

Euphemism in *SAiA* Short Stories by Djenar Maesa Ayu as a Model for Establishing Language Politeness in Indonesian Language Learning: Corpus Linguistic Studies

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Abstract: This research is motivated by the many unpleasant actions or events that, if stated as they are, will offend other people in communication activities. The purpose of this research is to find out how the euphemisms in the collection of *SAiA* short stories by Djenar Maesa Ayu can be used as a model for forming politeness in Indonesian language learning in Junior High Schools, which is carried out with a corpus linguistic approach. The research data in words, phrases, and clauses were obtained from the speech of the characters in the story, which contained elements of euphemism. Data collection used the document technique through the corpus linguistic method, namely the Indonesian Archipelago Corpus (KORTARA). The triangulation technique is used in validating research data. Research data analysis techniques include categorization, tabulation, and interpretation with substitution techniques to find similarities and differences in euphemism as a replacement form. The findings show that there are eight forms of euphemisms, namely (a) figurative expressions, (b) metaphors, (c) flippancy, (d) circumlocutions, (e) abbreviations, (f) one for one substitution, (g) part for whole euphemisms, and (h) hyperbole; euphemisms in the collection of short stories *SAiA* by Djenar Maesa Ayu can be used as a model for forming language politeness in learning Indonesian discussion texts for class IX at Junior High School related to basic competency 4.10.

1 INTRODUCTION

In daily communication, there are many unpleasant actions or events, but if stated as they are, they will offend other people. Therefore, speakers are trying to find ways to convey ideas, thoughts, and feelings with the same intention that can be conveyed. However, other people's feelings are not offended, so there is much use of euphemisms. The use of euphemisms can be said as a consideration in language. If it is deemed inappropriate, it is replaced with other words or expressions that are better and more polite.

In this regard, understanding is needed in selecting diction so that speech looks more polite in communicating orally and in writing. Politeness in language can show the character of the speaker. Thus, in expressing ideas, thoughts, ideas, and feelings in all conditions, he can choose words or expressions that are good and polite. Brown & Stephen (1987) stated that language politeness is a speaker's attempt to maintain the face (self-esteem) of speakers and

speech partners. According to Leech (1993), politeness is an attempt to make the possibility of impolite beliefs and opinions as small as possible. Therefore, understanding the choice of diction is important to avoid impolite expressions. Forms of speech or expressions that are considered more polite and subtle in linguistics are referred to as euphemisms.

Euphemism or euphemism is a type of change in meaning and part of language style. In literary works, euphemism is certainly used. The form conveyed in this figure of speech is inseparable from language. This figure of speech can respect the reader with adjustments to the context (Saputri et al., 2019). According to Allan & Burridge (1991), Euphemism is a term used to replace inappropriate/inappropriate expressions to avoid the possibility of losing face to the speech partner and the listener. Euphemism refers to the refinement of words considered rude, impolite, and taboo so that the listener or speech partner is not offended. Euphemisms have a lot to do with humans,

both related to nature, bodies, actions, and social reality, which are considered bad (Fadely, 2018).

In literary works, many novels use euphemisms, and this is because many activities or actions, when expressed as they are, will feel rude or offend other people. In the collection of short stories *SAiA* by Djenar Maesa Ayu, there are many elements of euphemism to soften words that are considered harsh, which the author uses to convey messages more politely. The finding of the euphemism element refers to its formation. Allan & Burridge (1991) suggest several views in determining the form of euphemism. These forms of euphemism include (1) figurative expressions, (2) metaphors, (3) flippancy, (4) remodeling, (5) circumlocutions, (6) clipping, (7) acronyms, (8) abbreviations, (9) omission, (10) one for one substitution, (11) general for specific, (12) part for whole euphemisms, (13) hyperbole, (14) understatement, (15) jargon, and (16) colloquial. However, not all forms of euphemism in the collection of short stories *SAiA* by Djenar Maesa Ayu are the same as the forms of euphemism put forward by Allan & Burridge.

