

ANALYSIS OF INTERJECTIONS IN THE FILM 同桌的你 (MY OLD CLASSMATE) AND THE IMPLICATIONS FOR MANDARIN LANGUAGE LEARNING

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Article Info	Abstract
Article History Received: June 2024 Revised: August 2024 Published: October 2024	<i>Interjections are a type of word that has the main function of emphasizing human emotions and intent or purpose. This research aims to expand the exploration of Mandarin interjections and also to reveal the types and meanings of interjections by classifying them into categories according to the sentence context and tone. The data used in this research is the dialogue in the film My Old Classmate. Based on the meaning and purpose, interjections can generally be divided into several categories, namely emotive interjections, cognitive interjections and volitive interjections. This research uses a descriptive method, namely by accurately describing the types and meanings of interjections. Interjection forms found include 哦, 哎, 嗯, 啊, 我靠, 哎呀, 噢, 嗨, 哇, 哇哦, 喂, 嘿, 啊天啊, 哎呦, 唉, 唉呀, 哎呦喂, and 哟. Based on the research results, it was found that the meaning of interjections that fall into the emotive category are expressions of anger, disappointment, surprise, joy; while those included in the cognitive category include expressing cognition or thoughts such as correcting an opinion, giving an assessment about someone, answering someone's call, questioning the truth of an assumption, and so on; Furthermore, those included in the volitive category include expressions that aim to persuade someone, such as asking someone to speak, asking someone to listen, asking someone to pay attention to something and so on. As for this study, teaching interjections in Mandarin language learning is very important and must be developed further.</i>
Keywords Interjection; Mandarin language; My Old Classmate Film; Mandarin language education;	
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INTRODUCTION

Language plays a fundamental role in human interaction and communication, serving as a primary tool for exchanging information. Zaim (2014) defines language as a means of communication used by humans, both orally and in writing, which is essential for everyday life. Noermanzah (2019) further elaborates, describing language as a systematic communication system comprising a sequence of sounds in the form of symbols that are arbitrary, meaningful, and conventional. He emphasizes that language is unique to humans, universal in nature, and a tool for social interaction that can represent human emotions and intentions. According to Mailani et al. (2022), language is the most effective way to convey messages, ideas, emotions, and goals, fostering cooperation among people. Rahardjo (2015) reinforces this by characterizing language as a system of arbitrary sound symbols used within a community for communication. From these perspectives, it can be concluded that language is intrinsically linked to the ways humans communicate, express thoughts, and interact with one another. It is not only a medium for socialization and the exchange of information but also a core aspect of human life that reflects emotions, intentions, and thoughts.

Humans, as emotional beings, use language not only to convey information but also to express their feelings and emotions. This expression is often conveyed through specific

language elements like tone, word choice, and interjections. Interjections, in particular, are words or phrases used to express emotions directly. Maulidah (2022) defines interjections as a direct expression of feelings or internal thoughts, while Wicaksono (2021) notes that interjections reveal the speaker's emotions. Thus, interjections serve as important linguistic tools that allow speakers to communicate emotions such as happiness, anger, surprise, or admiration in a direct and often immediate way. Given that emotional expression is a fundamental part of human communication, interjections play a critical role in enhancing the emotional depth of conversations.

What sets Mandarin interjections apart from those in other languages is the unique role that tones play in altering their meanings. Mandarin employs four basic tones, and the tone used can significantly change the meaning of an interjection. For example, the interjection 欸 (ei) can take on different meanings depending on its tone: 欸 (ēi) with the first tone signifies a sense of welcoming or a reminder; 欸 (éi) with the second tone conveys curiosity or wonder; 欸 (ěi) with the third tone indicates disapproval; and 欸 (èi) with the fourth tone expresses approval or acknowledgment. This complexity in tone adds a layer of difficulty, particularly for non-native speakers, as the same interjection can convey vastly different emotions or intentions depending on the speaker's tone and context. The interplay between these four tones and the emotional nuance they carry often creates confusion for learners and can lead to misinterpretation.

Previous studies on Mandarin interjections have generally focused on specific categories such as emotive, cognitive, or volitive interjections. However, the present research aims to broaden the scope by exploring all three categories in an integrated manner. This study seeks to provide a comprehensive analysis of how Mandarin interjections function across various contexts, not limited to just one emotional or cognitive aspect. To achieve this, the researchers conducted a case study using the dialogue from the film 同桌的你 (My Old Classmate), which offers a rich source of natural communication that mirrors real-life human interactions. The film, centered on the drama of modern life, presents authentic emotional exchanges, making it an ideal subject for examining how interjections are used in various situations. By analyzing the interjections within the context of the film, the researchers aim to uncover how these expressions convey different meanings depending on both their tonal variations and the conversational context.

