



## CONTEXT'S ROLE ON THE USE OF ELABORATED AND RESTRICTED CODE IN WARDAH HEART TO HEART TALK SHOW

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### Abstract

This study focuses on examining the role of the context in the use of elaborated and restricted code in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two. In this study, a sociolinguistic approach was applied, drawing on Bernstein's theory of elaborated and restricted code and Holmes's theory of context. The result shows that the use of elaborated and restricted code in Asma Elbadawi's speech is not only affected by social class background but also by the contexts that affect the use of both codes in the same speech event. The contexts that significantly affect the use of elaborated and restricted code in Asma Elbadawi's speech are genre, channel, participants, topic, message content, purpose, and norms. The findings of this study contribute to providing broader knowledge in the sociolinguistic field related to elaborated and restricted code, by highlighting the role of the context in a speech event, especially in a talk show.

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

### INTRODUCTION

The emergence of differences in language use or also known as language variation, is caused by various external factors that are attached to human activities in society that are always related to language (Chaer, 2003). According to Fishman (in Wardhaugh, 2015), the external factors that affect the use of language variation are who uses the language, what language variation is used, when it is used, to whom it is addressed, and what goals are to be achieved from the use of that language variation.

Discussing the external factors that affect the use of language variation, Chaer & Agustina (2010) mentioned that language variation (hereinafter referred to as code) is used based on social factors, such as the social class background of the speaker. The differences in social status and economic conditions of a community group have a significant influence on the use of codes (Pangaribuan, 2011). This has been studied by a British scholar named Basil Bernstein. Bernstein (2003) states that individuals with middle-class social class backgrounds tend to use elaborated code (EC) that has a complex and detailed structure. Meanwhile, individuals from working-class groups tend to use restricted code (RC) that is simpler and shorter than elaborated code. Furthermore, the following paragraph will explain in more detail about Bernstein's theory of elaborated and restricted code.

#### *Bernstein's Theory of Elaborated and Restricted Code*

Bernstein (2003) categorised types of codes based on social class into two: elaborated code and restricted code. Elaborated code is a form of code that is often associated with the middle-class social group and used in formal situations. Elaborated code is commonly used by middle-class groups because they have broader access to formal education, which makes them more familiar with a code that has a complex structure and provides detailed information (Qadha, 2019). Oliver (2016) similarly stated that the process of socialisation and broader access to education often influences the use of elaborated code. People of higher social class typically use elaborated codes to adapt to various situations (Aliakbari & Allahmoradi, 2014). On the other hand, restricted code is a form of code that tends to be simple and often associated with working-class social groups, and is used in informal or

casual conditions. Restricted code is commonly used when people communicate with their relatives who have close relationships, such as family or friends. It also usually requires shared knowledge to make the interlocutor understand the message conveyed by the speaker.

Bernstein (2003) states that there are significant differences between elaborated code and restricted code, particularly in their linguistic features. Some of the linguistic features found in elaborated code include the use of complex sentences, the use of uncommon prepositions, the use of impersonal pronouns such as "one," "you," and "they" that do not specifically refer to someone, the use of passive voice, and the use of various adjectives and adverbs. Meanwhile, on the restricted code, the linguistic features are the use of simple (short and sometimes unfinished) clauses, the use of repeated conjunctions, sentences with hesitation or confusing reasons, and the use of sentences with implicit meaning that are usually identified by the use of the phrase "you know...".

Despite Bernstein's classification of these codes based on social class background, Bernstein also asserts that restricted code is a code that can be used both by the working-class group and the middle-class group since it has a simpler structure that can be accessed by anyone. However, this does not apply to the elaborated code which is usually accessed by middle-class groups only through formal education which may not be accessible to working-class groups. Individuals with higher social classes usually use elaborated codes to adjust themselves in a formal situation (Aliakbari & Allahmoradi, 2014).

On the other hand, Hymes (2001) emphasizes that to understand the meaning of the code used, it is important to consider the context. Holmes (2013) also states that different contexts affect the use of different codes. Kridalaksana (in Sutomo, 2015) defines context in linguistics as an external aspect of the language that has a role in giving additional information related to the utterance. The following paragraphs will provide a more detailed explanation of Hymes's theory about the context also known as the SPEAKING theory, as further elaborated by Holmes.

