CHAPTER IV

FINDINGS AND DISCUSSIONS

The explanations of orthographic features used by members in EODF Online Discussion Forum (EODF) when they were creating comments and posts delivered in two parts. In the first part, the writer focuses on the types of orthographic features. In the second part, the writer describes the situations where the orthographic features were used by members in EODF.

4.1 Findings

The writer explains about how many types and in what situation orthographic features used by members in EODF. In this study, the writer found 20 posts and 35 comments of discussion, where there are 13 posts and 25 comments that contain of orthographic features.

4.1.1 Orthographic Features

In the findings, the writer found eight orthographic features when members were creating post and giving comment in EODF. They are: multiple punctuations, eccentric spelling, capital letters, written out laughter, emoticons, abbreviations, rebus writing and all lower case. The lists of orthographic features are shown in Table.4.1 with some examples. The writer arranged each of these features based on the Danet (2001) theory about common features of digital writing. The complete lists of data are presented in the Appendix.

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Table.4.1 Type of *Orthographic Features* in EODF

Orthographic Features	Frequency	Percentage
Abbreviations	22	30.5%
Multiple Punctuations	19	26.4%
All Lower Case	16	22.2%
Emoticons	7	9.7%
Capital letters	4	5.6%
Written-out laughter	2	2.8%
Eccentric spelling	1	1.4%
Rebus writing	1	1.4%
Total	72	100 %

Table 4.1 shows that the highest percentage of the orthographic features is abbreviations and the lowest percentage are eccentric spelling and rebus writing. Further discussion for each type of those features will be discussed in the following sections.

4.1.1.1 Abbreviations

An abbreviation is shortening the word, in order to save time in writing language. Although the private email were often mixed with abbreviations, some of which were already in use before the advent of computers, e.g., FYI for "For Your Information" (Danet, 2001, p. 18). Abbreviations often appear both in posts and

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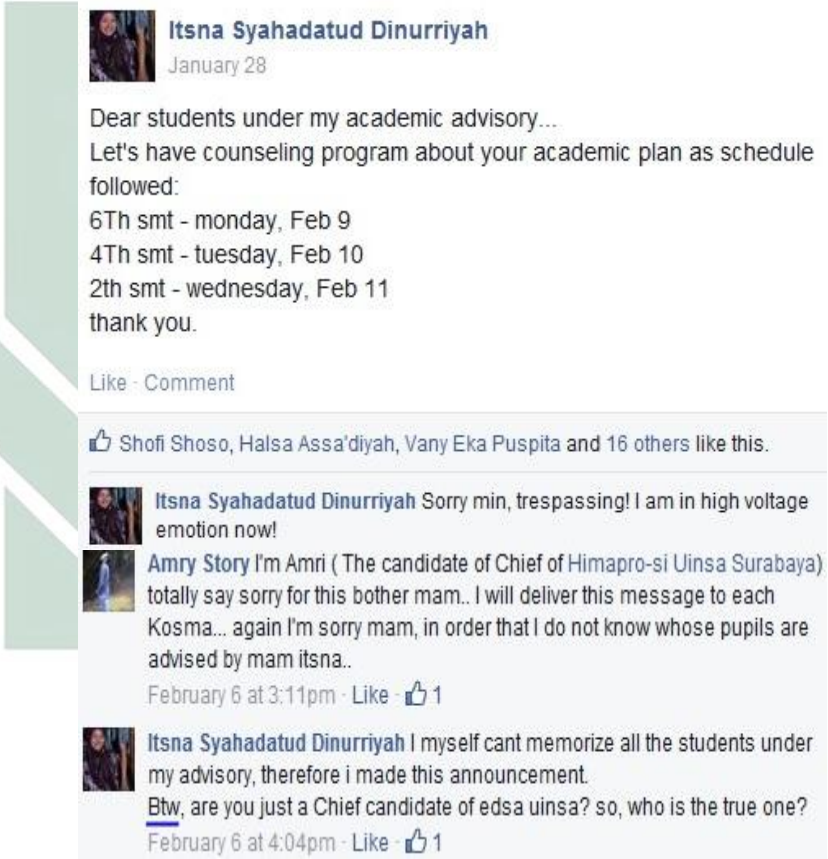
comments. As shown in table 4.1, abbreviation features appear 22 times and 30.5% of the total percentage. Based on the data, the writer found abbreviations that are often used by teachers and students are *'*ths, *btw, I'm, don't, doesn't, didn't, ur, tks, thx, I'v'*. The examples of abbreviation as follows:

