THE ANALYSIS OF SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN THE "WILD CHILD" MOVIE

BY LUCY DAIL

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department of Educational Faculty State Institute for Islamic Studies

BY
FITAKHUL MAWADDAIL
NIM 11310103

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
SALATIGA
2014
THE ANALYSIS OF SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN THE "WILD CHILD" MOVIE

BY LUCY DAHL

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department of Educational Faculty State Institute for Islamic Studies

BY

FITAKHUL MAWADDHII
NIM 11310103

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
SALATIGA
2014
DECLARATION

In the name of truth and responsibility, the writer makes a statement that the graduating paper has not substance, which ever written by other person or published. Wherever, this paper also has not content of one other mind, except the information that included into references as material reconciliation.

The writer is capable of accounting for this graduating paper if in the future this graduating paper is proved of containing other's idea, or in fact, the writer imitates the other's graduating paper. The declaration has made by the writer and the writer hopes this declaration can be understand.

Salatiga, August 21, 2014
The Writer,

FITAKHUL MAWADDAH
11510103
Salatiga, August 21, 2014

Hamung Triyuko, M. Hum, M. Ed
The Lecturer of English Department
State Institute for Islamic Studies Salatiga

ATTENTIVE COUNSELOR NOTES
Case: Fitrahul Mawaddah Graduating Paper

Dear
The Head of State Institute for Islamic Studies of Salatiga

Assalamu'alaikum Wr. Wh.

After reading and correcting Fitrahul Mawaddah graduating paper entitled **THE ANALYSIS OF SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN "WILD CHILD" MOVIE BY LUCY DAHL.** I have dedicated and would like to propose that if it could be accepted by education faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wh.

[Signature]

Consultant

Hamung Triyuko, M. Hum, M. Ed
19730815 199903 1 003
GRADUATING PAPER

THE ANALYSIS OF SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN THE "WILD CHILD" MOVIE

CREATED BY:
FIRAKHUL MAWADDHU
NIM: 11310103

Has been brought to the board of examiners of English and Education Department State Institute for Islamic Studies (STAIN) Salatiga on September, 2014 and hereby considered to completely fulfillment of the requirement for the degree of St. Kependidikan Islam.

Board of Examiners,

1. Head : Dr. Adang Kuswaya, M.Ag
2. Secretary : Sani Faruq Kalsib, S.Pd.I., M.A
3. 1st Examiner : Kuwendi, S.Pd., M.A
4. 2nd Examiner : Feizal Risdianto, S.S., M.Hum
5. 3rd Examiner : Hanung Triyono, M.Hum, M.Ed

Salatiga, March 2013
Head of STAIN Salatiga

Dr. Hafidzul Hidayati, M.Pd
NIP: 19670112 199203 1 003

iv
MOTTO

If we just try to be nice

Then the world would be a better place for us

(Jason Mruz)
DEDICATION

I dedicate this graduating paper to:

- My beloved parent, thanks for everything.
- My lovely brother (Rukhri), Old Sister (Mir), and young sister (Nunia), thanks a lot.
- My nephews (Fahi and Xholi), thanks for the smile and happiness for me
- My best friends “Uuyu Family” (mama Endhar Novita Sari, kak Siti Khotimah, ni Rina Susilowati). I love you all and may Allah bless all we do.
- My friends all members of (KKN group 13 Gajah), thanks for the experiences that we through together,
- For my Husband (Ada Sukriyanto), who make me understand about the essence of love, thank you so much.
- All my beloved people who cannot be mentioned one by one
ACKNOWLEDGMENT

All praise due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the writer can finish this graduating paper successfully. The incredible blessings make realize that nothing is difficult in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved Prophet Muhammad SAW who we hope his blessing in Judgment day.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and situations. Therefore, the writer would like to express the deepest gratitude to:

1. Dr. Rahmat Hariyadi, M.Pd., as the head of State Institute for Islamic Studies of Salatiga

2. Rt. Dewi Wahyu Mustikasari, M.Pd., as the head of English Department

3. Ruwandi, S.Pd., M.A., as my Academic Counselor

4. Hamidah Triyono, M.Hum., M.Ed., thanks for suggestion and guidance for this graduating paper from beginning until the end

5. All lecturers of English Department of STAIN Salatiga

6. My beloved people, thanks for all support

7. All of my friends who have helped me to finish this graduating paper

8. Those that cannot be mentioned one by one
Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salanga, August 28, 2014
The writer.

Fitakhirul Mawaddah
J1310103
ABSTRACT


Keywords: Sociolinguistic, Abusive Language

The aim of the study expounds the analysis of sociolinguistic aspect of abusive language in "Wild Child" movie, the researcher's problems of study are the forms of abusive language in "Wild Child" movie and the differences between American and British in using abusive language in "Wild Child" movie. The cultural analysis of speaker in using abusive language gives deeply information about sociolinguistic aspect in the "Wild Child" movie. It is a descriptive analysis research, the research object is taken from the dialogue of movie, the data source primary is "Wild Child" movie and the secondary are several reference. To collect the data, the writer does some steps are watching, finding, collecting, explaining, and drawing conclusion. In data analysis, the writer had found the form of abusive language in "Wild Child" movie by word and phrase. The writer finds five forms of abuse and explains the differences between American and British in using abusive language in "Wild Child" movie.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
</tbody>
</table>

## CHAPTER 1 INTRODUCTION

A. Background of the Study  ... 1
B. Problem of the Study      ... 4
C. Object of the Study       ... 4
D. Benefit of the Study      ... 4
E. Definition of the Keyterm  ... 5
F. Literary Review           ... 10
G. Research methodology      ... 16
H. Graduating Paper Outline  ... 17

## CHAPTER II THEORETICAL REVIEW OF ABUSIVE LANGUAGE

A. Language                     ... 19
B. Culture                     ... 24
CHAPTER III THE ANALYSIS OF INTRINSIC ELEMENTS

A. Face
B. Plot
C. Characterization
D. Setting
E. Moral Value

CHAPTER IV ANALYSIS AND DISCUSSION

A. Data Presentation
B. Analysis of Form
C. Analysis of Sociolinguistics Aspect
D. Cultural Analysis of Speaker

CHAPTER V CLOSURE

A. Conclusion
B. Suggestion

BIBLIOGRAPHY

APPENDIXES
CHAPTER 1
INTRODUCTION

A. Background of the Study

Language is one of the most important things that are possessed by human in the world. It can be in the form of sounds, motion, and other symbol that are understood by human. We need language to communicate with other people, to convey our mind or our opinion, to express our feeling and emotion, so we know that there are so many functions of language. Moreover the thing that we have to remember is that languages used by human ranges. In this regard, Chaer and Agustina (2004: 14) said as follows.

That diversity is one of the natures of language, although a language has the same pattern each other, however because a language used by heterogeneous speaker that is the background of sociality and different habit. So, the use of English language in London is not same as the English language used in Birmingham, Canada, Australia, as well as in America.

From that point, we are able to know that there is a close relationship between the human’s culture and their using language. The culture that I mean here is some results which human get during learning from their environment, for example from the society, school, family, and friends. In this case, Nabaham (1984: 9) said that culture is a system of rules of communication and interaction that allows a community happenings, main aimed, and preserved (Chaer and Agustina 2004: 164). Still culture is not only about communication, but also about habits, attitudes, thing, and so on. Therefore, Keentjarambic (1992) said that the
relationship between language and culture is subordinate, that where the language is under the scope of culture (Chua and Agustina 2004: 165)

For one of the functions of language is a means of communication and interaction are possessed by humans, so the language can be learned by combining a wide variety of disciplines. Associated with it, the researcher wants to examine the language by using the two disciplines, namely sociology and linguistics. Sociology is the study of the social aspects while linguistics is the study of the language along with its elements. As we already know, many other disciplines besides these two but the researcher is intends to examine the relationship between language and social aspects. So, the researcher decides to use sociolinguistics in this research. From the explanation above, we can conclude that similar to the statement Chua and Agustina (2004: 4) said that sociolinguistics is the branch of linguistics that is interdisciplinary in sociology, with the object of research is the relationship between language social factors within a speech community.

As we talk about language and speech community, of course it will lead us to think about the variations in the language used by the speakers. Language is something that is free or bound, have a variety of properties that are very active, so the language is always evolving to suit the environment and the time of the speaker. It also makes the language as a tool for expressing thoughts, emotions and feelings. Speakers will choose the right language or words to convey what can be understand correctly, in
this case, the feeling is conveyed not only the feelings of pleasure.
expressing feelings of sadness, upset, or angry, speakers will use abusive
language so as to feel relieved. But even so, the choice of words will is
influenced by social status, culture, and customs of the speaker. So there is
still a prevailing norm in the use of abusive language.

Additionally, for this study, researcher will take a film as
independent variable. The title of movie is Wild Child by Lucy Dahl, this
movie tells about a young rich girl's life who has name is Puppy Moore.
She is an American and has a best life, but there is a problem with her
fellowship. It causes her mother was gone when she was child. She always
gets everything what she wants and doing anything. Her father and little
sister are very sad about her habits and attitudes, so that her father decide
to send her to Abbey Mount School, England.

The researcher wants to analyze the language that is used by the
major character and some casts in that movie, especially the abusive
language that is used by them. Based on the explanation above, the
researcher gives a title of this study with “THE ANALYSIS OF
SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN THE
WILD CHILD MOVIE BY LUCY DAHL”.
B. Problem of the Study

Based on the explanation above, the problems of study are formulated as follows:

1. What are the forms of abusive language in the Wild Child movie?
2. What are the differences between American and British in using abusive language in the Wild Child movie?

C. Object of the Study

From the problem of study that the researcher arranged above, the objects of study are composed as follows:

1. To classify the forms of abusive language in the Wild Child movie by Lucy Dahl.
2. To find out the differences of British and Americans abusive language in the Wild Child movie by Lucy Dahl.

D. Benefit of the Study

From this research, the researcher expects to get many benefits that are useful. It has benefits theoretically and empirically:

1. Benefits of Theory
   a. This study will make us more knowledgeable about sociolinguistics, especially in terms of language variation.
   b. This study will make us more understand about abusive language that used by Americans and British people.
2. Benefits of Empiric

a. This study gives us a deep comprehension about the relation of language and culture.

b. This study makes us to more be patient while we received an abusive language from other people.

c. This study will give some little benefits to us, so we can socialize easier in the citizen.

d. The result of this study can be used by other researcher as the first reference.

