

**LANGUAGE FUNCTIONS PERFORMED BY NICK VUJICIC  
IN HIS VIDEOS THEMED “AGAINST BULLYING”**

**THESIS**

**By**

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**FACULTY OF HUMANITIES**

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**LANGUAGE FUNCTIONS PERFORMED BY NICK VUJICIC  
IN HIS VIDEOS THEMED “AGAINST BULLYING”**

**THESIS**

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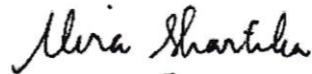
**ENGLISH LETTERS DEPARTMENT  
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MALANG  
2018**

## APPROVAL SHEET

This is to certify that Muhammad Zainurridlo's thesis entitled *Language Function Performed by Nick Vujicic in His Videos Themed "Against Bullying"* has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S) in English Letters Department.

Malang, June 26<sup>th</sup> 2018

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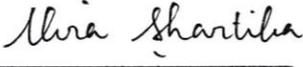
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## CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill one of the requirements for the degree of Sarjana Sastra (S.S) entitled “Language Function Performed by Nick Vujicic in His Videos Themed “Against Bullying”” is my truly original work. It does not incorporate any material previously written or published by other persons, except those indicated in quotation and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.



Malang, June 26<sup>th</sup> 2018

  
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## MOTTO

فاصبر إن وعد الله الحق

“So be patient. Indeed, the promise of Allah is truth” (Ar-Ruum : 60)



## DEDICATION

This thesis is proudly dedicated to;

My beloved parents; my father Mr. Aswar (alm.) and my mother Mrs. Fathonah, S.Pd. as my best motivators who always accompany me with their endless love, affection and support.

My beautiful sister Izzatul Azizah and my brother-in-law Hadi Suryo Widodo who are always proud of me and support me all the way.

My lovely niece Azkadina Hadza Syahira who always be my mood booster.



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Alhamdulillahirobbil ‘alamin, my greatest gratitude delivered to Allah SWT, the one I worship, for everything in my precious life. With His grace and mercy, I could finally finish this meaningful thesis entitled “Language Function Performed by Nick Vujcic in His Videos Themed “Against Bullying”” to finish my study at university; a thing that everyone has been dreaming of in this universe. *Shalawat* and *Salam* praise to Prophet Muhammad SAW – a thing that I really hope to enunciate in every breath I take.

First thing, I am more than thankful to all my families for their endless material and spiritual supports, motivations, and advices – they are truly my motivation to live my life. Second of all, there is something beyond language I thank to my advisor, Mira Shartika, MA, for every single critical advice and unsurpassed knowledge. I also blessed to be with all the family of Faculty of Humanities; Dr. Hj. Syafiyah, M.A, Dr. Siti Masitoh, M.A, Ibu Rina Sari, M. Pd, Pak Agwin Degaf, M.A, and other amazing lecturers.

My gratitude also goes to my beloved big family in Gading, Pagelaran, Malang, Surabaya, and others. Moreover, I also thanks to Ma’had Sunan Ampel Al-Aly with its whole system. There are many super persons inside I ever met and I have learnt many things from them. Special thanks to Dr. KH. Muzakki, MA (as the head of mahad), Ust. Salman, Ust. Nasrul, Ust. Nanang, Ust. Wahyu, Ust. Syauqi, Ust. Afif, Ust. Budi, and Ustadzah Alya.

My endless love also goes to my beloved friends who accompany me during my study in this university. They are my *camur* squads – Malik, Dony, Gufran - who always create smiles in every second of my life. A great thank also belongs to my friends of BSI Heroes ‘14, especially my crazy friend, Rohma Nur Romadhonia as my academic rival, musyrif-musyrifah and Mahkota family who are tremendously encouraging and empowering my life. They are my best second family I have ever had

Finally, as an ordinary human being, I am anxious for some weaknesses of this thesis. Therefore, I wish that everyone who read this simple thesis from any educational background could extend any constructive critic and suggestion for the betterment of this research and the better researches in the future.

Malang, June 2018

Author,

Muhammad Zainurridlo



## ABSTRACT

**Zainurridlo, Muhammad.** 2018. *Language Functions Performed by Nick Vujicic in His Videos Themed “Against Bullying*. Thesis. English Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang

**Advisor** : Mira Shartika, MA

**Keywords** : Elements of communication, language function, Nick Vujicic.

Language is a system of sounds and words and the functions is for communicating with other people. Language has some aspects and one of the aspects is language function. Language functions refer to the purposes in which the addressers use language to communicate. In this study, the researcher examines the language functions in utterances performed by a famous Australian motivator, Nick Vujicic, in his videos themed “Against Bullying” on YouTube. This research focuses on two problems: (1) What elements of communication are used in Nick Vujicic’s videos and (2) What types of language functions are found by Nick Vujicic.

The data are transcribed utterances produced by Nick Vujicic in his videos themed “Against Bullying”. There are two videos available regarding the theme. First video is entitled “Attitude is Altitude” by 10 minutes 10 seconds duration and the second video is entitled “Stand Strong” by duration 20 minutes 05 seconds. Moreover, the data were classified by using Jakobson in Hebert (2011) theory about language function. Furthermore, the researcher methodologically used descriptive qualitative approach as the research design.

This study reveals that all seven elements of communication are found in Nick Vujicic’s videos themed “Against Bullying” on YouTube. Those are addresser, addressee, channel, message form, topic, code, and setting. Moreover, this study also reveals that all six elements of communication are applied by Nick Vujicic’s in his speech. Those are expressive function, directive function, referential function, poetic function, metalinguistic function, and phatic function. The dominant language function which is used by Nick Vujicic is referential function. It happens because a motivational speech requires a lot of information to be informed to the audience. Further, this research presents that there is also a combination of two or three functions in an utterance. In brief, elements of communication and language function should be identified based on the context in a certain situation and condition.

For the future researchers, it is recommended to figure out more comprehensively the language function not only in a video, movie or textbook, but also in a live conversation or speech using other theories such as Halliday or Janet Holmes. In addition, it is also suggested to collaborate the study with other theory like identity and sociolinguistics theory.

## ABSTRAK

**Zainurridlo, Muhammad.** 2018. *Fungsi-fungsi Bahasa yang Digunakan oleh Nick Vujicic dalam Video Bertema “Menolak Bullying”*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

**Pembimbing** : Mira Shartika, MA.

**Kata kunci** : Elemen komunikasi, fungsi bahasa, Nick Vujicic.

Bahasa adalah sistem bunyi dan kata yang digunakan untuk berkomunikasi dengan orang lain. Bahasa mempunyai beberapa aspek dan salah satunya adalah fungsi bahasa. Fungsi bahasa merujuk pada tujuan yang digunakan oleh pembicara dalam berkomunikasi. Dalam penelitian ini, peneliti menganalisis fungsi bahasa dalam ucapan-ucapan seorang motivator dari Australia, Nick Vujicic, dalam videonya bertema “Menolak Bullying” di YouTube. Penelitian ini difokuskan terhadap dua masalah yaitu (1) Elemen komunikasi apakah yang digunakan oleh Nick Vujicic dan (2) Fungsi bahasa apa sajakah yang terdapat pada ucapan Nick Vujicic.

Data yang digunakan berupa transkrip ucapan dari Nick Vujicic. Terdapat dua video yang tersedia. Video pertama berjudul “Attitude is Altitude” yang berdurasi 10 menit 10 detik dan video kedua berjudul “Stand Strong” berdurasi 20 menit 05 detik. Setelah itu, data diklasifikasikan menggunakan teori Jakobson dalam Hebert (2011) tentang fungsi bahasa. Selain itu, peneliti secara metodologi menggunakan deskriptif kualitatif sebagai desain penelitian.

Penelitian ini menghasilkan bahwa tujuh elemen komunikasi ditemukan dalam video Nick Vujicic yang bertema “Menolak Bullying” yaitu pembicara, penerima, channel, bentuk pesan, topik, kode, dan setting. Selanjutnya penelitian ini juga mengungkap bahwa enam fungsi bahasa juga diaplikasikan oleh Nick dalam pidatonya yaitu fungsi ekspresif, direksi, referensi, puitis, metalinguistik, dan phatic. Fungsi bahasa yang paling banyak digunakan adalah fungsi referensi. Hal ini dikarenakan dalam menyampaikan pidato motivasi diperlukan banyak informasi untuk audiens. Lebih dari itu, penelitian ini juga menunjukkan bahwa ada kombinasi antara dua hingga tiga fungsi bahasa dalam satu ucapan. Singkatnya, elemen komunikasi dan fungsi bahasa dapat diidentifikasi berdasarkan konteks dalam situasi dan kondisi tertentu.

Untuk peneliti selanjutnya, sangat direkomendasikan untuk membahas lebih komprehensif tentang fungsi bahasa tidak hanya dalam video, film, atau teks buku namun juga dalam percakapan atau pidato secara langsung menggunakan teori lain seperti Halliday atau Janet Holmes. Selain itu, disarankan juga untuk mengkolaborasikan penelitian fungsi bahasa dengan teori lain seperti konstruksi identitas dan sosiolinguistik.

## مستخلص البحث

زين الرضا، محمد، 2018. وظيفة اللغة التي يستخدمها نيك فوجيسيك في فيديو تحت الموضوع "إنكار التهويل". البحث الجامعي. قسم اللغة الإنجليزية وأدبها. كلية الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرفة : ميرا سارتیکا الماجستير

كلمات أساسية : بعد الاتصال، وظيفة اللغة، نيك فوجيسيك.

اللغة نظام الصوت والكلمة المستخدمة للاتصال بالآخرين. لدت اللغة بعض الجوانب، منها وظيفة اللغة. ووظيفة اللغة ترجع إلى الهدف المستخدم من جهة المتكلم عند الاتصال. في هذا البحث، يحلل الباحث وظيفة اللغة في أقوال المثير من أستراليا، نيك فوجيسيك، في فيديو بموضوع "إنكار التهويل" في يوتوب. يركز البحث في مشكلتين، هما (1) أي بعد الاتصال الذي يستخدمه نيك فوجيسيك، و(2) أي وظيفة اللغة التي توجد في قول نيك فوجيسيك.

البيانات المستخدمة نص أقوال نيك فوجيسيك. هناك فيديو المعدة. فيديو الأول بموضوع "Attitude is Altitude" طوال عشر دقائق وعشر ثانية. وفيديو الثاني بموضوع "Stand Strong" طوال عشرين دقيقة وخمسة ثانية. ثم تصنيف البيانات باستخدام نظرية جاكوبسون في هيرت (2011) عن وظيفة اللغة. بجانب ذلك، طريقة البحث المستخدمة طريقة الوصفي الكيفي لتصميم البحث.

نتيجة البحث أن هناك سبعة أبعاد الاتصال في فيديو نيك فوجيسيك بموضوع "إنكار التهويل" وهم المتكلم، والمرسل إليه، والقناة، وشكل الرسالة، والموضوع، والرموز، والإطار. هذا البحث يعرض أن ست وظائف اللغة مطبقة عند نيك فوجيسيك في خطبته، هم وظيفة التعبير، والاتجاه، والمرجع، والشعري، وميتالنجوستيك، وفاتييك. وظيفة اللغة أكثرها استخداما ووظيفة المرجع. وهذا بسبب إيصال خطبة الإثارة محتاج إلى كثير المعلومات للحاضرين. هذا البحث يشير أن هناك الاندماج بين الاثنين أو ثلاث وظائف اللغة في قول واحد. على شكل الإيجاز، بعج الاتصال ووظيفة اللغة استطاعة تعريفه معتمد على السياق في حالة معينة.

للباحث اللاحق، الحث على البحث أشمل حول وظيفة اللغة لا يقتصر في فيديو، أو الفلم، أو نص الكتاب، ولكن كذلك في المحادثة أو الخطبة المباشرة باستخدام النظرية الأخرى مثل هليدي أو جانيت هولميس. جانب ذلك، الاقتراح أن يتعاون البحث بين وظيفة اللغة بنظرية أخرى مثل بناء الهوية وعلم اللغة الاجتماعي.

## TABLE OF CONTENTS

|  |            |
|--|------------|
| <b>TITLE SHEET .....</b>                             | <b>i</b>   |
| <b>APPROVAL SHEET .....</b>                          | <b>ii</b>  |
| <b>LEGITIMATION SHEET .....</b>                      | <b>iii</b> |
| <b>CERTIFICATE OF THESIS AUTHORSHIP .....</b>        | <b>iv</b>  |
| <b>MOTTO .....</b>                                   | <b>v</b>   |
| <b>DEDICATION.....</b>                               | <b>vi</b>  |
| <b>ACKNOWLEDGEMENT.....</b>                          | <b>vii</b> |
| <b>ABSTRACT.....</b>                                 | <b>ix</b>  |
| <b>TABLE OF CONTENTS.....</b>                        | <b>xii</b> |
| <br>   |            |
| <b>CHAPTER I: INTRODUCTION .....</b>                 | <b>1</b>   |
| 1.1. Background of the Study.....                    | 1          |
| 1.2. Research Questions .....                        | 4          |
| 1.3. Objectives of the Study .....                   | 5          |
| 1.4. Significance of the Study .....                 | 5          |
| 1.5. Scope and Limitation .....                      | 5          |
| 1.6. Definition of Key Terms .....                   | 6          |
| 1.7. Research Method.....                            | 7          |
| <br>   |            |
| <b>CHAPTER II: REVIEW OF RELATED LITERATURE.....</b> | <b>11</b>  |
| 2.1. Discourse Analysis .....                        | 11         |
| 2.2. Types of Elements of Communication.....         | 12         |
| 2.3. Language Function’s Theory .....                | 15         |
| 2.4. Previous Studies .....                          | 22         |

|  |           |
|--|-----------|
| <b>CHAPTER III: FINDINGS AND DISCUSSION.....</b>   | <b>25</b> |
| 3.1. Findings.....                                 | 25        |
| 3.1.1. Elements of Communication .....             | 26        |
| 3.1.2. Language Function.....                      | 29        |
| 3.2. Discussion .....                              | 57        |
| 3.2.1. Elements of Communication Analysis.....     | 58        |
| 3.2.2. Language Function Analysis .....            | 59        |
| <b>CHAPTER IV: CONCLUSION AND SUGGESTION .....</b> | <b>69</b> |
| 4.1. Conclusion .....                              | 69        |
| 4.2. Suggestion.....                               | 71        |
| <b>BIBLIOGRAPHY .....</b>                          | <b>72</b> |
| <b>BIOGRAPHY</b>                                   |           |
| <b>APPENDIX</b>                                    |           |

## CHAPTER I

### INTRODUCTION

This chapter elaborates background of the study, research questions, objectives of the study, and also presents the significances of the study, scope and limitation, definition of the key terms and research method.

#### 1.1. Background of the Study

Language is a tool of communication for human being. Communication is a connection between the speaker and the hearer to share the knowledge, message and information. If a human being does not use the language ability, he/she will get difficulty to communicate and build the relationship with others. In fact, a human being is created to be a social and dependent creature.

According to Fromkin (2009, p.3) language is the source of human life and power. Language is a system of sounds and words and the functions is for communicating with other people. By language we can express our ideas with spoken form or written form. Martinet (1987, p.32) states as follows:

*“Language is a communication tool for analyzing human experience, differently in every community, in a single-unit containing systematic and revealing the contents of the sound, which is monem. Expressing a sound in turn articulated in units differentiator and sequentially, is phonemes, certain amount in each language, namely the nature and interrelatedness of different linkages is also in every language”.*

In this millennial era, most people use mass media as a way of interaction, getting knowledge, entertainment and information. YouTube is one of mass media that plays significant role in the society. Many people think that YouTube is simple and easy way to reach up all they need regarding to all information and knowledge. Malooney (2017) wrote that YouTube is huge and immensely popular among global viewers. You definitely don't have any idea that the video content uploaded to YouTube every 60 days has more content than the three U.S. major television networks that have created in 60 years.

Language is not only an expression of intent of heart and mind, but also to deliver deep message from the addresser to the addressee. Therefore, language has some functions, such as expressive, directive, phatic, poetic, metalinguistic, referential, and referential function. This study examines the language functions in utterances produced by a famous Australian motivator, Nick Vujicic, to know how the language functions are used and types of the language functions that are mostly found in Nick Vujicic video on YouTube.

Nicholas James Vujicic, called Nick Vujicic, is a Serbian-Australian motivational speaker born with tetra-amelia syndrome, a rare disorder (called phocomelia) characterized by the absence of arms and legs. He is one of the seven known individuals planet-wide who lives with this syndrome.