Sample 1



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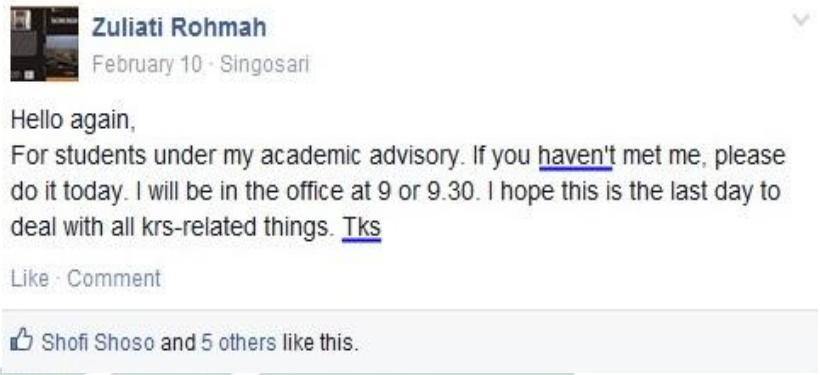
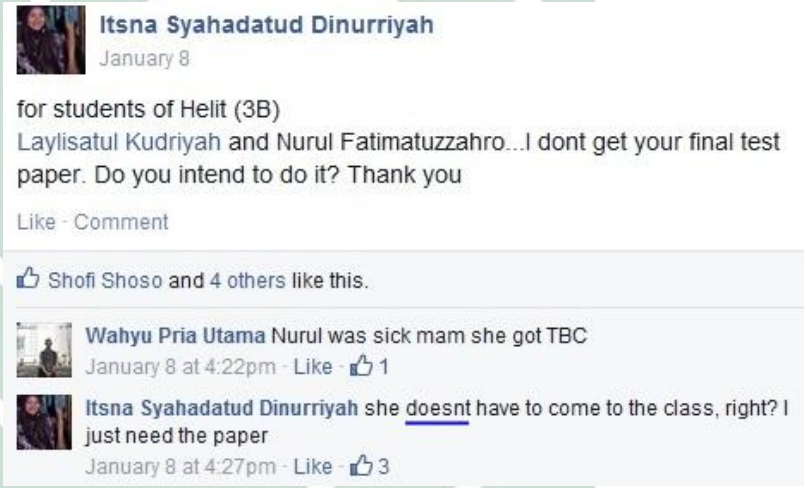
Sample 2



Sample 3



The first example shows the abbreviation *btw* means *by the way* is the kind of abbreviation that usually found in Computer-mediated Communication (CMC). The second example shows the abbreviation *tks* means *thanks* and *haven't* means *have not*. Meanwhile, in the third, the word *does not* is shortened by the user into *doesnt*. In this case, both the second and third examples omit the vowel *(o)* in order to save their time. So, they typed a message by omitting some vowels or consonants in the selected word.

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4.1.1.2 Multiple Punctuations

Using more than one punctuation is called multiple punctuations. As shown in the table 4.1, multiple punctuations appear 19 times in EODF online discussion and represent 26.4 % of all orthographic features. In this case, the writer found not only the using of multiple periods (.....) but also multiple exclamation marks (!!!!) and multiple commas (,,,,,). However, the use of multiple periods is mostly done by members of EODF. The multiple periods appear 16 times, multiple exclamation marks appear 2 times and multiple commas appear once. Generally, the members used multiple punctuations at the end or in the middle of sentence. Some examples are presented below:

Sample 1

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Sample 2

Based on the data above, the members in both of examples use multiple punctuations, which are multiple periods or exclamations in the middle or at the end of the sentences. The first example shows that the member applied three periods in the middle of a sentence which is used to express the pause before she continued to the next words. In the second example, the member applied four exclamation marks at the end of sentences which is used to emphasize his message. The emphasis and attitude can result in exaggerated or random use of punctuation, such as !!!!!!! or £$£$%! (Crystal, 2006, p. 95). The member in second example uses multiple exclamation marks to give affirmation that the information given in EODF is very useful and interesting. The exaggerated form such as

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multiple exclamation marks and multiple question marks can be called as emotive punctuation (Crystal, 2006, p. 195).

4.1.1.3 All Lower Case

All lower case is writing language which ignored the use of capital letter in the beginning of sentences or words, such as name of people, place and others. Writing in all lower case is also efficient: it saves time and effort not to have to capitalize the first word of sentences, proper names, etc (Danet, 2001, p. 18). The specific reasons why the members tend to used lower case in their sentences are to limit the time. In this case, the writer commonly found the use of name of students *(ridoi)*, days *(monday)* and the use of capital letters in the beginning of sentence *(that's an important thing especially for us.)* The use of this feature appears 16 times and represents 22.2% of the total percentage. For instance:

Sample 1

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In the example, member limits his time by typing all lower case in students' names. Sometimes, members are less of attention about the correct spelling when they write a name of people. Capital letters should be put in the first name of people, and then followed by lower case.