E. Definition of the Key Term

1. Language

Language is a very complex thing and it cannot yet be fully accounted for by anyone within one wholly consistent and comprehensive theory (Condit 1973: 19). There are so many linguists who have different opinions about language. Language, as Bloomfield (1914) conceived it, is a set of signals, and the structure of the set can be studied by the linguist without commitment to any theory about what there is a signal or how it is possible for human beings to signal (Dinneen 1967: 244).

So language should not be bound by theory anyone, because it is something that continues to grow both individually and society. We can see that the language used in the past, not necessarily used in the present. On the other hand, the language continues transformed by
human world, especially teenagers. Language constantly changes, from increasing new words to the change in the meaning of a word that already exists. As was said by Corder (1973: 20), "language is a concrete object which can be handled physically like a tool.

Additionally, language has many functions for society. As we have discussed earlier, language is a tool, which is for humans, language is a tool to communicate with each other. According to Poedjosoedarmo (2003: 170), language has functions as follows:

- Language as a communication tool
- Language as a transmitter of politeness
- Language as a transmitter of respect
- Language as a self-recognition tool
- Language as the tool conveys a sense of solidarity
- Language as the support of the nation's independence
- Language as a means of expressing off steam
- Language as the nation's civilization visualization

2. Culture

Culture is a way of life of a group of people --the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next (Wikipedia).

So it could be said the culture is something that is earned or acquired by humans through a process of learning from its environment.
Someone will know how to dress, cook, read, write, search for food, work, sing and talk through learning from others.

Obviously, we know that society is very important for us. Association also has a very active role in the development of a language. Sometimes we can see a lot happening in the creation of a new word in the teenage society. It is often called the language of slang. So it cannot be denied that the association may also affect the use of abusive language within a community. As the basis of Halliday's model of language is the act of interaction between the subject (Child or Adult) and its environment. The environment is seen as social fabric where the individual is placed as a social being (Atkinson, Race & Kilby, 1982: 344).

3. Sociolinguistics

Sociolinguistics consists of two words, namely sociology and linguistic. Sociology is the study of the social aspects while linguistics is the study of the language along with its elements. Chafel and Agustina (2001: 1) said that sociolinguistics is the branch of linguistics that is interdisciplinary in sociology, with the object of research is the relationship between language, social factors, within a speech community.

In another word, sociolinguistics is a discipline which is a branch of linguistics. It learns about the relationship between language and society. Language as a communication tool and society is language
users that use it to express their thoughts, opinions, and feelings.

According to Holmes (1992: 1)

Sociolinguistics studies the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the way it is used to convey social meaning.

Sociolinguistics has so many functions for us to communicate with other people, it will give us guidance in communicating with the show discussed, language diversity, or what style of language should we use when we talk to certain people (Chao & Agustina 2004: 7).

4. Abusive Language

Abusive language is often associated with taboos, which is something that is forbidden to say. Associated with it, Wardhaugh (1992: 238) said as follows:

Taboo is one way in which a society expresses disapproval of certain kinds of behavior believed to be harmful to its members, either for supernatural reasons or because such behavior is held to violate a moral code. Consequently, so far as language is concerned, certain things are not be said or certain objects can be referred to only in certain circumstances.

Abusive language is a language used by a person in a situation when angry, upset, disappointed, and sad. Sometimes in speech, there is a difference of opinion which led to a quarrel. At that time, people will use swear words and rude. Maybe for a person who receives, it is a painful thing. However, for those who say, it is a tool to remove the inner emotions.
Hyrès (Rahardi, 2010: 33) suggests that there are eight components that impact upon code chosen in speaking. He calls it components of speech (setting, participants, ends, act sequences, keys, instrumentalities, norms, and genres). Although in communication generally, humans do interact with each other to build, develop, and devolve the culture, but sometimes people in quarrel that is caused by differential opinion. In that situation, the user of abusive language (crude words and ridicule) expressing all kinds of dislike, spite, and disappointed (Rahardi, 2006: 109).

Wijana & Rohmati (2006: 109) said that, for the people affected, utterances that use abusive language may be perceived as an emotional attack. But for those who say, expressions with invective is a tool of liberation from all forms and unpleasant heart's situations.

5. Movie

A film, also called a movie or motion picture, is a series of still images which, when shown on a screen, creates the illusion of moving images due to phi phenomenon. This optical illusion causes us to perceive continuous motion between separate objects viewed rapidly in succession (Wikipedia).

Fajarin said that in line with the development of science and technology the use of media, whether it is visual, audio, projected still, projected motion media and media can be carried out jointly and simultaneously through one tool called Multi Media. Example: today is
the use of a computer is not only projected motion media, but can draw on all types of media that are interactive. There are various types of learning media, including:

- Visual media: graphs, diagrams, charts, posters, cartoons, comics
- Audial media: radio, tape recorders, language laboratories, and the like
- Projected still media: slides, overhead projector (OHP), in focus and the like
- Projected motion media: movies, television, video (VCD, DVD, VTR), computers and the like.

F. Literature Review

1. The Description of Wild Child Movie

![Wild Child Movie Poster]

Director by: Nick Moore
Produced by: Tim Blevin
Eric Follner
Diana Phillips
Written by: Lucy Dahl
Starring: Emma Roberts
       Alex Pettyfer
       Natasha Richardson
       Lianne Cockroft
       Aidan Quinn
       Shirley Henderson
Music by: Michael Price
Cinematography: Chris Seager
Editing by: Simon Covens
Studio: Studio Canal
         Relativity Media
         Working Title Films
Distributed by: Universal Pictures
Release dates: August 15, 2008
Running times: 98 minutes
Country: United States
         United Kingdom
         France
Language: English
Budget: $20 million
Box Office: $21,972,336
2. The Biography of Author

Lucy Dahl is a British screenwriter and daughter of Welsh author Roald Dahl and American artist Patricia Neal. She wrote the screenplay for Wild Child and served as a consultant to Charlie and the Chocolate Factory, based on her father’s book of the same name. She is also a content contributor to the online food and wine magazine Taster Daily.

Lucy Dahl was born on August 4, 1965 in England as Lucy Neal Dahl. She is a writer, known for Wild Child (2008), Making ‘Wild Child’ (2008) and There is Something About....Dahl (2007). She has been married to John LaViolette since June 10, 2002. She was previously married to Michael Fairclote. She has two daughters with her ex-husband. She also has three younger sisters, they are Tessa Dahl, Theo Dahl and Ophelia Dahl. Her older sister, Olivia TWenty Dahl (b. April 20, 1955 - d. November 17, 1962), died from complications of the measles at the age of seven (before Lucy was born). Lucy has two daughters, Roald Dahl and Patricia Neal.

Lucy’s mother, artist Patricia Neal, was pregnant with her when she suffered a stroke in February 1965, and was in a coma for 21 days. Her father, author Roald Dahl, designed rehabilitation techniques for his wife, which restored her to full function. Lucy was born a healthy, normal baby.
3. The Synopsis of Wild Child Movie

Poppy Moore is a teenage girl who was 18 years old. She is an American girl who lives in Malibu, California with his sister (Molly) and father (Gerry). Her mother died when she was 12 years old in an accident. Poppy is growing up without a mother's love; it makes her behavior becoming unfocused and disorganized. She is always doing things that are contrary to her father as a protest at the loss of the mother. In the other side that, his father was a wealthy business man, so it made him not have the free time to give each other attention.

However the relationship between Poppy and her father was not good, she and Molly are very close, although Molly was unable to do anything when his older sister do things that are disliked his father. Poppy and Molly has a different character, Poppy who is cheerful, wasteful, sloppy, prom queen, wild, rebellious character opposite to his sister who is quiet, diligent, scramble, and obedient.

One day is the appointed day, his stepmother will move and stay with them. However when the goods are being sent down by the officer from the car, Poppy getting ready with her friends to scramble and get it for free. Suddenly, poppy ran and jumped into the sea with some her stepmother's clothes. It is a form of protest to his father because she did not allow him to marry again.

After knowing what had been doing by Poppy, Gerry was very angry and he decided to send her to one of the girls' school in England.
called Abbey Mount School. Abbey Mount is the most famous school in the United Kingdom and have very strict regulations. This school is located in a rural and isolated from city life.

Poppy was very shocked when knowing the condition of the school that she will enter, all made of brick, and that annoyed her is the rainfall in the UK is relatively very high. She was not ready to face it all, let alone away from America, as well as Gerry who reluctantly leaves his daughter, but it is also for the good of Poppy, namely that personality can change for the better.

The first day of Poppy until at the Abbey Mount School, many other students who saw her with wonder because of the way Poppy dressed very fancy, like other American girls. Poppy took a long time to adapt to the new environment and her roommates, but it turns out is exactly what makes Poppy trip turn into a more mature girl.

Poppy is like in the wrong place when she is in the girls’ boarding school, because according to Poppy, the students are old-fashioned and too many rules. Initially, she wanted to get out of there, especially there are also all the people do not like her. Poppy is also hostile to Harriet, student council president who self-power, but eventually, Poppy can be friends with her kind roommates. They even agreed to help Poppy for exclusion from school, so she can return to the United States.
Poppy thinks about a way that can make her expelled from school. Poppy should be a trouble-maker, and its peak is when she planned to kissing with Freddie, the principal child who was on vacation. Whereas Abbey Mount school prohibits the student courtship. According to her, it was an effective way for her to be brought promptly before the Honour Court and expelled, but in fact, Poppy falling in love with Freddie.

Harriet who also likes Freddie became furious and making plans that could make poppy expelled. She set fire to the kitchen and told me that the school is doing that is poppy. Poppy exposed to the highest court and virtually expelled. Now problems arise when an e-mail complaint ever send to tracked Poppy in Malibu spread at school. When she sent that e-mail Poppy still hates her roommates who are now a friend. All of a sudden away from Poppy, even Freddie is usually there to support the Poppy.

When the high court is underway, Harriet tried to drop the blame to Poppy, so he issued. However, in the middle of the session he said something wrong which shows that he who has done it, burn the school kitchen. It made everyone shocked and eventually Poppy is not expelled from school.

