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Generation grouping according to Beresfod research and intensity of use of language-games in global communications using English

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Abstract. Generational differences often cause problems because each generation is attached to certain ideal values which are very likely to differ from one another. Each generation has a unique communication style so that each generation must adapt to these different communication styles. Communication style determines how an individual perceives his role, builds relationships with others, and determines the effectiveness of a communication. This study aims to examine the grouping of generations according to Beresfod Research and the intensity of using language-games in global communication using English. The approach in this study uses a type of quantitative research. The research sample included: 10 generations of babyboomers, 15 generations of X, 20 generations of Y, 30 generations of Z, and 25 generations of alpha who are in Tegal City. The sampling technique used non-random sampling with purposive sampling. While the instrument used in this research is a questionnaire. The data analysis technique uses the independence hypothesis test through the Chi-Square distribution. This test is carried out to test the hypothesis of whether or not there is a relationship between one variable and another. While the number of individuals in a population is categorized into two variables or categories and each category consists of several alternatives. Based on the hypothesis testing steps above, it can be concluded that there is an influence between generational groupings according to Beresfod Research on the intensity of using games language in global communication using English.

Keywords. Beresfod research, generation, global communication.

1. Introduction

Humans cannot be separated from communication in their daily life. Language plays an important role in successful communication [1]. Without language, humans will find it difficult to relate to other people. There is a saying, "Language shows the nation", meaning that a person's language skills greatly determine a person's personality and character or a person's personality is largely determined by a person's language skills [2].

The view of international communication that focuses on interactions between countries is now considered classic or conventional. The discovery of new information and communication technologies, interactions between individuals and nations that have changed, especially in business and culture, have given birth to many aspects of international communication. State actors in international relations today are no longer the only important actors. In the current era of globalization, non-state actors (non-state actors) are sufficient to play a strategic and important role. There are even times when it is more important than the country itself. The shift in the focus of international communication from the point of view of state actors to non-state actors, forms of media and message effects, makes the term international communication no longer sufficient to explain the complexity of international communication today. So the term "global communication" began to be known [3].

Today the development of global communication is running very rapidly making it easier for every human being to access information from all over the world. In our daily lives, humans cannot escape the influence of global communication because global communication is a form of communication assisted by technology. Onong Uchjana Effendy, argues that "communication is the process of conveying a message in the form of meaningful symbols, as a guide and feelings in the form of ideas, information, beliefs, hopes, appeals and so on that is carried out by one person to another either directly face to face or face to face. indirectly through various media with the aim of changing attitudes, views and behavior" [4].

New media is a major force accelerating the trend of globalization in human society. The trend of globalization has led to transformations in almost all aspects of human society. In social and cultural aspects, globalization has changed perceptions of community, redefined the meaning of cultural identity and civil society, and demanded new ways of intercultural interaction [5]. The development of information and communication technology has been so fast that it affects every aspect of human life. It is realized that technology products have become a daily necessity for most people, for example mobile phones have become a basic item and must always be available [6]. Communication patterns in this multimedia era have relied heavily on the presence of new internet-based media, such as Facebook, Twitter, Instagram, YouTube, Line Today, etc. Mastery of information technology is part of the emergence of the power of new media, which of course brings changes in society [7].

Communication in the current era of globalization is experiencing very rapid progress, both one-way and two-way communication, directly or indirectly. This is in accordance with the growing information needs as well. The need for information is the need for everyone, including students. In order for communication to be conveyed properly, students must have adequate language skills. Language skills cover four aspects, namely listening, reading, speaking, and writing. These skills influence each other. Speaking ability is influenced by a person's reading and listening skills, as well as writing ability is influenced by the ability to read and listen [8].

According to Ajay and Goodstein in Yoestni and Eva (2007) if you want to influence someone, then the best way is to learn what they think. Differences in life experiences experienced indicate that each generation has a different lifestyle, understanding, expectations, values, and attitudes [9].