4.1.1.4 Emoticons

Emoticon is an icon that is representing the writers' feeling. Stevenson & Shortis in Varnhagen et.al (2010) argued that emoticons, and other paralinguistic pragmatic devices, such as use of "shouting," are unique adaptations for emoticon expression in text without providing lengthy written explanation. The use of emoticons appears 7 times and represents 9.7% of the total percentage. In this case, the emoticon of smile ( ) is the most prominent number of emoticons used by member of EODF it appears twice. Besides, the other emoticons used by members are wink ( ), laughing ( ), love ( ), thumb ( ) and big smile ( ); each appears once time.

Thus, emoticons are unique features which are used as emotion markers (Baron, 2001, p. 242). In the comment below the member tends to use icon smile ( ) to show his emotion feeling in responding the post. The first example represents his happiness appreciation of the hard-work and heart-work of the Head of English

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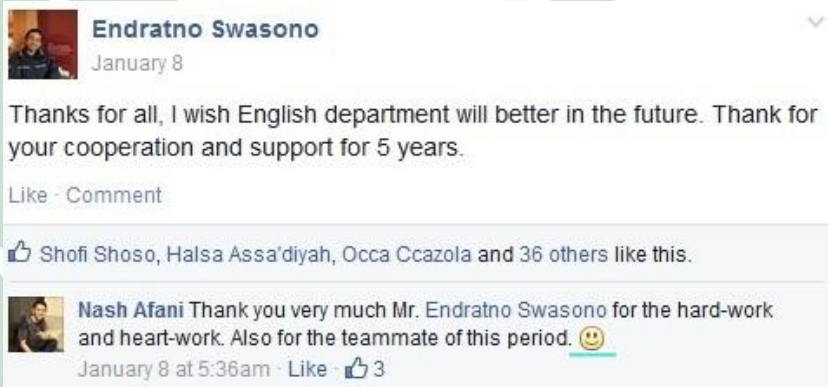
Department. In that condition, he takes a smile emoticon at the end of the sentence in order to give an appreciation for the hard-work of the Head of English Department. As supported by Derks, Bos, & von Grumbkow (in Stapa & Shaari, 2012) findings also show how emoticons help users to have more control in terms of the tone of message they would like to convey.

Sample 1



Secondly, in the example below, the member tends to use big smile (😃) to show his emotion feeling in responding the post. It can be represented with laugh emoticon. The member used laughing emoticon to represent his disagreement that Muslims should not celebrate valentine day. He thinks that celebration in valentine day so important for all people.

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Sample 2

Nash Afani
February 14

PEMERINTAH KOTA SURABAYA
DINAS PENDIDIKAN
Jalan Jagir Wonokromo No. 354-356 Surabaya 60272
Telp. (031)8418904, 8499515 Fax (031)8418904

Surabaya, [illegible] Pebruari 2015

Nomor : [illegible]/[illegible]/436.6.4/2015
Sifat : SEGERA
Lampiran : -
Hal : Edaran Terkait Perayaan Valentine Day / Hari Kasih Sayang

Kepada Yth.
Sdr. Kepala SMP, SMA, SMK
Negeri dan Swasta

Di-
SURABAYA

Dalam upaya menjaga pelajar Kota Surabaya agar tidak melakukan kegiatan yang bertentangan dengan norma sosial dan budaya Indonesia, bersama ini disampaikan kepada Saudara sebagai berikut :

1. Melarang kegiatan siswa untuk merayakan Hari Kasih Sayang / Valentine Day, baik di dalam maupun di luar sekolah;
2. Membuat surat edaran kepada seluruh orang tua / wali murid untuk dapat mengawasi putra-putrinya.
3. Mengingat pentingnya hal sebagaimana dimaksud, dimohon Bantuan Saudara untuk menindaklanjuti surat edaran ini.

Atas perhatian dan kerjasama Saudara disampaikan terima kasih.

KEPALA DINAS,
Dr. IKHSAN, S.Psi, MM
Pembina Tk. I
NIP. [illegible] 199501 1 002

Like · Comment

Shofi Shoso and 13 others like this.

Yusuf Raharja wahhhaaa, really? thats an important thing especially for us.

