

**ETHNOGRAPHY OF COMMUNICATION ANALYSIS IN
JANE EYRE MOVIE (2011)**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
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by:

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL

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ETHNOGRAPHY OF COMMUNICATION ANALYSIS IN
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I hereby assert that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree and as far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in the research paper and mentioned in bibliography.

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Surakarta, August 3, 2016

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ETHNOGRAPHY OF COMMUNICATION ANALYSIS IN JANE EYRE MOVIE (2011)

ABSTRACTS

Riski Pujiyanto. A320120114. **ETHNOGRAPHY OF COMMUNICATION ANALYSIS IN JANE EYRE MOVIE (2011)**. Research Paper. School of Teacher Training and Education, Muhammadiyah University of Surakarta. August 2016.

This research analyzes about ethnography of communication used in conversation based on topic variations in Jane Eyre movie (2011) uses SPEAKING theory by Dell Hymes. The aims of this research are (1) explaining the elements of ethnography of communication in Jane Eyre movie (2011) and (2) describing the inference in the use of the elements of ethnography of communication in Jane Eyre movie (2011).

This research is analyzed using descriptive qualitative research. Based on the data analysis, the researcher finds: (1) Setting or scene is at St. John's house, Mrs. Reed house, Lowood School, Mr. Rochester's house, wood, park, backyard, and church. (2) Participants are Jane Eyre, St. John and his sisters, Mrs. Reed and John Reed, Mr. Brocklehurst, Helen, Mrs. Fairfax, Mr. Rochester, Adele, Sophie, Blanche Ingram, Lady Ingram, Richard Mason, Dr. Carter, Wood, Briggs, and Bertha Mason. (3) End are getting information, convincing, asking permission, introducing self, commanding, saying farewell, telling agreement and disagreement, telling experience, warning, expressing gratitude, giving argument, showing information, and asking apologize. (4) Act sequence has different sequence based on the several of context and topic variations. (5) Key related to the tone used by the participants that are worries, anger, flat, fear, happy, admiration, regretful, jealous, scared, convincing, appeal, serious, resistance, and sad tone. (6) Instrumentalities are verbal and non-verbal communication. Non-verbal communication are found such as singing, crying, and piercing. (7) Norm are norm of tradition, reliance, social, decent and politeness. (8) Genre of communication in Jane Eyre movie (2011) is daily conversation. The researcher finds that the use of language is influenced by topic variations and situations. From 28 data analyzed by the researcher, some data has completed the elements of ethnography of communication. But there are 7 data which has no completed the elements of ethnography of communication. The most missing elements are norm and ends.

Keywords: ethnography of communication, speaking grid

ANALISIS KOMUNIKASI ETNOGRAFI PADA FILM JANE EYRE (2011)

ABSTRAK

Riski Pujiyanto. A320120114. **ANALISIS KOMUNIKASI ETNOGRAFI PADA FILM JANE EYRE (2011)**. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta. Agustus 2016

Penelitian ini menganalisis komunikasi etnografi yang digunakan dalam percakapan berdasarkan variasi topik pada film Jane Eyre (2011) menggunakan teori SPEAKING oleh Dell Hymes. Tujuan dari penelitian ini yaitu (1) menjelaskan element komunikasi etnografi pada film Jane Eyre (2011) dan (2) mendeskripsikan kesimpulan dalam penggunaan elemen komunikasi etnografi pada film Jane Eyre (2011).

Penelitian ini dianalisis dengan menggunakan penelitian kualitatif deskriptif. Berdasarkan analisis data, penulis menemukan: (1) Tempat antara lain di rumah St. John, rumah Ny. Reed, sekolah Lowood, rumah Rochester, hutan, taman, halaman belakang Rochester dan gereja. (2) Pelaku antara lain Jane Eyre, St. John dan saudari-saudarinya, Reed dan ibunya, Brocklehurst, Helen, Ny. Fairfax, Rochester, Adele, Sophie, Blanche Ingram dan ibunya, Richard Mason, Dr. Carte, Wood, Briggs, dan Bertha Mason. (3) Tujuan antara lain mendapatkan informasi, meyakinkan, memohon izin, perkenalan, menyuruh, berpisah, persetujuan dan tidak persetujuan, menceritakan pengalaman, memperingatkan, mengungkapkan rasa terima kasih, memberikan pendapat, menunjukkan informasi, dan mengungkapkan permintaan maaf. (4) Urutan kejadian mempunyai perbedaan urutan berdasarkan variasi konteks dan topik. (5) Kunci berhubungan dengan nada bicara yang digunakan oleh penutur antara lain cemas, marah, datar takut, senang, kagum, menyesal, cemburu, ketakutan, yakin, memohon, serius, melawan, dan sedih. (6) Perantara berupa komunikasi verbal dan bukan verbal. Komunikasi bukan verbal seperti menyanyi, menangis, dan melirik sinis. (7) Norma antara lain norma tradisi, kepercayaan, sosial, kesopanan, dan keadaban. (8) Gaya yaitu percakapan sehari-hari. Peneliti menemukan bahwa penggunaan bahasa dipengaruhi oleh variasi topik dan situasi. Dari 28 data yang dianalisis oleh peneliti, beberapa data tidak mempunyai elemen komunikasi etnografi yang utuh. Ada 7 data yang tidak mempunyai elemen komunikasi etnografi yang utuh. Kebanyakan elemen yang tidak tercantum yaitu norma dan tujuan pembicaraan.