The novelty of this research lies in its holistic approach to studying Mandarin interjections. Unlike previous studies that focus on a single category of interjections, this research seeks to reveal the full spectrum of their use—emotive, cognitive, and volitive—within natural dialogues. Furthermore, the use of a contemporary film as the research object adds a modern and realistic dimension to the analysis, offering insights into how interjections function in everyday communication. This study thus contributes to a deeper understanding of Mandarin interjections by examining their nuanced meanings through tone and context, offering valuable insights for both linguistic research and language learning.

RESEARCH METHOD

Research Design

In this research, the design used is qualitative-descriptive research. According to Strauss and Corbin (2003), qualitative research is a method that involves reporting detailed views obtained from informant sources and is carried out in a natural setting, and the results are not obtained through statistical procedures or other calculations. Furthermore, there is an explanation from Nugrahani (2014) that qualitative research, or what is known as qualitative research, is a type of research that produces findings that cannot be obtained through statistical procedures or other quantitative methods.

In packaging research results, the descriptive method is the method used because this method is the right method to describe the results of the analysis in a broad and detailed manner. Referring to the research objectives to be achieved, a qualitative-descriptive research design is the appropriate method for conducting interjection research in Mandarin films. Therefore, researchers used qualitative-descriptive research to examine the meaning of interjections in the Mandarin film 同桌的你 (My Old Classmate) by Gao Xiao Song.

Research Object

Data forms the foundation of any research, serving as the critical element upon which valid results and conclusions are built. The collection and analysis of reliable data ensure that the research outcomes are credible and can be trusted by the academic and wider community. For research to be considered rigorous and dependable, it must rely on a well-defined data set, supported by clearly identified data sources. These sources must be transparent and accountable, allowing others to verify the findings and ensuring that the research adheres to established standards of integrity and reliability.

In this study, the researcher selected the Mandarin film 同桌的你 (My Old Classmate) as the central subject for investigation. This film was chosen for its rich dialogue, which serves as a reflection of natural communication in a modern, everyday context. The dialogue from this film provides a relevant and authentic data sample for the research, as it captures the nuanced use of language in real-life situations, particularly focusing on the use of interjections. By using a popular and relatable film, the researcher ensures that the data sample is both contextually meaningful and reflective of contemporary Mandarin language usage.

The choice of 同桌的你 (My Old Classmate) as the data source is particularly significant because the film centers on themes of human relationships, emotions, and interactions — making it an ideal medium for examining how language, especially interjections, is used to express emotions and intentions. Through the analysis of the dialogue in this film, the research gains access to a variety of linguistic expressions, providing a comprehensive and nuanced data set. This approach enhances the depth of the research by offering a real-world context in which language functions as both a tool for communication and a vehicle for emotional expression.

Research Instruments

Research instruments are the tools used to collect research data. In this research there were four instruments used. The first instrument is the researcher himself because the researcher observe, listen, observe and analyze the research object which is then used as research data. Apart from researchers who are the main research instruments, researchers also use data table, data classification tables, and data codification tables as supporting instruments in this research. Each of these instruments synergizes with each other to complete the research in stages. First, the researcher used a data table to record all the interjections that emerged from watching the film 同桌的你 (My Old Classmate). Second, the data is then managed using a data classification table. In the data classification table, further analysis is carried out on each interjection on the data table by determining the meaning category of the interjection based on the context of the scene and the tone used. Third, the results of data classification are codified to make it easier to draw conclusions.

Data Analysis

Data analysis is a process that researchers go through to process research data that has been previously collected so that the data can be read and interpreted to form research results. According to Octaviani and Suryani (2019), data analysis is a process in which data is organized, categorized and studied to look for certain patterns or themes with the aim of

understanding their meaning. Organizing data involves grouping data into themes, patterns, or categories that correspond to the purpose or objectives of the analysis being conducted.

