

**THE POWER OF VERBAL EXPRESSION: EXAMINING LANGUAGE
FUNCTIONS IN THE SHORT FILM 'THE DARKEST BLUE'**

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Abstrak: Penelitian ini bertujuan untuk menunjukkan dan mendeskripsikan fungsi bahasa yang digunakan dalam dialog oleh para pemeran film pendek "The Darkest Blue" (2021). Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif karena analisis data berasal dari dialog film pendek pemeran. Holmes (2011) dan Halliday (1992) mengusulkan teori fungsi bahasa yang digunakan dalam menganalisis dan memperoleh dialog dari pemeran film pendek "The Darkest Blue" (2021). Fungsi bahasa yang ditemukan dalam penelitian ini adalah emotive, phatic, directive dan instrumental. Emotive menjadi yang paling sering digunakan dalam film pendek "The Darkest Blue" karena pembicara ingin semua orang tahu apa yang dia rasakan dan apa yang dia pikirkan. Hasil dari penelitian ini adalah memperkaya orang tentang fungsi bahasa yang digunakan dalam setiap jenis film, terutama dalam film pendek.

Kata kunci : Fungsi Bahasa, Film Pendek, The Darkest Blue

Abstract: This research aims to examine and describe the language functions employed in the dialogues by the cast of the short film "The Darkest Blue" (2021). The qualitative descriptive method is utilized to analyze the data extracted from the dialogues in the film. The language function theory proposed by Holmes (2011) and Halliday (1992) is employed to analyze and categorize the language functions found in the dialogues of the cast. The identified language functions in this study include emotive, phatic, directive, and instrumental. Notably, the emotive function emerges as the most frequently used in "The Darkest Blue," as it serves to convey the

characters' emotions and thoughts. The findings of this study contribute to a deeper understanding of language functions employed in various film genres, particularly in the context of short films. It sheds light on how language functions enrich the portrayal of characters and enhance storytelling in films.

Keywords: Language Function, Short Film, The Darkest Blue

INTRODUCTION

The film industry serves as a medium of communication, providing entertainment through storytelling, events, music, drama, humor, and technical elements to the general public (Sumarno, 1996: 13). Among the diverse array of film genres, short films hold a distinct place. While similar to regular movies in many aspects, short films differentiate themselves through their shorter duration and condensed storytelling that revolves around a specific theme. Short films provide a platform for artists to freely express themselves, posing a creative challenge in their creation. The evolution of short films can be traced back to the 1950s, where they initially took the form of stylized cartoon animations showcased on television screens (Holden, 2013). In the modern era, short films have transitioned from television broadcasts to platforms such as YouTube, offering more contemporary narratives and employing intriguing cinematographic techniques.

In terms of storytelling, short films employ a unique language that differs significantly from longer feature films, often utilizing essential signs and symbols to indirectly convey situations or stories (Effendy, 1929, p. 226). As short films have evolved, the use of language and communication within them has also undergone transformation. This includes exploring the functions of language within the dialogues delivered by the actors. The British Short Film, "The Darkest Blue," nominated for the 2021 British Short Film Awards, portrays the journey of an artist who gains posthumous recognition by faking his own death. Through the dialogues in this film, various language functions can be identified and analyzed.

Linguists have made diverse attempts to define language, with one perspective proposed by Chaer Lyons (1995:60) characterizing language as a form rather than a



substance. Additionally, Chaer (1995:14) highlights essential attributes that define language, such as its role as a symbolic sound system, its arbitrary nature, its productivity, dynamism, diversity, and its unique association with human beings. The function of language encompasses the collection of words that are conveyed with meaning to express individuals' thoughts and emotions. Clark (1977) suggests that the primary function of language, from the moment individuals learn it, is to facilitate communication. Speaking and listening are fundamental activities intrinsic to human beings, playing a crucial role in language communication. In conclusion, the analysis of language functions in short films, particularly exemplified by the dialogue in "The Darkest Blue," provides valuable insights into the unique communication patterns and storytelling techniques employed in this cinematic genre. Short films offer a condensed yet powerful medium for artistic expression, and understanding the functions of language within them contributes to a deeper appreciation of their narrative impact. By examining the language functions employed in short film dialogues, we gain a richer understanding of the nuances and intricacies of communication in this creative form.

This study aims to explore and describe the language functions used in the dialogue of the short film "The Darkest Blue" (2021). The analysis of language functions provides insights into how communication objectives are achieved through language. The researchers adopt a qualitative descriptive method, focusing on the dialogues delivered by the actresses and actors in the selected short film. Holmes's Theory (2011: 171) serves as the framework for examining the language functions, offering six classifications: referential, poetic, emotive, phatic, metalinguistic, and directive. Holmes's theory is deemed suitable for analyzing the language functions employed in this particular short film. Within the context of "The Darkest Blue," several language functions are identified, with the dominant function being emotive language. For instance, in the dialogue "I Worry About You," the speakers employ emotive language to express their concerns and emotions directly. Additionally, the short film utilizes poetic language, as seen in the line



"We could go to prison," where the speaker conveys advice to their interlocutor. The conversations in this context often utilize informal or non-standard language due to the close and personal relationship between the characters.

Language functions extend beyond films and videos and play a significant role in everyday life. However, speakers and interlocutors often overlook the functions present in their communication. Previous studies on language functions have explored various aspects of communication in different contexts. For example, Arum (2015) analyzed language functions in the movie script "Enchanted" using Brown and Yule's theory (1984), revealing transactional and interactional functions. Devi (2014) examined the language functions employed by the main character in "Sherlock Holmes II: A Game of Shadows" using Holmes's theory (2008), identifying metalinguistic as the most frequently used type of language function. Degaf (2014) studied the language functions used by caretakers of autistic children in "Miracle Run" based on Halliday's theory (1992), finding unique characteristics and purposes for each function, particularly in understanding the child's perception of language. Lestari (2018) conducted an analysis of language functions in "Recent Maybelline Advertising," identifying referential, conative, phatic, and emotive functions as the most widely used. Seruni and Hamzah (2019) analyzed language functions in Indonesian therapeutic discourse, focusing on informative, expressive, directive, phatic, and aesthetic language. Sandriya (2018) investigated the language functions used by guides in promoting tourism, where referential function prevailed in providing information. Rahmatika, Ananda, and Hamzah (2018) examined language functions in the discourse produced by traditional medicine sellers, discovering functions aligned with marketing goals. Lastly, Susanthi et al. (2018) analyzed language functions in an ELT textbook focused on medical conversation, employing Leech, Cook, and Halliday's theories, highlighting the importance of teaching various aspects of language in use.