Kata kunci: komunikasi etnografi, tabel *speaking*

1. INTRODUCTION

Communication means a process of exchanging the idea between a person to another for getting information or something else. As a human, people cannot be separated from social life because human is a social person and need people's help. In communication there is an exchange of information, but there is also a process to give good quality of giving information. Good communication is a communication in which ideas from sender can be understood by receiver.

Some aspects of life, such as culture and society, influence communication. People have their own background in culture and society. They both can be seen by knowing the way of group of speakers communicate with others. Culture has

certain roles in use and variations of a language in particular group or speakers. To know language influenced by the culture and society, people need to regard ethnography of communication. Ethnography of communication is a study of language influenced by the culture and society inside.

Actually, there are some researches who have conducted a research to know the variety language use in society by using the approach Ethnography of Communication such as Novitassri (2013), Rizkia (2013), and Bhekhti (2012). They used different data to be analyzed for knowing the form and meaning of language use. They just analyzed the elements of ethnography of speaking. The most important thing to conduct research about language use is to know the difference of language use in the form and meaning. So, in this research, the researcher conducts a research is a case of language use in a movie through ethnography of communication theory. The present researcher does not only to know the elements of ethnography but also describe the meaning of each element.

The writer chooses the movie *Jane Eyre* which to be analyzed because of some reasons. Firstly, the movie is very interesting and valuable. It tells about a story of life of a young girl named Jane Eyre. This story begins from her childhood when she lives with her stepmother and her family until she grows up. The story begun by climax part when Jane was hated by her stepfamily and try to expel her from their life. And from this part the real story of Jane's life begin. Secondly, the language use in this film has some different culture and varieties. When different caste in society has influenced in social life, the varieties of language are shown in this movie. So it will be a challenge for researcher to observe this. Thirdly, this movie contains very good moral value to their spectators.

The dialogue is analyzed through the elements of ethnography of communication named 'SPEAKING' theory. By finding of each elements the researcher can find the meaning of each elements and inference the dialogue. But in this research, the researcher analyzes *Jane Eyre* movie (2011). He will analyze the utterances found in the movie through sociolinguistics. The researcher chooses the ethnography of communication with theory by Dell Hymes named 'Speaking' theory to analyze between linguistics and anthropology in this movie, *Jane Eyre* (2011). The writer also conducts this research not only using S.P.E.A.K.I.N.G theory but also combining the theoretical considerations on ethnography of communication, which is speech and social roles.

This reseratch aims to: (1) explain the elements of ethnography of communication in *Jane Eyre* movie (2011), (2) describe the inference in the use of the elements of ethnography of communication in *Jane Eyre* movie (2011). The writer uses strategy of narrating the events based on context of sociolinguistics. In order to give representation of the research, the researcher gives some relevant previous studies from previous researchers. The first research entitled "ETHNOGRAPHY OF COMMUNICATION OF MATT KING IN THE DESCENDANTS MOVIE (2011)" by Novitasari (2013). The research is aimed at revealing and clarifying ethnography of communication of Matt King in *The Descendants movie* (2011) using SPEAKING grid.). In this research, the result of the research found: (1) Setting or scene is at patient room, staffroom, schoolyard, Mrs. Brab's house, office, Dr. John's room, club, beach, kitchen, swimming pool, yard, and Kay's house. (2) Participant is the sender and receiver. The sender is informant, as family member, as husband, as father, and as a friend. The receiver is as father, as husband, as family members, as friend, and so-in-law. (3) End is giving information, getting information, asking apologize, giving praise,

persuading, giving advice, commanding, showing, believing, and expressing his disappointment. (4) Act sequence is in normal situation; regret situation, confused situation, intimate situation, wise situation, tense situation, sad situation, rushes situation, slow situation, and disappointment situation. (5) Key consist two parts, those are tone and manner. The tone of Matt King is flat, tense, worried, intimidate, emphatic, sad, and amazed. (6) Instrument are verbal communication and non-verbal communication. Verbal communication consists of formal style and non-formal style, and non-verbal communication is hit Alex buttocks and throws the doll on the floor. (7) Genre of Matt King in *The Descendant* movie is dialogue and monologue. The researcher removes the norm from the data analysis.