The use of euphemisms in literary works can be said to be a form of tolerance in conveying thoughts and ideas by using good and polite language so as not to offend other parties. Likewise, in interactions at school, euphemisms can support the achievement of character education by forming friendly and communicative behavior that is high intolerance. However, in classroom learning interactions, it is not uncommon to use expressions that are considered impolite. It certainly impacts losing self-confidence and feeling unappreciated between students, teachers, and fellow students. Based on these considerations, it is important to study euphemism as a model for forming language politeness in schools.

Much research has been done on euphemisms in educational units. Nawangwulan (2017) examines the use of euphemisms in *the Solopos* editorial in the February-March 2017 edition and their implications as Indonesian language teaching materials in the SMP curriculum 2013 KD 4.1. The findings show the forms of euphemism found in the study, namely figurative expression, one word replacing another, abbreviations, use of borrowed words, flippancy, foreign languages, metaphors, idioms, hyperboles, circumlocutions, and acronyms. These forms can be used as Indonesian language teaching materials for review text material in class VIII SMP.

Sabarua (2019) examines euphemism as an alternative to language politeness in classroom learning interactions. The findings show that euphemisms can be used as an alternative in reducing

teachers' speaking or language activities that have nuances of violence, racism, harassment, or unpleasant expressions. Forms of euphemisms that teachers can use include; euphemisms related to death, euphemisms related to sex, euphemisms related to illness and disability, euphemisms related to bodily excretion, euphemisms related to social reality, which is considered something bad, euphemisms related to unpleasant fate, euphemisms related to bad traits, and euphemisms related to things that can cause harm.

Sabilla et al. (2021) examine euphemisms' form and function in *Tempo*: co-opinion articles and their use as teaching materials for learning Indonesian in high school. The findings show that there are ten forms of euphemism in *Tempo*. Co-opinion articles, namely one word replacing another word, figurative expressiveness, and metaphor. Use of abbreviations, acronyms, general to specific; use of borrowed words. Use of foreign terms. Perphrases. Colloquial and general to specific. This euphemism is used as teaching material for learning Indonesian in editorial text material in class XII high school.

Some of the findings that have been described have relevance to the research that researchers have conducted. The similarities to the research conducted by Nawangwulan (2017), Sabarua (2019), and Sabilla et al. (2021) both study forms of euphemism. The difference lies in the research focus and data sources. Nawangwulan's (2017) research focuses on using euphemisms in Indonesian language teaching materials for reviewing text material in junior high schools. The data source is the *Solopos* editorial. Sabarua (2019) focuses on using euphemisms as an alternative to language politeness in class, and the data sources are students and teachers. Sabilla et al. (2021) the use of euphemisms in Indonesian language teaching materials for editorial text materials in high school, and the data source is *Tempo*—co-opinion articles. Unlike the research that has been done before, this research focuses on the form of euphemism as a model for forming politeness in language learning Indonesian discussion text material in junior high school, and the data source is a collection of short stories carried out with a corpus linguistics approach to facilitate the data collection process. Cheng (2021) argues that corpus linguistics is an empirical method in linguistic analysis and description to study the language used by speakers naturally. Corpus linguistics works by analyzing data through a compilation process based on categories and units of analysis. In the next stage, the most important categories and units of analysis in corpus linguistics are word lists, keywords, and

concordances. A word list is many words in the linguistic data and the number of times they appear in the source text. Keywords are groups of words with the highest frequency of occurrence and are assumed to represent the main topic in the text. Concordance is a list of words that collocate with other words and form a new meaning based on the context.

The use of corpus linguistics in this study is to use technology in education, bearing in mind that the data in the research findings are not small. Hence, the research findings are more reliable by using corpus linguistics, namely KORTARA.

Based on the description that has been explained, this study aims to find out how the euphemisms in Djenar Maesa Ayu's collection of *SAiA* short stories can become a model in shaping politeness in Indonesian language learning in junior high schools.

