CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents preview of related literatures. It covers digital native, digital immigrants, the comparison between digital native and digital immigrant, the language of digital immigrant and digital native, Facebook.

2.1 Digital Native and Digital Immigrant

2.1.1 Digital Native

Nowadays using digital devices becomes a trend in this era as system of receiving and sending information. Digital natives are people who have grown up in the digital world using technology as a way to communicate record, educate, and understand society. According to Bennett, Maton and Kervin (2008) Digital Natives are those born roughly between 1980 and 1994. Today’s tweens and teens are digital natives as they have had access computers, cell phones, email, and others forms of technology since birth. A tween is a child between the ages of 9 and 12. A tween is no longer a little child, but not quite a teenager.

Digital natives have very fluid and constant communications just not on the phone. With the rise of texting, chat and social media news feeds, digital natives are highly connected with those in their personal networks. According to Prensky (2001) the natives have subtle differences in speech, social interaction, and are fluent in the digital communication forms that are prevalent in the new land
There are 12 ways supporting the building of strong bodies. However, this generation is different in 8 ways. We call these 8 differentiating characteristic the Digital Generation Norms. Each norm is a cluster of attitudes and behaviours that define the generation. These norms are central to understand how this generation is changing work, markets, learning, the family and society (Tapscot, 2009:34).

2.1.1.1 Freedom

They want freedom in everything they do, from freedom of choice to freedom of expression. We all love freedom, but not like this generation. Choice is like oxygen to them. While older generations feel overwhelmed by the proliferation of sales channels, product types, and brands, the digital generation takes it for granted. Digital generation uses technology to cut through the clutter and find the marketing message that fits their needs. They also expect to choose where and when they work. They use technology to escape traditional office constraints and integrate their work lives with their home and social lives. Digital generation seeks the freedom to change jobs, freedom to take their own path, and to express themselves.

2.1.1.2 Customization

They love to customize and personalize. Today’s youth can change the media world around them, their desktop, web site, ring tone, handle, screen saver, news sources, and entertainment. They have grown up getting what media they want, when they want it, and being able to change it. Millions around the world do not just access the web; they are creating it by creating online content. Now the need customize is extending beyond the digital world to just about everything they
touch. Forget standard job descriptions and only one variety of products. As for government portals, they want “my government” customized online.

2.1.1.3 Scrutiny

They are the new scrutinizers. A picture was a picture. No more. Transparency, namely stakeholder access to pertinent information about companies and their offerings, just seem natural to the Net Gen. while older generations marvel at the consumer research available on the internet, the Net Gen expects it. As they grow older their online engagement increases. Businesses targeting the Net Gen should expect and welcome intense scrutiny of its products, promotional efforts, and corporate practices. The Net Gen knows that their market power allows them to demand more of companies, which goes for employers as well.

2.1.1.4 Integrity

They look for corporate integrity and openness when deciding what to buy and where to work. The internet, and other information and communication technologies, strips away the barriers between companies and their various constituencies, including consumers, activists and stakeholders. Whether consumer are exposing a flawed a viral marketing campaign or researching a future employer, digital generations make sure company values align with their own.

2.1.1.5 Collaboration

They are collaboration and relationship generation. Today youth collaborate on Facebook, play multiuser videogame; text each other incessantly;
and share files for school, work, or just for fun. As evidence by sites such as Yub.com, they also engage in relationship oriented purchasing.

2.1.1.6 Entertainment

The digital generation wants entertainment and play in their work, education, and social life. This generation brings a playful mentality to work. From their experience in the latest video game, they know that there’s always more than one way to achieve a goal. This outside the box thinking results from 82 percent of American children aged 2 to having 17 regular access video games. This is a generation that has been bred on interactive experiences.

2.1.1.7 Speed

The digital generation has a need for speed and not just in video games. Real-time chats with a database of global contacts have made rapid communication the new norm for the digital generation. In a work where speed characterizes the flow of information among vast networks of people, communication with friends, colleagues, and superiors take place faster than ever.