The second research has been conducted previously entitled *Ethnography of Communication in the First of the 2012 Presidential Debate between Barack Obama and Governor Mitt Romney* written by Rizkia (2013), Dian Nuswantoro University. The researcher searched the data on the first Presidential debate and transcript. The elements of ethnography of communication are setting and scene, participant, end, act sequence, key, instrument, norm, and genre. Setting of time is at night and setting of place is Magness Arena at the University of Denver in Denver, Colorado. Scene of the situation in the debate is serious and quiet. Participants of the debate are Jim Lehrer (the moderator), President Barack Obama (a president candidate from Republican Party) the end of the debate is divided into opening stage, midel stage, and closing stage. The key of this debate is serious. The instrumentalities is spoken text, that consist of turn taking, standard grammar, filler, reparation, repetition, colloquialism, incomplete clause, and closing statement. The norm of the debate uses positive politeness, because that is social status difference between speakers and the relationship is not intimate. The genre of the text is debate which consist of definition of motion, idea development, and rebuttal, and the linguistic features are the use of question and answer, present tense, future tense, past tense, modal verbs, and hedging utterances.

The third research has been conducted by Bhekti (2012) entitled *Ethnography of Communication Among the Students and Teacher of MAN 01 Semarang*, Dian Nuswantoro University. The researcher used three stages of collecting data which are recording conversation, listened to the conversation record and transcribed the conversations. The elements of ethnography of communication are: setting, participants, end, act, key, instrument, norm, and genre. The participants are the students and teacher. The end is he goal of the conversation done by the teacher explain about his material to the students. Then, there are two kinds of linguistic features in the classroom interaction. First is the use of statement and question speech function. Second is the use of present tense.

Although the previous research is similar with present research, but the present research has a different. The previous research only analyze the elements of ethnography of communication based on their own data while the present research analyzes the elements of ethnography of communication then inferences in the use of the elements of ethnography of communication by using strategy of narrating based on context of sociolinguistics.

The present researcher also serves several theories related to the study to give more understanding about the research. It is divided into language as a means of communication, speech community, speech events, notion of ethnography of communication, and elements of ethnography of communication. Communication is used as a medium to show ideas namely language. Language is important element to create communication between people. The scientific study of language

is linguistics. From the explanation above, it is correlated with (Schiffirin, 1994: 138), “to begin with, the main function of human language is communication, and since linguistics is the scientific study of language, it goes without saying that the study of communication is one of the major goals of linguistics. On the other hand, the “understanding of communication is important for anthropologists: the way we communicate is part of our cultural repertoire for making sense of –and interacting with –the world.

The study related with linguistics, communication and culture is called ethnography of communication (Hymes, 1972: 42). Before proceeding any further, it is essential to give definition some basic concepts associated with ethnography of communication. The two important basic concept that must be known before goes to ethnography concept are speech community and communicative competence.

Wardough, (2002:117) states that the kind of group that has generally attempted to study called the speech community. For purely theoretical purposes, some linguist has hypothesized the existence of an “ideal” speech community. This is actually what Chomsky (1965, pp, 3-4) proposed, his ‘completely homogeneous speech community’. However, such a speech community cannot be our concern: it is a theoretical construct employed for narrow purposes.

For very specific explanation, communities are defined partially through their relationship with other communities. Internally, a community must have a certain social cohesiveness; externally, its members must find themselves cut off from other communities in certain ways. Such a definition in an extension of the one that Bloomfield in Wardough (2002: 119) “ a speech community is a group of people who interact by means of speech”. The extension is provided by the insistence that a group or community is defined not only by what it is but by what it is not: the ‘cut-off’ criterion.

Hymes in Wardough (2002:120) disagreed with both Chomsky’s and Bloomfield’s definitions about speech community. He claimed that those simply reduce the notion of speech community to that of a language and, in effect, throw out ‘ speech community’ as a worthwhile concept. He pointed out that it is impossible to equate language and speech community when we lack a clear understanding of the nature of language.

