



In the 1980s the term “computer-mediated communication,” more commonly known as CMC, emerged to encompass a range of platforms used for conversing online, including email, chat, or instant messaging (Baron, 2008). The study conducted by Kadir, et.al (2012) indicates student use linguistic features such as rebus writing, acronyms, and reduplications of letters when communicating with their friends in the e-learning of their campus. Those kinds of linguistic features appear because the students indicate to built the creative discuss strategies.

The most creative ways can be seen in the use of emoticons and symbol (Stapa & Shaari, 2012; Hong-mei, 2010). People use punctuations, letters or the combination of signs to make up the symbols. The signs used are fresh and vivid, and can achieve a kind of humor (Hong-mei, 2010). It can be replacing the description of feeling by using symbol. For instance, the use of symbol ‘:-D’ that means *laughter*. The features in showing emotional feeling have the same purposes but different in categorization. Stapa & Shaari (2012) indicates the use of emoticon, such ‘:-P’ means *tongue out or tease*.

In the present study, the use of emoticons are in the form of icon, such smile (😊), wink (😉), and others. This phenomenon shows the progress in features of digital writing. This research obtains the new developments in using emoticons as description of feeling. As supported by Derks, Bos, & von Grumbkow (in Stapa & Shaari, 2012), findings also show how emoticons help users to have more control in terms of the tone of message they would like to convey.

Ong'oda, et.al (2013) study about prosodic features in Facebook, emoticons is the most used prosodic features by Facebook friends to express emotional prosody. Emotional prosody is characterized as an individuals' tone of voice in speech that is conveyed through changes in pitch, loudness, timbre, speech rate, and pauses which is different than linguistic and semantic information (Erekson, 2010). Moreover, emoticons in prosody give visual representation of what the speaker is feeling. CMC users are presented with a range of emoticons to compensate for the loss of non-verbal cues in the online setting because the lack of visual contact makes the users cannot rely on context to make their meaning clear (Crystal, 2001, p. 28). So, the uses of emoticons are representations the members' feeling.

The comparison in using language features both female and male in the Kaskus.com by Hartono (2013) obtained the interesting result. Emoticons are the second highest feature used by female and male Kaskusers. In the findings, male Kaskusers use more emoticons than female. Surprisingly, the writer also found the types of emoticon used by male Kaskusers are more varied compared to those used by female Kaskusers. This result is contrast to the statement of Crystal (2006, p. 173) who stated that women used more smiley than men. It can be seen that both studies by Hartono (2013) and Ong'oda (2013) show the emoticons have the functions in order to replacing the users' feeling as the writing system in online communication. Conventional of writing language in the online communication is well-known as orthographic features.

Orthographic (*orgraphological*) features are the writing system of an individual language, defined in terms of factors such as distinctive use of the alphabet, capital letters, spelling, punctuations, and ways of expressing emphasis by using italic, oldface, etc (Crystal, 2006, p.8). The development of online communicative language might be different from one country to another. Ross in Stapa & Shaari (2012) believed that apart from borrowing some features from English, some of the features in online communicative language are actually homegrown and display their own identity and cultural values. This phenomenon appears in the Kadir et.al (2012) that concluded that the samples in this study also show that code-switching as other linguistic features is used in similar ways to those of face-to-face conversation in order to show the user's identity and culture.

Kadir et.al (2012) explained that code switching in greetings, such as, "Assalamualaikum Puan RA" means 'peace be with you madam RA'. The use of Arabic lexical item in the e-distance learning students in University Technology MARA Malaysia indicates two important things; culture and religion. It reflects their identity as Malay and being Malay also means that person is majority Muslim. It is something that is common among Malay to greet each other in Arabic even though they might not know Arabic.

Gamperz in Kadir et.al (2012) defines that code-switching as the alternation in the form of two consecutive sentences in which a speaker uses the second language as a reiteration or reply to someone's statement. He considers code-switching as a type of contextualization cue, defined as

speakers and listeners use of verbal and nonverbal signs to relate what is said at any one time and in any one place to knowledge acquired through past experience, and in order to retrieve the presuppositions, they must rely on how to maintain conversational involvement and assess what is intended.

The code-switching is included in the linguistic features in study CMC by Kadir et.al (2012). Besides Stapa & Shaari (2012) raised the language features in the use of playful jargons. Playful jargon is also another unique feature of online communicative language found by Baron (2008). The word such *pffh* classified in the use of playful jargons (Stapa & Shaari, 2012). Differently, the word that has similarity such *hufttt* classified in the music or noise features (Hartono, 2013). The insertion of icons such as musical notes is for expression purpose (Danet & Herring, 2007, p.17).

It concludes that there are many features of digital writings in the online communications. There is always the development of features of digital writing in the online communication. Kadir et.al (2012) show the linguistic features in digital writing such as *letters or number homophone, accent stylization, clippings, capital letters, written out laughter, emoticons and code switching*. Differently, Stapa & Shaari (2012) find the *spelling innovations and modifications* (combination of letters and number homophone, reduction of vowels, replacement of <s> with <z> and the used of one letter that represent a word), *the use of playful jargons, emoticons, acronyms and abbreviations*. It means that many styles of writing language appear in online communication made by internet users.

In the present study, the writer takes into account some previous studies that have successfully revealed that digital writing appears have the functions in each topics of discussion in the online communication (see Varnhagen, et.al, 2010; Hong-mei, 2010; Kadir, et.al, 2012; Stapa & Shaari, 2012; Ong'oda, et.al, 2013, Hartono, 2013). The writer have attempted to confirm whether this phenomenon is correlated with digital writing since, as noted earlier, linguistic markers of language features usually used in online communication.

This study collects the data from Eldaf Online Discussion Forum (EODF) in Facebook. The members of EODF are 654 members for first grade 2010-2011 to the last grade 2013-2014 and the teachers of English Department. This group discussion comes from English Department itself as the writer subject. The forum has no moderators, but the students are expected to abide to the ethical code published online (politeness and respect for others).

The writer explores the notion proposed by Danet (2001) which have the discussion about features in digital writing more complete than the previous studies. They are multiple punctuations, eccentric spelling, capital letters, asterisk for emphasis, written-out laughter, music or noise, description of action, emoticons, abbreviations and rebus writing Danet (2001, p.17). Those features in digital writing provide the information that it has been increasing significantly. Therefore, this study explores in what situation







