.

A contextual analysis of elaborated and restricted code in *Wardah Heart to Heart* talk show episode two

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Abstract

This study investigates the role of context influencing the use of elaborated code (EC) and restricted code (RC) in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two. Employing a sociolinguistic approach, this study draws on Bernstein's code theory, as well as Holmes's context theory using intralingual and extra-lingual commensurate methods. The results show that Asma tends to use EC to convey her message effectively, but she also uses RC in particular situations on the talk show. The findings indicate the use of EC and RC in Asma's speech is not only influenced by her socio-economic background but also by the situational context of the speech event, such as genre, setting, participants, message content, and purpose. This study contributes to offering a broader perspective in the sociolinguistic field by highlighting how different contexts in a speech event, especially in a talk show, can influence the code usage of an individual.

Keywords: *context; elaborated code; restricted code; sociolinguistic; talk show*

Introduction

Language variation emerges due to various external factors that are linked to social activities that potentially involve language (Chaer, 2019). Fishman (in Wardhaugh, 2015), outlines the external factors that affect the use of language variation including who is the speaker, what type of language variation is used, when the language variation is used, who the intended audience is, and what the objectives of the use of language variation.

Wijana (2020), identified social factors, specifically the socio-economic background of an individual, as an external factor that influences the use of language variation (hereinafter referred to as code). The socio-economic background of an individual plays a significant role in influencing which code they should use in particular situations (Lobanova, 2021). This has been studied by Basil Bernstein who categorized codes according to an individual's social class background. Bernstein states individuals from middle-class backgrounds usually use elaborated code (EC) due to their broader access to formal education that enables them to be more familiar with complex and detailed structures codes

(Hordern, 2024). In contrast, individuals from working-class backgrounds tend to use restricted code (RC) that is simpler and shorter than EC and commonly used in informal situations (Oliver, 2016; Qadha, 2019)

Bernstein differentiates EC and RC based on their linguistic features. The linguistic features of EC include the use of complex sentences; unusual prepositions; impersonal pronouns such as "*one,*" "*you,*" and "*they*" that does not specifically refer to individuals; the use of passive voice; and diverse adjectives and adverbs. Meanwhile, in RC, the features include the use of simple clauses (short and sometimes unfinished); repeated conjunctions; sentences with hesitation or confusing reasons; and sentences with implicit meaning that are usually identified by the phrase "*you know...*" (Hordern, 2024).

On the other hand, Hymes (in Sumarsono, 2017) and Holmes (2017) both assert the importance of considering the context in understanding the meaning of the message. Additionally, Kridalaksana (in Sutomo, 2015) defines context in linguistics as additional information that enables the interlocutor to understand the speaker's messages clearly. Then, Rahardi (in Melati & Pranowo, 2022) gives a

supported argument that context serves as a communication element that facilitates the meaning of the message. Hymes (in Noy, 2017) formulated SPEAKING (*scene and setting; participants; ends; act sequence; key; instruments; norms; genre*) as a theoretical framework for examining the contextual factors of a speech event. Holmes (2017) further developed the framework by adding some other elements, such as topic, message form, message content, and rules of interaction.

It can be inferred from the two concepts above that there is a correlation between context, including social aspect, and code usage in a particular speech event. This issue has been highlighted in several previous research, especially in linguistic field (Haryadi et al., 2022; Imama & Shofiyuddin, 2024; Jawas et al., 2024; Noya et al., 2022). Another previous research that has similar topic is *Gentlemen's Restricted Codes and Elaborated Codes in the "Kingsman: The Golden Circle" Movie* (Toar & Ena, 2022). The research focuses on examining the use of EC by the character to represent the cultural identity of an upper-class Englishman. This research shows that cultural context plays a role in influencing the use of codes.

Besides movies, the influence of context on the use of EC and RC can also be found in a talk show. A talk show, characterized by its featuring interactions between the host and guests, is widely accessible through social media platforms, such as YouTube. YouTube serves as a prominent medium for mass communication where language is used extensively, including the use of EC and RC (Tinambunan & Siahaan, 2022). One talk show that incorporates the usage of EC and RC is the Wardah Heart to Heart Talk Show Series, produced by Wardah Beauty. In the second episode of this series, Asma Elbadawi was invited as a guest to share her inspiring life journey with the audience.

Asma Elbadawi is a Sudanese Muslim woman who is also a professional basketball athlete, spoken poet artist, and activist. Asma has studied Photography, Digital Image, and Video processing at the University of Sunderland, Bradford, and holds a master's degree in Fine Arts from Leeds Beckett University. Asma's background indicates that she belongs to a middle-class group since she has access to higher education which exposes her to the use of

EC in high frequency. This is reflected in the talk show where Asma frequently uses EC in her speech.

