

Speech Functions by the Main Character in *Wonder* Movie in Teaching Speaking

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Abstract. The aims of this study are to identify the types of speech function used by the main character in *Wonder* movie and to describe the application of speech function found for teaching speaking. The study is designed as descriptive qualitative. The instrument of the study was the researcher. In collecting data, the researcher used audio-visual material and document analysis. The researcher used inductive type to analyze the data. The result shows that there are 289 utterances used by the main character in *Wonder* movie classified into six types of speech function. Those are 64 (22%) expressive, 24 (8%) directive, 167 (58%) referential, 7 (3%) metalinguistic, 9 (3%) poetic, and 18 (6%) phatic. Based on the result, the kinds of speech function used by main character in *Wonder* movie can be applied in teaching speaking at the eleventh grade of senior high school.

Keywords: Main character; Speech function; Teaching speaking; *Wonder* movie

1. Introduction

Language as a tool of communication is a center to social interaction in every society, regardless of location, time period, and among people. In every interaction such as dialogue there would be a pair of speech function that emerge in conversation and responding speech function where it can be broadly differentiated as either supporting or confronting. Everyone can modify the way of they speak depending on who they are with the situation is. Different speech communities emphasize different functions and express particular functions differently. It will influence its meaning and its function in social context.

As we know that speech is very familiar a feature of daily life that we rarely pause to define it. Studying about the speech functions will be really helpful in making a good interaction between human in daily conversation life, especially for students to be able to speak English well. However, most of students in senior high school still have problems in learning speech functions that can be influenced by some factors, such as the lack of knowledge about speech function, the difficulties to categorize the use of should, when the students are faced by the difficulties to apply directive function especially suggestion, sometimes they will stop to learn it because they do not have motivation to learn more. In this way, the reasons of learning speech functions are not successful.

Everyone produces speech in his or her daily activities, including in the movie. Movie is the one of media that reflects the social life of human [1]. It has contained colorful languages that have some functions; visual aids for learning [2], [3], [4]. One of the important aspect mostly occurred in movie is the dialogue (conversation) among the characters. Every dialog in movie has speech functions that related to society such as provide information and express the speaker's feelings [5], [6]. When we are watching movie, we cannot get only entertainment but we can learn about the educational, moral or other values that are implied there.

Because of the reason above, learning speech functions is important. Therefore, the researcher is interested to analyze the speech functions in the movie using Sociolinguistic approach. Normally, speech function can be found in the conversation. The conversation in the movie can be a good example of speech function because it represents the complex case of speech function in order to find out what the main characters do by saying something. By watching movie students can learn the kinds of speech function easily because they can learn by seeing and hearing, then they can practice it for developing their speaking skill. The researcher uses a movie entitled *Wonder* as the source of the research because the movie has a good moral value about how important of understanding social norms and behavior, helps

children learn how to adapt to society, especially to teach students about empathy and kindness to those who have facial differences or disabilities.

In this way, the researcher is interested in conducting research of speech functions used by the main character in the movie. In conducting the research, the researcher takes the title “*The Analysis of Speech Functions by The Main Character in Wonder Movie and its Application in Teaching Speaking*”.

2. The Review of the Literature

In conducting the research, the researcher takes theories which are used as a foundation to run the research in sequence. Those theories are related to derivational and inflectional morphemes in mastering vocabulary. The details of the literature are as follows:

a) Speech Function

Speech function is one of a part of Sociolinguistics that has different ways of communicating. According to Holmes speech functions are expressed in different contexts has repeatedly involved considerations of politeness [7]. It is due to linguistic politeness is culturally determined and clearly rules for polite behavior differ from one speech community to another. The people use language differently in formal and casual contexts [8]. We have to consider in what communities we speak. It depends on where and to whom we speak.

In a conversation, the exchange process structure and speech function are related to each other. Arifuddin and Sofwan [6] say that the relation conventionally is established by the link between speech function and context which is represented by the social of participants in interaction. Therefore, being focus on analyzing speech function enable us to clarify the relationship between social context and language. Therefore, choosing the appropriate language for directives to family, friends and foreigners involves taking account of the dimensions of solidarity (or social distance) and social status (or power). The differences among the speech functions have to do with the intention of the communication. Different intention or goal leads to the use of a different function of speech.

