PROMOTING THE "LEGEND OF THE GUARDIANS" FILM FOR FOSTERING STUDENTS' LEARNING SPEECH EVENT IN CONVERSATION

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Abstract. Pragmatics is a discipline which tries to answer questions such as how is meaning conveyed and interpreted in a particular social context. In this regard, conversation tasks are systematically different from the other variety of elicited conversatiory tbe sociolinguistic interview. As with any kind of interview, the sociolinguistic interview is an asymmetrical speech event in which the party asks the questions and the other party gives the answers. So, the objective of this research were to describe; 1) the analysis of formal and informal speech events which appearaed in the conversation of film, and 2) the implementation of learning speech event in conversation through film. This research was designed as a qualitative research. The research was conducted at English students of diploma three in Dian Cipta Cendikia Lampung.The sample of this study was taken from the students of third semester in Conversation class at the academic period 2021/2022. The material focused on speech event that occurred in the classroom among students based on the content of film. The data used for analysis in this study included natural conversations in the 'Legend of Guardians' film. The instrument used observation and transcription of film. The result indicated that the utterances used in the conversation of film had 1008 utterances. From this, the researcher found 387 utterances of formal speech events and and 621 utterances of informal speech events. And during observation, students are motivated in learning conversation about speech event through film because the result of students' active were 85 %, and this meant that it had reached the indicator 70%. In discussion, It was important to choose suitable films for students based on the needs and the materials. Students felt motivated in learning. Not all films can give you the same results. Teachers were not trying to give a master class on cinema, our aim must be have our students immersed in the language for learning.

Keywords: *'Legend of Guardian' film, speech event, conversation*

A. INTRODUCTION

1.1 Background

Learning is a process when knowledge is created through the transformation of experience by the teacher in classroom. The interaction of the experience and surrounding takes a role in advancing the content of teaching and learning process. In communicating with another, people uses language and there are some interactions within the language. All social activities, in which language plays an important role, can be referred to as **speech events**.

Whatever type of conversation we are looking at, we will find that it is always underlying a certain structure and that people follow certain "rules". In a conversation, the interlocutors (the people talking to each other) generally face each other and do not speak simultaneously. Most people start their conversations greeting one another, then continue in a turn-taking way of speaking (without interrupting each other too often). At the end of the conversation, people have finished what they wanted to say and say goodbye to each other in an appropriate way. Wrench, et al. (2009) preserves that teaching is about forming effective and affective relationship in communicating between teachers and students in case of the interaction in the classroom. From this staterment, understanding language means the understanding of pragmatics in classroom interaction.

During teaching learning process in conversation class at Diploma Three of Foreign Language Academy of Dian Cipta Cendikia Lampung, students need variety of teaching method, strategies, media and materials to improve students' speaking skill. Consequently, the researcher is as an English teacher there uses authentic material such as video, songs video, film, poetry, and the like to support the teaching learning process. In conversation, students need the source of language by native speaker, so the researcher uses a kind of film and its transcript. Students can watch the film and discuss the content depends on the topic material given. In this research, the researcher prepares the material speech event for analysing the film because students need interaction in communication. In conversation, students can understand some utterances in such events depends on situation and topic of conversation.

The standard competency of Conversation class is students are able to communicate using appropriate language expression based on the circumstances in conversation fluently and accurately. Learning conversation iu class should accomodate this well, so that the students will speak with correct language. To achieve this, the writer use a film as a media to motivate students in learning, to practice students listening and conversation by native, and to analyze the utterance of film by script related to the material 'speech event'.

In this regard, conversation tasks are systematically different from the other variety of elicited conversatiory tbe sociolinguistic interview. As with any kind of interview, the sociolinguistic interview is an asymmetrical speech event in which the party asks the questions and the other party gives the answers (Scheglofl 1992). Elicited conversations have the capacity to shed light on such discourse aspects as conversational organization and management, the expression of reference, modality, temporality, and aspect, task-specific communicative acts, and narrative structure. But they are also limited in that they allow investigating only a restricted set of communicative acts and activities, and that participant roles cannot be manipulated.

