

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

This chapter explains the theory which is used in *The Speech Function Applied in "Guide to Good English" Talk Show Program on Hard Rock FM Surabaya*. The theory that is used in analyzing the data is speech function. The writer use it based on Holmes' theory (2008): social factors and social dimensions. In analyzing the data, the writer use those theories in order to get the whole understanding about the application of speech function theory in the conversation of the talk show "Guide to Good English".

##### 2.1.1 Speech Function

According to Holmes (2008), speech function is how we chose the way to convey the message that considered polite in different situation and conditions. Because different speech communities need different functions and absolutely they will express the function differently. As we know, in every community, language has an important role in process of social interaction since it indicates who the speakers are and what their identity that signifies to which group the speakers belong to and how theirs cognitive information is. In other words, the member of speech community should share linguistic norms. That is, they share understanding and values of attitudes toward language varieties present in their community. As stated by Spolsky (1998: 24), "Speech community is all the

people who speak single language and share notions of what is same or different phonology or grammar”.

### **2.1.2 Types of Speech Function (Holmes, 2008: 258-266)**

According to Holmes (2008:258), there are numbers of the functions of speech categories, those are:

1. Expressive function express the speaker's feelings, e.g. I'm feeling great today.
2. Directive function attempt to get someone to do something, e.g. Clear the table.
3. Referential function provide information, e.g. At the third stroke it will be three o'clock precisely.
4. Metalinguistic function comment on language itself, e.g. 'Hegemony' is not a common word.
5. Poetic function focus on aesthetic features of language, e.g. a poem, an car-catching motto, a rhyme: Peter Piper picked a peck of pickled peppers.
6. Phatic or social function express solidarity and empathy with others, e.g. Hi, how are you, lovely day isn't it!
7. Heuristic function concerned with learning, the main concentration of researching this function of speech is to identify the spoken language of learning children, e.g the characteristic of elephant, long nose, big ears, and one tail
8. Commissives involves using threats and promises, e.g. I will clean my room, I promise.

Each function has distinctive characteristics and it is influenced by the purposes. The first function, Expressive utterances, as the previous description, tells about the speaker's feeling, such as annoyance, admiration, respect or excitement. On the example above, not only does the speaker tell about the weather on that day but also his/her feeling to his/her teacher. It shows the speaker's relationship with the listener. The speaker uses a more complete sentence rather than a short one.

The second function, Directive function, is aimed to ask someone else to do something. These utterances using imperative statements for giving orders or making requests. 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!"

The third function, Referential function, gives more benefit to the listener. The speaker conveys information. For example, a boy tells his girlfriend that he will go for vacation after this semester by saying, "After this semester, I'm going to visit London" this sentence might give information that he can be with her for a while after that semester.

The fourth function, Metalinguistic function, it is used to describe parts of language such as grammar, or words that describe language itself. It is used to tell general truth such as I is a personal pronoun

The fifth function, Poetic function, focuses on aesthetic features of language, such as the aesthetic features in a song and lyrics. The utterances refer to sentence or word that concerns to the beauty of song and also meaning of it, which involves the theme and the taste of it. In other word, the function of poetic utterances deals with something that can express the beauty of art.

The sixth function, Phatic utterances, expresses solidarity and empathy to other people. It is one of the most common speech functions in daily interactions. It can consists of greetings, complements, gossip, etc. for greeting a friend, a speaker can say "Hi, how are you?" or "Hello, how's life?". As for greeting a stranger, the speaker can use "Hello..", but the more formal greetings between strangers are "Good morning/afternoon/evening".

The seventh function, Heuristic function, this function is more concentrate in learning aspect. When we want to identify the way children learn their spoken language, we give them a question on a subject that they have never heard of. But, we give them some clues and four options to select from. For example, the subject is elephant, then we gives four pictures of animals that represent our clues. After that the children will explain about that pictures until they find the right answer. The way they answer the question is will express heuristic function.

The eighth function, commissives, this function is used in a statement that is about promising or threatening something. For example when we want to make someone believe in us, we use the word 'promise' in the beginning or in the end

of our statement to show our seriousness (I will clean my room, I promise). likewise, commissives also used in threatening someone.

Different forms of speech can be used to express the same function. The choice of the forms determines by the social factor and dimensions.

## 2.2 Related studies

In compiling this study, the writer uses some information from previous studies which explain about speech function theory. Pretty Suryawati (2002), in her thesis *A Study of speech function on chatting found in "the joy luck club"*, analyzed the chatting in The Joy Luck Club which particularly taken from American Translation part. She used the theory of threshold level by van Ek and applied qualitative approach to describe speech functions and speech sub-functions found in the chatting. In her data analysis, she found the speech function that mostly used in the chatting is imparting and seeking factual information and its sub-function which is also mostly used is reporting. From the six speech functions, only two of them are from highest occurrence in the chatting. One is imparting and seeking factual information and the others is expressing and finding out intellectual attitudes.

Other related study was conducted by Titis Sulistyowati (2011), her journal entitled *The Speech Functions in The Conversations Between the Fourth Semester English Department Students of Muria Kudus University and Some Foreigners*. She discussed about the use of the basic speech functions in the casual conversation between Muria Kudus University of English Department

Students and a tourist. Her study is not only explain about the role of relation enactment among them, but also describe the contribution of speech functions in language education. She found that both speakers (the students and a tourist) have an equal turn distribution and power in their oral communication which is visualized from the use of the basic speech functions, and congruent moods. She classified the speech functions produced by the participants into the speech functions classes in Eggins and Slade's theory. The four conversations showed that the opening speech functions are produced mostly by the students; it indicates that the students play as the initiators. She concluded that the use of speech functions is not reciprocal, since the interaction is driven by the questions which is produced exclusively by the students, and the answer is based on the tourists' respond. On the other hand, only the tourists take the role of giving information. Beside that, the tourists showed their respect and appreciation to the students as they respond to the student initiations by producing more responding and continuing moves.

In 2012, Vany Eka Ningtyas in her thesis entitled *Speech Function Analysis in Alice in Wonderland Movie Script*. The objectives of this research are to find out speech functions realized by clause moods in the dialog used by the main character Alice in Alice in Wonderland movie script by Linda Woolverton. This research used descriptive qualitative. The data of this research is speech functions realized by clause moods that are taken from the script of Alice in Wonderland movie script. Based on the result of this research, she suggested that the lecturers of English Education Department could use this research as an

example when they teach about grammar and functional grammar to make the students can learn more about the mood types and speech function through her research. It is also suggested that the future researchers should continue and develop this research with the analysis of the speech function used by the other character in this movie script, because this research only talks about speech function realized by clause mood in the dialog used by the main character.

In 2012, Lailul Maulidiyah in her thesis *entitled An Analysis of Speech Function in "Institutional Talk" Class at the English Department* describing about how the lecturer and how the students in "Institutional Talk" class produce different ways of speech to convey the information or message that serves both affective function and referential function in class activities. This study uses the categorization of speech functions by Holmes (1992): identifying social factors and dimensions. This study uses qualitative approach through conducting observation in the Institutional Talk class. The data are recorded by video and audio recorder. The data analysis showed that the utterances used in Institutional Talk class are Referential (informative) utterances, Directive utterances, Emotive (expressive) utterances, Phatic utterances and Metalinguistics utterances. The function of those utterances showed that the social factors between participants influence their ways in producing speech. Beside that, the use of certain types of function is affected by the social status of participants, formality, and social relationship. The writer found several utterances which have more than one function.

# **CHAPTER III METHOD OF THE STUDY**