

**SPEECH FUNCTION IN CORONAVIRUS BROADCAST BY THE  
PRIME MINISTER OF THE UNITED KINGDOM BORIS  
JOHNSON**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
English Education Program*

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### PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Speech Function in Coronanavirus Broadcast by the Prime Minister of the United Kingdom Boris Johnson”**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



  
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## ABSTRACT

**Rosa, Fitriana Andriani. 1602050024. Speech Function in Coronavirus Broadcast by Prime Minister of the United Kingdom Brosi Johnson. Skripsi.English Departement, Faculty of Teacher's Training and Education, University of Muhamadiyah Sumatera Utara, Medan. 2021**

The purpose of this study is to identify the types of speech function used in Boris Johnson's speeches, and to identify the most dominant type of speech function in Boris Johnson's speeches. Qualitative method will be use in conducting this research. The selected location for this research work will be at University Muhammadiyah Of North Utara Library which will begin work on Mei 2020. The researcher chooses UMSU because it gives access the data needed.

The findings show that there are six speech function; those are expressive, directive, referential, metalinguistic, poetic, and phatic. From the data table we can see that the most dominant speech function is directive (38), followed by expressive (35), referential (6), metalinguistic (6), phoetic (5) and phatic (3).

***Keywords: Speech function***

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Medan,

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Speech function was a way someone conveyed ideas in communication to make listener understand the ideas well. The speaker and listener should know how and when to use speech function because an error of using speech function made misunderstanding in communication. In fact, students English nowadays, when they were communicating with other friends or other people they had different meanings. Usually, when the speaker gave information to the listener, not all of the information they tried to share to be understood by the listener.

Speech function needed to avoid different meanings in delivers ideas to make conversation well. As far as speech function concerned, it was denoting a writer (speaker) attitude and judgment which called meaning and expressed in the structural form called mood. Speech functions expressed a complete sentence. Many students were difficult to distinguish what were the types of speech functions in daily conversation.

According to Halliday (2014: 97) speech functions through the grammar of the clause were statements (giving information), questions (demanding information), offers (giving goods - & - services), and commands (demanding goods - & - services). Speech function referred to a function performed by a

speaker in a verbal interaction or conversation which specified his or her role and the content or commodity transacted.

Halliday (1994:69) stated that when exchanging and expressing the ideas, the human being perform two roles namely giving and demanding, the commodity may be information and goods or services. In systemic functional linguistic (SFL), it named speech function. Speech function is a way of someone delivers the ideas in communication to make the listener understand the ideas well. Speech function itself divided into four kinds: statement, question, command and offer.

In mood system, the kinds of speech function above realized by declarative, interrogative and imperative, offer function is coded by anyone of the three moods. The spoken communication is usually represented by utterances. In every word, phrase or sentence is always performing the different function and misunderstanding will occur if the listener does not notice what kind of function uses by the speaker.

Halliday (1994:60) stated that Systemic Functional Linguistics is theory centered on a notion of language function. It is concerned with the realization between language and context, interpersonal meaning in text. Bloor (2004: 2) said that the theory of language used in SFL incorporates the concept that a language consists of a collection of systems that provide the speaker or researcher with an infinite number of possibilities to create meanings. Based on theory of SFL,

language is used by people to fulfill the function of language as interpersonal meaning. And interpersonal meaning its self-concern the speaker's role in the speech function.

To get an effective communication or interaction, the addresser (speaker/writer) and the addressee (listener/reader) will perform two roles, they are giving and demanding and commodity being exchanged could be information or goods and services. When someone says something in the form of statement, the speaker expects the listener to receive the information but when someone says something in the form of command, the speaker expect the listener to do something or to give some objects. This two variables, role and commodity exchange, when taken together, define the four primary speech function; statement, question, offer, and command.

Halliday (1994:69) stated that speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role. There are four types of speech function; they are statement, question, offer, and command. Wierbicka (1996:1) stated that language is an instrument for conveying meaning. The structure of this instrument reflected its function, and it can only be properly understood in terms its function. Clark (1977:3) stated that language stand at the center of human affairs, from the most prosaic to the most profound.

It serves many functions; to give information, to express feeling, to persuade people, asking something, or many functions else. Hornby (2000:225) stated that communication itself is the activity or process of expressing ideas and feeling or to give information. It means when language is used, people need not only to interact with others but also to get other person understand their thought and feeling.

Crystal (1980:327) stated that speech means communication or expression of thought in spoken words. Through speech, speaker conveys a message to the audience either it is to convey information or insight, to persuade or to motivate. A speaker must engage his or her audience with a central idea or propositions. If a speaker does not have a clear reason to give a speech, the speech should not be given. Alexander Boris de Pfeffel Johnson (born 19 June 1964) is a British politician, author, and former journalist who has served as Prime Minister of the United Kingdom and Leader of the Conservative Party since 2019. He was Foreign Secretary from 2016 to 2018 and Mayor of London from 2008 to 2016. Johnson was Member of Parliament (MP) for Henley from 2001 to 2008 and has been MP for Uxbridge and South Ruislip since 2015. Ideologically, he identifies as a one-nation conservative.

This study refers to the use of speech function in Boris Johnson's speeches. The writer found that there are many type of speech function in Boris Johnson's speeches. The writer considers that types of speech function in Boris Johnson's



speeches are important to be analyzed to show the most dominant types of speech function is preferred by America's society. The writer also wants to give the deeply explanation about speech functions which contain of two parts they are giving and demanding which are the essence of communication must be noticed well to avoid misunderstandings occur towards the speaker and the listener. When the speaker utters something through question, he/she is actually requiring the listener to receive it.