2 METHOD

Based on the problems that become research studies that focus on in-depth and thorough analysis processes, this research is qualitative research with descriptive methods (Moleong, 2010). This method is used to examine the use of language referring to euphemisms in fictional stories in the form of a collection of short stories. Analytical and operational approaches are also used to support the data review process. An analytic approach is useful for looking for differences and similarities in meaning components in linguistic forms with similarities/synonyms. In contrast, an operational approach is an approach that is useful for finding similarities and differences in the use of linguistic forms that are synonymous in various contexts (Pateda, 2010). Data in the form of facts are presented and become the research results (Ulfatin, 2014). The data of this research are in the form of words, phrases, and clauses that contain elements of euphemism in the collection of short stories *SAiA* (Ayu, 2017), which are obtained from the speeches of the story characters. The research data source is a collection of *SAiA* short stories which contains 14 short stories and one novel excerpt, namely *Air (A)*, *Dan Lalu (DL)*, *Nol-Dream Land (NDL)*, *Sementara (SM)*, *Kulihat Awan (KA)*, *Fantasi Dunia (FD)*, *SAiA (SI)*, *Qurban Iklan (QI)*, *Urbandit (U)*, *Gadis Korek Api (GKA)*, *Insomnia (I)*, *Dewi Sialan! (DS)*, *Mata Telanjang (MT)*, dan *Ranjang: Sebuah Cuplikan Novel (RCV)*. The process of collecting research data used the document technique. The document in question is a collection of short stories *SAiA* by Djenar Maesa Ayu through free engagement and proficient viewing to

obtain credible findings (Mahsun, 2007). To facilitate data collection, researchers use research tools in linguistic applications, namely the Indonesian archipelago (KORTARA), where spoken and written language is collected systematically (Nesselhauf, 2011). The triangulation technique is used in validating research data. The analysis of research data refers to the view of Wiyatmi (2017) that categorization, tabulation, and interpretation can be used in analyzing data in literary works. Data processing techniques are also used to support the findings, namely substitution techniques. Substitution techniques are used to find/find similarities and differences in euphemisms as substitute forms. The replacement technique replaces elements with the same meaning as the Big Indonesian Dictionary (Sudaryanto, 1993).

3 RESULTS AND DISCUSSION

3.1 Forms of Euphemism in the Collection of *SAiA* Short Stories by Djenar Maesa Ayu

This research focuses on the form of euphemism in the collection of *SAiA* short stories by Djenar Maesa Ayu as a model for forming politeness in language learning Indonesian discussion text material in junior high school, corpus linguistics. Based on the theory used as an indicator in research according to Allan & Burridge (1991), the forms of euphemisms in the collection of short stories *SAiA* by Djenar Maesa Ayu found as many as eight forms of euphemisms. The form of euphemism in the collection of *SAiA* short stories by Djenar Maesa Ayu was collected using the Indonesian Archipelago.

Forms of euphemisms	Amount	Percentage
Figurative Expressions	4	2.9%
Metaphor	12	8.8%
Flippancy	2	1.4%
Circumlocution	10	7.3%
Abbreviations	2	1.4%
One-for-One Substation	98	72.4%
Part of Whole Euphemisms	6	4.4%
Hyperbole	2	1.4%
Amount	136	100%

Based on Table 1, it is known that in the collection of *SAiA* short stories by Djenar Maesa Ayu, there are eight forms of euphemisms, including figurative expressions with a percentage of 2.9%, metaphors

with a percentage of 8.8%, flippancy with a percentage of 1.4%, circumlocutions with a percentage of 7.3%, abbreviations with a percentage of 1.4%, one for one substitution with a percentage of 72.4%, part for whole euphemisms with a percentage of 4.4%, and hyperbole with a percentage of 1.4%. Based on the findings obtained, it can be said that the euphemism that often appears or is used is the one-for-one substitution euphemism

3.1.1 Forms of Euphemism Figurative Expressions

Words, phrases, clauses, and sentences can be regarded as euphemistic forms of figurative expression if they are symbolic, simile, or figurative. That is, the form of euphemism figurative expressions is a form that refines words or expressions by symbolizing, likening, or alluding to other forms.