2.1.1.8 Innovation

They are the innovators. They seek innovative companies as employers and are constantly looking for innovative ways to collaborate, entertain themselves, learn and work.

2.1.2 Digital Immigrant

A digital immigrant is someone who was not raised in a digital environment but still uses and adopts many aspects of technology. According to Prensky (2001), digital immigrants were born before 1980 and digital natives
after. They cannot learn to use technology effectively and efficiently, but they will always have an ‘accent’ as they learn the language of technology. According to him digital immigrants may learn to use new technologies but will still be in some way located within the past, unable to fully understand the natives. Prensky (2001) likens this to the difference between learning a new language and being a native speakers. According to him, characteristics of digital immigrants include: not going to the internet first for information, printing things out as opposed to working on screen, and reading manuals rather than working things out online. Digital immigrants are the large majority of the teachers in schools. They are struggling to keep their students engaged because they are somewhat hesitant about utilizing technology simply because they are not familiar with it.

Digital immigrants learn like all immigrants, some better than others to adapt to their environment. The “digital immigrant accent” can be seen in such things as turning to the internet for information second rather than assuming that the program itself will teach them to use it. Today’s older folk were “socialized” differently from their kids include in the process of learning a new language (Rahayu, 2012).

2.1.3 The Comparison between Digital Native and Digital Immigrant

According to Prensky (2001), digital immigrants are those of us who were not born into the digital world. The digital immigrants teachers assume that the students today are the same as they have always been, and they use the same method that they got when they were students to teach their students today.
Digital immigrant also does not believe that their students can learn successfully while watching television or listening to music because they think that learning cannot be fun.

Digital natives are native’s speaker of the digital language of computers, video games, and the internet (Prensky: 2001). From this definition we can conclude that the digital native’s lives are very close to the technology and they can operate it well. Digital native are accustomed to receive information really fast and multi task. Almost the entire of the digital natives are fulfilled by technology. They use technology and the internet to connect with people in new and distinctive ways. Digital natives also know extroverted generations; it is because they have a great self-confident to show their profile in detail in their social networking such as: My space, Twitter, and Facebook. This generation thinks that freedom is important in their lives because it is the choice to express what they want.

2.1.4 The Characteristic of Digital Native and Digital Immigrant.

A useful place to start re-thinking, if not deconstructing, the native-immigrant opposition is to consider the series of binary oppositions which depend upon, and cluster around it. Drawing on the terminologies evident in the large popular literature, and the smaller academic literature on this theme, Bayne, S and Ross, J (2010) might extract the followings:
Table 2.1 The characteristic of digital native and digital immigrant

<table>
<thead>
<tr>
<th>NO</th>
<th>DIGITAL NATIVE</th>
<th>DIGITAL IMMIGRANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Young</td>
<td>Old</td>
</tr>
<tr>
<td>2.</td>
<td>Future</td>
<td>Past, or Legacy</td>
</tr>
<tr>
<td>3.</td>
<td>Multi-tasking</td>
<td>Logical, Serial Thinking</td>
</tr>
<tr>
<td>4.</td>
<td>Image</td>
<td>Text</td>
</tr>
<tr>
<td>5.</td>
<td>Playful</td>
<td>Serious</td>
</tr>
<tr>
<td>6.</td>
<td>Looking forward</td>
<td>Looking Backward</td>
</tr>
<tr>
<td>7.</td>
<td>Digital</td>
<td>Analogue</td>
</tr>
<tr>
<td>8.</td>
<td>Action</td>
<td>Knowledge</td>
</tr>
<tr>
<td>9.</td>
<td>Constant connection</td>
<td>Isolation</td>
</tr>
</tbody>
</table>

It would be argued that the term ‘occupying the commanding position’ in this opposition is that of the ‘native’ (the ‘future’), with the ‘immigrant’ (the ‘past’) taking the subordinate position. What we then see here is a structurally embedded deprivileg ing of the role of the teacher, aligned with the ‘immigrant’ position – the old, the past, the slow, the backward-looking, the association with modes of knowledge construction becoming ‘obsolete’, and dependent on analogue (print) technologies.