Since the focus of the ethnography of communication is typically on the speech community, some linguists have proposed many definitions. The speech community, though a very useful and powerful concept, is an idealization: so some ethnographer of speaking may eventually produce detailed rules for two-member speech communities

Speech event is the happening interaction in the form of speaking that consists of parties, which are: speaker and listener, topic, time, place, and situation (Hymes, 1974a:52). Speech event occur in a non-verbal context, the speech situation, which may or may not affect the choice of genre and it is for speech events and speech acts that one writes formal rules for their occurrence and characteristics. Speech events are the largest units for which one can discover linguistics structure and are not necessarily coterminous with the situation. The relationship between speech events and speech acts is hierarchical; ‘an event may consist of a single speech act, but will often comprise several’. One ultimate aim of the ethnography of speaking is an exhaustive list of speech acts and speech events of a particular speech community, though the descriptive framework is currently ‘heuristic’ and ‘quite preliminary’.

Hymes distinguishes between speech events and speech acts. He further argues that speech events occur in a non-verbal context. He refers to this non-verbal context as the speech situation. Below are the definitions of these three notions. Speech situation is context of language use such as ceremonies, fights, hunts, classroom, conference, and parties. Meanwhile speech events are unified set of components throughout:

- 1) Same purpose of communication
- 2) Same topic
- 3) Same participants
- 4) Same language variety

Communicative competence is very important related to interaction in social life. It is human ability to use particular language of every real situation in certain context talking. Communicative competence extends to both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, to whom people may speak, how people may talk to other person of different statuses and roles, what nonverbal behaviors are appropriate in various contexts, what the routines for turn taking are in conversation, how to ask for and give information, how to request, how to offer or decline assistance or cooperation, how to give commands, how to enforce discipline, and everything involving the use of language and other communicative modalities in particular social settings.

Hymes (1966a) observed that speakers who could produce any and all of the grammatical sentences of a language would be institutionalized if they indiscriminately went about trying to do so without consideration of the appropriate contexts of use. Communicative competence involves knowing not only the language code but also what to say whom, and how to say it appropriately in any given situation. Hymes (1974, 1987) augmented Chomsky's notion of linguistic competence (knowledge of systematical potential, or whether or not an utterance is a possible grammatical structure in a language) with knowledge of appropriateness (whether and to what extent something is suitable), occurrence (whether and to what extent something is done), and feasibility (whether and to what extent something is possible under particular circumstances).

From the ethnographer's perspective, this inventory also indicates the range of linguistic, interaction, and cultural phenomena that must ultimately be accounted for in an adequate description and explanation of communicative competence. Adapted from Saville & Troike (2003:20)

- a) Linguistic knowledge
 - 1) Verbal elements
 - 2) Nonverbal elements
 - 3) Patterns of elements in particular speech events
 - 4) Range of possible variants (in all elements and their organization)
 - 5) Meaning of variants in particular situations
- b) Interaction skills
 - 1) Perception of salient features in communicative situations

- 2) Selection and interpretation of forms appropriate to specific situations, roles, and relationships
 - 3) Discourse organization and processes
 - 4) Norms of interaction and interpretation
 - 5) Strategies for achieving goals
- c) Cultural knowledge
- 1) Social structure (status, power, speaking rights)
 - 2) Values and attitudes
 - 3) Cognitive maps/schemata
 - 4) Enculturation processes (transmission of knowledge and skills)

Communicative competence within the ethnography of communication usually refers to the communicative knowledge and skills shared by a speech community, but these (like all aspects of culture) reside variably in its individual members. The shared yet individual nature of competence reflects the nature of language itself, as expressed by Humboldt in Saville&Troike (2003:21).

Ethnography is a field of study that is concerned primarily with the description and analysis of culture, and linguistics is a field concerned, among other things, with the description and analysis of language codes. Hymes (1962/1968) defined the ethnography of speaking in a way that fits the work that was later done under that label very well: ‘The ethnography of speaking is concerned with the situations and uses, the patterns and functions, of speaking as an activity in its own right’ (Hymes in Fasold, 1990: 39).

The ethnography of communication would fill the gap by adding another subject (speaking) to the anthropologist’s list of possible topics for ethnographic description, and expand linguistics so that the study of abstract structure would be only one component of linguistics. Ethnography of communication is an approach to discourse, which is based on linguistics and anthropology. It focuses on a wider range of communicative behavior whose forms and function can represent different ways of life.