4.1.1.5 Capital Letters

Capital letters is the changing of lower case with upper case, in order to put stressing on a word. According to Nishimura (2007) users choose to use capital letters most probably because they are visually more prominent as compared to lower case. Capital letters

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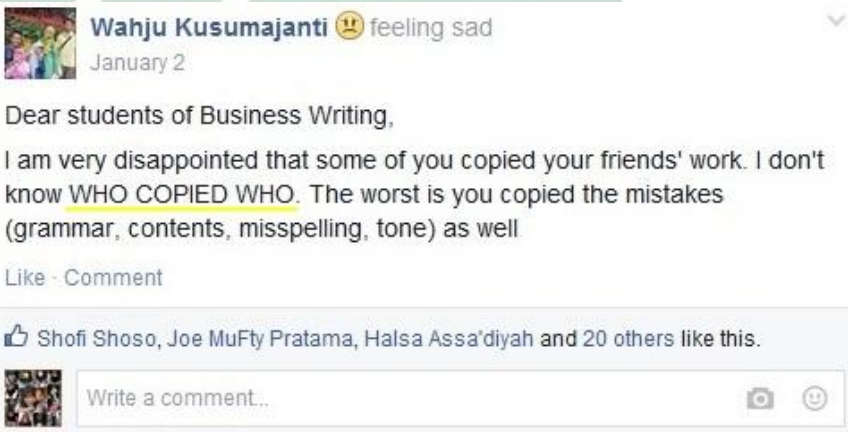
use to show the important part of a sentence that members want to get attention from the other member of EODF. The writer found the capital letters in these spelling *SMS, WA, WHO COPIED WHO and the name of students (BINTI ROSYIDAH).* The use of this feature appears 4 times and represents 5.6 % of the total percentage. For instance:

Sample 1



The post above shows that the member does not use a capital letters in all parts of sentences. The member tends to use capital letters with lower case in order to stress the important part of her message. The member creates an announcement about her disappointment with students who totally cheat their friends' works. In this case, the member used capital letter in the word *"WHO COPIED WHO"* to show that she was felling disappointed with her students. That capital letters mean that the member questions the students that were cheating.

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4.1.1.6 Written Out Laughter

The typing of sound of laugh is called written out laughter. The written out laughter helps to replace the missing of other vocalization. The use of this feature appears twice and represents 2.8% of the total percentage. Some examples are presented below:

Sample 1

Nash Afani
February 14

PEMERINTAH KOTA SURABAYA
DINAS PENDIDIKAN
Jalan Jagir Wonokromo No. 354-356 Surabaya 60272
Telp. (031)8418904, 8499515 Fax (031)8418904

Surabaya, [illegible] Pebruari 2015
Kepada Yth.
Sdr. Kepala SMP, SMA, SMK
Negeri dan Swasta
Di-
SURABAYA

Nomor : [illegible] / [illegible] /436.6.4/2015
Sifat : SEGERA
Lampiran : -
Hal : Edaran Terkait Perayaan Valentine Day / Hari Kasih Sayang

Dalam upaya menjaga pelajar Kota Surabaya agar tidak melakukan kegiatan yang bertentangan dengan norma sosial dan budaya Indonesia, bersama ini disampaikan kepada Saudara sebagai berikut :

1. Melarang kegiatan siswa untuk merayakan Hari Kasih Sayang / Valentine Day, baik di dalam maupun di luar sekolah;
2. Membuat surat edaran kepada seluruh orang tua / wali murid untuk dapat mengawasi putra-putrinya.
3. Mengingat pentingnya hal sebagaimana dimaksud, dimohon Bantuan Saudara untuk menindaklanjuti surat edaran ini.

Atas perhatian dan kerjasama Saudara disampaikan terima kasih.

Shofi Shoso and 13 others like this.

Yusuf Raharja wahhhaaa, really? thats an important thing especially for us. 😃
February 14 at 10:40am · Like · 1

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Sample 2

The first example shows that the member used written out laughter *"wahhhaaa"* in the beginning of the sentence. After that, he typed a word *"really"* to give an expression about his disagreement with the preceding statement. The preceding mentions that there is no celebration in valentine day for Muslim. In this case, the member thought that the celebration in valentine day is the important thing. The second example shows that member used the laugh *"haha"* in the beginning of the sentence. In this case, the member typed it in order to satirize students who do not care about their final test paper. Both examples are in writing of laughter. The member put laughing in the beginning of sentences, and then they give emoticons at the end sentences.

4.1.1.7 Eccentric Spelling

Kadir et.al (2012) states that in eccentric spelling or accent stylization, letters are reduplicated (p.279). Eccentric spelling is used to examine spelled the word, where the vowels or consonants