Vujicic has two small and deformed feet, one of which he calls "chicken drumstick" because of its shape. Originally, he was born with the toes of that foot fused. An operation was performed to separate the toes so that he could use them as

fingers to grab, turn a page, or perform other functions. Once, Vujicic attempted a suicide but notes that he had an “amazingly normal childhood”.

By all those disabilities, Vujicic could incarnate into a famous book author, actor, and international motivator. He has successfully written eight spectacular books which mostly contains the motivation. Therefore, Nick Vujicic has a strong character to persuade and motivate others. Hence, the writer is curious to do research in this field.

Nick Vujicic started to give talks when he was seventeen years old at his prayer group, then he founded a non-profit organization named “Life Without Limbs”. He traveling the world and presents speeches especially focusing on teenage problems already addressed over three million people in almost 57 countries. For his bravery and perseverance, the Australian young citizen awarded hum in 1990. He speaks to the school, college, corporate audience, and congregation. Nick Vujicic was nominated for the Young Australian of the Year Award in 2015 (Biographybd, 2016).

A series of studies have been conducted by some researchers who focus on language functions. Some researchers have conducted the research in various subjects, such as in Suhartono and Yurika (2008) in their collaborative study entitled A Study of Language Functions produced by the Hosts in the Questioning Section in ANTV “Campur-Campur” Talk Show. This study discussed about language functions produced by the hosts in the QnA sections. The writers use theory of Language Functions proposed by Van Ek and Alexander (1976), which have already been reviewed in Hatch (1985).

Other research is in Sabata (2011) in her thesis, “An Analysis of Language Function in the Novel “A Potrait of Artist as Young Man” by James Joyce”. She found that there are six language functions in the novel based on Roman Jakobson theory. She uses a novel as the object of the research.

Moreover, Irawan (2014) in his thesis, “Language Function Used by Bella Swan as The Main Character of New Moon Movie”. He uses a theory of Jakobson in Hebert (2011). He found that 173 utterances produced by Bella Swan containing language functions.

While, Machmudha (2015) in her research “A study of Language Function Used by Alicia and dr. Rosen in “A Beautiful Mind”. She analyzed the kind of language functions used by Alicia and dr. Rosen to John Nash as well as the language functions mostly used by them.

In addition, Susanthi et al (2018) do a research entitled “A Study of Language Function Used in ELT Textbook Focused on Medieval on Medical Conversation”. This study uses a theory of language function proposed by Leech (1974), Cook (1994), and Halliday (1985). Moreover, this study is merely focused on the language functions used in midwifery conversation in a textbook.

## **1.2. Research Questions**

According to the above background, this study is aimed to answer the following questions:

1. What elements of communication are used by Nick Vujicic in his video themed “Against Bullying” on YouTube?

2. What types of language functions are used by Nick Vujicic in his video themed “Against Bullying” on YouTube?

### **1.3. Objectives of the Study**

Based on the problems above, the objectives of the study are aimed:

1. To find out the elements of communication used by Nick Vujicic in his video themed “Against Bullying” on YouTube.
2. To find out the types of language functions which are used by Nick Vujicic in his video themed “Against Bullying” on YouTube.

### **1.4. Significances of the Study**

The study is theoretically and practically beneficial to be analyzed. Theoretically, this study is aimed to make a contribution to the development of Discourse Analysis Theory, especially language function proposed by Jakobson in Herbert (2011). Practically, this study is expected to enrich information for the researcher who concerns about language function. Through the result of this study, the researcher wants to show the elements of communication found in utterances made by Nick Vujicic and language function mostly used by Nick Vujicic when delivering his motivational speech about “Against Bullying” on YouTube.

### **1.5. Scope and Limitation**

This study is related to discourse that is focusing on language functions. The researcher is focused on Nick Vujicic utterances when delivering his motivational speech, especially about “Against Bullying”, in front of the audience. This research

is limited just on the theory of Jakobson in Herbert (2011) that discusses about kinds of elements of communication. Moreover, this study focuses on six kinds of language functions; they are expressive functions, directive functions, referential functions, phatic functions, metalinguistic functions, and poetic functions.

### **1.6. Definition of Key Terms**

Definition of key terms is used to give information or even explanation more about the terms which is probably not understood by the readers. Definition of key terms in this study consists of elements of communication and language function.

#### **1. Elements of Communication**

Hymes (in Cook, 1990, p.25) divided elements of communication into seven parts with followed Hymes's theory. They are the addresser, the addressee, the channel, the message form, the topic, the code, and the setting. Those are the factors of having a good communication in daily life.

From the explanation of elements of communication, we know that language function is the elements of communication that uses people's utterances to convey what they mean. Therefore, people are easy to understand of what is saying by others.

#### **2. Language Function**

Language function discusses about the speaker's purpose of addressing some sentences. Language function is not only merely focus on the surface

meaning, but also in the deep message of the speaker. Moreover, language function can be analyzed from the utterance produced by some speakers.

There are many theorists who are discussing about language function. One of them is Jakobson (1960). However, it has been developed by Hebert (2011). He divided language function into six categories. Those are expressive function, directive function, referential function, metalinguistic function, phatic function, and poetic function. Each of them carries its own meaning and purpose.

Language functions refer to the purposes in which we use language to communicate. We use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function.

### **1.7. Research Methods**

To gain the data and do the reasearch, this study has research methods consisting of research design, research instrument, data source, data collection, and data analysis.

#### **a. Research Design**

The study will be set up in a qualitative method because it has no statistical data that will be implemented. This study tends to explore data in analyzing language functions used by Nick Vujicic in his video themed “Against Bullying” on YouTube. Moreover, this study is defined as the descriptive method. For the purpose of this study, descriptive research was

used to obtain kinds of utterances that are produced by Nick Vujicic in his video.

This research belongs to constructivism paradigm because it examines kinds of language function consisting in Nick Vujicic motivational speech video. Thus, this research will be investigated by discourse analysis approach as the methodology of constructivism, since language function is a part of discourse analysis.

b. **Research Instruments**

Before collecting the data, the researcher will design research instrument. Parahoo (1997) states that research instrument is a tool that is used in collecting and obtaining the data. As a matter of fact that research instrument is a prominent thing to get the data in a qualitative research. Therefore, the researcher itself plays a big role in searching and analyzing the data.

Further, Creswell (2012) revealed that “qualitative data can be found through several categories such as observations, interviews and questionnaires, documents and audiovisual materials”. In this study, the researcher uses documents to explore the data. The document includes the video downloaded from YouTube and the transcript of the video.

c. Data Source

The data is obtained from two videos of Nick Vujicic themed “Against Bullying” which were uploaded in YouTube. There are some channels and links which are chosen by the researcher.

The video entitled “Attitude is Altitude” which has 10 minutes and 10 seconds length of duration is the first data source of this study. This video was uploaded by English for Everyone channel on April 2017. The second data is taken from a video entitled “Stand Strong”. This video was uploaded by Law of Attraction Coaching channel on July 2017 by 20 minutes and 5 seconds length of duration.

The reason why the researcher take the video mentioned is because these two videos provide the data needed and are relevant with what will the researcher do in this study. Moreover, it has been suggested by the previous studies to analyze kind of video in term of speech or presentation form. Therefore, the researcher decides to take Nick Vujicic’s motivational speech video as the data source.

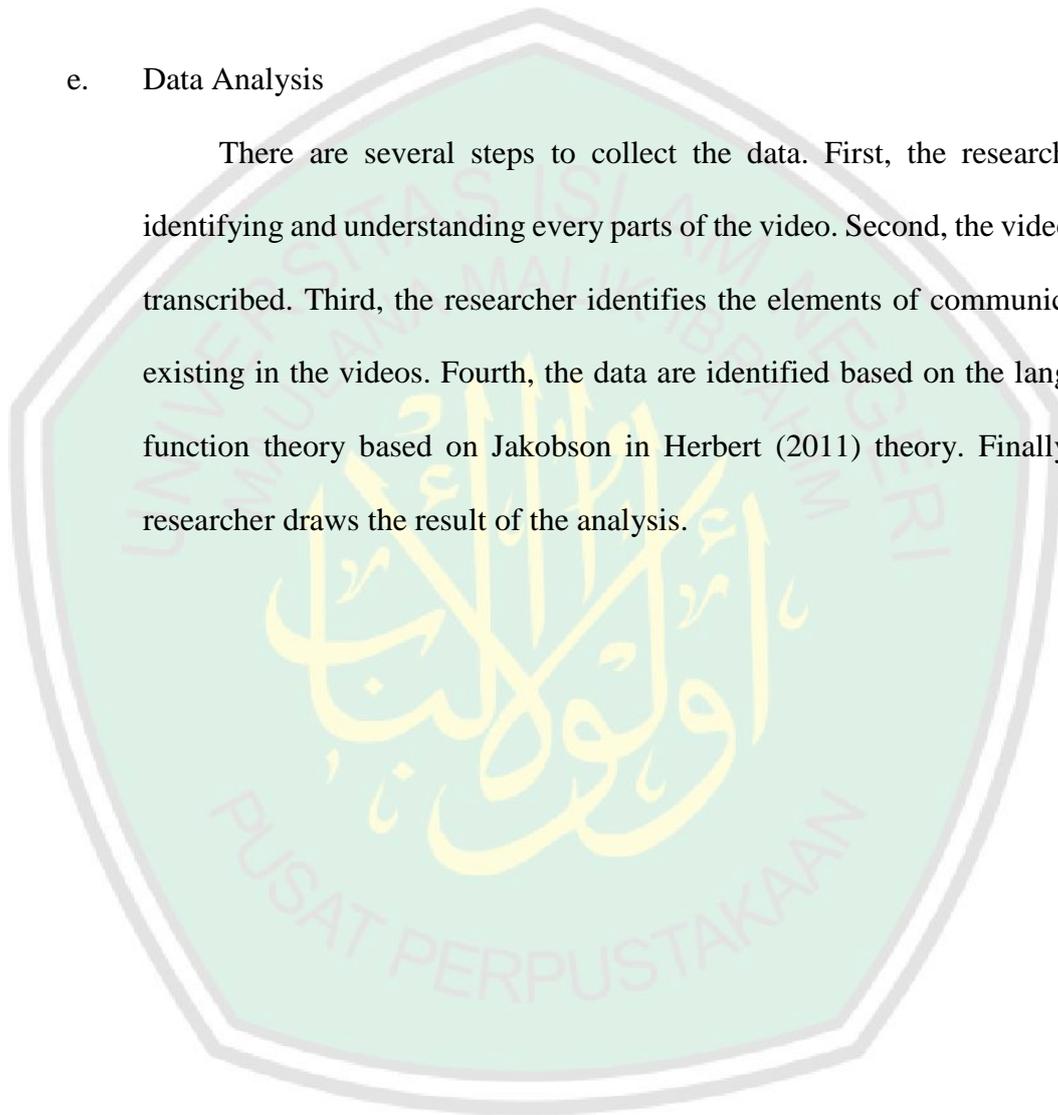
d. Data Collection

To collect the data, there are several steps to do. First, the researcher chooses the video which will be analyzed. The researcher tries to find out the titles that are appropriate with the theme. Second, the researcher downloads the videos from some YouTube channels which uploaded Nick Vujicic’s video themed “Against Bullying”. Third, the videos are watched and

transcribed to notice the utterances. Fourth, the transcription are classified into types of language functions. Finally, the researcher analyzes the data based on the theory.

e. Data Analysis

There are several steps to collect the data. First, the researcher is identifying and understanding every parts of the video. Second, the videos are transcribed. Third, the researcher identifies the elements of communication existing in the videos. Fourth, the data are identified based on the language function theory based on Jakobson in Herbert (2011) theory. Finally, the researcher draws the result of the analysis.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related with the topic. There are four points explained in this chapter. First, the explanation about discourse analysis as the approach used in this study. Second, the elements of communication's theory proposed by Hymes in Cook (1990, p.25) is also explained. The third is about language functions of Jakobson in Hebert's (2011) theory. The last sub chapter will be about the previous studies which are used to show the gap of those studies with this study.

#### 2.1. Discourse Analysis

Discourse is generally used to designate the forms of representation, codes, conventions and habits of language that produce specific fields of culturally and historically located meanings. Van Dijk (1997) mentions that *discourse* is usually identified as a form of spoken language, what is said in public speeches for example, or it could also refer to the ideas of certain schools of thoughts, for instance the discourse of contemporary philosophies.

The definition of *analysis* is the process of breaking down a something into its parts to learn what they relate one another. *Analysis* is a careful study of something to learn about its parts, what they do, and how they are related to each other.

According to Van Dijk (1997) *discourse analysis* can only be done with spoken language since there is an evident interaction between the speakers; nevertheless, written materials can also be analyzed because readers assimilate what they are reading in spite of what may seem a passive interaction between the reader and the text.

Moreover, Wood and Kroger (2000) stated that *discourse analysis* is not only about method, it is also a perspective on the nature of language and its relationship to the central issues of the social sciences. More specifically, we see discourse analysis as a related collection of approaches to discourse, approaches that entail not only practices of data collection and analysis, but also a set of metatheoretical and theoretical assumptions and a body of research claims and studies.

So in generally, discourse analysis is a study of the relationship between language and context in which it is used. It means that language users have to recognize what language mode they use to their interlocutor. Therefore, the elements of communication and language functions are categorized as branches of discourse analysis since both have a great relationship between a language and context.

## **2.2. Types of Elements of Communication**

Language has two functions: transactional and interactional functions. Language has transactional function when it is used for transferring information (Brown & Yule in Chojimah 2014, p.4). Teaching-learning process, political

speeches, academic seminar, and talkshow TV are just few examples of communicative events in which language is used transaction ally.

While language has interactional function when it is used for maintaining social relationship. Based on Nasr (1984, p.4), interactional function is function of language which relates with how humans use language to interact with each other, socially or emotionally: how they indicate friendliness, cooperation, hospitality, or annoyance, pain, or pleasure.

The prime function of language has been assumed to be cognitive: the expression of ideas, concepts, and thoughts. One of the clearest and most influential was formulated by the linguist Hymes in Cook (1990, p.25) which divided the scheme proceeds by first identifying the elements of communication, as follows:

1. The addresser: the person who creates the message. This is usually called as the speaker or sender but not always, as in the case of messengers, spokespeople, and town criers.
2. The addressee: the person to whom the message is addressed. This is usually called as the hearer or receiver, because they are the person who receives a message from the addresser.
3. The channel: the medium through which the message is sent. For example sound waves, telephones wires, marks on paper, etc.
4. The message form: the particular grammatical and lexical choices of the message. It could be oral or written forms.
5. The topic: the information carried in the message or what the message is about.

6. The code: the language or dialect used in the communication or even the language formal and informal form, such as English, Indonesian, Japanese, etc.
7. The setting: the social or physical context. It can be designed as space and time situation.

As cited in Linda R. Waugh in her book “Poetics Today” according to Jakobson say that the ‘addresser’ sends a ‘message’ to the ‘addressee’. To be operative the message requires a ‘context’ referred to situation and condition (referential) who can understand by the addressee, then a ‘code’ fully, or at least have related common to the addresser and addressee and finally is a ‘contact’, a physical channel and psychological connection between addresser and the addressee, enabling both of them to enter and stay in communication.

Table 2.1. Factors involved in verbal communication and their associated functions.

| FACTOR           | FUNCTION           |
|------------------|--------------------|
| <b>Addresser</b> | Expressive/Emotive |
| <b>Addressee</b> | Directive/Conative |
| <b>Context</b>   | Referential        |
| <b>Contact</b>   | Phatic             |
| <b>Code</b>      | Metalinguistic     |
| <b>Message</b>   | Poetic             |

*Jakobson (1960, p.354, 357)*

Those are the elements of communication. From the explanation above, the researcher can conclude that language function is the element of communication that uses people's utterance to convey what they mean. Therefore, when understanding the elements of communication, the language functions can be established.

### **2.3. Language Function's Theory**

Language must be identified in all the variety of its functions. When people talk about language functions, they are talking about the reason why they use language. At its most basic, the function of language is communication or usually called by speech function, people use language to give and receive messages from each other.

It can be seen the term of language functions from some linguists like Leech in Ba'dulu (2004, p.4-5) dividing functions of language into five functions. They are informational function, expressive function, directive function, aesthetic function, and phatic function.

From a brief description of language functions above, so we can conclude that each of those carries a different function of language. Moreover, the definition of language function proposed by Jakobson in Herbert (2011) is as follows:

#### **1. Expressive Function**

According to Halliday and Hasan (1991, p.15), expressive function is the expressive being language that oriented toward the self. It means that a person or speaker expresses his or her feeling by language.

