

**AN ANALYSIS OF EUPHEMISM ON THE COMMENT
SECTION OF BRAD MONDO'S YOUTUBE CHANNEL**

A Thesis

**Submitted as a Partial Fulfillment of the Requirement for S1 –
Degree**

**By
ARRINA FEBRIANI
NPM. 1911040276**

Study Program : English Education
Advisor : M.Ridho Kholid,S,S.M.Pd
Co-Advisor : M. Nawawi, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2024 M/1445 H**

ABSTRACT

In this research, this study focused on three objectives: 1.) To find out what types of euphemisms appear most frequently in the comments section of Brad Mondo's YouTube video channel. 2.) To find out the function of euphemisms in the comments column on Brad Mondo's YouTube video channel. 3.) To find out the meaning of euphemisms in the comments column of Brad Mondo's YouTube Video Channel.

This research used qualitative descriptive analysis, using comments from Brad Mondo's videos. Titled "Hair Stylist's Reaction to Chaotic Copper Hair Makeover and Hair Stylist's Reaction to Chaotic Home Relaxation Video". The analysis carried out includes data condensation, presentation and drawing conclusions. In addition, investigative triangulation was used to increase the validity and reliability of the data.

The research results revealed 7 of 16 types of expressive speech acts in comments, including: Metaphors, Clippings, Acronyms, Hyperbole, Litotes, Synecdoche, General for Specific. Among them, the most frequently used metaport was 16 times. The reason is, Brad Mondo's second video conveys inspirational messages that reflect experiences and problems that are often experienced in the context of comments. Then, to describe the meaning of euphemisms in the comments column, researchers first examined the context, namely the content of two Brad Mondo videos. There are four different functions that emerge: protecting or guarding the speaker, avoiding taboos, politeness, and avoiding offensive sentence elements. The metaphor function dominates, used 16 times. This happened because of the positive response from netizens, including support, praise and thanks in their comments on Brad Mondo's video.

Keywords: Brad Mondo, Euphemism, YouTube Comments.

DECLARATION

The researcher is a student with the following identity :

Name : Arrina Febriani
Student's number : 1911040276

Hereby, I state this thesis entitled "An Analysis of Euphemism on the Comment Section of Brad Mondo's YouTube Channel" is really my own work. I am fully aware that I have cited several statements, references, and ideas from various sources and that are properly acknowledged in the text.

Bandar Lampung, March 2024



Arrina Febriani
NPM: 1911040276



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 ☎(0721) 703260

APPROVAL LETTER

Title : AN ANALYSIS OF EUPHEMISM ON THE
COMMENT SECTION OF BRAD MONDO'S
YOUTUBE CHANNEL

Student's Name : Arrina Febriani

Student's Number : 1911040276

Study Program : English Education

Faculty : Tarbiyah And Teacher Training Faculty

has been **APPROVED**
To be defended at the Thesis defense
of the faculty Tarbiyah and Teacher Training,
Raden Intan State Islamic University of Lampung

Advisor

M. Ridho Kholid, S., M.Pd
NIP.198505122015031004

Co-Advisor,

M. Nawawi, M.Pd
NIP.

**The Chairperson of
English Education Study Program**

M. Ridho Kholid, S.S., M. Pd
NIP.198505122015031004



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI RADEN INTAN
 LAMPUNG
 FAKULTAS TARBIIYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin, Sukarame, Bandar Lampung 35131 Telp (0721) 703289

ADMISSION LETTER

The following thesis entitled: **An Analysis of Euphemism on the Comment Section of Brad Mondo's YouTube Channel**, written by: **Arrina Febriani, NPM: 1911040276**, Department: **English Education**, has been successfully defended at the Thesis Defense of the faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **Thursday, March 28, 2024**.

Board of Examiners :

Chair Person

Bambang Irfani, Ph.D

Secretary : Fikri Nugraha Kholid, M.Pd

The Primer Examiner : Satria Adi Pradana, M.Pd

First Co-examiner : M. Ridho Kholid, S.S., M.Pd

Second Co-examiner : M. Nawawi, M.Pd

Dean, Faculty of Tarbiyah and Teacher Training



Prof. Dr. Hj. Nirya Diana, M.Pd
 NIP. 196408281988032002

[Handwritten signatures and initials]

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not place a person in position except according to his abilities.

QS. Al Baqarah :286¹

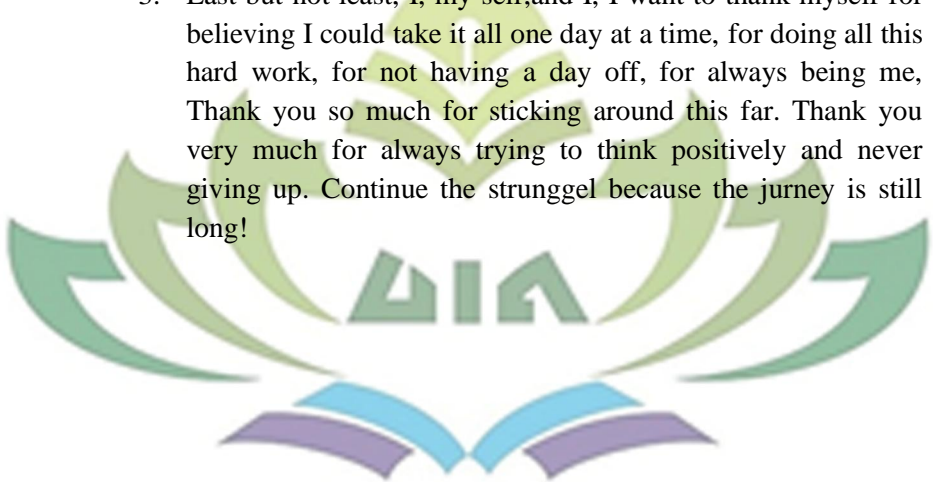


¹ Tarteel team, “Surah Al Baqarah-286,” 1995, <https://quran.com/36?startingVerse=82>. Accessed on February 6 th, 2024. At 17:14 p.m

DEDICATION

This Thesis is dedicated to :

1. My beloved mother Sumarmi, and my beloved brother Imam Asrofi who always provides prayers, motivation, advice, facilities, and support from the older priest who always understands in all conditions, which is endless for the success of this research. The writer was incredibly grateful and lucky to have parents like mother and brother in this life.
2. My beloved lecturers and alma mater, Raden Intan Lampung State Islamic University (UIN). Of Lampung.
3. Last but not least, I, my self, and I, I want to thank myself for believing I could take it all one day at a time, for doing all this hard work, for not having a day off, for always being me, Thank you so much for sticking around this far. Thank you very much for always trying to think positively and never giving up. Continue the struggle because the journey is still long!



CURRICULUM VITAE

The author's name is Arrina Febriani. she was born in Srirahayu Village, Banyumas District, Pringsewu Regency, Lampung Province, on February 20th, 1999, to Nasirin and Sumarmi and is the second of two siblings. She has older brother his name is Imam Asrofi.

She started her formal education at a kindergarten called TK Mambaul Hisam in 2002 at the TK A level until 2003. Then from 2003 to 2004, she continued her kindergarten education at a higher level, namely Kindergarten B. After graduating from kindergarten , I continued school and studied at SDN 3 Sendang Rejo for six years and graduated in 2011. After completing elementary school education, he continued to MTs, attended MTs Roudlotul Huda Purwosari, Central Lampung, in 2011 and graduated in 2014. After completing his MTs education, her continued her education at MA Roudlotul Huda Purwosari Central Lampung for three years and graduated in 2017. Taking a break to work then in 2019, her was accepted at the State Islamic University of Raden Intan Lampung in the English Education Study Program, Faculty of Tarbiyah and Teacher training via the SPAN-PTKIN route.



The Researcher,

ARRINA FEBRIANI

1911040276

AN KNOWLEDGEMENT

Firstly, all the praises and thanks be to Allah SWT the almighty god for his blessing and mercy, so the writer can complete her study and this thesis project. Then, the best prayers and salutations to the great Prophet Muhammad SAW who has led us from the dark ages to the bright times.

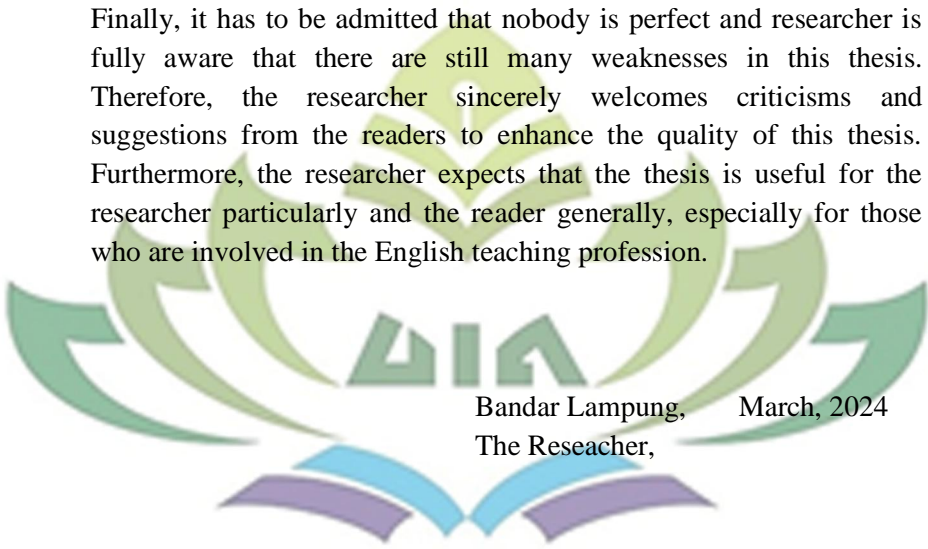
Secondly, this thesis was written to fulfill the requirements to achieve a bachelor's degree in the English Education study program of UIN Raden Intan Lampung. In completing this thesis project, the writer received a lot of help, teaching, guidance, and direction from various parties, so that this thesis could be completed properly. Therefore, on this occasion, the writer would like to express the deepest appreciation and gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd Dean of the Faculty of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. M. Ridho Kholid S.S. M.Pd, the chairperson of the English Education Study Program.
3. M. Ridho Kholid S.S. M.Pd, as the advisor, for her guidance, motivation, and advice to the researcher for completion of this thesis.
4. M. Nawawi M.Pd as Co-Advisor, has helped the researcher finish this thesis by providing countless hours of time and patient guidance.
5. Susanto Saman, S.S., M.Hum., M.A., Ph.D. as a validator who has been willing to take the time to validate the results of this research and provide useful suggestions for the author.
6. All lecturers of the English Education Study Program of UIN Raden Intan Lampung, who have applied their knowledge, information, and insight whether in formal classroom meetings or through informal occasional one.
7. My beloved roommeate Lia Mahlia, Iin Indriani, Eka Adila, Eva Russiana, Ikke Nur Aini, Cici Risti Yunizar, Syka Hermindar Sari, Arum Fadhila, Yunita Sari, Nur Aisyah. Also

to my close friends from semester 6 to the last semester, Putri Anisya Safitri, and Aida Batrisya who always accompanied me during the process of completing this thesis. Thank you for the beautiful memories and support you have given to the author while studying at UIN Raden Intan Lampung.

8. Her big family who always give motivation and support in completing this thesis.
9. My friends of English Education Department students at UIN Raden Intan Lampung, especially fellow writers from class G.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in the English teaching profession.