The literature does, in fact, regularly posit a one-way determining relationship between the technology and the role of the teacher or institution – technological change is ‘forcing educational institutions to deal with a new
population of learners’ (Barnes et al., 2007: 1), and warning that ‘without such efforts, the University as an educational structure truly runs the risk of perversely achieving the very status by which it has so often been stereotyped, a stagnant and disconnected institution…’ (Amirault and Visser 2009, 76).

The teacher here is placed in a position which is both subordinate and impossible, within a discourse which situates her as both unable to change, and as being required to change in order to remain a competent, employable professional. On the one hand, she is informed that she is determined, by her age, to have a particular, sub adequate relationship with technology based in her status as ‘immigrant’. On the other, she is told that she must adapt her teaching methods and alter her position as subject within the digital in order to continue to function as a professional – to ‘reach’ and teach upcoming hordes of students who are determined differently, as ‘natives’. An impossible barrier is constructed between teacher and students, which both cannot be, and must be, breached by the teacher through her responsibility to change. In the native-immigrant opposition, teachers are equally without agency and in a position where they are forced to perform as active agents in order to maintain their viability as employable, relevant, ‘quality’ academics.

2.2 Language

2.2.1 Borrowing

One of the most common sources of new word in English is the process simply labelled borrowing. According to Yule (2010:54) borrowing is the taking
over the words from other language. Historically, English has adopted a vast number of loan-words from other language, for example, the word *alcohol* (Arabic), *croissant* (French), *piano* (Italian) and *tattoo* (Tahitian).

Other languages, of course, borrow terms from English, as in the Japanese use of *suupaa* or *suupaamaaketto* (“supermarket”) and *taipuraitaa* (“typewriter”), Hungarians talking about sport, *klub* and *futbal*, or the French discussing problems of *le stress*, over a glass of *le whisky*, during *le weekend*. In some cases, the borrowed words may be used with quite different meanings, as in the contemporary German use of the English words *partner* and *look* in the phrase *im Partnerlook* to describe two people who are together and are wearing similar clothing. There is no equivalent use of this expression in English.

Moreover, Hudson (1980: 58) proposed that “borrowing is the process where the speaker introduces words from one language into another language. Borrowing occurs when an item is taken over lock, stock, and barrel from one variety into another.” The followings example will give the clearer description about borrowing. When the name of French dish *boeuf bourguignon* is borrowed for the use of an English term, complete with its French pronunciation (with a uvular r, etc.). English speakers who know that the item is part of the foreign language simply reclassify the item by changing its social description from French to English (or more probably ‘used by Frenchman’ to ‘used by me’).

As it known, The borrowing is called a loan shift. This consists of taking a word in the base language and extending its meaning so that it corresponds to the
word in the other language. This type of loan shift has also been called (semantic) extension

### 2.2.2 Borrowing Language

According to Haugen (1950) in Fredric (2002:3) borrowing language will adopt certain phonological and structural characteristic from another independently of lexical borrowing, extensive borrowing from an individual source may regularly lead to phonological and other structural changes in the recipient in a kind of domino effect. It is also safe to say that a significant amount of lexical borrowing is to be expected before one finds evidence of other “interferences”, i.e., actual structural borrowings. Regarding morphology, it has been proposed that free morphemes are more easily borrowed than bound, and that the more highly bound the morpheme, the less likely it will be borrowed. Generally speaking, the more closely associated elements are to the particular grammar (morph syntax) of the potential donor, the more difficult they will be to borrow.