Data collection and processing methods use the listening and note-taking method. Researchers use the note-taking method because this method is the most appropriate method for analyzing research objects in the form of films and packaging research results in the form of descriptions. The data analysis techniques used in this research are as follows: (1) Watching and listening to the dialogue in the film repeatedly with the aim of understanding the context of the situation in the film; (2) Record dialogues containing interjections on a data table; (3) Giving codes based on data codification guidelines and classifying or grouping interjections that have been recorded based on various categories of interjections into a data classification table; (4) Presenting the results of data categorization in the form of a descriptive report and analyzing the implications for Mandarin language learning.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Based on the findings in the Interjection Analysis in the Film *My Old Classmate*, it was found that the word interjection appeared with a frequency of 60 times throughout the film. Of the 60 interjections that appear throughout the film's dialogue, the word 哎 is the interjection that appears most often with various variations in tone, namely 18 times. Based on table 1 of the results of interjection analysis, the interjection 哎 appears in various different categories: (1) First tone with primary-cognitive category (2) First tone with primary-emotive category (3) First tone with primary-volitive category (4) Tone fourth with the primary-volitive category. Meanwhile, the interjections that appear most rarely are the interjections 哎呀, 哇哦, 嘿, 啊 天啊, 唉呀, and 哎呦喂, namely 1 time each.

There are a total of 13 types of interjections that appear in the form of the emotive interjection category, 9 types of interjections that appear in the volitive category and 8 types of interjections that appear in the cognitive category. Differences in situation or context, differences in tone, and sentence context influence the final meaning of an interjection, making a particular interjection have dynamic or changing characteristics depending on the speaker's point of view. It can be said that Mandarin interjections do not have a fixed meaning because the placement of the meaning of the interjection depends on the wishes and intentions of the speaker.

Based on data that has been grouped according to categories of interjection meaning and in terms of speakers, the following results were found.

Table 1.
Classification of Emotive Interjections

No	Description	Interjections
1.	Interjection that express a shocked expression	我靠, 哎, 哎呦
2.	Interjection that express fear and asks for forgiveness	哎, 哎呀
3.	Interjection that express joy or excitement	噢, 哇哦
4.	Interjection that express admiration	哇, 哎呦喂
5.	Interjection that express pain	哦, 啊 天啊, 唉呀
6.	Interjection that express sadness and irritation expression	哎
7.	Interjection that express an annoyed expression	哎呦, 哎
8.	Interjection that express doubt	啊, 嗯

Table 2
Classification of Volitive Interjections

No	Description	Interjections
1.	Interjections that express agreement or permission	嗯, 哟
2.	Interjections that express a request	啊, 哎
3.	Interjections that states notification	哎, 喂, 嘿, 嗨, 唉,
4.	Interjections that express the intention of greeting someone	嗨, 哟, 哎呦
5.	Interjections that express the intention of preventing	哎

Table 3
Classification of Cognitive Interjections

No	Description	Interjections
1.	Interjections that have the intention of correcting a statement	哦, 噢
2.	Interjections that have the intention of conveying an assessment or conjecture about someone	哎
3.	Interjections that have the intention of providing a response or reply	哎, 嗯, 啊, 喂
4.	Interjections that have the intention of understanding a word	哦
5.	Interjection that have the intention of realizing something	唉

Discussion

Emotive Interjection

Emotive interjection is an interjection that focuses on expressing the emotions that the speaker is feeling to the interlocutor without any other purpose. Emotive interjection usually contains certain elements of feelings felt by the speaker. This is in accordance with the explanation from Kridalaksana (in Mulyani, 2022) that interjection is words that aim to express the speaker's emotions using relevant intonation. For example, the word "mad," whether used to describe someone who is “mentally disturbed”, “extremely angry”, or “wildly excited”, can be clarified by interpreting contextual cues such as the speaker's emotional state, conveyed through their tone of voice and facial expressions (Liebenthal, et al., 2016). Here are the various kinds of emotive interjections found in the film.

Interjection that Express a Shocked Expression

“哎, 你干嘛 你干嘛呀! ” (*Hey, what are you doing?!*)

“哎 呦呦呦呦! ” (*Hey,yo, yo,yo!*)

Expressions of shocked emotions can generally be shown through facial expressions such as gaping mouths and eyebrows moving up, shocked body movements and confused tone of voice. Interjection 哎 appeared when Xiaozhi was shocked as soon as Linyi picked him up suddenly. Interjection 哎 here focuses on Xiaozhi's shocked emotions and the idea to seek Linyi's next respond from her exclamation. In other situations, interjection 哎呦 was uttered by BeeMan when Linyi suddenly picked up BeeMan's computer and threw it out of the room. Linyi's action here made BeeMan both shocked and tries to prevent Linyi from doing so. The two sentences shows an emotive interjection that contains an expression of shock from the speaker. This is in accordance with the explanation from Ali, L., et al. (2021) who define shocked interjection as a word spoken by a person because they feel shocked or

scratched by something. In both examples of sentences that express surprise, there is an outline where the characters start the sentence with the word 哎 (Hey!).

