

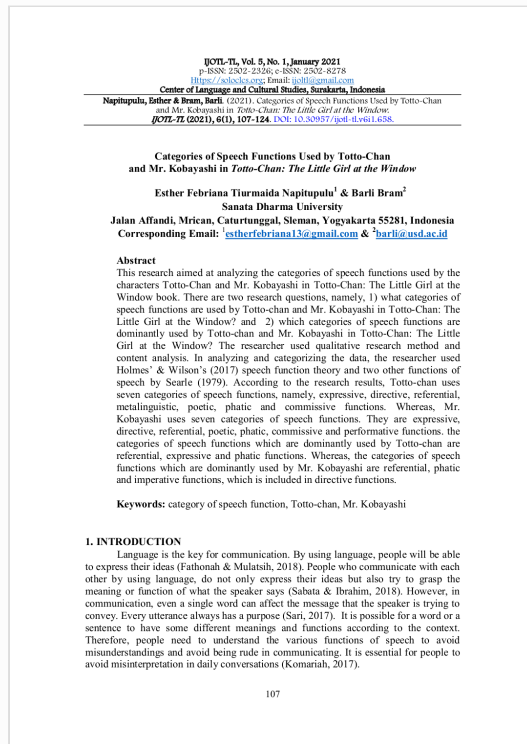


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# Categories of Speech Functions Used by Totto-Chan and Mr. Kobayashi in Totto-Chan The Little Girl at the Window

*by* Bram Barli

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**Categories of Speech Functions Used by Totto-Chan  
and Mr. Kobayashi in *Totto-Chan: The Little Girl at the Window***

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**Abstract**

This research aimed at analyzing the categories of speech functions used by the characters Totto-Chan and Mr. Kobayashi in *Totto-Chan: The Little Girl at the Window* book. There are two research questions, namely, 1) what categories of speech functions are used by Totto-chan and Mr. Kobayashi in *Totto-Chan: The Little Girl at the Window*? and 2) which categories of speech functions are dominantly used by Totto-chan and Mr. Kobayashi in *Totto-Chan: The Little Girl at the Window*? The researcher used qualitative research method and content analysis. In analyzing and categorizing the data, the researcher used Holmes' & Wilson's (2017) speech function theory and two other functions of speech by Searle (1979). According to the research results, Totto-chan uses seven categories of speech functions, namely, expressive, directive, referential, metalinguistic, poetic, phatic and commissive functions. Whereas, Mr. Kobayashi uses seven categories of speech functions. They are expressive, directive, referential, poetic, phatic, commissive and performative functions. the categories of speech functions which are dominantly used by Totto-chan are referential, expressive and phatic functions. Whereas, the categories of speech functions which are dominantly used by Mr. Kobayashi are referential, phatic and imperative functions, which is included in directive functions.

**Keywords:** category of speech function, Totto-chan, Mr. Kobayashi

## 1. INTRODUCTION

Language is the key for communication. By using language, people will be able to express their ideas (Fathonah & Mulatsih, 2018). People who communicate with each other by using language, do not only express their ideas but also try to grasp the meaning or function of what the speaker says (Sabata & Ibrahim, 2018). However, in communication, even a single word can affect the message that the speaker is trying to convey. Every utterance always has a purpose (Sari, 2017). It is possible for a word or a sentence to have some different meanings and functions according to the context. Therefore, people need to understand the various functions of speech to avoid misunderstandings and avoid being rude in communicating. It is essential for people to avoid misinterpretation in daily conversations (Komariah, 2017).

Speech functions are the ways people use language to deliver the message that they are trying to convey to the listeners. Thus, understanding categories of speech functions is essential for people, especially the English learners. Besides avoiding misunderstandings and being rude in communication, the knowledge of speech functions will deepen the English learners' sociolinguistic knowledge. According to Hymes (2020), sociolinguistics is important for academic fields, especially for education and students. Language development is important for students because language is the key for human life (Rahayu, 2020). In addition to that, the students will learn how to maintain their social relationships with others.

According to Holmes (1992), the speech functions are divided into six which are expressive, directive, referential, metalinguistic, poetic and phatic (p. 286). Those functions express feelings, information, directions, comments, aesthetic features and solidarity. However, Holmes (2013) also mentioned that other researchers have added other categories of speech function, namely commissive and performative (p. 276). According to Searle (1979), commissive expresses promises and threats. Meanwhile, performative expresses marriage vows, bets and declarations of war. The researcher uses the speech function theory by Holmes because it is the newest.