Bandar Lampung, March, 2024
The Reseacher,

ARRINA FEBRIANI
1911040276

TABLE OF CONTENTS

Page

COVER.....	i
ABSTRACT.....	ii
APPROVAL LETTER.....	iii
MOTTO	iv
DEDICATION.....	v
CURRICULUM VITAE.....	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF APPENDICES.....	xii

CHAPTER I INTRODUCTION

A. Title Confirmation	1
B. Research Background	3
C. The Focus and Sub-Focus of the research	6
D. Formulation of the Research	6
E. The Objective of the Research	7
F. The Significances of the Research	7
G. Relevant studies	8
H. Research Method	11
I. Systematic Discussion	18

CHAPTER II LITERATURE REVIEW

A. Sociolinguistics.....	21
B. Euphemism	21
C. The Relationship Between Euphemism and Dysphemism in Education.....	27
D. The Concept of Euphemism	28
E. The Type of Euphemism.....	29
F. The Function of Euphemism.....	35
G. Interrelation Between Euphemism and the Other Figure of Speech	40
H. Euphemism in Media Communication	42

CHAPTER III RESEARCH METHODS

A. Object Overview	45
B. Profile of Brad Mondo	45
C. YouTube	47
D. Data Source	48
E. Research Focus	49

CHAPTER IV RESEARCH ANALYSIS

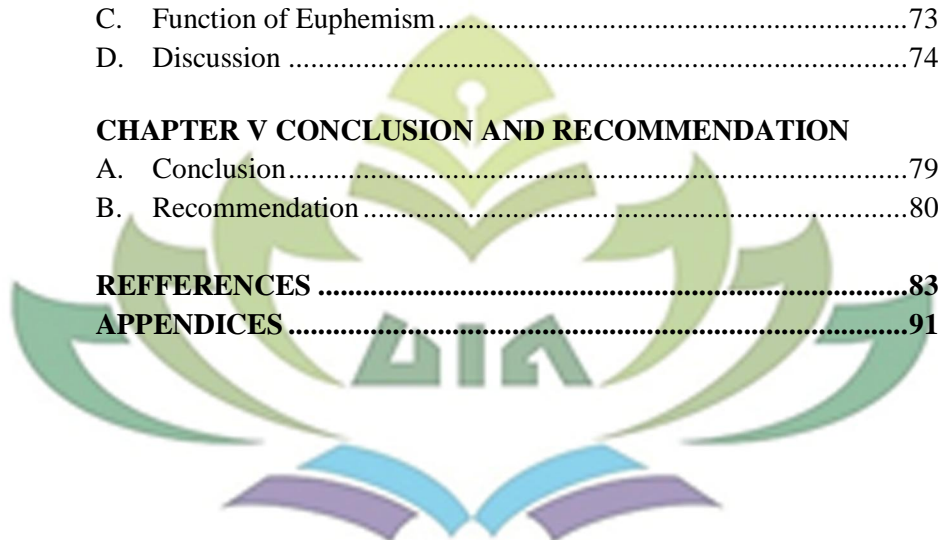
A. The Result of the Research	51
B. Data Analysis.....	58
C. Function of Euphemism.....	73
D. Discussion	74

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion.....	79
B. Recommendation	80

REFERENCES	83
-------------------------	-----------

APPENDICES	91
-------------------------	-----------



LIST OF TABLES

	Page
Table 3.1 Euphemism Word or Phrase	49
Table 4.1 Types and Meaning.....	51
Table 4.2 The Result Types of Euphemism	57



LIST OF APPENDICES

	Page
Appendix 1 Surat Pengantar Validasi	91
Appendix 2 Validation Sh	92
Appendix 3 Surat Keterangan Bebas Plagiat	93
Appendix 4 Hasil Cek Turnitin	94
Appendix 5 Brad Mondo YouTube Channel	99
Appendix 6 Screen Shot of the comments of Brad Mondo YouTube Channel	99



CHAPTER 1

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this thesis, and for avoid reason, the author feels the need to explain some words that become the title of this thesis. As for the title of the thesis he means **“An Analysis of Euphemism on the Comment Section of Brad Mondo’s Youtube Channel”**. The description of the meaning of several terms contained in the title of this proposal are as follows.

Analysis is reading the text, by placing signs in the dynamic interactions and message delivered. This was also conveyed by Robert.J.Schreiter in Nur Afika, An Analysis is a Process of Breaking Something Down Into Interconnected Parts, analysis is a collection off activities and processes that are interrelated to solve or solve problems.¹ solving or breaking down a unit into the smallest unit. From the above opinion it can be concluded that analysis is an activity of thinking to describe or solve a problem from one unit to the smallest unit.² Analysis is an activity of thinking to describe or solve a problem from unit to smallest unit. summarizes a large amount of data that is still raw, to be further processed into information that can be interpreted. All form analysis seeks to describe patterns consistently in data so that the results can be studied and translated easily, concisely and meaningfully.

Comments are responses to or reviews of news, speeches, appearances, and so on. Comments can be written or spoken. It can happen in the real world and in online. Comments in a digital or online context are opinions or responses written by internet users on content or publications, such as articles, photos, videos, or posts

¹ Nur Afika. *“The Analysis of Student’s Learning Strategies and Language Styles in Learning at SMA N 9 Pinrang,”* English Program Tarbiyah and Adab Department, State Islamic Institute Parepare,2009,p.15

² Komaruddin, (2001:53), accessed on 7 june from, <http://janganasalnulis.blogspot.com/2009/06/perbedaan-analisis-tinjauan-dan.html>.

on social media. Comments usually appear below the content and are visible to other users who view or access the content. Comments can be opinions, suggestions, responses or questions written by internet users in response to content they have seen or read. Comments can also be used as a means of interacting with other users and building online communities.

Euphemism is a more subtle expression as a substitute for an expression that is considered rude and considered dangerous or objectionable to others. Definition of euphemism The word euphemism comes from the Greek word euphemizein which means speak in clear and reasonable words. The word euphemizein is derived from eu which means "good" and phani which means "to speak". So, briefly euphemism means articulate; speak well. Euphemism implying the use of mild, vague, or peripheral remedies an expression as an alternative to blunt precision, or Unpleasant usage". Euphemism has another quotation that is called sweet talking.³

Brad Gesimondo, commonly known as Brad Mondo, is an American hairdresser, entrepreneur, and social media personality.

YouTube is a video sharing community which means that YouTube users can upload and view all kinds of video clips online using any web browser.⁴ These videos can be in the form of tutorials, entertainment and so on. For most people, the videos are not very useful. However, these videos are very useful for some people in supporting their lives. Information in the form of video will make someone more quickly capture the information contained in it. Therefore, YouTube has become one of the most popular online media today and is useful for meeting information needs.

³ Allan and Kate Burridge, forbidden Words : *Taboo and the Censoring of Language* (Cambridge : Cambridge University Press, 2006), p.29

⁴ Miller, Michael. 2009. *Sams Teach Yourself YouTube in 10 Minutes*.

B. Research Background

The era of globalization has brought many changes to the development of technology, information, and communication. The development is happening rapidly. The pattern of community life also changes along with the development of these three things. Social media has become a means of communicating in this era. Public communication has become extensively broad and even unlimited. However, immensely broad communication leads to the emergence of positive and negative things. A language is a communication tool humans use daily to communicate, either directly or indirectly.⁵ People easily express their opinions on social media. Expressions conveyed are sometimes uncontrolled and exaggerated. Language politeness affects communication because politeness is influenced by ethics. Communicating that considers ethics and manners has to do with power and meaning.

Communication is a systemic process in which individuals interact with and through symbols to create and interpret meanings.⁶ The meaning of our communication is not only in what we say, but in how the other person responds. How they respond reveals what we actually communicated in spite of what we thought we said. More than that language is also a social identity that reflects the attitude, behavior, mindset and culture of the group of speakers. Therefore, it is not an exaggeration if there is a Malay proverb that says "language shows the nation". It is language that most directly reflects the mind of a nation. The mindset, outlook on life, behavior and culture of a group of people will be reflected in their language.

In human life as a creature of God who is cultured, it is necessary to pay attention to how a person expresses words in good language, especially regarding the use of words that have cultural meaning to be expressed in language. There are certain

⁵ Siti Rabiha, "Language as a Tool for Communication and Cultural Reality Discloser 1," 2012, 1-11.

⁶ A. F. Wood dan M. J. Smith. 2005, *Online Communication: Linking Technology, Identity and Culture*. New Jersey: Lawrence Erlbaum Associates, Inc. p.19

words that must be avoided, both to say and to express because it is seen as taboo and prohibited to be disseminated. In general, language has a function as a means of communication. Not everyone has the ability to optimally explore language functions. Everyone has a different point of view in exploring the potential of language. For writers, language is a medium for expressing various interesting ideas in the form of literary works. For one journalists, language is the main capital in writing news to be presented in the mass media. Likewise, preachers use language in different ways, namely as a tool to influence other people so that other people want to act and behave in accordance with the instructions being taught. The individual function of language is a language function that is developed and used individually. This concerns talent, ability, level of education, and the field of work occupied by each person. The function of language is a natural medium for establishing interaction and communication to create culture. Language and culture are like two sides of a coin, where there is culture there is language. Language is an element of culture and culture develops through the medium of language. Language can also be used to express expressions and activities in creating various forms of literary works. Thus, language has the most important function in developing, disseminating, and passing on culture to the next generation.

The linguistic context is closely related to the sociocultural context, as well as the views of the people who speak that language. A linguist is unable to explore the moral values that occur in every word in all languages. In addition to views on life, the study of language and its meaning will enable us to know how to view reality among the people who support that language. The use of certain words in certain situations will be very closely related to the cultural context of a particular group of people.

The use of euphemism usage will be more interesting when it is used for specific purpose in a certain communication. It is not only prominent for a certain groups of people, but also involves all levels of society to use euphemism to avoid losing face. Euphemisms, or word variations, are already becoming

deadly weapons to reduce variations in language that can endanger the faces concepts of others. People love taboos and disfemism. The threat of taboos in sociolinguistics these are language variants commonly avoided by language users.⁷ Thus, euphemism is a reaction to the presence of taboo language. John Aitt says we are not willing to break taboos, we must find alternatives." Since this is the role of euphemisms, euphemisms are created to cover this word. Variations on taboos and euphemisms certainly change speech, language, and remarks should be more polite, more kind and beautiful, so that was not taboo. Tabo language is a societal expression of disapproval of a number of behaviors or utterances that are believed to have a negative impact on members of society, both for reasons of belief and because of these behaviors or expressions violates moral values.

Education is the delivery of learning material by teachers to students. Material regarding the use of euphemisms and dysphemisms can be found at various levels of education, such as elementary school, high school, and even university. Teachers can use teaching materials that contain euphemisms and dysphemisms in discussions.⁸ The introduction of various forms and uses of euphemisms and dysphemisms in learning can minimize the use of words and sentences that are not pronounced well, either directly or indirectly, such as using social media. The teaching materials presented can familiarize students with good words, both orally and in writing. Teaching materials related to euphemisms and dysphemisms at elementary school level can be delivered to upper class groups (grades four, five and six). This can be conveyed in several class IV learning content, including Civics and Indonesian, and English.