However, besides the use of EC in Asma's speech on the talk show, the author identified that Asma also employed RC in her speech. The use of both codes in the same speech event indicates that factors other than social class also play a role in influencing code usage in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two, which is context. Therefore, the primary objective of this study is to analyze the contextual factors that influenced the use of EC and RC in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two.

Methods

Bogdan and Taylor (in Moleong, 2017) mentioned qualitative research generates descriptive data in the form of written or spoken words. In addition, Muhammad (2016) describes qualitative research that incorporates various methods, including data collection, data analysis, and the serving method of findings. As defined above, this study can be categorized as qualitative research, where the sociolinguistic approach is applied to delve into the external factors that influence code usage, particularly the social factors and context that affected the use of EC and RC in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two.

The data was acquired from a YouTube video entitled "Wardah Heart to Heart Asma Elbadawi with Dewi Sandra" which was published on March 22, 2024, on Wardah Beauty's official YouTube channel. Then, the data were analyzed using both intralingual and extra-lingual commensurate methods. According to Mahsun (2017), the intralingual commensurate method entails the analysis of data with a focus on the linguistic elements of the language, while the extra-lingual commensurate method focuses on the external factors of language, including context. The combination of both methods in this study allows the author to identify the linguistic phenomena in Wardah Heart to Heart talk show, specifically, the use of EC and RC in Asma's speech, as well as contexts that influence the usage of both codes.

The results is presented using the formal method. Sudaryanto (in Muhammad, 2016) defines the formal method as a technique for representing data through the use of signs and symbols. Based on the definition above, the data in this research is presented using signs such as quotation marks ("…") to denote Asma's speech, and bold letters to highlight specific linguistic features that are identified within each code.

Findings and discussion

Context analysis on the use of elaborated code (EC) in Asma's speech

The author identified 25 data categorized as EC in Asma's speech in the Wardah Heart to Heart talk show episode two. The following table demonstrates the use of EC in Asma's speech on the talk show, based on the linguistic features of EC.

Table 1. The usage of EC in Asma's Speech

Linguistic Features	Frequency
The use of complex sentences	5
The use of unusual prepositions	6
The use of impersonal pronouns	4
The use of passive voice	4
The use of diverse adjectives and adverbs	6

In Asma's speech, the initial form of EC identified is the use of complex sentences that contain subordinate clauses to provide additional information to the main clause. Then, the second form is the use of unusual prepositions such as "*in the sense of..*" and "*in the back of..*" to offer specific details regarding the chronological order of an event. Next, the use of impersonal pronouns such as "*you*" and "*they*" which do not specifically refer to individuals. Then, the use of passive voice to convey the message objectively. The last form of EC that is found in Asma's speech is the use of diverse adjectives and adverbs to facilitate audience comprehension by providing details information, as well as enabling the audience to visualize the situation depicted in Asma's message.

The data analysis presented below consists of the subset overall data that represent each form of EC based on its linguistic features.

The use of complex sentences

Context: Asma (**participant**) conveyed her appreciation as an opening message (**act of sequence**) to the host and Indonesian audience (**participants**) for the opportunity to share her story (**message content**). The talk show was published on Wardah Beauty's official YouTube (**channel**).

> Asma*: I want to **thank you for having me in the show** and **for giving me the option to share my story** with the Indonesian audience **which I've not yet been introduced properly**. (1:04 – 1:14)

The data presented above demonstrates the use of complex sentences, wherein the main clause "*I want to thank you for having me in the show*" is linked to the parallel clause "*for giving me the option to share my story*" through the conjunction "*and*". In addition, the use of a subordinate clause "*which I've not yet been introduced properly*" offers details information about the noun phrase "*the Indonesian audience*". Asma's concern about the extensive spread of the message prompts her to provide further explanation regarding the intended audience of the message. The use of complex sentence structures enhances Asma's message to be more informative and facilitates the audience's comprehension of the message.

The use of unusual prepositions

Context: Asma (**participant**) shared her childhood experience (**topic**), specifically her migration from Sudan to England, and the circumstances of her life during that period (**message content**). Asma aims to provide the audience (**participants**) with an insight into her background and experience as a Muslim in England (**purpose**).

> Asma*: and the first 14 years of my life, I would say it was quite different **to** how everyone else around me was living, **in the sense of** we didn't watch TV, we were introduced to Islam at a very

*young age, **in the sense of** like learning Quran, learning **about** the Prophet Shalallahu Alaihi Wassalam's stories, learning **about** the… the stories of the prophets.* (01:47 – 2:11)

From the data above, Asma uses diverse prepositions, such as "*to*" and "*about*," to furnish details about the specific information of her experience. Furthermore, Asma employs unusual prepositions "*in the sense of*" to provide further context to her previous statement "*It was quite different to how everyone else around me was living*", by addressing the disparities in Asma's experience as a Muslim in England compared to to those of people the around her. The context of the topic related to Asma's childhood and Islamic culture requires Asma to carefully deliver the message through detailed sentences and avoid implicit meanings by using unusual prepositions. This is intended to facilitate the audience's understanding of the message about her childhood which is deeply intertwined with Islamic principles and cultural context.