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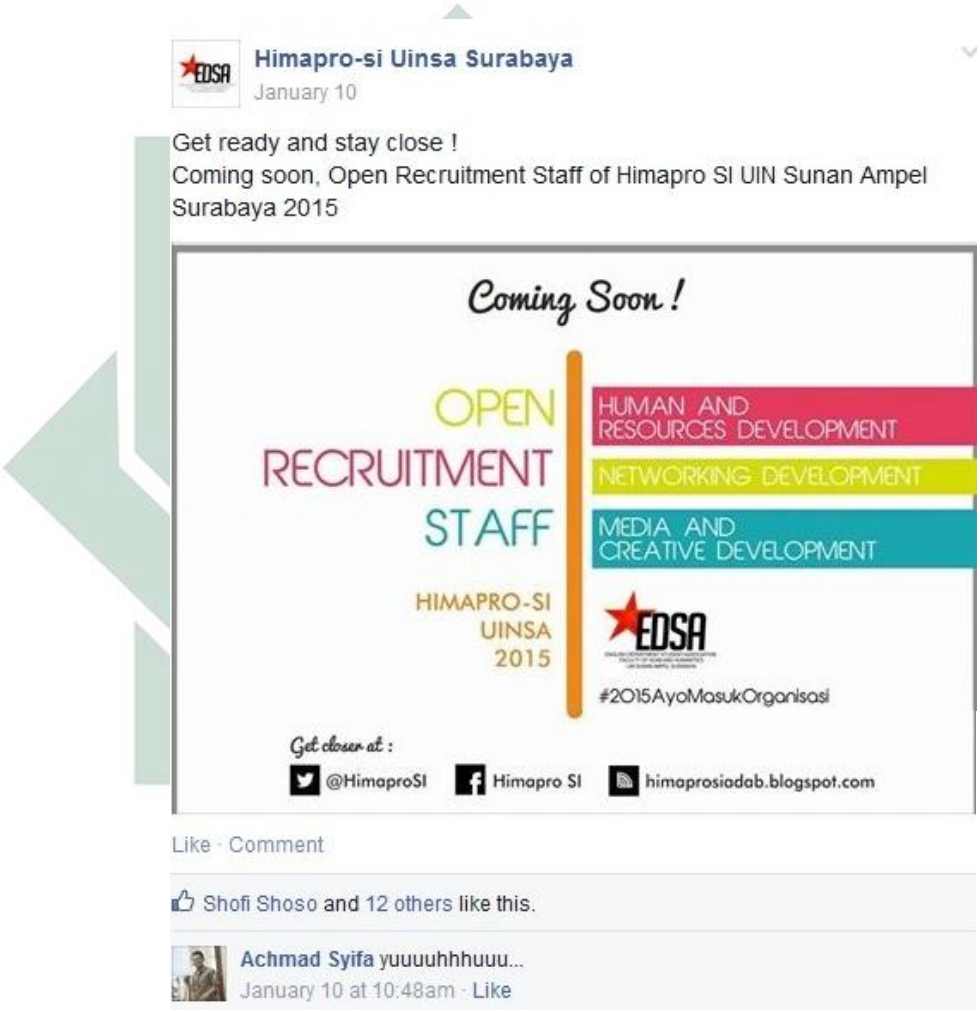
are reduplicated. In EODF, it appears 1 time and represents 1.4% of the total percentage. This feature is the seventh rank of orthographic features that writer found in EODF online discussion. For instance:

Sample 1



The example shows that the member extends the consonant *(h)* and *(u)*. First, the member spells the consonant *(h)* 3 times. Secondly, the member spells the vowel (*u)* 4 times after consonant *(y)*. Then, the member reduplicates the eccentric spelling in consonant *(u)* 3 times after consonant *(h)*. The word *yuuuuhhhuuu*

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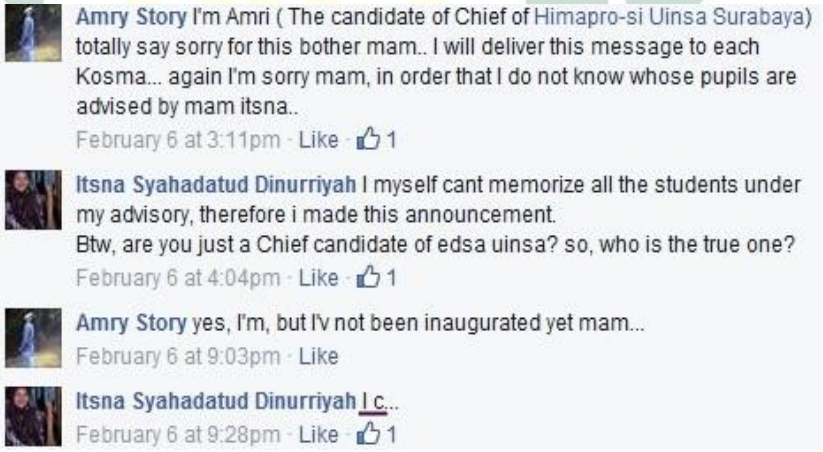
has similar meaning as the phrase *let's go*. Let's go in this case means that let's join become a staff in Himapro SI-UINSA 2015. He wants to show his interesting feeling about a post in EODF.

