CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher needs theories to collect and analyze the data. The researcher discusses some of literatures related to the content of the research.

A. The Concept of Language

When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language. Language is a system communication and it is very useful to compare it with other system of communication. For instance, human communicate not just through language, but through such means a gesture, then dress, music, and art. The study of communication system has its origin in semiotics. According to Hasan, Halliday (1989: 9), the concept of semiotics derives initially from the concept of the sign; and the modern word harks back to the terms *semainon, semainomenon* ('signifier, signified'). Semiotics can therefore be defined as general study of signs.

In Charles Darwin's vision of the origins of language, early humans had already developed musical ability prior to language and were using it "to charm each other." This may not match the typical image that most of us have of our early ancestors as rather rough characters wearing animal skins and not very

charming, but it is an interesting speculation about how language may originated. (Yule 2010: 1).

The study of language is conducted within the field of linguistic. According to Halliday (1975: 21) The earliest linguistic term an English-speaking child learns to use are not terms like *Noun* and *verb,* or even *word* and *sentence*; in fact they are not nouns at all-they are verbs, typically *say* and *mean*, and shortly afterwards *tell*. So, for example Nigel, at 1 year 8 months, told the story of what had happened on a visit to the children's zoo. He had been stroking a goat, while in his other hand clutching a plastic lid he had picked up keeper took it away. Here is Nigel's account:

> *Goat try eat lid… man said no… goat shouldn't eat lid… [Shaking head]*
> *good for it.*

A child must understand a great deal about the nature of language to be able to report speech in this way. He must have internalized the concept of an act of meaning of speech as symbolic action, distinct from but interdependent with acts of non-symbolic kind. Like biologist studying the structure of cells, a linguist studies the structure of language: how speaker create meaning through combination of sounds, words and sentences that ultimately result in text-extended stretches of language, e.g. a conversation between friends, a speech, and an article in a newspaper. Every language has structure, it can be described as Finegan (2004: 33) by looking at words from several perspectives:

(1.) The meaningful parts of words.

(2.) The sounds and syllables that make up words.

(3.) The principles that organize words into phrases and sentences.

(4.) The semantic relationship that link words in sets.

Example as like as consider what child must know in order to use a word. The child who asks "Can you take off my shoes?" knows a good deal more about the word *shoes* than what it refers to. She knows the sounds in *shoes* and the sequence in which occur. She knows that the word can be used in the plural (unlike, say, milk) and the plural is not irregular like *teeth* or *children* is formed regularly. She also knows how to use word in sentence.

B. Language Function

One important aspect of the language is the aspect of language function. In general, function of language is a communication tool can even be seen as the primary function of language. According to Jacobson (1987: 66-71), divided into six functions, they are: (1) Referential function "denotative" "cognitive" is corresponds to the factor of message and describes a situation, object or mental state. (2) Emotive function or expressive function it relates to the addresser and is best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but do add information about the addresser's (speaker's) internal state. (3) Conative function engages the addressee (receiver) directly and is best illustrated by vocatives and imperatives, which syntactically, morphologically, and often even phonemically deviate from other nominal and verbal categories. (4) The poetic function focuses on "the message for its own sake (the code itself, and how it is used) and is the operative function in poetry as

well as slogans. (5) The phatic function is language for the sake of interaction and is therefore associated with the contact factor. (6) Metalingual function is a distinction has been made in modern logic between two levels of language: "object language" speaking objects and "metalanguage" speaking of language. So, it plays important role in our everyday language.

According to Halliday's theory (1989: 16), classifications of language function divided into seven, namely: instrumental function, regulatory function interactional function, personal function, heuristic function, imaginative function, and representational function.