While requiring give information when he/she utters something through command or offer. The writer aware this issue so that he/she wants to analyze the speech functions of speeches. In case there are some research through this theory and found some conclusions, for the examples in hypnosis utterances tent to use question as the highest proportion because the hypnotist asks some question to get the information as much as possible (Anggraini: 2011).

Another research found that the highest proportion in detective Conan comic is statement (Hasibuan: 2012). By this study, the writer will explain the form of utterances in Boris Johnson's speeches by using the speech functions theory. The writer chooses this figure because he/she is interested to the speeches which giving a different thing than the other leader figure in America in 2020.

## **B. Identification of the Problem**

Based on the background above, there were some problems identified as the followings:

1. To identify the types of speech function.
2. To identify the most dominant speech function in the text especially in speech

## **C. Scope and Limitation**

The scope of this study is focused on the types of speech function identified in Boris Johnson's speech. According to Halliday (1994:69), there are four primary speech functions. They are statement, question, command, and offer.

## **D. Formulation of the Problem**

Based on the explanation above, this research has two questions to answers:

1. What types of speech functions are used in Boris Johnson's speeches?
2. How are speech functions realized in the speech of the Prime Minister John Boris about Coronavirus?

### **E. Objectives of the Study**

Based on the problem formulation above, the purpose of this study is to find out:

1. To identify the types of speech function used in Boris Johnson's speeches.
2. To describe the most dominant type of speech function in Boris Johnson's speeches.

### **F. Significance of the Study**

The result of this study is expected to give some benefits theoretically and practically. As theoretically, the result of this study can be a reference for those who are interested or the learners in analyzing the politeness strategies of code-mixing. It can be used as additional reference and information in using better utterances.

Then, as practically the result of this study can improve student's English vocabulary with the expectation they do not only study and use English in the class, but they can also use and practice English in another place such as online media, like YouTube. On the other hand, this result study also expected to be an evaluation material for management from all fields (education, business, and communication) to improve language knowledge. Then it is hoped that the contents of this research can become reading material as well as a reference for further research, so that more diverse knowledge.

## **CHAPTER II**

### **THE REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Language**

A language is a tool or strategy that humans use to communicate with one another. People had will have their language at birth. However, as a youngster, human language is the basics language. However, as humans mature, the language they use or learn becomes more complicated. That occurs because as humans grow older, they learn new things, including language learning. Languages that were never learned before would be learned by humans. Language is a communication medium. There are several languages spoken around the world. Many languages are spoken all around the world. There are various variants within the language. It is impossible to say how these languages came to be. It is thoughts that individuals began expressing messages by signals, postures, gestures, signs, and so on. Language is the wellspring of human life and power (Fromkin et al, 1999: 2 in Haryani et al, 2014) because individuals use it to communicate, study information, transmit ideas, ask for views or assistance, and so on.

Humans utilize language to communicate with one another. It can be symbols designed to convey thoughts and ideas in everyday life. Edward Sapir in Edward (2009: 53) stated that, language is an entirely differences between human way of thinking to develop, emotions, and desires through a system of

intentionally generated symbols. While Richard (2002: 283) defined language is defined as a human communications system that consists of the systematic organization of sounds (or their written representation) into bigger units, such as morphemes, words, phrases, and utterances.

Every component of human existence, such as a sign, symbol, or oral communication, should be completed by a speech for them all to go about their daily activities. We cannot dispute that language is constantly employed in our everyday lives. The language was used as a method of communication in all human activities. Based on the foregoing arguments, the researcher believes that language is a way of communication that is employed in our daily experiences to communicate ideas, thoughts, and messages in society.

## **2. Sociolinguistics**

Holmes (2013:1) defined that sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language indifferent social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language.

Meyerhof (2006: 1) states that sociolinguistics is a very broad field. It can be used to describe many different ways individual speakers use language. It learns about how people use language differently in different towns or region. It also learns about how a nation decides what languages will be recognized in courts or education. Besides that, sociolinguistics also studies about language used in daily conversation.

According to Wardhaugh et al. (2015: 1) sociolinguistics is the study of our everyday lives-how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language. Based the explanations above, the researcher concludes that sociolinguistics is a study of language and society including the use of language in the society and used in many fields.

### **3. Communication System**

Communication contains meaning together (common). The term communication or communication comes from Latin, namely communication which means notification or exchange. The adjective communication, which means together. Communication is the process by which a message or information is exchanged from a sender to a receiver.

According to Everett M. Rogers and Lawrence Kincaid (1981: 18) states that communication is a process where two people or more to form and exchange information between one with each other, which in turn occurs mutual understanding deep.

Meanwhile, according to Raymond S. Ross (1983: 8) defines communication as a process of sorting, selecting, and send symbols in such a way, so that help listeners evoke meaning or response from thoughts similar to those intended by sang communicator. The definitions as stated above, of course, do not represent all the definitions that have been made by the experts.

However, at least we have obtained a picture of what is meant by communication, as expressed by Shannon and Weaver (1949), that communication is a form of human interaction that most influences one another, intentionally or unintentionally and is not limited to verbal communication, but also in terms of facial expressions, painting, art and technology.

#### **4. Speech Function**

Ye (2006: 36) states that speech functions are an action or performance done by language users such as asking, commanding and answering in order to fulfill the intention of the speakers and listeners. Speech functions are used as the medium exchanging experiences in order to fulfill their needs. Sulistyowati (2010: 71) states that to communicate effectively, we should clearly organize the messages that we want to convey through conversation. Message organization

requires giving and requesting, and this interaction may be more sophisticated than it appears. If we demand something, we are asking others to give, and if we offer something, we are encouraging others to receive.