The characteristics of the Baby boomers, X, Y, Z, and Alpha generations are as follows [10, 11]:

1. The baby boomers born between 1946-1964 will be more likely competitive. Achievement oriented. Career focused. From the baby generation the next boomer is Generation X, born between 1965-1980, which is a generation born in the early years of the development of technology and information. In year Many of these found the latest technology and useful for human life such as PC use, video games, cable TV and the internet. Because this generation X was born at the beginning of the development of technology and information, they are more able to adapt and easy to accept new things if at any time there is a change of era/generation furthermore. Generation X will tend to be resourceful, logical, problem solver Good.

2. Generation X (born 1965-1980): Able to adapt; Able to accept change well and is called a tough generation; Have independent character and loyal (loyal); Highly concerned with image, fame, and money; hardworking type; The drawback is always calculating the contribution that the company has made to its work.

3. Generation Y (born 1981-1994): The characteristics of each individual are different, depending on where he grew up, economic strata, and social family; The pattern of communication is very open compared to previous generations; Fanatical social media users whose lives are heavily influenced by technological developments; More open to political and economic views, so they are seen to be very reactive to changes in the environment that are happening around them; Have more concern for 'wealth' or wealth.

4. Generation Z (born 1995-2010): This is a digital generation who is proficient and passionate about information technology and various computer applications. They will access information needed for educational or personal purposes quickly and easily; Really like and often communicate with all walks of life, especially through social networks such as Facebook, Twitter or SMS. Through this media they are freer to express what they feel and think spontaneously; Tend to be tolerant of cultural differences and care deeply about the environment; Accustomed to various activities at the same time. For example: reading, talking, watching, and listening to music simultaneously. This is because they want everything fast-paced, not long-winded and convoluted; Tend to be lacking in communicating verbally, tend to be egocentric and individualistic, tend to want everything instant, impatient, and do not appreciate the process.

There are many kinds of language-games. In the language of love, a young man says: "You are my dove or you are the forest goat that jumps." Listen up! My beloved! ... jumping over the mountains, bounding over the hills...Wake up, my sweet, ... my dove in the clefts of the rocks. You should not look for the meaning of the word "pigeon" and the meaning of the word "goat" in this context in Life Sciences books. A close friend might say, "That young girl just got weighed, her weight is similar to 4 cans of rice." The language of Physics is irrelevant for the language of love. A non-significant love language for the empirical sciences. Each language-game has its own language and logic. In terms of grammar, the structure is the same, but the meaning is different. Another language of doctors and another language of love. "The sulfadiazine drug has completely changed my disease" and "the love of my girlfriend has completely changed my disease." The first sentence is significant for the doctor, but the last sentence is non-significant because it cannot be verified with the stethoscope. Likewise with command language, joke language, prayer language, and so on.

This study aims to examine the grouping of generations according to Beresfod Research and the intensity of using language-games in communication using English. The question or hypothesis to be answered is whether there is a relationship between the grouping of generations according to Beresfod Research and the intensity of the use of language-games in communication using English.

2. Methods

The approach in this study uses a type of quantitative research. The study population included all individuals who live in Tegal City with a sample consisting of 10 generations of babyboomers, 15 generations of X, 20 generations of Y, 30 generations of Z, and 25 generations of alpha who are in Tegal City. The sampling technique used non-random sampling with purposive sampling. While the instrument used in this research is a questionnaire. The data analysis technique uses the independence hypothesis test through the Chi-Square distribution.

This test is carried out to test the hypothesis of whether or not there is a relationship between one variable and another. While the number of individuals in a population is categorized into two variables or categories and each category consists of several alternatives. Independence testing is carried out with the help of a contingency table.

Table 1. Contingency Table

Variable II	Variable I			
	A1	**A2**	**A3**	**Total**
B1	N11	N.312	N13	N1.
B2	N21	N22	N23	N2.
Br	Nr1	Nr2	Nr3	Nr.
Total	n.1	n.2	n.3	n.