The use of impersonal pronouns

Context: Asma (**participant**) articulates her viewpoint about the cultural and religious principles for Muslim women to wear hijab (**topic, message content, norms**). Asma shares her personal experience in wearing hijab, with intention of resonating with others who may encountered similar experiences as her (**purpose**).

> *Asma: and **you** could be playing sports and sweating in the middle of summer, but **you** still have to keep your hijab on.* (5:32 – 5:37)

Asma utilizes the impersonal pronoun "*you*" to convey her personal experience as a Muslim woman who is obligated to wear the hijab despite uncomfortable circumstances. The use of the impersonal pronoun "*you*" in Asma's speech does not refer to a specific individual but rather relates to the general audience, particularly Muslim women. It enables Asma to establish an emotional connection with the audience who may have shared similar experiences, even if they were not directly involved

in the talk show. Moreover, the topic of religion also prompts Asma to be careful in delivering her message and avoid using pronouns that may offend individuals or groups by substituting them with impersonal pronouns.

The use of passive voice

Context: Asma (**participant**) shares her experience related to her decision to wear the hijab again after she had chosen to take it off before (**topic, message content**). Asma intended to share her spiritual journey and experience in wearing hijab to the audience (**purpose, norms**).

> *Asma: the **thing that made me put the hijab on** was literally feeling lost.* (8:35 – 8:39)

The clause "*the thing that made me put the hijab on*" from the data above indicates the use of passive voice in Asma's speech. Asma positions herself as the recipient of the impact of the actions taken using passive voice structure while highlighting external factors, which "*feeling lost*" as the subject that influenced her decision to re-wear the hijab. By conveying her personal experience using passive voice, Asma seeks to inspire and motivate the audience who are facing similar challenges as her.

The use of diverse adjectives and adverbs

Context: Asma (**participant**) articulated her reason for initially choosing to wear hijab (**topic, message content**). Similar to the previous data, Asma aims to share her spiritual journey with her audience through the message (**purpose**).

> *Asma: I think a **huge** part of that was firstly the reason I **initially** wore hijab, I feel like I wore it to cover my hair yeah and to hide the fact that it was **curly**.* (4:39 – 4:51)

Asma utilized adjectives such as "*huge*" and "*curly*" as well as the adverb "*initially*" to describe the sentences, thus helping the audience visualize the message. The adjective "*huge*" is employed to characterize the significant factor influencing Asma's decision to wear the hijab, while the term

"*curly*" is applied to describe the shape of Asma's hair. Furthermore, the adverb "*initially*" is used to highlight the beginning of her process of wearing a hijab. By utilizing diverse adjectives and adverbs, Asma effectively conveys her message to the audience and establishes an emotional connection with the audience who may have similar experiences in the process of self-discovery.

Context analysis on the use of restricted code (RC) in Asma's Speech

In contrast to the preceding table, the following table demonstrates the use of RC in Asma's speech with lower frequency, with only 10 data identified.

Table 2. The usage of RC in Asma's speech

Linguistic Features	Frequency
The use of simple clause	3
The use of repeated conjunctions	2
The use of sentences with hesitation	3
The use of sentences with implicit meaning	2

In Asma's speech, the RC was identified in several forms. First, the use of a simple clause structure that is generally used in spontaneous conversations, like in the talk show. Then, the second form of RC in Asma's speech is the repeated conjunctions, where Asma frequently uses the same and repetitive conjunctions, such as "*and*" and "*but*". Subsequently, the third form is the use of sentences with hesitations and circular reasoning. Just as the use of simple or short sentences, this form is also common in direct conversations, which is typically marked by the use of filler words like "*yeah…*", "*hmm…*", and "*I think…*". Lastly, the use of implicit sentences that usually require context (*shared knowledge*) between speakers to understand the intended meaning of the utterance. It is usually shown with the phrase "*you know…*".

The use of simple clause

Context: Asma (**participant**) shares her experience related to her involvement in basketball which started when she was 18 years old (**topic, message content**). Asma aims to share information with the audience about her background as an athlete (**purpose**).

> *Asma: I started playing around 18.*
> (12:22 – 22:23)

The sentence employs a simple sentence structure with the subject "*I*" and the predicate "*started playing*", and the adverbial phrase "*around 18*". By using simple sentence structures, Asma effectively conveys her message to the audience, allowing her to directly emphasize the key points of the message. However, the use of simple sentences can also lead to ambiguity, as demonstrated by the phrase "*started playing.*". This phrase does not mention specifically in terms of the particular activities that Asma was involved in at that time. It indicates that this utterance is closely tied to the context of Asma's background, and this context-dependency allows the audience to have multiple interpretations when attempting to understand the intended meaning of Asma's message.

