

## SPEECH FUNCTIONS USED BY THE MAIN CHARACTER IN *THE WOLF OF WALL STREET* MOVIE

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### Abstract

Identifying and describing the types of speech functions uttered by Jordan Belfort in *The Wolf of Wall Street* is the objective of this research. Then, it is proven that social status influences type of speech function. The researcher employed the theory of speech function by Janet Holmes to analyze the issue. The researcher applied descriptive qualitative method to elaborate and to perform the data that have logic correlation to the problem statement. The data are in form of dialogues transcription of *The Wolf of Wall Street* by Martin Scorsese, 2013. Relating to speech function, the researcher found that there are three of expressive function, eleven of directive function, two of referential function, three of metalinguistic function, and three of phatic function. It means directive function is the most dominant speech function that exists in *The Wolf of Wall Street* movie. The researcher can conclude that Jordan Belfort often produces directive utterances in his office. It is because he is a superior in the office. His position is higher than others. It can be stated that the position can determine the speech function used.

**Key words:** Speech Function, Directive, Metalinguistic, And Phatic Function.

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### INTRODUCTION

Interpreting a speaker's meaning is helpful in avoiding misunderstanding in communication (Febriantini et al., 2021), (Tiono & Sylvia, 2004). The study of speaker's meaning is called as pragmatic (Hutauruk & Puspita, 2020). Pragmatic plays its role to study about the meaning of language and its relation to the context (Rido et al., 2017), (Sari & Wahyudin, 2019), (Mulyasari & Putri, 2020). It means studying pragmatic, it focuses on how to utter a speech, so the hearer can interpret its meaning which is affected by context. It means pragmatic states language relates with the context. Same utterances may have different meaning in the different context. An example, in a class room there is a student who says, "*It is really cold here.*" He says it that he wants somebody, it can be a teacher or other students turning off or get the temperature of air conditioner higher. It means that the speaker (the student) and the listener (the student and teacher) are related to the context because both, the speaker and the listener understand what the speaker's means (Lubis et al., 2019). The utterance cannot be explained semantically because the speaker

does not really talk about the number of the temperature in the classroom (Laila Ulsi Qodriani & Wijana, 2020), (Heri Kuswoyo & Wahyudin, 2017), (Achmad Yudi Wahyudin & Sukyadi, 2015), (Rido et al., 2015), (Laila U Qodriani & Wijana, 2020).

The utterance of "*It is really cold here*" will have a different meaning if it is uttered in a different context. For example, the speaker and the listener are sitting outside the house and the speaker says, "*It is really cold here.*" It does not mean that the speaker wants the hearer turn off the air conditioner or even just makes the temperature of air conditioner higher but it may means that the speaker wants both speaker and the hearer come in to the house because the weather is cold and the speaker does not feel comfortable to talks more in the yard. So, context has an important role in pragmatic (Hutauruk & Puspita, 2020). The difference among those three acts is locutionary only focus on informing to the hearer, it is only the utterance that is uttered by the speaker. Illocutionary is the speaker's intention to get the hearer to do something (Saifuddin Dahlan, 2013). So it is not only for informing to the hearer but it is also getting the hearer to do something or something that the speaker intends to do in making the utterance. This act is performed within the full control of the speaker and it is the evident after the utterance is made (Evayani & Rido, 2019). The illocutionary act is carried out by speaker in making an utterance's significance within a conventional system of social intention. Perlocutionary is when the hearer does the action of speaker's intention (Dhiona Ayu Nani, 2021).

Based on the reason of both theories about illocutionary act, therefore the researcher wants to analyze the illocutionary act especially in *Wild Child* movie. The reason why the researcher feels interested in analyzing a movie rather than the others like novel (Pajar & Putra, 2021), (Kardiansyah, 2017), (Sasalia & Sari, 2020), (Fitri & Qodriani, 2016), (Kardiansyah & Salam, 2020), short story (Pratiwi et al., 2020) or even drama (Kardiansyah, 2016), (Kardiansyah, 2019), (Amelia, 2021) because the researcher thinks that doing analysis by using a movie can make the researcher easier to analyze. Besides, the researcher can directly see the expressions that expressed by the characters (Amelia, 2021). In addition, the researcher feel interested in analyzing this movie because the researcher wants to show how the changing behaviour of wild student to be a good student, why a student whose the words never heard by anybody then became a student whose the words be trusted and considered by anybody (Kuswanto et al., 2020). Thus the researcher try to investigate what is going on behind it by analyzing the illocutionary act which is

used. The last reason is the researcher found there is no other researchers that analyze this movie by analyzing the same topic as the researcher's research.