The series of steps for testing the hypothesis that must be carried out include:
a) Formulate null hypothesis and alternative hypothesis

H_0: $P_{11} = P_{12} = P_{13} = P_{14} = P_{15}$
H_1: $P_{11} \neq P_{12} \neq P_{13} \neq P_{14} \neq P_{15}$

b)   Determine the level of significance

The significance level is determined at 5%

c)Formulate test criteria

Testing for independence is testing the hypothesis with one area of greater rejection or testing the right side. Therefore, the testing criterion that is applied is that the null hypothesis is accepted if

$$X^2 \leq X^2_{\alpha;(r-1)x\,(c-1)}$$

While the null hypothesis will be rejected if
$$X^2 > X^2_{\alpha;(r-1)x\,(c-1)}$$

d)   Calculates the chi-squared value

The calculation to find the chi-squared value is done by applying the formula

$$X^2 = \sum_{I=1}^{k} \frac{\left(n_{ij} - e_{ij}\right)^2}{e_{ij}}$$

e)Formulates a final conclusion

The final conclusion is formulated after knowing the magnitude of the chi-squared value of the calculation results and then compared with the chi-squared value in the table. based on the comparison between the two values, it can be determined whether the null hypothesis is accepted or rejected.

3. Results and Discussion

According to Beresfod Research, in general the grouping of generations is as follows:
1. Generation Alpha, namely those born between 2010-2011 until now.
2. Gen Z: born 1997-2012 and aged between 9-24 years in 2021
3. Gen Y or Millennials born 1981-1996 and aged between 25-40 years in 2021
4. Gen X: born 1965-1980 and aged between 41-56 years in 2021
5. Baby Boomers: born 1946-1964 and aged between 57-75 years in 2021.
Generational differences often cause problems because each generation is attached to certain ideal values which are very likely to differ from one another [12](Christiani & Ikasari, 2022).
Each generation has a unique communication style so that each generation must adapt to these different communication styles [13]. Communication style is a set of interpersonal behaviors used in certain situations. Communication style determines how an individual perceives his role, builds relationships with others, and determines the effectiveness of a communication. This style of communication is often even more important than the content of the information to be conveyed [14].
A sentence is meaningless because of category-mistakes. Philosophy of Language also says that a sentence can be meaningless because it enters the wrong language game. The word "beautiful" or "sweet" has no meaning in Geometry. The term language-game comes from Wittgenstein who was introduced above as Wittgenstein II, namely Wittgenstein who is increasingly separated from empiricism. At first, neo-positivism greatly influenced the philosophy of language (logical positivism, linguistic analysis, and logical atomism). "Meaningful" according to Wittgenstein II is not limited to empirical verification. The most important thing is to pay attention to its use. The meaning of each decision lies in the way it is used. Every decision has a peculiar kind of logic. In the first phase, meaningful language is equated with language that provides straightforward information about facts, for example Huda is at home. This meaningful language is limited to the empirical dimension, limited to information about facts, the same as all empirically verifiable sentences. Wittgenstein says that this view contradicts the language of the daily activity. There are many types of "language games" in everyday language and new ones always appear (remember the type of communication young people use via cell phones). Of course, there are language games that are lost because they are no longer meaningful. Each language game has a unique and appropriate logic (their own kind of logic). Thus, significant and non-significant get a new meaning and must be related to certain language games.
The following are the results of answers from 100 respondents regarding the intensity of using language-games in global communication using English.

Table 2. Respondents' Answers Regarding the Intensity of Using Language-Games

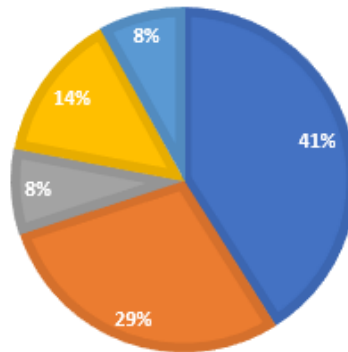| Usage Intensity	Language-Games User Generation Types					Total
	BabyBoomers	**Gen X**	**Gen Y**	**Gen Z**	**Alpha**	
Very often	1	5	10	15	10	41
Often	1	6	5	4	13	29
Can't Judge	1	1	0	5	1	8
Seldom	4	2	3	4	1	14
Rarely	3	1	2	2	0	8
Total	10	15	20	30	25	100