Yipei and Lingling (2013: 93) state that delivering a speech is a typical interpersonal activity, and whether a speech succeeds or not, to a large degree, depends on the way the speaker intrudes himself into the interaction. How to arouse audience interest and enthusiasm is the key point. Each spoken word is created out of phonetic combination of limited set of vowel and consonant speech sound units. The vocabularies, the syntax which structure them, and their set of speech sound units, differ creating the existence of many thousands of different types of mutually unintelligible human languages. Human speaker are often polyglot able to communicate in two or more of them. The vocal abilities that enable humans to produce speech also provide humans with the ability to sing.

People commonly think of communicating, linguistically or otherwise, as acts of expressing oneself. This rather vague idea can be made more precise if we get more specific about what expressed. Take the case of an apology. If you say, “I’m sorry I forgot your birthday” and intend this an apology, you are expressing regret for something, in this case for forgetting the person’s birthday.

An apology just is the act of (verbally) expressing regret for, and the ruby acknowledging, something one did that might have harmed or least bothered the hearer. It is communicative because it is intended to be taken as expressing



certain attitude, in this case regret. It succeeds as such if it is so taken, which case one has made oneself understood. Using a special device such as the performative “I apologize” may of course facilitate understanding - understanding is correlative with communicating - but in general this is unnecessary.

Communicative success is achieved if the speaker chooses his word in such a way that the hearer will, under the circumstances of utterance, recognize his communicative intention. So, for example, if you spill some beer on someone and say “Oops” in the right way, your utterance will be taken as an apology. Raymond S. Ross (1983: 9). The aim of persons speaking or writing is known as speech function, according to Blundell, Higgins, and Middlemiss (1982: v). In our thoughts, everything we do, especially utilizing language, serves a purpose: to assist someone to see our point of view, seek their counsel, or establish an agreement with them.

Harmer (1991: 24), one of the elements that influence appropriateness is the objective. We determine what to say based on our objectives, such as wishing to welcome, approve, or congratulate. All of these are referred to as speech functions. Vygotsky (1997:16) explain that a gestural form of human communication exists for the deaf in the form of sign language. Speech in some cultures has become the basis of a written language, often one that differs in its vocabulary, syntax, and phonetics from its associated spoken one, a situation called diglossia.

Speech in addition to its use in communication, it is suggested by some psychologists such as Vygotsky is internally used by mental processes to enhance and organize cognition in the form of an interior monologue. Speech function can be defined as the way the speaker shows or expresses his or her idea in order to make the listener understand the idea.

### **5. Types of Speech Function**

Halliday (1994: 68) describes that the most fundamental types of speech role, which lie behind all the more specific types that we may even truly be able to recognize, are just two: (a) giving and (b) demanding. Either the speaker gives something to the listener or he demands something from him. Even this element category already involved complex notions: giving means “inviting to receive”, and demanding means “inviting to give”.

The speaker is not only doing something himself, he is also requiring something from the listener. If the form of an utterance does not necessarily coincide with the intended function, how does the hearer correctly know what the speaker's intention is even recognizing the speaker's humorous utterances and the sarcastic one? The simple answer is that they know each other. They share a common background, and they are aware of sharing the common background.

They may argue, insult each other, use profanity and obscenities, speak with exaggeration or understatements, so long as the both are used to communicating in this fashion. Speakers are less likely to use sarcasm and humor

with strangers than with those who know them well, their utterances are more likely to be straight - forward and to follow the norms for politeness, and they are ready to rephrase their messages whenever they see that miss-understanding has occurred. The speaker wants to be understood and the address want to understand. Halliday (1994:69) said that there are four primary types of speech functions, they are: statement, question, offer, and command. The four types of speech function are:

**a. Statement**

A statement is a way of giving information by stating or the act of stating in speech ad writing as Grolier (1992: 414). In linguistics, a sentence is an expression in natural language - a grammatical and lexical unit consisting of one or more words, representing distinct and differenced concept, and combined to form a meaningful statement, question, request and command.

In other words, a statement is a declaration. They usually end with a period, but if they are making a strong statement they could end with an exclamation mark. In a declarative sentence the subject and predicate have normal word order. The sentences end with a period (called a full stop in British English) in writing and a drop in pitch speech.

As with all language expressions, sentences contain both semantic and logical elements (words, part of speech), and also include action symbols that indicate sentence starts, stops, pauses, etc. In addition, sentence also contain

properties distinct to natural language, such as characteristic intonation and timing patterns.

Examples:

- 1) This is a new life for you
- 2) The new taste is here now
- 3) The new era has come to your now
- 4) Here is the time for you to change.

This also includes an exclamation. They always end in an exclamation mark, which conveys strong emotion. Exclamatory sentences are common in speech and (sometimes) in fiction, but over the last 200 years they have almost entirely disappeared from academic writing. An exclamatory sentence or exclamation is simply a more forceful version of a declarative sentence, marked at the end with an exclamation mark.

In other words, exclamatory sentences are rarely used in expository writing, spoken exclamations are often a single word or an incomplete sentence. Such a sentence begins with an exclamatory phrase, consisting of WHAT or HOW plus a part of the predicate, the subject and the balance of the predicate follow the exclamatory phrases.