The borrowing language must locate the nearest possible point along the order of Morpheme Types that is within its own morphological parameters and assign the heretofore incompatible item to that position. Assuming that morphological character varies along the axes of mixture and fusion, reanalysis requires the assignment of the incompatible element to a position far enough to the left along only one of these axes to be within the morphological parameters set by the recipient, hence, matrix system.
2.2.3 Language of Digital Native and Digital Immigrant

Many scientists describe digital immigrant as someone that still has consistency in keeping standardized language in speaking in their daily life. The one thing that they still believe is that, standardized language is formal language which is has to use formal situation. More of the digital immigrant didn’t respond or answer the messages if the digital native sends messages to ask something with abbreviation, new words, or we call the Alay language.

Most of digital immigrant today still uses method or way which is taught by their old teacher without adding the real situation nowadays. They do not really think that they teach the students for the future which teaches the future student too. Five or ten years incoming perhaps the situation will be different from the today’s situation. That situation will be seen in education system, technology system, and science and all probability in daily life.

According to Prensky (2001), digital immigrants are attempting to teach the digital natives with methods that are no longer valid; the only choice may be for educators to change the way they teach. “Unfortunately”, he says, “no matter how many immigrants may wish it; it is highly unlikely the digital natives will go backwards. In the first place, it may be impossible; their brains may already be different”.

Culture and language affect each other, not only the culture of technology nowadays but also last experience how our culture influence our language especially mother-tongue. So that is way we bridge the cultural and linguistic
divide separating today’s teachers from their students. Prensky (2001) gives solution of check is for today’s teachers to learn the language of the natives, to speed up instruction, and to provide “random access”. Prensky (2001) argues that for a new way of looking at educational content as well. A category that he calls “legacy content” consists of traditional subjects such as reading, writing, and logical thinking; “future content” is “digital and technological”, including such as subjects “software, hardware, robotics, nanotechnology, genomics, etc.” as well as the “ethics, politics, sociology, languages and other things that go with them”.

In The Anthropology of Language: An Introduction To Linguistic Anthropology, 2nd ed. Wadsworth (2009) state that the important thing to remember about change is that, as long as people are using a language, that language will undergo some change. This statement means that, language gradually or time by time will be proven will change. The fact of now is unexpectedly the term of “Alay language”. The fact that language is always developing or changing, because language is not like Mathematics which is an exact science and many aspects will influence its transformation.

According to Prensky (2001) today’s students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a “singularity” an event which changes things so fundamentally that there is absolutely no going back. This so-called “singularity” is the arrival and rapid dissemination of digital technology in the last decades of the 20th century.
The example of the new words that use by digital native compare with digital immigrant as follow:

Table 2.2 The Comparison between the Languages of Digital Native and Digital Immigrant.

<table>
<thead>
<tr>
<th>NO</th>
<th>DIGITAL NATIVE</th>
<th>DIGITAL IMMIGRANTS</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bingit</td>
<td>Banget</td>
<td>Very</td>
</tr>
<tr>
<td>2.</td>
<td>Plend</td>
<td>Teman</td>
<td>Friend</td>
</tr>
<tr>
<td>3.</td>
<td>Cpa</td>
<td>Siapa</td>
<td>Who</td>
</tr>
<tr>
<td>4.</td>
<td>Coz</td>
<td>Karena</td>
<td>Because</td>
</tr>
<tr>
<td>5.</td>
<td>Q</td>
<td>Saya</td>
<td>I’am</td>
</tr>
<tr>
<td>6.</td>
<td>Qt</td>
<td>Kita</td>
<td>Us</td>
</tr>
<tr>
<td>7.</td>
<td>Liyat</td>
<td>Melihat</td>
<td>Look</td>
</tr>
<tr>
<td>8.</td>
<td>Cemungud</td>
<td>Semangat</td>
<td>Keep Spirit</td>
</tr>
<tr>
<td>9.</td>
<td>Km</td>
<td>Kamu</td>
<td>You</td>
</tr>
<tr>
<td>10.</td>
<td>Humz</td>
<td>Rumah</td>
<td>Home</td>
</tr>
</tbody>
</table>

Based on the table 2.2, it can be seen that digital native uses new words that not every people know what the meaning of. In contrast, digital immigrant uses common words that are known by other people. It is the differences of language between digital native and digital immigrant caused by technology development.
2.2.4 Alay Language

Languages in our country, Indonesia, grow and change continuously. Language acquires new words, new pronunciation, new grammatical forms and structure, and new meanings for existing words. For example the popular language in the era 90th is *Bahasa Gaul* or *Bahasa Prokem* shown by young people in this era.