According to Batubara and Nasution (2020), there are various fields which can be used as the objects of speech function study. Media, such as audio, video, newspaper and also book, can also be the source for understanding the categories of speech functions. Using real materials will provide real information and it has a positive impact on the learners' motivation (Peacock, 1997, as cited in Rahmawati, 2017). For this research, the researcher chooses a book entitled *Totto-Chan: The Little Girl at the Window* because it has some moral values that we can learn from, especially about teaching and learning process. Totto-Chan, a girl who has a big curiosity and excitement towards little things, tends to comment on things, ask questions and state what she feels. Meanwhile, Mr. Kobayashi, the principle of Tomoe Gakuen, the school which Totto-Chan attends, always patiently explains the students about many things. He also likes answering Totto-Chan questions without feeling annoyed.

*Totto-Chan: The Little Girl at the Window* consists of different functions. However, the researcher is only focus on Totto-Chan and Mr. Kobayashi's utterances. In analyzing the utterances, Holmes' theory of speech functions is used. The utterances will be categorized based on Holmes' six functions of speech and two other functions of speech which have been added. The results will be used to see the categories of speech functions are used by Totto-chan and Mr. Kobayashi and also which categories of speech functions that are used dominantly by those two characters.

### 1.1. Research Questions

There are two research questions in this research. They are:

- 1). What categories of speech functions are used by Totto-Chan and Mr. Kobayashi in *Totto-Chan: The Little Girl at the Window*?
- 2). Which categories of speech functions are dominantly used by Totto-Chan and Mr. Kobayashi in *Totto-Chan: The Little Girl at the Window*?

## 2. REVIEW OF LITERATURE

Speech function is how someone use language to deliver messages in communication so that the ideas will be understandable for the listeners. Speech function is about the function of speech used in a conversation between two or more speakers (Thwaite, 2019). According to Holmes and Wilson (2017), any utterance may convey more than one function. There are some categories of speech functions according to Holmes and Wilson (2017). They are expressive, directive, referential, metalinguistic, poetic and phatic functions. In addition, Holmes and Wilson also mention two other categories of speech functions which have been added by Searle (1979). They are commissive and performative.

### a. Expressive Function

According to Holmes and Wilson (2017), expressive utterances aim at expressing the speaker's feelings. Expressive utterances show the speaker's psychological behavior toward a certain condition. (Leech, 1997 as cited in Rini & Wagiran, 2018). Expressive utterances show the speaker's likes and dislikes, happiness, sadness, and many others (Basra & Thoyyibah, 2017). For examples, "I am so glad", "I am so shocked to hear the news" and "I just can't believe". The pronoun "I" in those three sentences shows that the utterances are about the speaker or someone who produces the utterances. For the first example, the word "Glad" expresses the speaker's feeling of happiness. Whereas, the word "Shocked" in the second example shows that the speaker is in shock due to the news he just heard and the words "Can't believe" in the third example expresses the speaker's disbelief.

### b. Directive function

According to Holmes and Wilson (2017), directive function occurs when the speaker wants the hearer to do something. Fatma et al. (2020) agreed that directive function is one of speech function categories that can be easily found in daily conversation. This category of speech functions tends to force, invite, order, and suggest the hearer to do what the speaker implies (Dewi et al., 2020). The language used by the speaker can also imply whether the conversation is in a formal or formal situation (Prasetyo & Mulyani, 2018). Directives are divided into three based on the vary in strength. They are imperative, interrogative and declarative. Imperative occurs when the speaker asks the hearer to do something for instance. For example, "Go away", "You stand up" and "Say it". Those three utterances show that the speakers force the hearer to do the commands. Imperatives are usually ended with an exclamation mark instead of a period (Hidayatullah & Dedi, 2019)

Interrogatives are usually in the form of questions, such as "Could you turn off the fan?", "Come here will you?" and "Won't you talk to me?". They are meant to ask whether the hearer is willing to do so. The word "Could" in the first example shows that the utterance is an interrogative with a modal verb. The second example is an interrogative with the tag "Will you" and the third example is an interrogative with the negative modal "Won't".



Declaratives attempt to ask people to do something by suggesting or inviting them to do so. For examples, “I want you to go home”, “I’d like you to meet my friend” and “You’d better take an aspirin”. The first example shows that the speaker wants the hearer to go home. The second example shows that the speaker invites the hearer to meet the speaker’s friend. Whereas, in the third example, the speaker suggests the hearer take an aspirin.