Expressive Function, or known with Emotive Function, means a communication of the inner states and emotion or an expression of the speaker's feelings. This focuses on addresser; it means that a speaker sends a message. The aim of expressive function is to convey the speaker's emotion or expression.

Expressive function tends to produce an impression of a certain emotion whether it is true or feigned. For example: "*I'm feeling happy today*", "*I'm very gloomy today*". (Holmes, 1992, p.225). Another way that expressive function presents is in the emphatic prolongation of vowels. The statement "there was a big spider in the kitchen" might be simple referential, but if the speaker were to say "there was a biiiiiiiiig spider in the kitchen!" it would more likely be intended and received as expressive function because the prolonged vowel is evidence of the speaker's emotional reaction.

It has relationship with Nord (2006, p.49) who says that the expressive function is individual feeling or emotions to express the idea. Expressive function relates to the addresser and is best exemplified by interjections. Simple expressions such as '*oh!*', '*eww*' or '*ugh*' are effective and authentic ways to express surprise, disgust, and exasperation without explicit statement or protracted description. It is also about sound changes that do not alter the denotative meaning of an utterance but add information about the addresser's (speaker's) internal states, e.g. "*Wow, what a view!*", "*Oh no!*", "*Fantastic!*".

## 2. Directive Function

Directive function, or known with Conative Function, is a function of language that is focused on, and concerned with influencing the behavior of the addressee, and thus concerned with persuasion.” It is most commonly found in commands and requests. Besides, directive function engages the addressee and it is illustrated by vocatives and imperatives, e.g. *“Tom! Come inside and eat!”*

Directive function finds its purest grammatical manifestation in the vocative (noun) and in the imperative (verb), but high context and low context cultures, as well as situations of varying degrees of formality and familiarity, also yield directive utterances whose grammatical structure might lead the unsuspecting to misinterpret the message.

Directive functions also means attempt to get someone to do something. It means that language used for the purpose of causing (or preventing) overt action. It focuses on the addressee (hearer); it seeks to affect the behavior of the addressee as a response. The aim of directive function is to convey the speaker’s commands.

There are four types of directive functions; they are imperatives, e.g. *“Close the door!”*, embedded imperative which means the request is preceded by an introductory phrase, e.g. *“Could you...”*, *“Can you open the door?”*, directives questions, e.g. *“Pardon me, do you have a double room for tonight?”*, and statement of need, e.g. *“I need bread and milk for my breakfast”*.

### 3. Referential Function

Referential function means carrying information or providing information. According to Holenstein (1974) it “dominates ordinary discourse [because we] designate objects and bestow them with meaning. It corresponds to the factors of message and describes a situation, object or mental state. Essentially, the referential is also known as informative language function. Example: “*At the third stroke it will be three o'clock precisely.*”, “*The autumn leaves have all fallen now*”.

In addition, according to Nord (2006, p.48), the referential function relies on the balance between given and presupposed information. There are micro function of referential function such as:

- 1) Identifying items about people, school, home, and communities.
- 2) Asking for a description of someone or something.
- 3) Defining something.
- 4) Explaining or asking for explanation of how something works.
- 5) Comparing and contrasting things.
- 6) Discussing possibilities, probabilities, or capabilities for doing something.

### 4. Phatic Function

Phatic function means opening the channel or express solidarity and empathy with others. Phatic function helps to establish contact and refers to

the channel of communication. This function is used for sociability. Therefore, sometimes vernacular words used in this function.

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 like *“you know what I mean?”* and *“really?”* or utterances which might be classified as “small talk”. In addition to strengthening the relationship between speakers, the use of phatic function also increases the listener’s perception of the speaker’s proficiency.

The inclusion of phatic utterances, particularly at the beginning of a conversation, “contribute to the creation or maintenance of a feeling of solidarity and well-being between interlocutors, as well as to the establishment of ties of union between them” (Cruz, 2013, p.2)

Phatic function is language for the sake of interaction and is therefore associated with the contact factor. Phatic function can be observed in greetings and casual discussion. For example: for greeting a friend, a speaker can say *“Hi/Hello”*, for formal greetings between strangers are *“Good morning/afternoon/evening”*

#### 5. Metalinguistic Function

The metalinguistic function is concerned with utterances that deal with language itself (a linguistic nature), or what is sometimes called “code”. It can be used to talk about semantic or grammatical structures, to provide

students with tools to monitor their own learning, and to clarify misunderstandings.

According to Jakobson in his book, this function plays an important role in our everyday language. Metalinguistic function means comment on the language itself. This function is the use of parts of language such as grammar to discuss or describe itself. For instance, “*I is a personal pronoun*” (Shekman, 2011, p.288).

Jakobson distinguishes four possible relationships: messages referring to messages, generally in the form of direct quotes or reported speech (“I didn’t hear him, what did he say?” “He said turn left!”); codes referring to codes (New York City is the place that bears that name); a message referring to a code (“A foal is a young horse” or “Foal is a four letter noun”); or a code referring to a message via shifters, possessive, and demonstrative pronouns (Holenstein, 1974).

Metalinguistic function focuses on attention upon the code itself, to clarify it or negotiate it. This is the function of language about language. It 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.

## 6. Poetic Function

Poetic function, also known as the aesthetic function, deals with that language whose primary focus is the beauty of the language itself. The

richness of sound and texture, and the balance that makes it a work of auditory art or poetic utterance. “The other functions need not be absent in poetic texts. They merely play a subordinate role, just as in other linguistic genres, the poetic function is not absent, but only appears in subordinate role (in political slogans, advertising, commemorative speeches, etc.)” (Holenstein, 1974, p.164)

Holmes (1992: 258) states that poetic function is using poetic features such as metaphor, metonymy, alliteration, rhyme, ambiguity, repetition, simile and antithesis. Poetic function means the particular form chosen is the essence of the message or focus on aesthetic feature of language. For example, “*An apple a day keeps the doctor a way*”

Moreover, poetic function 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 own. These additions have no purpose other than to make the messages “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.

Table 2.2. Language Function’s Theory by Jakobson in Herbert (2011)

| <b>Function</b>                | <b>Purpose</b>                               | <b>Sentence or text types</b> | <b>Examples</b>                                       |
|--------------------------------|--|-------------------------------|---|
| <b>Expressive/<br/>Emotive</b> | Expressing emotions, attitudes and opinions. | Interjections                 | “ <i>Fantastic!</i> ”<br>“ <i>Wow, what a view!</i> ” |

|                                |   |   |  |
|--------------------------------|---|---|--|
| <b>Directive/<br/>Conative</b> | Persuading<br>addressing                    | Imperatives<br>and vocatives.                                     | <i>“Drink up!”<br/>“Hey, Joe!”</i>                           |
| <b>Referential</b>             | Informing and<br>describing.                | Statements<br>and news<br>reports.                                | <i>“The autumn<br/>leaves have all<br/>fallen now”</i>       |
| <b>Phatic</b>                  | Making and<br>sustaining<br>contact.        | Greetings and<br>attention<br>greeting.                           | <i>“Hi, how are<br/>you?”<br/>“Are you still<br/>there?”</i> |
| <b>Metalinguistic</b>          | Checking and<br>repairing<br>communication. | Language<br>teaching and<br>learning<br>grammar<br>books.         | <i>“I is personal<br/>pronoun”</i>                           |
| <b>Poetic</b>                  | Word play and<br>rhyming.                   | Word play,<br>alliteration,<br>punning, and<br>rhyming<br>poetry. | <i>“An apple a<br/>day keeps the<br/>doctor a way”.</i>      |

(Jakobson in Machmuda, 2018)

#### 2.4. Review of Related Studies

The related previous studies are important for the researcher in doing the process of collecting and analyzing the data. They are used as guidance and comparison to come to a better understanding of the investigation. Hence, the researcher presents several previous studies which are closely related to this study.

The first study comes from Suhartono & Ulrike (2008) entitled *“A Study of Language Functions produced by the Hosts in the Questioning Section in ANTV “Campur-Campur” Talk Show”*. This study discussed about language functions which are produced by the hosts in the QnA sections. The writer uses theory of Language Functions proposed by Van Ek and Alexander (1976), which have

already been reviewed in Hatch (1985). While this study is used the theory of language functions by Jakobson (1960). Both divide language functions into six parts.

Sabata (2011) in her thesis, *“An Analysis of Language Function in the Novel “A Potrait of Artist as Young Man” by James Joyce”*. She uses Jakobson (1960) theory to analyze the study. Moreover, she uses a novel as the object of the research. She analyses the function of language used by the characters in the novel. The language function that mostly appears in the conversation is referential function. In addition, the study also appears two language functions in an utterance.

The next study is done by Irawan (2014) in his thesis entitled *“Language Function Used by Bella Swan as The Main Character of New Moon Movie”*. He uses a theory of Jakobson in Hebert (2011). He finds that 173 utterances produced by Bella Swan containing language functions with the details as follows; 51 expressive functions, 30 directive functions, 14 phatic functions, 43 referential functions, and 34 metalinguistic functions. In the end of the study, the writer also suggests English learners to do further research with other object in the same field.

Moreover, the next study is presented by Machmudha (2015) in her research *“A study of Language Function Used by Alicia and dr. Rosen in “A Beautiful Mind”*. She uses a theory of Jakobson (1960) to analyze the data. She analyzed kinds of language functions used by Alicia and dr. Rosen to John Nash as well as the language functions mostly used by them. The writer uses a movie as the object of the research. She finds five language function are used in the movie; expressive,

directive, metalinguistic, phatic, and referential. However, poetic function does not appear in the result of the study.

In addition, Susanthi et al (2018) do a research entitled “*A Study of Language Function Used in ELT Textbook Focused on Medieval on Medical Conversation*”. This study uses a theory of language function proposed by Leech (1974), Cook (1994), and Halliday (1985). Moreover, this study is merely focused on the language functions used in midwifery conversation in a textbook. The paper used general guideline in formulating the language function used in the counseling between midwifery and patient. Furthermore, this study also discusses about micro and macro language functions.

The similarity of this study with those previous studies is discussing about language functions. However, the linguists which are used to analyze the data are different. This study will focus on theory of Jakobson in Herbert (2011). Furthermore, in comparison, the object of previous studies are various. Irawan and Machmuda uses movie as their objects, Susanthi uses a guideline’s textbook. While this study uses the motivational speech video with a specific theme that is “Against Bullying” presented by Nick Vujicic, an international motivator. The researcher believes that Nick Vujicic’ utterances carry particular function of languages, which can make the readers understand about his purpose of speaking. Therefore, the researcher conducts this research to know how language function are implemented in Nick Vujicic motivational speech videos about “Against Bullying” on YouTube.

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the study. Further explanation about the elements of communication and kinds of language functions used by Nick Vujicic in his motivational speech video themed “Against Bullying” on Youtube based on Jakobson in Hebert (2011) theory is also presented in this chapter.

#### **3.1. Findings**

In this subchapter, there are two points to discuss. The first point is the elements of communication appearing in the video and the second point is the types of language function that consists of expressive function, directive function, referential function, metalinguistic function, poetic function, and phatic function used by Nick Vujicic in his motivational speech video.

The researcher obtains the data from Nick Vujicic motivational speech video on YouTube by a specific theme that is “Against Bullying”. There are two videos to analyze. First, the video entitled “Attitude is Altitude” by 10 minutes 10 seconds length of duration which was uploaded by English for Everyone channel on April 2017 and had been watching by 124,113 viewers. The second video is entitled “Stand Strong” by 20 minutes 5 seconds duration. This video was uploaded by Law of Attraction Coaching channel on July 2017 and was watched by 492,884 viewers.

### 3.1.1. Findings of Elements of Communications

The prime function of language has been assumed to be cognitive: the expression of ideas, concepts, and thoughts. Hymes in Cook (1990) divided the scheme proceeds by identifying the elements of communication involving addresser, addressee, channel, message form, topic, code, and setting.

The two videos of Nick Vujicic's which are analyzed in this study contain all the elements of communications. Further explanation of each point is presented below.

#### a. The Addresser

The addresser means a person who creates the message. It initiates the communication process. In speech communication, it can be identified that the addresser is the one who is delivering a message. In the research object, the addresser is Nick Vujicic. It can be seen from the video that Nick Vujicic is the one who is transferring the message to the audience.

#### b. The Addressee

The addressee is the person to whom the message is addressed. The addressee gets the message channeled by the addresser. In speech communication, the listener or the audience can be categorized as the addressee. In this study, both Nick Vujicic's videos have the same kinds of addressee that is the audience. They are the students of senior high school in California. It is about 200 – 300 students as the audience. Although the audience is same, however, it is only differentiates by the school's or

institution's name. Unfortunately, the researcher could not find the name of the school where Nick delivered the speech.

**c. The Channel**

The channel is the medium through which the message is sent. The channel can also be defined as a means by which a message moves from a person to another. The way to transfer the message to the audience used by Nick is by face to face because it is categorized as speech or presentation from. In addition, the addresser directly stands in front of the audience.

**d. The Message Form**

The message form is the particular grammatical and lexical choices of the message. It could be in oral or written forms. In the simplest sense, the message may be thought of as an idea, concept, emotion, desire, or feeling that a person desires to share with another human being. The videos use oral forms since it is a speech. Moreover, the addresser is very eager to convey the message so as not to do bullying each other. He wants to spread love and piece in the world. Therefore, everyone gets their freedom to live their life without any violence.

**e. The Topic**

The topic is the information carried in the message or what the message is about. It is also defined as the theme of the speaking. Both videos talk about

an action against bullying. Although those have different titles; however, the themes are similar to one another. Nick Vujicic as the speaker carries “Against Bullying” theme in his motivational speech videos. The way to carry the message presented by Nick is staged. First, he tells about his experience of being bullied or teased. Then he delivers some funny stories to establish the audience’s impression. After that, he hails the audience to not committing bullying against each other. Finally, he delivers a message to spread love in order to decrease the number of bullying case.

**f. The Code**

The code is the language or dialect used in the communication. It is also about the form of language either formal or informal situation. Since the audience is the senior high school students in California, Nick uses semiformal English. His purpose of doing this is to make it easier for the audience to receive the message. In addition, semiformal English is also more acceptable by his audience since they do not need to think twice to understand the message. If Nick uses diplomatic language for example, it could make them bored and difficult to catch the point of his speech.

**g. The Setting**

The setting is the social or physical context. It can be defined as space and time situation. It refers to when and where the communication takes

place. Nick Vujicic is sometimes invited to deliver his speech in a place where the number of bullying increases very fast, particularly in schools.

### 3.1.2. Language Functions

In this study, the researcher finds 146 utterances produced by Nick Vujicic in his two motivational speech videos which can be categorized as language functions. Those language function contain 17 utterances in expressive function, 30 utterances in directive function, 62 utterances in referential function, 12 utterances in metalinguistic function, 12 utterances in poetic function, and 13 utterances in phatic function. In the process of analyzing the videos, some utterances that have the same categories in every language function were found. Consequently, the researcher only analyze several data which have different aim and different way of producing the language functions.

The analysis will be presented in some stages. The first paragraph will be the context or the background of the utterances. The second stage will be the utterance cited from the script. And the last paragraph will be the analysis of the utterance based on language functions' theory. Moreover, the researcher uses several symbols. Symbol (D) means datum which is directly connected to the datum code on the table in appendix, and (T) means time/durations. The researcher will also embolden the words, phrases or even sentences to make it clearer to be typed as language functions. The data are presented as follows.

## 1. Expressive Function

Expressive function means communicating the inner states and emotion of the speaker or expressing the speaker's feelings. The researcher finds 17 utterances categorizing as expressive function produced by Nick Vujicic in his. The data are presented below.

### Datum 1

Nick showed his expression when he tried to lift the phone by his little foot. He wanted to show his ability to pick up the phone although he was a person with disability. Nick tried to motivate his audience before going further with his speech material. In consequence, his action successfully caught the audience's impression and he produced the utterance below.

*"Hey! Is that cool? **Awesome!**" (D1.1-T.00:28)*

Interjection is one of the ways to produce expressive function when the speaker is speaking. In this case, Nick produces an utterance using interjection that is "awesome". It means that Nick uses expressive function in the form of interjection to show his confidence of doing something beyond his audience's expectation.

### Datum 2

Nick told the audience that he could not do anything to change his condition at that time. He was only able to accept his destiny. No ways could help him to get out of that condition. He stated that he could not change his circumstances. It means

that he could not make his surroundings to be exactly what he wants it to be. Therefore, Nick produced the utterance below.