Herayani (2003:14) states “*Bahasa Gaul* or *Bahasa Prokem* is popular language and used not only by the criminal group but also used among the youngsters from various social background and education, such as artist, colleges student, etc.”

Nowadays young people also have popular language that is *Alay*. Alay is acronym from Anak Layangan, Anak Lebay. Alay is a kind of created words in Indonesia. The use of Alay is found in written form, because from written form people will know the differences between Alay language and the language that is used by people every day.

2.2.5 The Structures of Alay Languages

The words from *Alay language* are creation of new words, it is same as word formation. In word formation, people study about the creation of new word, and formation of words, and Alay language is study about the creation of new words and formation of letters. It means that Alay language almost the same as word formation.
Hidayah (2012) said that Alay language is combination of changing, borrowing, developing and adapting language from one to another. It means that Alay words are part of word formation.

The structures of Alay language can be seen from the next examples as follows, Alay is formed by compounding (combining alphabet and number) into a word such as “tempat=t4”, “setuju=s7”, “maaf=mu’uph, maav”. Next is form by clipping such as “salam=lam”, “kenal=nal”. And form by back formation such as “apa=ap”.

Many young people use Alay words for communication. For example when they send some message services (SMS), chatting, messenger and social network likes Facebook, Friendster, Twitter, etc.

2.2.6 The Alay Phenomenon

Related with the theory word formation, there is phenomenon especially teenagers in Indonesia that are usually used word formation in their writing that is uncommon with the rule of writing letter in words. It is usually called the Alayness. Who are used the Alay words called Alayers.

The Alay words are used by teenagers as a word identify for the community or abbreviation for the words to be strange, funny and interesting, besides, they are used the Alay words to be an existence person.
Alay is an acronym for (anak layangan, anak layu, or anak kelayapan) phenomenon experienced by Indonesian youth, who want to be recognized status among his/her friends (Haitami : 2011:1).

They used the Alay words because of they want to give a diversified in sentence especially for teenager who had been only using a local or Indonesian word in general. In combining a letter and numbers even tough adding some punctuation in every single word. The Alayers thinks that is a creative because that is the feel they found the new word which is unique and interesting in non-formal writing.

2.3 Hyperbolic Form

This section is essentially concerned with the formal realizations of hyperbolic expressions, both basic and composite, below and up to the sentence level. However, before the researcher come to that, it is important to point out that over statement can occur on a much more comprehensive level. Whole texts and even whole discourses can be instances of hyperbolic (Claridge, 2011: 44-66). Hyperbolic forms are defined as:

2.3.1 Single-Words Hyperbole

Single-words is the type where the exaggerated content is exclusively or principally found in one word only an utterance and if one substituted a more ‘contextually appropriate’ word or phrase for that particular item, the over statement would completely disappear. Furthermore, this type of hyperbolic form can be found in one word
only or in one sentence. Then, the sentence or word can be shorted to create overstatement.

E.g. **Mikila**: they’re gonna interrupt our lunch break again...[shouting]

Alright Emma.. will you wait just a *second* I’ll come with you, I’ll just and get my money?...er...Maggi!

**Anon**: Are we going out a third time?

**Anon**: Never Mind

**Mikila**: Hang on![shouting]...I’ll be down in a sec, cos Maggi’s gone...I’ll see you down there.

The italic word means that the word from *second* is shorted to be *sec*. Thus, on the example above showed that only the word is shortened to be overstatement.