However, there are always those who violate these rules in an attempt to show independence from prohibitions, or to display

⁷ Victoria Fromkin, *An Introduction to Language 7th Ed* (Boston: Thomson Place, 2003), p.479

⁸ Samsudin, T., & Ahmad, N. A. (2018). *Disfemisme Warganet pada Komentar di Media Sosial Facebook dalam Tinjauan Semantik dan Hukum Islam*. Jurnal Al-Himayah, 2(2), 255–280. Retrieved from <http://journal.iaingorontalo.ac.id/index.php/ah>

taboos as something irrational, as a form of movement. Euphemism is a proper language style that people pursue in social communication in order to reach an ideal communication effect. Euphemism can avoid and soften taboos and sensitive or awkward topics. In every stage and each country, euphemisms are widely used. Thus, the creation and usage of euphemism is a common phenomenon in human language. Because euphemism is used in certain community and is influenced by socialcultural factors, thus, it is heavily marked with social cultural features. As a special language phenomenon, euphemism not only includes those euphemistic expressions accepted by community members, but also includes the euphemistic communication style that people adopt in specific environment. The use of euphemism varies with the gender, age, social status and occupation, etc., of the social members and euphemism covers various aspects of social culture, including social conventions, traditional morality, religion, social values and politics, etc., which shows that euphemism is deeply rooted in social culture. It is impossible to have a profound understanding of language without referring to social culture.⁹

C. The Focus and Sub-Focus of the Research

Based on the background that has been stated, this research focuses on analyzing euphemisms on Brad Mondo's Youtube Channel. Meanwhile, the subfocus of this research includes 1) To find out what types of euphemism appear the most in comment section of Brad Mondo's YouTube video channel. 2) To find out the function of euphemism on comment section on Brad Mondo's YouTube video channel. 3) To find out the meaning of euphemism on comment section on Brad Mondo's Youtube Videos Channel.

D. Formulation of the Research

The formulation of the problem in this study is as follow:

1. What is the most euphemism appeared in comment Section of Brad Mondo's Youtube Channel?

⁹ CHI Ren, HAO Yu (2013). *Euphemism From Sociolinguistics Perspective. Studies in Sociology of Science*, 4, 45-48.

2. What is the function of the euphemisms in comment Section of Brad Mondo's Youtube Channel?
3. What is the meaning of the euphemisms in comment Section of Brad Mondo's Youtube Channel?

E. The Objective of the Research

In accordance with the problem formulation, the objectives of this research are formulated as follows

1. To find out what types of euphemism appear the most on comment section in Brad Mondo's YouTube video channel
2. find out the function of euphemism on comment section on Brad Mondo's YouTube video channel
3. find out the meaning of euphemism on comment section on Brad Mondo's Youtube Videos Channel.

F. The Significances of The Research

There are two significances of this research, theoretical and practical. The explanation is as follows;

1. Theoretical Significance

The theoretical benefits are as follows: The research is expected that the results of this research can be an adventure for himself in particular and for readers in general to understand euphemisms and their types and functions.

2. Practical Significance

In particular, the benefits of this research are that it benefits student, lecturers, and other researchers. The explanation is as follows;

a. For the Students

It is hoped that this research can enrich English education students' knowledge about euphemisms so that they can be more confident in studying sociolinguistics, especially euphemisms. Apart from that, students can also understand the meaning and function of euphemisms contained in the lecturer's speech in the teaching and learning process. And euphemism very important to learning speaking and writing skills.

b. For the Lectures

The speaker hopes that this research can provide English lecturers with a comprehensive understanding of euphemisms. Furthermore, this research can be used as a reference so that lecturers are more careful and wise in conveying expressions to students in order to achieve educational goals. Because euphemism is closely related to learning English, especially to train student's speaking and writing skills.

c. For Other Researchs

For other researchers as a practical resource to conduct further research related to this topic.

G. Relevant Studies

This study is not the only one analyzing euphemisms. There are several researchers who have conducted almost the same research on euphemisms. In the following, the researcher presents five studies of euphemisms that have been studied by others previous researchers:

The first is an effective medium to use in describing euphemisms in the comments column of Anis Baswedan's video, with the title "Euphemism and Dysphemism in CNN Indonesia Youtube Comments and Their Relevance to Language Education". This was revealed from research conducted by Anis Cipta Ria et al, at the Muhammadiyah University of Surakarta, Indonesia. From the discussion it was found that abbreviated expressions, foreign terms, and idiomatic phrases.¹⁰ Euphemisms and dysphemisms can be used as teaching materials at various levels of education, both in elementary, high school, and even tertiary institutions.

The second is an effective medium to use in describing

¹⁰ Anis Cipta Ria et al, the title "*Euphemism and Dysphemism in CNN Indonesia Youtube Comments and Their Relevance to Language Education*". Muhammadiyah University of Surakarta, Indonesia, p. 25

euphemism in the research journal Aulia Juli Saputri, et all, entitled "Euphemism in Lambe Turah's Instagram Caption: A Semantics Approach" at Medan State University, Indonesia, euphemism is necessary and has several advantages, particularly in media social,¹¹ since euphemism users attempt to substitute the offensive term or word to avoid the offense. In addition, euphemism not only continually renames items and repackages them to "better" the sound, but also deals with the customs of language that the main function is to avoid someone losing their face. In over all, euphemism is a good tool to prevent face loss, and euphemism is not only useful to offer the public a favorable image, but also helpful to hide the harmful truth.

The third is to analyze the types of euphemism in research, researchers use the theory of Euphemism and Dysphemism from Allan and Burridge. This research uses descriptive qualitative method to analyze the data in the form of transcripts containing euphemistic expressions used in the film "To Kill A Mockingbird". With the title "Euphemism in the Movie To Kill A Mockingbird". Which was examined by Agustina, Rini. 1302050050, English Education Program of the Faculty of Teacher Training and Education, University of Muhammadiyah, North Sumatra. Medan. 2017.¹² Then data analysis starts from watching the movie "To Kill A Mockingbird" and also reading the script then selecting and marking utterances or expressions that can be identified as euphemisms.

The fourth is analyze the types of euphemisms in the thesis which was researched by Lala Barzanzia Harley, 140203042, with the title "The us of Euphomism in English Translation of the Holy Qur'an By Saheeh International". Thesis thesis from UIN Ar-raniry. From this research it is stated that the Qur'an is one of the important messages that needs to be understood properly because it is an important book that readers of the Shahih International

¹¹ Aulia Juli Saputri, et all, entitled "*Euphemism in the Instagram Captions of Lambe Turah: A Semantics Approach*" at Medan State University, Indonesia, p. 34

¹² Agustina, Rini. 1302050050, the title "*Euphemism in the movie To Kill A Mockingbird*". University of Muhammadiyah, North Sumatra. Medan. 2017, p. 5

translation must understand and understand its meaning in depth.¹³ . The results of the study can be used as additional material in Literature, Discourse, and English for Islamic Studies EFIS courses at Islamic College.

The last is analyze the types of euphemisms in Rahmawati, et al, thesis entitled "English Euphemism In BBC News Instagram Account : A Socio-Semantic Perspective" Thesis Thesis, Muhamadiyah University Surakarta. This study states that the use of English euphemisms has become an issue for English as a foreign learner EFL. This study focuses on the use of English euphemisms in the daily social media posts of the trusted news broadcaster's Instagram account, BBC News.¹⁴ The aims of this research are, to identify the types of euphemisms and to classify the functions the euphemism function used in videos and captions posted by the BBC News Instagram account.

It is undeniable that the use of euphemisms in language is found in almost all ethnic groups in the world. Its use is increasingly widespread in various fields of life and professions that are lived by our society. Euphemism which is part of language politeness is seen as important for maintaining relationships with friends, work partners, relatives, and superiors. The use of euphemisms in language can be identified from the use of certain words in communication. The right choice of words or diction marks the use of euphemisms in each field of profession and life activities.

The study of euphemism is able to describe various uses of word meanings related to the cultural tendency to speak modern society in general. Changes that occur in a society can also be seen from the frequency of using certain words in everyday life. The emergence of new meanings in language, especially those raised by the printed mass media, indicates a change in the value system in language which is closely related to the culture of the people who speak it. Avoiding language taboos and using euphemisms in

¹³ Lala Barzanja Harley, 140203042, the title "*The us of Euphomism in English Translation of the Holy Qur'an By Saheeh International*". UIN Ar-raniry, p. 29

¹⁴ Rahmawati, et al, "*English Euphemism In BBC News Instagram Account : A Socio-Semantic Perspective*," Muhamadiyah University Surakarta. P.12

communication is a form of language politeness.

Studying cultural meanings in a language that is implicit in a language will be able to understand people's perspectives on life, and is expected to be able to reduce conflicts that arise due to misunderstandings in communication.

This is what prompted the researcher to raise this issue as an object of research so that the researcher raised the title "An Analysis of Euphemism on Brad Mondo's Youtube Channel"

H. Research Method

One of the important aspects of the research thesis is the research methodology. The phrase research method refers to a way of thinking and preparing to conduct research and achieve research goals. The researcher classified the research method used in this research into six categories: research design, data and data sources, instrument, data collection technique, data analysis, and trustworthiness of the data.

1. Research Design

In this study, the researcher used descriptive qualitative as a research design. The researcher used descriptive qualitative research because it considered appropriate for used in this study. Chariri stated that qualitative research is research conducted in settings that exist in real (natural) life to investigate and understand phenomena such as what happened, why it happened, and how it happened.^{15 6} This means that qualitative research is based on the concept of "going exploring," which involves in- depth and case-oriented studies of several cases or single cases.

According to Miles and Huberman, qualitative data is the source of wellgrounded, rich descriptions and contains an explanation of local processes. With qualitative data, we can follow and understand the flow of events chronologically,

¹⁵ Anis Chariri, "Landasan Filsafat dan Metode Penelitian Kualitatif," *Workshop Metodologi Penelitian Kualitatif dan Kualitatif, Laboratorium Pengembangan Akuntansi (LPA) Fakultas Ekonomi Uiversitas diponegoro Semarang, 31 juli-1 Agustus 2009, 2009,p.9*

assess causation within the scope of local people's minds, and obtain many useful explanations. Furthermore, qualitative data is more likely to help us obtain unexpected discoveries and form a new theoretical framework. Such data helps researchers go beyond the initial presuppositions and frameworks.¹⁶

Furthermore, Sugiono in his book said that qualitative is a research method based on post-positivism used to examine the condition of natural objects, where the researcher is the key instrument, data collection technique with triangulation, inductive or qualitative data analysis, and the results of qualitative research more emphasize the meaning rather than generalization.¹⁷ Qualitative research involves studies that do not attempt to measure results through statistical summaries or analysis. The point is that the data collected in this study is not in the form of numbers but can be in the form of writing, pictures, or audio recordings.

Meanwhile, descriptive research is a form of research aimed at describing existing phenomena, either natural phenomena or human engineering.¹⁸ In addition, descriptive research does not provide treatment, manipulate, or change the variables studied, but rather describes a condition that exists.

Based on some of the expert statements above, it can be concluded that descriptive qualitative research is a method for obtaining data by describing a phenomenon through descriptions in the form of sentences and language using natural methods where the results emphasize the meaning.

This research will be conducted using descriptive qualitative research because it describes the linguistic phenomena used in Brad Mondo's YouTube videos and identifies dates based on the theories found. According to Gay and Asian defines and

¹⁶ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (thousand Oaks, California: SAGE Publications, Inc., 2014), p. 1.

¹⁷ Sugiyono, "Metode Penelitian Pendidikan. Bandung," *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015, p. 15.

¹⁸ Alan S. Kaufman and Nadeen L. Kaufman, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sons, 2005), p. 23

describes a descriptive qualitative investigation of how things are. basically descriptive research explains how something exists from the beginning of the formation process to the end.