Interjection that express fear and asking for forgiveness:

“哎 有劲 有劲 有劲 有劲” (*Hey, it's strong, it's strong, it's strong, it's strong*)

“你放开 松 哎呀 · 疼 ” (*Let go. Ouch, it hurts*)

Apology or forgiveness is considered a form of expressive expression because it involves the speaker's personal emotions and feelings, while in the classification of speech acts, apologizing is included in the directive category (Anshori, 2018). Interjection 哎 was thrown by the male student who touched an object on Xiaozhi's desk after he was threatened by Linyi. The student was frightened and asked for forgiveness in front of Linyi who had grasped her collar. Interjection 哎 expresses the student's fear so that it is classified as an emotive interjection. In the second sentence example, interjection 哎呀 was said by a male student who was in pain because his arm was grabbed by Linyi. Appeal 哎呀 in this situation aims to express pain, this can be seen in the word 松 which means asking Linyi to release her grip and the word 痛 which means pain. The interjection 哎 and 哎呀 in this context has the same meaning as the word 'ouch'. The two example sentences above give the same impression, namely the tone of 'begging' and is shown through the use of the word 哎 Or 哎呀. This is in line with the phrase from Fiana, et al. (2018) who researches the interjection in the novel 'Critical Eleven' and says that the word 'ouch' is often used as a manifestation of pain or wonder.

Interjection that express joy or excitement:

“哇哦 鼓掌 鼓掌 “ (*Wow, give applause give applause*)

Expressions of joy or excitement can be known through bright facial expressions and sparkling eyes, gestures that show enthusiasm, cheerful tone of voice to the words used by the speaker. Interjection 哇哦 was uttered by Linyi and her friends when they were happy to have successfully installed a voice recorder in Xiaozhi's dormitory room. Their tone of voice sounded excited and excited, they all smiled and gave applause. A sentence with a similar expression is exemplified by Mulyani and Mulyadi (2022) with the example "Wow, this food is really delicious!" which means that the speaker feels amazed and happy with the taste of the food tasted.

Interjection that express admiration:

“哇 好赞啊 ! ”(*wow, that's great!*)

“哎呦喂 ! ” (*oh!*)

An expression of admiration is an expression that shows wonder and amazement at someone or something. Interjection 哇! in “哇 好赞啊! (*wow, that's great!*)” arises when a person intends to express admiration for a situation or thing. Thus, the purpose of interjection 哇! has the purpose of expressing emotions and is classified as emotive interjection. By the other side, 哎呦喂 was spoken by Xiaozhi and Linyi's friends compactly as they watched

Xiaozhi kiss Linyi on the cheek. The phrase shows friends who are also happy to see Xiaozhi and Linyi's romance. Thus, interjection 哎哟 is classified as an emotive interjection. This is in line with what was expressed by Ali, L., et al. (2021) that admiration interjection is an expression of feelings that arise because of feelings of awe or amazement with something or something. Sentences that show this expression are always marked by interjections that sound like "wow", "oh", and so on. In the dialogues that occur in the film and contain the meaning of amazement emotive interjection, the speaker always speaks sentences with excited and enthusiastic expressions. A similar sentence was found in a study in the film *Me Before You* by Daromes, et al. (2019) where there is a sentence "Wow, amazing Lou!" which is categorized as an admiration expression.

Interjection that express pain:

“哦” (*Ow or Ouch*)

“啊 天啊!” (*Oh my God!*)

Expressions of pain are generally found as one of the human expressions accompanied by a grimacing facial expression, showing movements to endure pain. The expression of pain in the movie *My Old Classmate* is depicted through interjection 哦 that was thrown by Tom when he was in the hospital and in pain. The interjection 哦 was accompanied by Tom's expression that grimaced in pain. By the other side, interjection 啊 in “啊 天啊!” means "Oh my God!" This remark was issued by Xiaozhi who experienced a rupture of the membranes during pregnancy. Xiaozhi's shout described Xiaozhi's emotions of feeling pain. Xiaozhi's scream was also supported by a shrill tone so that it reflected pain. These interjections can all be classified as emotive interjections that shows pain expression, one of human's main emotions. In a study conducted by Ameka (2006) regarding interjection in English, the researcher revealed an example of a case that when someone says "ouch!" in English, they identify themselves as experiencing a sudden and sharp pain. This is connected to the dialogues that appear in the film, where all the interjections such as 哦 or 天啊 are spoken with grimacing and tense facial expressions.