### 2.3.2 Phrasal Hyperbole

It is the particular combination of words and senses that produces the overall hyperbolic meaning. Overall, it is mostly noun phrases that tend to carry hyperbolic meaning, in particular if one takes into account that the last three categories will be realized with an noun phrase frame as well. Moreover, verb phrases rather to be used to make overstatement. However, as a rule the simple verb is enough to carry some hyperbolic senses.
Matthew: I’m getting some of them [=caterpillar boots].

Ryan: I think they’re horrible. Er.

Matthew: They go good with baggy jeans.

Josh: Yeah but you can’t lift your foot up.

The italic word means overstatement sentence, because it showed that he exactly cannot lift this foot because caterpillar boots and baggy jeans. Otherwise, he can lift his foot up.

2.3.3 Clausal Hyperbole

Clausal hyperbole encompasses all those cases in which the hyperbole is created only by the combined effect of items in two or more clausal constituents as the minimum requirement as pointed out above, the hyperbole can be spread over several clausal within a sentence.

Lenore: I’m really, really, really changed dramatically from not eating very much to scoffing my face at every single available opportunity.

It means that the cumulative effect of individual items can be nicely illustrated.

2.3.4 Numerical Hyperbole

The most basic category for numbers is the single word as it is in this category that they occur somewhat more frequently than in other categories.
Mikila: spending erm, in the hundreds of millions of, or billions of pounds that we spend on agriculture, supporting agriculture, we could use those resources to produce a lot more of other goods.

The italic word is overstatement that showed the size of money. However, it represents a simple one word hyperbole.

2.3.5 The Role of Superlative

The superlative marks a potential high point suggested by the sequence plain or positive-comparative-superlative. However, most commonly it is not the superlative on its own that lead to maximization or overstatement, but its occurrence together with modifying elements that all-encompassing rather than restricting.

Lenore: And I’m I’m when I wrote to Marion I said, er I’m getting the most terrible withdrawal symptoms! I haven’t seen two sweeties for er, well I haven’t seen Jonathan since the the third of Jaerm January is it, or the second of January or whatever and er.

The italic words mean that those sentences are not exactly having same meaning with. It is overstatement.

2.3.6 Comparison

The recognition of this category go back to antiquity, mentions the two categories of similitude and of comparison. This category here includes non-
metaphorical comparisons which contain explicit comparative particles, such as like, as, than. As a rule, the entity within the comparative phrase is either highly unlikely or completely impossible, or the juxtaposition of the two things being compared produces a highly incongruous result. By comparing the entity or aspect in question in such a way, it is being maximized.

*Emma*: And I never phone unless I can … erm, well you know if I can possibly avoid it I never phone at the most expensive time of day, I avoid mornings *like the plague* if I can … possibly manage.

The italic word is the fact of *Alay language*. It means she comparing most expensive time of day with the plague.

### 2.3.7 Repetition

Repetition for hyperbole purposes is a spoke language phenomenon. In a way it is the very simplest form of saying ‘more of X’ by just repeating the same X several times. What is meant by repetition here is the re-occurrence of the same item of phrase in strict sequence without interruption by other material.

*Emma*: but he’s just *really really* strange.

The italic word is *Alay language*, it means too strange. It can be written just too strange. However, in repetition hyperbole the word can be repeated several times.
2.4 Facebook

Facebook was found in 2004 by Mark Zuckerberg, a Harvard undergraduate dropout. The site is unique among social networking sites in that it is focused around universities. Facebook is actually a collection of sites, each focused on one of 2,000 individual colleges. User needs an @college.edu email address to sign up for a particular college’s account, and their privileges on the site are largely limited to browsing the profiles of students of that college (Anne, C and Larry, M: 2012).

Facebook becomes a phenomenon in Indonesia. They can do anything with Facebook because Facebook is one of social networking that helps every people to communicate more efficient and easy with their family and their friends. They also can get new friends from Facebook and express their feeling, creativity and imagination.