Initially, Poppy was eager to get out of that school, but eventually she realized that her place was at Abbey Mount, with her love and her best friends.
C. Research Methodology

The methodology arrangement of this research as follows:

1. Research Method

The researcher uses descriptive analysis method in this research, because that method is suitable to examine a literature like movie. The result of analysis can be explained clearly and specifically using that method. Descriptive analysis method is a method that is used to describe about the research result.

2. Time and Place of Study

This research will do at the library to get references of literary review. The researcher needs some theories to strengthen the object that is examined. The researcher has to compile it from printed book, e-book, journal, graduating paper, and so on. After that, the movie will be analyzed at home. In addition, the researcher conducted it in 3 months.

3. Technique of Collecting Data

The technique of collecting data that is used by the researcher is reading for understanding. Here, the researcher read the script of movie accurately to get a deep understanding about the point of the movie. This technique is very suitable to find out the data from a literature. Therefore, the researcher can get the completed data. According to the researcher, this technique is very compatible with descriptive analysis method.
4. Technique of Data Analysis

The steps that are used by the researcher are below:

1) The researcher looking for the script of Wild Child movie

2) The researcher pursue some theories from a book, journal, graduating paper, and etc

3) The researcher reads all of the script accurately to get a deep understanding

4) The researcher compiles the remarks that are identified the data of study

5) The researcher analyzes and give a description about the data

6) The researcher makes a conclusion from the result of data analysis

II. Graduating Paper Outline

This graduating paper consists of five chapters. Each chapter has different elements. The detail is as follow:

Chapter one tells about introduction. The writer explain about general background of the problem, problem of study, object of study, benefit of study, clarification of the key term, research method, and graduating paper outline. Chapter two describes about literary review of related information about Abusive Language. The writer use some books for make it be reference which will explain more about sociolinguistics aspect of abusive language. Chapter three discusses about the explanation of data analysis that will present clearly, systematically, and specifically. It
will give an image of the answer for some questions of this study. Chapter four presents Research Result and Discussion. It includes the analysis of the abusive language in the Wild Child movie. Chapter five consists of conclusion and recommendation. It contains all of data analysis and some suggestion of the problems that have discussed. The last part is bibliography and appendix.
BAB II

THEORETICAL REVIEW OF ABUSIVE LANGUAGE

A. Language

Language is something that cannot be explained definitely, because it relates with human's behavior in society and their communication. If there is a person who says that language is a communication tool with each other, it is true because one of the functions of language is as a communication tool. Corder (1973: 20) said as follows:

"Language is something we 'know'. We ask someone if he 'knows' French or German, or if he 'knows' some word or other. It is also something we 'do'. We write, read, and speak well or badly."

Based on the Corder's opinion above, we can know that language is anything we do in our communication, sometimes we write a letter and read a magazine or newspaper, it included communicate by use a language, so a language is not just limited on speaking, but also writing and reading. Chua (2003: 33-59) suggests that there are 12 characteristics of language as follows.

1. Language as a System

Language consists of some components that are composed based on particular pattern and construct a unity, it is not disordered. Like the example below:

- The cat sits on the table
- Sits cat on the table
As an English speaker, we will soon find out that the first sentence is a structure of the corresponding English sentences, while the second sentence is not a sentence in English because the structure does not fit the pattern.

2. **Language as a Symbol**

   Symbol is something that can represent an idea, mind, feeling, object, action and those are not conventional or immediately. Humans always use a symbol in their life, humans Cassier said that humans are symbolic creature (*animal symbolica*), because there are almost none activities that can escape without a symbol. Especially the language that used by them, the symbols of language are realized in a form of sound that consists of units of language, like a word or group of some words.

   As we learn about the symbol that formed a picture or color, we also need to learn about the symbol that formed a sound. For example, in English “the one of animal that has four legs and used as a transportation tool” is called a *horse*, in Javanese it is called *kuda*, in Indonesian it is called *kuda*, and in Netherlands it is called *paard*.

3. **Language is Sound**

   Language is a symbol system in the form of sound. According to Kridalaksana (1982: 27) *word* is an impression on the nerve center as a result of the vibrations of the ear drum are reacting to the changes in air pressure. Then the sound of the language are the sounds that
produced by the human vocal organs, but it does not mean that all of the sounds produced by the human organ called the sounds of language, such as yelling, sneezing, coughing, and so on.

4. Language is Meaningful

Language is a tangible symbol that symbolizes the sound of a concept, or an idea that be conveyed in the form of sound. It can be said that the language has a meaning unit tangible language morpheme, word, phrase, clause, sentence, and discourse. All of these units have meaning, so all speech has no meaning cannot be called a language.

5. Language is Arbitrary

Language called arbitrary because there is no obligatory relationship between the language symbol and the concept or the meaning that meant by these symbols. If there is a connection between the symbol and the thing it represents, then there will be no variation in the languages of the world, although there are variations of a language, there will not be too many differences between the languages that used by humans.

6. Language is Conventional

However, the language is arbitrary, but its use is conventional. That is, all members of the community adhere to the conventions of the language that a particular symbol used to represent the concept it represents. So that the arbitrary nature of the language contained in the symbol of the relationship between sound and concept for which it
stands, it contained in the adherence properties of conventional
speakers to use the symbol in accordance with the concept that it
represents.

7. Language is Productive

Language is said to be productive because although the elements of
the language is limited, but it can make the units of language with an
unlimited number, although in relative terms in accordance with the
system prevailing in that language.

8. Language is Unique

Every language has its own characteristics that are not possessed
by other languages so it makes each language is unique. If the
uniqueness occurs in the group of language, therefore do not referred
to as a unique, but it is referred to as a hallmark of clumps or groups
that language.

9. Language is Universal

Language is also universal. It means languages have common
characteristics that can be associated with the properties of other
languages. The most common feature of the language is the language
that has a sounding language consisting of vowels and consonants.

10. Language is Dynamic

Language is the one thing that cannot escape from human life,
because human beings are cultural. Even when dreaming, people still
use the language. In the other side, human's life is not static and is
always changing. It causes a language in change, so that called dynamic languages.

11. Language is Variety

If we want to understand the variations of the language, we need to consider three things:

a. Idiolect is a variation of a language that has individual properties.
   As we know that, each person has a characteristic in the language.

b. Dialect is a variation of the language used by a group of people in a particular place or time.

c. Peculiar is a variation of the language used in situations, circumstances, or specific purposes.

12. Language is Human

According to the research of linguists, language is only possessed by humans, because communication tools in animals is limited, cannot grow and productive.

Based on the explanation of characteristics above, we can conclude that the definition of language is very comprehensive and complex. Because the function of language is not just for communication, but also as a tool to express our feelings, our identity, and as a mirror of nation's civilization. Language as an identity, identity of a particular group is characterized by Dialect, which can identify where they came from. It can be seen from the way of pronunciation, word forms, the term is in use, a particular idiom, or talk strategy as a whole. Associated with it, language
can be the size of the civilization of a nation. It can be known through the vocabulary used. A developed nation will experience growth in the number or shape of the high word (Poesjoeedarma 2003: 187).

B. Culture

We often hear that the definition of culture is something that is already familiar and considered a habit by a group of people. Taylor said that culture has a very broad sense, includes knowledge, belief, art, morals, law, custom (habit), and other traits obtained from members of the community (Sulaiman 1995: 10).

Therefore, it means that all things derived from a community called culture. Like the Malinowski's concept, there are seven elements of culture in the world (Sulaiman 1995: 13) as follows:

1. Language

A symbol of sounds used by certain people to communicate in order to realize social interaction and determined by a collective agreement indirectly.

2. Technology system

The development of science and technology education in a community becomes a clear picture of the culture and we can use it to measure the civilization.

3. Livelihood system

The culture of a society can be seen from their livelihood systems, whether Farming, Fishermen, Merchants, and so on. It will affect the
development of their culture, for example, people whose livelihoods will trade more advanced than the Fishermen, because the level of social interaction of Merchants are more higher.

4. Social organization

The social organization are contained in a society can be very influential on the development of culture. It is because people are more easily share knowledge within an organization that is always force them to interact.

5. Knowledge system

A result that he obtained from an advanced culture is the high knowledge, which is owned by a community. A forward culture that will determine the shape of the education system and it is used by school.

6. Religious

A society can interpret the values and views of their own lives, while religion is part of the reality of everyday human expression. Religious content and provide direction to the development of media arts as a form of expression and creativity of the artists.

7. Art

The things that belong to the culture are activities with its products, also the values of a society. Some things such as philosophy, literature, and other arts are important aspects in an effort to get to know a culture (Yusuf 1991: 32).
Based on the elements above, we can know that there are so many things that can be gathered from society, especially the language that we used. The environment can influence our development of language. The result is not surprising that everyone can learn many kinds of language.

Culture also has a system, which can be understood as an idea or notion of people who live together and form a community group. The system serves to organize human actions and it has ten characteristics (Sulaeman 1995: 15) as follows.

1. Function
2. Unit
3. Boundary
4. Structure
5. Environment
6. Relation
7. Process
8. Input
9. Output
10. Exchange

All of the characteristics of the system above should complement each other simultaneously to perform a purpose. Culture is a system of ideas or the idea of people who live together in a society.
C. Sociolinguistics

1. The Definition of Sociolinguistics

According to Hickerson (1980: 81):

Sociolinguistics is a developing subfield of linguistics, which takes speech variation as its focus, viewing variation in its social context. Sociolinguistics is concerned with the correlation between, social factors and linguistic variation (Chae and Agusina 2004: 4).

Associated with it, Sociolinguistics is the study of the relationship and the influence of environmental factors and the society towards the language they use. Fishman said that sociolinguistic study is qualitative, so Sociolinguistics more in touch with details for the actual use of language, such as the description of the patterns of use of language (dialect) in a particular culture, use of language choice, subject, and background conversations (Chae and Agusina 2004: 5).

In addition to this term Sociolinguistics, there are also linguists who use the term Sociology of Language. Many people who think that the two terms have the same intent, but many also assume that they are different. Nababan (1984: 3) said that Sociolinguistic research is coming from the field of linguistics, while the Sociology of Language is the study coming from the field of sociology (Chae and Agusina 2004: 4).