In addition to look at communication as composed of speech situations, speech events, and speech acts, Hymes suggests that there are certain components of speech that ethnographer should look for. Although there are more than eight such components, Hymes puts them into eight groups, each labeled with one the letters of the word ‘speaking’. The key elements of Hymes’s speaking grids are stated as follows:

a. Setting and Scene (S)

The setting and scene of speech are very important. Setting refers to the time and place i.e., the concrete physical circumstances in which speech takes place. Scene refers to the abstract psychological setting, or the cultural definition of the occasion.

b. Participants (P)

The participants include various combinations of speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially

specified roles. A two-person conversation involves a speaker and hearer whose roles change; a 'dressing down' involves a speaker and hearer with no role change; a political speech involves an addressor and addressees (the audience); and a telephone message involves a sender and a receiver.

c. Ends (E)

Ends refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. Hymes observes that the purpose of an event from a community standpoint may not be identical to the purposes of those engaged in it. At every level of language, individuals can exploit the system for personal or social reasons or artistic effects.

d. Act Sequence (A)

Hymes suggests that message content is included in analysis perhaps as a question of topic, and change of topic. For many events and acts topic is fully predetermined, though for others, especially conversation, topic is relatively unconstrained. Hymes further suggests that all rules of speaking involve message forming two ways: by affecting its shape or by governing its interpretation. Thus, message form and message content are central to the speech acts and the focus of its syntactic structure. They are also tightly interdependent. Therefore, they can be dubbed jointly as component of "act sequence".

e. Key (K)

Key refers to the tone, manner, or spirit in which a particular message is conveyed: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on. The key may also be marked nonverbally by certain kinds of behavior, gesture, posture, or even deportment. Where there is a lack of fit between what a person is actually saying and the key that the person is using, listeners are likely to pay more attention to the key than to the actual content.

f. Instrumentalities (I)

Under instrumentalities the description concerns itself with the channel or medium of transmission of speech. It involves the choice of oral, written, telegraphic, semaphore, or other medium. With regard to channel, one must distinguish modes of use. The oral channel, for example, may be used to sing, hum, whistle, or chant features of speech as well as to speak them.

g. Norms of Interaction and Interpretation (N)

Norms refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and so on.

h. Genre (G)

Genre refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. These are all marked in specific ways in contrast to casual speech. Genre often coincides

with speech events, but must be treated as analytically independent of them. They may occur in different events.

2. RESEARCH METHOD

In analyzing the data, the researcher uses certain method to get success in conducting the research. In doing the research, the researcher uses descriptive qualitative research. It describes what exist and may help to uncover new facts and meaning. The purpose of descriptive qualitative research is to observe and describe aspects of situation that occurs in conversation. It will draw conclusion about the matter of the result of the analysis. Then the writer lists 28 data in the form of conversation or dialogue based on the topic variations. In analyzing the data, the researcher uses theory of SPEAKING by Dell Hymes to explain the elements of ethnography of communication and uses strategy of narrating the events based on context of sociolinguistics to describe the inference in the use of the elements of ethnography of communication in Jane Eyre movie (2011).

3. RESEARCH FINDINGS AND DISCUSSION

After analyzing the data, the researcher describes about some aspects and results that found during the process of analysis. The descriptive of the analysis is concluded based on the analysis of the data by using the elements of ethnography of communication by Dell Hymes. In the research finding is divided into eight elements based on the data analysis to be found the conclusion of each elements.

The setting or scenes in the movie are St. John's house, Mrs. Reed's house, Lowood school, Jane's room in Lowood school, Thornfield hall, Mr. Rochester's library, wood, Mr. Rochester's house, Mr. Rochester's room, Jane's room, living room of Mr. Rochester's house, dining room of Mr. Rochester's house, backyard of Mr. Rochester's house, park, church, and an isolated room for Bertha Mason. The dialogue is happened in some places because of the various participants who uttered the dialogue. Each of the setting or scenes has different topic based on the topic variations uttered by the participants.

The participants in the movie are Jane Eyre, St. John, Diana, Mary, Hannah, little Jane, John Reed, Mrs. Reed, Mr. Broklehurst, Helen, students of Lowood School, Mrs. Fairfax, Mr. Edward Rochester, Adele, Sophie, Blanche Ingram, Lady Ingram, Richard Mason, Dr. Carter, Wood, Briggs, and Bertha Mason. Jane is the main character of the movie. The movie tells about Jane life when she was young until grow up and meets and loves with Mr. Rochester and Thornfield. St. John is a man who finds and takes care Jane when she sprawled almost die in front of his house. Diana, Marry and Hannah are St. John sister's who help his to take care Jane when she is being in their house. Then the plot of the movie changed to regressive in Jane's childhood. Mrs. Reed is Jane's uncle who dislikes Jane after her coming in Mrs. Reed house. She tries to expel Jane by sending to Lowood School. Then John Reed is Mrs. Reed's soon. He dislikes Jane too and always disturbs her. Then Mr. Brocklehurst is agent from Lowood School called by Mrs. Reed to pick up Jane. The next participant is Helen. Helen is Jane's beastie in Lowood School. But her dialogue is showed only when she will pass away. Students of Lowood School are showed to when Jane will go to Thornfied and she say farewell to them. Then after arrived to Thornfield, there is Mrs. Fairfax. She is the head of servants in Mr. Rochester's house. She has vicinity relationship with