The definition of qualitative data according to Sugiyono is data in the form of words, schemes, and pictures. The qualitative data of this research are the names and addresses of the research objects. Qualitative data is data that is descriptive, unstructured, and usually in the form of words. From the qualitative understanding according to these experts, it can be concluded that qualitative research is research conducted by paying attention to the phenomena that occur along with their descriptions using a series of words and language that is easy to understand.

2. Research Subject

According to Arikunto the research subject is to define the research subject as an object, thing or person where the data for the research variable is inherent, and is at issue.¹⁹ According to Amirin, research subject are sources from which research information is obtained, or more precisely, someone or something about whom information is to be obtained.²⁰

The research topic is closely related to where the research data sources are obtained. Furthermore, it can be concluded that the research subject is what is attached to the problem under study and is central to data collection in research. Furthermore, it can be concluded that what is attached to the problem under study and becomes the center of data collection in research becomes the object of study. Therefore, the subject of this research is Euphemism Analysis on Brad Mondo's Youtube Channel.

¹⁹ Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: rineka cipta.p. 31

²⁰ Rahmadi, “ *Pengantar Metodologi Penelitian*, Antasari Press, 2011, [http://idr.uin-antasari.ac.id/PENGANTAR METODOLOGI PENELITIAN. Pdf](http://idr.uin-antasari.ac.id/PENGANTAR%20METODOLOGI%20PENELITIAN.Pdf),p.61.

3. Data and Data Source

Data conforming to Jhon J. Longkutoy said that "Data is a compound term of facts that contain meaning associated with reality, symbols, images, numbers, letters that indicate an idea, object, condition or situation and so on."²¹ What is meant by data is a collection of facts and events that are used as a solution to a problem that has previously been processed into information. Usually, data means records in the form of a collection of facts that can be processed into information to solve a problem.

4. Instrument

In research, an instrument is a tool used to facilitate the researcher in measuring and collecting data. In this research, the instruments used were the main instruments and supporting instruments. The main instrument in this research was the researcher itself. According to Sugiyono in qualitative research, the instrument is the researcher. While the supporting instruments in this study were personal computers, and internet connections.²²

5. Data Collection Technique

The purpose of research is to obtain data, so data collection techniques are very important in research. Data collection techniques indicate ways that can be used to obtain the required data. Data collection can be done in various settings, various sources, and various ways. In qualitative research, data collection is carried out in natural settings (natural conditions), using primary data sources and techniques such as observation, interview, questionnaire, and documentation or a combination of all four.²³

²¹ B Bogdan and S.K Bilken, "Quality Research for Education : An Introduction to Theory and Methods, " *Qualitative Research For Education An Introduction to Theory and Methods*: Allyn and Bacon., 1992,p.5

²² Sugiyono, *Metode Penelitian Pendidikan*. Bandung.p.332

²³ Zuchri Abdussamad, *Metode Penelitian Kualitatif*, ed. Patta Rappana (Makassar: Syakir Media Press, 2021), p 142-143.

In this research, researchers collected data from Brad Mondo's YouTube channel. In addition, to obtain information researchers must complete many procedures. The procedure includes:

- 1) Researchers open YouTube using a PC.
- 2) Researchers typed the keyword Brad Mondo into the YouTube search engine to find his channel.
- 3) The researcher subscribes to Brad Mondo's YouTube channel.
- 4) Researchers watched 02 videos belonging to Brad Mondo with the topic of commenting on haircut styles belonging to other YouTube accounts
- 5) Researchers collect data by listening and listening, then choosing euphemisms in Brad Bondo's YouTube videos
- 6) Researchers put the collected data in a table. Apart from that, researchers also took screenshots of the selected video images.
- 7) All sentences that have the meaning of euphemisms used in the videos obtained are analyzed.

6. Data Analysis

Data analysis, as stated by Sugiyono is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing the data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be studied, and making conclusions so that they can be easily understood by both the researcher and others.²⁴

Analyzing data is not an easy thing to do. It takes precision and hard work in this analysis process. In analyzing qualitative data, the process is more iterative and inductive, meaning that the analysis is based on the data obtained and then develops a certain relationship pattern.³⁵ Qualitative research data can be obtained from various sources using various data collection

²⁴ Sugiyono, *Metode Penelitian Pendidikan*. Bandung, p. 334.

techniques (triangulation) and carried out continuously to produce very high data variations. The researcher used the interactive analysis data model of Miles, Huberman & Saldana. According to Miles, Huberman & Saldana cited qualitative data analysis is divided into three concurrent flows of activity: data condensation, data display, and conclusion drawing or verification.²⁵ The explanation of the three data analysis, is as follows:

a. Data Condensation

Data condensation is an activity that directed researchers to summarize, select, and focus on the data that has been collected. According to Miles, Huberman & Saldana data condensation refers to the process of selecting, focusing, simplifying, abstracting, looking for themes and patterns, and removing unnecessary ones.¹⁵ Moreover, in the condensation phase, the researcher shifted through and categorized the data collected from the comment section.

b. Data Display

The second phase of the analysis activity is displaying data. A display is an organized, compressed assembly of information that permits conclusion drawing and action.²⁶ In qualitative research, data display can take the form of brief descriptions, charts, flowcharts, tables, and so on. Therefore, in this research, the data found were presented in the form of tables.

c. Conclusion Drawing/Verification

The last step in data analysis, according to Miles, Huberman & Saldana is conclusion drawing and verification. Conclusions in qualitative research can answer the formulation of the problem that has been formulated

²⁵ Miles, Huberman, and Saldana, *Qualitative Data Analysis: A Methods Soucebook.*, p 12-14

²⁶ *Ibid.p.* 14-15

from the beginning. The conclusion in qualitative research is a new finding that has never existed before. Findings can take the form of a description or a description of an object that was previously unclear and becomes clearer after investigation.²⁷ In this step, the researcher made a result of data analysis.

7. Trustworthiness of the Data

Trustworthiness is a vital part of research because, with trustworthiness, the data obtained can be accounted for and trusted. Furthermore, in conducting trustworthiness researcher use triangulation techniques. Moleong stated that triangulation is a technique for checking the validity of data that employs other things²⁸ Patton in his book, *Qualitative Research Evaluation Methods*, mentions that there are four kinds of triangulation as checking techniques to achieve validity, as follows;

- 1) Method triangulation, the first type is method triangulation. This type is done by using the findings generated by different data collection methods.
- 2) Triangulation of sources, this second type of triangulation can be done by using different data sources within the same method.
- 3) Analyst triangulation, this triangulation also known as investigator triangulation is a type of triangulation that can be done by using multiple analysts or investigators to review the findings.
- 4) Theory/perspective triangulation, this is the last type of triangulation according to Patton. Theory triangulation can be done by using multiple perspectives or theories to interpret the data. We can find the theories through journals, articles, books, experts in literature, and so on.

Thus, of the four types of triangulations described above,

²⁷ *Ibid.* p. 15-16

²⁸ Michael Quinn Patton, *Qualitative Research and Evaluation Methods* (3rd Ed.), Evaluation Journal of Australasia, 2003, <https://doi.org/10.1177/1035719X0300300213>, p. 556

this thesis employed the third type of triangulation which was an analyst or investigator triangulation to test the validity of the data. Investigator triangulation was carried out in this research to obtain valid, reliable, and objective data.

I. Systematic Discussion

To make it easily understood by the readers, the researcher wanted to present the arrangement of the discussion. It is divided into five chapters as follows:

1. Chapter I Introduction

This chapter consisted of title confirmation, research background, the focus and sub-focus of the research, the formulation of the research, the objectives of the research, the significance of the research, relevant studies, research method, and systematic discussion.

2. Chapter II Literature Review

The second chapter contains an explanation of the supporting theories used in this research. These theories include sociolinguistics, euphemisms, concepts of euphemisms, types of euphemisms, functions of euphemisms, the relationship of euphemisms to other languages, euphemisms on social media. With a literature review, researchers can obtain an overview and knowledge to confirm their research.

3. Chapter III Description of Research Objects

The third chapter contains a general description of the research object as well as a display of euphemisms facts and data on Brad Mondo's YouTube video channel.

4. Chapter IV Research Analysis

The fourth chapter of this research consisted of research finding, data analysis, and discussion. In the research finding, the researcher presented tables containing the results of data processing. Meanwhile, in data analysis, the researcher provided a description of the collected data. Furthermore, in the discussion, the researcher presented the discussion of the research found.

5. Chapter V Conclusion and Recommendation

Chapter V presented the conclusion and the recommendation of the research. The conclusion contained a summary that explained the results of the research. Then recommendation contained suggestion or idea that might have been useful for some parties such as future researcher, lecturers, and students.





CHAPTER II LITERATURE REVIEW

This chapter reviews the theories used analyzing the data. This research covers the types, sociolinguistics, styles and functions of euphemisms.

A. Sociolinguistics

According to Richard A. Hudson, sociolinguistics is the study of the relationship between language and society; it focus on how language is used by the individual speaker and groups of speakers in its social context.¹ Sociolinguistics is the study of language which involves the community as the user's language and is also associated with social and community factors.² This certainly leads to correlations between languages and language users. The role of a language among the people in this life is very important. The study between language and society is called sociolinguistics. Sociolinguistics is the study of language in relation to society. Sociolinguistic also focuses on how a language is used, so it language could play its function well.³ Coulmas in Wardhaugh says that sociolinguistics investigates how social attributes such as class, and age.⁴

B. Euphemism

1. Definition of Euphemism

A form of meaning change that is often found in language studies or everyday communication processes are euphemisms. Euphemism according Leech (1981: 45) in (Rosa, 2012) is an act of changing terms or expressions that are 'attacking' so that they sound louder pleasant. Sutarman explains something similar about euphemism which means an expression in the form of a word or phrase that is measured smoother, safer and more polite if used to replace something other expressions that are felt to be dangerous. In line with

¹ Hudson, R.A. 1980. *Sociolinguistics*. Cambridge : University Press. p. 17

² Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. London : Longman. p. 134

³ Wardhaugh, Ronald. 2010. *An Introduction to Sociolinguistics : Sixth Edition*. Oxford: Blackwell. p. 43

⁴ Coulmas, Florian. 1996. *The Handbook of Sociolinguistic*. Oxford: Blap. 14

that, Wijaya & Rohmadi define euphemism as another form from using words to avoid prohibitions or forms of words that are considered taboo in a language. Euphemism as part of language style, use of no can be separated from the daily communication process.⁵ Therefore There are various forms and functions of euphemisms found in it speech or when communicating. Form of Euphemism Allan & Burridge explain about forms euphemisms which according to him are divided into 16 different forms, including: figurative expression (Figurative Expression), metaphor (Methapor), flipansi (Flippancy), remodeling (Remodeling), circumlocutions (circumlocutions), kliping (kliping), acronym (acronym), abbreviation (abbreviation), abbreviation (omission), one word to replace another word (one for one substitution), general to special (general to special), part to whole (part to the whole euphemism), hyperbole (Hyperbole), meaning beyond the statemen (understatement), jargon, and colloquial (everyday language).

The word euphemism comes from the Greek word *euphemos*, meaning “auspicious or fortune speech” which in turn derive from the Greek root-words *eu* “good or well” + *pheme* ”speech or speaking”. The eupheme was originally a word or phrase used in place of a religious word or phrase that should not be spoken loudly. A euphemism is used as an alternative to dispreferred expression, in order to avoid possible loss of face : either one’s own face or, through giving offense, that of the audience or of some third party.⁶

Euphemism is used in certain community and is influenced by social- cultural factors, thus, it is heavily marked with social- cultural features.⁷ As a special language

⁵ Rosa, R. N. (2012). *Tipe Eufimisme dalam Cerita Rakyat Minangkabau*. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 6(1), 67.