#### **b. Question**

A question or an interrogative sentence asks a question or interrogates. Usually, an interrogative sentence will end with a question mark, but could end with an exclamation mark when strong feelings are being used. A question is

asking about a particular point or an expression of inquiry that invites or calls for a replay as Grolier (1992: 327). A question may be either a linguistic expression used to make a request for information, or else the request itself made by such an expression. This information is provided with an answer.

Questions are normally put or asked using interrogative sentences. But they can also be put by imperative sentences, which normally express command: “tell me what  $2 + 2$  is”; conversely, some expressions, such as “would you pass the better?” have the grammatical form of questions but actually function as requests for action, not for answers. A phrase such as this could, theoretically, also be viewed not merely as a request but as an observation of the other person’s desire to comply with the request given.

A clause is called a question if the subject is placed after a main verb or auxiliary verb as Collins (1990: 197) stated. A question or interrogative sentence asks a question or interrogative. Usually, an interrogative sentence will end with a question mark, but could end with an exclamation mark when strong feelings are being used.

Example:

- 1) Did the boy cut his nails?
- 2) Do you know the girl?
- 3) Is that true?
- 4) Have a problem with your life?

### **c. Offer**

Offer is defined as an expression of willingness to give or do something, or to put forward for acceptance, rejection, or consideration as (Grolier: 268). It is a way to give information, goods or services by encouraging the listener or viewer to accept them. Offer and acceptance analysis is a traditional approach in contract law used to determine whether an agreement exists between two parties.

As a contract is an agreement, an offer is an indication by one person (the “offeror”) to another (the “offeree”) of the offeror’s willingness to enter into a contract on certain terms without further negotiations. A contract is said to come into existence when acceptance of an offer (agreement to the terms in it) has been communicated to the offered by the offeree.

Collins, 1990: 205 mentions that a clause is called is called an offer if it is beginning by one of the modals, and then followed by a subject. The off and acceptance formula, developed in the 19th century, identifies a moment of formation when the part are of mind. This classical approach to contact formation has been weakened by developments in the law of estoppel, misleading conduct, misrepresentation and unjust enrichment.

Example:

- 1) Have some more!
- 2) Please, be here!
- 3) Have fun with us!

4) Come to Marlboro country!

5) Welcome to the new life!

#### **d. Command**

An imperative sentence gives a direct command to someone or makes a request. This type of sentence can either with a period or with an exclamation mark, depending on how forceful the command or request is. Since this of sentence is directed at a person or thing, the subject of the sentence is not used. Glorier (1992: 127) described that a command is way to receive information, goods or service by forcing the listener to give them. In order words, a command is a sentence that is used to tell someone to do something, or to give an order. Commands can end with a period, or with an exclamation mark. If a command ends with an exclamation mark, it means that the author is giving an order with strong emotion.

Collins (1990: 196 states “A clause is called command if the subject is omitted and the base form of the verb is used. In other words, the clause is started by a verb”). A command sentence gives a direct command to someone or makes a request. This type of sentence can end either with a period or with an exclamation mark, depending on how forceful the command or request is. Since this type of sentence is directed at a person or thing, the subject of the sentences is not used.

Example:

1) Bring your money here!

- 2) Change your life now!
- 3) Taste this food!
- 4) Spend your life with us now!

## **6. Biography of Boris Johnson**

Johnson was born in New York City to upper-middle-class English parents and educated at Eton College. He read Classics at Balliol College, Oxford, where he was elected President of the Oxford Union in 1986. He began his career in journalism at The Times newspaper, from which he was dismissed for falsifying a quotation. Later he became the Brussels correspondent for The Daily Telegraph newspaper, where his articles exerted a strong influence on growing Eurosceptic sentiment on the British right.

He was promoted to be an assistant editor from 1994 to 1999, and edited The Spectator magazine from 1999 to 2005. In 2015, Johnson was elected MP for Uxbridge and South Ruislip; he stepped down as mayor the following year, during which he became a prominent figure in the successful Vote Leave campaign for Brexit in the 2016 EU membership referendum. He then served as Secretary of State for Foreign and Commonwealth Affairs during the earlier stages of Theresa May's premiership; he resigned from the post two years later, in criticism of May's approach to Brexit and the Chequers Agreement.

After May resigned in 2019, he was elected Conservative leader and appointed prime minister. His September 2019 prorogation of Parliament was



ruled unlawful by the Supreme Court. In the 2019 general election, Johnson led the Conservative Party to its biggest victory since 1987, with the biggest percentage vote share of any party since 1979. The United Kingdom withdrew from the European Union under the terms of a revised Brexit withdrawal agreement.

Johnson has been a controversial figure in British journalism and politics. Supporters have praised him as an entertaining, humorous, and popular figure, with an appeal stretching beyond traditional Conservative voters and Eurosceptic. Conversely, his critics have accused him of dishonesty, elitism, and cronyism, and of using offensive language. Johnson is the subject of several biographies and fictionalized portrayals.

## **B. Relevant Studies**

There are several relevant studies on speech function that have been done previously:

1. Wanda (2010) looks at “Speech Function in Facebook User’s Status”. He analyzed every clause in Facebook users’ status to find the most dominant type of speech function which is statement. It means that Facebook users are mostly giving information through their status.
2. Sulistyowati (2011) analyzed the speech function in the conversation between the fourth semester English department students of Muria Kudus University and some foreigners, the writer found that the opening speech functions are produced mostly by the students; it indicates that the students play as

initiators. The foreigners show their respect and appreciation to the students as they respond to the student initiations producing more responding and continuing moves. The number of turns and moves produced by the students and foreigners are quite similar; it indicates that both of the participants get the same chance to take their roles. The foreigner as tourists show their interest to some tourism objects by describing to the students some objects they have visited and by comparing to their own country. Learning language cannot be separated from its culture, therefore speech function and cultural understanding should be thought in the classroom as part of language discourse.