Jane. Then Mr. Rochester is the man of main character of the movie. He falls in love with Jane after her coming to his house. In the house, there are some servants too which are Leah, Grace Pool, John as the driver, and Sophie as the Adele's nurse. Then Mr. Rochester has a daughter named Adele. She is a French girl. Then the other participant is Blanche Ingram. She is Mr. Rochester's fiancé. But Mr. Rochester has known that she likes him because of his wealth only. Then Lady Ingram is Blanche's mother. Then the next participant is Richard Mason. He is the Mr. Rochester brother. He is the man who has disclosed Mr. Rochester's lies. Then Dr. Carter is a doctor called by Mr. Rochester for taking care Richard when he lies with full of blood on his neck in Mr. Rochester's house. Wood is a Pastor of Jane and Mr. Rochester marriage in the church and Briggs is a lawyer brought by Richard to disclose Mr. Rochester's lie. Then the last participant is Bertha Mason. She is Mr. Rochester's wife who is being infatuated. In the movie, she appears in a few times because she is Mr. Rochester's shame. He tries to hide her from everyone include Jane.

The dialogues have some end or purpose based on the topic uttered by the participants. The various ends are happened because each dialogue is happened by different participant, topic, and situation. Based on the analysis, the researcher finds that the ends of the dialogues are getting information, convincing someone, asking permission, telling message, saying farewell, introducing self, commanding to do something, telling about agreement and disagreement, telling the experience, warning someone, expressing gratitude, giving information, hiding a secret, giving an argument, showing a secret, expressing feeling, prohibiting someone, disclosing secret, and asking apologize. But the researcher finds that some data that is some dialogues have no end. It is happened in certain situation.

Act sequence refers to the actual form and content of what is said; the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. Act sequence is related to the sequence of the events. Each event has different sequence in order to the several of the topic. Based on the analysis, the researcher finds that the 28 data based on the speech events and topic variations have their own sequence based on the context of the data.

In uttering the dialogue, the participants use some tone and manner that called as Key. The researcher finds that the keys in the dialogue are worries, anger, flat, fear, happiness, admiration, regretful, frightened, jealous, scared, convincing, appeal, serious, resistance, sadness tones. The several of the key used by participants based on the situation happened in the dialogue.

Instrumentalities include both channels and forms of speech. Probably the most commonly used channel or written transmission of a message, but message can also be transmitted by such means as telegraph, semaphore, signal, code, etc. in the spoken text instrumentalities are related to both verbal and non-verbal communication. Based on the analysis of the elements of ethnography of communication, the researcher finds that all of the data use verbal communication because the data are the conversation based on the topic variation uttered by the participants orally. But some of the data use non-verbal communication such as singing, crying, piercing, etc that used to share some information to other participants.

Based on the analysis of the data of the elements of ethnography of communication, the researcher finds some norms existed on the dialogue. The

norms found in the dialogues are norm of tradition, religion or reliance, social, decent, and politeness. The contexts of norms are found in the dialogue by knowing the implicit utterance spoken by the participants. But some of data have no norm in implicit or explicit in the dialogue.

It is often the case that different genres have defining formal characteristics. Both spoken and written text actually have genre. Based on the analysis, the researcher finds that each dialogue has genre which are conversation, expressing of refusal, debate, lecturing, announcement, introduce self, asking and giving help, command, interview, recount, notice, expressing gratitude, giving information, asking permission, asking apologize, statement, and prohibition. The genre of the dialogue is found in various of topic variations.