***“I couldn’t change my circumstance!”*** (D1.4-T.01:33)

As stated by Nord (2006) that expressive function is an individual feeling. Nick produces an utterance that expressed how he was going. He tried to give a description to the audience about how he lamented his fate. Furthermore, he also convinced the audience that everyone has his/her own weakness that probably cannot be changed. Because Nick has expressed his individual feeling, this utterance is categorized as expressive function.

### **Datum 3**

Nick was depressed because of his condition. He is a disabled person. With his unfortunate condition, his friends used to tease him every time. Nick explained the audience that he realized his failure. Moreover, he thought that nobody around him would accept him because he lived without limbs. Yet, he could not do anything with his disability.

***“I started believing that I was failure. That I would never ever be somebody who people would like, people would accept. And it was so hard, man. I thought to myself, ..... I started getting depressed.”*** (D1.7-T.02:18)

Nick used expressive function in form of an individual feeling which was affected by his surroundings. It means that there were several factors that made him get his feeling. The expressive function he produced was being depressed. In this case, Nick’s friends were the factors who made him depressed with their teasing.

Although he realized that he lived with no arms and no legs, he did not want to be teased. He has always wanted to live happily and prosperously.

#### **Datum 4**

Nick tried to show the audience that there are advantages in every disadvantages. Nick carried two opposite emotions in an utterance. First emotion was his disappointment of having no arms and legs, so he thought that he would not be able to do anything. The second emotion was his grateful feeling to God for giving him chicken drumstick (his little foot).

***“I can either be angry for not having arms and legs or I can be thankful for my chicken drumstick” (D1.9-T.08.37)***

This datum can be categorized as an expressive function to deliver a message. By using that kind of expression, the message will be easily accepted by the audience. To make the message clearer, Nick gave an example of his expression actual physical condition.

#### **Datum 5**

Nick liked to deliver jokes in the first part of his speech. For example, Nick tried to tell his experience of freaking people out. One day, Nick stopped in traffic light. There was a girl who was staring at Nick, since Nick is a good-looking man. However, the girl did not Nick’s actual condition. Then, Nick used this situation to make jokes with this girl. Nick tightened his seatbelt and then he spun on his seat. Usually, ordinary people could not do that, but Nick could, because he did not have

arms and legs. As a consequence of his action, the girl was frightened and went far from Nick.

*“Today, I’m gonna tell you that **I love freaking people out.**”* (D1.12-T.00:57)

In this part of the video, Nick used expressive function to establish the impression of the audience’s by delivering some funny stories. Based on Holmes (1992) expressive function tends to produce an impression of a certain emotion whether it is true or feigned. This datum shows that Nick enjoys freaking people out. However, he just made jokes to build the good feeling of his audience’s. Sometimes, establishing good environment is really needed before delivering a speech, especially for motivators. It will ease them to send the message.

#### **Datum 6**

In another part of the video, Nick presented another story of his experience. He told the audience that it is impossible for him to drive a car. He couldn’t imagine himself driving a car. He described the condition when he was ticketed by the police. He would not be able to do anything if the policeman asked him to do something.

*“..or may be in a big problem. Put your hands up! **Uhhhhh!**. Get out of your car! **Uhhhhh!**”* (D1.13-T.01:30)

When someone say “uhhh!” or “hummm!”, it means that he/she is confused and does not know what he/she should do. Nick produces this expression in this part of the video. It means that Nick produces expressive function that shows confusion by addressing interjection.

### Datum 7

Nick told the audience about his condition when he was a child, he was often teased by his friends. In one situation, he was even teased in a public place. Many people paid attention on him and laughed at him. He said that actually he was steadfast with all bullying, however, if it was in public area, he could not accept it because he did not have any strength to defense himself. Finally, he produced an utterance that expressed his feeling.

*“And I was so embarrassed because his voice was really loud”* (D1.16-T.09:00)

In this datum, Nick used expressive function to address his feeling. The purpose of expressive function is to convey the speaker’s emotion or expression. Nick expressed his embarrassment when his friends teased him. By this utterance, the researcher concludes that Nick also wanted to deliver the message to the audience to not tease each other, especially in a public place.

### Datum 8

Nick is a person who defies bullying. He hates someone who likes to insult other people. In this section, Nick tried to make the person aware of who they were. Nick asked the audience whether they were tough or not, whether they were good or not, so they could bully each other as they wanted. In the end of his utterance, he said, *“That’s not your strength”* loudly and angrily. He expressed his anger to the person who liked teasing with others.

*“That’s the same thing with bullying. You think you’re tough? You try to show your strength? That’s not you’re strength!”* (D1.17-T.14:11)

In this part of the video, Nick tried to use expressive function to send a message to the audience. Before expressing his anger, he tries to make the audience aware of themselves by addressing self-reflecting question. In the end, he tried to make people aware that everyone has his/her own strengths and weaknesses. Therefore, Nick strongly disagrees with the act of bullying.

## 2. Directive Function

Directive functions means an attempt to get someone to do something. Directive function is most commonly found in commands and requests. Directive function is divided into four types; imperative, embedded imperative, directive question, and statement of need. The researcher finds 26 utterances produced by Nick Vujicic which can be categorized as directive function. The data are showed below.

### Datum 9

When delivering the speech, Nick sometimes showed the action to catch the audience's impression. Because of his difability, Nick usually presented his speech on the table. In one part of video, Nick wanted to show the audience that he could jump over the table, but there was a clock under the table. Therefore, Nick asked someone to move the clock for a second.

*“Can you move the clock for a second, please?”* (D2.1-T.04:20)

As the definition of directive function explained previously, the utterance above is categorized as directive function which is a type of embedded imperative.

Embedded imperative means the request that is preceded by an introductory phrase. The use of embedded imperative is to make an utterance, which is in a form of request, to become more polite. The utterance above is started by an introductory phrase “*Can you...*”. Therefore, the utterance above is categorized as directive function.

#### **Datum 10**

Nick persuaded the audience to make their life better. He said that if someone just stays in his place or position, they will never do any changes in their life. By that reason, Nick tried to invite the audience to change their life by starting to change themselves. Therefore, Nick said the following utterance.

*“That were not good enough and you know, **we have to change ourselves.**”*  
(D2.2-T.01:18)

Another type of directive function is as statement of need. It means that the addresser gives the statement that describes his/her need to the addressee. Not only for the addresser, the statement of need, which is a type of directive function, is also used to invite the addressee to do something. In the utterance above, the addresser tries to invite the audience and himself to do the request. It can be seen from the pronoun which is used by the addresser that is “*we*”. As a result, this utterance is categorized as directive function.

#### **Datum 11**

The next datum shows Nick asking a question to the audience. In this utterance, Nick gave the description about the position of teased people. The teased

people would attempt to stand strong by all bullies. They did not know where they should go or run. Thus, they should accept their surroundings. The form of questions “*then who will*” appeared twice. It means that Nick tried to make the audience aware by giving self-questions to them.

**“Why? Why does it matter how you look? Because if they don't like you, *then who will?* Because if they don't accept you, *then who will?*” (D2.3-T.01:10)**

Based on utterance above, it can be concluded that Nick presents the directive function in form of directive question. While delivering the motivational speech, Nick sometimes gave the audience questions to convey the commands. Giving commands is not merely in the form of imperative but also in question. Thus, the utterance above is classified as directive function.

### **Datum 12**

This following utterance shows Nick giving command to the audience. The form of command presented by Nick was unique. He told the audience to get drunk; however, he also showed them the effect of getting drunk. In so doing, this utterance actually has a literal meaning that was not to get drunk. Nick did not want to say “*Don't get drunk!*” or “*Avoid getting drunk!*” because he knew that it would make the audience felt absurd and because getting drunk is a part of the audience's habit.

**“*You can get drunk all you like but in the morning you're going to be sober with headache with the same problems.*” (D2.14-T.09:38)**

Directive function which is meant to use language as a purpose of causing (or preventing) overt action. Thus, this utterance can be categorized as directive function. The utterance above actually prevents the addressee to avoid consuming

liquors. However, Nick presented it as if he told the audience to get drunk. The sentence “*you’re going to be sober with headache*” means bad impact of consuming alcohol. Therefore, actually, Nick actually asked the audience to prevent themselves from getting drunk.

### **Datum 13**

Nick is a Serbian-Australian motivational speaker. He was born in Melbourne, Australia. He said that Australia is a cool place to visit. Thus, when he was introducing himself, he asked the audience whether they wanted to go to Australia or not.

**“*Anybody, one day, wants to go to Australia?*” (D2.16-T.00:42)**

This utterance is directive function because it is a directive question produced by the addresser to the addressee. The addresser tried to establish the audience’s impression in their first meeting by addressing the above question.

### **Datum 14**

To gain the audience’s understanding of what the speaker is saying, sometimes, he/she will ask the audience to do something. Nick, as the speaker, does not want to deliver his speech monotonously. He sometimes invited the audience to do something. In this two parts of the video, Nick asked the audience to say something together, those were “*LOVE*” and “*SEEDS*”. Nick wanted to emphasize that *LOVE* and *SEEDS* were the two important point to deliver in his speech. By asking the audience to say the two words, they would be able to easily catch the

points of the speech delivered by Nick. Nick said that “*LOVE*” was the thing that everybody need. Thus, Nick emphasized the audience that *love* was important. While *seeds* means that every big thing was begun with little thing. Nick analogized the little thing to a seed. A big plant and a huge tree come from a little seed. In his speech, Nick told the audience about *Sequoia Red* tree in California. He said that the tree is as big as the hall and that, a full size SUV (a big car like a truck) can go through it. Considering the above reason, Nick presented the utterances below.

*“And as a human being, we are waiting for love like that, we all want LOVE. Everybody say, LOVE! Very good!”* (D2.17-T.03:31)

*“But for me, facing all that stuff, I am getting this SEEDS. Everybody say SEEDS, S-E-E-D-S!”* (D2.19-T.05:57)

Those two utterances are categorized as directive function. Directive function is used to engage the addressee and it is illustrated by vocatives and imperatives. The common form of directive function is in commands and requests. The utterances above are in the form of requests. The addresser requested the audience to say “*LOVE*” and “*SEEDS*”. Based on the type of directive function, those two utterances are typed as imperative since those are commands from the addresser to the addressee.

### **Datum 15**

In every last part of his speech, Nick clearly stated his mind to stop bullying other people. As a person who stands in front to against bullying, He even begged the audience to truly stop bullying others. Before addressing this utterance, Nick gave the statements that all the victims of bullying or all the people who were teased

are his brothers and sisters. In addition, those who liked teasing others, are also his brothers and sisters. Therefore, he did not want everyone to tease each other. After that, Nick closed the statement by “*And I am asking you to stop it!*”. By having this kind of command, the audience would realize that everyone was like a family. They should not tease each other. Therefore, Nick successfully brought the audience to find their positive side in order not to tease other people again.

*“Cause I am telling you, everyone you are teasing is my brother and my sister, and you are my brother, you are my sister. And I am asking you to stop it!”*  
(D2.29-T.19.39)

This datum shows that the way of addressing directive function from the addresser is begun with other statements. From the utterance above, we can conclude that the addresser intends to ask the audience to stop bullying. Moreover, we can conclude that directive function also conveys the speaker’s command in the form of stop bullying.

### **3. Referential Function**

Referential function means carrying information or providing information. Essentially, the referential is also known as informative language function. In addition, according to Nord (2006: 48), referential function relies on the balance between given and presupposed information. The researcher finds 62 utterances produced by Nick Vujicic which can be categorized as referential function. The data are presented below.

### **Datum 16**

In every first part of video, Nick told the audience about his childhood. When he was a child, especially when he started to go to school, many people teased him because of his condition who was born without arms and legs. Therefore, Nick produced this utterance.

*“I want to talk about like when I started to go to school and stuff and a lot of people put me down. You know what I mean? A lot of people tease each other. I mean, people come up and say "Hey! You're fat!"” (D3.1-T.00:30)*

One of the aims of referential function is to describe a certain situation. This utterance describes the situation when Nick was a child. As the aim of referential function, this utterance also refers to certain condition experienced by the addresser. Therefore, this utterance is categorized as referential function.

### **Datum 17**

Nick tried to give a definition of accepting the destiny. People could not choose in what way or even condition they will life. All of those had been in their ways. Therefore, to make the audience understand about a destiny, Nick gave a definition of life. He said that sometimes there were things which are out of control that cannot be changed and people had to accept this. Therefore, the best way to go to live with was by finding the strength to dig up the weakness. As a result, Nick produced this utterance below.

*“There are some things in life that are out of your control that you can't change and you've got to live with.” (D3.6-T.02:45)*

This utterance described something. Nord (2006) stated that one of micro functions of referential function is defining something. The utterance above was a definition of life. The addresser said that *“some things in life are out of control that you cannot change and you have to go to live with”* which means the addresser tried to make the audience aware about a destiny. The addresser carried the message if people lived in a way they do not desire, they should not lament it, but they should wake up and change their own life.

#### **Datum 18**

In this part of video, Nick told the audience about his condition when he was falling down. He actually committed to get any motivations and inspirations from his surroundings. However, none of them supported him as well except his parents. One day, when Nick went to the doctor to repair his body, however, the doctors said that they would be able to do nothing. One thing that should be accepted by Nick was only going to live with his condition without arms and legs. In contrast, his parents were used to support him no matter what the condition. The sentence which was always remembered by Nick was *“Nick, you don't know what you can achieve if you do not try it”*. Nick realized that his parents loved him very much. Nick's mother and father were people who encourage Nick to be able to achieve his success.

*“My parents always said, "Nick, you don't know what you can achieve if you do not try it." And the doctors looked at me and said, "He can't walk, he can't go to school, he can't do anything in his life". And then my parents, they just love me like crazy and said you have got to try it. Try this, try that! And I'm thinking, like, mom and dad, you are crazy. I have no arms no legs.*

***How I would be able to do this or do that. But they encouraged me and the loved me.***” (D3.33 – T.03:03)

This datum shows that the speaker carried the information about his parents who always encouraged him to be success. Nord (2016) states that one of micro functions of referential function is comparing and contrasting things. From the utterance above, the speaker compared two sides, they were his parents and doctors. Nick’s parents supported him as well, while the doctors who handled him declared that Nick could not do anything in his life. By those comparison and all the explanations of the addresser, this datum is typed as referential function.

#### **Datum 19**

To give best understanding and clearest explanation of the material, the speaker usually needs to analogize something. In this video, Nick analogized something big coming from little thing. Nick gave an analogy from SEEDS. Seed was a little thing which could be bigger and bigger when we kept and saved it. After analogizing the seed, Nick gave the explanation of a huge *Sequoia Red* tree which comes from a little seed. Moreover, Nick gave more description of the tree itself. It was all about what it was and where it came from. Hence, the audience could imagine how big the tree was. By giving this analogy, the addressee or the hearer would get more understanding about what Nick was saying that was about bullying. Whoever had the slightest hatred and he/she kept it on, it would get bigger and bigger till the one could not stem it. And finally, it would harm himself/herself and others.

***“But for me, facing all that stuff, I am getting this SEEDS. Everybody say SEEDS, S-E-E-D-S! Have you seen the picture of Sequoia Red tree appearing in California? This is huge tree. Like some of the trunks could be as really big as this room. I have seen those photos when they have actually dug out a tunnel in a trunk of the tree. You can drive a full size SUV through it. That was started with a little seed.” (D3.39-T.05:58)***

The utterance above told the audience about the definition of seed. The speaker used seed to analogize a big thing coming from little thing. This datum is classified as referential function since it has several relevant reasons. First reason is the information about *Sequoia Red* tree. The addresser explained about the place where it grew and the size of the tree. The second reason is describing the *Sequoia Red* tree. Although the audience had never seen that tree, they would get better understanding from the description from the speaker. It is also compatible with one of micro functions of referential function that is asking a description of something.

#### **Datum 20**

Nick emphasized that people who tease others were not tough or strong. To give better understanding to the audience, Nick gave the definition of tough. He believed that nothing was tough except his wheelchair. For information, Nick had a wheelchair made by his friend to help him in accommodating his activities. When delivering his speech, Nick sometimes used his wheelchair to analogize something. Nick told the audience that his wheelchair was the toughest think he has. To strengthen his statement, Nick told a story when he helped his wife to move his 66 Chevelle car. After that, he showed the audience how he helped his wife to move a car with his wheelchair.