Figure 1. Description of Respondents' Answers

The description of the respondents' answers is illustrated in the graph above, out of 100 respondents, 41% of respondents answered very often in the intensity of using games-language when communicating in English. Meanwhile, respondents who answered rarely used games-language intensity as much as 8%. While respondents who gave answers could not rate as much as 8%.
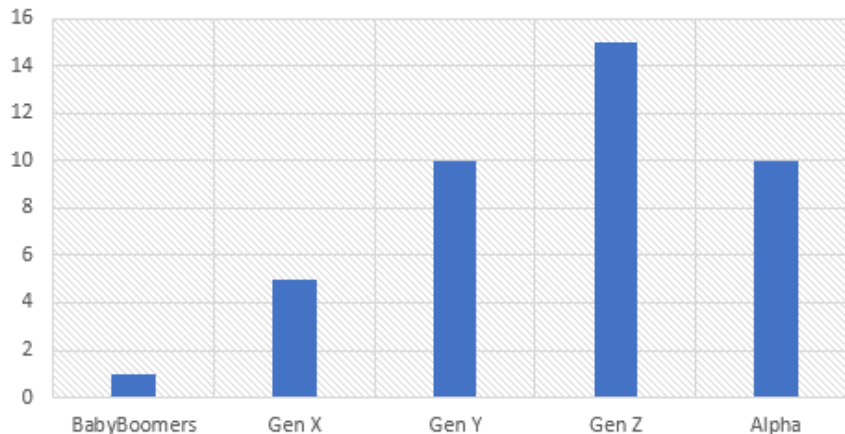

Figure 2. Description of Respondents' Answers "Very Often"

The description obtained also illustrates that of the 41% of respondents who gave answers very often in terms of the intensity of using games-language, the majority came from respondents who belonged to the Z generation, followed by Y and Alpha generations, each with 10 respondents.

A total of 8 respondents who gave answers that rarely used games-language in their intensity were divided into: from Baby Boomers as many as 10 respondents, 3 respondents answered rarely, from generation X as many as 15 respondents, only 1 person answered very rarely, as many as 2 respondents answered rarely each of the types of generation Y as many as 20 respondents and generation Z as many as 30 respondents. Meanwhile, out of 25 respondents, none of them gave answers that were rare.

Based on the description of the case above, a series of testing steps to prove the validity of the hypothesis must be carried out. The steps that must be taken are as follows:

In this case study, the null hypothesis and the alternative hypothesis are formulated as follows:

H_0: There is no effect between generational groupings according to Beresfod Research on the intensity of using language-games in global communication using English.

H_1 : There is an influence between the grouping of generations according to Beresfod Research on the intensity of using language-games in global communication using English.
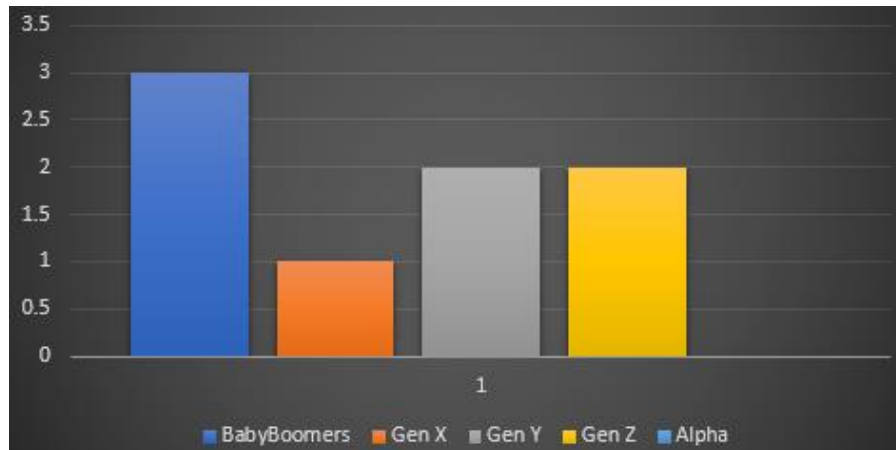
Figure 3. Description of Respondents' Answers "Rarely"