⁶ Keith Alan & Kate Burridge, *Euphemism and Dysphemism : Language Used as Sheild and Weapon* (New York: Oxford UniversityPress,1991) p.11

⁷ Nright, D. J. (Ed). (1985). *Fair of speech: The uses of euphemism*. Oxford: Oxford UniversityPress.p.21

phenomenon, euphemism not only includes those euphemistic expressions accepted by community members, but also includes the euphemistic communication style that people adopt in specific environment. The use of euphemism varies with the gender, age, social status and occupation, etc., of the social members and euphemism covers various aspects of social culture, including social conventions, traditional morality, religion, social values and politics, etc., which shows that euphemism is deeply rooted in social culture. It is impossible to have a profound understanding of language without referring to social culture.

According to Collins, there are many concepts of euphemism. States that euphemisms are words or phrases that substitute for taboo words or are used to avoid scary or offensive topics." But the word euphemism does not conceal anything, as it precisely names the phenomenon. Furthermore, according to Wardhaugh states that euphemism refers to not saying a particular thing because people say it in a very awkward way." Offensive or offensive language may be taboo, frightening, offensive, or have too many negative connotations to fulfill the speaker's communicative intent in a particular occasion or situation. Wardhaugh Brown and Levinson defines face as the public self-image that each member wishes to assert for himself. It also distinguishes between positive and negative faces. A positive face calls for solidarity. Negative faces, however, are more of a problem as they need to recognize and interact with the other person's negative faces, including the need to act without offending.

According to Allan a euphemism is used as an alternative to dispreferred expression, in order to avoid possible loss of face: either one's own face or, through giving offense, that of the audience or of some third party.⁸ Euphemisms are social phenomena that occur in society and are used for a variety of purposes. Initially, the euphemism was mainly used for

⁸ Keith Allan & Kate Burridge, *Euphemism and Dyphemism: Language Use as shield and weapon* (New York: Oxford University Press, 1991), Page.17

religious aspects but over time the euphemism come to be used for many purposes related to the social aspects of society. Euphemism is characterized by avoidance language and evasive expression; that is, speaker uses words as a protective shield against the anger or disapproval of other natural or supernatural beings.⁹ There is nearly a universal principle in political media communication. Any utterance thought to be formulated; any expression ought to be chosen such that it conveys as much additional material as possible for propaganda purposes. The most effective strategy of propaganda is presupposition and implication as consistent parts of the semantics of euphemisms; so, the propaganda pattern of euphemism, i.e. its ideological framing, is well concealed. The advantage of this method of concealment is the reduction of a rational control over what has been conveyed. Political media communication is always two-fold. It has several levels of interpretations: an official, uncontroversial version, and behind it a more touchy one, which should remain as far as possible, without any consequences for the responsibility of the speaker. Euphemism is the avoidance of words which may be seen as offensive, obscene, or somehow disturbing to listeners or readers. Items which are euphemized are often tabooed.

Researchers stated that euphemism is a central dominating process of modern communication, and it notes a stable preference of speakers to use euphemisms in their discourse. In mass media communication and in political discourse especially, they state the opposite process the abundance of dysphemisms – jargonization, the usage of rude and vulgar words, the increase of verbal aggression and invective terms with pejorative connotations. Linguists notice today a paradoxical wish of people declaring their openness and sincerity to use euphemisms, as a result of their tendency in decorating which is a powerful stimulus of language reforms.

Also, there are several reasons of euphemism in religion:

⁹ Ibid, Allan, K., & Burridge, K. (1991). P.10

religious reverence, fear to offend, to show disrespect; ascribing magic power to a nominative unit and as a result – to avoid direct nomination of negative objects, evil gods and forces. As D. Crystal argues, the usage of taboo word can lead to a variety of sayings, practices, and responses. “The mention of a devil or uncertain spirit can evoke a verbal or physical reaction, such as a divine invocation, or the sign of the cross. An obscenity can be the cause of shocked recrimination, physical violence, or legal action (as in the trial over the publication of the unexpurgated D.H. Lawrence novel “Lady Chatterley’s Lover”).¹⁰ A similar situation was described in books about Harry Potter, where the name of evil magician – Lord Voldemort is taboo ed; instead a euphemistic expression was used – He who must not be named or You-Know-Who. Therefore, only fear over the word reinforces the fear over the object.

Euphemization is closely associated with the other semantic phenomenon – disinformation, which can be defined as a deliberate deformation of truth or “a deliberate veiling of the truth”.¹¹ Such expressions such as ‘free enterprisers’(instead of capitalists), ‘profit’ (instead of savings), ‘the building up of labour reserves’ (unemployment), ‘dismissal’ (discharge, firing) can be interpreted only as a disinformation rather than euphemisms, because these names are not intended to give the referents their true names, but rather to distort the truth. The above expressions serve this purpose. Comparing these wordcombinations with real euphemisms, like a four-letter word (an obscenity); or a woman of a certain type (a prostitute); to glow (to sweat), all of which bring to our mind the other word and the referents. One and the same semantic process meiosis can underlie both in euphemization and distortion of the truth, disinformation, cp. ‘pretty-plus girls’ size (over large (plump, fat) girls’ size);

¹⁰ Southerland, R., Katamba, F. *Euphemism. In: Contemporary linguistics. An introduction* /ed. W. O’Grady. et al., London, New York: Longman, 1997.p. 22

¹¹ Crystal, D. *The Cambridge encyclopedia of language. The second edition.* N.Y., Cambridge Univ. Press, 1997.p. 36

and Chernobyl accident (Chernobyl catastrophe). A politician who calls a nuclear catastrophe as an accident can be accused of lying, but a person who called a girl pretty-plus size instead of plump or fat is hardly a liar. Thus, euphemization and disinformation (lie, distortion, and deceit) are opposed in their communicative functions and cannot be united in one group of nomination. If we have the slightest interest in the maintenance of our society, we must be aware of what strategies and mechanisms are used daily in “war with words” which is going on everywhere and in media communication perse, and what interests and ideologies underlie the constant deceptions and lies of our life.

2. Euphemism and Dysphemism

Euphemisms and dysphemisms are forms of changing meaning in language. Besides that euphemism(refining the meaning) and dysphemism (roughing the meaning). Change in language may occur in order to accommodate social, cultural and technological developments in said the people. Gomez began his writing with a statement regarding euphemisms and dysphemisms as follows:

1. Euphemism and dysphemism are two cognitive processes of conceptualisation, with countervalent effects (having the same base and resources but different aims and purposes), of a certain forbidden reality.
2. Euphemism and dysphemism are a process of cognitive conceptualization which have a countervalent effect, have the same word origin but have a purpose different. Both are used to express a reality that is considered taboo in public. Euphemisms are used to soften language taboos and dysphemisms sharpening language taboos with a specific purpose.

A euphemism is used as an alternative to a dispreferred expression, in order to avoid possible loss of face: either one’s own face or, through giving offence, that of the audience, or some

third party. A dysphemism is an expression with connotations that are offensive either about the denotatum or to the audience, or both, and it is substituted for a neutral or euphemistic expression for just that reason. Due to similarities with language taboos in one society, translation is a euphemism and dysphemism is something that is not easy to do. In essence, a translator is the process of transferring messages from SL to SL. According to Nida and Taber's view, translation is reproduction in the recipient's most natural language equivalent to the source language message, first in terms of meaning and second in terms of style.

C. The Relationship between Euphemism and Dysphemism in Education

Euphemisms and dysphemisms in education are used to express opinions well and not harm other people. Apart from that, it is used to create news headlines that can attract readers' interest. Education is the delivery of learning material by teachers to students. Material regarding the use of euphemisms and dysphemisms can be found at various levels of education, such as elementary school, high school, and even university. Teachers can use teaching materials that contain euphemisms and dysphemisms in discussions.¹² The introduction of various forms and uses of euphemisms and dysphemisms in learning can minimize the use of words and sentences that are not pronounced well, either directly or indirectly, such as using social media. The teaching materials presented can familiarize students with good words, both orally and in writing. Teaching materials related to euphemisms and dysphemisms at elementary school level can be delivered to upper class groups (grades four, five and six). This can be conveyed in several class IV learning content, including Civics and Indonesian, and English.

The purposes of euphemism are to present words of good

¹² Samsudin, T., & Ahmad, N. A. (2018). *Disfemisme Warganet pada Komentar di Media Sosial Facebook dalam Tinjauan Semantik dan Hukum Islam*. Jurnal Al-Himayah, 2(2), 255–280. Retrieved from <http://journal.iaingorontalo.ac.id/index.php/ah>

omen, to avoid unlucky words in which metaphysical harm may befall either speaker or hearer, and to prevent hearer from losing face by offending his sensibilities. For Examples, Euphemism words to pass away for "die", rest room for "toilet room", pre-owned vehicle for "used car", the big C for "cancer", custodian for "janitor". Other euphemisms used to avoid mildly distasteful words are -we 'II have to let you go replacing "you're fired", take industrial action instead of 'strike', life insurance replacing "insurance for when you are dead", do you drink? goes to a policeman to know whether he will take a bribe and so forth. In short, euphemism is an alternative to unpleasant expression, and is used in order to avoid possible loss efface.

D. The Concept of Euphemism

There are many concepts of euphemism, euphemism is a word or phrase that replaces a taboo word or serves to avoid a subject that is frightening or unpleasant to the listener. However, the word euphemism actually names the phenomenon, so it doesn't hide anything so that the word is pure.¹³ The term euphemism comes from the Greek EW which means Good and Pannai means speaking, initially using what is a good sign.¹⁴ The definition of euphemism as we know it today is similar, namely the replacement of a mild word in an offensive expression with one that might be offensive or suggest something unpleasant. Euphemisms are words or phrases that are used in place of an unpleasant or offensive term. When a phrase becomes a euphemism, its literal meaning is often pushed aside. Euphemisms are used to hide an unpleasant idea, although the term for it is not always offensive.¹⁵

Euphemistic words and expressions allow us to talk about things that are unpleasant and 'neutralize' those discomforts, such as the subjects of death and dying, unemployment and crime. They also allowed us to label the distasteful things and jobs in an

¹³ Adams, Robert M.1985. Soft soap and nitty gritty. *In Fair of Speech : The use of Euphemism*, ed. D.J.Enright Oxford : University Press,pp,44-45

¹⁴ *Ibid.p.45*

¹⁵ *Ibid. p.46*

attempt to make the sound almost appealing. Euphemism is endemic in our society.¹⁶ Glorification of common places and improvement of trifles, we constantly rename objects and replacing them to make them sound better, it is renaming of reality to fit a new order of society.