Based on the analysis of the data the researcher gives explanation clearly to the table based on the elements of ethnography of communication that found in each dialogue. The table as follows:

| No. | Data | S | P | E | A | K | I | N | G |
|------------|-------------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1 | Event 1 | v | v | v | v | v | v | v | v |
| 2 | Event 2 | v | v | | v | v | v | | v |
| 3 | Event 3 | v | v | v | v | v | v | v | v |
| 4 | Event 4 | v | v | v | v | v | v | v | v |
| 5 | Event 5 | v | v | v | v | v | v | v | v |
| 6 | Event 6 | v | v | v | v | v | v | v | v |
| 7 | Event 7 | v | v | v | v | v | v | v | v |
| 8 | Event 8 | v | v | v | v | v | v | | v |
| 9 | Event 9 | v | v | | v | v | v | v | v |
| 10 | Event 10 | v | v | v | v | v | v | v | v |
| 11 | Event 11 | v | v | v | v | v | v | v | v |
| 12 | Event 12 | v | v | v | v | v | v | v | v |
| 13 | Event 13 | v | v | v | v | v | v | v | v |
| 14 | Event 14 | v | v | v | v | v | v | v | v |
| 15 | Event 15 | v | v | v | v | v | v | v | v |
| 16 | Event 16 | v | v | v | v | v | v | v | v |
| 17 | Event 17 | v | v | v | v | v | v | v | v |
| 18 | Event 18 | v | v | | v | v | v | v | v |
| 19 | Event 19 | v | v | | v | v | v | v | v |
| 20 | Event 20 | v | v | v | v | v | v | | v |
| 21 | Event 21 | v | v | v | v | v | v | v | v |
| 22 | Event 22 | v | v | v | v | v | v | v | v |

| | | | | | | | | | |
|----|----------|---|---|---|---|---|---|---|---|
| 23 | Event 23 | v | v | v | v | v | v | v | v |
| 24 | Event 24 | v | v | v | v | v | v | v | v |
| 25 | Event 25 | v | v | v | v | v | v | v | v |
| 26 | Event 26 | v | v | v | v | v | v | v | v |
| 27 | Event 27 | v | v | v | v | v | v | v | v |
| 28 | Event 28 | v | v | v | v | v | v | | v |

(Table 1)

Based on the table the elements which always shown in the dialogue are setting or scene, participant, act sequence, key, instrumentalities, and genre. Meanwhile the elements of end and norm can be found in the dialogue, but sometimes it cannot. Some of the data has no end because of variation reason. Based on the data which has no end because the dialogue is happened accidentally between the participants. They do not plan the conversation. Then some of the data has no norm showed in the dialogue. Not all the participants always bring a norm to their dialogue. Norm is not always spoken by participants. In conclusion the movie has no complete the elements of ethnography of communication based on the speaking theory by Dell Hymes.

From the data analysis, the researcher finds that 7 from 28 data based on the speech variations in the conversation of Jane Eyre move (2011) has no completed the elements of ethnography of communication. The most missing elements in data analysis are ends and norms. Some of the dialogue has no norm when the dialogue is happened accidentally. The participants do not set the conversation. The end of the conversation is not showed in the dialogue uttered by participants. But actually, it can be known the ened of the dialogue by knowing the acts of the dialogue and knowing the non-verbal action during the conversation. For example in data (2) that the conversation has no end because it just shows about a fight between little Jane and John Reed. But it can be concluded by their act but the end of the dialogue is showing the bad treatment given by John Reed and Mrs. Reed to Jane.

Some dialogue has no norm. The first finding that actually there is no norm insert to the dialogue. The second finding is that the norm can be lost from the dialogue if the dialogue is happened by the participants who their relationship is getting closer.

Based on the finding, it is found that all of the genre of the conversation is daily conversation. The movie uses daily language too. So the language use that used in the movie is similar to the language use in daily life.

Based on the comparison of the research finding and previous research finding overall that between this research and previous research have similarities that use same theory. The research uses the theory of speaking by Dell Hymes which is ethnography of communication for analyzing the data. But between this research and previous research have difference in the object of the research. The research analyze about movie entitle Jane Eyre. While the previous research from Rahmanita analyzed about Presidential Debate between Barack Obama and Mitt Ramney and the previous research from Handayani analyzed about classroom interaction in English class. The difference on the object of the research shows that the theory of ethnography of communication by Dell Hymes can be implemented on various types of object of the research. Maybe other research

that same in using the theory of ethnography of communication have many different objects to analyze.