3. Tri (2011) analyzed speech function used in reality show “Uya Emang Kuya” on SCTV, the writer found that the dominant speech function used in reality show “Uya Emang Kuya” on SCTV is question. It means hypnotist utterances in that reality show tend to use question because the hypnotist asked some question to the person to get some information and questions deal with demanding information’s.

So, from those previous studies, it has relation with this research. It is about the types of speech function in Coronavirus Broadcast by Prime Minister of the United Kingdom Boris Johnson. Different object of the study, surely different of the result in the research, because of that, this research is conducted to find out the types of speech function in Coronavirus Broadcast by Prime Minister of the United Kingdom Boris Johnson.

### **C. Conceptual Framework**

In communication, there are several aspects that influence the used of it such as dialect, variation, register of the language, and style. Style is well known as variety of language, style refers to ways of speaking, how speakers use the resource of language variation to make meaning in social encounters. The distinctive manner in which people express themselves in a particular situation.

When people use English to communicate, they should observe about the condition and situation. The consideration of situation and condition of language usage make English more complex to learn. This context of communication creates variation of language. Style plays an important role conveying a message. The using of style will influence the meaning and certain due to the situation.

Most of the community especially the youth use of the mass media as a place for communication and information exchange. The mass media is the public consumption, which generally place the public can see, read, and hear and get the latest information. As with YouTube as part of other mass media that serve the public to get information. In YouTube we can find a variety of things from different sources. As well as the public figures, it is not rare to be able to see them from the mass media. Each of the characters who were involved in the manufacture or source of video on YouTube is no doubt has a speech style they bring. One of the public figures were taken here The Prime Minister of the United Kingdom Boris Johnson.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Descriptive qualitative was conducted in this research. Mahsun (2005: 247) states that descriptive qualitative method is a method which contains the appropriate explanations that are only done if there is the appropriate description as well. In qualitative descriptive design typically are an eclectic but reasonable combination of sampling, and data collection, analysis, and representation technique. Qualitative descriptive study is the method of choice when straight description of phenomena is desired.

#### **B. Source of Data**

The data of this research were taken from Boris Johnson Broadcast was published on advertising media like YouTube. Then the researcher used the language in the video to analyzed based on the speech function. The aim of the research is to get the data. The data is an essential tool in the study which is in the form of phenomena in the field and numbers from the data.

#### **C. Technique of Collecting Data**

This research was used analysis document in collecting the data. In another words, documentation technique was applied to get the research data. It is because the discussion of this research is concern with the language used in the

video. However, the researcher was key instrument in this research. The researcher used these steps for collecting the data as follow:

- 1) Downloading the video transcription from the internet.
- 2) Watching the video, trying to understand it thoroughly, finding any important details that supported this research and then looking for all utterance.
- 3) Reading and observing every sentence in the video.
- 4) Selecting the types of speech function which are found on the video based on theory from Halliday.

#### **D. Technique of Data Analysis**

In this research qualitative analysis was apply to analyze the data. The activities of qualitative analysis consisted of data reduction, data display, and conclusion drawing (Sugiyono 2010). The stages are as follows:

##### **1. Data Reduction**

Data reduction is a form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified. It is essential to reduce the unimportant data in analyzing. Some data which used less should be ignored. In this stage, the research conduct two activities such as identify the types and the dominant. The first step is identifying the types of speech function. The researcher focused on data that is appropriate that used in Boris Johnson’s Speeches. The second step is determining the most dominant types of speech function.

## 2. Data Display

In this section, the whole information that was appropriate with the problem statement is arranged to build the description of the types of speech function and the most dominant types of speech function used in Boris Johnson's speeches.

## 3. Conclusion Drawing and Verification

In this step, the researcher formulated statements proportionally. The researcher answered their search questions and problem in this research. The researcher made the conclusion to be verified for its credibility. Verification is made to develop the researcher's carefulness and even to carry out wider replication on other groups of politeness strategies of speech function data.

To calculating the types of speech function in Boris Johnson's speech, the researcher need the following formula to calculate it. There is the formula:

$$X = \frac{F}{N} \times 100\%$$

Where:

X = The percentage of the items

F = Frequency

N = The total number of items

**CHAPTER IV**  
**FINDING AND DISCUSSION**

This chapter contains of data analysis, findings and discussion. The data findings and discussion were taken from the data analysis. In this research, the data were collected from the one speeches of Boris Johnson's of Covid 19 Pandemic.

**A. Finding**

*Table 4.1 Proposition of Speech Function*

<b>No</b>	<b>Speech Function</b>	<b>Number</b>	<b>Percentage</b>
1	Statement	49	93 %
2	Question	0	0 %
3	Command	3	7 %
4	Offer	0	0 %
Total		52	100 %

The data in this study were taken from Boris Johnson speech. The data were analyzed through indirect observation method and based on Systemic Functional Linguistics (SFL) theory to find out the speech functions (statements, question, command and offer). This chapter deals with the data of this research that were collected from Boris Johnson's speeches that had been identified to clauses.

There were 52 clauses in this speech which occurred on 24 June 2021. In statement, there are 42 clauses that found in the video. In question, there are 0 clause or there is not found the question clause in the video. In command, there

are 3 clauses that found in the video. And in offer there is not found clause in the video. The transcript was in the appendix 1 of this thesis.