Based on Anne and Lary in A Parent’s guide of Facebook (2012:12), there are two pages on Facebook, that are home and profile in the upper right corner of any Facebook page. Home about what you see of others on Facebook and profile is more about what people see of you.

2.4.1 Profile

When you sign up for Facebook, one of the first things you do is establish you profile. According to Abram and Pearlman in Facebook for dummies (2010:11), “ A profile on Facebook is social resume a page about you that you keep up to date with all the information you want people to know”. Facebook
profile page shows many features that make Facebookers interested in, such as; wall, info photos, etc.

Facebook understands that if you were handing out resume in the real world, you’d probably give different documents to different people. Your social resume may have your phone number, your favourite quotes, and pictures from that crazy night in you-know-where with you-know-who. Your resume for a potential employer would probably share your education and employment history. Your resume for your family may include your personal address as well as show off your recent vacation photos and news about your life’s changes.

2.4.2 Wall

This is the default view where you see posts (messages) that your friends have left for you (such as congratulation messages), items you have posted to your page, and status updates that you have posted.

Think of the Wall as being the place on your Profile for these kinds of updates the ones you’d share with your friends on a regular basis. By updating your Wall, you update all of your friends at once about the key milestones (or even the minutiae), giving them a chance to engage you in a conversation about anything that piques their interest.
2.4.3 Photo

Here’s where you see photos of you have posted, and images of you that other people have posted. Photos magically appear here when a friend tags you in a picture. At the bottom of the photo tab are your albums.

Facebook Photos is the leading photo-sharing application on the Web. This may sound surprising because entire sites are dedicated to storing, displaying, and sharing photos, whereas photos are just one piece of the Facebook puzzle. Because of your friends, Facebook can become the one-stop shop for tracking all the photos of you, all the photos you’ve taken, and all the photos of your friends.

2.4.4 Home

Clicking Home brings Facebookers to their personal home page. Home page has links for just about anything Facebookers want to do or see on Facebook. Facebook home page shows many features such as tag photo, chat, poke, news feed, game and application, groups and Facebook status update.

The Home page refers to what you see when you first log in to Facebook. It’s comprised of two major sections: The Stream and, um, the right column, which doesn’t have a name but rather a theme, which we cover in just a minute.

2.4.5 Tag Photo

Tagging the part of Facebook Photos that makes the application so useful for everyone is how you mark who is pictured in your photos. Imagine if you took
all your photos, printed them out, put them in albums, and then created a giant spread sheet cross-listing the photos and the people in the photos. Then you merged your spread sheet with all your friends’ spread sheets. This is what tagging does. When you tag a friend, it creates a link from her Profile to that photo, and notifies the friend that you’ve tagged her. Your friends always have the option to remove a photo tag that they don’t want linked to their account.

Photo sharing is popular activities on Facebook. Users share photos with tagging each other in photos on the site. Anyone can tag anyone else, and Facebook notifies users when they have been tagged. Tagging helps you find pictures of yourself and others you care about, but there many times when you want to “un tag” yourself from a photo or remove it from your timeline. But, un-tagging or remove a photo from your timeline doesn’t actually remove a photo from someone else’s timeline. Only the person who posted the photo can fully remove it.

2.4.6 Chatting

Chatting is Facebook instant messaging service. It allows you to chat with friends who are online at the same time you are. To see who are online at the same time you are, you can check it in two places:

1. At the lower-right corner of your homepage, there is a chat box, click it, and you see a scrollable list of all your friends who are currently online.
2. On the left side of home page, on the bottom of message, there is friends online area.

Chatting allows you to see which of your friends are online at the same time you are, and then enables you to send quick messages back and forth with any of those people. Similar products are AOL Instant Messenger (AIM), Windows Live, or Yahoo! Messenger. In the bottom-right corner of the blue bar, you’ll find the chat bar. The first thing you see is a little icon of a person next to a green dot, which means you are currently available for your friends to send you messages. Next you see the word Chat next to a number, which refers to how many of your friends are online and available to talk to you right at this minute. Clicking anywhere in the chat bar which is that particular section of the bar on the bottom is how you see who is online and begin chatting.