*“Now, when I try one day to do, you'll never believe in me maybe. You will just know that every word that comes out of my mouth is exaggeration. One day I need to move a car. So I got my wife to put my car. My 66 Chevelle in neutral. It is 2,5 ton car. And I back it back with this thing. Just like this, like nothing. This thing is tough.” (D3.51-T.13.00)*

Directive function has some purposes, one of them is to explain how something works. The utterance above shows that the addresser produces referential function of language to definite something and explain how something happens. In this case, the utterance is about the strong wheelchair had by the addresser. First, the addresser teold about the definition about his wheelchair. He stated that his wheelchair was made by his friend. Then the addresser teold about how strength his wheelchair was.

#### **Datum 21**

Nick told the audience about the process of how he becomes a motivator. He said that a janitor in his high school inspired him to be a speaker. At first, he could not believe in it. He thought that the janitor was crazy because he himself was born without arms and legs, and then how it would be. However, what the janitor said sounded in Nick's thought. And after four months, the janitor persuaded Nick more and then Nick tried to speak in front of people. Day by day, the people was getting more. And he spoke about his experience in delivering motivational speech in front of almost 300 students. He could not believe that his speaking motivated others, so in a half of his speaking some of the audience were crying. Therefore, from this experience, Nick trained himself to be a good motivator.

*Four months later, he persuades me, and I said, "Yes". I spoke in front of 10 people. Then another 10, then another 10 and until I speak in front of almost 300 students. And 3 minutes into my speech, a half of the girls were crying. And one of the girls in the middle of the rooms weeping. And she put up her hands and she said, "I'm so sorry. Can I come up and give you a hug?" And in front of everybody, she came up, she hug me, and cry in my shoulder, and she whispered in this ear. "Thank you, thank you, and thank you. No one said that they love me. No one told me that I am beautiful they way that I am." (D3.59-T.16.10)*

Explaining how something works is an aim of referential function. This datum shows us the process of Nick becoming a motivator. Not only that, the utterance above also tells us about the description of a situation. The addresser told about his first condition when he was delivering his motivational speech to the audience. Furthermore, it appears one of micro functions of referential function that is discussing possibilities, probabilities, or capabilities for doing something. From the utterance above, we can conclude that logically Nick probably cannot be an international motivator since he has no arms and legs. However, by his efforts, he can come into existence to be a motivator. According to those reasons, this is classified as referential function.

#### **4. Metalinguistic Function**

Metalinguistic function means comment on the language itself. It focuses on attention upon the code itself, to clarify it or negotiate it. It 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.

### Datum 22

In a middle of his speech, Nick told the audience and imagined how if he drove a car. He lived without arms and legs. He imagined how to drive a car without limbs. He described the condition if he was ticketed by the police. He would not be able to do anything if the policeman asked him to do something.

*“..or may be in a big problem. Put your hands up! Uhhhhh!. Get out of your car! Uhhhhhh!” (D4.9-T.01:30)*

Being able to express or recognize non-understanding is a part of metalinguistic function. Frenco (2005) divides communication strategies to repair non-understanding between participants in four component steps; triggers, indicator, response, and reaction. The utterance above is included in indicators. Tribus (2017, p.20) stated that indicator exists on a continuum from the explicit and minimal queries like “*huh?*” to the implicit, usually represented by non-verbal symptoms such as silence, shoulder shrugs, head tilling, or look of confusion. The utterance “*uhhh!*” is the example of minimal queries in indicator that shows about confusion. Therefore, the utterance above belongs to metalinguistic functions.

### Datum 23

Nick sometimes gives a definition of something in delivering the speech. In this datum, Nick gave a definition about life. He assumed that life was an interesting thing like a journey. A human being would find some enjoyable trips or probably miserable experiences. All those things would color his/her own life. It was impossible for a human to have good moments all the time because bad moments would be a lesson to make him/her be better.

*“I tell you like, it’s interesting. **Life is a journey.**” (D4.6-T:03.23)*

As the definition of metalinguistic function, it is used to comment on language itself. This function is also to discuss or describe the language itself. In an utterance above, we see that “*life*” is described or defined as “*a journey*”. It indicates that the speaker has a standard or his own opinion about life. Actually, the meaning of life is various, however the addresser tries to give his own definition to make sense with his speech and also to give easier understanding to the audience.

#### **Datum 24**

Sometimes, Nick gives self-questions to the audience to make them aware about who they are. In this part, Nick asked about to whom the audience were going to believe. Nick knew that the audience had less knowledge to know about themselves. Therefore Nick gave these self-questions four times in different context. First question was what they are going to believe. The second question was whether the audience were going to believe in themselves or not. The third question was whether the audience were going to believe everybody else’s judgment or not. And the last question was whether the audience are going to believe people who say a failure or not.

*I want to ask **you**, what are **you** going to believe? Are **you** going to believe in **yourself** or are **you** going to believe everybody else's judgment on **you**? Are **you** going to believe people when they say that **you're** a failure? (D4.4-T.02.57)*

This datum will focus on the objective pronoun and reflexive pronoun used by Nick that is ‘you’ and ‘yourself’. In the clarification, Jakobson distinguishes four

relationships in metalinguistic functions. One of them is a code referring to a message via shifters, whose reference changes with every situation and examples of which include personal, possessive, and demonstrative pronoun (Holenstein, 1974). Shifters in English that causes confusion are the pronoun ‘we’ and ‘you’ because these are not always clear if the listeners are included or to whom the speaker is referring. He also explains that the function of metalinguistic function is to negotiate and clarify something. There are some ambiguity in ‘you’ because it can indicate either a singular or plural other and it fails to establish clear parameters about who is included, hence the occasional needs for a clarification. In this datum, a pronoun ‘you’ which is produced by Nick has a multiple meaning. It could be for the audience only, the audience and the viewers, or even the audience and all people who stand in the same problem.

#### **Datum 25**

After delivering a motivational speech, Nick sometimes addresses an evaluating-questions to the audience to make sure that they understand about what he is speaking. The utterance below is one of the evaluating-questions produced by Nick. It told about whether the audience still wanted to be a good friend although his friend had several disabilities or not. Nick repeated the questions several times to make sure that the audience were truly consistent with their answers.

*“I want you to know something. In our mind, we put out ourselves down overtime. I want ask you today. **Do you think I am cool enough to be your friend?** But I don’t swear, I don’t use the harsh words. **Am I still cool enough to be your friend?** But I don’t tease people. **Am I still cool enough to be your friend?** But I have no arms and no legs. **Seriously? You would be my friend**”*

*even though I have no arms and no legs? So you tell me that it doesn't matter right? If it actually doesn't matter for how we look then why do we tease each other for how we look if it actually doesn't matter?"* (D4.11-T.07:01)

The utterance above shows some questions containing correction or clarification. First question is “*Do you think I am cool enough to be your friend?*”. The second question is “*Am I still cool enough to be your friend?*” which is repeated twice. Third question is “*Seriously?*” to make sure about the answer. Fourth question is “*You would be my friend even though I have no arms and no legs?*”. Last question is “*So you tell me that it doesn't matter right?*” which is the closing question given to the audience to strengthen the answers. Metalinguistic function focuses on attention upon code itself, to clarify it or negotiate it. Moreover, the aim of metalinguistic function is to convey the code analysis. Therefore, this datum shows that it belongs to metalinguistic function.

## 5. Poetic Function

Holmes (1992, p.258) states that Poetic Function is using poetic features such as metaphor, metonymy, alliteration, rhyme, ambiguity, repetition, simile and antithesis. Poetic function means the particular form chosen is the essence of the message or focus on aesthetic feature of language. 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.

### Datum 26

It has been explained that Nick sometimes gave a definition of something in delivering the speech. This datum shows that Nick gave a definition about life. He assumed that life was an interesting thing like a journey. A human being would find some enjoyable trips or probably miserable experiences. Certainly, Nick had a poetic side to beautify the definition of life itself in order to catch the impression of the audience.

*“I tell you life is interesting. **Life's a journey.**” (D5.3-T.03:23)*

As it is stated by Holmes (1992) that poetic function is using poetic features, one of them is metaphor. Hogskola (2012) stated that metaphor could be depicted in terms of illustrating or describing something in terms of something else. In this datum, life is illustrated as a journey. By resembling life as a journey, we can contribute associations to an otherwise abstract word. Life is, in this case described, as somewhat of festive occasion that could imply an individual should enjoy it. When life is analogized with a journey, it means that people need a great effort to make it comfortable.

### Datum 27

Sometimes, Nick produces figurative languages in his speech. Like in the utterance below, he described the size of *Sequoia Red* tree. Nick experienced about seeing this huge tree. In this context, Nick defined the seeds. He said that little seed could be a big thing if we saved it.

*“Have you seen the picture of Sequoia Red tree appearing in California? This is huge tree. Like some of the trunks could be **as really big as this room.** I*

*have seen those photos when they have actually dug out a tunnel in a trunk of the tree. **You can drive a full size SUV through it.** That was started with a little seed.” (D5.8-T:05.58)*

The utterance above has two figurative languages, those are simile and hyperbole. Simile is the comparison of two elements, where each maintains its own identity. It always uses either the words ‘like’ or ‘as’. The phrase “*as big as this room*” is categorized as simile because it compares about trunk and room. Furthermore, the hyperbole appears when Nick produces an utterance “*you can drive a full size SUV through it*”. It is produced to describe how big the tree is. However, it is a hyperbole since it has no certain measure about the size of the *Sequoia Red* tree. By knowing those reasons, this utterance is categorized as poetic function because it has language features in term of simile and hyperbole.

#### **Datum 28**

As the explanation before, Nick sometimes produces several repeated questions to the audience. It is used to make sure about the answers of the audience and also to make the audience aware about who they are.

*“I want you to know something. In our mind, we put out ourselves down overtime. I want ask you today. **Do you think I am cool enough to be your friend?** But I don’t swear, I don’t use the harsh words. **Am I still cool enough to be your friend?** But I don’t tease people. **Am I still cool enough to be your friend?** But I have no arms and no legs. Seriously? **You would be my friend even though I have no arms and no legs?** So you tell me that it doesn't matter right? If it actually doesn't matter for how we look then why do we tease each other for how we look if it actually doesn't matter?” (D9.10-T.07:01)*

Poetic function is using poetic features to address the language, one of them is repetition. The utterance above is categorized as poetic function since it has

several repetition sentences. It is started with the opening question that is “*Do you think I am cool enough to be your friend?*”. After that, the second question appears like “*Am I still cool enough to be your friend?*” which is repeated twice and followed by different statement. Finally, it is strengthened with a question “*You would be my friend even though I have no arms and no legs?*”. By having those reasons, this datum is categorized as poetic function.

### **Datum 29**

Nick told the audience that he was used to motivate himself when there was no more truth from his surroundings. In a moment, when Nick was falling down and he had a big question, no one could answer his question about why he was born without arms and legs. He said that he was going to give up and ended his life, however, he still had a choice. He should make a big decision in his life that is to keep going or give up.

*“If I had no answers from my doctors and I had no answers from my parents, I still have a choice, every time in my life, to keep going or give up.”* (D5.7-T.04:41)

This datum contains a poetic function in the end of the sentence. As the definition, poetic function does not only refer to the ability to write poetry, it is all about the ability to make the messages ‘nicer’. Although this utterance does not have any aesthetic feature, however, it contains creative ‘touch’ of the message. Moreover, this utterance is aimed to convey the pleasure. This utterance will give good effect to the audience that life is not about a perfection but it is more than that. Life is about how to be a beneficial in a society by all we have.

### Datum 30

Nick said to the audience that people should not have bad things in heart and mind because it would cause a big problem in their life. Nick analogized it with a seed so seed means a little thing. Furthermore, he also told the audience that he actually started dying when he started believing about the people saying. He also told that he ever tried to commit suicide when he got a teasing from others. Nick emphasized that a people would die with a lie if they did not know the truth of what they are doing. Hence, people must know the basic of what they were doing and speaking.

*“If you leave seeds of lies in your heart and in your mind, and you don't know the truth? You don't know the truth, **you will DIE with a LIE**. I started dying cause I started believing what I was told.” (D5.9-T.06:35)*

Poetic function is also known as aesthetic function. It deals with that language whose primary focus is the beauty of language itself. The utterance above has a rhyme that is ‘ie’ in “*You will DIE with a LIE*”. Moreover, according to Holenstein (1974, p.164) poetic functions appear as a subordinate role in political slogans, advertising, commemorative speeches and others. This utterance can be classified in commemorative speech since it warns other people about something.

### Datum 31

In the end of the speech, Nick gives a deep message to the audience. It is about how to love and how to be loved. Nick hailed the audience to spread love. He did not want any hostility appeared in the world, especially by teasing and insulting each other. He also stated that all people were brothers and sisters.

*“Love yourself more and love each other with a love more!”* (D5.12-T.16.51)

The utterance above has some repetitions. The word ‘love’ is repeated three times and the word ‘more’ are repeated twice. Repetition is also categorized as poetic function since it beautify the sentence. Poetic function is the language function that has aesthetic feature. Moreover, the poetic function also convey more than just the content. This utterance has deep meaning, and it needs an action to interpret the meaning.

## **6. Phatic Function**

Phatic function helps to establish contact and refers to the channel of communication. This function is used for sociability. Therefore, sometimes vernacular words used in this function. Phatic function is language for the sake of interaction and is therefore associated with the contact factor. Phatic function can be observed in greetings and casual discussion.

### **Datum 32**

To check the audience’s readiness or to establish the contact with the audience, sometimes Nick uses small questions like *“are you ready?”*. Like in this utterance, Nick produced some repeated questions about readiness to the audience. The context is that, Nick wanted to jump over from the table and he asked the audience whether they were ready or not to see him jump over.

*“You're ready? So, uh, are you guys ready? Just let me know when you're ready. You're ready?”*(D6.2-T:03.27)

Tribus (2017) stated that phatic function deals with the connection between speakers. Its primary purpose is to attract/establish, prolong, confirm, or discontinue this connection, and may be composed of either culturally or non-culturally bound set phrases. This datum has a small talk “you’re ready?” which means confirming to others. Moreover, this utterance also attracts the connection between the addresser to the addressee. By having this utterance, both of them will have a good connection in order to catch the point of the speech. Consequently, this utterance belongs to phatic function.

### **Datum 33**

Besides using “*are you ready?*” as an utterance to check the audience’s readiness, Nick also produced an utterance “you know what I mean?” to clarify the audience’s understanding. In his speech, Nick often says this utterance. It means that Nick wanted the audience to understand well of what he was speaking.

*“You know what I mean? You can tell them that you’ll see them tomorrow. You know what I mean?” (D6.9-T.06:20)*

Sometimes the speaker needs to greet the audience. The greeting is classified into phatic function. The presence or absence of phatic function can have a profound impact upon the relationship between the speaker and the hearer. In addition to strengthening the relationship between them, the use of phatic function also increases the listener’s perception of the speaker’s proficiency. Accordingly, this datum belongs to phatic function.

**Datum 34**

Nick always opens his speech by greeting. However, he could decide what kind of greetings he should use to the audience. In this video, the audience was the senior high school students, so Nick uses informal greeting to make the relationship be closer.

*“Hi guys, how's it going?” (D6.10-T.00:12)*

Phatic function is language for the sake of interaction and is associated with the contact factor. This function is also used for sociability. Moreover, phatic function can be observed in greetings and casual discussion. This utterance shows that Nick uses informal greeting to open his speech. Greetings is a polite word or sign of welcome or recognition. In this utterance, Nick produced *“Hi guys!”* as his greeting. In accordance, this utterance is categorized as phatic function.

**3.2. Discussion**

The findings above show that Nick Vujicic uses all the elements of communication and all types of language functions. In this subchapter, the researcher will discuss about the result of the study about language functions presented by Nick Vujicic found in Nick Vujicic video themed “Against Bullying” by using Herbert’s theory.

### 3.2.1. Elements of Communication Analysis

Hymes in Cook (1990, p.25) divided the scheme proceeds by first identifying the elements of communication, those are addresser, addressee, channel, message form, topic, code, and setting. In Nick Vujicic videos, all elements are applied well.

The addresser of both videos are Nick Vujicic. Besides as the subject of the video, Nick Vujicic also becomes the object of this study since it is analyzed his utterances. While the addressee of the videos are the students of Senior High School in California.

After that, the channel which is used by Nick Vujicic is oral form because it is a speech or a presentation in front of the audience. While the topic of the videos is about “against bullying”. Both videos have same themes but different titles. First title is “Attitude is Altitude” and the second title of the video is “Stand Strong”.