According to Hornby (1995), teaching means giving the instruction to (a person): give a person (knowledge skill). According to Stern, cited by Johnson, English language teaching is defined broadly as creating situations that promote second language use and learning. It involves organizing learning environment, language use, and language learning activities that are intended to facilitate students' language development.Johnson (1991) Based on the definition above it can be concluded that teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.

Speech is used in many different ways among different groups of people and each group has its own norms of linguistic behavior. In order to analyze the language of specific groups, it is necessary to rely on some clearly defined frameworks for ethnographical study of speech. Hymes (1974) proposed three levels of analysis, namely, *speech situation, speech event* and *speech acts.* Furthermore, the 'speech event' analysis is the most important one dealing with particular instances of speech exchanging, like exchange of greeting, enquiry and etc. (Richards & Schmidt, 2002). From these statement, the hearer will recognize his/her communicative intention in producing an utterance.

Discourse analysis theories were employed to develop a speech event task which would produce data that could be analyzed with conversational analysis methods (Levinson, 1983). In this work, a speech event is defined as a series of speech acts that occur in natural comprehensible discourse, most often to accomplish a unifying pragmatic goal (Hymes, 1972). For example, if the intent of a speaker's conversation is to ask a favor, the speaker will often greet, make a statement, make a request, accept, give thanks, and bid farewell to accomplish her goal. The researcher looks at two speech events that occur at two different levels of formal and informal speech events in conversation.

Movies are entertainment. Movies are documents of their time and place. Movies are artistic forms of self-expression. Movies we see at theatres, on television, or home video are typically *narrative* films. They tell stories about characters going through experiences. By using films in the English class, our students can improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can even make their pronunciation and intonation better. *A speech event* refers to the meticulous way to invade the other's environment through language. For example, an indirect request presupposes some conditions to be stated. There is a definite difference between asking someone to do X and asking someone if the preconditions for doing X are in place (Yule, 199:56). Furthermore, Hymes (1972) states that' The term *speech event* will be restricted to activities, or aspects of activities, that are directly governed by rules or norms for the use of speech.

A film is an art with difference, a profound consideration of all the attitudes which have been adopted toward motion picture and photography (Kracauer, 1960). Watching a film in the English class is more than doing an activity just for fun. It is a matter of learning and listening to the real English that British or American

people speak in their everyday lives, the language which is alive and kicking in the streets of English-speaking countries.

1.2 **Research Questions**
The research questions in this research are as follows;
1.2.1 How far does the frequency of formal and informal speech event appear in conversation of film?
1.2.2 How is the implementation of learning speech event in conversation through film?

B. METHODOLOGY
2.1 Research Design
This research is designed as a qualitative research since the source of the data was the teaching and learning activity in naturalistic environment of the classroom. The data of this research were collected when the teaching and learning process was going on naturally. The researcher observed the linguistic behaviors of teachers and students in a classroom context. This research analyzed the speech event produced by the film choice.
2.2 Sample
The research is conducted at English students of diploma three in Dian Cipta Cendikia Lampung.The sample of this study is taken from the students of first semester in Conversation class at the academic period 2021/2022. The material focuses on speech event that occurred in the film and applied in the classroom among students based on the content of film.

2.3 Instruments
The data used for analysis in this study included natural conversations in the 'Legend of Guardians' film. The chief pleasures of the movie are visual: The 3D camerawork is dynamic as we soar with the owls through woods and across the ocean to the Guardians' island kingdom. The huge technical team has crafted images that often transcend traditional animation to look at once remarkably lifelike and suitably fantastical. The lush musical score by David Hirschfelder enhances the movie's shifting moods of terror and exaltation.