*Wild Child* movie tells about a wild student named Poppy Moore who sent by her father to boarding school in England. Her father wants her to be a good daughter because she has no politeness. In the beginning, Poppy cannot socialize well with her new environment, therefore she do anything in order to be drop out by the headmaster. Then she faced any good experience there which changed her to be a good girl and student. Finally she was successful as a student. Conducting this research, the researcher used pragmatic approach since illocutionary acts is a part of speech act and it deals with pragmatic, in which it is the study about speaker's meaning.

## **LITERATURE REVIEW**

### **Speech Act**

Speech act is the action or intent that a speaker accomplishes when using in context, the meaning of which is inferred by hearer (Ahluwalia, 2020). Speech acts defined as the actions performed in saying something. Study of how we do things with sentences is the study of speech act. "*speech acts reflect the fundamental values and social norms of target language and demonstrate the rules of language use in a speech community*". Means speech acts reveals a great deal of information about language users and their societies (Azijah, 2020), (Ivana & Suprayogi, 2020), (Oktavia & Suprayogi, 2021). Based on the utterance, speech act is divided into two; they are direct and indirect speech. Direct and indirect speech acts concern the way a speaker uses various linguistic forms with certain functions (Afrianto & Inayati, 2016), (Zuhud, 2014), (A Y Wahyudin, 2017), (Aminatun et al., 2019), (Ayu, 2019), (Pranoto, 2021).

### **Direct Speech**

Direct speech acts appear when there is a direct relationship between a structure and a function. A speaker, who uses direct speech acts, wants to deliver the literal meaning that the words conventionally express. There are three forms of sentence when someone wants to tell something to someone else. It is usually done by forming a declarative form, when they want to ask a question, interrogative will be used by the speakers, while imperative will be used when a speaker wants to order something. The application of direct speech acts are illustrated below.

(1a) ~~John closes the window.~~

(1b) Did John close the window?

(1c) Close the window John!

In (1a), the speaker asserts that John closes the window, while in (1b) the speaker asks whether John closed the window or not, and in (1c) the speaker requests or orders John to close the window.

### **Indirect Speech Act**

An indirect speech act occurs when there is an indirect relationship between a structure and a function. In an indirect speech act, a speaker usually expresses his or her intention implicitly. Different structures can be used to accomplish the same basic function as it is shown in example 2, where the speaker wants the hearer not to stand in front of the TV.

Those examples are illustrated as follow.

(2a) Do you have to stand in front of the TV?

(2b) You are standing in front of the TV.

Yule (1996: 55), the basic function of all the above utterances is command or request. The interrogative structure in (2a) is not being used only as a question but also as an indirect request. The declarative structure in (2b) is also an indirect request.

(3a) Could you pass the salt?

(3b) Would you pass the salt?

There is a typical pattern in English to ask a question about the hearer's assumed ability, as in example (3a) or future likelihood with regard to doing something as in (3b) normally counts as a request to do something.

Indirect speech acts appear to be a complicated way of communication since one must go through a complex reasoning process to interpret the indirect speech acts. One might think that it would be more efficient to do direct communication. However, it is not merely true because indirect speech acts can add critics, humour, and even can show politeness instead of just saying something. Thus, indirect speech acts can also be seen as an efficient tool of communication since they can convey two or more messages at the same time.

There are three types of speech acts, they are locutionary acts, illocutionary acts, and perlocutionary acts.

Kreidler (2000:181) cited that in every act we can distinguish three things, what is said, the utterance can be called the **locution**. What speaker intends to communicate to the addressee is the **illocution**. The message that the addressee gets, his interpretation of what the speaker says, is the **perlocution**. If communication is successful, the illocution and perlocution are alike or nearly alike.

In doing communication, people are not only saying, but also forcing the hearer to do something, it means he or she is doing illocutionary acts. In that conversation people (speaker) are also possible to influence the hearer (affecting effects). When the speaker successfully affects the hearer then the hearer do action, it means perlocutionary acts can be performed well. In perlocutionary act the hearer is allowed to make an interpretation on conversation. If it happens in conversation, it means speech acts are applied.

The importance of studying speech act is stated, speech act theory gives explicit recognition to the social or interpersonal dimensions of language behaviour (Rido & Sari, 2018). It reflects a new perspective of language and the way it operates (Pustika, 2020). This discipline of pragmatic inquiry has emerged to study the real world conditions under which a sentence may be appropriately used as an utterance.

Alan (2000:331) stated that communication is not just a matter of expressing propositions because proposition cannot communicate at all, so to communicate we must express proposition with a particular illocutionary by performing particular kinds of action such as stating, promising, warning, and so on, which come to be called **speech act**.