### ***Holmes's SPEAKING Theory***

Hymes (in Sumarsono, 2017) explain that to understand the linguistic patterns in a speech event, it is important to consider the context that exists in that speech event. The context of the situation enables the interlocutor to understand the speaker's messages clearly. According to Rahardi (in Melati & Pranowo, 2022), context serves as a communication element that provides information about the message, thus facilitating their interaction and understanding the meaning of the message conveyed in the speech event. The components of the speech event formulated by Dell Hymes are known as SPEAKING (scene and setting; participants; ends; act sequence; key; instruments; norms; genre). Hymes (2001) formulated SPEAKING as a theoretical framework for examining the components of speech events that occur within a speech event. The framework was then developed by Holmes (2013) through the addition of some other elements of context, such as the topic of message form, message content, and rules of interaction. Below is the description of the SPEAKING component that Holmes has elaborated.

- a. **Genre**, such as conversations, lectures, interviews, phone calls, and others.
- b. **Topics** such as sports, education, family, holidays, etc.
- c. **Purpose/function** is the goal to be achieved in a speech event, such as to inform about something, to ask for help, or to plan an event.
- d. **Setting**, the place where the story takes place, for example, at school, at home, in the office, at the market, and so on.
- e. **The key** is the atmosphere that emerges in a speech event, for example, serious, humorous, or sarcastic.
- f. **Participants**: the background of the speaking participants who participate in the speaking event, such as gender, age, social status, and the relationship between the speaking participants.
  - Who is speaking?
  - Who is he (the speaker) talking to?
- g. **Channel/message form**, such as through a phone, email, letter, or direct conversation.
- h. **Message content** that should consist of details about the main message of the speech event, such as scheduling matches or explaining how to make bread.
- i. **Act of sequence**, for example, starting with greetings, then conversation, and ending the discussion.
- j. **Rules of interaction** are the predetermined rules in linguistic events, for example, who should speak first, and then who is responsible for responding, and so on.
- k. **Norms** refer to the shared understanding of relevant cultural prejudices, such as the cultural norm of declining a first offer of additional food being considered polite in certain regions.

From the two concepts above, it can be concluded that there is a relationship between context and code usage in a speech event. Besides Bernstein's theory that states social class has a role in influencing the use of a code, Holmes adds the argument that, apart from social class, there are other factors that also contribute to influencing the use of a code in a speech event, namely context.

The relationship between those two aspects has been discussed in some previous research. First, the research of Toar & Ena (2022) entitled *Gentlemen's Restricted Codes and Elaborated Codes in the 'Kingsman: The Golden Circle' movie*. The research discusses the use of elaborated code by the character to represent the image of an Englishman who is of a high social class. It shows that the British cultural context has a significant role in influencing the use of elaborated code in that movie. Other research that discusses a similar topic is *The Use of the Concept of "Language Variation" as a Stylistic Device in Pygmalion: Toward A Socio-Stylistic Approach* (Qadha, 2019). The study examines the implementation of the use of elaborated code and restricted code in the context of the literary text, specifically, the drama entitled *Pygmalion*, by comparing the different codes used by the main character before and after linguistic training. It is mentioned in the research that before getting the linguistic training, the main character, named Eliza, tends to use restricted code in her speech. However, after the linguistic training, she improved her linguistic skills by using the elaborated codes that were also used to represent the upgraded social class of the main character. It can be concluded that this research verifies Bernstein's claim that the use of elaborated code is often accessed by middle-class people through formal education or linguistic training, which makes them familiar with elaborated code.

Besides in the movies and literary texts, the role of the context toward the use of elaborated and restricted code can also be found in talk shows. A talk show is an entertainment program that contains a question-and-answer format of interactions between the host and the guest (Allen & Secker, 2009). In this modern era, talk shows can be found through social media, such as YouTube which can be accessed by everyone around the world. Bungin (2006) and Cangara (2010) mentioned that YouTube has a role as a medium for mass communication to spread information to the public (in Kusuma Habibie, 2018). The wide reach of audiences through YouTube serves as a platform where language is used extensively, including the use of elaborated code and restricted code. One of the talk shows that consists of the use of elaborated code, restricted code is the Wardah Heart to Heart Talk Show Series. Wardah Heart to Heart is a talk show program produced by one of Indonesia's beauty brands, Wardah Beauty. In that talk show, inspirational female figures with various backgrounds, such as athletes, artists, or entrepreneurs, are invited to share their stories and experiences with the audience. The program consists of several episodes, and the second episode of this program, which invited Asma Elbadawi as a guest star, is chosen to be the object of this research by focusing the context analysis on the use of elaborated and restricted code in Asma's speech.