An interjection express sadness and irritation:

大夫 : 人流导致的大出血。现在情况已经稳定了。不过,有几个事儿我需要跟你说一下。休息半个月后再来复查B超。如果有感染或者出血的情况及时再来复查, 好吧 (*Heavy bleeding caused by abortion. The situation is now stable. However, there are a few things I need to tell you. Come back for a review B-ultrasound after half a month's rest. If there is any infection or bleeding, come back for a follow-up check in time, okay?*)

小樨爸爸: 哎好 (*Oh, okay*)

Sadness is one of the main emotions that humans often feel. Interjection 哎 was spoken by Xiaozhi's father while listening to the doctor's explanation of Xiaozhi's condition after being examined. The word 哎 represents the father's sadness and irritation while agreeing to the doctor's message. It is evidenced by the facial expression and the tone of disappointment or irritation and sadness of the speaker. A similar sentence was found in a

study by Nabila and Ena (2022) on a dialogue on the 'Sam and Cat' program which reads "Oh no! Sam!" which was concluded to contain an expression of irritation.

Interjection that express annoyed expression:

“哎呦 你吉利点儿” (*Urgh, go easy on the bad omen*)

This sense of disturbance is one of the human expressions when seeing or facing a condition that he feels unacceptable or disturbing. In the sentence example, the interjection 哎呦 was uttered by BeeMan during an argument with Wang Erde. Interjection 哎呦 describes BeeMan's annoyance with Wang Erde, so it can be classified as an emotive interjection with annoyed expression. Annoyed expressions such as 'urgh' or 'ugh' are also found in Stange's (2019) research as shown in the data below.

“[...] and she's like yeah I threw up through my nose and I was like no no. [...] So imagine sick ugh no”

“ugh ugh oh so horrible (pause) don't say that ugh mm”

It can be seen that there is a similarity between the sentence “哎呦 你吉利点儿” and the sentence found in Stange's (2019) research, namely the word 'ugh' or 'urgh' which describes the feeling of being disturbed in a certain situation.

Interjection that express doubt:

“啊？” (what? or huh?)

“嗯·你为什 么老这么坐啊” (*Well, why do you always sit like this?*)

Expressions of doubt and wonder are generally found in situations when a person finds a situation that he does not expect, and then finally the situation is questioned for its truth. Interjection 啊？ (what?) is spoken by Linyi when Xiaozhi informs her that Jordan has returned to active. Interjection 啊？ (what?) here means Linyi who is thinking and feeling doubtful about what Xiaozhi said. Thus, interjection 啊？ (what?) can be classified as emotive interjection as ‘doubt’ is also human's main emotion. A similar sentence was also found by Ananda and Mulyadi (2020) in their research on an Indonesian program called 'Malam Malam Net' on Youtube. At the event there was a sentence "Huh hurry up?? Oh, you didn't hear it wrong, right?" which reflects an expression of wonder or doubt. In addition, interjection 嗯 was thrown by Linyi to her friend who was seen sitting in a strange style. In this sentence, Linyi revealed an expression of doubt. This is also supported by the two tones used, because the two tones that sound up sound like someone wondering. The word “嗯” proves an expression of doubt that is in harmony with the meaning of doubt expressed by Ali, L., et al. (2021) that the meaning of doubt means the expression of someone who feels strangeness when seeing or hearing something. Although the two example sentences above do not find an interjection equation, the context of the situation and the speaker's intonation are important benchmarks to conclude that the two sentences do have a similar category of expression.

Volitive Interjection

Volitive interjection is an intervention that focuses on conveying wishes or orders to the interlocutor so that the interlocutor shows a response or action to the speaker. This concept is in line with Abdulla, A. B., & Talib, Z. N. (2009) that says volitive interjections contains the component "I want something". All of these interjections that are classified as volitive interventions mean a strong desire from the speaker.