2. Sociolinguistics Issues

In the book that is written by Dillmar, they write about the result of the first Sociolinguistics Conference in California that decided there
are seventh Socio-linguistics issues as follows (Chafe and Armutcu 2004: 5).

a. The social identity of speaker

The social identity of speaker can be known from the question what and who is that speaker, and how the relationship between the speaker and the interlocutors. For examples: teacher, parents, students, etc.

b. The social identity of interlocutor

The social identity of interlocutor can be known from measure the social identity of speaker. For examples: governor, teacher, students, etc.

c. The social environment

Social environment where the conversation event occurs can be in the living room in a family, in the mosque, on the football field, in the library, or on the side of the road, where conversation event occurs can affect the choice and style in the speaking.

d. Diachronic and synchronic analysis of social dialects

Diachronic and synchronic analysis can be shaped description of the patterns of social dialects used by the conversation that applies to a particular period or prevailing at the time is not limited. Social dialect speakers wear according to their position as members of certain social classes in society,
4. The social judgment

Each speaker using behavior of speech, will adjust its shape according to their social class.

5. Level of range of linguistic variation

Heterogeneous speech community members, its cause there are a variety of social and political functions of the nation, and there are degrees of perfection of code. then people call the language as a communication tool to be very varied and each has a function.

6. Practical application of sociolinguistic research

Practical application of sociolinguistic research is the topic to discuss the usefulness of sociolinguistic research to solve practical problems in the community. For examples are problems of language teaching, language standardization, translation, overcoming social conflict as an effect of language conflicts, and so on.

3. Language in Sociolinguistics

Since the first many researchers who study the function of language, and until now many people who argue that the function of language is a tool to communicate to others in a society. Language is a tool to convey feelings, ideas, ideas, thoughts, and concepts, but according to Chaer and Bustina (2002: 15), language functions in sociolinguistics not only limited as a means of communication. Because as pointed out by Fishman that something which a problem,
sociolinguistics is "who speak what language to whom, when and to what end", so that the functions of the language should be viewed in terms of the speaker, the listener, topics, codes, and the message contained in the talk.

4. Language and Culture

In the Chace and Agustina’s book, there is an explanation according to Nababan about culture (1984), there are four definitions of culture as follows:

a. Definition that based on culture as a controller and binding society

b. Definition that based on culture as the things that are got by human from learn and education (murna).

c. Definition that based on culture as the behavior and attitude of human

d. Definition that based on culture as a communication system used by society to get cooperation, unity, and the survival of human society

Associated with the definition above, Goodenough & Chace and Agustina 2004: 164) writes:

Culture, consists of standards for deciding what is, standards for deciding what can be, standards for deciding how one feels about it, standards for deciding what to do about it, and standards for deciding to go doing it.

Kemptjaringnir suggest that language is a part of culture, in the other word the relation between language and culture is subordinated, where language under the scope of culture. Language only owned by a
D. Swearing Language

1. The Definition of Swearing Language

According to Najini, Swearing Language is the language that often heard and spoken spontaneously. Usually, they are intended to express when people feel so angry, depressed, joking, hateful, frustrated, disappointed, surprised, or excited. It has the most common seventh functions as follow:

a. Expressing anger
b. Expressing amusement
c. Expressing annoyance
d. Expressing intimacy
e. Expressing insult
f. Expressing disappointment
g. Expressing regret

So swearing language is a variation of the language used by a person to convey the variety of their feelings and can be used in different contexts. Swearing language can be shaped abusive language, taboo language and slang.

According to the opinion from the anonymous journal:

Swearing Words is the bad or dirty words used by someone or person who has a wrong emotion or attitudes in order to curse, to insult or to mock, to offend someone or something, which cannot be accepted socially and be interpreted literally (Hughes 1991)
Meanwhile, Anderson (in Karjakinir, 2002) gave another opinion about swearing. He breaks the swearing into several categories. They are (a) sexual organs, sexual relations, (b) religion, church, (c) excrement, (d) death, (e) the physically or mentally disabled, (f) prostitution, (g) narcotics and crime.

2. The Types of Swearing Language

   Based on the anonymous journal, Steven Pinker in his book titled The Stuff of Thought (2007) breaks profanity down into five types:
   a. Dysphemistic swearing is one type of swearing that is an exact opposite of euphemism.
   b. Abusive swearing is one type of swearing used for abusing or intimidating or insulting others.
   c. Idiomatic swearing is one type of swearing used for swearing without really referring to the problem.
   d. Emphatic swearing is a type of swearing that has a function to emphasize something with swearing.
   e. Charismatic swearing, it is a type of swearing used when something bad or unwanted condition happens such as eating spilling, hitting another ear, etc, for the speaker.

3. Verbal Abuse

   According to Anderson, she said that verbal abuse is often more difficult to see since there are rarely any visible scars unless physical abuse has taken place. However, it is often less visible simply because
the abuse may always take place in private. The victim of verbal abuse lives in a gradually more confusing realm. In public, the victim is with one person. While in private, the abuser may become a completely different person. There are characters of verbal abuse:

a. Verbal abuse is hurtful and usually attacks the nature and abilities of the partner.

b. Verbal abuse may be overt (through angry outbursts and name-calling) or covert (involving very subtle comments, even something that approaches brainwashing).

c. Verbal abuse is manipulative and controlling.

d. Verbal abuse is malicious.

e. Verbal abuse is unpredictable.

f. Verbal abuse is not a side issue.

g. Verbal abuse expresses a double message.

h. Verbal abuse usually escalates, increasing in intensity, frequency, and variety.

E. Abusive Language

1. The Definition of Abusive Language

Abusive language is often associated with the swearing and taboo language, a language which negatively impressed by the prevailing social values in the society, because of its rough form of the word. So, its use is rare, this language is only used by people who are in a particular social class. Actually abusive language also includes
language variation, which serves as a means to express feelings. Krisdiana (2013: 1) said as follow:

Abusive language was a dirty language that are used to insult, mocking, to shows annoyance and to express angry feeling to humorously between friend and it was part of language variety.

From the statement above, we know that each person ever used an abusive word, but there are differences in word choice between people of high and low social class. According to Krisdiana (2013: 2):

Abusive language was part of language variation, it includes colloquial variation (in formal language).... Nowadays, many people likes watch film, in the film we often find a dirty language such as abusive language.

According to Wijana and Rohiradi (2006: 116) "Abuse words have a central position in the activities to communicate verbally as a means to carry on the function of emotive language (to express feelings)".

Here the kinds of Abusive language by Meenery theory (Krisdiana 2013: 4):

a. Animal terms of abuse
b. Sexist terms of abuse
c. Racist terms of abuse
d. Homophobic terms of abuse
e. Intellect based terms of abuse

2. The Examples of abusive Language

Below are some examples of abusive language:

a. Shit:
b. Stupid
c. Mean

d. Horse face

e. Loser

f. Crazy

F. The Wild Child Movie

*Wild Child* is a 2008 British-French-American teen romantic comedy-drama film starring Emma Roberts, Alex Pettyfer and Natasha Richardson. Wild Child is Richardson's last film appearance. This movie was first published on August 15th, 2008 in the United Kingdom. The movie was directed by Nick Mauce and the screenplay was written by Lucy Dahl.

*Wild Child* movie tells about the story of the world of a teenage girl, living in luxury, she named Poppy Moore. She is an American girl who lives in Malibu, California with his sister and father (Gerry). Her mother died when she was 12 years old in an accident. Poppy is growing up without a mother's love, it makes her behavior becoming uncontrolled and disorganized. She is always doing things that are contrary to her father as a protest at the loss of the mother. In the other side that, his father was a wealthy businessman, so it made him not have the free time to give each other attention.

Therefore his father could no longer cope with the Poppy's attitude, he decided to send his daughter to school in England, where his wife even went as school there as well. This time is where the metamorphosis story
of Poppy Moore begins, who initially she was a wayward girl, spoiled, and the queen of the party into a sweet girl who is polite and happy, it is caused she was friends with the girls who are innocent and the English kind.

The spoilt brat in question is 16 year old Poppy (Fannie Roberts) who is uprooted from her pampered, shallow LA life by her despairing father (Aidan Quinn) and shipped off to the foreign world of early curfews, stern matrons, mandatory lacrosse, endless rain and various other English stereotypes under the watchful eye of headmistress Natasha Richardson. From Poppy’s story, we can learn about the abusive language used by the Americans and British.

There are many abusive words that use, either to express feelings of annoyance, ridicule, or joking. This movie has an energy and honesty about it; it is lively, funny and smart and the characters are appealing.
BAB III

THE ANALYSIS OF INTRINSIC ELEMENTS

A. Theme

The theme of this movie is the world of teenage girl with its complex problem. It is the transition from the age of children toward adults but it is resolved well. It consists of a story about friendship, love, defiance, and betrayal, the friendship story between the five main characters (Poppy, Kate, Drippy, Kiki, and Josie). It can be seen in this dialogue:

_Drippy_: Shut up and listen.

"I think, deep breath, I kind of love them like proper friends I've known forever. "They've made me say words like "horridious" and "nerbed." "Which is sort of wicked, and I'd probably hate them if I wasn't one of them. "But I like that I am now one of them."

Apart from some atrocious spelling mistakes, it's all a bit more lush, don't you think?

Kate: And now she's going to get thrown out.

The dialogue above show about the friendship of team, and the complex problem can be seen in the Poppy's saying below:

_Poppy_: Thank you, Mrs Kingsley. I won't insult everybody by trying to defend myself or my actions. So, I think it's safe to say that I've really messed up. And I apologise profusely. But I'm also so grateful to you all, I tried really hard to get out of this school, and only now do I realise just how much I want to stay. I've learnt so much being here. Believe with all of you. And in some ways being with my mum, who I found out was actually a student here. I've had a hole in my heart for five years, and somehow being here, it slowly started to heal. I knew I may have looked like a California girl, but in my heart I've discovered that I really am an Abbey Mount girl.
B. Plot.

The story line is often called the plot. It is a series of events that connects a story. The events in the story are not only in the form of physical actions, but also non-physical. Physical actions, such as speech, gestures, while the non-physical actions, such as attitude, personality, and the way of thinking.

