing phonemes which simultaneously get affixes. Reduplication with phoneme changes is the repetition of the basic form accompanied by changes in the phoneme. Reduplication with phoneme changes can be seen in the lingual unit “*untang-anting*” which means “to swing” or “wobble”. This reduplication seems to be a passive verb because it is followed by the prefix “-di”. Uniquely, motivational discourse duplicates this change in phonemes and affixes written in Javanese as follows.

(3d) *Urip kui koyo dolanan
lompatan,
diuntang-antingke.*

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

Sok neng duwur sok neng ngisor.

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

Sok terkadang nganggo kesrimpet.

(Sometimes tripping too.)

*Sok ngasi tibo. (Sometimes it falls
too.)*

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

(A.S. 9B)

ACRONYMS FORMS

Acronyms are formed by taking different syllables from each word in a phrase or clause. In the discourse on youth motivation, acronyms are found in the following motivational discourse.

(4a) *Meskipun **ortu** kita sudah
tiada, kita jangan menyerah
atau putus asa karena jiwa
raga kita belum mati untuk
bangkit terus untuk
bersemangat.*

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

(S.N.A. 9A)

In this motivational discourse, the lingual unit “*ortu*” is seen. The lingual unit “*ortu*” is an acronym for the phrase “parents”. The rules for writing acronyms that are applied to these

phrases are taking the dominant syllable from each word that embodies the concept. The acronym "ortu" is composed of the phoneme / o / and / r / from the lingual unit "person" and the phoneme / t / and / u / from the "tua" lingual unit.

PREPOSITION USE

Preposition is a preposition used in front of nouns. In adolescent motivation discourse found prepositions which are assumed to be reflections of spoken language. These prepositions cause the standardization of the language to wear off. Here's the explanation.

*(5a) Walau orang yang kita sayang dan kita cintai telah meninggalkan kita, maka bersyukurlah karena Allah telah mempersiapkan sesuatu yang lebih baik **buat** dirimu. Karena Allah lebih tahu daripada yang kamu tahu.*

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

(I.N. 9A)

The discourse on motivation above shows the characteristics of the discourse of youth motivation in the form of the use of prepositions. A preposition is a preposition that comes before a noun. The characteristic

in the form of using this preposition is assumed to be a reflection of the spoken language expressed in written language. The lingual unit "*buat*" in KBBI explains its meaning, namely for the function of the spoken language. However, in written language, this lingual unit is not standardized. The lingual unit "*buat*" in the motivational discourse above is parallel to the lingual unit "*untuk* (for)".

USE OF PARTICLES – LAH

Another characteristic found in discourse on youth motivation is the use of the –lah particle. Particle –lah is a bound form that is used to emphasize the meaning of the word in front of it. Some words followed by the –lah particle, namely the lingual unit to pursue, study, worship, give thanks, do not, try, be diligent, proud, hurt, and reach out.

The following is an example of a motivational discourse containing the –lah particle.

The following is an example of a motivational discourse containing the –lah particle.

*(6a) **Beribadahlah** kepada Allah agar hati tetap tenang untuk menghadapi masalah apapun, besar maupun kecil.*

(Worship God so that your heart remains calm to face any problem, big or small.)

(L.N.K. 9A)

CONDITIONAL FORM

Another characteristic that appears in the discourse on youth motivation is the existence of a form of assumption. The presupposition form brings out meanings that are not true or connotative meanings. In the motivational discourse, the same supposition is found, namely the lingual unit "as high as the sky". The phrase "as high as the sky" follows the phrase of ideals so that it can be interpreted that a person must have high ideals, high goals, high standards because the diction of "sky" describes a state that is unlimited and reachable by a person.

The following is an example of a motivational discourse.

(7a) Belajar dengan sungguh-sungguh niscaya kamu akan berhasil

Banggalah dengan orang tuamu sebelum beliau tiada

*Gapailah cita-citamu **setinggi langit** jikalau kau terjatuh tak kan terasa sakit.*

(Studying hard will undoubtedly succeed.