Interjection that express agreement or permission:

“嗯，说吧” (*well, tell me*)

“哟 对不住 啊对不住” (*Yo, I'm sorry. Ah, I'm sorry*)

Interjection 嗯 arises when the homeroom teacher invites Xiaozhi to introduce himself. The purpose of the interjection 嗯 was to give Xiaozhi an expression of 'agree' and 'invite' Xiaozhi to introduce himself. Thus, interjection 嗯 is a volitive interjection. In other case, the interjection 哟 is pronounced by Fengzhe followed by the sentence 对不住啊对不住, 你们继续, 好好叙旧 which means that Fengzhe invites his friends to continue the event. Here, 嗯 and 哟 in this context are classified as volitive interjections with a strong desire to force someone to do something. It can be said that this is because every interjection that appears, both 嗯 and 哟 is followed by a sentence that intends to tell someone else to do something.

Interjection that express a request:

“啊 大家鼓掌欢迎 啊” (*Ah, everyone give applause and please welcome*)

“啊。救命啊” (*Ahh help*)

“哎你看看啊” (*hey, take a look*)

The interjection 啊 in “啊 大家鼓掌欢迎 啊” came out when the homeroom teacher asked the students to give a round of applause to welcome Xiaozhi. Thus, the homeroom teacher has the purpose of making a request, so the interjection 啊 is a volitive interjection. By the other side, interjection 啊 in 啊。救命啊 is thrown by a student who is chased by Linyi, after the student hits Linyi. Interjection 啊 is followed by the sentence of request for salvation 啊 which means asking for help.

Interjection 哎 was thrown by the student who previously called Linyi. The student intended to ask Linyi to see the contents of a book she was holding. Thus, interjection 哎, 啊 in this context are classified as volitive interjections which has an element of 'asking others to do something'.

Interjection that states notification:

“哎，同学，同学！” (*Hey, student, student!*)

“哎 老师，你的粉笔！” (*Hey, teacher, your chalk!*)

“喂喂喂，把窗户打开” (*hey, hey, open the window*)

“嘿嘿嘿 嘿嘿嘿” (*hey hey hey*)

“嗨” (hey !)

“唉 唉唉” (hey, look!)

Interjection 哎 in “哎，同学， 同学！” was thrown by an art teacher who tried to chase Linyi who dragged a table and chair into the art class, when in fact Linyi had been banned from entering the class. The expression "哎，同学， 同学!" was intended to call Linyi so that Linyi would listen to the teacher's words. Interjection 哎 in this context is classified as volitive interjection. By the other side, interjection 哎 in “哎 老师，你的粉笔！”

“ was uttered by a student who was shocked when the lecturer threw chalk at him. The student lifted the chalk and lifted it while calling the lecturer from his seat, intending to tell the lecturer if the chalk was thrown on his desk. Next, interjection 喂 in “喂喂喂，把窗户打开” was said by BeeMan when he was knocking on the window of Linyi's room which was on the top floor of a building. BeeMan's call aims to make Linyi aware of BeeMan's presence outside the window. The repeated interjection 嘿 intended to break up Tom's friends who were fighting. Tom's goal is to get his friend to listen to him. Thus, interjection 嘿 is included in volitive interjection. In other case, interjection 嗨 was thrown by Linyi when she was angry because she heard an indecent conversation about Xiaozhi. Linyi exclaimed loudly for Tom and his friends to turn their heads towards him. Thus, interjection 嗨 in this context is included in volitive interjection. Lastly, the interjection 唉 was uttered by BeeMan because he was shocked when he saw a computer screen displaying a notification that a woman had added him on social media. BeeMan said 唉 by turning to Wang Erde and intending to show it to Wang Erde. All of these interjections are included in the interjection that means a call because the meaning of a call is an expression of a thing or deed that arises because of calling someone (Ali, L., et al., 2021).

Interjection that express the intention of greeting someone:

嗨 你好” (Hello)

潇儿：哟 (yo)

林一：潇儿 (Xiao'er)

潇儿：美国的大 CEO 回来 (America's big CEO is back)

林一：好久不见啊 (long time no see)

“哎呦 潇儿！” (Ouch, Xiao'er!)