Asma Elbadawi is a Sudanese Muslim woman who is also a professional basketball athlete, spoken poet, artist, and activist. Asma, along with her team, actively fought for the rights of Muslim women to get equality in the field of sports, especially in basketball, through the campaign "FIBA ALLOW HIJAB". Asma studied Photography, Digital Image, and Video processing at the University of Sunderland, Bradford. Asma also continued her master's studies in Fine Art at Leeds Beckett University. That kind of background indicates that Asma belongs to a middle-class group since Asma has access to higher education, which exposes her to the use of elaborated code at a high frequency. This is reflected in Asma's speech, which frequently uses elaborate code in the Wardah Heart to Heart talk show. However, besides the use of elaborated code in Asma's speech on the Wardah Heart to Heart talk show, the author found that Asma also used restricted code when answering some questions from the host of the talk show. The use of both codes in the same speech event shows that there are other factors besides social class, namely context, that play a significant role in influencing the use of EC and RC in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two. Therefore, through this study, the author aims to examine how context plays a role in influencing the use of elaborated code and restricted code in Asma Elbadawi's speech on Wardah Heart to Heart talk show episode two.

## **METHOD**

According to Bogdan and Taylor (in Moleong, 2010), qualitative research produces descriptive data in the form of written or spoken words. Qualitative research usually begins with the author's understanding of certain theories. Through that understanding, the author will be able to highlight the phenomena in the research object from a certain perspective which can lead to forming a new concept or hypothesis (Djiwandono & Yulianto, 2023). As defined above, it can be said that this research is qualitative. This research is based on the author's understanding of the concept of the relationship between language and social factors according to Bernstein's theory. In this research, a sociolinguistic approach is applied. This approach allows the author to understand in depth the external

aspects of language, which are social factors and context, that affected the use of elaborated code and restricted code in Asma Elbadawi’s speech on Wardah Heart to Heart talk show episode two. According to Muhammad (2011), qualitative research is conducted through several methods, including data collection, data analysis, and the serving method of result.

The data in the form transcript of Asma’s speech was obtained from a YouTube video of “Wardah Heart to Heart Asma Elbadawi with Dewi Sandra” published on March 22, 2024, on Wardah Beauty’s official YouTube channel. The data obtained were analyzed by using the commensurate methods which are intralingual and extra-lingual commensurate methods (Mahsun, 2017). The intralingual commensurate method refers to the method of analyzing data by focusing on the linguistic aspect of the language. Meanwhile, the extra-lingual commensurate method focuses on the external aspect of language, such as context. The use of both methods in this study helps the author to identify the linguistic phenomena in the object of the research, which is the use of EC and RC in Asma’s speech on Wardah Heart to Heart talk show, as well as another factor outside the language, which is context, influences the usage of the codes. The result of the data analysis is presented using the formal method. Sudaryanto (in Muhammad, 2011) defines the formal method as a method of presenting data using signs and symbols. Based on the definition above, the data in this research is presented using signs such as quotation marks (“...”) to present Asma’s speech, and bold letters are also used to emphasise phrases or words that show the specific linguistic features based on the analysis of each code.

## FINDINGS AND DISCUSSION

### *Context Analysis on The Use of Elaborated Code (EC) in Asma Elbadawi’s Speech*

In this research, the author identified 25 data classified as elaborated codes in Asma Elbadawi's speech in the Wardah Heart to Heart episode two. The data includes a total of 5 data on the usage of complex sentences, 6 data on uncommon preposition usage, 4 data on impersonal pronoun usage, 4 data on passive voice usage, and 6 data on various adjective and adverb usage.