4.1.1.8 Rebus Writing

Making a simple word in spelling language is called rebus writing. Crystal (2006) states that rebus-like abbreviations and colloquial elisions give sentences an unfamiliar look (e.g. are > r, you > u, and > n) (p.170). The use of this feature appears once and represents 1.4% of the total percentage. For instance:

Sample 1



In this case, the member uses rebus writing *"I c"* to replace the word *"I see"* which is has similar meaning with *I am understand.* The sound of *"I c"* resembles a sound *"I see"* in English. Thus, the replacement of word have the purpose that member want to shorten time in writing comment.

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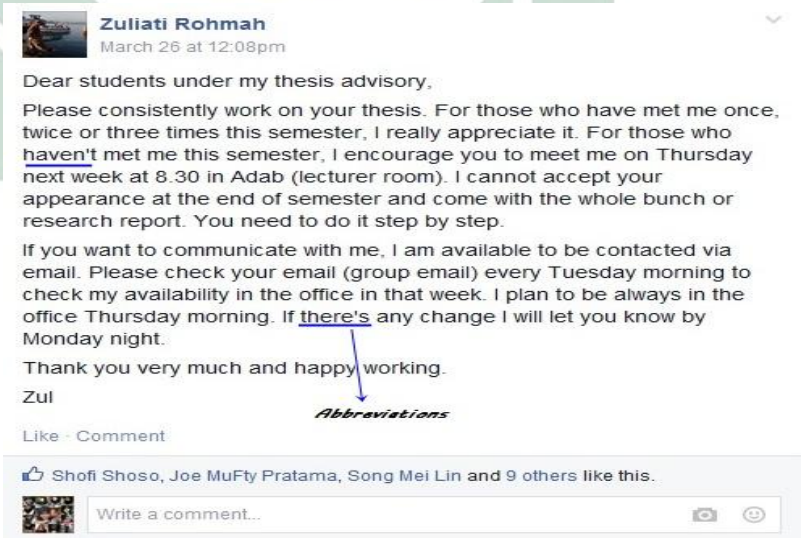
4.1.2 Context of Situation

In the findings of situation what orthographic features used by member of EODF, the writer used the concept of context of situation by Halliday (1999) theory. It can be seen from three aspects, they are: (1) field (2) tenor and (3) mode in order to know in what topic orthographic features are used by members of EODF. Based on the data, the writer found that the members commonly used orthographic features in reminding topic.

In this study, the writer takes the data in the form of posts and comments in Facebook. It can be said that all the mode of discourse in this study are written form.

4.1.2.1 Reminder

Sample 1



The writer could say that that is an announcement, but focuses more on reminder. In this case, ZR tends to use orthographic features when she was reminding students. This reminding post

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expressed as an imperative sentence, using the emphatic imperative with *'do'*. In this case, the emphatic imperative shows in the middle of post. The sentence *"You need to **do** it step by step"* means that ZR wants to remind students to report what they have done consistently, in order to get a good result.

The tenor of discourse is concerned with the personal relationship involved: who the participants in this text are (Halliday, 1989, p. 24). Commonly, the participant in the reminding post is teacher to student, and more specifically thesis supervisor and college student. The choice of 'person' in the grammatical sense: *'I'* and *'you'*. Those were the only subject in these two lines: *'you'* then *'I'* then *'you'* then *'I'*. In her post, ZR plays the language with strong power. It can be seen in the sentence *"I cannot accept your appearance at the end of semester..."* in order to built the students' responsibility. ZR wants to inform her student to carry out about their thesis, and then do consultation with her regularly. The affect of text to students is ignored. It appears because the student cannot always access the internet every time. They missed the post that was created in EODF.

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4.1.2.2 Sharing of Information

The topic being discussed in the example above is sharing a link about ASEAN Youth Volunteer on 2-29 August 2015. The writer decides that it is an announcement; therefore, the field of discourse is sharing. The student NA wants to share this information to the other members in EODF. In the sharing post, members in EODF commonly use an attachment file such as image, document and also link of website that explain more about information.

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The participant in this post is students to student, but there is no comment to this post. It occurs because nobody is interested with the programme in the sharing post. Commonly, members of EODF rarely give a comment in the sharing post. The other reasons why members do not respond to a post sharing is their belief that they are incapable of joining an education program when the sharing post told about student exchange. Usually, members in EODF share about motivation article, seminar, scholarship, student exchange, and other information about education world. In the sharing post, the member should make a persuasive text. However, NA only types *"Join with international community and apply this program !",* this sentence is too short as persuasive text. A persuasive text should be brief, clear, and interesting for readers.

4.1.2.3 Recommendation

In the example above the member tends to give a short sentence in his post, and then attaches a link of website. Clearly, the writer could say that it is also an announcement, but focuses more on recommendation. Members in EODF commonly type one sentence, and then attach a file such, link of website, document, or images. This strategy is easily delivered in a post and also save the members' time. In this case, the topic being discussed is student exchange.