- Sometimes I also want to fly far into the past. Far back into the past. He did not meet his father, who just **let go**. (A, 2017, p. 6)

In sentence (1), the phrase *hands off* is chosen as a euphemism for not wanting anything to do anymore. The *hands-off* phrase is a verb phrase that refers to an activity. In sentence (1), the phrase *hands-off* does not mean letting go of hands, but it means not wanting to have anything to do with them anymore. The author feels the use of figures of speech has a finer sense of value than not wanting to deal with it anymore. This phrase is an expression that states the indifference of the opposing character as a form of refinement.

- They did not care even though I cried for mercy and groaned in pain. Only when they punished me did their opinions no longer contradict **each other**. (SI, 2017, p. 72)

In sentence (2), the phrase *no longer contradicts* is chosen as a euphemism for the same/agree. Phrases *no longer opposite* are adverb phrases that refer to location or position. In sentence (2), the phrase *no longer opposites* does not mean opposite or across the street but has the same meaning or agreement. This figure of speech is the same as sentences *of opposing opinions* considered more subtle than contradictory. The author uses the figure of speech no longer contradictory to show freedom in expressing so that sentence (2) has a more refined sense value.

- His friends disappeared as if **swallowed by the Earth** because of panic. The only testimony that can be obtained about Nayla is from neighbors who say that she comes home in the morning drunk after the discotheque disbands every day. (I, 2017, p. 111)

In sentence (3), the phrase *swallowed by the Earth* is chosen as a euphemism for disappearing or disappearing. The phrase *swallowed by the Earth* is a verb phrase. However, in a sentence (3), the phrase *swallowed by the Earth* does not mean being eaten by the Earth but has the meaning of disappearing or disappearing. The author feels that using figures of speech has a more subtle sense of value than the word vanishing. This phrase is an expression that states the indifference of the opposing character as a form of refinement.

3.1.2 Forms of Metaphor Euphemisms

Words, phrases, clauses, and sentences can be said to be a form of metaphorical euphemism if they are an implicit comparison between two different things. That is, the form of metaphorical euphemism is a form that refines words or expressions by comparing two vaguely different things.

- Dull hair that has been dyed a dark brown color. Height tricked with high heels and thicker than the tombstone. Anyone can become **the Goddess of the Night**. (DS, 2017, p. 116)

In sentence (4), the phrase *Goddess of the Night* is chosen as a euphemism for prostitutes or prostitutes. The phrase *Dewi Malam* is a phrase that refers to a noun that compares Dewi Malam with the character in the story. The Goddess of the Night is known as the nickname of the moon because of the beauty of its light at night. However, in sentence (4), the phrase *Goddess of the Night* does not have the meaning of the moon but has another meaning. The author's use of the Night Goddess metaphor avoids the immodest and most disgusting words/expressions so that it is in line with the language of euphemism as a polite expression in conveying satire and feelings.

- Every day Nayla spends time going to and from school with the driver, who, in the middle of the road, often invites her to play dice. If Nayla guesses the number of the dice correctly, she is allowed to crush **the lollipop** under her driver's pants. If Nayla guesses the wrong number on the dice, she must allow the driver's **lollipop** to be dipped in **the chocolate** under his pants. (SM, 2017, p. 52)

In sentence (5), there are two forms of metaphorical euphemisms: the word *chocolate* and the phrase *lollipop*. Both euphemisms refer to nouns. The author compares chocolate and lollipops with euphemistic meanings regarding sex, namely female and male genitalia. *Chocolate* said was chosen as the euphemism for the vagina, while the phrase *lollipop* was chosen as the euphemism for the penis. Based on

the context of the sentence, it is known that Nayla's character is a child. Hence the word *chocolate* and the phrase *lollipop* is judged to be more subtle than their true meaning by directly stating female and male genitalia. Through these metaphors, the author intends that readers can use metaphorical forms in certain circumstances to avoid taboo words.