Table 1. EC forms in Asma Elbadawi's speech

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

The first form of EC found in Asma’s speech is the use of complex sentences, which consist of main clauses with subordinate clauses that serve to provide additional information to the main clause. The second form is the use of uncommon prepositions such as “in the sense of...” and “in the back of...” to provide information in the sentences about the location or detailed time of an event. Third, the use of impersonal pronouns such as “you” and “they” which are used to refer to something general or not specifically refer to individuals. Fourth, is the use of passive voice, which is used for conveying the message objectively. The last form of EC that is used in Asma’s speech is the use of various adjectives and adverbs to provide detailed information in the utterance, as well as to make the audience understand and visualise the situation depicted in the message delivered by Asma. Below are the analysis of context toward the use of elaborated code in Asma Elbadawi’s speech on Wardah Heart to Heart talk show. The data analysed below is a sample of the overall data that represent each form of elaborated code based on the linguistic features of elaborated code.

#### 1) *The Use of Complex Sentences*

Context: Asma (*participant*) expressed her gratitude to the host (*participant*) and Indonesian audience (*participants*) for the chance she got to share her story in the talk show (*message content*) as an opening speech in that event (*act of sequence*). The talk show was not broadcast on air, but it was shared 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)

In the data above, there is a usage of complex sentences, which is one of the linguistic features of elaborated code according to Bernstein's theory. The utterance above is formed by several clauses. The main clause "I want to thank you for having me in the show" and the parallel clause "for giving me the option to share my story" are connected by the conjunction "and". This parallel structure enables Asma to express her gratitude as an opening message while also conveying the purpose of her presence at the event, which is to share her stories with the Indonesian audience. In addition, there is a subordinate clause "which I've not yet been introduced properly" used to provide information about the noun phrase "the Indonesian audience", thereby offering specific details about the intended audience reference by Asma, the Indonesian society. The possibility of the widespread dissemination of the message made Asma provide further clarification regarding the intended audience of the message. The purpose of communication, the participants involved in the conversation, and the channel through which the message is conveyed serve as a context that has a significant role in influencing Asma to use elaborate code, which provides more detailed information, thereby making Asma's message more informative and facilitating the audience's understanding of the meaning of Asma's message.

## 2) *The Use of Uncommon Prepositions*

Context: Asma (**participant**) shared the story about her childhood (**topic**), specifically went she moved to England from Sudan, and the way she lived at that time (**message content**). With the message, Asma aims to share her background and experience as a Muslim in England (**purpose**) with the audience (**participants**).

*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 Asma's speech above, it can be seen that Asma employs a wider range of prepositions, including "to" and "about," to provide specific information regarding the location and timing of her experience. The preposition "to" is used to indicate the location of the migration of Asma and her family from Sudan to England. Asma also employs uncommon prepositions in the form of phrases such as "in the sense of," which serves to provide further information on the previous statement "It was quite different to how everyone else around me was living". The prepositional phrase is employed to provide additional information on how the differences in Asma's life as a Muslim in England compare to the lives of others around her. The use of uncommon prepositions is influenced by the topic of Asma's childhood, which requires her to use a variety of prepositions to provide clear and specific information to the audience about time and location, as well as the chronological description of events. Subsequently, the purpose of communication also plays a role in influencing Asma's decision to use elaborated codes in the form of employing uncommon prepositions. In addition, the topic of Islamic culture, which is also related to religious norms, requires Asma to carefully explain the message by utilising more detailed sentences and avoiding implicit meanings. This is intended to enable the audience to understand the meaning of Asma's message about her childhood, closely related to Islamic teachings and culture.

## 3) *The Use of Impersonal Pronouns*

Context: Asma (**participant**) conveyed her perspective about the obligation for Muslim women to wear hijab (**topic, message content, norms**). Through the message, Asma shares her personal experience in wearing hijab (**purpose**), which may also experienced by any female Muslim audience (**participants**).

*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 employs the impersonal pronoun "you" in the main clause "and you could be playing sports and sweating in the middle of summer", as well as in the subordinate clause "but you still have to keep your hijab on." In her speech, Asma tries to convey her personal experience as a Muslim woman who must wear the hijab even in uncomfortable circumstances. The impersonal pronoun "you" used in Asma's speech does not refer to any specific individual, but it refers to the general people or audience, particularly Muslim women worldwide who have similar experiences as Asma. The message conveyed by Asma contains her personal experience of wearing the hijab, highlighting the challenges often faced by Muslim women when wearing the hijab. Asma mentioned that as a Muslim woman, she must consistently wear the hijab, even in

uncomfortable circumstances. Whether engaging in physical activity or enduring hot weather conditions, a Muslim woman must continue wearing their hijab.