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Sample 1

The participant in that post is between students to students. In creating a recommendation post, the member uses an informal form. The student NA only attaches a link of website which can represents his announcement. In his post, NA plays the language with weak power. The member NA only types a sentence *"You must apply this one guys!!!!"* Thus, when the member uses the way in creating post like that, the other members in EODF feel lazy in giving response to his announcement, therefore, the members ignored this post. Besides, they were not interested in the topic of study exchange.

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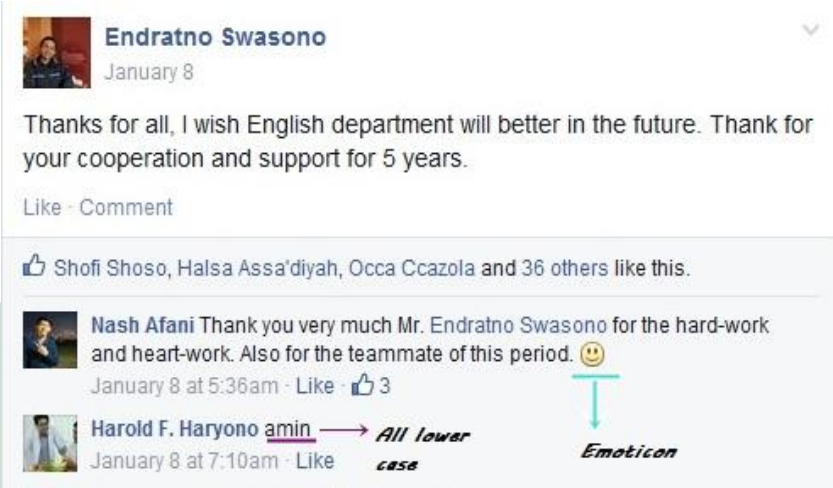
4.1.2.4 Expression of Gratitude

Sample 1



Based on the one instance above, the writer decides that the teacher ES said his grateful to the staff, teacher and student for their support in 5 years. Clearly, the writer could say that is an announcement, but focuses more on expression of gratitude. It can be seen in the members' sentences in the beginning and at the end of post. ES put the *thanks* sentence *"thanks for all..."* in the beginning and also *"thanks for your cooperation and support for 5 years"* at the end of post. These sentences show that member feels grateful to the people who support him in Head of English Department position.

The participant in the expression of gratitude post is teacher to teacher to student. It is represented in the sentence *"thanks for **all**..."* the word 'all' included teachers and students of English Department. In this case, the member gives a repetition in saying thanks in order to emphasize his grateful feeling, even though in the

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form of informal language. In the repetition way, the member gives the power to his text. It can be proved that members in EODF also give their feeling of grateful to the ES.

4.1.2.5 Job Opportunity Announcement

Sample 1

The topic being discussed in the example above is job opportunity. Clearly, the writer could say that it is an announcement.

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The field of discourse is job opportunity. The same way to convey the announcement also occurs in the post of job opportunity. The member tends to type some sentences then gives attachment. In this case, the attachment in the form of image that represents what the job opportunity is created by Himapro-SI Uinsa Surabaya (Himpunan Mahasiswa Prodi Sastra Inggris Universitas Islam Negeri Surabaya). They think that the message is more effective and simple to be sent in this way.

The participant in job opportunity post is student to student. Specifically, the participant is between students who are on duty in the Himapro-SI to student who do not join this organization. They give information that will be held an open recruitment staff of Himapro-SI. The power of this post is weak, because they do not tell about date and time when the event will be held. Therefore, the comments shown by the member are commonly flat. It means that they only showed a minimal expression, such, *"yuuuuhhhuuu", "Development ya?" and "Good job Mr. Januaril"*.

4.2 Discussions

The study describes the students' creativity use orthographic features when communicating online in EODF. The writer used "features in digital writing" by Danet (2001, p. 17) in classifying data. It is divided into eleven types, they are: multiple punctuations, eccentric spelling, capital letters, asterisk for emphasis, written-out laughter, music/noise, description of action,

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emoticons, abbreviations, rebus writing, and all lower case. Orthography is a writing system of an individual language, defined in terms of such factors as distinctive use of the alphabet, capital letters, spelling, punctuation, and ways of expressing emphasis (italics, old face, etc.) (Crystal, 2006).

Communication in cyberspace through chat and Facebook is an important platform for language contact in social space where the use of language often takes place in real time and reflects variations. The variations show how language used by internet user creatively. Members in the EODF often use orthographic features in creating posts and giving comments. Commonly, they uses of orthographic features more than once. As stated in the table 4.1, there are eight of orthographic features used by members in EODF. They are abbreviations, multiple punctuations, all lower case, emoticons, capital letters, eccentric spelling, written-out laughter, and rebus writing. Those types of orthographic features used by members of EODF in the five situations, such as in the reminder, sharing of information, recommendation, expression of gratitude, and job opportunity announcement. Commonly, they are comfort in using orthographic features in writing posts and comments in order to limit their time but still able to convey the message by using orthographic features.