Euphemisms are words or phrases substituted for other words thought to be offensive to avoid the loss of face: either one's own face or, by giving offense that of the audience, or some third party. In many ways euphemism has existed throughout recorded history. It is used as an alternative to a dispreferred expression, in order to avoid possible loss of face; either one's own face, or though giving offence. But in English, many of them so called 'taboo terms' are avoided because their use is regarded as distasteful within a given social context.¹⁷

E. The Types of Euphemism

Many euphemisms are figurative; many have been or are being the cause of semantic change, some show remarkable inventiveness of either figure or form; and some are indubitably playful. Euphemism can be achieved through antithetical means, e.g. by circumlocution and abbreviation, acronym or even complete omission and also by one-for-one substitution; by general-for-specific and part-for-whole substitution (terms we prefer to the more traditional 'synecdoche and metonymy'); by hyperbole and understatement; by the use of learned terms or technical jargon instead of common terms, and by the use of colloquial instead of formal terms. Many learned terms and some technical jargon is either borrowed from another language or constructed from one: for English, they are mostly derived from Latin or Ancient Greek. Most languages seem to have some euphemisms based on borrowed words or morphs. Consider some examples of these many types of euphemism. Euphemism in general term can be classified on the basis of its issues. Allan and Burridge propose sixteen types of euphemisms;

¹⁶ *Ibid.* p. 46

¹⁷ Aulia Juli Saputri et al. *Euphemism in the Instagram Captions of Lambe Turah: A Semantics Approach* Department of English Language and Literature, Universitas Negeri Medan, Indonesia. p.14

1. Figurative Expressions

Figurative is used in a way that is different from the usual meaning to create a particular mental image. Figurative expressions are problematic because they are conveyed indirectly¹⁸. Some words sound very universal, their use is usually very indirect and they are difficult to understand unless the context is clear. Some euphemisms are expressed indirectly through speech figures. Example: go to the happy hunting grounds means “die”.

2. Metaphor

Metaphor or metaphor is a type of figure of speech that is popularly used in everyday life. Metaphors are used to describe an object or action using comparisons. However, a metaphor does not necessarily compare something with another thing, but in general this figure of speech is used to explain a purpose or idea. A metaphor states that something someone says is intended to describe something else. This figure of speech equalizes the position of two different things because of their differences. You can use this figure of speech to describe an event using symbols. When can a metaphor be used? The answer is whenever it can be used. As previously explained, metaphors can make a conversation or topic more relevant and fun to discuss. Apart from that, a topic can be more easily understood by using this figure of speech. On the other hand, metaphors are very beneficial for writers to make a work more colorful.

It indicates something different from the literal meanings. For example, “he’s feeling blue” or “he has a heart of stone”. when it is used in the right context.¹⁹ In this context, metaphor is not device or poetic imagination but it is used as an ordinary language. Metaphor is persuasive in everybody life, not just in language but also in thought and action. Metaphor makes an unimplied

¹⁸ Aulia Juli Saputri et al. *Euphemism in the Instagram Captions of Lambe Turah: A Semantics Approach* Department of English Language and Literature, Universitas Negeri Medan, Indonesia.p.12

¹⁹ Allan Kate Burrige, *Forbidden Words : Taboo and The Censoring of Language* (Cambridge : Cambridge University Press, 2006).p.15

comparison between two unlike elements having at least one quality or characteristic in common. To be euphemistic, we can also compare an unpleasant one to a pleasant or less unpleasant. Metaphor is an expression often found in the literature that describes a person or object by referring to something that is considered to have similar characteristics to that person or object.

3. Flippancy

Flippancy is the meaning beyond the statement and it shows that you don't take something as seriously as other people think you should.²⁰

Example: Kick the bucket : *die*

4. Remodeling

Remodeling is something to change the structure or shape. Remodeling is usually used as a substitute for taboo words. Remodeling is the sound of words that can be changed to hide something offensive²¹. Example:

Basket : *bastard*

5. Circumlocution

Saying in many words what may say in a few words. For example, Little girl's room means "toilet", mentally handicapped or especially for the retarded, visually impaired deficiency, visual impairment or visual impairment for people who are blind, hearing impaired or hearing loss for the deaf.²² It is a rhetorical device that can be defined as an ambiguous or paradoxical way of expressing things, ideas or views. In fact, when somebody wants to stay ambiguous about anything and he does not want to say something directly, it means he is using circumlocution. Common features examining all the examples of circumlocution, one would find that they share the following features:

(1) It is used when the speaker is unable to choose the

²⁰ *Ibid*.pp.16

²¹ *Ibid*.pp.16

²² *Ibid*.pp.17

right words to express or say something,

- (2) It is used for social purposes in order to avoid using offensive words
- (3) It is used in politics and law and sometimes it becomes difficult to judge which perspective of a political or a lawyer should be supported,
- (4) In poetry and verses, it is used to create a regular meter.

Circumlocution also can be defined as saying in many words what may be said in a few words. For example, mentally challenged or special for retarded, sight deprived, visual impairment or visual disorder for blind, hearing impairment or hearing disorder for deaf. Circumlocutions is smoothing a word by using some of the longer words and indirect. Example: Little girl's room : *toilet*

6. Clipping

Clipping in word formation is the process of forming words by cutting parts of the word itself. Clipping is also defined as the process of forming words that come from words that have more than one syllable which receive the process of cutting the word at the beginning or end. So, clipping word is an English word that is formed from the process of cutting words. In fact, in everyday life there are many examples of clipping words that we often encounter and are also used in everyday life. But perhaps we don't really understand if the word is the result of one of the word formation processes, namely Clipping, like the examples in the following list. In linguistics, clipping, also called truncation or shortening, word formation by removing some segments of an existing word to create a synonym. Clipping differs from abbreviation, which is based on a shortening of the spoken, from of an existing word or phrase. Clipping can namely be cutting, being short or brief. According to Allan and Burrid means shortening the dysphemistic word to make negative associations less noticeable.

Example: jeeze ; Jesus.²³

Bike = Bicycle (sepeda)

Bro = Brother (saudara laki-laki)

Burger = Hamburger (hamburger)

Copter = Helicopter (helikopter)

Coed = Coeducational student (siswa sekolah umum)

7. Abbreviations

Abbreviation shall be pronounce by letter. Abbreviation are shortned by word. Example : S.O.B. = Son Of A Bitch

8. Acronym

Acronyms are proper words created from the initial letter or two of the words a phrase pronounced like, other words, such as SNAFU meaning {‘situation normal, all fucked up’}, a military euphemism for a possibly catastrophic event.²⁴ By contrast, abbreviations do not form proper words, and so they are pronounced as stings of letters, for example: ASAP = As Soon As Possible.

9. Hyperbole

Hyperbole is an obvious exaggeration that is not meant to be taken literally. I ate so much that I think might explode!. Hyperbole which uses exaggeration created for effect and not intended to be taken literally (e.g. high waves Everest). Apart from that, hyperbole (exaggeration) is also found in euphemisms such as the flight to glory which means “death”²⁵

10. One for One Substitution

One for one substitution is the substitution of a word class or function. It could be done by using a preposition that is used to indicate a direction, to refer to a part of the human body. Example : ignored

²³ *Ibid.pp. 15*

²⁴ *Ibid.p.14*

²⁵ *Ibid.p.15*

11. Colloquial

Colloquial is a phrase used in daily conversation, but not in formal speech or writing. Sometimes people use this colloquial word to refer to something else that, if said, sounds unpleasant. Example: Period refers to menstruation.

12. Litotes (undertatement in euphemism)

Litotes is a form of understatement, always deliberate and with the intention emphasize.²⁶ In negative form stating otherwise (e.g., “Please enjoy this ordinary food”). In fact, this is indeed the case lots of amazing food.

13. Jargon

When something is virtually unintelligible, characterized by unnecessary words, confused, and abstract, then it is called jargon. However, jargon can also be devised for the use of a particular group, which means that certain forms of it can also be understood. This is how people come up with jargon such as medicalese, legalese, militarese, and computerese, among others. Jargon may be frowned upon by many as an abuse of language, but it has proven that communication within a group of individuals is effectively and more efficient when there is a common set of words and terms that they can use. For example : do it or never!

14. Synecdoche

Synecdoche is meant general to specific and specific to general. General for specific, for example : some people vote golkar in general election. “Golkar” refers to certain party that follows in general, for example : “becoming democratic country is not only in the hands of government but also people who live in that society”. “in the hands” means the responsible of.

15. Associative Engineering

Associative engineering It shows the change of semantic or meaning and connotative meaning. Denotation is the relation between language expressions and thinks or events in the world not just the world we live in, but any world and time

²⁶ *Ibid. pp.15*

(historical, fictional, and imagined) that may be spoken of. The connotations of word or longer expression are semantic effects (nuances or meaning) that arise from encyclopedic knowledge about the word's denotation and also from experience, beliefs, and prejudices about the context in which the word is typically used.

16. General-for-Specific

General for specific there are various subclasses of general-for-specific the euphemism just mentioned is whole-for-part; go to bed for 'fuck' invokes the usual location where a specific event takes place. Or such as part of whole is demonstrated in spend a penny for 'go to the lavatory' (from the days when women's loose cost a penny to access); and I've got a cough may occasionally ignored the stuffed up nose. For example, in the form of sentence, "I've never see his tip of nose".

In summary, the euphemisms can be categorized into sixteen types that can be used for all kinds of euphemism. To a greater extent, it is a good choice to choose the types of euphemism proposed by Allan and Burridge.

F. The Functions of Euphemism

The use of an utterance can be interpreted in a context. The context can determine the intent or meaning contained therein someone's speech. This is the same as using euphemisms, namely their function is based on a speech event between the speaker and the interlocutor.²⁷ Through euphemism, indirectly the speaker can maintain his impression of interlocutor Samsudin & Ahmad. A similar statement was made by Wijaya & Rohmadi who stated that there are five functions or benefits of euphemism, namely: as a tool to soften speech, a tool to keeping something secret, a tool for diplomacy, an educational tool, and a tool danger repellent.

At the social level, language serves many functions. Many language also aim to serve a social discriminating function

²⁷ Fadely, M. (2017). *Eufemisme dan Disfemisme pada Feature-feature* Karya Ruslan Ismail Mage. *Sirok Bahasa*, 5(2), 131–139.

with in society by providing linguistic indicators that can be used to reinforce social stratification. Euphemisms can be characterized by various communicative functions; hence among the most common and important function to be considered are the following:

1. Euphemisms can be used to change exact names with terrifying or frightening connotations or meanings; cp. the usage of words death, die: curtains (actualizing the image of theater curtains as a logical finish of human life, delimiting two local spheres this world and another world); passing (going away from this world, life); departure; decease (from lat. decessus), interpreting death as leaving one place and going into another place or location, world; defunction (stop functioning), interpreting death as the state of ceasation of normal living functions; quietus (from lat. quietus est, as liberation from obligations); demise (from lat. demittere – to leave; grim reaper (personification of death); the Pale Horse (association with biblical personage); and silence; sleep (mythologization).
2. Euphemisms replace words with unpleasant repulsive referential meaning, e.g. louse, flea, bug – parasite, insect.
3. Euphemisms can name things or phenomena which at this very epoch are considered impolite, indecent, and unsocial. They are mostly restricted to the sphere of body functions, sexuality, nakedness, genitals, etc., e.g.: intercourse (sexual intercourse); sleep with/together (sexual intercourse); to relieve oneself (to use the toilet).
4. Etiquette euphemisms function when the speaker avoids using the direct name lest he/she can offend the listener or the third person. In this case, quite decent words can be euphemized though they can sound offensive to somebody else. E.g. speaking about a silly person one can say “he will not invent the gun powder”; not very clever; his upper story is not well furnished, etc. Cp.: We are in romantic terms.
5. Euphemisms can be used to change exact names with terrifying or frightening connotations or meanings; cp. the

usage of words death, die: curtains (actualizing the image of theater curtains as a logical finish of human life, delimiting two local spheres – this world and another world); passing (going away from this world, life); departure; decease (from lat. decessus), interpreting death as leaving one place and going into another place or location, world; defunction (stop functioning), interpreting death as the state of cessation of normal living functions; quietus (from lat. quietus est, as liberation from obligations); demise (from lat. demittere – to leave; grim reaper (personification of death); the Pale Horse (association with biblical personage); and silence; sleep (mythologization).