### c. Referential function

According to Holmes and Wilson (2017), referential occurs when the utterance provides information from the speaker. Referential utterances are used to state a truth or a fact. For examples, “Mr. Joko Widodo is the President of Indonesia”, “I watched Maleficent movie yesterday” and “Prambanan Temple is located in Yogyakarta”. The first and third examples are referential because they are a true information. Moreover, they can be proven by reliable data. Whereas, the second example is referential because the word “Watched” and “Yesterday” show that the speaker really did the action.

### d. Metalinguistic function

According to Holmes and Wilson (2017), metalinguistic utterances aim at commenting on languages. This function is used to discuss or describe language. It also occurs when a language is used to explain the meaning of a word. Moreover, metalinguistic utterances can also ask for information about the language itself. For examples, “‘Hegemony’ is not a common word” and “What does pandemic mean?”. The first example gives comment on the word “Hegemony” because the speaker thinks that it is not a common word. Whereas, the second example belongs to metalinguistic because the speaker asks information about the word “Pandemic”.

### e. Poetic function

According to Holmes and Wilson (2017), poetic function occurs when an utterance contains aesthetic features of language. Whether it is a poem, a beautiful motto, a rhyme, or a tongue twister. This function aims at conveying message by using aesthetic features of language. Moreover, poetic function brings pleasure for the speaker and also hearer. For example, “It’s so overt, it’s covert” because there is an alliteration or the repeating consonant and also assonance or the repeating vowels.

### f. Phatic function

According to Holmes and Wilson (2017), phatic utterances show the speaker’s solidarity and empathy with the hearer or other people. Moreover, phatic functions are very important in order to maintain the social relationships between the speaker and the hearer (Rahardi, 2019). Hadiati (2017) stated that phatic function is usually used to avoid silence between the speaker and the hearer. For examples, “Thank you,” “Good morning, everyone” and “What a nice dress”. The first example shows the speaker’s gratitude toward the hearer in a good way. According to Budiarti (2018), people usually say “Thank you” when other people give help or show kindness. The second example

shows that the speaker greets others, which is considered as solidarity and also empathy. Whereas, the third example shows that the speaker compliments the hearer.

#### g. Commissive function

Commissive utterances are utterances which deal with promises and threats (Searle, 1979, as cited in Holmes and Wilson, 2017). According to Husain et al. (2020), commissive refers to an utterance in which the speaker commits himself to do something in the future. For examples, "I promise to clean my bedroom" and "I will go with you tomorrow". In the first example, the commissive can be seen clearly from the words "I promise". Whereas, in the second example, the words "I will" state the commitment of the speaker. The words "Go with you" is something that the speaker commits to do. Whereas, the adverb "Tomorrow" express that the speaker will do something in the future. Sometimes, the speaker also swears by stating consequences if he/she does not do what he/ she promises (Mahmud, 2019). The speaker can also use commissive utterance to state that he will do something under some conditions (Sameer, 2017).

#### h. Performative function

Performative utterances express marriage vows, bets and declarations of war (Searle, 1979, as cited in Holmes and Wilson, 2017). For examples, "I take you to be my wife" and "I bet you look good on that dress". The first example expresses a marriage vow. Whereas, the second example expresses a bet. It can be seen clearly by the use of the words "I bet". According to Amalia (2017), performative utterances are not statements of right or wrong. These utterances are more about the performance or action of the speakers.

### 3. METHODS

This research belongs to qualitative research because it is a study of sociolinguistics. According to Holmes (2013), sociolinguistics is the study between language and society where people provide a wealth information about the way language works, as well as the social relationships. Thus, this research used qualitative research method. According to Cropley (2019), qualitative research examines how people sense out their own real experiences in their own minds and words. The goal of qualitative research is to describe and analyze the word as it is experienced. Moreover, qualitative research method can be used to figure out a social phenomenon according to the actors involved (Mohajan, 2018). Although qualitative methodology requires a lot of time, it will draw more information (Palmer & Bolderston, 2006). Then, in order to answer the research questions, the researcher used content analysis. Used in a qualitative research, content analysis helped the researcher to transform a large amount of text in *Totto-Chan: The Little Girl at the Window* into a summary of results.