The theory of ethnography of communication is close related to the human language. Most of research that used that theory has data in case of dialogue both spoken or written communication. Based on the research finding this research has a different in inferring in the use of the elements of ethnography of communication. The previous researches only find the elements of ethnography of communication without a purpose what can be done after finding the elements of ethnography of communication. But in this research, the researcher finds that in certain case, a dialogue sometimes is not complete showed the elements of ethnography of communication. Most of the elements that are not mentioned in the dialogue are end and norm. In one case dialogue sometimes has no end or purpose of the topic. The researcher finds that some of the dialogue in the part of analysis has no end when the dialogue is happened unpredictable or unintentionally. For example, the dialogue that is done after accident or the dialogue that shows daily conversation, etc. Other elements that sometimes is not mentioned in the dialogue is norms. Norms of interaction and interpretation refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them (Wardaugh, 2002: 247). The norms in the dialogue can be divided into two which are implicit and explicit norms. Most of the dialogue implicit its norm, but in other situation, sometimes the speaker tells the norm of his dialogue explicitly. But in this research the researched finds that not all of dialogue contains norms implied by the speaker.

In conclusion of the part of the discussion is that the researcher finds the elements of ethnography of communication and makes the inferences in the use of the elements of ethnography of communication that mentioned in the part of research finding. And the researcher finds that some elements of ethnography of communication cannot be found in the several dialogues which are 'ends' and 'norms'.

4. CONCLUSION

Based on the theory of ethnography of communication by Dell Hymes, the researcher analyze the elements of ethnography of communication and makes the inference in the use of the elements of ethnography of communication in Jane Eyre movie (2011). The data are 28 dialogues based on the topic variations. Based on the result of the analysis of the elements of ethnography of communication in Jane Eyre movie (2011) the researcher draws some conclusions as follows:

- a. Setting or scene of ethnography of communication is Jane Eyre movie (2011) are St. John's house, Mrs. Reed's house, Lowood school, Jane's room in Lowood school, Thornfield hall, Mr. Rochester's library, wood, Mr. Rochester's house, Mr. Rochester's room, Jane's room, living room of Mr. Rochester's house, dining room of Mr. Rochester's house, backyard of Mr. Rochester's house, park, church, and an isolated room for Bertha Mason. Each of the setting or scenes has different topic based on the topic variations uttered by the participants.
- b. Participants of ethnography of communication in Jane Eyre movie (2011) are Jane Eyre, St. John, Diana, Mary, Hannah, little Jane, John Reed, Mrs. Reed,

Mr. Broklehurst, Helen, students of Lowood School, Mrs. Fairfax, Mr. Edward Rochester, Adele, Sophie, Blanche Ingram, Lady Ingram, Richard Mason, Dr. Carter, Wood, Briggs, and Bertha Mason.

- c. End of ethnography of communication in Jane Eyre movie (2011) are getting information, convincing someone, asking permission, telling message, saying farewell, introducing self, commanding to do something, telling about agreement and disagreement, telling the experience, warning someone, expressing gratitude, giving information, hiding a secret, giving an argument, showing a secret, expressing feeling, prohibiting someone, disclosing secret, and asking apologize. But the researcher finds that some data that is some dialogues have no end. It is happened in certain situation.
- d. Act sequence of ethnography of communication in Jane Eyre movie (2011) has different sequence in order to the several of the topic. Based on the analysis, the researcher finds that the 28 data based on the speech events and topic variations have their own sequence based on the context of the data.
- e. Key of ethnography of communication in Jane Eyre movie (2011) are worries, anger, flat, fear, happiness, admiration, regretful, frightened, jealous, scared, convincing, appeal, serious, resistance, sadness tones. The several of the key used by participants based on the situation happened in the dialogue.
- f. Instrumentalities of ethnography of communication in Jane Eyre movie (2011) is that all of the data use verbal communication because the data are the conversation based on the topic variation uttered by the participants orally. But some of the data use non-verbal communication such as singing, crying, piercing, etc that used to share some information to other participants.
- g. Norm of ethnography of communication in Jane Eyre movie (2011) is norm of tradition, religion or reliance, social, decent, and politeness. The contexts of norms are found in the dialogue by knowing the implicit utterance spoken by the participants. But some of data have no norm in implicit or explicit in the dialogue.
- h. Genre of ethnography of communication in Jane Eyre movie (2011) are conversation, expressing of refusal, debate, lecturing, announcement, introduce self, asking and giving help, command, interview, recount, notice, expressing gratitude, giving information, asking permission, asking apologize, statement, and prohibition. The genre of the dialogue is found in various of topic variations.

Some data has no complete the elements of ethnography of communication based on theory of SPEAKING by Dell Hymes. It can happened in the dialogue. The most unshowed elements in the dialogue are end and norms. Some dialogues has no end when the dialogue is happened unpredictable such as accident, talking something not important, etc. Then some dialogues has no norm because the speaker do not implicit the norm intentionally or not.

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