Similar to the previous data that discussed religious norms, this quotation is also related to religious norms, specifically about the hijab. This caused Asma to be careful in delivering her message. Asma strives to be careful not to use pronouns that refer to individuals or a group personally. Asma only wanted to share her personal experience related to her spiritual journey in wearing the hijab, until she finally decided to wear the hijab happily without feeling pressured. The personal experience of Asma is universal, meaning that other individuals, particularly Muslim women around the world, may also experience similar situations as Asma did. That message demands that Asma use elaborate code in the form of the use of impersonal pronouns, specifically the use of the word "you.". The word choice of "you" in Asma's speech serves as a medium for Asma to emotionally connect with the audience, particularly Muslim women, even if they were not directly involved in that speech event.

#### 4) *The Use of Passive Voice*

Context: Asma (*participant*) shares her personal experience about her reason for wearing hijab again after she took off her hijab before (*topic, message content*). The message is intended to share with the audience about her spiritual journey in wearing hijab (*purpose, norms*).

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

The quotation above shows the use of the passive voice in Asma's speech within the phrase "the thing that made me put the hijab on". By employing the passive sentence structure, Asma positions herself as the object who received the impact of the actions taken, while highlighting external factors as the subject influencing her decision to re-wear the hijab, which is mentioned in the above quotation as a sense of emptiness or feeling lost. In her message, Asma conveyed the reasons behind her decision to wear the hijab again after having taken it off at the age of 18. Asma reflects on her spiritual journey in search of her identity as a Muslim woman. Issues like this are frequently experienced by young Muslim women around the world. Therefore, through her message, Asma aims to motivate the audience who are facing similar challenges as her through the message of the process she went through in making a major decision that became a turning point in her life. The use of elaborated code in the form of passive voice is significantly influenced by the content of the message and the purpose that Asma intends to achieve.

#### 5) *The Use of Various Adjectives and Adverbs*

Context: Asma (*participant*) conveyed her message about the initial reason that led her to wear a hijab for the first time, which was to cover her curly hair (*topic, message content*). Similar to the previous data, Asma aims to share her spiritual journey with her audience through that 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)*

In the data above, the adjectives and adverbs used by Asma in her speech are 'huge', 'initially', and 'curly'." The adjectives and adverbs serve as additional information in the main sentence, thus helping the audience visualize the conditions depicted in the message. The adjective "huge" is utilized to describe the phrase "part of that," which impacts the subsequent clause, "was firstly the reason I initially wore hijab." The use of the word "huge" emphasizes the significant factor that influenced Asma's decision to wear the hijab. The use of the adverb "initially" in the sentence serves to emphasize the beginning of Asma's process of self-discovery in deciding to wear the hijab. Furthermore, the adjective "curly" is used to describe the shape of Asma's hair. Asma effectively conveys her message by employing a diverse range of adjectives and adverbs, enriching the information about her experience and establishing an emotional connection with the audience who may have similar experiences in the process of self-discovery. This is in line with the contents of the message and the communication goals that Asma aims to achieve, which is to share her experiences. Therefore, it can be concluded that the content of the message and the purpose of the message influence the use of elaborated code in the form of the use of various adjectives and adverbs in Asma's speech.

Different from the previous table, the table below shows the use of restricted codes with less frequency. There are 10 restricted code forms identified in Asma Elbadawi's speech in the Wardah Heart to Heart episode two, including 3 data for the use of simple clauses, 2 data for the use of repeated conjunctions, 3 data for the use of sentences containing hesitancy and circular reasoning, and 2 data for the use of implicitly meaningful sentences.

Table 2. RC forms in Asma Elbadawi's speech

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

The first form of restricted code in Asma's speech is the use of a simple clause. Asma's speech uses a structure of sentences that tends to be simple and short. This simple sentence structure is generally used in spontaneous, direct conversations. The second form is the use of repeated conjunctions. In her speech at the Wardah Heart to Heart event, Asma frequently uses the same and repetitive conjunctions, such as "and" and "but." The third form of restricted code used by Asma Elbadawi is the use of sentences containing hesitations and circular reasoning. Just as the use of simple or short sentences, the use of sentences containing uncertainty with filler words is common in direct conversations. In her speech, it was found that Asma repeatedly expressed sentences containing doubt, typically marked by the use of fillers like "yeah..." and "hmm... I think". Lastly, there is the form of restricted code with the use of implicit sentences. Implicit sentences usually require context (shared knowledge) between speakers to understand the intended meaning of the utterance. The restricted code form with the use of implicit sentences in Asma Elbadawi's speech is demonstrated through sentences using the phrase "you know...".