According to Erlingsson and Brysiewicz (2017), content analysis is a progressive process which allows the researcher to analyse the raw data to form categories. Then, the results are used to reflect on the initial analysis. In this research,

the content was the utterances produced by Totto-chan and Mr. Kobayashi. After that, the researcher made a raw list using a table consisted of Totto-chan's and Mr. Kobayashi's utterances. The use of table helped the researcher to organize the data. It will also help the readers if they want to quickly see the categorized data (Slutsky, 2014). After making a raw list, the researcher separated the table into two different tables. The first table entitled Totto-chan's Utterance List. The second table entitled Mr. Kobayashi's Utterance List.

By using table of utterance list, the researcher then labeled each utterance produced by Totto-Chan and Mr. Kobayashi according to its category. The researcher also used abbreviation to label the categories of speech functions. Abbreviation helped the researcher to save space and keep the table simple. After categorizing each utterances into different categories, the researcher concluded the categories of speech functions used by Totto-chan and Mr. Kobayashi and counted the utterances on each category to decide the dominant categories of speech functions used by Totto-chan and Mr. Kobayashi.

#### 4. RESULTS AND DISCUSSION

##### 4.1. Categories of Speech Functions Used by Totto-chan

Results on categories of the speech acts of this study appear in Fig. 1. According to Figure 1, there are seven categories of speech functions used by Totto-chan. They are expressive, directive, which consists of imperative, interrogative and declarative functions, referential, metalinguistic, poetic, phatic and commissive functions. However, there is no performative function in Totto-chan's utterances.

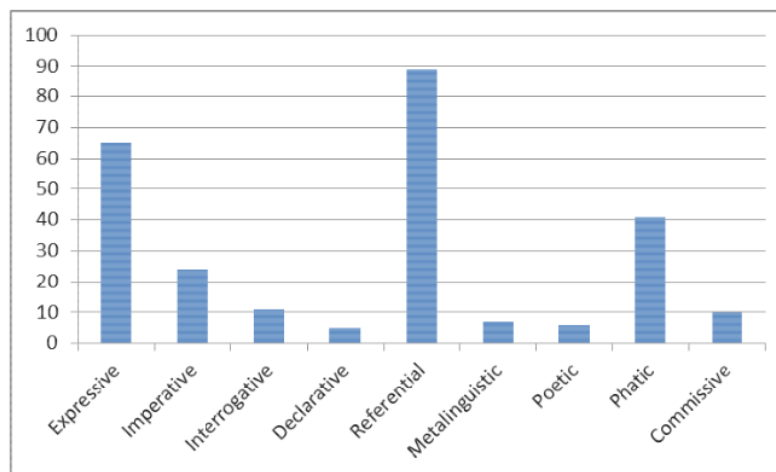


Figure 1. Total of Speech Function Categories Used By Totto-chan



#### 4.1.1. Expressive Functions

According to Holmes and Wilson (2017), expressive utterances show the speaker's feelings. It can be the feelings toward someone or something. The expressive utterances used to show whether the speaker is sad, happy, anxious, afraid, etc. Therefore, expressive utterances usually contain adjectives, such as great, fun, bored, worried, etc. Figure 1 shows that Totto-chan produces numerous expressive utterances.

##### (1) Example 1: "School's wonderful!"

From the word "Wonderful" itself, it can be seen that Totto-chan uses 2 positive adjective in her utterance. This utterance expresses Totto-chan's feeling when she comes home from her first day at school. She tells her mother everything about her school. She says that her school is wonderful because the school's desks have a top that can be lifted up. They are different with Totto-chan's desk at home which has drawers she pulls out. Totto-chan, who is an innocent little girl, really admires her new desk in the school that she says "School's wonderful!"

##### (2) Example 2: "I'm so happy!"

The word "Happy" has already expressed Totto-chan's feeling. She is happy because she finds that the railroad car the headmaster tells her will be her classroom. It is obviously something new for Totto-chan. She thinks that studying in a railroad car will be so much fun. Moreover, the swaying flowers and trees in the school grounds make the train seem to be moving when she looks out of the window. Therefore, she says out loud that she is happy.

#### 4.1.2. Imperative Functions

Holmes and Wilson (2017) stated that directives are related with getting people to do something. Imperative utterances, which are a part of directives, generally express commands and orders. Imperative utterances tend to be categorized as an impolite attempt to get people to do something.