In addition, the plot of the *Wild Child* movie is Linear, the story continues from the start to the end of the story. In this movie, we can understand what the main topic in the movie because the scenes run continuously. The plot of the *Wild Child* movie is as follow:

- **Exposition**

  This movie tells the story of the complex problems of a teenage girl. Poppy Moore is the daughter of a man who is successful in business. Her mother had died when she was 12 years old. It all makes her personality does not match the growth expected. She became rebellious teen and wild partying. Her father decided to send her to one of the girls' boarding school in England. The school called Abbey Mount where his wife even school. He hopes that his daughter can change her attitude.

- **Rising Action**

  Poppy had to be obedient to her father. She was willing to go to England. However, after seeing the condition of Abbey Mount and
students studying there, she was not able to stay too long. Poppy plans to find a way to make her expelled from the school.

Poppy met Kate, Kiki, Jovie, and Drippi whom initially did not like each other and want to help Poppy can be expelled from the school, but over time, they became close friends. Poppy also met Harriet who already hated her from the beginning, what else after knowing that Freddie (the person preferred by Harriet) fell in love with Poppy.

- Climax

While all is almost running normally, suddenly appear some problems. Harriet disseminates the emails in the name of Poppy, the emails that contain insults sentences for her best friend and Freddie. It is the cause of misunderstanding between them. Poppy shunned and isolated.

At the deteriorating situation, Poppy knowing that her boyfriend was having an affair with her own close friends. It makes Poppy getting sad. Not only that, an accident occurred. A fire in the kitchen school and there found a Poppy’s matchbox. Freddie accuses her as arsonists.

- Fallout Action

Poppy has to face the honor-court because she was suspected arsonists. At the time of the trial is in progress, Harriet tried to discredit Poppy. However, when she was busy talking slander,
suddenly she said something suspicious inadvertently. She talked about the Poppy's matchbox that found in the kitchen after the fire, the reality is no one knows about the invention of matches except Poppy, Freddie and Mrs. Kingsley. Automatically, it makes everyone suspicious, and finally Harriet admitted that she had burned the school kitchen. Poppy realizes that actually she started to like living in the Abbey Mount, with good friends. Especially, she was the same school with her mother. It makes a wound in her heart began to heal.

Resolution

Finally, Poppy is not out of the school. She is happy to stay at the Abbey Mount. In fact, she managed to bring her school's lacrosse team take 1st place. It makes the whole school community is very proud. Poppy is a girl who originally spoiled, sloppy, and dissidents, being a girl is sweet, kind, independent, and cheerful.

C. Characterization

Judging from the character described in the story, we identify the protagonist, the antagonist and the tetagonist character:

1. The Protagonist Character

The protagonist is the main character that is an important figure at the center of the play's action and meaning. Generally, it is introduced to the audience very early. This kind of character that the author expects a good figure and positive character, as generous, honest, humble, decent, ingenious, clever, independent, and loyal friend (
Diyanni 2004: 92). In their life, few people who have good character entirely. In addition to goodness, people have weaknesses. Therefore, there is also the protagonist character that represents two sides of different personalities. For example, there are characters that have a profession as a thief. He was evil, but he was so dear to his wife and children so that the child and his wife so dear to him. In the Wild Child movie, they are as follow.

1.1 Poppy Moore

Poppy described as a child born to a rich family, so she became a teenage girl who spoiled and wild, but she’s also smart and agile girl. Because the loss of her mother, she became unruly girl and it is a form of protest against his father. Poppy is a beautiful girl, modern rich girl who can get anything she wishes. So do not be surprised if it all makes her friends jealous, although actually she is a kind person, faithful, and a lover. We can know the Poppy’s characterization through the following dialogues.

   That is the final straw. Poppy: You are going to England.
   Poppy : Let’s go. - Yawn. The boarding school threat again.
   Gerry : I don’t even recognise you anymore. All this is too stupid right now.
   Poppy : So what? Big deal!

4. Poppy : Well, at least they speak American there, right?
   Molly : But who’s going to cut the crusts off our sandwiches?
   Poppy : You’re going to be fine, Molly. I promise.
† **Kate:** Just put it away before Matron catches you. Your trunk.

**Poppy:** Hasn't been delivered yet

_(POPPY EXCLAIMS)_

*No. No, no, no. Not the new season Gucci. No. The Clarks. No!*

*This is all only hand-washable. This is ridiculous.*


**Kate:** You know, in the UK we have this amazing thing. It's called a tap.

† **Poppy:** Dear Ruby, oh my God. Two weeks in this place and I'm going out of my mind. These girls are all ugly losers who think a mani-pedi is some kind of Latin greeting.

---

**1.3 Freddie Kingsley**

In the *Wild Child* movie, Freddie is the principal's son and a person who falls in love with Poppy. They relate closely, the collaboration of Poppy and Freddie character is very much.

Freddie is a man who was a quiet, not reckless, obedient, smart, and handsome. We can get a description from those following dialogues:

1. **Freddie**

   _Just English._

   *And I am sober and sensible, and you, my sweet friend are overwrought and concussed, I go back to school tomorrow, but I'll be back on the 18th. How about I see you then?*_

   — _Okay. — I'll make a deal. No more head-fiery behaviour. I sense it might be your forte._

2. **Poppy**

   _I won't fry your head if you don't punct my heart._ — _Deal._

4. **Poppy**

   _And so I threw the whole lot over the cliff._

   _My dad went mental, as Drippy would say._

   _Drippy says I was crazy, but Kate said she would have done exactly the same in my_
position. Sorry, chattering away like this. Feel free to shut me up.

Freddie: Well, remind me never to get on your bad side. But the thing is, I'm pretty sure you don't have one.

1.3 Jennifer Logan (Drippy)

In this film, Drippy is described as the one of Poppy's best friends in the Abbey Mount. Drippy, even though she is a girl who is messy, a bit stupid and narrow-minded but she was a loyal friend. Drippy is an English girl, very innocent. She has curly and blonde hair. Although she is beautiful, her hobby is eating and indifferent about appearances. Her characterization can we see from the dialogue as follow:

↓ Kate: Why did you order the Crème Eggs, you idiot?
Justie: Why did you only get two, Drippy? Now, we've got to quarrel them.
Kate: He believed us till then.
Drippy: Oh, yeah, right.
Maybe if you hadn't asked me what Keith's report was about, Where's Poppy?

↓ Drippy: I want something that says, "Elegant."
"but at the same time incredibly slutty and available." In fact, I'm not that bothered about elegant.

1.4 Kate:

Kate is a beautiful girl that kind. She is one of popular students in Abbey Mount School. She included the four best friends of Poppy. They meet in the first day when new semester will begins. Firstly, Poppy does not like Kate, because her opinion is all of the
students of the school who not fashionable but they place in the
same room, and Kate available to help Poppy to get out from the
school. Kate is a diligent, smart, discipline, and patient girl.

The following is a dialogue that shows about Kate's
characterization.

↓ Kate : Watch it. Wee Willie Winkie,
you'll set us all alight.
Now, I've had a word with the girls. True, some of
them took a little more convincing than others. But
it's decided. We're going to help you. We're your
very own crack unit. Operation Freedom. Kiki,
please explain.

Kiki : Right. We'll commence with an entry-level basic
favourite. Just to get warmed up.

↓ GIRLS: Hi, Kate. Hi, how are you? Hi, Kate! Hello.
Poppy : What are you, like, princess or something?
Josie : Kate's got a terrible affliction.
You're actually lucky that you don't have it.
It's called popularity.

1.5 Josie

This girl is a little like a boy, she is one of Poppy's best friend.

With her straight and black hair, always looks very beautiful. She
is an agile girl, smart, and kind.

↓ Josie : Kiki, you're actually making something quite
exciting sound like physics homework
(GIRLS GIGGLING)
Basically, we're going into town, and we're going to
get some killer outfits.

↓ Josie : Poppy, roll over it and pick it up!
Poppy : Yeah! You go, girlfriend. You kick that bitch. You
see the goal, Josie. Focus, focus. Do you see the
goal?
1.6 Kiki:

A girl who likes Mathematics, she named Kiki. She is very smart in study course. This beautiful girl is most discipline in Poppy's bedroom. We can see her description through the following dialogues:

1. **Kate**: This mission needs to be planned precisely.
   
   Kiki: Okay.


3. **Kiki**: Come on now, girls. This is a serious mission. Get a move on. Now, Poppy, how about something like this? Fifty pieces.

   Poppy: It looks like someone died in it. I'd rather say the Yorkshire Terrier freak.

2. The Antagonist Character

   Antagonist character is a character or force against the protagonist struggles. This character is usually portrayed as a bad character and a negative character, as vindictive, deceitful, lies, justifies any means, pride, envy, love to show off, and ambitious (Diyanni 2004: 922). In the Wild Child movie, they are as follow:

2.1 Harriet Bentley

   Harriet is the main antagonist in this movie. She always oppose everything about Poppy. She is an ambitious girl. She does anything to get attention from Freddie. This movie tells about love story between Harriet, Poppy, and Freddie. Harriet is tall, smug, hot-headed, and has blonde hair. The description of her characterization situated in this dialogue.
1. Harriet
   : Harriet, Head Girl.
   You shake the hand of the Head Girl out of respect.

   Poppy
   : When the Head Girl has earned my respect, then I'll shake her hand, bitch.

   Harriet
   : I'm sorry?

   Poppy
   : Apology accepted.

   Harriet
   : Shamingly horridious ego desperately seeks a good bashing. Can we oblige? I think so.

2.2 Roddy

   Roddy is Poppy's boyfriend in Malibu, California. When Poppy must go to England, she hopes that Roddy can keep his faithfulness for her but in the fact he is deceptive with Poppy's friend. It makes Poppy so very sad and disappointed.

   - Poppy : Hi, Ruby. I miss you. I'm going to escape, though.
     I promise you. You have no idea what it's like here.
   Ruby : Hey! Who is she? Zero lip gloss upkeep, and what's with the sweaters from Target?
   Poppy : I wish you could come and rescue me.
   Ruby : She is such a romantic, Roddy.
   Poppy : Take care of Roddy for me.
   (PHONE BEEPS)
   Roddy : You already have. Let's hit the pool.

2.3 Marion

   Marion is a woman who has a small and egotistic body. She was a staff member at the Abbey Mount School. It fits with her grumpy nature, assertive, and disciplinarian.

