

of expressing emphasis (italics, old face, etc.); for example, American and British English are distinguished by many spelling differences (e.g. colour vs. color), and advertising English allows spelling modifications that would be excluded from most other varieties (e.g. Beanz Meanz Heinz).

3. *Grammatical features*: the many possibilities of syntax and morphology, defined in terms of such factors as the distinctive use of sentence structure, word order, and word inflections; for example, religious English makes use of an unusual vocative construction (*O God, who knows. . .*) and allows a second-person singular set of pronouns (*thou, thee, thane*).
4. *Lexical features*: the vocabulary of a language, defined in terms of the set of words and idioms given distinctive use within a variety; for example, legal English employs such expressions as heretofore, easement, and alleged, as well as such phrases as signed sealed and delivered and Latin expressions such as *ex post facto*.
5. *Discourse features*: the structural organization of a text, defined in terms of such factors as coherence, relevance, paragraph structure, and the logical progression of ideas; for example, a journal paper within scientific English typically consists of a fixed sequence of sections including the abstract, introduction, methodology, results, discussion, and conclusion.

Table 2.1 The features in digital writing based on the Danet (2001).

Features in Digital Writing	Definition	Example
1. Multiple punctuations	Using more than one punctuations.	Let's go!!!!!!!!!!
2. Eccentric spelling	The reduplication of vowel or consonant.	Let's goooooo!
3. Capital letters	All of the word written in capital.	I AM SO LAZY
4. Asterisks for emphasis	Stressing a feeling by using asterisks (*) in the beginning, in the middle, and at end of sentence.	I am so *angry* with you
5. Written-out laughter	The typing of sound of laugh.	Hehehe; Hahaha
6. Music/noise	The description of sound of noise.	Hmmm; hasshh
7. Description of actions	The description of information about non-verbal aspects of communication.	*grins*; <grin>; <g>
8. Emoticons	An icon that is representing the writers' feeling	:-) (Smile); ;-) (Wink)
9. Abbreviations	Shortening the word, in order to save time in writing language.	Pls (please); ths (thanks)
10. Rebus writing	Making a simple word in spelling language.	I C (Isee); 2nite (tonight)
11. All lower case	Writing language which ignored the use of capital letter in the beginning of sentences or words, such as name of people, place and others.	why do you look so sad?

2.4 The Concept of Context of Situation

The description is in terms of a simple conceptual framework of three headings, the field, the tenor, and the mode. These concepts serve to interpret the social context of a text, the environment in which meanings are being exchanged (Halliday & Hasan, 1989, p. 12).

- ❖ The FIELD OF DISCOURSE refers to what happening, to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component?
- ❖ The TENOR OF DISCOURSE refers to who taking part, to the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved. It includes relations of formality, power, and affect (manager/clerk, father/son). Tenor influences interpersonal choices in the linguistic system, and thereby it affects role the structures and the strategies chosen to activate the linguistic exchange.
- ❖ The MODE OF DISCOURSE refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organisation of the text, the status that is has, and its function in the context, including the channel

(spoken, written, written to be spoken, etc) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic and the like.

2.5 Related Studies

There are several similar studies about orthography as language features in computer-mediated communication. The first research was conducted by Kadir et.al (2012) entitled “Linguistic Features in the Online Discussion Forums”. They conducted the research in the e-distance learning among the students in University Technology MARA Malaysia. The data of this study was collected from messages post by the students to their friends and lecturers. The researchers collected the data from the Diploma of Business Management students from July 16, 2009 until October 27, 2009 and the total number posting collected was 110 messages. Student sent 86 posting messages while learning facilitator sent 24. The researchers indicated students that use linguistic features such as letters/numbers homophones, eccentric spelling/accent stylization, capital letters, written out laughter, emotion/emoticon, clippings, and other linguistic features such as code switching. In conclusion, the findings of this study described the creative ways of the students when communicating online with their friends. In the result showed that participants used various linguistic features when they wrote their messages online. The difference of this study with the writer’s study is the used of theory about internet language features. Kadir et.al (2012) used the theory based on the previous studies that examined the linguistic features in

computer-mediated communication by Segerstad (2002). Besides, this study used the theory about features in digital writing by Danet (2001).

The second research was conducted by Stapa & Shaari (2012) about online communicative language features in the social networking environment entitled “Understanding Online Communicative Language Features in Social Networking Environment“. The researchers examined Facebook conversations among 120 young Malaysians from different ethnic groups, mother tongues, and cultural background. Virtual ethnography was employed, which involved daily observations and documentations of actual conversations on Facebook in a period of 12 months. Data were analyzed using content analysis in examining the features and patterns employed by the participants. The findings of the study suggest that the features used by these online users are spelling innovations and modifications, combinations of letter and number homophone, reduction or omission of vowels, replacement of <s> with <z>, the use of one letter to represent a word, the use of playful jargons, the used of acronyms and abbreviations and the use of emoticons. The difference of this study with the writer’s study is the research tool. There are two research tools were employed in Stapa’s & Shaari’s (2012) study, virtual ethnography and content analysis. Besides, in this study the writer was applied qualitative approach as a tool of research, because it does not deal with numeric data, but descriptive data in the analysis.

The third research was conducted by Varnhagen, et.al (2010) entitled “lol: New Language and Spelling in Instant Messaging“. This research

analyzed about written communication in instant messaging, text messaging, chat and other form of electronic communication. It appeared to have generated a new language of abbreviations, acronyms, word combinations and punctuation. In this naturalistic study, adolescents collected their instant messaging conversations for a one week period and then completed a spelling test delivered over instant messaging. We used the conversations to develop taxonomy of new language use in instant messaging. Short-cuts, including abbreviations, acronyms and unique spellings were most prevalent in the instant messaging conversation, followed by pragmatic signals, such use of emoticons, emotion words, and punctuation and typographical and spelling errors were relatively uncommon. With rare exceptions, notably true spelling errors, spelling ability was not related to use of new language in instant messaging. The taxonomy provides an important tool for investigating new language use and the results provide partial evidence that new language does not have a harmful effect on conventional written language. The difference of this study with the writer's study is the object analysis. Varnhagen, et.al (2010) observed the used of new spelling language in instant messaging, text messaging, chat and other form of electronic communication. Besides, in this study the writer observed posts and comments in the online discussion forum in Facebook.