## **B. Discussion**

After all the data were collected, the researcher analyzed the speech functions (statements, question, command and offer) which exist from Boris Johnson speech. Based on the analysis, there were four speech functions. They are statement, question, command, and offer. It can be seen in the appendix 2 clearly.

### **1. Type of Speech Function**

#### **a. Statement**

A statement is a speech uttered by a speaker. According to Grolier (1992: 414) a statement is a way of giving information by stating to the act of stating in speech and writing as. Statement is a way of giving information that can be either positive or negative. Statements are used to provide information, make remarks, assertions and so on. Based on speech of Boris Johnson, there are 42 statement clauses that have been delivered by him was an information as well as assertion consists inside of it and most naturally expressed by declarative clause.



Here is the example of utterance in this speech that showed the statement elements from the video:

1. In England alone, the number of Covid patients in hospitals has increased by nearly a third in the last week, to almost 27,000.

From the statement, it can be seen that the number of Covid spreads or the number of patients exposed to the Covid virus in the England has increased by almost a third in the past week. The number of patients affected by the Covid virus in hospitals is almost 27,000. This proves that the spread of the Covid virus in the England will continue to increase every week.

2. The number of deaths is up by 20% over the last week and will sadly rise further.

From the statement above, it can be seen that the death rate in the last week caused by the outbreak of the virus has increased to 20% and will continue to increase higher than before.

3. In England, we must therefore go into a national lockdown which is tough enough to contain this variant.

From the explanation of the statement above, it can be seen that to prevent the spread of the Covid variant virus, the England Government or the England has implemented a national lockdown that is quite hard or tight in order to contain or reduce the spread of the Covid virus.

That is the speech function in statement. The researcher take 3 sentence from the statement example, are number (1 and 3) is started by subject, and

followed by auxiliary. The statement word from 2 example are “In England alone” and “In England”. Then, the speech function at example (2) is started by subject, and follow by verb. For example, “The number of deaths”. The examples above were classified into statement because it used to give information to the audience.

#### **b. Command**

Command is a sentence that is used by someone to give an instruction to other people to tell them what to do. This sentence is a verb and contains functions for instruction (command) request (request) instruction (direction).

1. That means the Government is once again instructing you to stay at home!

Based on the command sentence that contained in the video, it can be seen that due to the increase in Covid in the England, the Government has ordered the public to always stay at home.

2. You may only leave home for limited reasons permitted in law, such as to shop for essentials, to work if you absolutely cannot work from home, to exercise, to seek medical assistance such as getting a Covid test, or to escape domestic abuse!

Based on the command sentence that contained in the video, it can be seen that the public is only allowed to leave the house for certain reasons that have been stipulated by the England law, such as shopping for daily necessities, conducting a rapid Covid test, or leaving the house to report domestic

violence. And for activities such as work and study should only be done from home or online.

3. But for now, I am afraid, you must once again stay at home, protect the NHS and save lives!

Based on the command sentence that contained in the video, it can be seen that in the command sentence Boris Johnson reminded or further reaffirmed that to always stay at home, maintain personal health, protect the life around, and protect the NHS.

The speech function in command is gives a direct command to someone or makes a request. The examples found in speech function especially in command were can end either with a period or with an exclamation mark, depending on how forceful the command or request is, directed at a person or thing, and the subject of the sentences is not used. The speech function in command example is “you must once again stay at home, protect the NHS and save lives!”.

The differences speech function between statement and command are:

- a. Statement is used to give information to the audience and usually has start from subject, follow by verb or start from subject, follow by auxiliary.
- b. Command is gives a direct command to someone or makes a request, can end either with a period or with an exclamation mark, and the subject of the sentences is not used.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

The researcher presents the conclusions of the study as follows:

1. There are just three of four speech functions that the researcher got from Boris Johnson's Speeches; they are Statement, Question, Command, and there is no Offer. Statement were 49 (93 %), Question (0 %), Command 3 (7. %), and there is no Offer in Boris Johnson's Speeches (0 %).
2. We can see the process of the speech function used in Boris Johnson's speech. The way of the speaker to deliver the information about the pandemic problem due to the coronavirus that is currently sweeping the whole world to the audience using four kinds of speech function, they are: statement, question, command and offer. When the speaker delivers his speech to the audience and the audience provides feedback such as criticizing and asking the speaker, it is often very helpful for the speaker to improve his speech.

## **B. Suggestions**

Having seen the results of the study, the writer would like to offer some suggestion which were stated in the following:

1. It is suggested for the English language students to learn more about speech function its types, so they can be understanding how speech function used in daily life especially in speech and they know how to use speech function deeper so that they know how to influence the people by using speech function.
2. For the students or other researchers who have desire deepen the linguistic especially relevant with sociolinguistic. It can be used as a reference when they decide to discuss the same topic for their thesis. Furthermore, they are able to understand the function of language that used. It is recommended to the lecture to give the attention by studying about the speech in the class. It can help the students to make the speech which is not long-winded speech.

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## **APPENDIX 1**

### **The Transcript of Boris Johnson Speech**

“Since the pandemic began last year, the whole United Kingdom has been engaged in a great national effort to fight Covid.”

“And there is no doubt that in fighting the old variant of the virus, our collective efforts were working and would have continued to work.”

“But we now have a new variant of the virus.”

“It has been both frustrating and alarming to see the speed with which the new variant is spreading.”

“Our scientists have confirmed this new variant is between 50% and 70% more transmissible – that means you are much, much more likely to catch the virus and to pass it on.”