2.4.7 News Feed

News feed is Facebook feature to keep you up to date on the information your friends share. It’s a stream of posts that user see on their home pages including post from friends and sometimes friends of friends. Not everything that people post shows up in the News Feed, but a lot does. The post show up is subject to their privacy. When you post a status update, photo or any other content, people in your Facebook community will see it on their home page, subject to your privacy setting. Not everything you post will be necessary to be seen by your entire friend (Anne, C and Larry, M: 2012).
When you post a status update, a photo or any other content, people in your Facebook community will see it on their own home page, subject to your privacy settings. Not everything you post will necessarily be seen by all of your friends. Facebook has software that tries to figure out who you’re closely connected with and displays it on their news feeds. The important thing to remember about this feed is that people can see what you post without having to go to your timeline.

2.4.8 Application

Facebook is home to many applications or little software programs that work within the service. On a typical day, Facebook users install more than 20 million apps and each month more than 500 million people use a Facebook app.

Apps can be games, music services, news sources, quizzes or almost anything else that can be programmed on a computer. It’s important to know that app developers can sometimes have access to your Facebook information, and there are some games that are able to share some of that information with your friends or others who play the game. But, as with other aspects of Facebook, you have control over what information they can access.

When you install an app it will ask permission to use and/or share your personal information, which can both include your public information and your list of friends. It may also ask permission to share other information including your posts and may also ask if it can post to your wall. (Anne, C and Larry, M: 2012).
2.4.9 Groups

A Facebook group is different from a list because, a group is separate from the main Facebook grid. When you create a group, automatically, you are the administrator of it. You can limit status update, photos, videos and any other content to only people in that group. Facebook can be any subset of your Facebook friends such as members of your family, schoolmates or any other grouping you desire. People can be added to a group who are not on your friends list, and anything you post in that group will be seen by all group members, including people who are not your Facebook friends.

One difference between Groups and Lists is that any member of a Group can add members. All members can see the names of all other members but, because any member can add a member, it's possible for people you don't necessarily want in the Group to be added by another member. The only way to keep that from happening is for the administrator to stay aware of the membership list (more on that in a moment). Only administrators can remove members.

2.4.10 Facebook Status Update

Facebook status update is the one of features that is always used by every user to share their direct activity that they do, share their feeling and other friends could give the direct comments, choose like sign or symbol to show that the reader interested in the status.

According to Abram and Pearlman (2010:85), the most of common type of post is a basic text update that answers the question, “what’s on your mind?” On
Facebook, people refer to this type of post as a status update of just as their status. Status updates are quick, short, and completely open to interpretation. Statuses are the way that news spreads quickly through Facebook. Because your posts go into your friends’ news feeds, it means that a single update can have big impact, and is somewhat likely to get retweeted in some way or another. Friends and family across the country knew the news, and more importantly, knew everyone was okay.

2.5 The Similarities and Difference of Borrowing of Language Use Comparison Between Digital Native and Digital Immigrant in Facebook Status Updates

According to Afif and Soeparto in Celtic Journal (2014:72), Facebook is one of the new popular social media that is used by digital native to communicate at this present, Facebook allows people to interact and share life events. Meanwhile, the result of this finding of Haryanti (2013) was found the type of hyperbolic form such as single word, numerical, repetition and comparison. Besides, the reason of using Lebay words used by Facebookers was to attract the attention of others, the influence of environment, sharing feeling and following the trend.

Based on research finding above, Haryanti (2013), it was found that the similarities of borrowing of language use comparison between digital native and digital immigrant in Facebook were taken from the types of hyperbolic form such as repetition and the reason why the users used borrowing of language because of
following the trend and emotional subjective. Furthermore, the difference of borrowing of language use comparison between digital native and digital immigrant were also taken from the types of hyperbolic form. In Facebook, were found four types of hyperbolic form, they were single word, numerical, phrasal, and clausal.