The summary of film is an acclaimed film maker Zack Snyder makes his animation debut with the fantasy family adventure based on the beloved The Guardians of Ga'Hoole books by Kathryn Lasky. The film follows Soren, a young owl enthralled by his father's epic stories of the Guardians of Ga'Hoole, a mythic band of winged warriors who had fought a great battle to save all of owlkind from the evil Pure Ones. While Soren dreams of someday joining his heroes, his older brother, Kludd, scoffs at the notion, and yearns to hunt, fly and steal his father's favor from his younger sibling. But Kludd's jealousy has terrible consequences--causing both owlets to fall from their treetop home and right into the talons of the Pure Ones. Now it is up to Soren to make a daring escape with the help of other

brave young owls. Together they soar across the sea and through the mist to find the Great Tree, home of the legendary Guardians of Ga'Hoole--Soren's only hope of defeating the Pure Ones and saving the owl kingdoms. This film has been rated PG for some sequences of scary action.

2.4 Data Collecting Technique
In collecting the data, the researcher uses instruments which can be describe as follows;
a. Conducting Observation
Observation is conducted to apply the film in conversation class for material speech event. The teaching learning process is conducted in two meeting. The first meeting, students watch the film, read the script and discuss the utterances. The second meeting, the students analyze the speech event which appear in the script of film and they practice in conversation and understand the utterance of speech event.
b. Transcription
Transcription is a written form of data collecting. Here, the writer write the text of film in order to make students can analyze the utterances of speech event which are included in the content of film

2.5 Data Analysis
The data is analyzed qualitatively. In observation, the researcher uses students' observation sheet to know how far students' active during teaching learning process. The T-L process can be success if it reaches indicator 70% active students based on the rule from academic curriculum at ABA Lampung.

According to Hymes, 'one good technique for getting at speech event, as other categories, is through words which name them'(as cited in Philipsen & Coutu, 2005: 359), those speech events are identified and labeled by the researchers and then are listed. Moreover, each speech event is followed by its transcript; and since most of the speech events are divided into several scenes, the researchers put all the related scenes together to give readers a clear view of each speech event.

C. RESULT
3.1 The Analysis of Film
By analyzing the film, the researcher found the frequency of formal and informal speech events that appeared in the utterances of conversation in this film. Most utterances in this film used informal conversation, the analysis can be seen in the table below;

Table 1. Frequency of Formal and Informal Speech Event in the Film

No	Element	Total	Percentage
1	Utterances	1008	100%
2	Formal SE	387	38.39%
3	Informal SE	621	61.61%

Based on the table above, the characters in the film mostly used informal speech event in conversation such as uncomplete sentences or shortened words, the informal utterances of speech event can be seen below;

05	Ha, ha! Well, perhaps.
014	Oh, come on. Look, next go, all right?
019	Time for bed
065	I'm gonna be the best flier.
0110	First? You mean there'll be more?

Although, there were some informal utterances in conversation, but others utterances showed formal speech events such as statements or questions. The formal utterances of speech event can be seen below;

0115	In fact, I think I might have your brothers' first pellets.
0121	Excuse me.Kludd, do you want to go out and try some more branching?
0160	Who are you?
0165	Did that evil stare seem forced or natural?
0186	They're very small, but hard workers.

From these formal and informal speech events, students can understand how to do speech act based on the event of conversation.

3.2 The Teaching Learning Process
Firstly, students watched the film and took notes on any words, utterances and expressions. Students learnt and thought some utterances which were useful to them. Students also paid attention to the plot and characters and wrote down important events, characters features and the like. It was important to choose films the students can feel motivated to watch. Not all films can give students the same results. A teacher is not trying to give a master class on cinema, but her aim build students immersed in the language about 100 minutes.

Learning objective: students learnt about the type of language used in the film in order to understand the story better and to gather their own collection of words for their own stories.