##### (3) Example 3: "Wait!"

The word "Wait" ended with an exclamation mark expresses Totto-chan's command. Totto-chan produces the utterance when she wants so badly to have Yasuaki-chan, who is her friend, climb her tree. It seems impossible because Yasuaki-chan has polio. However, Totto-chan does not give up easily. Then she asks Yasuaki-chan to wait for her because she will try to find something that can help Yasuaki-chan.

##### (4) Example 4: "Oh, look!"

Totto-chan produces this utterance when she goes to a temple fair. She sees a box full of yellow baby chicks all creeping away. It is the first time Totto-chan has ever been to a temple fair. Everything is new for her, including the baby chicks. As she walks along, she suddenly stops when she finds the baby chicks. Then, she asks her parents to take a look at the box where the baby chicks creeping away.

#### 4.1.3. Interrogative Functions

Interrogatives attempt to politely get people to do something. They are usually in a form of questions, asking whether the hearer is willing to do what the speaker asks him to do or not.

(5) **Example 5:** “Would you like to see the classroom in the train?”

This utterance is categorized as interrogative with modal verb because Totto-chan uses the word “Would” in her utterance. Totto-chan uses this utterance when she asks Takahashi whether he wants to see their classroom or not. Totto-chan offers Takahashi a little tour to see the classroom in the train.

(6) **Example 6:** “Will you still be here when school’s over?”

The word “Will” shows that this utterance belong to interrogative with modal verb. Using this utterance, Totto-chan asks the health bark seller whether he will still be near the station when school is over or not. Totto-chan wants the health bark so badly. Thus, she hopes that the seller will wait for her.

#### 4.1.4. Declarative Functions

Similar to imperatives and interrogatives, declaratives also attempt to get people to do something. It is usually ended with a full stop.

(7) **Example 7:** “You’ve got to bite it,”

The words “You’ve got to” express Totto-chan’s command. She produces the utterance when she brings the health bark home. She wants to make sure that everyone in her house is healthy, including Rocky, her dog. After making sure that her mother is healthy, Totto-chan goes to Rocky and hold the bark to his mouth. First, Rocky only sniffs it because he does not understand. Then, he licks it. Then, Totto-chan asks Rocky to bite the bark instead.

(8) **Example 8:** “But today you’ll just have to stay home and wait for me.”

Totto-chan uses the words “You’ll just have to” to express her instructions to Rocky, her dog. On Totto-chan’s first day of school, she says goodbye to her father, mother, and also Rocky. Then, Totto-chan speaks to Rocky and tell him that he cannot

get on the train with her although Totto-chan really wants to show her new school to Rocky. Totto-chan says that she will ask the headmaster and the man at the station whether or not she can bring Rocky. However, for now, she asks Rocky to stay home and wait for her.

#### 4.1.5. Referential Functions

According to Holmes and Wilson (2017), referential utterances contain information for the hearer. Referential focuses on the message that the speaker wants to convey.

(9) **Example 9:** “But I’m rather busy just now as I’m on my way to a new school.”

From the utterance “I’m on my way to a new school.”, it can be seen that Totto-chan tries to give information. She produces the utterance when she meets a ticket collector in the station. Then, Totto-chan tells him that she wants to be a ticket seller. They have an interesting conversation. However, Totto-chan does not have much time because she needs to go to school so she uses the utterance to inform the ticket collector.

(10) **Example 10:** “My desk at home has drawers you pull out, but the one at school has a top you lift up.”

Totto-chan produces the utterance when she comes home on the first day of school. She is so excited to inform her mother that in the classroom, her desk has a top that can be lifted up. It is different with Totto-chan’s desk at home which has drawers that she pulls out.

#### 4.1.6. Metalinguistic Functions

According to Holmes and Wilson (2017), metalinguistic utterances are used to comment on the language itself.

(11) **Example 11:** “What does Tomoe mean?”

Totto-chan shows that Totto-chan does not know the definition of the word “Tomoe” when she comes to the school for the first time and looks at the name on the gate. She asks her mother. It turns out that tomoe is an ancient comma-shaped symbol.

(12) **Example 12:** “*Akachan* is baby.”

This utterance shows that the word “*Akachan*” is translated into “Baby” in English. Totto-chan has a new friend who was born in America. His name is Miyazaki. One day, he brings a big English picture book to school. Then, he reads the English text

to his friends, including Totto-chan. After that, Totto-chan and the other students repeat what Miyazaki says.