3.1.3 Forms of Flippancy Euphemism

Words, phrases, clauses, and sentences can be flippant euphemisms if they contain meanings other than statements. That is, the form of flippancy euphemism is a form that has a meaning beyond what is stated.

- Even Nayla knows that people who often **sell morals** in various media are actors and users too. All eyes were opened when they were caught in a room with a woman in a five-star hotel room. (SM, 2017, p. 54)

In sentence (6), the phrase *sale moral* is chosen as a euphemism for selling adab. The phrase *sale moral* refers to the verb, which is the act of indulgence. The sale means selling, while moral means good and bad teachings regarding deeds. Based on the context of the sentence, the phrase *sale moral* has a different meaning, the author conveys the insinuation that many public figures show good morals, but the actual behavior is the opposite of what is shown to the public. Thus the phrase *sale morals* in a sentence (6) has meaning outside of a statement or is flippant. *Moral sale* phrases are considered more refined, so the euphemism serves to smooth speech.

- So when Nayla's child shared what her mother had told her friends, she suddenly became a laughingstock. Moreover, when her friends told their mothers, Nayla became **a target**. (FD, 2017, p. 63)

In sentence (7), the phrase *used as a bully* is chosen as a euphemism for a toy or object of anger. The meaning of the phrase *bully* does not mean an artificial object resembling the moon. However, in the context of sentence (7), the meaning that arises is a toy or target of anger, so the meaning of a toy or target of anger is more euphemistic, using the phrase *bully material*. Thus the phrase *material for the moon* in a sentence (7) has meaning outside the statement or is flippant.

3.1.4 Circumlocution Euphemisms

Words, phrases, clauses, and sentences can be said to be a form of circumlocutionary euphemism if used in some longer and more indirect words. That is, the

form of circumlocution euphemism is a form whose expression is longer than the actual meaning.

- Then told to stand all day without anyone covering his feet. However, the screams of pain that wanted to come out of his mouth could only then scream in his mind. No heat could burn him alive for Lalu except for **the coals in his mother's eyes**. (DL, 2017, p. 10)

In sentence (8), the clause *coals in his mother's eyes* mean anger or anger. However, in writing, it is not written directly. However, using words or expressions that are longer to be considered subtle compared to *anger* or *rage*. Based on the context, sentence (8) explains that the author expresses the fear of Lalu's character to his mother so that from the eyes of the mother character, you can already see anger and fury. The value of the taste of the *ember clause in his mother's eyes* is considered more polite in its disclosure.

- Darkness has taught me always to forgive those around me. Since childhood, I have chosen to hide in the dark. When my husband comes home drunk, I pretend to **close my eyes into the darkness**. (MT, 2017, p. 127)

In sentence (9), the clause *closes that entering darkness* means sleeping. The clause *closing into the dark* refers to the verb. *Claus closed into the darkness* of the euphemism of the word stretch/sleep. Based on the context, sentence (9) describes the character I, who is used to hiding in the dark, so the word sleep is expressed by *closing the expression to enter the darkness*. This clause has a more refined and polite taste value than the word delay.

3.1.5 Forms of Euphemism Abbreviations

Words, phrases, clauses, and sentences can be said to be abbreviated euphemisms if they are abbreviated words into several letters. The form abbreviation euphemism is a form in which the expression is shortened to a letter or a combination of letters.