It means when people do communication, they are not only saying to the hearer, but also forcing the hearer to do something or it needs illocutionary act.

### **Illocutionary Act**

Illocutionary act becomes the basic of analysis in pragmatic comprehension. The most important study from those three kinds of speech act is illocutionary act. *“Yang terpenting dari ketiga jenis tindak tutur itu adalah tindak illokusi. Inilah yang menjadi satuan analisis dasar didalam kajian pragmatic.”* It means illocutionary act becomes the basic analysis

and the most important study from those three speech acts because it relies on both, speaker and hearer.

Illocutionary as the intention the speaker has in uttering a statement. Here the speaker not only saying or informing something to the hearer but it is also intends to the hearer to do something. For example when there is a lecturer says, "*Anne did seminar last Monday*" to eighth semester university student. It means the lecturer not only informing to the university student but the lecturer give a motivation to the university student to hard work in order to graduate soon.

### **Context**

In determining illocutionary act, context is much needed because illocutionary act is analyzed based on the context. Context necessarily involves the interpretation of what people mean and how the context influence what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when and under what circumstances.

Pragmatic is study of just those aspects of the relationship between language and context that are relevant to the writing and grammars. Pragmatic is a study of contextual meaning. Means that pragmatics cannot be separated from the context because it much needed in determining speaker's meaning. The same utterance will have a different meaning if it is uttered in a different context.

For example there is a speaker and a listener who are in the public place and the speaker wants to tell the listener a secret. The utterance "*It is too crowded here!*" may means that he wants they move from there but it will have a different meaning if it is uttered in a different context. An example in a class room in which the teacher explains about a topic and one of students just talks with his friend and the teacher says, "*It is too crowded here!*", He says that because he wants the student to be focused. It means that the speaker (the teacher) and the listener (the student) relate with the context because both the speaker and the listener understand what the speaker's means. Therefore context plays an important role in defining or interpreting the speaker's meaning.

### **METHOD**

In this research, the researcher used qualitative method. Qualitative research are descriptive data, the data collected is in the form of words or pictures rather than the numbers (Baker & Edwards, 2012). This research focused on categorizing illocutionary

acts and the most dominant illocutionary act found in Poppy Moore's utterance. The researcher chooses this method because this research uses words, phrase, and sentence in discussing and analyzing the data. This study aims to examine the use of illocutionary act and the most dominant of illocutionary act in the form of Poppy Moore's utterances. The researcher used qualitative method because the data are taken from utterances which is it is not in a numerical form.

## **RESULTS AND DISCUSSION**

### **Illocutionary Acts Used by Poppy Moore**

#### **ASSERTIVE**

##### **Datum 1**

**Duration:** 00:04:28 – 00:04:33

POPPY: *In England, it rains 200 days out of the year.*

RUBY: You will definitely get SAD (Seasonal Affective Disorder).

MOLLY: She is sad.

##### **Context**

These are aspects which supported an analysis of context as follow:

1. **Addresser and Addressee** : Poppy and Her friends
2. **Setting** : In Poppy's room
3. **Context of situation** : The conversation took place when Poppy was trying to look for the information about her new school in England.

From the dialogue, Poppy says, "*In England, it rains 200 days out of the year*" to her friends. From the utterance, Poppy informed the fact about England which is it rains 200 days out of year.

Based on the context, Poppy's illocutionary act is assertive. Assertive is commit the speaker to something being the case. Here Poppy as the speaker gives the information of fact that happened in England to her friends, so it clearly shows that it is a kind of informing which include into Assertive act.

##### **Datum 2**

**Duration:** 00:05:19 – 00:05:23

POPPY: "*Abbey Mount School is an independent boarding school for girls aged 11 to 17.*"

RUBY: Oh, my God.

### Context

These are aspects which supported an analysis of context as follow:

1. **Addresser and Addressee** : Poppy and Her friend
2. **Setting** : In Poppy's room
3. **Context of situation** : The conversation took place when Poppy was trying to look for the information about her new school in England.

Poppy says, "*Abbey Mount School is an independent boarding school for girls aged 11 to 17.*" to Ruby. From that utterance, Poppy informed the fact about Abbey Mount School which is kind of an independent boarding school for girls aged 11 to 17.

Based on the context, Poppy's illocutionary act is assertive. Assertive is commit the speaker to something being the case. Here Poppy as the speaker gives the information of fact about Abbey Mount School, so it clearly shows that it is a kind of informing which include into Assertive act.

### DIRECTIVE

#### Datum 6

**Duration:** 00:13:07 – 00:13:09

MATRON: I am Scottish, not remedial.