4. Poppy : If she give a shit, I'll be gone by then.
   Marion: Language!
   Two Sundays detention. For the whole dorm.
   (GIRLS SIGH)
   Poppy : I'll deal with this. Look, hey, Hey.
Here's a Ben Franklin. Why don't you go out and buy yourself... Well, anything. Whatever you get will be a serious improvement.

**Matron:** Three Sundays. For everyone.

2.4 Ruby

Ruby is a friend of Poppy in McIlhu, a friend who could bet my her friend. Ruby has an affair with Poppy's boyfriend. She exists on the body of a plump, sassy, and straight hair.

<table>
<thead>
<tr>
<th>Poppy</th>
<th>Rubes, I just need some advice. Something really bad has happened.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruby</td>
<td>Comp. Fashion emergency. Got to go. See you soon as I love you.</td>
</tr>
<tr>
<td>Poppy</td>
<td>Love you more.</td>
</tr>
<tr>
<td>Ruby</td>
<td>Sorry, Roddy. Couldn't get rid of her. What was I saying? Roddy? Babe?</td>
</tr>
<tr>
<td>Poppy</td>
<td>No, Ruby. Still me. Babe.</td>
</tr>
</tbody>
</table>

3. **The Tetragonist Character**

The Tetragonist or Neutral Character is an additional character that serves as a complement to a story his way, both for the protagonist or antagonist character. In the Wild Child movie, they are as follow:

3.1 Mrs. Kingsley

She is the principal of Abbey Mount School that is located in an isolated village in England. Poppy's father sent her to that school because he has unable to control her attitude. Mrs. Kingsley is an adult woman who is beautiful, wise, emphatic, kind, and patient in face each her student's annoyance. We can see on this dialogue:

<table>
<thead>
<tr>
<th>Mrs. Kingsley</th>
<th>What do you want to get out of this school,</th>
</tr>
</thead>
</table>

47
Poppy?

Mrs. Kingsley: You know, this school has produced absolutely nobody of note. Our leading light was the girl who was Princess Diana's first doctor. So, if your aim is to make the pages of Us Weekly, then this isn't the place for you. What we do produce are smart, independent, free-thinking, good-hearted girls who remain friends for life. The kind of girl that, behind all your wisecracks, I know you are. Run along now. I must get on. My in-tray is piling up.

3.2 Gerry Moore

Gerry Moore is the Poppy's father. He is a successful businessman in Malint. He is also a handsome man, but he lost his wife (Poppy's mother) in a deadly accident. Since then, the relationship between Gerry and Poppy becomes less harmonious. Gerry, a loving father, he was very sad and had to send Poppy to England. From it, can be known that Gerry was a kind father, wise, firm, and patient. We can know about her characterization from this dialogue:

- **Gerry**: I'll call you tomorrow morning, as soon as I'm back in LA.

- **Poppy**: I hope your flight gets seriously delayed.

  (CHUCKLE)

  And I hope your luggage ends up in Kazakhstan.

- **Gerry**: I'll come back for you at the end of the semester, all right?

  Sweetheart, you know I love you.
3.3 Molly Moore

As a Poppy's little sister, Molly plays just for few minutes but it is enough to measure about her character. She is a girl who is very loves her old sister, Poppy. A cute that obedient person and always has role as a mother for Poppy. In addition for the Molly's characterization, the dialogue as follow:

**Poppy**: Earth calling sisterling. Have you forgotten today's the day Rosemary moves in?

**Molly**: Like you'd let me forget? Please tell me you're not going to do anything crazy.

**Poppy**: Look, you know I love you, Mallister but there are some things you're just way too young to understand I know what I'm doing, though, okay?

**Molly**: Trust me. Poppy!

3.4 Mr. Christopher

He is a man who boned fat, funny, and kind. He is a barber who changed Poppy, who initially blond girl and modern, into a black-haired girl as an English people.

**Mr. Christ**: I think he's down, the Penny Black. Yes, dated pre-war.

**Kate**: Really stupid ones.

**Mr. Christ**: Oh, my God. It's Tom Cruise.

**Drippy**: Would you like to say that any louder? I need your help.

**Mr. Christ**: And I need a bad, nice and a night with Michael Buble, but we don't always get what we want. Truth, attend to the dreams. Yorkie fan. It's a nice dog. Yorkie. I used to have one once. Woe Phillippe. Got scavaged to death by a beader. Aren't you the souffle that didn't arise.
3.5 Miss Rees- Withers (Sara)

Miss Rees is a sport teacher. Miss Rees is a tall woman and not easily upset, but she is a pessimist.

- Sara : Well, super, super effort. We may not win the championships, but we'll win a lot of friends. yeah?
- Poppy : So bloody English
- Harriet: Really. And you could do better?
- Poppy : laugh it up, but I could whip all of your asses blindfolded.

3.6 Mr. Mellist

He is a language teacher at the Abbey Mount School, he is often ignorant by his students as not limit. A man of who has a short stature, distended, and funny. He is liked sports teacher, Miss Rees- Withers.

- Mr. Mellist : Hello, hello. Name's Mellist Roger Mellist Licence to dejay.
- Sara : Gosh, you look like James Bond.
  I thought you might like a fruit punch.
- Mr. Mellist : Oh, I'll have it shaken and not stirred.

D. Setting

Setting also called the background of story. This includes three dimensional setting:

1. Place

It is the scene of the story in the drama. Setting place cannot be stand lonely. This scene related to the setting time and space. In this movie, there are some places.
1.1 Malibu

There is a scene in Malibu, California. It is happen when Poppy does something that affects her father so angry. Poppy and her friends play the stuffs that are owned by her stepmother. It makes her father decide to send her to England. It is contained in the following dialogue:

**Poppy**  
*Welcome to Malibu, bitches!

**GERRY**  
*Excuse me, excuse me. Get up here right now. Get up here! Please, go home. Home, home.

**GIRL 1**  
: So uncool. **BOY 1:** Easy, pops.

**GERRY**  
: Go on. Oui, oui. **BOY 2:** Yo, Dad.

**GIRL 2**  
: Loser.

**Gerry**  

*That is the final straw. Poppy. You are going to England.*

1.2 Abbey Mount School

There are many scenes and taken in the Abbey Mount School, because the primary setting is that school. It is a place where Poppy met: Kate, Kiki, Josee, Drippy, Freddie, Mrs. Kingsley in the first time. We can see in the following dialogue:

**Mrs. Kingsley**  
*Hello, Poppy. Welcome to Abbey Mount. I'm Mrs. Kingsley, your headmistress.

**Poppy**  
: Look, I understand you're just...

**Mrs. Kingsley**  
: Oh oh, oh oh.

*Lessons number one, Poppy. To me negotiation is like a nightclub. Not something I tend to enter into. Now come along.*

1.3 Clothing Store

Abbey Mount School has a habit of conducting a dance-party once a year. In order that the students are allowed to shop for the
things needed to come to the party. Poppy and her friend go to a store to buy a dress. In that place, there is one scene that can be seen in the following dialogue:

**Kate**

* We're not going to be doing the research. This is a charity shop. The money goes to charity.

**Poppy**

* Oh, I just had a heart palpitation. You guys are so adorable, but we need to look really hot for the vocal. So let's go hit Oxford Street.

**Kiki**

* I take it you flunked geography, too. Oxford Street is in London, my friend. This is your lot.

1.4 Salon

After successfully getting the appropriate clothes, Poppy intends to replace her haircut. Poppy wanted to make this dance as a 20th. So get Freddie, so he should be grooming as beautiful as possible. And there is a following dialogue:

**Poppy**

* Tell me about it. Okay, I need these extensions taken out, seriously deep conditioning. I'm thinking side bangs with some buttery highlights and maybe a few honey tones.

**Mr. Christ**


1.5 Party room

There is a dialogue between Poppy, Harriet, and Freddie, that shows they were in the party room. The dialogue as follow:

**Poppy**

* Hi

**Freddie**

* Hello, trouble. I like your hair.

**Harriet**

* What are you doing? This is a themed costume party not a dwarf preachers' convention.
Poppy: I'm so sorry I must say that you look incredible. You make an excellent Shrek. This is my favourite scene. Come on.

1.6 Restaurant

Poppy and Freddie go out on holidays, and it was their date for the first time. They go to the beach and talk at length about the life of Poppy. After that, they stopped at a restaurant for dinner. Their dialogue like this.

Poppy: Bread and fries, that's my norm.
Freddie: If I affect your life in no other way, then allow me this honour, the humble chip butty. Here we go.

2. Time

This setting is the time, date or period of the history of the story in the drama. Setting time can occur on the time of day, morning, afternoon, or evening.

1.1 Morning

Below is a dialogue in the morning, when the abbey school students were having breakfast together.

WAITRESS: Here you go.
Poppy: I can't eat this.
Drippy: Anaestin or bulimia?
Because if it's bulimia we'd rather you didn't eat other people's birthday cake on their birthdays. It's such a waste.
Poppy: Actually, I'm a vegetarian. Monday through Wednesday, frutarian Thursday through Sunday and vegetarian always.
(Prayer) For what we are about to receive...
1.2 Night

There is an accident scene in the night, when a fire broke out in the school kitchen. Poppy tries to awaken other students. In addition the dialogue as follow:

**Poppy** : Fire! Fire, everyone get up!

**MRS. KINGSLEY** : Come on, darling, get up, it's a fire, it's not a drill.

3. Situation

This setting is the atmosphere when an event happens or a scene. Among them are tense, excited, happy, sad, and so on.

1.1 Sad

The dialogue is between Poppy and Molly in the last night before Poppy goes to England. They are very sad and the dialogue can be seen below:

**Poppy** : Hi, Molly.

**Molly** : I think you might've pushed him too far this time.

**Poppy** : I know.

**Molly** : But England's so far away.

**Poppy** : Well, at least they speak American there, right?

**Molly** : But who's going to cut the crusts off my sandwiches?

**Poppy** : You're going to be fine, Molly, I promise.

1.2 Cross

This is a Kiki, Kate, Duppy, and Josie's aggravation towards Poppy, because she has made a mistake that all the they get a punishment from Matron. It is shown in the following dialogue:

**Josie** : Thanks a lot for that, you utter moron.
Drippy: What are you, mental?
Poppy: What? She was a grade one a hole with a severe attitudinal problem.
Kate: The hell's going to go in a minute. Just put your uniform on.