The previous studies on language functions in various contexts have provided



valuable insights into the role and significance of language in communication. Building upon this knowledge, the current research focuses on analyzing the language functions used in the dialogue of the short film "The Darkest Blue." This choice is motivated by the film's ability to captivate audiences through its profound utterances and moral messages, which elicit strong emotional responses. By examining the language functions employed in the film, this study seeks to shed light on how characters express their feelings, convey ideas, and make suggestions. Drawing from the findings of previous research, the study aims to enhance the understanding of sentence meaning and decipher the underlying intentions of the interlocutors in "The Darkest Blue." Language functions play a vital role in shaping communication objectives and conveying deeper meanings within conversations. Through a comprehensive analysis of the identified language functions, the research aims to unravel the intricate dynamics of language use and its impact on the overall message and storytelling in the short film. By delving into the language functions employed in "The Darkest Blue," this study contributes to a deeper comprehension of communication processes and the ways in which language functions serve as a vehicle for expressing emotions, conveying ideas, and providing suggestions. The findings will not only enrich the understanding of language in the context of the film but also provide valuable insights applicable to broader communication contexts. Ultimately, this research aims to unravel the complexities of language functions, facilitating a more nuanced understanding of communication objectives and the underlying meanings conveyed in conversations.

LITERATURE REVIEW

Language and Communication

Language serves as a fundamental tool for communication, enabling individuals to express their thoughts, feelings, and ideas. As described by Noth (1990) in his book Handbook of semiotics, language is a vocal system that holds arbitrary characteristics. It



provides a means for people within a specific culture or those who have learned that cultural system to effectively interact and convey messages to one another. It is through language that individuals interpret and articulate their thoughts to their intended audience. When studying language as a communication tool, it is essential to consider the diverse range of language users and the factors that influence their linguistic abilities. Effective communication requires not only expressing oneself but also ensuring that others understand the intended meaning. Mutual understanding plays a crucial role in successful communication, as it facilitates the exchange of ideas, emotions, and information between individuals.

According to Burke, as cited by Eriyanto (2000), individuals strategically choose their words in communication to achieve their specific goals. As social creatures who live in communities, humans rely on appropriate language usage to establish and maintain healthy interpersonal relationships. Through effective communication, individuals can openly share their feelings, thoughts, and experiences, fostering a deeper connection with their communication partners. The use of suitable language helps convey meaning accurately, ensuring that topics and concepts are well-understood and interpreted by others. In summary, language is a powerful tool that enables individuals to communicate and connect with others. It is through language that people express themselves, establish relationships, and share knowledge. Understanding the diverse nature of language users and employing appropriate language choices are essential components of effective communication, facilitating mutual understanding and meaningful interactions.

Language Function

Language functions are essential for effective communication, as they serve specific purposes and help individuals express their intentions and convey meaning. In the context of the short film "The Darkest Blue," understanding the various language functions used by the cast adds depth to the analysis of their dialogues and interactions.



According to Holmes (2011), there are six classifications of language functions that can assist in categorizing and comprehending the communication goals of individuals. These functions provide insight into how language is used to express emotions, establish social connections, and elicit specific responses.

The language functions employed in the short film "The Darkest Blue" contribute to the characters' communication and storytelling. The emotive function allows characters to convey their sentiments, thoughts, ideas, and opinions, creating an authentic emotional impact on the audience through word choice, tone, and linguistic devices. The phatic function fosters solidarity and empathy by establishing rapport, greeting others, and maintaining communication channels. Characters utilize the directive function to influence behavior, give instructions, make requests, and drive the plot forward. Additionally, the instrumental function, as introduced by Halliday (1992), explores how characters manipulate their environment, achieve objectives, and satisfy material needs through language. By analyzing these language functions, researchers gain insights into character dynamics, motivations, and the strategic use of language to achieve communication goals, enhancing the understanding of the film's themes and audience engagement.

By incorporating Holmes's and Halliday's theories, researchers can undertake a thorough examination of the language functions utilized in the short film "The Darkest Blue." This analysis delves into how characters employ language to convey their emotions, forge connections, exert influence, and attain their goals, thereby enriching the understanding of the film's underlying themes, character growth, and overall storytelling. By exploring the various language functions at play, the study gains a nuanced perspective on the communication strategies employed by the cast, which in turn influences the audience's interpretation and engagement with the film. This comprehensive exploration of language functions contributes valuable insights to the study, fostering a deeper appreciation of the film's narrative and its impact on viewers.