### 1) *The Use of Simple Clause*

Context: Asma (*participant*) mentioned her basketball career, which started when she was 18 years old (*topic, message content*). The message's purpose is to provide information related to Asma's career background as an athlete (*purpose*).

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

In the quote above, the sentence is constructed with the subject "I" and the predicate "started playing", with the additional adverbial phrase "around 18". The use of simple sentence structures helps Asma to convey her message clearly to the audience by directly focusing on the essence of the sentence. However, the use of simple sentences like the one above can also lead to ambiguity, as demonstrated by the phrase "started playing." In the phrase, Asma only mentions the predicate without specifying the object regarding the particular type of activities or sport that Asma was engaged in at that time. The audience who is not aware of Asma's background as a professional basketball player will have difficulty understanding the meaning of Asma's speech. This indicates that Asma's speech above is closely related to the context of the discussion topic about Asma's career as a basketball player. The context dependency in the sentence leads to the possibility of various interpretations among the audience in predicting the intended meaning of Asma's message.

### 2) *The Use of Repeated Conjunctions*

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

*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 above shows the use of the repeated conjunction "and", as one of the linguistic features of restricted code in Asma Elbadawi's speech. In addition, to connect parallel sentence structures, the repetitive use of the conjunction "and" in the above quotation is also intended to emphasize the concept of continuous

or ongoing effort undertaken by Asma and her friends in their protest campaign against FIBA's ban on the use of hijab in international basketball competitions. The use of the conjunction "and" emphasizes the sequence of events as well as the impact that arises from the efforts of Asma and her friends. Starting from the initial campaign process indicated by the phrase "and then we campaigned," followed by the phrase "and we got people to sign," and "and overall we got 132,000 signatures" which references the continuation of the campaign process. Additionally, the phrase "and then it became something that FIBA had to talk about on their agenda" signifies the impact of Asma and her fellow activists's efforts. The repetitive use of conjunctions enables Asma to effectively convey the purpose of her message, which is to share her experience regarding the campaign process she undertook in a clear chronological order. This indicates that the content context and communication objectives play a significant role in influencing Asma's use of restricted codes, with repeated use of conjunctions.

### 3) *The Use of Sentences with Hesitation*

Context: The host (**participant**) asks about Asma's mother, and then Asma (**participant**) answers it (**act of sequence**) by conveying her perspective about the parenting style of her mother (**message content**). The direct conversation and question-and-answer form in this speech event leads Asma to respond spontaneously and use a lot of filler words (**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)*

Furthermore, another form of restricted code present in Asma Elbadawi's speech in the Wardah Heart to Heart episode two is the use of sentences containing hesitancy and circular reasoning. In the data above, a filler word or "but..." is observed with a pause of several seconds, indicating Asma's hesitation in responding to the host's question, before she continues to answer as in the subsequent utterance. The sequence of message and the format of the talk show have a significant influence on the use of elaborated code, in the form of the use of sentences containing hesitancy in Asma's speech. In the subsequent utterance, Asma once again employs the filler word "yeah...yeah" and pauses after uttering the words "the strictness..." The filler word indicates Asma's efforts in finding the appropriate expression to describe "strictness" in her mother's parenting style. In addition, Asma's effort to describe "strictness" with the repeating phrases "education but play" and "learn but play" reflects circular reasoning in the delivery of the rationale. Asma encountered difficulty in providing a simple explanation of the strict parenting style of her parents, leading her to employ ambiguous language and circular reasoning. Although the delivery of the Asma message may seem difficult for the audience to understand due to the use of filler words as mentioned above, the pattern of delivering the Asma message is generally common in spontaneous, direct conversations. This indicates that the channel or form of message that serves as the context in the speech event influences the restricted use of codes in Asma Elbadawi's speech.

### 4) *The Use of Sentences with Implicit Meaning*

Context: Asma (**participant**) mentioned her personal experience in sport (**topic**). Asma conveyed that she spent a lot of time since her childhood doing sports activities. With this message, Asma aims to share her interest in sports (**purpose**) with the audience (**participants**).