1.3 Happy

When the party is running, Poppy and friends go to dance together. They are a new friends, but very happy with it. In addition, they celebrate their successful in attracting the attention of everyone in the party.

Drippy: Last dance, everybody! Come on!
Poppy: There's something I have to tell you.
Drippy: We already know. You was your bum.
(SENTIMENTAL, SONG PLAYING)
Poppy: Not quite, but similar ballpark.
Drippy: You haven't done it, have you?
Poppy: No, I mean, I couldn't admit it back home, so I kind of hid, but I'm a total nun.
Drippy: Welcome to the nursery.
Girls: (SINGING) I'm loving angels instead

1.4 Enthusiastic

This scene is very enthusiastic because Poppy and friends successfully follow the final lacrosse state championship. Associated with it the situation can be seen in this dialogue:

GIRLS: Abbey Manat
GIRL 2: Pass to Poppy, quick. Come on, Poppy.
(GIRLS GRUNTING)
Poppy: This is our last chance. Let's make it count! Kick!
Drippy: Why would you pass it to me? Oh, my God. Okay. Somebody, help me. Where is everyone? Who do I pass it to? Janie! Janie! Where are you?
(GROANS)
(SCREAMING)
1.5 Romantic

This situation happens when Poppy and Freddie are going to dinner, the dialogue as follow:

**Poppy**: Kind of gross, but I like it.
You know this is one of the best dates I...
The best date I've ever had.

**Freddie**: There's something about you, Poppy Moore. Every moment I'm with you, I catch my breath.

E. Moral Value

Moral value is the solution of problem in the literature that is given by the director. It commonly referred to as the meaning. Usually, the meaning is related with the reader's daily life. In the Wild Child movie, there are some messages as follow:

- Most kids be naughty and dissident, is caused by external factors, especially family issue. We should pay more attention to them, so that we can give a good and correct direction.

- The guidance of parents and teachers are very influential on the development of psychology and behavior of a child, because it is very important. The children need a guidance and attention as a place to pour out your feelings and problems.

- A sincere friendship is the most beautiful thing in the world of teenagers. It can change a negative into a positive thing, but also vice versa. As adults, we should participate in supervising in order to avoid bad things.
✔ Remove our blaming about someone and forgive those who have harmed us better than remember and hold grudges. It will only destroy our own happiness.

✔ Sometimes we do not know when and whom the people who really love us sincerely, but certainly he will always be our side when we are sad and feel alone.

✔ Sometimes what we think is ugly, it turns out it was the best for us. So do not complain in the beginning, try and do first.

✔ Do not hesitate with our ability and believe that we can achieve everything if we always keep on spirit and never give up.
# BAB IV

## ANALYSIS AND DISCUSSION

### A. Data Presentation

From the dialogue of *Wild Child* movie, the writer got the result consists of some words and phrases. The data are divided into two groups. They are abusive words and abusive phrases.

1. **Abusive Word**

   a. **Disk 1**

   1) **Literally Abuse**

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>01:25</td>
<td>Shit</td>
<td><em>Vulgar term for 'f</em>**'* (IndoDys E- Dictionary)</td>
</tr>
<tr>
<td>2.</td>
<td>02:50</td>
<td>Bitch</td>
<td>*female dog (man,</td>
</tr>
<tr>
<td>3.</td>
<td>03:10</td>
<td>Loser</td>
<td><em>Someone who is not successful in life, work or relationship</em> (Longman, Advanced American Dictionary, 2008)</td>
</tr>
</tbody>
</table>
2. **03.19**  
Yawn  
*To open your mouth wide and breathe in deeply because you are tired and bored.* (Longman, Dictionary of Contemporary English, 2004)

5. **03.29**  
Trashcan  
*Critique someone or something severely.* (Longman, Advanced American Dictionary, 2008)

6. **10.33**  
Cross  
*Spoken very disgusting to look at or think about something.* (Longman, Advanced American Dictionary, 2008)

7. **12.17**  
Ridiculous  
*Silly or unreasonable.* (Longman, Advanced American Dictionary, 2008)
<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>14:14</td>
<td>Asshole</td>
<td>Spoken not polite someone who you think is stupid and annoying (Longman Dictionary of Contemporary English, 2004)</td>
</tr>
<tr>
<td>9</td>
<td>14:32</td>
<td>Screw</td>
<td>Force someone to do something by threatening them (Longman Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>10</td>
<td>20:54</td>
<td>Stevenly</td>
<td>Dirty, messy, and careless (Longman Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>11</td>
<td>28:00</td>
<td>Fool</td>
<td>A stupid person (Longman Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>12</td>
<td>33:04</td>
<td>Nuisance</td>
<td>A person, thing or situation that annoys you or causes problems (Longman Advanced American Dictionary, 2008)</td>
</tr>
</tbody>
</table>
13. 36.00 Sluty

Slvyly or immoral
woman (Oxford Advanced
Learner’s Dictionary of
Current English, 1974)

14. 36.07 Where y

A woman who has sex for
money (Longman,
Advanced American
Dictionary, 2008)

15. 37.50 Snog

If two people snog, they
kiss each other (Longman,
Dictionary of
Contemporary English, 2004)

16. 38.20 Morons

An insulting word for
someone who is very
stupid (Longman, Advanced
American Dictionary, 2008)

17. 39.24 Ninny

A silly person (Longman,
2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>03:08</td>
<td>Uncool</td>
<td>Not fashionable, attractive and relaxed (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>2.</td>
<td>06:24</td>
<td>Nightclub</td>
<td>A place where people can drink alcohol and dance that is open late at night (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>4.</td>
<td>11:29</td>
<td>Medieval</td>
<td>Old-fashioned and not acceptable or not</td>
</tr>
</tbody>
</table>

82
5. 13.43 Mental  Affecting the mind or happening in the mind (Longman, Advanced American Dictionary, 2008)


8. 32.87 Target  An object, person, or place that is deliberately chosen to be attacked (Longman, Advanced American Dictionary, 2008)
b. Disk 2

1) Identity Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>05:20</td>
<td>Crazy</td>
<td>A person do a stupid something (Longman, Dictionary of Contemporary English, 2004)</td>
</tr>
<tr>
<td>2.</td>
<td>06:00</td>
<td>Idiot</td>
<td>Someone who has done something stupid (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>3.</td>
<td>06:24</td>
<td>Stupid</td>
<td>Showing a lack of good sense or good judgment (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>23.27</td>
<td>Dweeb</td>
<td>Slang: a weak slightly strange person who is not popular or fashionable (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>6.</td>
<td>39.15</td>
<td>Daff</td>
<td>Silly, stupid, or crazy (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>7.</td>
<td>39.37</td>
<td>Absurd</td>
<td>Completely stupid or unreasonable, especially in a silly way (Longman, Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>8.</td>
<td>48.07</td>
<td>Insane</td>
<td>Completely stupid or crazy (Longman, Advanced American Dictionary, 2008)</td>
</tr>
</tbody>
</table>
2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>08:26</td>
<td>Trouble</td>
<td><em>Someone who deliberately causes problems</em> (Longman Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>2.</td>
<td>10:59</td>
<td>Gay</td>
<td><em>Someone who is homosexual</em> (Longman Advanced American Dictionary, 2008)</td>
</tr>
<tr>
<td>3.</td>
<td>11:07</td>
<td>Concussed</td>
<td><em>An injury to the brain that makes you lose consciousness</em> (Longman Advanced American Dictionary, 2008)</td>
</tr>
</tbody>
</table>
2. Abusive Phrase
   a. Disk 1
      1) Literally Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>13:18</td>
<td>&quot;Like I give a shit&quot;</td>
<td>The meaning is &quot;masa&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;bodoh&quot; Usually, this phrase expressed uncaring and resentful feelings.</td>
</tr>
<tr>
<td>2.</td>
<td>13:41</td>
<td>&quot;You utter moron&quot;</td>
<td>The meaning is &quot;baka&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;bodoh&quot;. In the dialogue, this phrase expresses a feeling irritated.</td>
</tr>
<tr>
<td>3.</td>
<td>13:46</td>
<td>&quot;A grade one u-hole with a severe attitudinal problem&quot;</td>
<td>The meaning is &quot;s corung&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;wancita pecandang bebas sam dengan stres ung burnak&quot;.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This phrase expresses feeling angry, irritated, and resentful.</td>
</tr>
<tr>
<td>4.</td>
<td>16:35</td>
<td>&quot;Hierarchy in Teachers, prefects, schoools, dogs, vermin, Americans&quot;</td>
<td>The meaning is &quot;Hirarisja&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;adalah guru, peningaa, pelajar, marid, orang.&quot;</td>
</tr>
</tbody>
</table>

67
<table>
<thead>
<tr>
<th>Time</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.19.50</td>
<td>Ugly losers</td>
<td>The meaning is &quot;pecundung jelek&quot;. This phrase expressed a feeling mocked</td>
</tr>
<tr>
<td>6.22.50</td>
<td>Horse face</td>
<td>The meaning is &quot;muka kuda&quot;. This phrase expressed to insult someone because someone feels irrateed.</td>
</tr>
<tr>
<td>7.30.20</td>
<td>Total asshole</td>
<td>The meaning is &quot;buruk&quot;. This phrase expressed the feeling that someone has a trait and bad behavior.</td>
</tr>
<tr>
<td>8.36.94</td>
<td>Shit-brain</td>
<td>The meaning is &quot;bodoh&quot;. This phrase expressed an angry feeling to someone.</td>
</tr>
<tr>
<td>No.</td>
<td>Time</td>
<td>Abusive Language</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>07:36</td>
<td>Don’t make the cut</td>
</tr>
<tr>
<td>2.</td>
<td>11:18</td>
<td>Your bleeping business</td>
</tr>
<tr>
<td>3.</td>
<td>19:01</td>
<td>All around sick</td>
</tr>
<tr>
<td>4.</td>
<td>19:49</td>
<td>I am gimp out of my mind</td>
</tr>
<tr>
<td>5.</td>
<td>22:45</td>
<td>Bloody English</td>
</tr>
<tr>
<td>No.</td>
<td>Timestamp</td>
<td>Phrase</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>6.</td>
<td>24.09</td>
<td>Sweaty Upper Lip</td>
</tr>
<tr>
<td>7.</td>
<td>35.29</td>
<td>Rotting pig's vomit</td>
</tr>
<tr>
<td>8.</td>
<td>39.17</td>
<td>Hook up</td>
</tr>
<tr>
<td>9.</td>
<td>39.41</td>
<td>Appearing in a window in Amsterdam (prostitute)</td>
</tr>
<tr>
<td>No.</td>
<td>Time</td>
<td>Abusive Language</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>02:55</td>
<td>Really stupid ones</td>
</tr>
<tr>
<td>2.</td>
<td>08:32</td>
<td>A dwarf prostitutes</td>
</tr>
<tr>
<td>3.</td>
<td>22:16</td>
<td>A bunch of ugly losers</td>
</tr>
<tr>
<td>4.</td>
<td>40:59</td>
<td>Whoop-ass</td>
</tr>
</tbody>
</table>
5. **Horridious cow**

   The meaning is "gadis buruk". This phrase is used to reveal the feelings of angry and disappointed to someone.