Interjection 嗨 in “嗨 你好” was spoken by Tom while greeting Xiaozhi and Linyi. Thus, interjection 嗨 is included in volitive interjection. In other situations, interjection 哟 is spoken by Xiao'er to greet Linyi. These words made Linyi turn her head towards Xiao'er. Lastly, there is interjection 哎呦 that was spoken by a friend to Xiao'er with the intention of greeting him. These three interjections that aims to greet a person are classified as volitive interjections that focuses on greeting someone. These greeting sentences are always marked with words such as "hi", "yo", and others.

Interjection that express the intention of preventing:

“哎 你别看书” (Hey, don't read the book)

“哎 别拽我的裤子” (Hey, don't pull my pants)

Interjection 哎 in “哎 你别看书 (*Hey, don't read the book*)” occurs when a person is trying to get their friend's attention or focus. Thus, interjection 哎 in “哎 你别看书” in this context can be classified as volitive interjection. By the other side, interjection 哎 in “哎 别拖我的裤子” occurred when school officers entered the room where the broadcast was broadcast and arrested Wang Erde and dragged him out of the room. Wang Erde's pants were so attracted that he screamed “哎 别拖我的裤子” Wang Erde's expression here aims to stop the actions of school officers. Thus, interjection 哎 can be classified as volitive interjection. Both 哎 interjections in this sentence show a desire to prevent others. This sense of wanting to prevent is included in the sense of 'wanting people to do something' which is related to the meaning of volitive interjection. In addition, in the two example sentences, coincidentally, similarities can be found, namely there is the word '别' which means 'don't'.

Cognitive Interjection

Cognitive interjection is an interjection that aims to convey the speaker's cognition or thoughts to the interlocutor. In cognitive interjection, the speaker focuses on expressing opinions without asking someone to do things or express the emotions they feel. Cognitive interjection is based on the principle of "I'm thinking about something" or "I know something" (Abdulla, A. B., & Talib, Z. N. , 2009). All of the cognitive interjections below are interjections that focus on delivering cognition.

Interjection that have the intention of correcting a statement:

“哦 对了，我是林一” (Oh , by the way, I'm Linyi)

“1999 年 12 月 31 号，礼拜五，噢不，现在已经是 2000 年 1 月 1 号，礼拜六” (Friday, December 31, 1999. Oh no, it's Saturday, January 1, 2000.)

Interjection 哦 in this dialogue comes out when Linyi is describing her state of affairs in New York, but suddenly realizes that she forgot to introduce his name to the audience so he thinks by giving the error “哦对了，我是林一”. This shows that the sentence is a cognitive expression of Linyi. By the other side, interjection 噢 arises when Linyi recounts the plot of his life in 2000. However, he had mistakenly mentioned 1999 so he corrected it by saying

“噢不，现在已经是 2000 年 1 月 1 号，礼拜六”。Interjection 噢 has the intention of notifying the listener that there is an error in his previous speech. Thus, these interjections can be classified as cognitive interjections. When the two sentences above are juxtaposed, there is indeed no interjection equation used. However, the two still have similarities in the form of an 'oh yes' or 'oh no' pattern.

Interjection that have the intention of conveying an assessment or conjecture about someone

“哎，我问你，你是瞎子吧” (Hey, let me ask you, are you blind?)

“哎 你不是理科班的吗？怎么来我们文科班了”(Hey, aren't you in the science class? Why did you come to our liberal arts class?)

Interjection 哎 in “哎，我问你，你是瞎子吧” arises when a student in Xiaozhi's new class makes a mocking comment about the sunglasses worn by Xiaozhi. In this context,

the student speaks loudly with the intention that everyone in the class hears the joke or ridicule he made. The words "我问你,你是瞎子吧" are the result of the student's thinking or cognition. By the other side, interjection 哎 in "哎 你不是理科班的吗? 怎么 来我们文科班了" was raised when the student continued to ask Linyi about the origin of Linyi's class and the reason for moving to the art class. The student's expression intended to question the truth of existing thoughts or conjectures. Thus, interjection 哎 in this context both are classified as cognitive interjections. In both sentences above, the use of the word 哎 is followed by a question that aims to seek confirmation about whether the speaker's thoughts are right or wrong.

Interjection that have the intention of providing a response or reply:

女生：同学 (Classmate)

林一：哎 (hey)

女生：你叫什么啊 (what is your name?)

Tom：天气不错。散步呢 (nice weather. taking a walk)

小栀：嗯 (um)

“你找我有什 么事儿？ 嗯？” (what do you want from me? Um?)

小栀：哥哥 (brother)

林一：啊 (yes?)