- Nayla feels that people who lie too often can no longer distinguish between lies and truth. They also treat people with **HIV/AIDS**, like Nayla, without feelings. They see Nayla as lower than animals. (SM, 2017, p. 54)

In sentence (10), there is an abbreviated euphemism for the word *HIV/AIDS*. This form of euphemism refers to a noun, namely disease. Based on the context of the sentence (10), the author conveys that the character Nayla suffers from a disease that makes people around her view her as lower than animals. The community calls *HIV/AIDS* a cursed disease because society has been

indoctrinated that the disease is considered to only be contagious to certain people. *HIV/AIDS* stands for *Human Immunodeficiency Virus* and *Acquired Immune Deficiency Syndrome*. Therefore, *HIV/AIDS* is considered more subtle than the phrase cursed disease, so this euphemism avoids taboo words.

3.1.6 One for One Substitution Euphemism

Words, phrases, clauses, and sentences can be regarded as euphemisms where one word replaces another word if that form can replace other forms. The use of a word is considered more euphemistic than one other word. It usually uses synonyms to produce a more refined expression.

- The thick yellow water was overflowing from my mouth, they said. I took fifty calming pills I downed. It should have been a hundred pills like the ones Marilyn Monroe consumed until she **died**. (A, 2017, p. 7)

In sentence (11), the word *death* is chosen as a euphemism for death. The word *death* is synonymous with the word death. The word *death* in this context is considered softer than death because it refers to a person, namely Marilyn Monroe. The word dead is usually used for animals and plants, so the use of the word is considered taboo which animals and plants often use.

- The number that lights up on the elevator wall reminds Nayla of **her wedding date**. The grand **wedding** that his parents wanted. Nayla left a real soul mate. (NDL, 2017, p. 43)

In sentence (12), the word *marriage* is chosen as the euphemism of marriage. The word *marriage* is synonymous with the word marriage. Likewise, in sentence (11), marriage is considered more refined than marriage because it refers to people. The word mating or mating is usually used for animals during reproduction, so this word is considered impolite and taboo because animals often use it.

3.1.7 Forms of Part for Whole Euphemisms

Words, phrases, clauses, and sentences can be considered part of whole euphemisms if the form is the form of a special word into a more general word.

- He sat quietly in the courtroom's **prison chair** as the public prosecutor presented evidence of a baseball bat, school uniform, and bloodstained shoes. (SI, 2017, p. 75)

In sentence (13), the phrase *prison chair* is chosen as the euphemism for the defendant's chair. The phrase *prison chair* is especially for people accused in court or people subject to punishment. The phrase *prisoner's chair* is a word that is commonly used by

the community because it is considered more refined than the defendant's seat.

- However, what can fight metabolism? Is there anything that can stop the stomach's rumbling when the intestines are no longer strong enough to hold the dirt lining up? (QI, 2017, p. 79)

In sentence (14), the word *dung* is chosen as the euphemism for dung. Based on the context, the sentence describes a state of the stomach that is not well and cannot hold back excretion. The dirt in question is feces. However, the word *dung* is a word that is more commonly used as a smoothing expression than the word dung. The use of the form *part for whole euphemisms* is in line with the meaning of euphemism, namely the removal of bodily waste by replacing feces with *excrement*.

3.1.8 Forms of Hyperbole Euphemism

Words, phrases, clauses, and sentences can be a form of hyperbole euphemism if the form exaggerates and exaggerates the statement. That is, the form of hyperbole euphemism is a form whose expression softens a word by using an exaggerated expression.

- After that, Nayla forgot. He is too young to digest it. Nevertheless, after he meets someone in middle school, someone who always makes **butterflies fly in his stomach**, someone who spreads rainbow colors in every step, and someone who does not always create darkness like her parents, Nayla is also intoxicated with first love. (SM, 2017, p. 53)

In sentence (15), the clause *of butterflies fluttering in his stomach* is chosen as a euphemism for laughing out loud. This form of euphemism in the form of hyperbole is considered excessive because it expresses things that are impossible to happen. However, using hyperbolic clauses is considered more euphemistic so that the speech does not seem frontal, so *the butterfly flying in the stomach* clause is more pleasant to hear than the laughing-out-loud phrase.

