

A SOCIAL DIMENSIONS ANALYSIS OF LETTERS TO JULIET MOVIE SCRIPT

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Abstract

The objective of this study is to identify the social dimension of the movie script 'Letter to Juliet'. The object of this study is the dialogue of the characters on the movie script 'Letter to Juliet'. Source of the data used in this study is a document in the form of movie script. The researcher uses a qualitative type of research to conduct this study. The key instrument of this study is the researcher herself. The researcher uses descriptive qualitative research to explain each dialogue. The result of this study shows that the social dimensions, which are represented in the dialogue, are high solidarity, low solidarity, low status, high status, high formality, low formality, referential function and affective function. The students are suggested to learn the social value and social skill from movies they watch.

Key words: *Analysis, Social Dimension, Letters to Juliet, Movie Script*

A. Introduction

As a human being, the researcher wants to know about how the people communicate each other. The interpersonal communication builds a social relation. It is related to social dimensions that can help to develop social skills which will support people throughout their lives. Holmes (2001: 9) says that there are four different dimensions related to social factors. They are: A social distance scale concerned with participant relationships, a status scale concerned with participants relationships, a formality scale relating to the setting or type of interaction and two functional scales relating to the purposes or topic of interaction. By knowing these components of social factors, we understand about social dimension. By studying the social dimension in *Letters to Juliet* movie script, can assist teachers in educating students' character. As we know that many students are using words that are not appropriate to use when they are speaking to their teachers, parents, or the people they are supposed to respect. Dialogue in this movie gives an example of how to speak the proper word and be polite to the older ones.

B. Method

The researcher uses Descriptive Qualitative Research. The writer chooses appeal context to analyze, namely social dimension of *Letter to Juliet Movie Script*. The data of this study is the dialogue of the characters on the movie script '*Letter to Juliet*'. Source of the data used in this study is *Letter to Juliet movie script*. The researcher uses documentation as the technique of collecting data for conducting the research. According to Sugiyono (2012: 240), document is the note of event in the past. The way of analyzing data is by organizing the data into categories, explaining them into their unite, doing syntheses, arranging the pattern, choosing which one is important and will be studied and making conclusion so that it is easy to understand.

C. Findings and Discussion

In this part, the researcher wants to explain the research finding. The finding of the research is based on the statement of the problem which is written by the researcher before. The statement of the problem of this research is: "What are the social dimensions of the movie script '*Letter to Juliet*'?"

To answer that statement of the problem, the researcher is doing analysis about social dimensions that appear in *Letters to Juliet* movie script. The researcher draws table of social dimensions of the characters dialogue below to give depiction about the result of this research to the reader. The table shows some example of each social dimension that occurred in the characters dialogue.

Table 1. Example of Solidarity, Status, Formality, and Function

The social dimension characteristic		Example of the dialogue
Solidarity	High	Yeah. I know. I just. I was thinking I could try something new.
	Low	These are the secretaries of Juliet. We respond to the letters she receives from around the world.
Status	Low	Ladies , this is Sophia.
	High	An apology, dear , is when you look at someone straight in the eye with contrition and sincerity and actually say the words "I'm sorry".
Formality	High	I remember when he used to have that affect on me.
	Low	But? Who's gonna take the pictures?
Function	Referential	Alright, I think we get the picture.
	Affective	You're such a prude . And you're ageist .

From the table above, it could be described that there were dialogues in high solidarity, low solidarity, low status, high status, high formality, low formality, referential function and affective function. Dialogue that reflects high solidarity scale is "Yeah. I know. I just. I was thinking I could try something new." Dialogue that reflects low solidarity scale is "These are the secretaries of Juliet. We respond to the letters she receives from around the world." Dialogue that reflects low status scale is "Ladies, this is Sophia." Dialogue that reflects high status scale is "An apology, dear, is when you look at someone straight in the eye with contrition and sincerity and actually say the words "I'm sorry"." Dialogue that reflects high formality scale is "I remember when he used to have that affect on me." Dialogue that reflects low formality scale is "But? Who's gonna take the pictures?" Dialogue that reflects referential function scale is "Alright, I think we get the picture." Dialogue that reflects same status scale is "You're such a prude. And you're ageist."

Solidarity is related to formality. If the formality is low, so the solidarity is high. In other hand, if the formality high, the solidarity is low. Social status depends on a number of social factors such as social rank, wealth, age, gender, setting, topic, and so on; therefore, a person with higher social status had the choice of using formality or informality when addressing other persons of lower social status. The function or reason why people are

speaking is divided into two parts. First is referential function. It is showing information of the conversation. Second is affective function. It is showing the feeling of the speaker.

D. Conclusions And Suggestion

After analyzing the dialogues in the movie script 'Letter to Juliet', it can be concluded that social dimensions which are represented in the dialogues are high solidarity, low solidarity, low status, high status, high formality, low formality, referential function and affective function. The researcher suggests the teacher to use a proper movie to develop students' personal character. It helps their students to improve the social skill. For the student, they are suggested to learn the social value and social skill from movies they watch. For other researchers, this research may encourage them to conduct other studies related to sociolinguistic and movie script.

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