Related to Holmes theory [7] there are a number of ways of categorising the functions of speech which has proved a useful one in sociolinguistics research, those are:

1. Expressive
Expressive utterances express the speaker's feelings. It focused on the speaker, it tends to produce an impression of a certain emotion, whether true or feigned. Therefore, the aim of this function is to express speaker's feelings, thoughts, ideas or opinions.
2. Directive
Directives are concerned with getting someone to do something. Orders and commands are speech acts which are generally expressed in imperative form. And although we can say that in general the interrogatives and declaratives are more polite than the imperatives, a great deal depends on intonation, tone of voice and context.
3. Referential
Referential utterances provide information. It is done through different form of speech, such as declarative or interrogative statements. The aim of referential function is to convey information through different forms of speech from the speaker to the hearer.
4. Metalinguistic
Metalinguistic utterances comment on language itself. It is concerned with utterances that deal with language itself (of a linguistic nature), or what is sometimes called “code”. Therefore, the aim of metalinguistic function to convey information about the lexical code of language, such as explaining the item with synonyms, definitions, paraphrase, or examples, basically where the code is misunderstood and needs correction or clarification.
5. Poetic
Tribus [9] states that the poetic function, also known as the aesthetic function, deals with that language whose primary focus is the beauty of the language itself. Mostly, this poetic utterance can be found in a poem, motto, rhyme and tongue twister a poem.
6. Phatic
Phatic utterances express solidarity and empathy with others. Then, Tribus [9] says the phatic function deals with the connection between speakers. Its primary purpose is to attract/establish, prolong, check, confirm, or discontinue this connection, and may be composed of either culturally or non-culturally bound set phrases.

b) Movie

Movies, also known as films, often categorized under the heading *performing arts* because they use actors as their major means of expression. Burn [10] argues that film is considered to be a medium that primarily entertains, but it may also play a part in education and information beyond the intended scope. Then, films assume a pedagogical role in the lives of their viewers and that filmmakers actually teach audiences lessons about actions and beliefs even if this is not their intention. Zumam and Fujiono [1] says that the used of English movies as a media in teaching-learning process in speaking skill is expected to evoke the students's imagination so they have idea to deliver when they speak in English. According to Burn [10], there are five genres of movie that it differs in communication depending on whom they are directed toward. Those are action adventure, comedy, drama, horror, and science fiction. Arguably there are other genres in the film industry, but these five tend to be the most prominent in the genre research and encompass all of the movies used for this study.

c) Wonder Movie

The phenomenon of speech function itself has become an interesting topic to be discussed, especially in a movie entitled *Wonder* by Stephen Chobsky. The movie uses simple English sentences because movie is the one of media that reflects the social life of human. It becomes an interesting story to be investigated. Moreover, this movie has a good moral value about how important of understanding social norms and behavior, helps children learn how to adapt to society and to develop their social skills, especially to give insight to them about empathy and kindness to those who have facial differences or disabilities. From this movie, hopefully, people become more grateful for what they have and manage their better response to everyone.

d) The Main Character

Skowron et.al [11] states that a character is a construct from the very many different signs deployed in a film, among them the behavior in dialogs. It is not only the way of speaking, where verbal mannerisms, dialect, or accent give the audience clues about the character and its background, but also what is said. The main character is depicted with more detail and greater care, thereby moving beyond the classical epic whose main character functions primarily as the embodiment of abstract heroic ideals at the same time. They are also faced with a conflict that must be resolved. Therefore, the main character of this movie is August Pullman, Auggie that be acted by Jacob Tremblay. He is a kid who has facial difference with a genetic abnormality that caused by Treacher Collins syndrome since he was born. Then, he is faced with a big conflict since he public schooled which he has been home schooled his whole life before.

e) Teaching Speaking

The main objective of teaching English is to enable students to use the language effectively, either in speaking or writing. Speaking is one of the language skills that focus on verbal interactions; it can produce, send or receive information accurately and smoothly. Thornbury in Harmer says that speaking activities are designed to provoke 'speaking-as-skill', where there is a task to complete and speaking is the way to complete it. It also has a purpose for talking which is not just linguistic [12], [13]. While, Bailey in Lutfiansyah [14] says that speaking is an interactive process of constructing meaning involving a production and a process of information. It is often spontaneous, open-ended, and evolving. It can produce, send or receive information accurately and smoothly. The speakers or students must pay attention to vocabulary, grammar, as well as pronunciation. Moreover, according to Kumari in Hussain [15], a variety of function based activities and tasks can be used to develop speaking skills, they are dialog, role play, opinions or ideas, problem (group work), survey and interviews, visual comprehension, dreams or ambition, rhymes and tongue twister and song. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.

f) Teaching Speaking Using Speech Function

When we are talking about speaking, generally students are often embarrassed when they have to talk in the class. Because they are afraid to make mistakes due to lack of vocabulary. As stated by Al Hosni in Gudu [16], students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves. Thus, teachers must use appropriate techniques or media to teach English effectively, and also encourage students. As affirmed by Achmad and Yusuf that in speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practise the target language [17], [18], [19].