Furthermore, the code of these videos uses semiformal English. The presenter uses semiformal English since the audience are the students of senior high school. He tries to transfer the message of his speech easily and more acceptably. Finally, the setting of the videos are in school. The speaker takes a role in a place when the bullying case occurs most. As we know that bullying case develops very fast in the school. Therefore, the speaker tries to stop it by delivering speech about against bullying. Moreover, he was the victim of bullying, he wants to make people aware that they should stop bullying immediately.

Those are the discussion about the elements of communication appearing in Nick Vujicic’s videos themed “Against Bullying”. Therefore, when understanding

the elements of communication, the language functions can be established. The researcher can conclude that language function is the element of communication that uses people's utterance to convey what they mean.

### **3.2.2. Language Functions Analysis**

After identifying all types of language function in Nick Vujicic videos, the researcher finds that all those types are applied by Nick Vujicic. Those are expressive function, directive function, referential function, metalinguistic function, poetic function and phatic function. Those findings will be discussed and elaborated below.

#### **1. Expressive Function**

According to Halliday and Hasan (1991: 15), expressive function is the expressive being language that oriented toward itself. Furthermore, expressive function relates to the addresser (sender) and is best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but add information about the addresser's internal state.

In this case, seventeen utterances are found and categorized as expressive functions. All the data are symbolized by D1 in appendix and written in D1.1 – D1.17. Even though those data are expressive function, however, some of those have different meaning and carry different aim.

First, expressive function is presented in form of interjection. The addresser produced interjections to express his feelings. The interjections

which are used are “*awesome!* (D1.1), “*good!*” (D1.11), and “*very good!*” (D1.15). by knowing the interjections used by the speaker, it can be concluded that the speaker always uses good interaction. It means that the speaker has good feeling when delivering the speech.

In addition, there are data that show the addresser’s expression by addressing phrase or sentence. It means that he brings expressive function clearly and directly in his utterance. It can be seen from his utterances such as “*I couldn’t change my circumstance!*” (D1.4) which shows the speakers’ pessimist. Moreover, the speaker also said “*..I was so embarrassed..*” (D1.16) which tells about the speaker’s feeling. In accordance, the speaker sometimes address his feeling directly.

Furthermore, there is also an utterance that expresses an enjoyment of the addresser like “*And today I’m gonna tell you man that I love freaking people out.*”(D1.12). And the third, data in D1.13 shows that speaker produced another kind of interjection, that is “*Uhhh!*” (D1.13) to describe the confusion of the speaker.

## 2. Directive Function

The main of directive function is the addressee (hearer). It seeks to affect the behavior of the addressee as the response. Machmuda (2018) stated that language is used to call upon the addressee (hearer) to act, think or feel, to react in the way of intended by the utterances. Directive function is used for the

purpose of causing overt actions and most commonly found in command and request.

There are thirty utterances found in Nick Vujicic videos that are categorized as directive functions and it is symbolized by D2. Those datum codes are written in D2.1 – D2.30. IN directive function, Nick produced directive functions in various forms.

First, there are utterances of directive function in form of request. For example, “*Can you move the clock for a second, please?*” (D2.1). It is categorized as embedded imperative since it is started by an introductory phrase that is “*Could you..*”. This kind of directive function is used to ask other people response.

The second form is in command. The example is “*Everybody say, LOVE!*” (D2.17). This datum shows that other people should do it. The addresser asks the audience to say that word. It can be concluded that based on the aims of directive function, the commands are categorized as imperative, so that it includes in directive function

The third form of directive function appearing in this data is in questions. The example is “*Anybody, one day, wants to go to Australia?*” (D2.16). This utterance is categorized as directive question. It is used to establish the audience’s impression.

Furthermore, the addresser also produced about the request statement which contains directive function. It can be found in datum 15. The addresser tries to ask all of people to stop doing bullying. Before stating his request, the

addresser gives the statement that all people in the world are brothers and sisters. Therefore, this datum is categorized as directive function.

### 3. Referential Function

The referential function corresponds to the factor of message and describes a situation, object or mental state. Moreover, according to Nord (2006), the referential function relies on the balance between given and presupposed information. As in the explanation above, referential function can be found in several kinds of utterances. There are sixty two utterances involved in referential function found in Nick Vujicic's utterances. Those are symbolized by D3 and written in D3.1 – D3.62.

First datum shows that the addressee uses referential function in form of describing situation. In this case, the addresser tells about his experience in his childhood when he was teased by others. It is stated in *"I want to talk about like when I started to go to school and stuff and a lot of people put me down. You know what I mean? A lot of people tease each other. I mean, people come up and say "Hey! You're fat!""* (D3.1).

Another forms of referential function is to describing something. It can be found in datum 19 that describes about a huge tree named Sequoia Red tree. *"This is huge tree. Like some of the trunks could be as really big as this room. I have seen those photos when they have actually dug out a tunnel in a trunk of the tree. You can drive a full size SUV through it. That was started with a little seed."* (D3.59).

Next datum tells about how something works. As one of the aims of referential function that is to tell how something work, this datum has the explained definition. It can be found in datum 20 that tells about how Nick presents his first speech and how he motivates others in his first speech.

Another datum shows that directive function is produced in term of comparing and contrasting things. It can be seen from datum 18. In this case, the addresser compares two persons who are tremendously meritorious in his life. They are Nick's parents and doctors. However, both have different perspective about Nick's future. First is his parents who really support him to always try what he want and what he need. His parents have a big dream for Nick and they wish that someday Nick will be a great people with a great passion and a great heart. Meanwhile, Nick's doctors put him down. They declared that Nick will not be able to do anything in his life. By those comparison, the datum can be highlighted to be another form of referential function.

Referential function is the dominant language function which appears in this research. It is because of the referential function tells about description, definition, experience, comparison, explanation and others. Moreover, as a motivator, Nick gives some stories, defines something, describe many things and even sometimes compares one another. All of them are categorized as referential function. Therefore, referential function appears most in this study.

#### 4. Metalinguistic Function

Metalinguistic function focuses on attention upon the code itself. It means to comment on language itself. It is used to clarify or negotiate it. It is also used to clarify where the code is miss understood. The aim of this language function is to convey the code analysis.

There are twelve utterances found and categorized as metalinguistic function based on each context. The data are symbolized by D4 and written in D4.1-D4.12. It is found when the addresser says about the definition of something. Different with referential function, the way how to describe the things in this function is based on the speaker's perspective and it does not refer to anything. However, referential function describes something which is directly referred to another thing like experience and others. More explanation of the data will be discussed below.

First, the addresser addressed minimal queries “Uhh!” (D4.9) which shows about confusion. Tribus (2017) stated that indicator exist on a continuum from the explicit and minimal queries to the implicit, usually represented by non-verbal symptoms such as silence, shoulder shrugs, head tilling, and look of confusion.

The next data that shows referential function is when the addresser gives the definition based on his perspective. The data occurs in datum 23, “*Life is journey*”. It indicates that the speaker has a standard or his own opinion about life. Since this utterance does not refer to anything, this utterance is categorized as metalinguistic function.

Furthermore, the way how to address metalinguistic function is found in when the addresser say “*you*”. It is found in datum 24. Pronoun ‘you’ which is produced by Nick has a multiple meaning. It could be for the audience only, the audience and the viewers, or even the audience and all people who stand in the same problem. Metalinguistic function is also used to express the ambiguity in term of using pronoun. Jakobson also distinguishes that pronoun “we” and “you” are categorized as shifters in English that causes confusion because it does not clear to whom the speaker is referring.

The next finding shows that metalinguistic is used to clarify and negotiate the code. In this case, the speaker also produces an utterance which shows the clarification. It can be found in datum 25 that addressed questions about whether they want to be his friend or not even though he does not have arms and legs and he does not tease people. Even he also adds an utterance “*Seriously?*” to make sure that the audience concern with their answers.

## 5. Poetic Function

Poetic function is using poetic feature in addressing the utterance. The word poetic does not merely focus on the ability to write poetry, but it is more than that. It is about the ability to manipulate language in creative way. It is about the particular form has the essence of aesthetic feature of language. Poetic function is aimed to convey the pleasure.

There are twelve utterances found and categorized as poetic function which is various. The data are symbolized by D5 and written in D5.1-D5.12.

The data of poetic function which are found is in the utterances of figurative language in form of metaphor, hyperbole and simile, repetition sentences, rhyme, and motivational messages.

First datum tells about the figurative language. In this data, the researcher finds there are three of figurative language used by the speaker, those are metaphor, hyperbole and simile. The first datum which shows the metaphor is in datum 26. Metaphor is used to illustrate something. In this case the speaker illustrates a life like a journey. It means the addresser describes a life as a journey to beautify the meaning of life. So that the hearer will get the main beautiful point of what the speaker addressed.

Furthermore, simile is also found in this data. It is shown in datum 27. Simile is the comparison of two elements, where each maintains its own identity. The addresser said "*the trunks could be as really big as this room.*" (D5.8) which indicates the simile. It compares the trunks and the room. Moreover, in datum 27 is also found a kind of figurative language that is hyperbole. It occurs when the speaker addressed "*you can drive a full size SUV through it*" (D5.8). He describes the size of the tree as if it is big as the room. However, there is no certain measure of the tree and the speaker exaggerates about it.

A good motivational sentence is also categorized as poetic sentence. In this data, the researcher also finds some motivational messages produced by the speaker. The example is in the datum 31 which stated about the

motivational message. The addresser emphasizes the audience to spread love by starting love himself/herself first.

Moreover, datum 31 also has a repetition. In this sentence, the word love is repeated three times. It is consciously produced by the speaker to beautify his message. As its definition, poetic function also convey more than just the content. This utterance has deep meaning, and it needs an action to interpret the meaning.

## 6. Phatic function

Phatic function is language for the sake of interaction and is therefore associated with the contract factor. Phatic function can be observed in greetings and casual discussion. Moreover, phatic function helps to establish contact and refers to the channel of communication. This function is used for sociably.

There are thirteen utterances found and categorized as poetic function which is various. The data are symbolized by D6 and written in D6.1-D6.13. The data of phatic function which are found is in the utterances of greetings and asking questions from the addresser to the addressee.

First data which contains phatic function is found in datum 32. The speaker produces the small questions or small talk to establish the connection between the addresser to the addressee. The speaker said “*You are ready?*” (D6.2) repeatedly to ask about the readiness of the audience.

The next datum is analyzed in datum 34. This datum presents the greetings done by the speaker in the opening of his speech. Phatic function is

language for the sake of interaction and is associated with the contact factor. This function is also used for sociability.

In addition, there is also found one utterance has two language functions. For example, the utterance "*Life's journey*". It can be found in datum 23 and datum 26. It is analyzed from metalinguistic and poetic function. Metalinguistic function analyzes the definition based on the speaker's perspective, while the poetic function observes the aesthetic features of the language appearing in this utterance.

Those are the discussion about the types of language function in Nick Vujicic's videos themed "Against Bullying". Language must be identified in all variety of its functions. When people talk about language functions, they are talking about the reason why they use language. At its most basic, the function of language is communication or usually called by speech function, people use language to give and receive messages from each other.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter figures out the conclusion of this study and suggestion for future research. The conclusion is drawn based on findings and discussion of the whole of this study. The suggestion is given to the future research for the researchers who will take the study in the same field, especially about language function.

#### 4.1. Conclusion

This study is about the language functions performed by Nick Vujicic in his motivational speech videos themed “Against Bullying”. The research is conducted to find out the kinds of language functions appeared in Nick’s utterances during his speech. Moreover, it also analyzes the elements of communication used by Nick Vujicic in his videos. In addition, to answer the problems, the researcher uses theory of elements of communication proposed by Hymes in Cook (1990) consisting of addresser, addressee, channel, message form, topic, code, and setting. Furthermore, this study also analyzes language function proposed by Jakobson in Hebert (2011) which is divided into six categories, those are expressive function, directive function, referential function, phatic function, metalinguistic function, and poetic function.

From this study, the researcher concludes that all elements of communication are applied in Nick Vujicic’s videos. The addresser is Nick Vujicic as the speaker.

The addressee is the students of the Junior High School in California. The channel is oral form because it is a speech or a presentation. The topic of the video is about against bullying. The code used in this video is semiformal English. Finally, the setting of the video is in school.

Nick Vujicic, as a disability person who transforms into an interantional motivator, needs to apply all language function in his speech. First, Nick Vujicic tries to express his feeling of being sad in term of lamenting his faith. He has to motivate others to enjoy their lives. Second, after Nick expresses his feeling, he tries to directive function in term of persuade other people to not bully each other. He commits to set thh people's mindset that everyone has been born with his/her own character and specialization. Third, Nick uses referential function to give several description and definition of his experience. He also shows how he enjoys his life with all weaknesses on him. To give better understanding to other people, he also produces some stories to inspire others. Fourth, Nick uses phatic function to greet the audience. Sometimes, he needs to say 'hallo' or 'hi' to establish a great communication so the message can be easily transferred to the addressee. Fifth, Nick uses metalinguistic function to correct, clarify or even to make people sure with their statement. Last, Nick uses poetic function to give several wise words or great message to be implemented in people's lives.

Nick Vujicic can be categorized as a good speaker since he can deliver his message to his audience. Moreover, the audience will also have better understanding because Nick does not only tell about the theory but also his own

experience. Therefore, the utterance of Nick Vujicic, especially in a theme of Against Bullying, is really appropriate to analyze in this study.

#### **4.2. Suggestion**

After doing the research, the researcher would like to give suggestion to the future research. It is expected to the next researcher who concerns in the same field to investigate the language function based on another theorist such as Halliday, Janet Holmes or Van Ek and Alexander. However, each theorist carries out his/her own perspective of language function.

Furthermore, future research can collaborate the language functions' theory with other theories like identity or sociolinguistics. It will bring the new perspective in linguistics field. Moreover, it is also suggested to choose other objects like real life conversation in order to compare and contrast the findings. Hence, it hopefully could broaden and deepen the analysis of elements of communication and language functions.

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## APPENDIX

### D1 - EXPRESSIVE FUNCTIONS

| NO             | DATUM<br>CODE | DATA   | TIME  |
|----------------|---------------|--|-------|
| <b>VIDEO 1</b> |               |  |       |
| 1              | D1.1          | Hey! Is that cool? Awesome!  | 00.28 |
| 2              | D1.2          | And the fear that we have is that we're going to be alone.   | 01.16 |
| 3              | D1.3          | And I couldn't change anything.  | 01.26 |
| 4              | D1.4          | I couldn't change my circumstance.   | 01.33 |
| 5              | D1.5          | No, I'm just joking. Body builder? You get it!   | 01.48 |
| 6              | D1.6          | But it was so hard because people put me down.   | 01.57 |
| 7              | D1.7          | I started believing that I was failure. That I would never ever be somebody who people would like, people would accept. And it was so hard, man. I thought to myself, ..... I started getting depressed. | 02.18 |
| 8              | D1.8          | Because I tell you, I am down here, face down, and I have no arms and legs.  | 06.06 |
| 9              | D1.9          | I can either be angry for not having arms and legs or I can be thankful for my chicken drumstick,  | 08.37 |
| 10             | D1.10         | I am travelling around the world. It is amazing!.  | 08.47 |
| <b>VIDEO 2</b> |               |  |       |
| 11             | D1.11         | Good, good, good, good..   | 00.15 |
| 12             | D1.12         | And today I'm gonna tell you man that I love freaking people out.  | 00.57 |
| 13             | D1.13         | ..or maybe in a big problem. Put your hands up! Uhhhh! Get out of your car! Uhhhhh!  | 01.30 |
| 14             | D1.14         | And her face.... She was like .... She nearly break the red lamp, man. It was so good.   | 02.56 |
| 15             | D1.15         | And as a human being, we are waiting for love like that, we all want LOVE. Everybody say, LOVE! Very good.   | 03.33 |
| 16             | D1.16         | And I was so embarrassed because his voice was really loud.  | 09.00 |

|    |       |  |       |
|----|-------|--|-------|
| 17 | D1.17 | That's the same thing with bullying. You think you're tough? You try to show your strength? That's not you're strength!" | 14.11 |
|----|-------|--|-------|