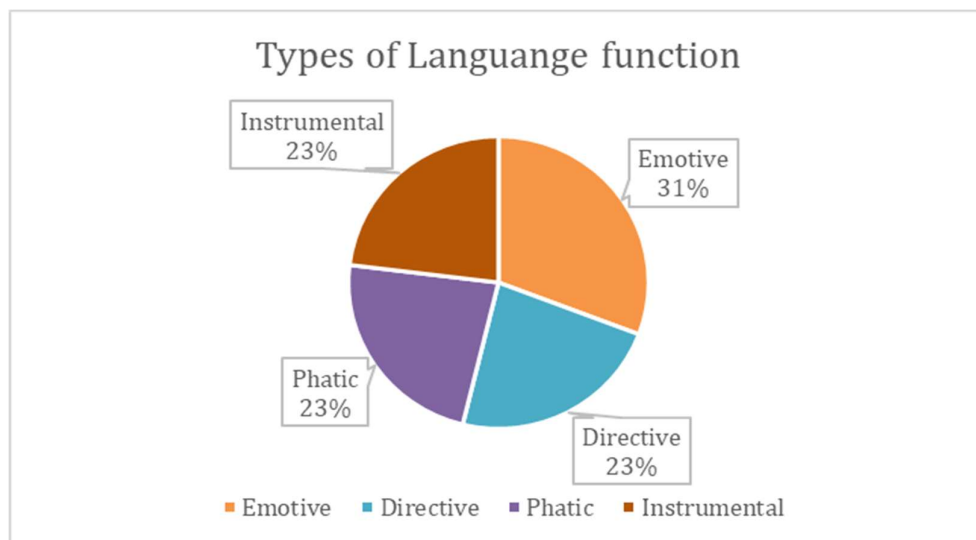
METHODOLOGY

This study adopts a descriptive qualitative research approach, specifically utilizing a descriptive qualitative research methodology design. The primary aim is to provide a detailed explanation through descriptive data analysis. The data for this research is sourced from YouTube, specifically from the short film "The Darkest Blue" by The British Short Film. To identify the utterances that correspond to language functions, the researchers watched and examined the video simultaneously. Transcription was employed to simplify the language for better comprehension. The identified language instances were then recorded on paper and classified based on Holmes's and Halliday's theories of language functions. The duration of "The Darkest Blue" is approximately 13 minutes and 45 seconds. The short film garnered multiple nominations at the British Short Film Awards 2021, attributed to its visually stunning cinematography and outstanding performances. The direction of the film is also commendable for its quality execution.

RESULTS AND DISCUSSION

The short film "The Darkest Blue," directed by Andrew Steggall, features a small cast of characters. The main protagonist, Brit Thomas, portrayed by Fanta Barrie, is an impoverished and relatively unknown artist. She has a mother who is undergoing treatment in the hospital. Brit has three friends, with Lee Hudson, played by Joseph Phelps, being her closest companion. Lee genuinely cares for Brit and consistently expresses concern for her well-being.

From the data, there are found few language functions which is shown as follows :



The analysis of language functions in the film reveals four distinct types. The emotive function is present in four instances (31%), highlighting the characters' use of language to convey their emotions, thoughts, and opinions. The directive function is observed in three instances (23%), wherein characters utilize language to elicit specific responses or actions. The phatic function also appears in three instances (23%), serving as a means to establish rapport and maintain communication channels. Lastly, the instrumental function is evident in three instances (23%), demonstrating the characters' use of language to achieve their goals and influence their surroundings. To comprehensively analyze the language functions in "The Darkest Blue," this study employs a holistic approach by incorporating two complementary theories: Holmes' theory (2011) and Halliday's theory (1992). Holmes' theory emphasizes the instrumental use of language to influence others' behavior, providing insights into the characters' interactions within the film. Halliday's theory, on the other hand, explores the instrumental function of language within the narrative context, highlighting how language fulfills individual and group needs and goals.

Holmes' theory categorizes language functions into six types: emotive, directive, poetic, phatic, referential, and metalinguistic functions. In this study, the focus is primarily on the emotive, phatic, and directive functions identified in the data from "The Darkest Blue." By analyzing these language functions, the researchers gain a deeper understanding of how the characters' use of language contributes to the film's overall narrative and thematic development. In this study, the author adopts a holistic approach by applying two complementary theories, namely Holmes' theory (2011) and Halliday's theory (1992), to analyze the short film "The Darkest Blue". By utilizing Holmes' theory, this research explores how instrumental language functions are reflected in the interaction between characters in the film. Holmes's theory emphasizes the use of language as a tool to influence the behavior of others. Meanwhile, by applying Halliday's theory, this study highlights various aspects of instrumental language function within the narrative context of the film. Halliday's theory views language as a means to fulfill individual or group needs and goals. According to Holmes' theory (2011), language functions are classified into six types: emotive, directive, poetic, phatic, referential, and metalinguistic functions. From the data, the researchers found several types of language functions in the short film "The Darkest Blue": emotive, phatic, and directive functions.

Emotive Function

The emotive function plays a significant role in language by allowing individuals to express their emotions, feelings, and personal attitudes. It serves as a means to convey the speaker's subjective experience and emotional state. Through the use of specific words, tone, and linguistic devices, individuals can effectively communicate their joy, concern, disappointment, or any other emotional response. In the context of the short film "The Darkest Blue," the researchers identified several examples of utterances that demonstrate the emotive function. These utterances are characterized by the expression of strong emotions or personal sentiments, contributing to the overall emotional impact of the film.



By examining these examples, researchers can gain insights into how the characters' emotions are portrayed and how they contribute to the audience's interpretation of the film's themes and narrative.

Example 1

Context :

In the house, Lee went to Brit's room to see how she had been doing. He knocked on the door and asked Brit, but he received no response. Meanwhile, Brit remained in the room, immersed in her painting activities while listening to music through headphones and remembering the incidents that lately happened in her life.

Utterances :

Lee : "Brit, *you're all right?*"

Brit : (silent)

Analysis :

In this particular scene, the emotive function is evident in Lee's utterance and Brit's silence. The context establishes that Lee is genuinely worried about Brit's well-being and wants to check on her. His words, "Brit, you're all right?" convey his deep concern and reflect his emotional state. Lee's use of Brit's name adds a personal touch, emphasizing his connection and care for her. Through his gentle inquiry, he seeks reassurance and hopes to receive a response that would alleviate his worries. On the other hand, Brit's silence serves as a non-verbal response that contributes to the emotive function. Despite Lee's concern, Brit remains absorbed in her painting activities, wearing headphones and lost in her thoughts. Her silence may suggest a range of emotions, such as introspection, preoccupation, or emotional turmoil. It reflects her internal state and the recent incidents that have affected her life. By choosing not to respond verbally, Brit's



silence adds depth to her character and conveys her emotional detachment or inability to engage in conversation at that moment. This interaction showcases the power of the emotive function in portraying the characters' emotions and establishing their relationship dynamics. Lee's gentle inquiry and Brit's silent response provide insights into their respective emotional states and hint at the complexities of their connection. By examining the emotive function in this scene, researchers can further understand the characters' internal struggles, their vulnerability, and the emotional atmosphere within the film.

Example 2

Context :

Brit went to the hospital to visit her mother. His mother is receiving treatment there. His mother seemed nervous as she grabbed Brit's hand, concerned about Brit's situation. She expressed her feelings with a sad and worried expression. Brit resisted her mother's grasp while saying comforting words. The atmosphere got depressing.