Be proud of your parents before he's gone.

Achieve your dreams as high as the sky if you fall it won't hurt.)

(D.N.P., 9A)

AFFIRMATIONS WITH A SYMBOL AND PUNCTUATION

There is 1 dominant punctuation mark, which is an exclamation mark that reflects the enthusiasm and assertiveness of the author. In the motivational discourse (8a), it appears that the writer affirms with an exclamation point so that readers want to share and care for others.

In the motivational discourse (8b) there is also a form of affirmation in the lingual unit "*semangat* (spirit)" which is written in capital letters accompanied by the use of three exclamation marks. This clearly shows that the writer tries to express his emotions through his motivational discourse. Likewise in the motivational discourse (8c) which describes the author's enthusiasm for learning. This can be seen from the repetition of the lingual unit "*belajar* (learn)" three times followed by the use of an exclamation point.

As for the discourse on youth motivation (8d), there is a symbol that shows a smiling face "☺". This shows the author's positive and optimistic attitude that the hadil will accompany the efforts that have been made. Consecutively the above explanation can be seen in the following motivational discourse.

Consecutively, these motivational discourses can be seen in the following data.

(8a) Warna hidup itu lebih berarti jika kita berbagi, untuk orang yang kurang mampu mengerti dan tak tahu makna

memahami di dalam sebuah arti!!!

(The color of life is more meaningful if we share, for people who are less able to understand and do not know the meaning of understanding in a meaning !!!)

(F.Inaz P.R. 9A)

(8b) Penulis skenario terbaik adalah Tuhan. Jadi jangan menyerah dalam menghadapi semua ini. Di balik cobaan ini nanti akan indah pada waktunya. SEMANGAT!!!

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

(F.R.N. 9A)

(8c) Rajinlah belajar sekarang, akan menuai hasil kemudian.

Jangan pantang menyerah, harus tetap semangat belajar, belajar, dan belajar!

(Be diligent in studying now, will reap the results later

Do not never give up, you must keep the enthusiasm for learning, studying and studying!)

(A.D.A., 9A)

(8d) Saya percaya bahwa usaha tak akan pernah mengkhianati hasil. 😊 Never give up.

(I believe that effort will never betray results. ☺ Never give up.)

(Destyn A. 9A)

CLITICAL USE

Clitic is a form that is bound phonologically, but has a word status because it can fill in the formulas at the phrase or clause level (KBBI Luring, 2016-2020). Adolescent motivation discourse which shows characteristics in the form of clitics is found in 11 motivational discourses. As for the clitics found in the 11 discourses on youth motivation, they are only klitik –mu. Klitik \neg – mu means second person ownership. Then the discourse of youth motivation which is characterized by clitics shows messages and messages addressed to the reader as the opponent of speech or the second person. As for klitik --mu accompanies several nouns, namely the noun of ideals, friends, parents, abilities, efforts, goals, and dreams.

The following is an example of a motivational discourse that contains clitics.

(9a) Belajar dengan sungguh-sungguh niscaya kamu akan berhasil.

Banggalah dengan orang tuamu sebelum beliau tiada.

Gapailah cita-citamu setinggi langit jikalau kau terjatuh tak kan terasa sakit.

(Studying hard will undoubtedly succeed.

Be proud of your parents before he's gone.

Achieve your dreams as high as the sky if you fall it won't hurt.)

(D.N.P., 9A)

PRONOMINAL USE

A pronoun is a word used to replace people or things, for example I, you, you, him. The first-person pronoun consists of me (singular), we (plural). The second person pronoun consists of you, you, you (singular), you (plural). The third person pronouns consist of dia, ia (singular), they (plural). In the discourse on youth motivation, there are two motivational discourses that indicate the use of nouns that are not synchronous.

(10a) Walau orang yang kita sayang dan kita cintai telah meninggalkan kita, maka bersyukurlah karena Allah telah mempersiapkan sesuatu yang lebih baik buat dirimu. Karena Allah lebih tahu daripada yang kamu tahu.