**D2 - DIRECTIVE FUNCTIONS**

| NO      | DATUM CODE | DATA  | TIME  |
|---------|------------|---|-------|
| VIDEO 1 |            |   |       |
| 1       | D2.1       | Can you move the clock for a second, please?  | 04.20 |
| 2       | D2.2       | That were not good enough and you know, we have to change ourselves.  | 01.18 |
| 3       | D2.3       | Why? Why does it matter how you look? Because if they don't like you, then who will? Because if they don't accept you, then who will?                         | 01.10 |
| 4       | D2.4       | I want to ask you, what are you going to believe? Are you going to believe in yourself or are you going to believe everybody else's judgement on you?         | 02.55 |
| 5       | D2.5       | Are you going to believe people when they say that you're a failure? That no one really likes you. That no one really cares about you.                        | 03.03 |
| 6       | D2.6       | So what do you do when you fall down?   | 04.54 |
| 7       | D2.7       | Get back up! Everbody knows to get back up because if I start to start walking, I'mnot going to get anywhere.   | 04.57 |
| 8       | D2.8       | And I just wanna ask you today, do you think you have hope?   | 05.56 |
| 9       | D2.9       | I mean you go home and tie up the legs and arms of your brothers and sisters and like push them down and see how long it's going to take them to get back up. | 06.15 |
| 10      | D2.10      | For as long as I try there is always that chance of me getting up. Does that make sense?  | 06.50 |
| 11      | D2.11      | Are you going to finish strong? And you will find that strength to get back up, like this.  | 07.50 |
| 12      | D2.12      | How did I get from depressed to who I am today? Because I tell you, I was depressed.  | 08.20 |
| 13      | D2.13      | And it's funny how the friends around you sort of determine who you are. You change yourself!.  | 09.04 |
| 14      | D2.14      | You can get drunk all you like but in the morning you're going to be sober with headache with the same problems.  | 09.38 |

|                |       |  |       |
|----------------|-------|--|-------|
| 15             | D2.15 | You want to be high the rest of your life on drugs?  | 09.47 |
| <b>VIDEO 2</b> |       |  |       |
| 16             | D2.16 | Anybody, one day, wants to go to Australia?  | 00.42 |
| 17             | D2.17 | And as a human being, we are waiting for love like that, we all want LOVE. Everybody say, LOVE! Very good.   | 03.31 |
| 18             | D2.18 | That was me when I was 8 years old. Then I looked at myself, and everyone has more than me. And I am asking WHY? Why me? Have you asked "Why me" questions? But get no answers?  | 03.42 |
| 19             | D2.19 | But for me, facing all that stuff, I am getting this SEEDS. Everybody say SEEDS, S-E-E-D-S!  | 05.57 |
| 20             | D2.20 | Some I'am looking up at him, and every time I go by him, he said like, "Hey .... This is Nick, He has no ..." And you can imagine what he said.  | 08.55 |
| 21             | D2.21 | The people you are teasing, what if the person you are teasing is the person who is thinking of committing suicide? What if the person you are teasing is the person who try to commit suicide, who hates his life because of you? | 11.37 |
| 22             | D2.22 | Gues what? The definition of tough is strong. To show your strength, you need to do something that's difficult.  | 13.48 |
| 23             | D2.23 | Anyone has 3-year-old nephew?  | 14.20 |
| 24             | D2.24 | Good. Put your hands down!.  | 14.21 |
| 25             | D2.25 | You want to know what tough is? Go to the people you tease, and say sorry. You want to know what tough is? Go to the people who still tease you and say, "Hey, stop it! I forgive you, but please stop it!" That's tough.          | 15.15 |
| 26             | D2.26 | Never ever give up!  | 17.03 |
| 27             | D2.27 | What if person you are teasing is one of those and you have no idea? Would you find something else to do?  | 18.57 |
| 28             | D2.28 | So, the change is up to you. If you want to see more love in your school, be love!   | 19.03 |

|    |       |  |       |
|----|-------|--|-------|
| 29 | D2.29 | Cause I am telling you, everyone you are teasing is my brother and my sister, and you are my brother, you are my sister. And I am asking you to stop it! | 19.39 |
| 30 | D2.30 | Love yourself more and and love each other with a love more!   | 19.44 |



**D3 - REFERENTIAL FUNCTIONS**

| NO      | DATUM CODE | DATA  | TIME  |
|---------|------------|---|-------|
| VIDEO 1 |            |   |       |
| 1       | D3.1       | I want to talk about like when I started to go to school and stuff and a lot of people put me down. You know what I mean? A lot of people tease each other. I mean, people come up and say "Hey! You're fat!" | 00.30 |
| 2       | D3.2       | When you are growing up in life it actually sort of matters to people how you look. And then it matters to others.  | 00.57 |
| 3       | D3.3       | And so many people put me down and said, "Nick, you look too weird, and no one's really you friend and you can't do this and you can't do that."  | 01.25 |
| 4       | D3.4       | You know , i can't go on the soccer field like everybody else. I can't ride my bike and I can't skateboard and all these sort of things.  | 02.01 |
| 5       | D3.5       | And I had questions and no answers and I asked my mom and dad, "Why did this happen?" I asked doctors, "Why did this happen?" They don't know.  | 02.34 |
| 6       | D3.6       | There are some things in life that are out of your control that you can't change and you've got to live with.   | 02.45 |
| 7       | D3.7       | And it's not really to say that you need somebody to come up to you and say "Hey, I really like you and I really care about you." It'snot about that. But it's the fact that people put you down.             | 03.08 |
| 8       | D3.8       | Now to get the phone, it'snot like I'm going to start meditating and going "hummmm", right? And float across the air, right? That's not going to happen. That's not going to work.                            | 03.39 |
| 9       | D3.9       | Now to illustrate my point, I'm going to jump off the table, do a back twist and land on the floor.   | 04.14 |
| 10      | D3.10      | If I did that, I'll break my arm or something.  | 04.36 |
| 11      | D3.11      | But, honestly, along the way, you might fall down like this.  | 04.41 |

|    |       |  |       |
|----|-------|--|-------|
| 12 | D3.12 | Get back up! Everbody knows to get back up because if I start to start walking, I'mnot going to get anywhere.  | 04.57 |
| 13 | D3.13 | But I tell you there are some times in life where you fall down and feel like you don't have the strength to get back up.  | 05.12 |
| 14 | D3.14 | So you sort of put a mask on your face and come to school and pretend that everything is okay when it's not and you go home and lay in your bed when no one'slooking at you when you don't have to impress anybody and you're yourself. And fear comes in. | 05.28 |
| 15 | D3.15 | You know that fear that you have as soon as you walk into the door of your house maybe it's a broken home.   | 05.36 |
| 16 | D3.16 | Maybe you have doubt in your life. Maybe you don't know for sure what's going to be happen in the future and it scares you.  | 05.45 |
| 17 | D3.17 | Maybe you're worried about what people think of you, what people say about you. Just that fear that paralyzes you.   | 05.54 |
| 18 | D3.18 | You see, I will try 100 times to get back up and if I fail 100 times. If I fail and I give up, Do you think that I'm ever going to get up? No.   | 06.40 |
| 19 | D3.19 | And it's not the end until you've given up and just the fact that you're here should persuade you that you have another chance to get back up. There is still hope.  | 06.59 |
| 20 | D3.20 | When I was age 8, I used to concentrate on the things I didn't have. I wished that I had arms and legs and I wished I could do this but what can I do?   | 08.27 |
| 21 | D3.21 | You see, I can still do a lot of things.At home I can brush my teeth, I can comb my hair, get my self in the morning! I'm travelling around the world, It's amazing!   | 08.47 |
| 22 | D3.22 | So, I didn't want to be left out. And I wanted to be accepted so I started swearing. You go to a party and everybody's drinking so you drink. Why?   | 09.21 |

|                |       |  |       |
|----------------|-------|--|-------|
|                |       | Well, everybody else around me is doing it, big deal!  |       |
| <b>VIDEO 2</b> |       |  |       |
| 23             | D3.23 | Well guys, I was born this way and there's no medical reason why that happened. My brother and sister was born with arms and legs.   | 00.23 |
| 24             | D3.24 | Sometimes in life, things happened and don't make sense. My doctors never though that I 'll be able to walk, and today ..... I'm walking.  | 00.37 |
| 25             | D3.25 | I'm from Australia. Anybody,one day, wants to go to Australia? It is such a cool place   | 00.47 |
| 26             | D3.26 | And, umm, I'm now living in Los Angeles and I'm a South California boy. So I leave for about 4 hours from here.  | 00.54 |
| 27             | D3.27 | One day,when I am in the car. I'm in the front seat, but I'm not driving of course. Can you imagine if I'm driving a car? Imagine that there is a joystick that control my wheelchair, and we can put in a car. Like how cool is that.   | 01.04 |
| 28             | D3.28 | And imagine that I was stopped by the cops. "Can I have your driver license?" Aaa, yeah, but it's overthere and you have to get it.  | 01.21 |
| 29             | D3.29 | Or maybe I'm in a big problem and, "Put your hands up!" Aaaaa!. "Get out of your car!" Aaaaaa!   | 01.30 |
| 30             | D3.30 | When I am in the front passenger seat, were the traffic lights, there is a car come next to this car and looking at me. I am looking at her, she's looking at me. She just see my head right? She has no idea that I have no arms and legs. So I think, cool. I'm gonna freak you out!       | 01.43 |
| 31             | D3.31 | So I get the seatbelt in my mouth, and I loosen like this... So I can free move. And she's looking at me likr,"why do you eat your seatbelt?" So I poll it till loose and I can move. She waslooking at me with 100% attention and focus. And just imagine, all you see is my head. Alright. | 02.17 |

|    |       |  |       |
|----|-------|--|-------|
| 32 | D3.32 | You may put your hands up to your face as to cut the rest of my body, alright, so you can see the effect. Let's say, exactly.. Here we go, ready? I just do this.  | 02.30 |
| 33 | D3.33 | My parents always said, "Nick, you don't know what you can achieve if you do not try it." And the doctors looked at me and said, "He can't walk, he can't go to school, he can't do anything in his life". And then my parents, they just love me like crazy and said you have got to try it. Try this, try that! And I'm thinking, like, mom and dad, you are crazy. I have no arms no legs.How I would be able to do this or do that. But they encouraged me and the loved me.   | 03.03 |
| 34 | D3.34 | And as a human being, we are waiting for love like that, we all want LOVE. Everybody say, LOVE! Very good.   | 03.33 |
| 35 | D3.35 | We all want love, and you know, when I go to school, and you know, I want to be cool, you know, you go to school, and you want to be accepted. And when you see this guys, everyone swears like every dirty sentence, like what, like they think that they cool. And I think, man, maybe I need to be like them to be cool. And you can compare each other with how we look and I wish I was smarter, I wish I was taller, I wish I was shorter, and I wish I was more popular, i wish I did this, and I wish I din't have that. I wish my life was different. That was me when I was 8 years old. Then I looked at myself, and everyone has more than me. And I am asking WHY? Why me? Have you asked "Why me" questions? But get no answers? | 03.42 |
| 36 | D3.36 | If I had no answers from my doctors and I had no answers from my parents, I still have a choice, every time in my life, to keep going or give up.  | 04.41 |

|    |       |  |       |
|----|-------|--|-------|
| 37 | D3.37 | You see this book, this is my favorite book, a bible. And here I am, and for me, that's my full potential in all that I can be here on earth and so encourage me and takes me closer to all that I can be and this courages me, takes me away.   | 05.09 |
| 38 | D3.38 | You see it only takes three seconds for someone to tease me, when I was in school, and just say, "Ewwww, yoouuu're uuuggglyyy. You can't do this and you can do that!" And some times you think like, oh man, seriously? You had kids is picking on you, like how hardless those kids. Pick me with no limbs like you want to probably say, well, i am not that bad. I will not pick on the kids with no limbs, but why want you to pick anyone? Because it is fun, it is culture. We would get to that. | 05.22 |
| 39 | D3.39 | But for me, facing all that stuff, I am getting this SEEDS. Everybody say SEEDS, S-E-E-D-S! Have you seen the picture of <i>Sequoia Red</i> tree appearing in California? This is huge tree. Like some of the trunks could be as really big as this room. I have seen those photos when they have actually dug out a tunnel in a trunk of the tree. You can drive a full size SUV through it. That was started with a little seed.   | 05.58 |
| 40 | D3.40 | I want you to know the three things that I need to come to in my life is the truth of my value, the truth of my purpose, and the truth of my destiny.  | 06.44 |
| 41 | D3.41 | There were twelve people one day teased me, and take me away from my hope. 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Don't worry, I will not fall, cause if I did, I will break my arm. But twelve people tease me one day and I can put a pretty brief face on, but I cry on the inside. It's a real. It doesn't hurt? Yeah, it hurts. That was one bully. I became his target for three weeks.  | 08.35 |
| 42 | D3.42 | And every time I go by him, I was 13, he was 17. I was in my chair and I am 145 centimeters in my own chair, my old chair and he is 183 centimeters. He is huge right? Some I'am looking   | 08.50 |

|    |       |   |       |
|----|-------|---|-------|
|    |       | up at him, and every time I go by him, he said like, "Hey .... This is Nick, He has no ..." And you can imagine what he said. And then my question is "what is his problem?" So I try to avoid him, and I am so embarrassed he said really loud, everybody will be looking at me and some will be laugh. And I'm like, "what is this guy's problem?"  |       |
| 43 | D3.43 | So, one day after 3 weeks. I went up to him. And I said, "Hey!". And he's like, "Hey!". It'slike, "Can you please stop it?" He said, "Stop what?". I said, "Stop teasing me". He said, "What do you talkin' about?". I said, "everytime, I walk by you, you say that stuff". He said, "What stuff?". He didn't know how take me on. So I'm lookin' at him, "No, man, everytime I walk by you, you say exactly this and I want you to stop. I forgive you, But stop it!". He's like, "Ooh, Is that hurting you?". I couldn't say "No", and I could say "Yeah". He takes a level of humility and he say, "ehmm... actually, I don't like that." It is.. It is killing me. And he said, "Yes, it is hurting me.". He said, "Alright, I am sorry man. I just, you know, playing around." "So, give me a hug!". He said, "What?". I said, "Give me a hug". He's like, "Alright.". So I give him a hug. | 09.23 |
| 44 | D3.44 | I am a "huging machine". We made The Guinness World Book record. 1749 hugs in one year. We did it last year, and my arms almost lost.   | 10.41 |
| 45 | D3.45 | I want you to know that you might be playing around. I could say that 98% of you have teased someone in your life. I tried to commit suicide because of people who though they were having fun. Not knowing the how, but I was going through. The people you are teasing, what if the person you are teasing is the person who is thinking of committing suicide? What if the person you are teasing is the person who try to commit suicide, who hates his life because of you?  | 11.37 |

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|----|-------|--|-------|
| 46 | D3.46 | You don't know I the person you are teasing is the son or daughter of a drunk at home getting abuse. And all they need is someone like you to keep on pushing on this way.   | 11.55 |
| 47 | D3.47 | We need a hope. So find something else to do, find the positive things in your own life. I don't care about how you look. I would never ever tease you. I would never tease you. I could tease you, I could be tough. People is thinking that bullying is tough? It ain't tough.   | 12.18 |
| 48 | D3.48 | My wheelchair, this is tough. I'll tell you something. Ready? This wheelchair, this thing so tough. When my firend build this for me, he said, "you are gonna love it". I said, "Is it goin' to be fast?", he said "No, but it is tough." And I sadi, "What do you mean?". He said, "you'll find out".   | 12.32 |
| 49 | D3.49 | The tourqe in this mode at the bottom at the back. This thing, if someone hold in it, It goes 90 degrees. I went 80 degrees up. Alright. Someone hold me to make sure in order to not get back.  | 12.49 |
| 50 | D3.50 | My wifes, she likes shopping with me cause she just sit on the back and we go shopping. Like, she just shops and she doesn't drop, right? It's fun.  | 13.07 |
| 51 | D3.51 | Now, when I try one day to do, you'll never believe in me maybe. You will just know that every word that comes out of my mouth is exaggeration. One day I need to move a car. So I got my wife to put my car. My 66 Chevelle in neutral. It is 2,5 ton car. And I back it back with this thing. Just like this, like nothing. This thing is tough. | 13.00 |
| 52 | D3.52 | Gues what? The definition of tough is strong. To show your strength, you need to do something that's difficult.  | 13.48 |
| 53 | D3.53 | I would sounds so stupid if said, "Hi guys, I got a max box car and I got some fishing line. And I told that max box car all around all day. How tough is my BMW?". That's stupid. That's the same thing with bullying.  | 14.03 |