Utterances :

Mother: *"I worry about you."*

Brit : *"You don't need to worry about me."*

Mother : (only smiles)

Analysis :

In this emotional exchange between Brit and her mother, the emotive function is prominent. The context reveals that Brit has visited her mother in the hospital, where her mother is receiving treatment. As the scene unfolds, it becomes apparent that both characters are experiencing a mix of emotions and displaying their concern for each other. The mother initiates the interaction by expressing her worry, saying, "I worry about you." Her words reflect her deep concern and emotional investment in Brit's well-being. By vocalizing her worries, she conveys her love and care for her daughter. The mother's



expression of concern indicates her desire to protect and support Brit, even in her own vulnerable state at the hospital. In response, Brit reassures her mother, stating, "You don't need to worry about me." Brit's words reflect her desire to alleviate her mother's concerns and shift the focus back to her mother's well-being. By encouraging her mother not to worry, Brit shows her own strength and independence, assuring her mother that she can handle her own challenges. The mother's response of smiling indicates her understanding and acceptance of Brit's words. It signifies a mutual emotional connection and a shared understanding between the two characters. The smile reflects the mother's acknowledgment of Brit's reassurance and her trust in her daughter's ability to navigate her own difficulties. This interaction exemplifies the emotive function by showcasing the characters' deep emotional bond and their efforts to support and comfort each other. The exchange of concern, reassurance, and understanding contributes to the emotional depth of the scene and sheds light on the complex dynamics between Brit and her mother. Through the analysis of the emotive function in this example, researchers can gain insights into the characters' emotional journeys, their mutual care, and the impact of their connection on the overall narrative of the film.

Example 3

Context :

Brit and her mother having a little conversation. Brit's mother knew something was bothering her daughter. Brit informed her mother what she planned to do when her mother inquired about the painting. Despite her daughter's suffering, Brit's mother expressed her satisfaction with what she had accomplished with an understanding and supportive smile.

Utterances :

Brit : "I'm still trying, but it's tough you know? but I am going to a gallery next week."



Mother : "Oh darling, *I'm so proud of you.*"

Analysis :

In this conversation between Brit and her mother, the language functions of emotion and support are evident. The context reveals that Brit is facing challenges, and her mother senses that something is bothering her. As they engage in a dialogue, the emotional dynamics and the supportive nature of their relationship become apparent. Brit opens up about her struggles, stating, "I'm still trying, but it's tough, you know?" Her words convey her feelings of difficulty and frustration in facing the challenges she is currently experiencing. By expressing her emotions, Brit seeks understanding and empathy from her mother. She wants her mother to acknowledge the intensity of her situation and the efforts she is making. In response, Brit's mother demonstrates her empathy and support by expressing her pride and admiration for Brit. She responds, "Oh darling, I'm so proud of you." Her words convey her understanding of the difficulty Brit is facing and her recognition of Brit's determination and perseverance. The mother's supportive and encouraging words reflect her desire to uplift Brit's spirits and validate her efforts. By expressing pride, the mother affirms Brit's value and instills a sense of self-confidence in her daughter. The mention of Brit going to an art gallery next week adds a positive element to the conversation. It signifies Brit's resilience and her commitment to pursuing her interests and dreams despite the challenges she is currently facing. The mother's enthusiastic response and pride in Brit's plans further strengthen the emotional connection between them. The mother's aim is to provide support, encouragement, and love to Brit, ensuring that she feels valued and motivated to continue her endeavors. Through the analysis of this conversation, researchers can delve into the emotional dynamics between Brit and her mother, their mutual understanding, and the role of support in their relationship. It highlights the significance of emotional support in overcoming challenges and maintaining a positive outlook, contributing to the deeper exploration of themes, character development, and the overall narrative of the film.



Example 4

Context :

Three of Brit's friends are gathered in the living room. They've been waiting for news from Brit for several days. Lee Hudson, one of Brit's friends, stood unsteadily, listening to the news networks, which had already spoken about Brit's abduction. Brit couldn't be reached either, which made Lee worry. He was nervous and scared. He blamed their agreement on Brit's insane ideas. He is, however, upset that his other two friends do not feel the same way about Brit since they became distracted by the huge changes on the Brit website, which was swamped with alerts.

Utterances :

Lee : *"I am panicking here, why aren't you panicking?"*

Others : *"Sorry, it is notifications from Britt's website."*

Analysis :

In this conversation among Brit's friends, the language function of emotion and the contrasting responses of the speakers are evident. The context sets a tense and worrisome atmosphere as they await news from Brit, who has been missing for several days. Lee Hudson, one of Brit's friends, particularly stands out in his display of distress and concern. Lee, visibly shaken, expresses his heightened state of panic by exclaiming, "I am panicking here, why aren't you panicking?" His words reveal his fear, anxiety, and disbelief at the seemingly calm demeanor of his other friends. Lee's panic suggests his deep emotional connection with Brit and his genuine worry about her well-being. He is desperate for answers and seeks reassurance from his friends by questioning their lack of panic in this unsettling situation. However, the other friends respond with a different perspective. They apologize and explain, "Sorry, it is notifications from Britt's website." Their utterance signifies that they are distracted by the flood of alerts on Brit's website. Their focus shifts from the immediate concern for Brit's safety to the influx of information

and updates related to her online presence. Their response suggests a different level of engagement and interpretation of the situation, possibly implying that they are not as deeply affected or worried as Lee. This interaction reveals the contrasting emotional responses and perspectives among Brit's friends. Lee's panic and desperate questioning reflect his intense emotional investment in Brit's well-being and his need for answers. On the other hand, the other friends' distraction by online notifications implies a shift in focus or perhaps a different level of concern. Through this analysis, researchers can explore the dynamics of friendship, individual responses to crisis situations, and the role of communication in times of distress. The differing emotional reactions among Brit's friends add depth to the understanding of the characters and their relationships, enhancing the exploration of themes, character development, and the overall narrative of the film.