Euphemisms replace words with unpleasant repulsive referential meaning, e.g. louse,

- 1) flea, bug – parasite, insect.
- 2) Euphemisms can name things or phenomena which at this very epoch are considered impolite, indecent, and unsocial. They are mostly restricted to the sphere of body functions, sexuality, nakedness, genitals, etc., e.g.: intercourse (sexual intercourse); sleep with/together (sexual intercourse); to relieve oneself (to use the toilet).
- 3) Etiquette euphemisms function when the speaker avoids using the direct name lest he/she can offend the listener or the third person. In this case, quite decent words can be euphemized though they can sound offensive to somebody else. E.g. speaking about a silly person one can say “he will not invent the gun powder”; not very clever; his upper story is not well furnished, etc. Cp.: We are in romantic terms.
- 4) There is a large part of lexicon used to mild or mask the real nature of things, i.e. to camouflage the truth. A good example from Russian literature is the words dead souls in the novel by Nikolay Gogol, meaning non-existent people or people who died. Other examples of this group can be expressions such as: to borrow (to steal); to take (to steal); the Vietnam efforts (the Vietnam War); push-button war

(nuclear war); peacekeeping mission (aggression); electronic surveillance (illegal wiretapping), etc.

- 5) Socialized euphemisms are words that are used to name nonprestigious professions and jobs to heighten their status, to elevate menial or unskilled jobs, e.g.: model (someone whose job is to show clothes); sanitation engineer; waste-reduction manager (garbage man); building maintenance engineer.²⁰ The post-modern society produces a multitude of euphemisms.
- 6) The wish not to offend and the avoidance of even the possibility of offending goes hand in hand with this phenomenon of the modern age political correctness.²¹ The widespread character of this phenomenon was confirmed by the coinage of a new term euphemantics. Therefore, the principle of political correctness is associated with an unconscious reflection of social and attitudinal changes, changes to evaluation of gender roles and linguistic behavior, resulting in the appearance of gender-related euphemisms intended to reduce sexual discrimination and gender-role stereotyping. The euphemism Lady for a woman. As P. Trudgill observes, English speakers tell their children that it is impolite to call or refer to someone as a woman (but not as a man). Shop assistants in Britain may be referred to as sales ladies (but not sales gentlemen). Ladies' wear can be found for sale. A euphemism has become necessary because of the unfavorable connotations that the word "woman" has for some people.

This is as a result of the low status women typically has in a society, and because of the sexual implications that the word has in a male-dominated society. Another euphemism for the word "woman" is the word "girl" that can be used for women considerably older than this, and it is not unusual to hear of a group of people that it consists of say, five men and six girls. The use of "lady" and "girl" as attempts of politically correct gender-neutral language was known as trivializing euphemisms by P.

Trudgill, which were later replaced by the use of even less gender-coded euphemism – “female”, widely spreading in modern communication, cp.: A blackened samovar stood at the far end of the corridor, opposite the cubicle of the carriage’s female attendant, their provodnik: a hefty, unsmiling woman.

Veisbergs states that there seem to be waves of euphemization when either a particular type of euphemism creation is heavily used or a sphere of human activities undergoes serious euphemization. Thus, real war simulated the vocabulary of the technology of illusionary entertainment, such as: surgical strikes (precision bombing); ordinances (bombs); to hit the jackpot (to hit a big target), involuntary conversion (crash landing), etc. Here, euphemistic use often borders on intentional blur, obfuscation and politically correct language.²⁸

At the societal level, language serves many functions: many languages are also made to serve a social identification function within a society by providing linguistic indicators, which may be used to reinforce social stratification. Linguistic features are often employed by people, consciously or unconsciously, to identify themselves and others, and thus serve to mark and maintain various social categories and divisions.²⁹

Based on Hymes also further stated, at the level of individuals and groups interacting with one another, the functions of communication are directly related to the participant's purpose and needs. Communications have two possible motives for referring to a distasteful topic euphemistically. First, to minimize threat to the addressee's faced. The second, to minimize threat to their own.

The text functions of the political euphemism are classified according to the way in which they contribute to the content of the text. In the text under consideration, four functions are seen, according to whether the expression primarily informs

²⁸ Agustina, Rini. 1302050050 “*Euphemism in the movie To Kill A Mockingbird*”. Skripsi.English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017.pp.19

²⁹ Veisbergs, A. *Euphemisms in bilingual dictionaries. In: Translation and meaning*. Part 5. Maastricht: Maastricht School of Translation and Interpreting, 2001.

conveys new information, evaluates conveys writer's opinion or attitude, modalisez conveys writer's attitude toward the truth-value of his/her utterance or writing, or organizes and functions as a discourse signal. To these four functions may be added fifth, the political Euphemisms that show a reader's reaction to something in the extra linguistic situations, namely apology, denial, convince, curse, request, criticism, question, promise and order. The following are examples:

- a. To convince: e.g. "Clinton told reporters, "I am just focusing on doing the best I can"
- b. To criticize: e.g. "Obama told reporters, But he was right then and he's wrong now"
- c. To accuse: e.g. "A general principle is that we don't want to reward bad behavior"
- d. To order or request: e.g. "We need to either count the votes that have already been cast in Michigan and Florida"
- e. To question: e.g. "Who would be the first female US president?"
- f. To reject or refuse, deny: e.g. "Clinton and Obama disagree on Florida Michigan revote"
- g. To curse: e.g. "We've won some primaries, some caucusses. We've not won that nomination and we know there is another fight behind that's going to be very, very challenging"
- h. To promise: e.g. "Obama said recently he would be facing pressure to drop out if he had last as many contests as Clinton has"
- i. To apologize: e.g. A: Would you go to see the film with me tonight? B: I am sorry, next time I will be ready.

G. Interrelation Between Euphemism and the Other Figure of Speech

Many euphemisms are figurative. Euphemism intersects and interrelates with the other figure of speech. There are some characteristics for judging the intersections between euphemism and the other figures of speech. First, euphemism is used to soften or mask upsetting truths. Second, euphemism often covers up

unpleasant things. Then, euphemism is not restricted to the lexicon. There are grammatical ways of toning something down without actually changing the content of the message.³⁰ Take the two sentences. Tono has been known to take a campaign contribution now and then. The first sentence is milder.

Unlike euphemism, metaphor refers to a word or an expression that uses comparison, association and relationship, and therefore, metaphors deal with both unpleasant things such as "air support" a more pleasant sounding term for "bombing" or "strafing" and pleasant one, such as "expecting" meaning pregnant, the term replaces the connection to impregnate with expect. Both metaphor and euphemism interact with each other.

Again, Wahab states that the term metaphor is defined as a linguistic expression that signifies a concept beyond its literal meaning. For example, He is a lion in the flight. Lion is compared with the warrior and the bravery and violence. To conclude, metaphors are larger in the scope of connotation than euphemisms, and metaphors deal with both unpleasant and pleasant things while euphemisms deal only with unpleasant and pleasant things related with the connotative meanings.

The use of metaphor is a common communicative strategy for depersonalizing what is said and allowing more indirectness. In addition, aside from metaphor, there are some other figures of speech that are necessary concerned.³¹ The form of hyperbole is commonly used in euphemism. For instance, the New York said the emergency fund would help states buy foreclosed properties and provide mortgage restructuring are determined as a kind of euphemistic hyperbole and hyperbole is also commonly used in political campaign and advertisement.

This kind of exaggeration can be regarded as one of categories of political euphemism. Political euphemism can sometimes be achieved by two reasons: first, a descriptive

³⁰ Bollinger and Sears, "Aspect Of Language" *Language and Language, Grammar, Comparative and general-English Language*.2007.Pp. 34

³¹ Muriel Saville Troike, *The ethonography of communication : An introduction.* (language in society,3.)Oxford :

promise is designed to conceal the harsh fact, fog up communication and magnify the positive aspect of the promise. Besides, the figure *litotes* often called understatement is frequently a kind of euphemism when it is used to weaken the meaning. For example, "take under advisement" for a pompous term for consider. It is considered as a political euphemism, for some reasons. First, it is used in the context of politics of the government of a state, second, it is a kind of deception for gaining the positive attitude from the public opinion, third, it is used to cover up or conceal the harsh fact.

In verbal communication, indirectness is often expressed by using unnecessary hedging, passive construction, and indirect order. Criticism is also often couched in this form. At the level of grammatical code, using passive rather than active voice, or using impersonal pronouns, are yet other common means for Indirectness.³² Finally, the term indirectness is preferred rather than directness or forwardness.

H. Euphemisms in Media Communication

Euphemization is a chief technique of the American media in covering the Iraq war, when the task of the Bush Administration was to produce a "positive stories about war" (propaganda) (Washington Post, 12.2.2005). The term propaganda was euphemized for politically correct descriptions such as: pseudo news reports; good news about war; phony news; manufactured news; and word games. The term word games is an important and an objective symbol of the information policy of the government in constructing its power, as it was formulated by the Chicago Tribune journalist "Half the battlefield is the battlefield of the media" (Chicago Tribune, 12.4.2005). As the saying goes, the media do not necessarily tell you what to think, but they tell you what to think about and how to think about it.³³ Euphemism creation techniques are similar in many languages and include the following methods:

³² *Ibid.*, p.2

³³ McChesny, R. *The problem of media in the twenty first century*. New York: Monthly review press, 2004, p.11

1. Loans borrowed mainly from Latin and Greek. They are more technical and sound rather sophisticated, the meaning is not immediately apparent, e.g.: illegal substances (drugs); to micturate (to piss); to rebate (bribe); senior (elderly); halitosis (from lat. halitus –breath); and the psychiatric disorder (love);
2. Widening of meaning – a word is usually semantically more general, and it is used to include the meaning of the avoidable term: growth (cancer); relationship (affair); residents (prisoners); assets (enemy targets);
3. Metonymic transfers: e.g.: One can often read at the fence the inscription: “To stop here is not allowed”, where ‘to stop’ is a euphemistic nomination (used as a toilet);
4. Metaphoric transfers: blossom (pimple); theater of operations (battlefront); weeding books from libraries (censorship); Diana Charnwood’s latest conquest (R. Goddard)
5. Ellipsis: e.g.: lady’s (lady’s room); action (military action); remains (mortal remains);
6. Antiphrasis, e.g. when talking about an unpleasant smell: “what a perfume!” instead of “what a stink”!
7. Use of negative prefix, i.e. to use a negative prefix for softening the effect of the utterance or making it rather vague, e.g.: underprivileged (poor); disabled (crippled); to disimprove (to make worse); to deselect (to exclude);
8. Abbreviations, e.g.: KIA (killed in action); big C (cancer);
9. Adaptations, e.g.: cripes (Christ); gosh (good gracious); Fanny Adams (fuck off), etc.; J. Neaman and C. Silver identified this method as phonetic distortion,³⁰ while B. Warren named this method of euphemization as phonemic change,³¹ and Russian scholar V.P. Moskvina describes this method as paronymic change.
10. Truncation – deletion of some letters in writing, hence asterisks and hyphens can be used, e.g.: G-d (God); F**k (fuck);
11. Longer periphrasis, where lexemes are gaining semi-affix status, e.g.: differently abled (crippled, disabled); visually

impaired (blind); physically different / challenged (crippled, disabled), etc.