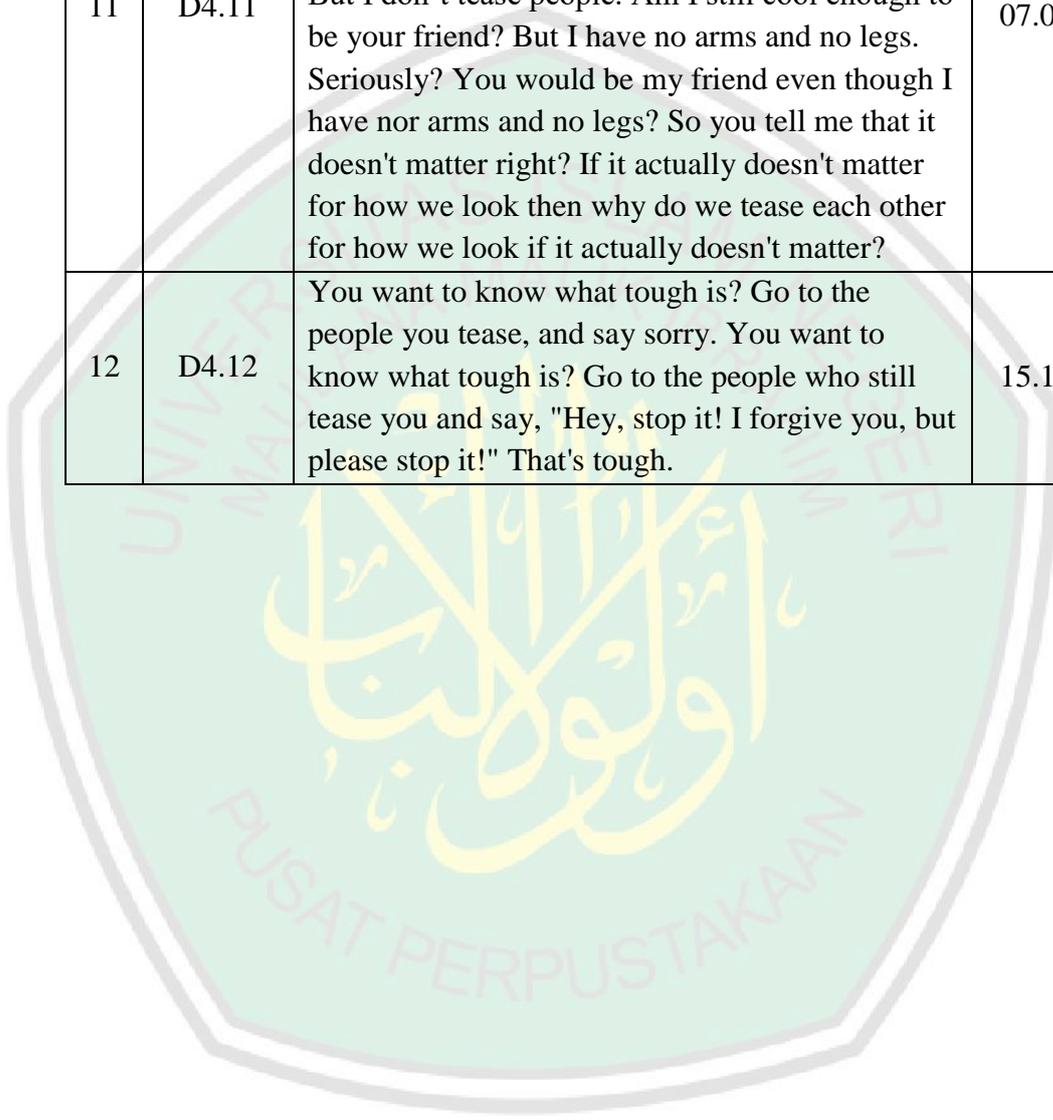
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| 54 | D3.54 | You thing you are tough? You wanna show your strength? That's not your strength.   | 14.10 |
| 55 | D3.55 | I would get anyone who has 3-year-old nephew, just bring tomorrow at night at where I am speaking. And we can put on stage and let me show how tough I am. We will put your 3-year-old nephew on this table, and let me tease him. Let me show you how tough I am.   | 14.19 |
| 56 | D3.56 | That's what you are. I could pick on you. I can pick on anything you like, any singer, any music you like, I could tease you. I could tease your family, I could tease your friend. I could tease the movie that you think that it is really cool. I could tease anything about you. I could tease about your nose, Your eyes, your teeth, your chin, your hair, your ears, your elbows, your knees, whatever man. I can tease you about anything. It ain't hard just like you tease me. | 14.39 |
| 57 | D3.57 | You want to know what tough is? Go to the people you tease, and say sorry. You want to know what tough is? Go to the people who still tease you and say, "Hey, stop it! I forgive you, but please stop it!" That's tough.  | 15.15 |
| 58 | D3.58 | I want you to know something the truth of you are. I don't care what job you get, I don't care how smart you are, everyone. I don't care. I love you when I believe in you. I don't care even you are a janitor in this school, I tell you why. Because the janitor in my high school inspired me to be a speaker. He changes my life. He said, "You should be a speaker" Then I said, "You're crazy". "It's not, You really should to be a speaker". I said, "stop it!"                 | 15.37 |

|    |       |  |       |
|----|-------|--|-------|
| 59 | D3.59 | four months later, he persuaded me, and I said, "yes". I spoke in front of 10 people. Then another 10, then another 10 and until I speak in front of almost 300 students. And 3 minutes into my speech, a half of the girls were crying. And one of the girls in the middle of the room weeping. And she put up her hands and she said, "I'm so sorry. Can I come up and give you a hug?". And in front of everybody, she came up, she hugged me, and cry in my shoulder, and she whispered in this ear. "Thank you, thank you, thank you. No one said that they love me. No one told me that I am beautiful the way that I am." | 16.10 |
| 60 | D3.60 | How many schools do you think that I spoke to actually stop bullying all together. Okay. If you say "one", you are correct. One school of 600, I got a letter from the headmaster and he said, "Nick, you have changed our school, bla bla bla. We haven't seen any bullies."  | 17.14 |
| 61 | D3.61 | For 8 months straight, we don't know what happened, but in the best word I can describe, that's just a new thought, that bully is just ain't cool anymore.   | 17.58 |
| 62 | D3.62 | If 50% of the school come together and say you know that it (bullying) just not cool anymore, and the people still think that it is cool. Every time they look down upon you, I want you to look them, I want you to imagine my face looking at you. Cause I am telling you, everyone you are teasing is my brother and my sister, and you are my brother, you are my sister. And I am asking you to stop!   | 19.34 |

**D4 - METALINGUISTIC FUNCTIONS**

| NO             | DATUM CODE | DATA   | TIME  |
|----------------|------------|--|-------|
| <b>VIDEO 1</b> |            |  |       |
| 1              | D4.1       | Why? Why does it matter how you look? Because if they don't like you, then who will? Because if they don't accept you, then who will?  | 01.10 |
| 2              | D4.2       | And the fear that we have is that we're going to be alone! That we're not good enough!   | 01.16 |
| 3              | D4.3       | I thought, "What kind of purpose do I have to live?" I mean, are you just here to live to die? I mean, is there not a purpose for me? Is there not a purpose in life?  | 02.28 |
| 4              | D4.4       | I want to ask you, what are you going to believe? Are you going to believe in yourself or are you going to believe everybody else's judgement on you? Are you going to believe people when they say that you're a failure? | 02.57 |
| 5              | D4.5       | People ask you how you are and you say "fine", but you're not really fine and they'll never know that.   | 03.18 |
| 6              | D4.6       | I tell you like is interesting. Life's a journey.  | 03.23 |
| 7              | D4.7       | You know what I mean? You can tell them that you'll see them tomorrow. You know what I mean?   | 06.20 |
| 8              | D4.8       | But I had to ask myself a couple of questions. And the first question was really "Who am I? Who am I?" I'm Nick Vujicic. But "Who is that?"  | 08.57 |
| <b>VIDEO 2</b> |            |  |       |
| 9              | D4.9       | ..or maybe in a big problem. Put your hands up! Uhhhhh! Get out of your car! Uhhhhh!   | 01.30 |
| 10             | D4.10      | If you leave seeds of lies in your heart and in your mind, and you don't know the truth? You don't know the truth, you will DIE with a LIE. I started dying cause I started believing what I was told.                     | 06.35 |

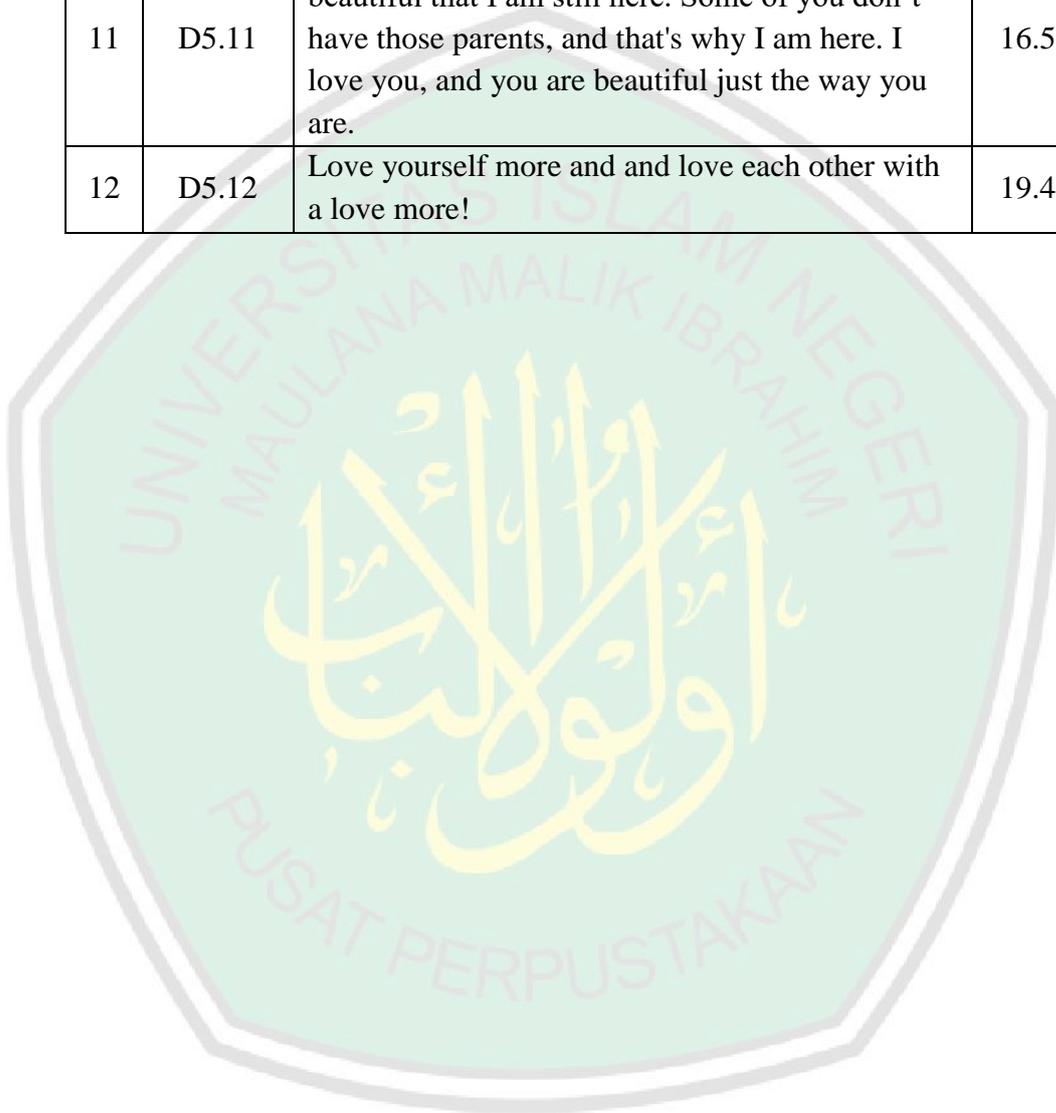
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| 11 | D4.11 | <p>I want you to know something. In our mind, we put out ourselves down overtime. I want ask you today. Do you think I am cool enough to be your friend? But I don't swear, I don't use the harsh words. Am I still cool enough to be your friend? But I don't tease people. Am I still cool enough to be your friend? But I have no arms and no legs. Seriously? You would be my friend even though I have nor arms and no legs? So you tell me that it doesn't matter right? If it actually doesn't matter for how we look then why do we tease each other for how we look if it actually doesn't matter?</p> | 07.01 |
| 12 | D4.12 | <p>You want to know what tough is? Go to the people you tease, and say sorry. You want to know what tough is? Go to the people who still tease you and say, "Hey, stop it! I forgive you, but please stop it!" That's tough.</p>  | 15.15 |



## D5 - POETIC FUNCTIONS

| NO             | DATUM CODE | DATA   | TIME  |
|----------------|------------|--|-------|
| <b>VIDEO 1</b> |            |  |       |
| 1              | D5.1       | The choice that we have, though, is either to give up or keep on going.  | 02.47 |
| 2              | D5.2       | People don't even look you in the eye.   | 03.15 |
| 3              | D5.3       | I tell you like is interesting. Life's a journey.  | 03.23 |
| 4              | D5.4       | So I have to take one step at a time, one step at a time, one step at a time. You can only take one step at a time. I don't care how big your step is, it's only one step at a time. You can't do two steps in one.  | 03.51 |
| 5              | D5.5       | But if I fail and try again and again and again.   | 06.43 |
| 6              | D5.6       | For as long as I try there is always that chance of me getting up.   | 06.48 |
| <b>VIDEO 2</b> |            |  |       |
| 7              | D5.7       | If I had no answers from my doctors and I had no answers from my parents, I still have a choice, every time in my life, to keep going or give up.  | 04.41 |
| 8              | D5.8       | Have you seen the picture of Sequoia Red tree appearing in California? This is huge tree. Like some of the trunks could be as really big as this room. I have seen those photos when they have actually dug out a tunnel in a trunk of the tree. You can drive a full size SUV through it. That was started with a little seed.  | 05.58 |
| 9              | D5.9       | If you leave seeds of lies in your heart and in your mind, and you don't know the truth? You don't know the truth, you will DIE with a LIE. I started dying cause I started believing what I was told.   | 06.35 |
| 10             | D5.10      | “I want you to know something. In our mind, we put out ourselves down overtime. I want ask you today. Do you think I am cool enough to be your friend? But I don’t swear, I don’t use the harsh words. Am I still cool enough to be your friend? But I don’t tease people. Am I still cool enough to be your friend? But I have no arms and no legs. Seriously? You would be my friend even though I | 07.01 |

|    |       |  |       |
|----|-------|--|-------|
|    |       | have no arms and no legs? So you tell me that it doesn't matter right? If it actually doesn't matter for how we look then why do we tease each other for how we look if it actually doesn't matter?" |       |
| 11 | D5.11 | It was because my parents told me that I was beautiful that I am still here. Some of you don't have those parents, and that's why I am here. I love you, and you are beautiful just the way you are. | 16.51 |
| 12 | D5.12 | Love yourself more and and love each other with a love more!   | 19.44 |



## D6 - PHATIC FUNCTIONS

| NO             | DATUM CODE | DATA  | TIME  |
|----------------|------------|---|-------|
| <b>VIDEO 1</b> |            |   |       |
| 1              | D6.1       | You know what I mean?   | 00.30 |
| 2              | D6.2       | You see this phone here? Let's say that I want to go to the phone. Right?   | 03.27 |
| 3              | D6.3       | You can't do two steps in one. You understand?  | 03.57 |
| 4              | D6.4       | Is that cool? Are you ready? Oh, is that clock down here?   | 04.17 |
| 5              | D6.5       | You're ready? So, uh, are you guys ready? Just let me know when you'r ready. You're ready?  | 04.26 |
| 6              | D6.6       | I'am joking man. Are you serious?   | 04.34 |
| 7              | D6.7       | If I did that, I'll break my arm or something. You know what I mean?  | 04.36 |
| 8              | D6.8       | Hello!  | 04.50 |
| 9              | D6.9       | You know what I mean? You can tell them that you'll see them tomorrow. You know what I mean?  | 06.20 |
| <b>VIDEO 2</b> |            |   |       |
| 10             | D6.10      | Hi guys, how's it going?  | 00.12 |
| 11             | D6.11      | One day,when I am in the car. I'm in the front seat, but I'm not driving of course. Can you imagine if I'm driving a car?                                   | 01.04 |
| 12             | D6.12      | And I am asking WHY? Why me? Have you asked "Why me" questions? But get no answers?   | 04.34 |
| 13             | D6.13      | I wanna ask you, what you gonna do? Are you gonna continue it? All the risk knowing, that its action, right here, 5 people already tried to commit suicide. | 18.36 |