“As I speak to you tonight, our hospitals are under more pressure from Covid than at any time since the start of the pandemic.”

“In England alone, the number of Covid patients in hospitals has increased by nearly a third in the last week, to almost 27,000.”

“That number is 40% higher than the first peak in April, on 29 December, more than 80,000 people tested positive for Covid across the UK – a new record.”

“The number of deaths is up by 20% over the last week and will sadly rise further.”

“My thoughts are with all those who have lost loved ones.”

“With most of the country already under extreme measures, it is clear that we need to do more, together, to bring this new variant under control while our vaccines are rolled out.”

“In England, we must therefore go into a national lockdown which is tough enough to contain this variant.”

“That means the Government is once again instructing you to stay at home.”

“You may only leave home for limited reasons permitted in law, such as to shop for essentials, to work if you absolutely cannot work from home, to exercise, to seek medical assistance such as getting a Covid test, or to escape domestic abuse.”

“The full details on what you can and can’t do will be available at [gov.uk/coronavirus](https://www.gov.uk/coronavirus).”

“If you are clinically extremely vulnerable, we are advising you to begin shielding again and you will shortly receive a letter about what this means for you.”

“And because we now have to do everything we possibly can to stop the spread of the disease, primary schools, secondary schools and colleges across England must move to remote provision from tomorrow, except for vulnerable children and the children of key workers.”

“Everyone will still be able to access early years’ settings such as nurseries.”

“We recognize that this will mean it is not possible or fair for all exams to go ahead this summer as normal.”

“The Education Secretary will work with of quall to put in place alternative arrangements.”

“We will provide extra support to ensure that pupils entitled to free school meals will continue to receive them while schools are closed, and we’ll distribute more devices to support remote education.”

“I completely understand the inconvenience and distress this late change will cause millions of parents and pupils up and down the country.”

“Parents whose children were in school today may reasonably ask why we did not take this decision sooner.”

“The answer is simply that we have been doing everything in our power to keep schools open, because we know how important each day in education is to children’s life chances.”

“And I want to stress that the problem is not that schools are unsafe for children – children are still very unlikely to be severely affected by even the new variant of Covid.”

“The problem is that schools may nonetheless act as vectors for transmission, causing the virus to spread between households.”

“Today the United Kingdom’s chief medical officers have advised that the country should move to alert level 5, meaning that if action is not taken NHS capacity may be overwhelmed within 21 days.”

“Of course, there is one huge difference compared to last year. We are now rolling out the biggest vaccination programmed in our history.”

“So far, we in the UK have vaccinated more people than the rest of Europe combined.”

“With the arrival today of the UK’s own Oxford Astra Zeneca vaccine, the pace of vaccination is accelerating.”

“I can share with you tonight the NHS’s realistic expectations for the vaccination programmed in the coming weeks.”

“By the middle of February, if things go well and with a fair wind in our sails, we expect to have offered the first vaccine dose to everyone in the four top priority groups identified by the Joint Committee on Vaccination and Immunization.”

“That means vaccinating all residents in a care home for older adults and their carers, everyone over the age of 70, all frontline health and social care workers, and everyone who is clinically extremely vulnerable.”

“If we succeed in vaccinating all those groups, we will have removed huge numbers of people from the path of the virus.”

“And of course, that will eventually enable us to lift many of the restrictions we have endured for so long.”

“I must stress that even if we achieve this goal, there remains a time lag of two to three weeks from getting a jab to receiving immunity.”

“And there will be a further time lag before the pressure on the NHS is lifted. So we should remain cautious about the time table ahead.”

“But if our understanding of the virus doesn’t change dramatically once again...”

“If the rollout of the vaccine programmed continues to be successful...”

“If deaths start to fall as the vaccine takes effect...”

“And, critically, if everyone plays their part by following the rules...”

“Then I hope we can steadily move out of lockdown, reopening schools after the February half-term and starting, cautiously, to move regions down the tiers.”

“I want to say to everyone right across the United Kingdom that I know how tough this is, I know how frustrated you are, I know that you have had more than enough of government guidance about defeating this virus.”

“But now more than ever, we must pull together.”

“You should follow the new rules from now, and they will become law in the early hours of Wednesday morning. Parliament will meet – largely remotely – later that day.”

“I know that the devolved administrations in Scotland, Wales and Northern Ireland share my conviction this is a pivotal moment and they’re taking similar steps.”

“The weeks ahead will be the hardest yet but I really do believe that we are entering the last phase of the struggle.”

“Because with every jab that goes into our arms, we are tilting the odds against Covid and in favor of the British people.”

“And, thanks to the miracle of science, not only is the end in sight and we know exactly how we will get there.”

“But for now, I am afraid, you must once again stay at home, protect the NHS and save lives.”

“Thank you all very much.”