It assumes that online communication settings may also serve as a new platform that allow users to ignore accuracy in spelling which can be an advantage for those who are actually having problems in spelling words accurately. The languages in online communication will always evolve. To

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see the phenomenon of digital writing in the internet sites more clearly, the writer refers to present study's language features.

The use of language features in cyberspace motivates people to be more comfortable in discussing strategies in a proper way and not wasting time. Language evolution is seen as an ongoing process and the development of online communicative language is always unpredictable. It can be said as development of language. This phenomena show how the language is played in the Social Network Sites (SNSs). The influence of digital writing in the online discussion forum may be applied by internet users that applied in the other sites. The language will innovate depending on the development of era and technology. Some studies have different kinds of digital writing (Varnhagen, e.al, 2009; Stapa & Shaari, 2012; Kadir, et.al, 2012; Hartono, 2014) in the internet sites. Kinds of digital writing in each study have different purposes in supporting the internet users' expectations. Therefore, the use of capital and bold letters function as warning and reminder for the students the important of the test (Kadir, et.al, 2012). Differently, in this study, the uses of capital letters have the function as stressing the member emotional feeling and mention the students' name in reminder post.

- Y: **y u** care **wat i** said **n** look on **u**?? (Yes, you care what I said and look on you??)

  S: **y i** feel **d** same? **LOL** (Yes, I feel the same?LOL)

  M: me 2 hope 2 **c u** man....^_^ (Me too hope to see u man....)

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The popular acronyms and abbreviations in the online communication are *LOL* (Laugh out loud), *you, I,* the, and *see*. In this research, the user is interested in shortening the word in order to make the word simple. Besides, the factor that contributes to the appearance of many short forms in online communicative language is the need to be fast in responding others. On the other hand, these correlations make intuitive sense: both abbreviations (*e.g. em for them or cause for because)* and word combinations (*e.g. gonna for going to and kinda for kind of)* shorten common words and speed up typing (Varnhagen, et.al, 2009).

- 05. N: ok...noted..!! wat 'bout my 1st assgmnt? (Ok...noted..!! What about my first assignment?)
- J: tanks. (thanks)

In the above examples, writers delete the silent *'h'* the word *'what'* and *'thanks'*. The words that the writers use are understandable even though it violates the rule of Standard English spelling. Clippings also help writers to write their messages faster. It shows that there are so many kinds of spelling language in the online communication. The *clipping* features is also called as *abbreviations*, means shortening the word, in order to save time in spelling language. In order to know the newest kinds of orthographic features in cyberspace, the writer chooses Facebook as the most frequently accessed both students and teachers in State Islamic University of Sunan Ampel Surabaya. The members in the online discussion forum are not only able to discuss and

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share information but also exchange the ideas and opinions. The discussion forum allows communication with many participants' structure.

Kadir, et.al (2012) examined the linguistic features used in the e-distance learning program to discuss academic and non-academic matters with their learning facilitators and classmates. E-learning a type of learning that is considered important in the emerging knowledge of society. Another study conducted by Varnhagen, et.al, (2009) in the instant messaging. Written communications in instant messaging, text messaging, chat, and other forms of electronic communication appears to have generated a "new language" of abbreviations, acronyms, word combinations and punctuation (Varnhagen, et.al, 2009).

Those studies show that the language features appears in the instant messaging (e.g. SMS and chat) an also in the internet sites such social network (e.g. Facebook) and e-learning. The studies about digital writing have different types in classifying language features. Besides, the kinds of digital writing have the different purposes that support the internet users' desire in playing their language. Ross in the Stapa and Shaari (2012) suggests several factors that contribute to the emergence of many short forms in online communicative language such as responding others quickly.

> *"Speedy communication allows less time for careful, organized thought. Partly for this reason, emails, text messages and broadcast messages (instant messages, chat messages) are in many ways*

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stylistically more similar to spoken language than traditional written forms" (Ross, 2006,p.41).

As it is more appropriate and quicker to express thoughts in a spoken manner, informality is always seen as another aspect in online communication. It can be said, the features of digital writing will keep developing.

The developing of digital writing will be the gap for the further researchers to conduct about the study of language features in the other sites of social network such as twitter. Twitter is one of social network that accessed by all people in the world. The further researchers can also decide the forum discussion in twitter that all the members come from different cultures, ethnics, and generations. It will give the new nuance by using the research approach about ethnography, gender and others in order to know whether the features of the language used by all people of various ethnic groups and cultures in the world. The study in this area will make the other researchers find the new kinds of language features which never been discussed by the previous studies.

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