POPPY: Good, then you understand. *Line dry, press, no starch, and no creases.*

MATRON: How dare you? No mufti for a week

### Context

These are aspects which supported an analysis of context as follow:

1. **Addresser and Addressee** : Poppy and Her housemother
2. **Setting** : In ladies room at Abbey mount school
3. **Context of situation** : The conversation took place when Poppy came to her room at her new school. She was debate with Matron as a housemother at Abbey Mount.

From the dialogue, Poppy says, "*Laundry, press, no starch, and no creases.*" to housemother. From the utterance, Poppy clearly shows she asked the housemother to take care of her clothes, started from laundry till it is ready to be wear.

Based on the context, Poppy's illocutionary act is directive. Directive is commit the speaker to get the hearer to do something. Here Poppy as the speaker asked to the



housemother to take care of her clothes, so it clearly shows that it is a kind of commanding which include into directive act.

### **Datum 7**

**Duration:** 00:23:44- 00:23:47

POPPY: *Please I really need to talk to you.*

RUBY: Sorry I can't do it now because the limousine will be arrived at five minutes more and I had no a suit wear.

### **Context**

These are aspects which supported an analysis of context as follow:

1. **Addresser and Addressee** : Poppy and Her best friend
2. **Setting** : In pantry at Abbey Mount
3. **Context of situation** : The conversation took place when Poppy have a problems with her boy friend and her best friends then he trying to call her best friend in US to share her problem but her best friend is too busy so she has no time for Poppy.

When Poppy says, "*Please I really need to talk to you*" to Ruby, she represents it to get Ruby as addressee to give her time to tell her problems. She wants to share what she feel because of the wrong email that makes Freddie and her best friends in Abbey mount avoid her. But Ruby has no time to hear her.

Based on the context, Poppy's illocutionary act is directive. Directive describes the speaker's desire for the addressee to do something. Poppy describes her desire for Ruby to give her time to Poppy. It is clear that the utterance is requesting, which include in paradigmatic case of directive (Kuswoyo et al., n.d.).

### **EXPRESSIVE**

#### **Datum 13**

**Duration:** 00:11:17 – 00:11:28

DRIPPY: What is that?

KIKI: It's an iPhone. Good luck getting a signal. We only have two hot spots that work round here.

POPPY: *Maybe you should try entering the 21st century, Buck Rogers.* This place is medieval. It's imperative that I make my phone calls.

### **Context**

These are aspects which supported an analysis of context as follow:

1. **Addresser and Addressee** : Poppy and Her friend
2. **Setting** : In boarding school
3. **Context of situation** : The conversation took place when Poppy was trying to getting the signal.

From the dialogue, Poppy says, "*Maybe you should try entering the 21st century, Buck Rogers.*" From the utterance, Poppy clearly shows that she was insult her friends because they do not know about the new technology in this era. Even though it seems a suggestion, but the meaning of that utterance is insulting.

Based on the context, Poppy's illocutionary act is expressive. Expressive is describes the speaker's expression about the situation or psychological attitude (Muliyah et al., 2020). Here Poppy as the speaker expresses her psychological attitude to insult her Malibu's friends, so it clearly shows that it is a kind of insulting which include into expressive act.

## COMMISSIVE

### Datum 22

**Duration:** 00:04:15 – 00:04:20

MOLLY: But who's going to cut the crusts off my sandwiches?

POPPY: *You're going to be fine, Moll. I promise.*

### Context

These are aspects which supported an analysis of context as follow:

1. **Addresser and Addressee** : Poppy and Her young sister
2. **Setting** : In Poppy's room
3. **Context of situation** : The conversation took place when Poppy would leave Malibu to England.

*"You're going to be fine, Moll. I promise."* From that utterance, Poppy clearly shows she was promising and convincing her young sister that without her, her sister would be fine.

Based on the context, Poppy's illocutionary act is commissive. Commissive is expresses what speaker intends. Poppy expresses her intention to make her young sister be fine without her, so it clearly shows that it is a kind of promising which include into commissive act.

## CONCLUSION

After finishing the analysis, the researcher found from 48 data in the utterances of Poppy Moore as the main character in *Wild Child*, there are only four classifications of illocutionary act proposed by John Searle found, they are assertive, directive, expressive and commissive. From those four classifications of illocutionary acts, the researcher found the most dominant illocutionary act used by Poppy Moore is directive which reach 37,5%. This finding implies that directive shows the power of speaker who uttered an utterance, it means social stratification influences the way people use language. Further, studying illocutionary act will help listeners to interpret someone's utterances more carefully so that the listeners will be able to avoid misunderstanding while doing communication.

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