Meanwhile, in this study, the significance level was determined at 5% or 0.05. From the description of the data in this case, the number of rows is 5 and the number of columns is 5. Thus, the degrees of freedom are row 4 (5 − 1) and column 4 (5 − 1). Thus, the chi-squared value in the table for a significance level of 0.05 and 16 degrees of freedom is 26.296. From the chi-square values in the table, the test criteria are formulated. The null hypothesis in this case is declared accepted if

$$X^2 \leq 26{,}296$$

While the null hypothesis is rejected if

$$X^2 > 26{,}296$$

To ensure the status of accepting the null hypothesis in the above case, the calculation of the chi-square value is carried out. Previously, the expected frequency value in each cell had to be determined.

$$\frac{(41 \, x \, 10)}{100} = 4{,}1 \qquad \frac{(41 \, x \, 15)}{100} = 6{,}2 \qquad \frac{(41 \, x \, 20)}{100} = 8{,}2 \qquad \frac{(41 \, x \, 30)}{100} = 12{,}3 \qquad \frac{(41 \, x \, 25)}{100} = 10{,}2$$

$$\frac{(29 \, x \, 10)}{100} = 2{,}9 \qquad \frac{(29 \, x \, 15)}{100} = 4{,}4 \qquad \frac{(29 \, x \, 20)}{100} = 5{,}8 \qquad \frac{(29 \, x \, 30)}{100} = 8{,}7 \qquad \frac{(29 \, x \, 25)}{100} = 7{,}2$$

$$\frac{(8 \, x \, 10)}{100} = 0{,}8 \qquad \frac{(8 \, x \, 15)}{100} = 1{,}2 \qquad \frac{(8 \, x \, 20)}{100} = 1{,}6 \qquad \frac{(8 \, x \, 30)}{100} = 2{,}4 \qquad \frac{(8 \, x \, 25)}{100} = 2{,}0$$

$$\frac{(14 \, x \, 10)}{100} = 1{,}4 \qquad \frac{(14 \, x \, 15)}{100} = 2{,}1 \qquad \frac{(14 \, x \, 20)}{100} = 2{,}8 \qquad \frac{(14 \, x \, 30)}{100} = 4{,}2 \qquad \frac{(14 \, x \, 25)}{100} = 3{,}5$$

$$\frac{(8 \, x \, 10)}{100} = 0{,}8 \qquad \frac{(8 \, x \, 15)}{100} = 1{,}2 \qquad \frac{(8 \, x \, 20)}{100} = 1{,}6 \qquad \frac{(8 \, x \, 30)}{100} = 2{,}4 \qquad \frac{(8 \, x \, 25)}{100} = 2{,}0$$

After that, the chi-square value is calculated using the following calculation. The values are:

$$\frac{(1-4,1)^2}{4,1} + \frac{(5-6,2)^2}{6,2} + \frac{(10-8,2)^2}{8,2} + \frac{(15-12,3)^2}{12,3} + \frac{(10-10,2)^2}{10,2} + \frac{(1-2,9)^2}{2,9} + \frac{(6-4,4)^2}{4,4} + \frac{(5-5,8)^2}{5,8} + \frac{(4-8,7)^2}{8,7} + \frac{(13-7,2)^2}{7,2} +$$
$$\frac{(1-0,8)^2}{0,8} + \frac{(1-1,2)^2}{1,2} + \frac{(0-1,6)^2}{1,6} + \frac{(5-2,4)^2}{2,4} + \frac{(1-2)^2}{2} + \frac{(4-1,4)^2}{1,4} + \frac{(2-2,1)^2}{2,1} + \frac{(3-2,8)^2}{2,8} + \frac{(4-4,2)^2}{4,2} + \frac{(1-3,5)^2}{3,5} +$$
$$\frac{(3-0,8)^2}{0,8} + \frac{(1-1,2)^2}{1,2} + \frac{(2-1,6)^2}{1,6} + \frac{(2-2,4)^2}{2,4} + \frac{(0-2)^2}{2} = 32{,}526$$