## APPENDIX 2

### The Speech Function Analysis

No	Speech	The Types of Speech Functions			
		Statement	Question	Command	Offer
1.	Since the pandemic began last year, the whole United Kingdom has been engaged in a great national effort to fight Covid.	✓			
2.	And there is no doubt that in fighting the old variant of the virus, our collective efforts were working and would have continued to work.	✓			
3.	But we now have a new variant of the virus.	✓			
4.	It has been both frustrating and alarming to see the speed with which the new variant is spreading.	✓			
5.	Our scientists have confirmed this new variant is between 50% and 70% more transmissible – that means you are much, much more likely to catch the virus and to pass it on.	✓			

6.	As I speak to you tonight, our hospitals are under more pressure from Covid than at any time since the start of the pandemic.	✓			
7.	In England alone, the number of Covid patients in hospitals has increased by nearly a third in the last week, to almost 27,000.	✓			
8.	That number is 40% higher than the first peak in April, on 29 December, more than 80,000 people tested positive for Covid across the UK – a new record.	✓			
9.	The number of deaths is up by 20% over the last week and will sadly rise further.	✓			
10.	My thoughts are with all those who have lost loved ones.	✓			
11.	With most of the country already under extreme measures, it is clear that we need to do more, together, to bring this new variant under control while our vaccines are rolled out.	✓			



12.	In England, we must therefore go into a national lockdown which is tough enough to contain this variant.	✓			
13.	That means the Government is once again instructing you to stay at home			✓	
14.	You may only leave home for limited reasons permitted in law, such as to shop for essentials, to work if you absolutely cannot work from home, to exercise, to seek medical assistance such as getting a Covid test, or to escape domestic abuse.			✓	
15.	The full details on what you can and can't do will be available at <a href="https://www.gov.uk/coronavirus">gov.uk/coronavirus</a> .	✓			
16.	If you are clinically extremely vulnerable, we are advising you to begin shielding again and you will shortly receive a letter about what this means for you.	✓			
17.	And because we now have to do everything we possibly can to stop the	✓			

	spread of the disease, primary schools, secondary schools and colleges across England must move to remote provision from tomorrow, except for vulnerable children and the children of key workers.				
18.	Everyone will still be able to access early years settings such as nurseries.	✓			
19.	We recognize that this will mean it is not possible or fair for all exams to go ahead this summer as normal.	✓			
20.	The Education Secretary will work with of quall to put in place alternative arrangements.	✓			
21.	We will provide extra support to ensure that pupils entitled to free school meals will continue to receive them while schools are closed, and we'll distribute more devices to support remote education.	✓			
22.	I completely understand the inconvenience and distress this late	✓			

	change will cause millions of parents and pupils up and down the country.				
23.	Parents whose children were in school today may reasonably ask why we did not take this decision sooner.	✓			
24.	The answer is simply that we have been doing everything in our power to keep schools open, because we know how important each day in education is to children's life chances.	✓			
25.	And I want to stress that the problem is not that schools are unsafe for children – children are still very unlikely to be severely affected by even the new variant of Covid.	✓			
26.	The problem is that schools may nonetheless act as vectors for transmission, causing the virus to spread between households.	✓			
27.	Today the United Kingdom's chief medical officers have advised that the country should move to alert level 5,	✓			

	meaning that if action is not taken NHS capacity may be overwhelmed within 21 days.				
28.	Today the United Kingdom's chief medical officers have advised that the country should move to alert level 5, meaning that if action is not taken NHS capacity may be overwhelmed within 21 days.	✓			
29.	Of course, there is one huge difference compared to last year. We are now rolling out the biggest vaccination programmed in our history.	✓			
30.	So far, we in the UK have vaccinated more people than the rest of Europe combined.	✓			
31.	With the arrival today of the UK's own Oxford AstraZeneca vaccine, the pace of vaccination is accelerating.	✓			
32.	I can share with you tonight the NHS's realistic expectations for the vaccination programmed in the coming weeks.	✓			

33.	By the middle of February, if things go well and with a fair wind in our sails, we expect to have offered the first vaccine dose to everyone in the four top priority groups identified by the Joint Committee on Vaccination and Immunization.	✓			
34.	That means vaccinating all residents in a care home for older adults and their careers, everyone over the age of 70, all frontline health and social care workers, and everyone who is clinically extremely vulnerable.	✓			
35.	If we succeed in vaccinating all those groups, we will have removed huge numbers of people from the path of the virus.	✓			
36.	And of course, that will eventually enable us to lift many of the restrictions we have endured for so long.	✓			
37.	I must stress that even if we achieve this goal, there remains a time lag of two to	✓			

	three weeks from getting a jab to receiving immunity.				
38.	And there will be a further time lag before the pressure on the NHS is lifted. So we should remain cautious about the timetable ahead	✓			
39.	But if our understanding of the virus doesn't change dramatically once again...	✓			
40.	If the rollout of the vaccine programmed continues to be successful...	✓			
41.	If deaths start to fall as the vaccine takes effect...	✓			
42.	And, critically, if everyone plays their part by following the rules...	✓			
43.	Then I hope we can steadily move out of lockdown, reopening schools after the February half-term and starting, cautiously, to move regions down the tiers.	✓			

44.	I want to say to everyone right across the United Kingdom that I know how tough this is, I know how frustrated you are, I know that you have had more than enough of government guidance about defeating this virus.	✓			
45.	But now more than ever, we must pull together	✓			
46.	You should follow the new rules from now, and they will become law in the early hours of Wednesday morning. Parliament will meet – largely remotely – later that day.	✓			
47.	Through this study over 100,000 Americans have already enrolled to receive this treatment, and it is proven to reduce mortality by 35%.	✓			
48.	I know that the devolved administrations in Scotland, Wales and Northern Ireland share my conviction this is a pivotal moment and they're taking similar steps.	✓			

49.	The weeks ahead will be the hardest yet but I really do believe that we are entering the last phase of the struggle.	✓			
50.	Because with every jab that goes into our arms, we are tilting the odds against Covid and in favor of the British people.	✓			
51.	And, thanks to the miracle of science, not only is the end in sight and we know exactly how we will get there.	✓			
52.	But for now, I am afraid, you must once again stay at home, protect the NHS and save lives.			✓	