*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)*

Lastly, another form of restricted code found in Asma Elbadawi's speech is the use of implicit meaning sentences, often indicated by the use of the phrase "you know". In the data above, Asma utilizes the phrase "you know..." preceding the clause "I was playing sports...". The use of the phrase "you know" enables Asma to convey a message to the audience regarding her personal experiences of consistently engaging in sports since childhood without explicitly mentioning the specific events. The phrase "you know" is frequently used to indicate shared knowledge between the speaker and the interlocutor. In this case, Asma assumes that the interlocutor, who is the host, shares her knowledge regarding the habit of exercising with family or close friends. By employing this mode of message delivery, Asma assumes that there is a shared knowledge that

enables both the host and the audience to understand the intended meaning of Asma's speech. However, on the other hand, assumptions about shared knowledge can also lead to confusion among a global audience who may never have had similar experiences as Asma.

### **Discussion**

From the data analysis above, the author found that in the Wardah Heart to Heart talk show episode two, Asma tends to use elaborated code more frequently than restricted code in her speech. It shows the larger number of elaborated codes used that were identified in Asma's speech with 25 data, compared to the restricted code, which only has 10 data. The use of elaborated code and restricted code in Asma Elbadawi's speech was identified with the linguistic features of each code based on Bernstein's theory. The most prominent linguistic feature of Asma Elbadawi's speech at the Wardah Heart to Heart talk show is the use of complex sentences and various use of prepositions, adjectives, and adverbs, which constitute a form of elaborated code. This indicates that Asma's speech in the Wardah Heart to Heart episode two was dominated by elaborated code.

The dominance of elaborated code use in Asma Elbadawi's speech is influenced by her linguistic ability, which is closely related to her social background as an individual belonging to the middle-class group. However, the author found that Asma not only uses elaborated code but also uses restricted code in her speech. For example, when Asma delivers a message related to a specific topic such as the FIBA ALLOW HIJAB campaign, her goal is to make the audience understand the purpose of her message by using a code that provides detailed information within the sentence, which is the elaborated code. When Asma discusses topics related to her personal experiences that may also be experienced by others, including the host, and the audience, she sometimes uses implicit language such as the use of the phrase "you know..." that indicates the use of restricted code. This indicates that the context such as topic, message content, and purpose of the message influences Asma's decision to use elaborated and restricted code in the Wardah Heart to Heart episode two. In addition, the type of speech event, talk shows, which is known as a formal event, as well as direct conversation between Asma and the speaker also have a significant role in influencing the use of elaborated and restricted code in Asma's speech.

In short, Asma Elbadawi, coming from a middle-class social background and having an advanced linguistic skill, can access both codes to effectively convey her message to a wide range of audiences. The use of elaborated and restricted code in Asma Elbadawi's speech was not only influenced by social class factors but also by specific contexts, particularly the genre, the topic, the participants, the message content, the purpose, and the norms of the speech event.

### **CONCLUSION**

Based on the research findings, it can be concluded that Asma Elbadawi is able to effectively use elaborated and restricted code in her speech in Wardah Heart to Heart episode two. From the use of both codes, the elaborated code is more commonly used by Asma, paying attention to the linguistic features contained within it, including the use of complex sentence structures, prepositions, impersonal pronouns, various adjectives, and adverbs, as well as the use of passive voice. By using elaborated code, Asma is able to effectively convey her message to the audience by including various detailed information in her sentences during her speech. Despite being categorized as a member of the middle class, the author found that Asma Elbadawi also uses restricted codes in her speech. In the Wardah Heart to Heart episode two talk show, Asma utilized a restricted code with simpler linguistic features than the elaborated code in certain situations. The use of different codes in specific situations in the same speech event indicates the presence of another factor, namely context, which plays a role in influencing Asma's decision to determine which code is appropriate to use in certain situations. The context such as the type of speech event, the participants involved in the speech, the topics discussed, the form and content of the message, the purpose of delivering the message, and the norms applicable to the speech event have a significant influence on the use of elaborated code and restricted code in Asma Elbadawi's speech in the Wardah Heart to Heart episode two discussion. This finding verifies Bernstein's theory that the use of elaborated code and restricted code is influenced by an individual's social background, by highlighting the role of context in the use of these codes, as claimed in Holmes' theory that different contexts can lead to different code usage.

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