The final conclusion is formulated by comparing the chi-squared value in the table with the calculated chi-squared value and then adjusting it to the test criteria. Based on the calculation results, the chi-square value is 32.526. That is, the value is greater than the chi-square value in the table. thus, the null hypothesis is rejected and the alternative hypothesis is accepted. Of the 41% of respondents who answered very frequently in terms of the intensity of using language-games, the majority came from respondents belonging to the Z generation, followed by Y and Alpha generations.

Generation Z is often referred to as the i-generation or the internet generation. The internet generation grows and develops along with digitalization in various aspects [15]. They are experts in operating various technology media (digital natives) and have unique multi-tasking characteristics that differentiate them from previous generations [16]. Bencsik & Machova (2016) write, because together with digitalization, generation Z is very fast in accessing information as well as fast in reacting to the wave of information that surrounds them [17]. Generation Z grows smart, skilled in using technology, creative, and critical [18]. The communication options that are widely used by generation Z are FaceTime or video calling

applications. When they have interacted through applications or social media, this generation thinks they have communicated face to face [12]. Generation Z has a relaxed, friendly and egalitarian communication style and avoids a dominant communication style that is full of control.

Based on the results of this study, it can be seen that Generation Z is the most intense generation in the intensity of using language-games when conducting global communication using social media. As is known related to the use of language-games that the shift from empirical language philosophy to non-empirical philosophy of language is very clearly seen in the philosophy of Ludwig Wittgenstein (1889-1951). In discussing Wittgenstein, it is customary to make a distinction between Wittgenstein I and Wittgenstein II. Wittgenstein I's philosophy is logical atomism. A meaningful sentence should be a picture of reality. It is impossible for metaphysical sentences. Wittgenstein II realized that the principle of verification by empiricists was not an analytical sentence and could not be justified empirically. Therefore, consequently, the principle of verification of empiricism itself is a "meaningless" sentence. After all, according to empiricism, philosophy that is cleansed of meaningless sentences is very much at odds with everyday language. Wittgenstein I's philosophical motto that the meaning of a sentence can be equated with its verification method (the meaning of a proposition is the method of its verification) has been abandoned and entered into Wittgenstein II who said, "Don't ask for the meaning, ask for the use." The meaning of a word is known by looking at how it is used in a particular context. Words that are meaningless in certain contexts can be meaningful in other contexts. In Arithmetic, the sentence "Picture 3 is red" is meaningless, but to a painter who has a memory of the type of paint, it does. So, the meaning of a sentence must be seen in its context. It was at this time that the term "*Sprachspiele*" appeared in Wittgenstein II which was translated into English as language games. For the philosophy of language, first of all it is necessary to see when there is a sentence which is really meaningless (category-mistakes). Then, meaningful or not meaningful always has to be seen in context (the type of "language game" used). For meaningful sentences, "true or not true" still applies. The truth of a sentence needs to be verified. The verification used varies according to the language of the games. Verifying the sentence "You are my dove" is different from verifying the sentence "heated iron expands.

In Wittgenstein II, Philosophy of Language is separated from the tradition of empiricism. According to empiricism, a sentence is only meaningful if it is analytical in nature, or can be justified by observation and experiment methods. According to empirism, "true and untrue" is a monopoly of science and is limited to the empirical dimension. The language of science (science) is one dimensional.