- Experiencing all such humiliation is not necessarily surprising. Nayla is **full of eating experiences**. (SM, 2017, p. 55)

In sentence (16), the phrase *satiety eating experience* is chosen as a euphemism for many life experiences. The author exaggerates his story in this sentence as if the experience is edible. However, the expression is considered euphemistic, so the author softens the expression using hyperbole.

3.2 Utilization of Euphemism Forms in a Collection of Short Stories as a Model for Establishing Language Politeness in Learning Indonesian in Junior High School

In understanding learning, there are teaching and learning activities. The activity shows interaction involving teachers and students. In learning interactions, students must actively practice good communication skills so that students understand that the material provided by the teacher is visible. Therefore, students need to use good and correct language without ignoring politeness. Due to the characteristics of students, especially in junior high schools, they tend to imitate what is heard due to limited vocabulary, so in this case the teacher as an educator must be careful in choosing words or expressions in the learning process. In responding to this, the teacher can use euphemisms in manipulating words or expressions considered rude to form politeness in students' language.

The use of the study of euphemistic forms in the collection of *SAiA* short stories by Djenar Maesa Ayu as learning can be represented through learning Indonesian in the 2013 Curriculum, discussion text material with KI and KD as follows.

- (1) KI. 4. Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively in the concrete and abstract domains following what is learned at school and other sources from the same theoretical point of view.
- (2) KD. 3.10. Examine the opinions and arguments for and against the discussion text related to the problems read and heard.

KD. 4.10. Present ideas/opinions, arguments for and against, and solutions to actual problems in discussion texts by paying attention to the structure and aspects of language and oral aspects (intonation, gestures, pronunciation).

Through the analysis of euphemisms in this study, the collection of *SAiA* short stories by Djenar Maesa Ayu was taken and used as a form of skill improvement through the analysis of the short stories presented to form a more critical mindset in students. Euphemism is important to convey in KD discussion text because, in learning, there is a presentation or delivery of ideas/opinions that require skills in choosing the right words or expressions so that in conveying ideas, it does not offend other parties. That is because arguments support and contra related to the issues discussed in the discussion text learning. The

existence of euphemisms can show how students express whether students agree or disagree with actual problems with good and polite words or expressions. Therefore, the study of the form of euphemism in this study can be used as an example for students to understand meaning as well as being realized in communication activities so that politeness can be formed in language, considering that euphemism is a form of refinement of polite words so as not to offend other parties.

4 CONCLUSIONS

Euphemism refers to the refinement of words considered rude, impolite, and taboo so that the listener or speech partner is not offended. The author uses euphemisms in the collection of short stories *SAiA* by Djenar Maesa Ayu to avoid words or expressions that have negative feelings. Based on the results of the research shows that there are eight forms of euphemism in Djenar Maesa Ayu's *SAiA* short story collection, namely (a) figurative expressions with a percentage of 2.9%, (b) metaphors with a percentage of 8.8%, (c) flippancy with a percentage of 1.4%, (d) circumlocutions with a percentage of 7.3%, (e) abbreviations with a percentage of 1.4%, (f) one for one substitution with a percentage of 72.4%, (g) part for whole euphemisms with a percentage of 4.4%, and (h) hyperbole with a percentage of 1.4%. The euphemisms in Djenar Maesa Ayu's collection of short stories *SAiA* can be used as a model in learning Indonesian in grade IX Junior High Schools regarding basic competency 3.10 and 4.10 regarding discussion texts to serve as examples. Besides being able to be used as a model, the euphemisms in Djenar Maesa Ayu's collection of *SAiA* short stories can help shape students' characters to communicate more politely. The results of the findings assisted by corpus linguistics in the form of KORTARA are expected to be a reference for other linguistic researchers, so that they can take advantage of developing technology in research. Through this research, it is also hoped that other researchers can examine euphemisms in different objects to maximize them as a reference.

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