

THE USE OF UNFAMILIAR WORD “FLUB” IN DAILY CONVERSATION

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Abstract

Unfamiliar is a word that is not previously experienced or known, while the word "Flub" means to fail or make a mistake, especially when performing, originate an Americanism dating back to 1920–25. People usually prefer to use its synonym, namely "blunder" and other words, in this paper we will discuss this word more deeply in order to better understand and be able to use it in daily conversation correctly and appropriately. Language itself consists of some parts, such as morphemes, words, sentences, etc. Each part has its own function and rules. In this research, the writer limits decoding unfamiliar word. Word as a part of language has important rules in forming a language. Psycholinguistics has provided numerous theories that explain how a person acquires a language, produces and perceives both spoken and written language. The theories have been used in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods.

Keywords: Comprehension , Flub, Unfamiliar

INTRODUCTION

The background of this research is to educate and add insight into the breadth of linguistics because communication is an important thing in human's life. Every time and everywhere people do it to get their needs (Lubis et al., 2019). They use language as the main tool in this process of communication (Qodriani & Wijana, 2020). Although there are a lot of languages in the world (Aminatun & Oktaviani, 2019), they have the same main use that is to express ideas in the main of human being so that they can reach their wants (Mandasari & Oktaviani, 2018).

Some parts of language are words (Mandasari & Agusty, n.d.), sentences (Suprayogi, 2021), morphemes (F. M. Sari, 2020), and so on. Rules and functions are specific to each component (Muliyah et al., 2020). The author restricts the analysis of words as a component of language in this research (Qodriani, 2021). Word, as a component of language (S. N. Sari & Aminatun, 2021), is governed by significant rules (Kardiansyah & Salam, 2020). It is frequently used to construct a sentence (Puspita & Amelia, 2020), but the source of those millions of words is unknown (Simamora & Oktaviani, 2020). The

process by which a language is formed is sometimes overlooked by language users (Sinaga & Oktaviani, 2020).

People now use millions of different words (Nababan & Nurmaily, 2021). When people don't know how it works, they keep hearing more and more new words (Mertania & Amelia, 2020). The author of this study seeks to identify the mechanisms or processes of word formation that (Samanik, 2019), in the end, can be applied to human life (Suprayogi, Samanik, Novanti, et al., 2021). Furthermore, word form is intimately linked to meaning (Nurmalasari & Samanik, 2018). The process of creating a word has an impact on the meaning of the new word form (Nindyarini Wirawan, 2018). Typically, this process is referred to as the word formation process (Asia & Samanik, 2018). In a nutshell, word formation is the process of making new words (Suprayogi, Samanik, & Chaniago, 2021a).

LITERATURE REVIEW

The definition of a word is a letter or group of letters that has meaning when spoken or written (Suprayogi, Samanik, & Chaniago, 2021b). An example of a word is dog (Samanik, 2021). An example of words are the seventeen sets of letters that are written to form this sentence (Samanik & Lianasari, 2018), noun (Samanik, 2018). Unfamiliar is a word that is not previously experienced or known (Qodriani & Kardiansyah, 2018), while the word "Flub" means to fail or make a mistake (Qodriani & Wijana, 2021), especially when performing (Purwaningsih & Gulö, 2021), originate an Americanism dating back to 1920–25 (Setri & Setiawan, 2020). People usually prefer to use its synonym (Gulö et al., 2021), namely "blunder" and other words (Fakhrurozi & Puspita, 2021), in this paper we will discuss this word more deeply in order to better understand and be able to use it in daily conversation correctly and appropriately (Puspita, 2021b). Language itself consists of some parts, such as morphemes (Al Falaq & Puspita, 2021), words (Puspita, 2021a), sentences (Istiani & Puspita, 2020), etc. Each part has its own function and rules (Utami et al., 2020). In this research, the writer limits decoding unfamiliar word.

METHOD

This is the mini research of qualitative study that using method of data collection through observation and interview (Isnaini & Aminatun, 2021). This action research will be

beneficial first and foremost for the respondents (Mandasari & Aminatun, 2020), they will learn how to spell and understand foreign words and will also help them develop their reading comprehension (Septiyana & Aminatun, 2021). As the respondents of this action research, they will be appointed from students from various universities and will definitely improve their academic achievement.

RESULTS AND DISCUSSION

During applying the technique, the researcher observed what happened using a Google form, the researcher counted how many students did not know the unfamiliar word and classified the answers into a table. The data collection tool consists of multiple choice questions created via Google form

How often do you hear the word "Flub" in everyday conversation?

	Respon dent	Percent age
Often	1	5%
Seldom	19	95%
Total	20	100%

Table 1
Have you ever heard the word "Flub"?

	Respon dent	Percent age
Yes	17	85%
NO	3	15%
Tot al	20	100%

Table 3
Is the word "Flub" the type of word
you use in daily conversations?

	Respond ent	Percent age
Yes	2	10%
NO	18	90%
Tot al	20	100%

Based on the previous explanation, the writer will discuss about The Use of Unfamiliar word "Flub" in daily conversation. It was found that there was an effect of using Guessing the meaning of foreign words on students' reading comprehension. During the treatment, several facts emerged. First, in the experimental class, when the treatment used the guessing technique for the meaning of foreign words used, students became very enthusiastic and could be comfortable but serious about the activities carried out.

So, it becomes easier to link it with teaching speaking and a more active learning experience for students. This method provides information on how to start and develop their speaking skills in the learning process. In the control group, the author uses Google forms. From the explanation above, it can be seen that it is proven that the introduction of unfamiliar words improves students' speaking ability in terms of vocabulary. The ability to use unfamiliar words has an effect compared to ordinary vocabulary techniques. In conclusion, the introduction of unfamiliar words can improve students' reading comprehension.

CONCLUSION

The author concludes the results of the study by drawing conclusions. Regarding the effect of guessing the meaning of unfamiliar words, this technique is indeed effective in students' reading comprehension and can mirror students' vocabulary. That there is also a significant effect of teaching reading using the unfamiliar word technique, says that there is an influence behind the unfamiliar word is acceptable.

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