## 7. Poetic Functions

According to Holmes and Wilson (2017), poetic utterances deal with the aesthetic features of language.

### (13) Example 13: “Something like ‘Tho’ shallow the waters of Senzoku Pond’.”

“Tho’ shallow the waters of Senzoku Pond” is taken from a school song from Totto-chan’s previous school. The complete lyrics are “Tho’ shallow the waters of Senzoku Pond, Deep is our learning of vistas beyond.” Totto-chan quotes her previous school’s song because she wants Tomoe Gakuen to have a song with fancy words. In this case, the lyrics taken from Totto-chan’s previous school song are categorized as poetic.

### (14) Example 14: “Oh, goody, goody!”

This utterance is poetic because it uses an alliteration. According to Wales (1989), Alliteration, which is also referred to as “initial rhyme” is a very handy tool for the initial sounds to achieve emphasis. When alliterations are used, the utterance or expression is “fun to produce and easy to memorize” (Gries, 2011). Totto-chan produces the utterance when she opens her lunchbox and finds such a marvelous lunch inside.

## 8. Phatic Functions

According to Holmes and Wilson (2017), phatic functions are used to express empathy and solidarity toward others.

### (15) Example 15: “Goodbye, everybody.”

The word “Goodbye” means Totto-chan wants to state a farewell to the hearers in a good way. On her first day of school, Totto-chan is ready to go to the station. Then, she says “Goodbye, everybody”. The social relationship is shown because Totto-chan produces the utterance after bowing down politely to her parents.

### (16) Example 16: “Excuse me...”

The words “Excuse me” show that Totto-chan wants to maintain a good relationship with the hearer. It also shows that she respects the hearer. Totto-chan uses the utterance when her left arm is stuck in the gooey mixture. She wants to ask for a help. When some people whom she does not know walk by, she says to them, “Excuse me”. Although Totto-chan does not know them, she expresses that she respects them.

## 9. Commissive Functions

Commissive functions deal with promises and threats. Moreover, commissive utterance is used to make the hearer believe in the speaker's promise or threats (Syafitri, 2019). In this case, all commissive functions found in Totto-chan's utterance deals with promises.

### (17) Example 17: "I won't let it die. I'll look after it!"

From the word "I won't" and also "I'll look after it" Totto-chan states her commitment in doing what she says. She expresses her seriousness when she wants to buy the baby chicks that she sees in a temple fair. Totto-chan's parents refuse because they think the baby chicks are too poor and they will die very soon. However, Totto-chan keeps saying that she will not let the chicks die and that she will look after them.

### (18) Example 18: "I promise,"

The word "Promise" that Totto-chan uses is already expressing a commissive function. She produces the utterance after telling Mr. Kobayashi that she would like to teach at Tomoe Gakuen when she grows up. To show her commitment, she states her promise.

## 4.2. Categories of Speech Functions Used by Mr. Kobayashi

As seen in Figure 2, there are seven categories of speech functions used by Mr. Kobayashi. They are expressive, directive, which consists of imperative, interrogative and declarative functions, referential, poetic, phatic, commissive and performative. There is no metalinguistic function in Mr. Kobayashi's utterances.

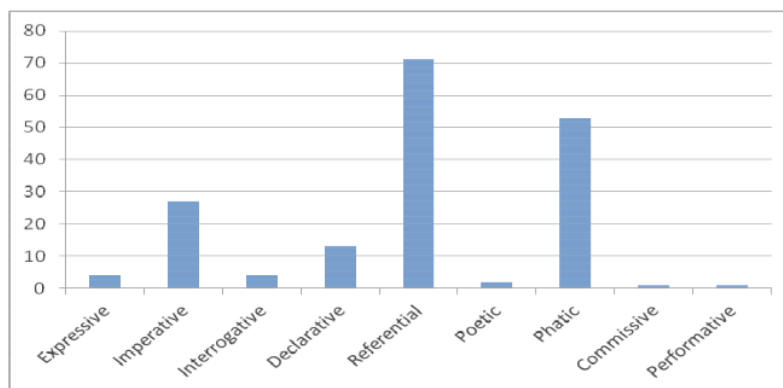


Figure 2. Total of Speech Function Categories Used By Mr. Kobayashi



#### 4.2.1. Expressive Functions

Expressive functions show the speaker's feelings toward something or someone.

(19) **Example 19:** "I feel terribly sad."