After watching film, students analyzed the content of film based on the criteria from the teacher, then they discuss together about the content of film orally. In conversation, students read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction they showed understanding of the main points and express preferences. In responding to a range of texts, students showed understanding of significant ideas, themes, events and characters. Then students identifed kinds of language used in the text of film related to speech events. Students discussed together the kinds of speech events in the context of film. Finally, students practiced their conversation by following the conversation of such events in the film based on the text and combining other utterances freely.

During observation, the researcher used students' observation note in order to know the students' participants in the activities. The result of observation can be seen in the table below;

Table 2. Active students in T-L Process

Class	First Meeting	%	Second Meeting	%
D3-BI	15 students	75%	17 students	85%

Note : a class consisted of 20 students

D. DISCUSSION

The current study which was a sample of spoken discourse and a sample of native speakers' cultural norms tried to indicate the importance of ethnography of communication. It showed that some typical speech events, due to the situational and contextual context of language.

So, teachers can use the most frequent speech events in their teaching classes to make language learners familiarize with those events which are appropriate for specific contexts or situations.

Language learners, having this knowledge, could improve their communicative competence and talk more appropriately in related contexts. So, this research could be a sample for teacher to make language learners familiarize with culture which is an important part of language learning process.

Sometimes I give the students the chance to pick out among two or three films I think they may like watching and we choose the most voted one. Other times I just choose the film I want them to work on since maybe there is something in the plot or setting related to what we have been doing in class.

Sociolinguist Dell Hymes developed the following model to promote the analysis of discourse as a series of speech events and speech acts within a cultural context. It uses the first letters of terms for speech components; the categories are so productive and powerful in analysis that you can use this model to analyze many different kinds of discourse.

The SPEAKING Model

Setting and Scene "Setting refers to the time and place of a speech act and, in general, to the physical circumstances" (Hymes).The living room in the grandparents' home might be a setting for a family story. Scene is the "psychological setting" or "cultural definition" of a scene, including characteristics such as range of formality and sense of play or seriousness (Hymes 55-56). The family story may be told at a reunion celebrating the grandparents' anniversary. At times, the family would be festive and playful; at other times, serious and commemorative.

Participants

Speaker and audience. Linguists will make distinctions within these categories; for example, the audience can be distinguished as addressees and other hearers (Hymes 54 & 56).

    a.   Act Sequence

Form and order of the event. The story's plot and development would have a sequence structured by the aunt. Possibly there would be a collaborative interruption during the telling. Finally, the group might applaud the tale and move onto another subject or activity.

Key

Cues that establish the "tone, manner, or spirit" of the speech act (Hymes 57). The aunt might imitate the grandmother's voice and gestures in a playful way, or she might address the group in a serious voice emphasing the sincerity and respect of the praise the story expresses.

Instrumentalities

Forms and styles of speech (Hymes). The aunt might speak in a casual register with many dialect features or might use a more formal register and careful grammatical "standard" forms.

    b. Norms

Social rules governing the event and the participants' actions and reaction. In a playful story by the aunt, the norms might allow many audience interruptions and collaboration, or possibly those interruptions might be limited to participation by older females. A serious, formal story by the aunt might call for attention to her and no interruptions as norms.

    c. Genre

The kind of speech act or event; for our course, the kind of story. Different disciplines develop terms for kinds of speech acts, and speech communities sometimes have their own terms for types.

These terms can be applied to many kinds of discourse. Sometimes in a written discussion you might emphasize only two or three of the letters of the mnemonic. It provides a structure for you to perceive components.

The literacy units which students understand as follows;
- Traditional stories; fables; myths   and   legends
- Film narrative
- Dramatic conventions
And the literacy objectives are;
- Word recognition: decoding
- Understanding & interpreting texts
- Engaging and responding to texts

E. CONCLUSION

The conclusion of this reseach are as follows;

5.1 The utterances used in the conversation of film had 1008 utterances. From this, the researcher found 387 utterances of formal speech events and and 621 utterances of informal speech events.

5.2 And during observation, students are motivated in learning conversation about speech event through film because the result of students' active were 75% and 85 %, and this meant that it had reached the indicator 70%.

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