(1) Instrumental function is the function that language serves of satisfying the child's material needs, of enabling him to obtain the goods and services he wants, this is "*I want*" function of language. (2) Regulatory function it is the function of language as controlling the behavior of others, something which the child recognizes very easily because language is used on him in this way: language is used to control his own behavior and he soon learns that he can turn the tables and use it to control others. (3) Interactional function is what we might gloss as the "me and you" function of language. This is language used by the child to interact with those around him, particularly his mother and others that are important to him, and it includes meanings such as generalized greetings. (4) Personal function is language used to express the child own uniqueness; to express his awareness of himself, in contradistinction to his environment, and then to mound that self-ultimately, language in the development of the personality. This includes expression of personal feeling, of participation and withdrawal, of interest,

pleasure. (5) Heuristic function is once the boundary between the child himself and his environment is beginning to be recognized, then the child can turn towards the exploration of the environment, (6) Imaginative function is the function of language where by the child, creates an environment of his own. As well as moving into, taking over and exploring the universe which he finds around him and, (7) Representational function is language used to exchange information, concerned with relaying or requesting information.

Stated by Holmes (2013: 275), the function of language can be divided into six functions, they are:

1. Expressive function is the utterances express the speaker's feelings, to express personal feelings, thoughts, ideas and opinions, with different choice words, intonation, etc. This focuses on addresser; it means that a speaker addresses a message. The aim of expressive function is to convey the speaker's emotion or expression. Here, that the addresser's own towards the content of the message is emphasized. These expressions are submissive to social factors and to the nature of the expression as negative (*I'm very gloomy tonight*) or positive (*I'm feeling very good today*). E.g. *I'm feeling great today.*

   The paradigm case of in the expressive function such as:

   a.) Apologizing state by Cambridge advanced learner's dictionary 3th edition that to tell someone that you are sorry for having done something that has caused them problems or unhappiness. E.g. *I must apologize to Isobel for my lateness.*

b.) Complaining state by Cambridge advanced learner's dictionary 3th edition that to say something is wrong or not satisfactory. E.g. *he complained that his boss was useless and he had too much work.*

c.) Complimenting state by Cambridge advanced learner's dictionary 3th edition that to praise or express admiration for someone. E.g. *I was just complimenting Robert on his wonderful food.*

d.) Thanking state by Cambridge advanced learner's dictionary 3th edition that to express to someone that you are pleased about or grateful for something that they have done. E.g. *he thanked me for taking him home.*

2. Directive function is the utterances attempt to get someone to do something, giving orders or making requests by using imperative statements. An imperative statements may express a strict demand such as saying (*open the door*) or it can seem less demanding by using the politeness strategy such as saying (*open the door, please*) or through using question tags in the case of informality between mother and son (*Max the TV is still on*!), e.g. *clear the table. (Please open the window!).* Directive function focuses on the addressee; it means that the speaker needs the reaction from the hearer or to make someone perform a particular action. The aim of directive function is to convey the speaker's commands. Then, in the directive functions there are some elaboration such as:

a.) Ordering state by Cambridge advanced learner's dictionary 3th edition that ordering is orders someone to do something to be done, they tell someone to do it. E.g *Run quicly!*

b.) Requesting is to for something politely and officially. E.g. *Could you help me to turn on the lamb, please?*

c.) Advising is to give someone advice about something. E.g. *I advise you to buy a good dictionary.*

d.) Suggesting is to mention an idea, possible plan or action for other people to consider. E.g. *You should try to practice English.*

3. Referential function is the utterances provide information, to convey information and this is done through different forms of speech, such as declarative or interrogative statements. This function affirms or denies propositions, as in science or the statement of fact. E.g. *AT the third stroke it will be three o'clock precisely.*

   a.) Declarative statements state by Cambridge advanced learner's dictionary 3th edition that to announce something clearly, firmly, publicly or officially. (After this semester, I'm going to visit London)

   b.) Interrogative statements state by Cambridge advanced learner's dictionary 3th edition that a word or sentence used when asking question. It is using Wh-questions (what is your name?)

   c.) Interrogative statements using yes/no questions (do you like London?)

   d.) Alternative questions with answer choices state by Cambridge advanced learner's dictionary 3th edition that something that is different from something else, especially from what is used, and offering the possibility of choice. (do you like tea or coffee?)