Directive Function

The directive function of language plays a crucial role in guiding and influencing the behavior or actions of others. It involves the use of language to give instructions, commands, or guidance. Through the directive function, speakers express their desires, make requests, or provide guidance to achieve a particular outcome. Examples of the directive function can be observed in various contexts where individuals assert authority or seek compliance from others. Commands are a prominent form of the directive function. They are straightforward and explicit expressions of what someone should or must do. For instance, a parent telling their child, "Clean your room right now!" is giving a direct command, instructing the child to perform a specific action immediately. Requests also fall under the directive function, albeit in a more polite and less authoritative manner. When someone asks another person to do something, they are using the directive function to seek assistance or cooperation. For instance, a coworker might say, "Can you please send me the report by the end of the day?" This statement is a request that seeks a specific action from the recipient. Guidance is another aspect of the directive



function where individuals provide instructions or advice to help others navigate a particular situation. For example, a teacher might say to their students, "Remember to study chapter three for the upcoming test." In this case, the teacher is giving guidance to the students by highlighting the specific content they should focus on for their exam. The directive function is essential for establishing clear communication and facilitating efficient interactions between individuals. By using language to give instructions, commands, or guidance, speakers can influence the behavior of others and ensure tasks are carried out effectively. However, it is crucial to consider the tone, context, and relationship between the speaker and the listener when employing the directive function, as it can affect the dynamics and effectiveness of the communication exchange.

Example 1

Context :

Mrs. Valentine and Brit stand in front of a captivating work of art. The painting exudes vibrant color palettes, intricate details, and a flowing composition that captivates the senses. Yet, beneath its beauty, something deeper is hidden within the brushstrokes and striking color combinations. Mrs. Valentine and Brit gaze at the painting with awe-struck eyes, absorbing every detail with open hearts.

Utterances :

Mrs. Valentine : "Tell me what you see."

Brit : "I see colors and shapes."

Mrs. Valentine : (rolls his eyes, and walks away from Brit).

Analysis :

In this example, the directive function of language is evident through Mrs.



Valentine's command to Brit to describe what they see in the painting. Mrs. Valentine's utterance, "Tell me what you see," serves as a direct instruction for Brit to provide an explanation or interpretation of the artwork. The command implies that Mrs. Valentine expects Brit to actively engage with the painting and share their observations and thoughts. By using the directive function, Mrs. Valentine seeks to guide Brit's behavior and prompt them to express their perceptions and understanding of the artwork. Brit's response, "I see colors and shapes," indicates a simple and concise description of the visual elements present in the painting. However, Mrs. Valentine's subsequent reaction, rolling their eyes and walking away from Brit, suggests dissatisfaction or disappointment with Brit's response. This nonverbal behavior indicates that Mrs. Valentine expected a more detailed or insightful interpretation from Brit. The interaction demonstrates how the directive function can be employed to guide someone's attention, encourage their participation, and elicit specific information or responses. In this case, Mrs. Valentine's command aimed to engage Brit in a deeper conversation about the painting and gain a more nuanced understanding of their perspective. However, Brit's brief response might not have met Mrs. Valentine's expectations, leading to their disappointed reaction. This example highlights the importance of considering the tone, context, and desired outcomes when using the directive function of language. Clear and specific instructions can facilitate effective communication, but it is also essential to foster an environment of openness, understanding, and respect to encourage meaningful dialogue and shared experiences.

Example 2

Context :

Lee sits with a restless heart in the corner of the plush sofa, gazing at their phone with a mix of emotions. Like a longing lover yearning for the presence of their beloved, Lee is determinedly and tirelessly attempting to reach out to Brit, their distant sibling, pleading for their return home.

Utterances :

Lee : “Call me back when you get this.”

(The situation changes to a scene where a reporter delivers the news about Brit).

Analysis :

In this example, the directive function of language is evident in Lee's instruction to Brit to call them back. Lee's utterance, "Call me back when you get this," serves as a clear and direct command for Brit to contact them after receiving the message. Lee's instruction conveys a sense of urgency and importance. They are determined to hear from Brit and expect a prompt response. The use of the imperative "call me back" indicates that Lee wants Brit to initiate communication by making a phone call. Lee's statement suggests that they have been trying to reach out to Brit and are eagerly waiting for a response. The instruction implies that Lee wants to engage in a conversation or exchange information with Brit, presumably about an important matter or concern. By using the directive function, Lee is guiding Brit's behavior and requesting a specific action from them. However, the context changes abruptly to a scene where a reporter delivers news about Brit, indicating that the situation has evolved or taken a different turn. The analysis of this part is not provided, but it suggests that the news about Brit might have altered the course of the conversation and the directive given by Lee. Overall, this example demonstrates how the directive function of language can be employed to give instructions or commands, guiding the actions of others and emphasizing the desired outcome. In this case, Lee's instruction reflects their longing for communication and their plea for Brit's return home.

Example 3

Context :



Brit suddenly emerges from behind the slightly ajar door. Their facial expression reflects a sense of urgency, and the words they want to convey seem impatient to be spoken. Lee, who has anxiously waited for this moment, gazes at Brit with an indescribable sense of hope. Without hesitation, Brit unleashes their words with a voice full of emotional vibrations. The words flow like a rushing river, breaking through the emotional barriers that had stood between them, creating an unbreakable bond. However, as their other siblings approach swiftly, Brit abruptly pulls the door shut with force, creating an abrupt separation between them once again.

Utterances :

Brit : “You are all gonna help me.”

Brit’s friends : (turned to Brit with a dazed expression)

Analysis :

In this example, the directive function of language is evident in Brit's statement, "You are all gonna help me." Brit uses assertive language to give a command or instruction to their friends, conveying their expectation for their friends' assistance and support. Brit's statement carries a sense of authority and determination. They assertively state that their friends are expected to provide help, indicating a belief that their friends should contribute to their goal or objective. By using the phrase "you are all," Brit includes everyone present and emphasizes the collective involvement and responsibility of their friends. The word "help" signifies that Brit requires assistance and relies on their friends' support to achieve their goals. Brit's statement implies that they value and expect the active participation of their friends in their endeavors. It reflects their conviction that their friends' help is crucial and can make a significant difference in accomplishing their objectives. The context suggests that Brit's words are spoken with a sense of urgency and emotional intensity, indicating the importance and immediacy of their request for help. The statement also serves to create a bond or connection among Brit and their friends, as



it breaks through emotional barriers and establishes a shared purpose. However, the abrupt action of Brit pulling the door shut suggests a sudden separation or interruption in the interaction, which may create tension or uncertainty regarding the outcome of their request for help. Overall, this example illustrates how the directive function of language can be used to give instructions or commands, expressing expectations for others' actions. Brit's statement showcases their determination and conviction in seeking assistance from their friends, disregarding personal inclinations and emphasizing the collective effort towards their shared goal.