The use of repeated conjunctions

Context: Asma (**participant**) discussed about the campaign "FIBA ALLOW HIJAB" (**topic, message content**). Asma aims to share the process that she and her team did on the campaign with the audiences (**participants, purpose**).

> *Asma: **and** then we campaigned, **and** we got people to sign, **and** overall we got 132,000 signatures all together, **and** then it became something that FIBA had to talk about on their agenda.*
> (17:36 – 17:48)

The data presented above demonstrates the use of the repeated conjunction "*and*" in Asma Elbadawi's speech. It is used to emphasize the sequence of events and highlight the continuous effort undertaken by Asma and her team in the campaign. The use of repeated conjunctions enables Asma to effectively convey the intent of her message, which is to recount her experience regarding the campaign process in a clear chronological order. This indicates that the message content and the speech purpose play a significant role in influencing Asma's decision to use RC in the form of repeated conjunctions.

The use of sentences with hesitation

Context: The host (**participant**) inquires about Asma's mother's approach to parenting, and then Asma responds (**act of sequence**) by sharing her perspective on her mother's parenting style (**message content**). The setting of direct conversation and question-and-answer form prompts Asma to respond spontaneously and use a lot of filler words (**setting, rules of interaction**).

> Host: she was never strict?
> Asma: there was times where she got strict, **but…**
> Host: because my mom was strict
> Asma: **yeah, yeah, no.. the strictness… I** would say came with like there was a balance to it, because it was like **education but play, education but play,** learn but play. (4:00 – 4:22)

The data above present another form of RC in Asma's speech which is the use of sentences with hesitancy that shows by the filler words. Asma employs filler words such as "*but*" and "*yeah…yeah*" to fill the gaps in her utterance as she searches for the appropriate expression to describe the word "*strictness*" in her mother's parenting style. In addition, Asma also used the repeated phrases "*education but play, education but play, learn but play*" which reflects circular reasoning in delivering her message. Despite the difficulties that the audience may face in comprehending the message, it is actually common in direct conversations where the speaker uses filler words and sometimes delivers sentences with circular reasoning. This suggests that the communication channel or message form serves as the context that influences the code usage in a speech event.

The use of sentences with implicit meaning

Context: Asma (**participant**) shared her personal experience in sports, where spent a lot of time involved in many sports activities since her childhood (**topic, message content**). Asma aims to share with the audience about her interest in sports (**purpose**).

> Asma: I was playing sports on the street, I was playing sports at school, I was playing sports… **you know** when I went to my mom and dad's friends' houses, we were constantly playing sports. (2:31 – 2:40)

Finally, the last form of RC identified in Asma's speech is the use of sentences with implicit meaning that is often indicated by the use of the phrase "*you know*". As shown in the data above, Asma used "*you know…*" to establish a sense of shared knowledge between herself and the interlocutor. Asma presumes that there is mutual understanding between her and the interlocutor regarding the habit of exercising with family or close friends. By employing this language pattern, Asma seeks the interlocutor to understand the intended meaning of her message. Nevertheless, presumptions about shared knowledge can also lead to confusion among the audience who may lack similar experiences as her.

From the findings, the author found that the most prominent linguistic feature in Asma's speech is the use of complex sentences and varied use of prepositions, adjectives, and adverbs, which constitute a form of EC. This indicates that Asma tends to use EC over RC in her speech, as reflected in the data where EC has 25 data collected while RC only has 10 data.

The dominance of EC in Asma's speech is influenced by her linguistic skills, which are tied to her social background as a middle-class individual who is familiar with complex structure codes. Besides that, Asma also employs RC in particular situation on the talk show, especially when Asma discusses topics related to her personal experiences that may also be experienced by others. This indicates that the context such as topic, message content, purpose, and setting of the speech event influences Asma's decision to use both EC and RC in Wardah Heart to Heart talk show episode two.

Conclusion

Based on the results, it can be concluded that Asma Elbadawi, with her social background as a middle-class individual and her advanced linguistic skills, can effectively use EC and RC in her speech

in Wardah Heart to Heart talk show episode two, with the domination of EC usage. The use of different codes in specific situations in the same speech event indicates the presence of another factor, namely context, that influences Asma's decision to determine which code is appropriate to use in certain situations. This finding verifies Bernstein's theory that the use of EC and RC is influenced by an individual's social background, by highlighting the context that also has a significant role in the use of these codes, as claimed in Holmes' theory that mentioned different contexts can lead to different code usage.

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