4. Metalinguistic function is the utterances comment on language itself. This function is the use of language to discuss or describe itself. It focuses attention upon the code itself, to clarify it or negotiate it. e.g. *'Hegemony' is not a common word.* This is the function of language about language. Metalinguistic function is also predominant in question like "Sorry, what did you say?", where the code is misunderstood and needs correction or clarification. The aim of metalinguistic function is to convey the code analysis.

5. Poetic function is the utterances focus on aesthetic features of language. It is in which the particular form chosen is the essence of the message. Messages convey more than just the content. They always contain a creative 'touch' of our town. These additions have no purpose other than to make the message 'nicer'. The word poetic does not refer to the ability to write poetry, but the ability to manipulate language in a creative way. The aim of poetic function is to convey the pleasure. E.g. a poem, an ear-catching motto, a rhyme, *Peter Piper picked a peck of pickled peppers. If you drink then drive, you're a bloody idiot.*

6. Phatic function is the utterances express solidarity and empathy with others. The phatic function helps to establish contact and refers to the channel of communication. It opens the channel or checking that it is working, either for social reason. This function is used for sociability. Therefore sometimes vernacular words used in this function. The phatic use of language is characteristic mainlym of speech, however, in certain types of writing it can be also notices as in letters. E.g. *where the beginning Dear Sir/Madam and*

ending Your Faithfully also serve that purpose. e.g. *Hi, how are you, lovely day isn't it!*

C. Context

According to Walter in Cambridge Advanced Learner's Dictionary (2008), context is the situation within which something exists or happens.

We are also influenced by the situation in which we receive message, by our cultural and social relationship with the participants, by what we know and what we assume the sender knows. These factors take us beyond the study of language, in narrow sense, and force us to look at other areas of inquiry-the mind, the body, the society, the physical world-in fact, at everything. There are good arguments for limiting a field of study to make it manageable; but it is also true to say that the answer to the question of what gives discourse its unity may be impossible to give without considering the world at large; the *Context*. That is stated by Cook (1989: 10)

Context by Hymes (2010: 7) represented in terms of SPEAKING mnemonic:

a. (S) Setting and Scene, including the time and place, physical aspects of the situation such as arrangement of furniture in the classroom; Setting refers to the time, place and physical condition where the conversation takes place. Meanwhile, scene refers to the abstract, psychological situation or cultural definition of an event.

b. (P) Participant identity including personal characteristics such as age and sex, social status, relationship with each other; it means that participant refer to various relationships of speaker and listener, addressor- addressee, or sender – receiver. It include social specified role in the choice of language, such as the levels of formality and informality.

c. (E) Ends including the purpose of the event itself as well as the individual goal of the participants; or expected outcomes, the purposes and the goals which are resulted in the conversation.

d. (A) Act sequence, sequence or how speech acts are organized within a speech event and what topics are addressed; it means that the actual form and content of what is said, utterances which are uses, and the relationship of what is said to the actual topic.

e. (K) Key or the tone and manner in which something is said or written; it means that the tone, manner, or spirit where the particular message is conveyed. It also in a relation with the nonverbal actions such as behavior, gesture and posture.

f. (I) Instrumentalities or the linguistic code those language, dialect, variety, and channel i.e. speech or writing; it means that the choice of channel used in the conversation, such as spoken or written, as well as the choice of actual from of speech such register, dialect, or code which is chosen by the speakers.

g. (N) Norm or standard sociocultural rules of interaction and interpretation; the specific behaviors and properties associated with the conversational

exchange, such as the way to open the conversation in a specific language which is related to its cultural.

h. (G) Genre or type of event such as lecture, poem, letter. It means that the form or the types of utterances such as poems, proverbs, jokes, sermons, prayer, lectures and editorial.