“喂 找谁？” (Hello, who are you looking for?)

Interjection 哎 in the first dialog was spoken by Linyi to respond when called by a student. Interjection 哎 means that Linyi is thinking of issuing a response to the student. The intervention was not made with the intention of giving orders or showing a certain emotion. Interjection 哎 in this context is classified as cognitive interjection. By the other side, interjection 嗯 was said by Xiaozhi to respond to Tom's question as well as his statement. Xiaozhi's words that read 嗯 have the meaning of yes. Tom. The second example of 嗯 was uttered by Linyi when he was seen thinking when he saw Xiaozhi became silent for a while. Thus, the interjection 嗯 describes Linyi's state of thought. Interjection 啊 was pronounced by Linyi when Xiaozhi called his name. Linyi said 啊 while turning to Xiaozhi with the intention that he was ready to listen to Xiaozhi's next words. Lastly, interjection 喂 appeared when Wang Erde received a phone call. The interjection 喂 means "hello?" which is intended to greet the caller. Then, the sentence continued with a question from Wang Erde regarding who the caller was looking for. All of these interjections are classified as cognitive interjections and if you look at their meaning more deeply, the cognition shown is similar, namely having the intention of other people's responses.

Interjection that have the intention of understanding a word :

“哦 你是新生？OK 欢迎。。”(Oh new student, huh? Welcome..)

“哦，从美国回来的”(Oh, from America)

Interjection 哦 from the second sentence was pronounced by Tom after Xiaozhi said that he was a new disciple. Interjection 哦 aims to reveal that Tom has captured Xiaozhi's intentions. In the second example, 哦 was pronounced by Fengzhe as a sign that he had

understood the meaning of Xiaozhi's words, that Linyi was Xiaozhi's school-time friend. Both the use of 哦 interjection is included in cognitive interjection because it contains the meaning of the speaker's cognition. Each word 哦 is followed by a sentence that expresses the knowledge or understanding that the speaker has.

Interjection that have the intention of realizing something:

“唉 来了”(Hey, you're coming)

Interjection 唉 was heard from a man who met his old friend at Xiaozhi's show and his new fiancée. The man said 唉 followed by the word 来了 which was the fruit of his thoughts. Thus, these interjections can be classified as cognitive interjections because one form of human thinking is 'being aware of something that was previously unconscious'.

Implications for Chinese Language Learning

From the perspective of Chinese language education, these findings can be used in Chinese language learning at the university level. Special material on interjection is not listed in the syllabus, but it is still studied in descriptive text material. Therefore, the results of this study are implicated on Chinese language learning. Interjection in learning is intended so that students are able to express forms of expression naturally in communicating using Chinese. Through this study, the researcher found that the presentation of material regarding interference can be given in a flexible and universal form. The meaning of flexible is that the material does not confine the use of an interjection only to a certain context so that it is flexible for the speaker of the interjection, while the meaning of universal is infinite.

In Chinese grammar learning books that are circulating, there are often 'templates' used by book authors for the usefulness of each interjection. In fact, the template used is instead a 'barrier' that confines students in measuring the area of use of an interjection. However, in this case, textbooks cannot be completely blamed, because in the culture of writing textbooks, there must be basic benchmarks that are written. This can then be circumvented by the process of delivering material and the role of teachers in the classroom. In classroom learning, teachers can convey notes to students that the use of an intervention is not limited to examples in textbooks. In addition, when practicing in the classroom, teachers can provide exercises that encourage students to think critically and find ways to use an interjection that may not be in the textbook.

CONCLUSION

Interjections are auxiliary words that are useful in expressing a meaning in various situations, and are not fixed because the meaning is determined by the speaker himself. Based on the results of the analysis of the use of interjections in the film *My Old Classmate*, 18 types of interjection words were found, including 哦, 哎, 嗯, 啊, 我靠, 哎呀, 噢, 嗨, 哇, 哇哦, 喂, 嘿, 啊天啊, 哎呦, 唉, 唉呀, 哎呦喂, 哟.

The most frequently used interjection is 哎 followed by 嗨 6 times and 哦, 嗯 5 times. In every interjection that appears in the film *My Old Classmate*, the meanings found are very diverse. This suggests that to determine the meaning of an interjection, it is necessary to listen to and understand the context of the sentence as a whole. Apart from that, interjections do not always aim to express an emotion only (emotive), but can be cognitive or volitive.

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