The use of movie as learning media can support teachers and students in learning speaking English process. Movie can bring variety and flexibility to the language classroom by extending the

range of teaching techniques and resources, helping students to develop their communicative skills [19]. The students can be more motivated and interested to learn the material because of the story line, they can also enjoy the movie meanwhile learn the lesson. According to Samraj in Ashari and Shalehoddin in classroom interaction, it can be instructed on not just the structure of thesis introductions but also the ways in which intertextual links and author persona are created in this genre [20][20].

From the explanation above, the researcher used movie entitled *Wonder* to be analyzed the speech functions that uttered by the main character, it can be one of interesting media to teach speaking. The researcher chooses directive speech function, especially suggestion to teach to the students. Suggestion is useful to advice someone about something and to purpose an idea or plan to be considered by people. The expressions found in *Wonder* movie will be applied in speaking class at senior high school.

3. Methods

This research uses descriptive qualitative method as its research design because the data which are in the form of words and written language rather than number and statistic. It can be concluded that qualitative research concerns to understand the result of found data rather than calculate. As Kothari in Wilany et. al. [21] defined that qualitative research is important in the behavioral sciences in which the aim is to discover the underlying motives of human behavior. The data of this research is speech function which be collected from *Wonder* movie as the data source. Sugiyono [22] states that in qualitative research, the instrument is the researcher themselves for collecting the data. To collect the data this research uses audiovisual and document analysis with some steps. First, watching *Wonder* movie to understand every scene thoroughly. Second, identifying the utterances used e by the main character in movie. Third, taking a note the speech functions found in movie. Fourth, downloading *Wonder* movie script to help the analysis or to do checking with the researcher's note. Fifth, organizing and transcribing the utterances to make sure all data are well.

In the other hand, this research enables to analyze the utterances that contain speech functions which used the inductive type as model of data analysis. Based on Ary et.al [23], inductive data analysis proceeds from data to theory or interpretation, as the inquirer reduces and reconstructs the data through the processes of coding and categorization, then interpreting the phenomena being observed. The researcher used some techniques of Ary's notion in data analysis which is used in this research as noted; organizing and familiarizing, coding and reducing, and interpreting and representing [24].

In organizing and familiarizing, the researcher should organize data into file folders or computer files and should become familiar with the data through reading and rereading notes, viewing and reviewing video, listening, and doing other steps repeatedly. Here, the researcher watching and replying movie several time to comprehend about the story and analyze every utterances that used by the main character in movie. Taking note on the sentences that contain the speech functions. Search and read repeatedly the journals, paper, thesis, and books that relevant to the topic. The researcher will make sure that data are in a form that can be easily analyzed and then organize it. Then, in coding and reducing process, According to Creswell coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes[25]. Meanwhile, reducing data is the analysis form to concern, choose, focus, reduce, and arrange data to draw conclusion. Here, this research provided coding of the data used to analyze movie and initially goes through all the data and identifies each unit (utterances that contain speech function) with the appropriate code and then these will be reduced later with selected type and dominant type that appear in that movie, those are the number of the utterance data, the types of speech function in *Wonder* movie, the time of the conversation occurred. The last, interpreting and representing, the researcher tries to make sense of it in order to create explanations with makes the conclusion from data analysis and add some examples which are found in utterances that used by the main character in *Wonder* movie. Then, the researcher makes the application of speech functions to teach speaking.

4. Findings

The researcher analyzes speech functions based on Holmes's theory. They are Expressive, Directive, Referential, Metalinguistic, Poetic, and Phatic. There are 289 utterances that uttered by the main character in *Wonder* movie. The researcher summarizes the result of the data analyzes before

analyzes the data in detail with the percentage and the number of each type of speech function. The detail distribution of the data can be seen on the table and the chart below.