D. Formal Realization in Speech Act

Blum-Kulka, et al (1984) analyze the speech act realizations into three following segments: (a) Address Term(s); (b) Head act; (c) Adjunct(s) to Head act. The segmentation is meant to delimit the utterance(s) that constitute the nucleus of the speech act (the 'Head act'), i.e. that part of the sequence which might serve to realize the act independently of other elements. Example:

1) Danny / could you lend me £100 for a week / I've run into problems with the rent for my apartment.

The sequence in utterance above would be broken down into three parts:

- 'Danny' as address term

- 'Could you.. .etc.' as head act

- 'I've run into problems... ' as adjunct to head act

Later, these segments are broken down into five kinds of patterns:

1) Head Act (HA) only, which consist of the main utterance of the complaint

2) Opening Utterance (OU) + Head Act (HA); where the utterance contains complaint is opened by an opening

3) Explanation (EX) + Head Act (HA); where there is an explanation about the following head act used

4) Head Act (HA) + Explanation (EX); it's almost the same with before, with the explanation after the head act

5) Opening Utterance (OU) + Head Act (HA) + Explanation (EX).

E. Previous Study

Previous study is the result of research from the researcher before. This study covers about language functions and how types of language function in Miracle Worker movie. Here, to get and provide the originality of her research, the researcher wants to present the previous research that deals especially with language function in the miracle worker movie.

The first previous study is done Nuraini (2014) in the "The Realization of Request in Conversational Fragments in Movie Entitled Twilight" from English Education program, State Islamic Institute (IAIN) Tulungagung. In her study focused on request strategies used by the characters in the movie, thus such a study would be of one valuable authentic teaching material for speaking class. She use descriptive quantitative survey which employs pragmatic analysis. The data are the utterances in conversation of Twilight movie that containing requestive acts. The data are taken from the script of Twilight movie along with their contexts derived from movie scenes.

The second study is done by Arum (2015) in the "Analysis on Language Function of "Enchanted" Movie Script" from English Education program, State

Islamic Institute (IAIN) Tulungagung. In her study to get analyze data about language function the researcher used the Cook's theory to analyze the language functions, they are: emotive function, directive function, phatic function, poetic function, referential function, metalinguistic function and contextual function. The researcher also used Nurgiantoro's theory to find messages in the movie script that can be divided into two, were: religious message and social criticism message. Besides that, Nurgiantoro also divide the communicating form of the message into two: the direct communicating and indirect communicating of the message.

The third study is done by Himmatur (2015) in the "Grammatical Cohesion in "the miracle worker" movie from English Department, Faculty of Letters and Humanities, UIN Sunan Ampel Surabaya. In her study establish the fact that all the grammatical cohesion are used in this movie miracle worker except nominal ellipsis. The reference is the most frequent type that appears in this movie, followed by conjunction, substitution and ellipsis. In this research is found three important functions of references, two functions of substitute, six functions of conjunction and only one function of ellipsis. The entire cohesive element that mentioned above has contributed to clarify the overall meanings of the text.

Another study is from Wulansari (2016) in the "Language Functions in Presentation of Sixth Semester of English Department Students at IAIN Tulungagung in the Academic Year 2015/2016" In her study to get analyze data about language function the researcher also use Cook's theory. She also used

Hymes theory to find context in the script of student's presentation along. Such as; setting, participants, ends, act, key or the tone, instrumentalities. Norm or standard sociocultural, and genre or type of event.

After knowing the researches above, the researcher is sure that has been not analyzed yet. It can be provided, because the researcher uses the different theory of language function from Cook that divided into seven functions: emotive, directive, phatic, poetic, referential, and metalinguistic and contextual function. Therefore, she is going to analyze the language function found in the conversational fragment of "Miracle Worker Movie". But, the writer use Holmes theory to do the research.

Both previous research, they have different using theory and data. But in similarity, between in this research and both the researches before, they use movie that be analyzed. So, it is proven that the researcher can use movie miracle worker and analyze about language function found in the conversational fragment. In this research, the researcher discusses about types, function formally realized, and frequency of each type language function found in the conversational fragment of "miracle worker movie" that can help the reader in understanding of it.