Phatic Function

The phatic function of language plays a crucial role in maintaining social relationships and facilitating smooth communication. It focuses on the social aspects of interaction rather than conveying specific information. Greetings serve as a fundamental example of the phatic function, as they initiate contact and establish a friendly connection between individuals. Expressions of gratitude, such as saying "Thank you," acknowledge and appreciate the kindness of others, strengthening social bonds. Small talk, involving light and casual conversation, helps create a sense of familiarity and comfort, fostering rapport and deeper communication. Social niceties, such as "please" and "excuse me," demonstrate politeness and respect, contributing to positive social interactions. By engaging in these phatic exchanges, individuals navigate social situations with ease, establish and maintain interpersonal relationships, and create a welcoming and harmonious atmosphere for communication.

Example 1

Context :

With cautious steps, Lee approaches Brit with a gaze full of concern and hope. They understand that communication and relationship healing takes time and sincere effort. Lee



tries to build a bridge between them with gentle yet firm words, persuading Brit to open their heart and listen.

Utterances :

Brit's friend : "*Brit mate, hello.*"

Brit : (No response)

Analysis :

In this example, the phatic function of language is evident in the interaction between Brit's friend and Brit. The speaker initiates contact by using the phrase "Brit mate, hello," which serves as a greeting and a way to establish a friendly connection. By addressing Brit as "mate," the speaker emphasizes their existing relationship and attempts to create a sense of closeness and familiarity. The purpose of this greeting is to maintain the social bond between the speaker and Brit, signaling that they are there to support and engage with Brit on a personal level. The speaker's intention is to open up a channel of communication and create a welcoming environment for Brit to express their thoughts and emotions. However, in this particular instance, Brit does not respond to the greeting. This lack of response may indicate Brit's current emotional state or their need for more time and space before engaging in conversation. Despite the lack of immediate response, the phatic function serves as a foundation for maintaining the social relationship and showing support for Brit's well-being. The speaker's approach demonstrates their understanding of the importance of time and patience in healing the relationship and fostering open communication.

Example 2

Context :

In an atmosphere filled with excitement and tension, a reporter with a microphone



in hand initiates an interview session with a source sitting before them. Through this interview, the reporter aims to delve deeper, highlighting the source's perspective, and uncovering the meaning behind the events being discussed.

Utterances :

Reporter: “*Hi Julia, thanks for coming on the show.*”

Julia : “*Hi, John.*”

Analysis :

In this example, the phatic function is evident in the exchange between the reporter and Julia. The reporter initiates the conversation by greeting Julia with a friendly and appreciative tone, saying, "Hi Julia, thanks for coming on the show." This greeting serves multiple purposes. Firstly, it acknowledges Julia's presence and participation in the interview, expressing gratitude for her time and willingness to be part of the show. It also establishes a friendly and welcoming atmosphere, fostering a positive rapport between the reporter and Julia. Julia, in response, reciprocates the greeting by saying, "Hi, John," using the reporter's name. This small act of addressing the reporter by name further strengthens the social connection and familiarity between them. It shows that Julia is actively engaging in the conversation and acknowledging the reporter's presence as well. Through these initial greetings, the phatic function of language is fulfilled by establishing and maintaining a social relationship between the participants. The friendly and polite tone sets the tone for the rest of the conversation, facilitating smoother communication and creating a comfortable environment for both the reporter and Julia to share their perspectives and engage in the interview.

Example 3

Context :



They explained to Lee that Brit had created their final painting at the end of their life, which held profound meaning for them. The painting became a significant legacy for the family, a symbol of Brit's creative spirit and the joy they once possessed. Mrs. Valentine allowed space for Lee to contemplate and respond wisely.

Utterances :

Mrs. Valentine : *“Hello, is that Lee Hudson? I would like to make an offer on Brit's final piece. Miss Thomas came to me personally shortly before her passing. It seems she is working on something quite special.*

Lee Hudson : (is shown looking for the piece of art that Mrs. Valentines talked about)

Analysis :

In this example, the phatic function is evident in the communication between Mrs. Valentine and Lee Hudson. Mrs. Valentine initiates the conversation by greeting Lee with a polite "Hello" and confirming his identity by mentioning his full name, "Lee Hudson." This serves the purpose of establishing a social connection and ensuring that the communication is directed towards the intended recipient. Mrs. Valentine then proceeds to explain her purpose for reaching out to Lee. She informs him that she would like to make an offer on Brit's final piece of artwork, which holds profound meaning and was personally shared with her by Brit before their passing. By providing this context, Mrs. Valentine aims to convey the significance and value of the artwork, as well as her personal connection to it. Lee Hudson, in response, is shown actively engaged in the conversation, as he is depicted looking for the specific piece of art mentioned by Mrs. Valentine. This suggests that he is attentively considering the offer and taking the communication seriously. Through the greetings, introduction, and exchange of information, the phatic function of language is fulfilled. The greetings and use of names create a sense of familiarity and politeness, establishing a positive social relationship



between Mrs. Valentine and Lee. This, in turn, facilitates smoother communication and sets the stage for a potentially meaningful discussion regarding the artwork and the offer being made. Overall, the phatic function in this example emphasizes the importance of maintaining social relationships and creating a comfortable and respectful atmosphere for effective communication.