Table 1. The Types of Speech Function used by the main character in *Wonder* movie

No	Types of Speech Function	Frequency	Percentage
1	Expressive	64	22%
2	Directive	24	8%
3	Referential	167	58%
4	Metalinguistic	7	3%
5	Poetic	9	3%
6	Phatic	18	6%
	Total	289	100%

The following is the chart of types of speech function used by the main character in *Wonder* movie.

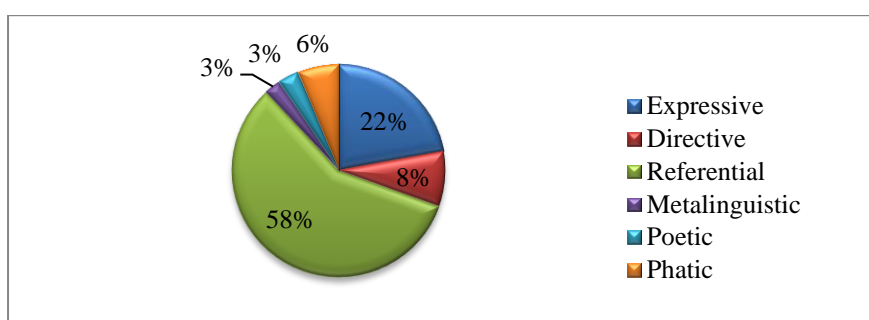


Figure 1. Diagram of Types of Speech Function

The table and the chart above show that there are the amount of utterances and percentage of each type of speech function used by the main character in *Wonder* movie. There are 289 utterances that found in movie. From the table above, it could be stated that there are six types of speech function used by the main character in movie. They are expressive function with 64 utterances (22%), directive function with 24 utterances (8%), referential function with 167 utterances (58%), metalinguistic function with 7 utterances (3%), poetic function with 9 utterances (3%), and phatic function with 17 utterances (6%) from 289 utterances in *Wonder* movie. From the table above it could be concluded that referential function is the highest number of speech function found in the movie rather than any other types.

5. Discussion

Based on the data analysis that has been done, it is found that there are 289 utterances used by the main character in *Wonder* movie, then, referential function is the most dominant rather than any other types. In presenting the data, the researcher gives the coding data that contain of the number of data, each types of speech function, and the time of data that appeared. The researcher also explains the context of situation to make the explanation clearer.

The finding shows that the first function found is expressive has 64 utterances that express the speaker's feeling, such as *I'm pretty much totally and completely petrified and you were great, Via! Amazing!* Second, directive function has 24 utterances that attempt to get someone to do something, such as *go away!* And *well, but why don't you just tell her yourself?* Third, referential function has 167 utterances that provide information, such as *my name's August Pullman, Auggie.* And *sorry, Via's not here.* Fourth, metalinguistic function has 7 utterances that comment on language itself, such as *I mean, I do ordinary things. eat ice cream, ride my bike and the word's "supposedly." with a "D."* Fifth, poetic function has 9 utterances that focus on aesthetic features of language, such as *trust fund kid, hand-me-down kid, crazy kid and be kind, for everyone is fighting a hard battle.* Sixth, phatic function has 17 utterances that express solidarity and empathy with others, such as *merry Christmas, Miranda.* And *are you, okay?* Among those types of speech function commonly used by the main character in *Wonder* movie is referential function. It is useful to build and to be strength the story in movie. By using

referential function, the main character gives many explanations or answer about his life from people by asking and giving information.

Speech functions found in movie can be applied in teaching-learning process, especially in teaching speaking. Teachers can use *Wonder* movie in teaching speaking to help students learn more about speech function. The aim of teaching speaking using movie is to help students understand about the types and meaning of speech functions. Movie can be used to help students to experience themselves. It can help students to improve their speaking skill because they listen how the actors did the conversation in movie, also their listening skill and learn how the native pronounce a word in the right pronunciation.

6. Conclusion

Based on the research finding and discussion, there are six types of speech function used by the main character in *Wonder* movie. They are expressive, directive, referential, metalinguistic, poetic, and phatic. The most dominant type used by the main character in movie is referential function. The reason of the main character in using referential function is because Auggie as the main character gives many explanations about his life to people by asking or giving information in movie. The analysis of speech function used by the main character in *Wonder* movie can be applied in teaching speaking especially in the material expressions of suggestion and offering that are taught at the eleventh grade of senior high school.

7. Reference

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