We have seen that there are sentences that are not decisions, for example, interrogative sentences, imperative sentences, or optative sentences (hope). Sentences ii are irrelevant for "true or not true". There are also sentences that become meaningless because of category-mistakes. Category-mistakes mean sentences whose predicate does not belong to a specific category for the subject. For example, "even numbers are redder than odd numbers." This sentence is meaningless. The word red belongs to the category of "color", while "even and odd" is only relevant for Arithmetic. It's a different matter if you say that the square of 5 is 25 and your friend says that the square of 5 is 20. Both propositions are meaningful because they can be verified, namely true or not true. The sentence that is wrong is the same as the example above is meaningful because the mistake can be proven. The sentence was meaningful, but it turned out to be "False". Here are some examples of category-mistakes. People say that the number three is male and the number four is female. The categories of male and female mistakes are included in the category of Life Sciences and the numbers are included in the category of Arithmetic Science; my love for you is 3.5 kilos heavier than my love for my sister. The meaning of the predicate does not include the category of the subject of the sentence in question. Weight and light only apply to objects. Likewise, when people say "my love for my boyfriend is only 20 kilos because that's not enough to get married". These are all category-mistakes. Sometimes it seems less clear. When the Russian cosmonaut, Yuri Gagarin, landed on the moon, the Russian press wrote, "Gagarin has reached the sky, but he did not see God, the sky is empty!" Obviously, category-mistakes appear because "apparently" does not apply to God. Suppose he said, "I see God! It must be that what Gagarin saw was not God. This sentence is clearly a category-mistake, but the simple person can get confused. The purpose of these sentences was published in Russian newspapers, namely to strengthen Russian atheism.

Someone might ask how I know that certain sentences contain category-mistakes. It is impossible to be certain by simply looking at the words and sentences from a linguistic point of view. This presupposes an understanding of reality itself. Water boils at one hundred degrees Celsius (meaningful sentence), love boils at one hundred degrees (meaningless). Thus, "meaningful or not meaningful" presupposes an understanding of what water is and what love is. So, it is clear that the difference between non-significant and significant presupposes an understanding of the subject and predicate in the sentence concerned.

If, for example, someone asks when water boils, where is Huda now, how much does iron weigh, I know that the question is significant because I know that water is a liquid and all liquids boil at a certain temperature. The question "where is Huda" is meaningful because I know that Huda has a physical nature and all physical things exist at a certain time and place so the question "where is Huda" is meaningful. The question "where is God" is meaningless if verification is limited to the empirical dimension. The question "where is God meaningful, but in a different "language game". This sentence has no meaning for people who deny the Metaphysical dimension, it only has meaning for people who recognize that the human mind is open to everything that exists, including the metaphysical dimension or the religious dimension. It must be admitted that answering the question "where is Huda" is different from answering the question "where is Allah". Truth and verification for another empirical dimension for the meta-empirical dimension and another for the religious dimension. Truth and verification are not the monopoly of just one science.

Philosophy of language cannot replace or be equated with philosophy of knowledge, philosophy of language focuses on the meaning and meaning of sentences in the context of certain language games. A meaning can also be expressed in different types of language. Another language of myth, another language of logos. Each science has a unique "language game". Sentence verification varies and we can say that each language game has their own kind of logic.

4. Conclusion

Based on the hypothesis testing steps above, it is stated that there is an influence between generational groupings according to Beresfod Research on the intensity of using games language in global communication using English. Generational differences often cause problems because each generation is attached to certain ideal values that may differ from one another. Each generation has a unique communication style so that each generation must adapt to these different communication styles. Communication style determines how an individual perceives his role, builds relationships with others, and determines the effectiveness of a communication. The style of communication is often even more important than the content of the information to be conveyed. Each science has a unique "language game". Sentence verification varies and we can say that each language game has their own kind of logic.

Authors Contribution

The authors confirm contribution to the paper as follows: study conception and design: 1 Author, 2 Author; data collection: 2 Author; analysis and interpretation of results: 2 Author; draft manuscript preparation: 1 Author, 2 Author. All authors reviewed the results and approved the final version of the manuscript.

Conflict of Interest Statement

All authors declare that they have no conflicts of interest.

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