In the study of language functions, researchers often rely on the theories proposed by scholars such as Holmes (2011) and Halliday (1992). These theories provide frameworks for categorizing and understanding the various purposes and roles of language in communication. Holmes (2011) proposes six language functions: emotive, directive, poetic, phatic, referential, and metalinguistic functions. Each of these functions serves a distinct purpose in communication. For instance, the emotive function involves expressing emotions and personal feelings, while the directive function is used to give instructions or commands. The poetic function focuses on the aesthetic and creative aspects of language, while the phatic function emphasizes maintaining social relationships through small talk and greetings. The referential function aims to provide information, and the metalinguistic function involves discussing or analyzing language itself.

On the other hand, Halliday (1992) identifies seven language functions: instrumental, regulatory, representational, interactional, personal, heuristic, and imaginative functions. These functions provide a different perspective on language use. The instrumental function refers to using language as a means to achieve specific goals or fulfill personal needs. The regulatory function involves using language to influence the behavior of others or to control social interactions. The representational function focuses on conveying information and representing the world through language. The interactional function is centered around establishing and maintaining social relationships. The personal function relates to expressing one's identity and establishing a sense of self through language. The heuristic function involves using language to acquire knowledge



and explore the world. Lastly, the imaginative function encompasses the use of language for creative and imaginative purposes. While the theories of Holmes (2011) and Halliday (1992) share commonalities in terms of their categorizations, they differ in terminology and emphasize slightly different aspects of language functions. For example, the emotive function in Holmes' theory aligns with the personal function in Halliday's theory, as both involve expressing emotions. Similarly, the directive function in Holmes' theory corresponds to the instrumental function in Halliday's theory, as both serve the purpose of giving instructions or commands. The poetic function in Holmes' theory can be linked to the imaginative function in Halliday's theory, as both emphasize the creative use of language.

In the study of language functions, the theories proposed by Holmes (2011) and Halliday (1992) offer valuable insights into the different purposes and uses of language. While these theories may have variations in terminology, they do share certain functions that serve similar objectives. One such example is the emotive function in Holmes' theory, which is equivalent to the personal function in Halliday's theory. Both functions revolve around the expression of emotions. Whether it's conveying joy, sadness, anger, or any other feeling, these functions acknowledge the role of language in expressing and reflecting personal emotions and experiences. The directive function in Holmes' theory aligns with the instrumental function in Halliday's theory. Both functions involve the use of imperative sentences to direct or command others. Whether it's giving instructions, issuing commands, or providing guidance, these functions focus on using language as a tool to influence or control the behavior and actions of others. The poetic function in Holmes' theory corresponds to the imaginative function in Halliday's theory. Both functions emphasize the creative and aesthetic use of language. They involve the utilization of beautiful figurative language, metaphors, and vivid descriptions to evoke emotions, create vivid imagery, and engage the audience in a more imaginative and artistic manner. The phatic function in Holmes' theory aligns with the interactional



function in Halliday's theory. Both functions serve as social greetings and play a role in maintaining social relationships. Whether it's a casual "hello," small talk, or other conversational niceties, these functions focus on initiating and sustaining contact, fostering social bonds, and facilitating smooth communication between individuals. Lastly, the referential function in Holmes' theory is equivalent to the representational function in Halliday's theory. Both functions involve the provision of information. Whether it's conveying facts, describing objects, or providing explanations, these functions serve to communicate and transmit information from one person to another, facilitating understanding and knowledge-sharing. While there may be differences in terminology and nuances between the theories of Holmes (2011) and Halliday (1992), it is clear that both theories recognize and categorize language functions based on their shared purposes and objectives. By understanding these functions, researchers and linguists gain a deeper understanding of how language serves various roles in communication and contributes to the complexity of human interaction.

In the film "The Darkest Blue," the researchers has identified examples of instrumental functions, which align with the classification of language functions proposed by Halliday (1992). The instrumental function revolves around using language as a tool to fulfill individual needs and achieve specific goals. In the context of the film, several instances exemplify this function:

Instrumental Function

The instrumental function of language is centered around utilizing verbal communication to fulfill personal needs and achieve desired goals. It encompasses expressing desires, making requests, seeking information, and taking action to satisfy individual needs or desires. In the short film "The Darkest Blue," an example of the instrumental function can be observed in a particular scene:

Example 1



Context :

In a persistent and compassionate effort, a close friend of Brit stands beside them, trying to persuade and support them during this difficult moment. They are aware that Brit is facing devastating challenges and carrying a heavy emotional burden. However, their friend refuses to leave Brit alone in their sadness.

Utterances :

Brit's friend : "*Brit, come and talk to us. Brit?*"

Brit : (Brit just listening without giving any response)

Analysis :

In this scenario, the instrumental function of language is observed as Brit's friend uses language to fulfill their personal need of supporting and persuading Brit during a challenging moment. The speaker approaches Brit with a caring and persistent attitude, demonstrating their compassion and willingness to be there for Brit. By using the imperative sentence "Brit, come and talk to us," the speaker encourages Brit to engage in a conversation and open up about their feelings. The speaker acknowledges Brit's emotional burden and understands that they may be hesitant to discuss it. However, through their use of language, the speaker seeks to provide a supportive space for Brit to express themselves and alleviate some of their sadness. The instrumental function is evident in the speaker's intention to actively pursue their goal of helping Brit by initiating a dialogue and encouraging them to communicate. Although Brit may not respond immediately, the speaker's persistent presence and use of language convey their determination to offer support and alleviate Brit's emotional distress. By employing the instrumental function, the speaker employs language as a means to address their own needs of supporting Brit while also aiming to fulfill Brit's need for understanding and comfort. In this way, the instrumental function plays a crucial role in interpersonal



relationships and communication, enabling individuals to express their desires, seek assistance, and provide support to others in times of difficulty. It showcases the power of language as a tool for achieving personal goals, fostering connection, and navigating emotional challenges.

Example 2

Context :

With unwavering perseverance, Lee continues to persuade Brit who stands behind the door. They understand that Brit may be going through a difficult time, perhaps feeling hurt or overwhelmed. However, Lee refuses to give up. They recognize the importance of showing their presence as a sibling and attempting to mend the strained relationship. U.

Utterances :

Lee : “You don't need to talk about it if you don't want to, *but you can let me in.*”

Brit : (no response, silent).