This utterance clearly shows Mr. Kobayashi's feeling because there are the words "I feel". He is terribly sad because Ya<sup>10</sup>aki-chan, one of his students, has passed away. Mr. Kobayashi announces the news in front of the students assembled on the school grounds. After stating that he is terribly sad, his face becomes bright red and tears welled up in his eyes, expressing how sad he is.

(20) **Example 20:** "I thought it was rather good."

Mr. Kobayashi uses this utterance to show his disappointment and sorry when nobody likes the school song he makes. The students think the song is far too simple and there is no fancy word in it. However, Mr. Kobayashi is not angry and still smiling.

#### 2. Imperative Functions

Imperative utterances attempt to ask someone to do something. An imperative utterance is usually a forced command that has to be done by the hearer.

(21) **Example 21:** "Watch carefully,"

The word "Watch" already states what Mr. Kobayashi wants the hearer to do. He also uses the adverb "Carefully" to emphasize that the hearer ne<sup>21</sup>ds to do exactly what he asks. When a new railroad car arrives at Tomoe Gakuen, the men who brought it has to lay several big logs under the car and gradually roll it off the trailer onto the schoolyard. The headmaster asks the students to watch the big logs carefully because he wants to briefly explain about rollers and rolling power.

(22) **Example 22:** "Now apologize."

The word "Now" represents the urgency of Mr. Kobayashi's command, whereas the word "Apologize" is the action that Mr. Kobayashi wants the hearer to do. He uses this utterance when there is a child who has done something really bad and eventually recognize it is wrong. He asks the student to apologize for what he has done.

#### 4.2.3. Interrogative Functions

Interrogative utterances deal with the attempts to get someone to do something. They are usually in a form of question, using a modal verb or tag.

(23) **Example 23:** "You'll put it all back when you've finished, won't you?"

This utterance is an interrogative with tag. Mr. Kobayashi's command is expressed through the words "You'll put it all back when you've finished". Then, the words "Won't you" is used to make sure that the hearer is willing to do what Mr. Kobayashi asks.

**(24) Example 24:** "But let me have a bite, won't you?"

Mr. Kobayashi produces another interrogative with a tag in this utterance. The words "Let me have a bite" is what Mr. Kobayashi wants the hearer to do, whereas the words "Won't you" is to emphasize his command and ask whether or not the hearer is willing to do what he commands. Mr. Kobayashi uses this utterance when he tells Totto-chan that he wants to try the healthy bark that she is going to buy.

#### 4.2.4. Declarative Functions

Declaratives are polite attempts to get the hearer to do something. They are usually ended with a full stop.

**(25) Example 25:** "Totto-chan, I'd be truly grateful if you'd stop wearing that ribbon to school."

In this utterance, the words "Stop wearing that ribbon to school" states the headmaster's command. Then, the utterance "I'd be truly grateful" is used to make the command more polite. It can be seen that the headmaster does not want to hurt the hearer's feelings. This utterance is produced when Mr. Kobayashi asks Totto-chan not to wear her ribbon to school because Miyo-chan wants it and the headmaster cannot find the similar ribbon.

**(26) Example 26:** "And if you've got any books at home you think the others would like to read, I'd be delighted if you'd bring them here."

The utterance "Bring them here" clearly states what Mr. Kobayashi wants the students to do. To emphasize his command, the headmaster uses the words "I'd be delighted" to express his wish.

#### 4.2.5. Referential Functions

Referential functions provide information from the speaker to the hearer. They can be information about places, people, directions, etc.

**(27) Example 27:** "I'm the headmaster of this school."

From this utterance, Mr. Kobayashi wants the hearer to know who he is and his position in the school. It is categorized as referential function because it provides information for the hearer. The headmaster needs to give this information to Totto-chan

when they meet for the first time because Totto-chan wonders if he is a schoolmaster or stationmaster.

(28) **Example 28:** “*Denbu* is from the ocean.”

2 Mr. Kobayashi uses the utterance to tell the students that *denbu*, a Japanese food made by scraping the flesh of cooked fish off the bones, is from the ocean. Before providing that information, the headmaster asks the students if *denbu* is taken from ocean or the hills. However, no one seems to know for certain. Therefore, he gives the information that *denbu* is from the ocean.

#### 4.2.6. Poetic Functions

Poetic functions deal with the beauty of language and words. This function was also found in Mr. Kobayashi’s utterances.