12. A deliberate ambiguity which is fully clarified in the further context is a way of creating euphemisms. Types of euphemistic nomination in this group can be: a) promoninalization, e.g.: to go somewhere (to the toilet room)



CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results of the research entitled *An Analysis of Euphemism on The Comment Section of Brad Mondo's Youtube Channel*, it can be concluded that :

1. Of the 16 types of euphemism based on the theory of Kate Allan and Kate Buridge, only 7 types were found in the comments column on two of Brad Mondo's videos on his YouTube channel, namely the *Hairdresser's Reaction to the Chaotic Copper Hair Makeover* and the *Hairdresser's Reaction to the Chaotic Home Relaxer Video* . includes figurative expressions, metaphors, flifactions, sicumlocutions, one substitute for another word, hyperbole, synecdoche, and acronyms From the data collected: Metaphor appears 16 times, Clipping appears 3 times, Litote appears 8 times, Hyperbole 2 times, Synecdoche 11 times, General for Specific 1 times, and acronym 9 times. Because, Metapor is the type that appears most often in the comments column of Brad Mondo's two videos. The reason why this type appears most often is because Brad Mondo's two videos convey inspirational messages that reflect experiences and problems that are often experienced in the context of coloring and cutting hair. This made netizens feel represented and appreciated by the content of the video, so netizens expressed their thanks to Brad Mondo.
2. Apart from studying the types and meanings, researchers also studied the function of euphemisms in Brad Mondo's YouTube comments column. In this research, 4 types of functions were found according to the theory of Kate Allan and Kate Buridge. These functions are the function of greeting and giving names, the function of avoiding taboos, the function of expressing euphemisms. When used, functions express situations and expressions. The first sequence is the Metaphor function which is used 16 times. In second place is

the Associative Engineering function which was used 11 times. The third rank is the Litotes function which was used 8 times. Then the last one is the General function for specific ones which are only used once. Metaphor is the function most widely used in this research because netizen comments on Brad Mondo's two videos contain many positive responses such as support, praise and thanks.

3. In interpreting or describing the meaning of euphemisms used in Brad Mondo's comments column, researchers relate them to context, which in this case refers to the content or subject matter discussed in the two videos on Brad Mondo's YouTube.

B. Recommendation

1. For future researchers who are interested in conducting research in the field euphemism is expected to be able to examine euphemism from various other aspects, for example metaphor, flippancy, circumlocution and other types. Apart from that, future researchers can also expand their research by using different data sources, such as novels, films, podcasts, students' English textbooks, or even classroom conversations between students and teachers. Thus, the gaps in this research can be filled by future researchers.
2. It is recommended that lecturers be more careful and wise in expressing feelings to students through speech. In this way, a more positive, inclusive environment will be created and can reduce the potential for unwanted misunderstandings between students and lecturers.
3. Furthermore, it is hoped that with this research, their knowledge of pragmatics, especially euphemisms, can increase. Apart from being able to increase knowledge in the academic field, it is hoped that this research can also provide a deeper understanding regarding the meaning and function of

euphemisms, speech that contains expressions of feelings or emotional states and is expressive is expressive speech. is very likely to occur during teaching and learning activities. Therefore, with a good understanding of the meaning and function of euphemisms, students will be able to accurately grasp the message the lecturer wants to convey without experiencing misunderstanding.





REFERENCES

- Abdussamad, Zuchri. Metode Penelitian Kualitatif .dited by Patta Rappana. Makassar ; Syakir Media Press, 2021.
- Adams, Robert M.1985. Soft soap and nitty gritty. *In Fair of Speech : The use of Euphemism*, ed. D.J.Enright. Oxford: University Press.
- Allan and Kate Burridge, forbidden Words : *Taboo and the Censoring of Language* (Cambridge : Cambridge University Press, 2006),
- Anis Cipta Ria DKK, the title “*Euphemism and Dysphemism in CNN Indonesia Youtube Comments and Their Relevance to Language Education*”.Muhammadiyah University of Surakarta, Indonesia.
- Anis Chariri “landasan filsafat dan metode penelitian kualitatif”. *Workshop Metodologi Penelitian Kualitatif dan Kuantitatif, Laboratorium Pengembangan Akuntansi (LPA), Fakultas Ekonomi Universitas Diponegoro Semarang, 31 juli-1 agustus 2009*
- Aulia Juli Saputri, et.all, entitled "*Euphemism in the Instagram Captions of Lambe Turah: A Semantics Approach*" at Medan State University, Indonesia
- Agustina, Rini. 1302050050, the title "*Euphemism in the movie To Kill A Mockingbird*".University of Muhammadiyah, North Sumatra. Medan. 2017.
- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: rineka cipta.
- Aulia Juli Saputri et.all. *Euphemism in the Instagram Captions of Lambe Turah: A Semantics Approach* Department of English Language and Literature, Universitas Negeri Medan, Indonesia.
- Agustina, Rini. 1302050050 “*Euphemism in the movie To Kill A Mockingbird*”. Skripsi.English Education Program of Faculty of Teacher Training and Education, University of MuhammadiyahSumatera Utara. Medan. 2017.
- Bogdan B and S.K Bilken, “*Quality Research for Education : An*

Introduction to Theory and Methods, " Qualitative Research For Education An Introduction to Theory and Methods: Allyn and Bacon., 1992,p.5

Bollinger and Sears," *Aspect Of Language" Language and Language, Grammar, Comprative and general-English Language.2007.Pp. 34*

Burgess, J. YouTube ; Online Video and Participatory Culture, England ; Cambridge, MA ; Polity Press

CHI Ren, HAO Yu (2013). *Euphemism From Sociolinguistics Perspective. Studies in Sociology of Science*

Chariri, Anis. "*Landasan Filsafat Dan Metode Penelitian Kualitatif.*" *Workshop Metodologi Penelitian Kuantitatif Dan Kualitatif, Laboratorium Pengembangan Akuntansi (LPA), Fakultas Ekonomi Universitas Diponegoro Semarang, 31 Juli 1 Agustus 2009, 2009.*

Coulmas, Florian. 1996. *The Handbook of Sociolinguistics.* Oxford: Blackwell

Crystal, D. *The Cambridge encyclopedia of language. The second edition.* N.Y., Cambridge Univ.

Press, 1997.

Galperine, I. *Stylistics.* Moscow: Vyschaya škola, 1977.

Holmes, Janet. 1992. *An Introduction to Sociolinguistics.* London : Longman

J Burgess, J., & Green, YouTube : *Online Video and Participatory Culture* (England : Cambridge, MA: Polity Press, 2009)

Komaruddin,(2001:53),accessed on 7 june from, Komaruddin, (2001 :52), accessed on 7 june from <http://janganasalnulis.blogspot.com/2009/06/perbedaan-analisis-tinjauan-dan.html>.

Lala Barzanzia Harley, 140203042,the title "*The us of Euphomism in English Translation of the Holy Qur'an By Saheeh International*".UIN Ar-raniry.

- Lexy. J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000).
- Miller, Michael. 2009. *Sams Teach Yourself YouTube in 10 Minutes*.
- M. F. Wood dan M. J. Smith. 2005, *Online Communication: Linking Technology, Identity and Culture*. New Jersey: Lawrence ErlbaumAssociates, Inc
- Moskvin, V. P. *Ephemismy: systemnye svyazi, funkchii i sposoby obrazovania*. In: Voprosy yazykoznania, 2001
- Moleong, Lexy J. "*Metodologi Penelitian Kualitatif (Edisi Revisi)*," 2005.
- Morreale, J. "*From Homemade to Store Bought: Annoying Orange and the Professionalization of YouTube.*" *Journal of Consumer Culture* 14 (March 3, 2013): 113-28. <https://doi.org/10.1177/1469540513505608>.
- Mulyana. *Kajian Wacana: Teori, Metode, dan Aplikasi Prinsip-prinsip Analisis Wacana*. Yogyakarta: Tiara Kencana, 2005.
- McChesny, R. *The problem of media in the twenty first century*. New York: Monthly review press, 2004.
- Neaman, J., Silver, C. *The Wordsworth book of euphemisms: The hilarious guide to the unmentionable*. Cumberland house, 1995.
- Nright, D. J. (Ed.). (1985). *Fair of speech: The uses of euphemism*. Oxford: Oxford University Press
- Nur Afika." *The Analysis of Student's Learning Strategies and Language Styles in Learning at SMA N 9 Pinrang,*" English Program Tarbiyah and Adab Departement, State Islamic Institute Parepare, 2009
- Patton, Michael Quinn. *Qualitative Research and Evaluation Methods* (3rd Ed.). Evaluation Journal of Australasia, 2003. <https://doi.org/10.1177/1035719X0300300213>.
- Rabiah, Sitti. "*Language as a Tool for Communication and Cultural Reality Discloser 1,*" 2012, 1-11.

- Rahmawati, et.all, “*English Euphemism In BBC News Instagram Account : A Socio-Semantic Perspective,*”, Muhamadiyah University Surakarta.
- Rahmadi, “ *Pengantar Metodologi Penelitian, Antasari Press, 2011,* [http://idr.uin-antasari.ac. id/PENGANTAR METODOLOGI PENELITIAN. Pdf](http://idr.uin-antasari.ac.id/PENGANTAR%20METODOLOGI%20PENELITIAN.Pdf),p.61.
- Siti Rabiah, “*Language as a Tool for Communication and Cultural Reality Discloser 1,* “2012,1-11.
- Sudarwan Danim, *Menjadi Peneliti Kualitatif Rancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora,* (Bandung: Remaja Rosdakarya, 2002).
- Tarteel team, “*Surah Al Baqarah-286,*” 1995, <https://quran.com/36?startingVerse=82>. Accessed on February 6 th, 2024. At 17:14 p.m
- Trudgill, P. *Sociolinguistics: an introduction to language and society.* Penguin Books, 1995.
- Victoria Fromkin, *An Introduction to Language 7th Ed* (Boston: Thomson Place, 2003)
- Veisbergs, A. *Euphemisms in bilingual dictionaries. In: Translation and meaning. Part*
Maastricht: Maastricht School of Translation and Interpreting, 2001.
- Wardhaugh, Ronald. 2010. *An Introduction to Sociolinguistics :Sixth Edition.* Oxford: Blackwell.
- Victoria Fromkin, *An Introduction to Language 7th Ed* (Boston: Thomson Place, 2003)
- Warren, B. *What euphemisms tell us about the interpretation of word.* In: *Studia linguistica.* V. 46, 1996
- McChesny, R. *The problem of media in the twenty first century.* New York: Monthly review press, 2004.

- Neaman, J., Silver, C. *The Wordsworth book of euphemisms: The hilarious guide to the unmentionable*. Cumberland house, 1995.
- Warren, B. *What euphemisms tell us about the interpretation of word*. In: *Studia linguistica*. V. 46, 1996.
- Sudarwan Danim, *Menjadi Peneliti Kualitatif Rancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora*, (Bandung: Remaja Rosdakarya, 2002).
- Lexy. J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000).
- Victoria Fromkin, *An Introduction to Language 7th Ed* (Boston: Thomson Place, 2003)
- Varga, Tibor. "*Faculty of Arts Department of English and American Studies English Language and Literature Language of YouTube Video Comments Bachelor 's Diploma Thesis*," 2009.
- William.L Hosch, "YouTube," *Britanica*, 2022, <https://www.britannica.com/topic/YouTube>.
- Yasmina, Douiji, Mousannif Hajar, and Al Moatassime Hassan. "*Using YouTube Comments for Text-Based Emotion Recognition*." *Procedia Computer Science* 83 (2016): 292- 99. <https://doi.org/https://doi.org/10.1016/j.procs.2016.04.128>.