Analysis :

In this example, the instrumental function of language is evident as Lee uses language to fulfill their personal need of mending the strained relationship with Brit and offering support. Despite encountering resistance from Brit, Lee perseveres in their efforts to persuade Brit to let them in and engage in a conversation. The speaker demonstrates empathy and understanding by acknowledging that Brit may be going through a difficult time and assuring them that they don't have to discuss their feelings if they don't want to. By saying, "You don't need to talk about it if you don't want to, but you can let me in," the speaker gives Brit the freedom to choose the level of openness they are comfortable with. They offer a non-intrusive approach, respecting Brit's boundaries while expressing their desire to be present and supportive. The speaker's intention is to create a safe and

trusting space for Brit to share if they feel inclined to do so. The instrumental function is observed as the speaker utilizes language as a means to fulfill their goal of reconnecting with Brit and demonstrating their care and concern. By persistently reaching out and expressing their willingness to listen and support, the speaker aims to strengthen the sibling relationship and provide emotional assistance to Brit. This example highlights the importance of the instrumental function in interpersonal communication, allowing individuals to navigate sensitive situations, offer support, and rebuild connections. It showcases the power of language in fulfilling personal needs and achieving relational goals, even in challenging circumstances where one party may be reluctant to engage.

Example 3

Context :

Amid the living room, Lee and their two friends sat comfortably on the plush fabric sofa. Lee, filled with anxiety, paced back and forth behind the sofa while gripping their modern cell phone tightly to their ear as if engaged in a thrilling and unexpected conversation.

Utterances :

Lee : “I mean it's worked, *you can come home now, please.* just call me back when you get this.”

(There has been no response from Brit since the following scene represents the high waves, and Lee, who appears to be depressed.)

Analysis :

In this example, the instrumental function of language is evident as Lee uses language to persuade and convince Brit to come back home. The speaker emphasizes that their proposed approach has been successful, implying that Brit's desires or goals have been fulfilled. Lee expresses their plea and urgency for Brit to respond by asking them to



call back upon receiving the message. The speaker's words reflect their concern and care for Brit's well-being. They convey their belief that returning home would be beneficial for Brit and align with their aspirations. By saying, "I mean it's worked, you can come home now, please. Just call me back when you get this," the speaker aims to convince Brit of the positive outcome that awaits them if they make the decision to return home. Lee's pacing and tight grip on the cell phone while engaged in the conversation suggest their anxiety and eagerness to hear a response from Brit. The speaker's choice of words conveys a sense of hope, implying that they are anticipating a positive outcome. Through the instrumental function of language, the speaker utilizes persuasion and emotional appeal to influence Brit's decision-making process. They aim to fulfill their personal need of having Brit come back home and create a sense of security and fulfillment for both parties involved. This example demonstrates how language can be used to seek specific outcomes, in this case, persuading someone to take a particular course of action. The instrumental function allows individuals to express their desires, make requests, and provide reasons or evidence to support their arguments. It showcases the power of language in achieving personal goals and influencing others' decisions.

In the short film, the researchers identified three language functions: emotive, phatic, and directive functions, based on Holmes' (2011) theory. Additionally, we discovered the instrumental function from Halliday's (1994) theory. Among these functions, the most prominent and dominant one observed in the film is the emotive function. The emotive function serves as a primary tool for the speakers in the film to express their feelings and emotions. It plays a central role in conveying the characters' inner states and is crucial for understanding their experiences. In the context of the film's storyline, the characters face personal and emotional challenges, specifically in balancing their dreams and financial responsibilities. These struggles evoke intense emotions within the characters, including frustration, passion, determination, and even despair. The filmmakers deliberately emphasize the characters' emotional journey and employ various cinematic techniques,



such as dialogue and non-verbal cues, to effectively communicate their inner emotions. By highlighting the emotive function, the filmmakers establish a strong emotional connection between the characters and the audience. This connection allows viewers to empathize with the characters' struggles, creating a more immersive and relatable viewing experience. The prominent use of the emotive function in the film effectively captures and conveys the characters' emotional states. It enables the audience to experience a range of emotions alongside the characters, fostering a deeper understanding of their motivations and challenges. Furthermore, the emphasis on the emotive function helps elicit emotional responses from the audience, making the film more engaging and memorable. This research study differs from previous studies by placing a stronger emphasis on the emotive function as the most dominant language function in the film. By highlighting its significance in conveying thoughts and emotions, the researchers shed light on the role of the emotive function in effective communication.

CONCLUSION

Based on the research findings, the language functions utilized in the short film "The Darkest Blue" can be classified into different types. Among these functions, the dominant one observed in the film is the emotive function. This means that the characters consistently strive to express their feelings and thoughts to the person they are communicating with, aiming to make them understand their emotions and desires. The language function employed in the film is effective in supporting the speakers in conveying their intended information and creating a connection with the audience. However, it is important to note that the speakers in the short film do not always receive direct reactions from the individuals they are conversing with. This can be attributed to various reasons, such as the other person's emotional state, their own reluctance to respond, or the complexity of the situation portrayed in the film. Despite these factors, the emotive function remains prevalent throughout the film, indicating its significance in



the characters' communication.

While the research provides valuable insights, there are certain limitations that should be addressed in future studies. Firstly, the data source for this research is a short film, which presents a limited number of dialogues. To obtain more diverse and comprehensive information, future researchers could explore films with longer durations and more complex conversations. This would provide a broader range of language functions to analyze and compare. Furthermore, the research solely focuses on one short film in the drama genre, which limits the ability to compare the data with other films. To enhance comparative analysis, it is recommended that future researchers select multiple short films within the same genre. This would facilitate a more comprehensive understanding of the language functions employed in similar contexts. Additionally, the research approach utilized in this study is qualitative in nature, relying on observations and interpretations. To complement these qualitative findings, future researchers can incorporate quantitative methods to enhance the accuracy and reliability of their results. Employing a mixed-methods approach would enable a more comprehensive exploration of the language functions employed in short films. In conclusion, while the research identifies the dominant use of the emotive function in the short film "The Darkest Blue," it also highlights the need for future studies to address limitations such as limited data, comparability, and the integration of quantitative methods. By considering these suggestions, researchers can further advance the understanding of language functions in short films and expand the knowledge in this area of study.

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