(29) **Example 29:** “Having eyes, but not seeing beauty; having ears, but not hearing music; having minds, but not perceiving truth; having hearts that are never moved and therefore never set on fire. These are the things to fear.”

This utterance is categorized as poetic because it is more like a poem. Mr. Kobayashi plays with words to create beautiful utterances. Instead of directly saying “Use your body as best you can”, he produces the utterance mentioned above, which attracts more attention from the hearer.

(30) **Example 30:** “It’s like having a baker teach you how to make bread.”

This utterance belongs to poetic because 6 Mr. Kobayashi uses a parable. He actually wants to say that having a farmer teacher teach you how to plant a field is 15 having a baker teach you how to make bread. He uses the parable so it will be easier for the students to understand the role of a farmer teacher.

#### 4.2.7. Phatic Functions

Phatic utterances attempt at maintaining good social relationship between the speaker and also the hearer. They express empathy and solidarity that the speaker wants to convey.

(31) **Example 31:** “Your hair looks lovely.”

The adjective “Lovely” is used to state Mr. Kobayashi’s complement towards Totto-chan’s hair. The utterance also shows Mr. Kobayashi’s empathy after seeing Totto-chan crying because Oe makes fun of her hair. Mr. Kobayashi wants Totto-chan to realize that her hair looks lovely and that she does not need to cry about it.

**(32) Example 32: “Thank you,”**

This utterance shows solidarity and empathy to others. The headmaster produces the utterance after hearing Totto-chan's promise not to wear her ribbon in school any more. Totto-chan's promise is a relief for Mr. Kobayashi because Totto-chan tries to understand others. She also agrees to what Mr. Kobayashi asks her to do. Therefore, Mr. Kobayashi thanks her for being an understanding and good girl.

**4.2.8. Commissive Functions**

Commissive utterances are those in which promises and threats included. This function was also found in Mr. Kobayashi's utterances. However, Mr. Kobayashi's commissive utterance deals with promises. His utterance is “All right, I'll have a school song for you by tomorrow morning”. From the words “I'll have a school song for you”, it can be seen that Mr. Kobayashi is willing to do something for the students. Then, the words “By tomorrow morning” is the exact time he uses to show how committed he is to what he promises.

**4.2.9. Performative Functions**

Performative utterances deal with bets, and declarations of war. In Mr. Kobayashi's utterances, there was one performative utterance found. “I'll bet it tastes good!” was the only performative function found in Mr. Kobayashi's utterances. It clearly states the perform of bet since there are the words “I'll bet”. Mr. Kobayashi produces this utterance when he asks the students to take their vegetables home and then ask their mothers to the vegetables for dinner. He bets the vegetables taste good.

**4.3. Categories of Speech Functions Used Dominantly by Totto-chan and Mr. Kobayashi**

As seen in Table 1, the categories of speech functions which are dominantly used by Totto-chan are referential, expressive, and phatic. Similar to Totto-chan, Mr. Kobayashi's first speech function is also referential function since he produces numerous referential utterances. However, the number of his referential utterances differs with Totto-chan's. Mr. Kobayashi produces 71 referential functions. As for his second speech function, he has phatic utterances which he produces 53 times. Then, as his third speech function, which is imperative, Mr. Kobayashi produces 27 utterances.

**Table 1. Total of Speech Function Categories Used by Totto-Chan and Mr. Kobayashi**

Character	Ex P	Dir			Ref	Met	Poe	Pha	Com	Per
		Imp	Int	Dec						
Totto-Chan	65	24	11	5	89	7	6	41	10	0
Mr. Kobayashi	4	27	4	13	71	0	2	53	1	1

## 5. CONCLUSION

After conducting the research, it can be concluded that Totto-chan used seven categories of speech functions. They are expressive, directive, referential, metalinguistic, poetic, phatic and commissive functions. However, there is no performative function in Totto-chan's utterances. Whereas, there are seven categories of speech functions used by Mr. Kobayashi. They are expressive, directive, referential, poetic, phatic, commissive and performative functions. However, there is no metalinguistic function in Mr. Kobayashi's utterances. From the data analysis, it can be concluded that the categories of speech functions which are dominantly used by Totto-chan are referential, expressive and phatic functions. Whereas, the categories of speech functions which are dominantly used by Mr. Kobayashi are referential, phatic and imperative functions. Imperative utterances are included in directive functions.

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