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

(I.N. 9A)

The discourse on motivation (10a) shows the use of asynchronous prepositions. In the motivational discourse (10a) in the first phrase, the writer uses the pronoun "kita (we)", which means the plural first person pronoun. However, in the second phrase the writer uses the lingual unit "dirimu (yourself)" which denotes the second pronoun. Then proceed also to the last sentence which returns to using the pronoun "kamu (you).".

The pronoun "kita (we)" is the first persona pronoun plural in the context of the person who talks together with other people, including those he is talking to. The pronoun "kamu (you)" is a singular second person pronoun which refers to the person being spoken to.

Asynchronous pronouns can also be seen in the following motivational discourse (10b).

Kita tidak boleh takut dalam menghadapi ujian nasional. Janganlah menyerah dan keadaan kita seperti apapun kamu harus tetap semangat menjalani hidup dan terus maju dan mengejar cita-citamu.

(We must not be afraid in facing the national exam.

Don't give up and whatever our circumstances are, you must remain enthusiastic about life

and keep going and pursuing your goals.)
(I.N. H. 9A)

Motivational discourse (10b) also shows the characteristics that adolescents use inappropriate pronouns in their motivational discourse. The pronouns that appear in the discourse of motivation are the pronouns "we" and "you". In the first clause the writer uses the pronoun "you". As for the second clause, the author uses the pronouns "we" and "you" in one clause at once. It is unclear whether the object uses the first or second pronouns.

CONCLUSIONS

There are 10 characteristics of adolescent motivation discourse. First, the elimination of sounds in the discourse of youth motivation is found in words whose pronunciation is done by eliminating one phoneme or by changing certain phonemes into other phonemes.

Second, the similarity of grammatical functions. The similarity of the grammatical functions found is the similarity in the grammatical function of the \neg -in suffix which is parallel to the zero morpheme.

Third, it was found that there are four types of repetition, namely reduplication of all, combination reduplication with clitics, combination reduplication with affixing of affixes, and reduplication with phoneme changes.

Fourth, there is an acronym form. The characteristic form of an acronym can

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

Fifth, the use of prepositions. Preposition is a preposition used in front of nouns. In adolescent motivation discourse found prepositions which are assumed to be reflections of spoken language. These prepositions cause the standardization of the language to wear off.

Sixth, the use of particles -lah . Particle -lah is a bound form that is used to emphasize the meaning of the word that is in front of it. Some words followed by the -lah particle, namely the lingual unit *kejar* (to pursue), *belajar* (study), *beribadah* (worship), *bersyukur* (give thanks), *jangan* (do not), *berusaha* (try), *rajin* (be diligent), *bangga* (proud), *bersakit* (hurt), and *gapai* (reach out).

Seventh, the form of the presupposition. The form of a presupposition raises a meaning that is not the true meaning or connotative meaning. The assumption contained in the motivational discourse is that the ideals must be achieved "setinggi langit (as high as the heavens)". Apart from that, there were also motivational discourses that presuppose life with jumping rope and *angry bird* games.

Eighth, affirmation with symbols and punctuation. Emphasis with symbols and punctuation is found in the form of an exclamation point (!) Which shows the spirit and positive energy of the author. In addition, a smile symbol (☺) is also found, which indicates optimism.

Ninth, the use of clitics. Adolescent motivation discourse that shows the characteristics of a clitic is found in 11 motivational discourses. As for the clitics found in the 11 discourses on youth motivation, they are only *klitik –mu*. *Klitik –mu* means second person ownership. Then the discourse of youth motivation which is characterized by clitics shows messages and messages addressed to the reader as the opponent of speech or the second person.

Tenth, there is an unsynchronized use of pronouns. As for the pronouns that are not synchronous in the motivational discourse, the use of the pronouns "*kita* (we)" and "*kamu* (you)" is found in a context, which creates confusion.

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