2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08.40</td>
<td>An excellent shrek</td>
<td>The meaning is &quot;sangat mirip dengan shrek&quot;. This phrase expressed to insult someone caused she feel so angry.</td>
</tr>
<tr>
<td>2</td>
<td>10.09</td>
<td>A horridious piece of work</td>
<td>The meaning is &quot;gadis yang menjiilkan&quot;. This phrase is used to reveal a feeling of angry and disgust.</td>
</tr>
<tr>
<td>3</td>
<td>11.39</td>
<td>Tweedledum and...</td>
<td>The meaning is &quot;vi Pandir&quot;</td>
</tr>
</tbody>
</table>
Tweedledum dan si Tweedledoe. This phrase is used to insult a couple people who are very stupid like Tweedledum and Tweedledoe.

4. 19.27 Out of your mind The meaning is "apa kamu gila". This phrase expressed an insulting in a joking situation.

5. 25.55 A proper psycho The meaning is "kau memand benar-benar gila". This phrase is used to reveal a feeling of shocked and annoyed.

6. 35.36 Sort of whack The meaning is "itu gila". This phrase is used to reveal a feeling of astonishment about something.

73
B. Analysis of Term

After compile the data, the writer tries to analyze the kinds of abusive language in the Wild Child movie. There are four kinds of abusive language in the Wild Child movie as follows:

1. Animal Terms of Abuse
   a. Bitch
      The word “bitch” is kind of abusive language of “animal terms of abuse”. In *Kamus Pingers Indonesia* by Ilmu M. Echols and Hassan Shadly, the meaning of bitch is a female dog.
   b. Bronco
      The word “Bronco” is kind of abusive language of “animal terms of abuse”. In google translation, the meaning of bronco is a wild horse. It from the western U.S
   c. Horridious cow
      The phrase “horridious cow” is kind of abusive language of “animal terms of abuse”. The meaning of horridious cow actually is a cow that has an awful face.
   d. Horse Face
      The phrase “horse face” is kind of abusive language of “animal terms of abuse” because the horse is one of animal kind.

2. Sexist Terms of Abuse
a. Snog
The word "snog" is kind of abusive language of "sexist terms of abuse" because in Oxford Dictionary, the meaning of snog is two people who kiss each other for a long time.

b. Slutty
The word "slutty" is kind of abusive language of "sexist terms of abuse" because in Oxford Dictionary, the meaning of slutty is the woman who has many sexual partners.

c. A dwarf prostitutes
The phrase "dwarf prostitutes" is kind of abusive language of "sexist terms of abuse" because in Oxford Dictionary, prostitutes is a person who has sex for money.

d. Appearing in a window in Amsterdam
The phrase "Appearing in a window in Amsterdam" is kind of abusive language of "sexist terms of abuse" because Amsterdam is one of the famous cities in the Netherlands with a legal prostitution.
3. Homophobic Terms of Abuse

a. Gay

The word "gay" is kind of abusive language "homophobic terms of abuse". The meaning on usage of gay is a very offensive word for homosexual or sexually attracted to people of the same sex.

4. Racist Terms of Abuse

a. The hierarchy is Teachers, Prefects, Scholars, Dogs, Vermin, Americans

The phrase "the hierarchy is Teachers, Prefects, Scholars, Dogs, Vermin, Americans" is kind of abusive language "racist terms of abuse" because in that phrase Americans have position below the dog.

It is used to insult an American who has bad behavior.

5. Intellect-based Terms of Abuse

a. Nanny

The word "Nanny" is a kind of abusive language of "intellect-based terms of abuse". The meaning on usage of nanny is someone who has doing a very stupid thing and usually it is used humorously.

b. Moron

The word "moron" is a kind of abusive language of "intellect-based terms of abuse". The meaning on usage of moron is someone who has doing a very stupid thing but it is said in the angry situation.
c. Ugly loser

The phrase "ugly loser" is a kind of abusive language of "intellec
t-based terms of abuse". The meaning on usage of ugly loser is the
called for someone who is timid, cowardly, irresponsible and
unconfident.

d. Tweedledum and Tweedledee

The phrase "Tweedledum and Tweedledee" is a kind of abusive
language of "intellec
t-based terms of abuse". The meaning on usage of Tweedledum and Tweedledee is two brothers who are very stupid
and moron. They are fictional characters in English nursery (Alice in
Wonderland).

C. Analysis of Sociolinguistics Aspects

1. Bitch

At minute 02:50, the dialogue was talked by Poppy to her friends, when
she held a wild party at her house. Poppy plunged into the shallow sea and
say welcome to her father's new wife.

GIRL 2 : There might be sharks.
GIRL 3 : Someone do something.
Poppy : Welcome to Malibu, bitch!

2. The literal meaning in Bahasa Indonesian.

Selamatdatang di Malibu, bocah!

3. Socio linguistics analysis
The speaker of the word is Poppy Moore, she says welcome to her new mother. Actually, her words are an expression of distaste because she never agreed her father get marry again. When she held a wild party, she expressed it to her friends through plunge into shallow sea at her house.

2. Bronco

At minute 07:48, the dialogue is talked by Kate to her friends in the yard of Abbey Mount school. She is a senior, so she wants to receive the new student especially Poppy. They talk each other for some minutes and Kate known about Poppy’s characters, then she inform to her friends.

---

**Poppy**

: Okay, but I choose my friends, and BTW, you don't make the cut.

**Kate**

: I'm sure that comment would sting a bit more if I knew what BTW meant. But, for the moment, let's just pretend it's had the desired effect, shall we?

Saddle up, girls. We've got ourselves a bronco.

---

a. The literal meaning in Bahasa Indonesia

Berdiri di depan teman-teman, kita kelatangkau, ada Ilir.

b. Sociolinguistics analysis

The speaker of the word is Kate, she is the one of senior student in the Abbey Mount School. After she gap with Poppy, she inform about Poppy’s character to her friends. The word “Bronco” is an epithet that is very appropriate for Poppy because she is impolite in speaking to other.
3. Hierarchy is teachers, prefects, scholars, dogs, vermin. Americans

At minute 16:35, the words are called by Harriet to Poppy in the corridor of Abbey Mount School, when the time to study was blank. She talks about the rule of school that must be obedient by Poppy.

Poppy: Hey, watch the spheres, girlfriend.
Two hundred goats died for this.

Harriet: We meet again. How sublime. Learn the rules.
When it comes to right of way, there is a hierarchy. Teachers, prefects, scholars, dogs, vermin. Americans.
Kate? See to it she falls in line.

a. The literal meaning in Bahasa Indonesia

Jika mengenal urutan, artahierarkinya.
Gian. pemimpipimpinjambar.
nurul naring orang orang america.

b. Sociolinguistic analysis

The speaker of the phrase is Harriet. She was the leader of the Student Council at the Abbey Mount School. From the beginning, she did not like Poppy, because Poppy does not subject to her. Poppy became the center of attention of all students in the school. It all makes Harriet so angry and jealous. While they both met, Poppy and Harriet always fighting and insulting each other. Harriet says that Americans has position below a dog and vermin. It means the American's position is very low.
4. Ugly Loser

At minute 19.50, the phrase is talked by Poppy to her friend who stays in America via email. She is Ruby. Poppy always try to communicate with her, so she have to go to computer room in the midnight.

**POPPY** : Dear Ruby, oh, my God. Two weeks in this place and I’m going out of my mind. Those girls are all ugly losers who think a mani pedi is some kind of Latin greeting.

a. The literal meaning in Bahasa Indonesia

Untuk Ruby, ya Tuhan. Dia marah di tempat ini dan aku sudah gila.

Gadis-gadis di sini seramanya pecandu jutek yang berpikir bahwa mani pedi adalah wajah yang cantik.

b. Sociolinguistics analysis

The speaker of that phrase is Poppy. She felt to be mad because all all girls at the abbey maenat school are very outdated. They never pay attention to their appearance. Poppy told all resentment in his heart to Ruby, her friend in the United States via email. Poppy does not enjoy staying at the school.

5. Horse face

At minute 22.59, the dialogue is talked by Poppy to Hayrier at the gym class in the field. They are practicing to face tennis game, but they are
not spirit and less confident. Poppy is not the member of team but she feels so upset with that condition.

**Poppy** : So bloody English.
**Harriet** : Really. And you could do better?
**Poppy** : Laugh it up, but I could whip all of your asses blindfolded.
**Harriet** : This I'd love to see.
**Poppy** : Oh, it's on like Donkey Kong. Do your worst, horse face.

a. The literal meaning in Bahasa Indonesia

Wakunya herkompensi, coba saja. Muka kuda.

b. Sociolinguistics analysis

The speaker of that phrase is Poppy. Poppy was annoyed because she was trivialized by Harriet. When their team lacrosse are not eager to practice because there has never been won. Poppy mock the team, but Harriet did not receive and underestimate the ability of poppy. Finally, they held a duel.

6. Shitty

At the 36.00, the dialogue is talked by Harriet to her friends in her bedroom. They are talking about Poppy who always makes a trouble in the school. They guess what is desired by Poppy because she was acting like that.

**Jane** : Maybe she's trying to leave. It'd be a nightmare if she stayed.
She makes a mockery of the system.
**Harriet** : She's not saying. Take it from me.
Five generations of my family have made this school great.
The school motto is scholarship, fellowship, loyalty. Not be a shitty, whore-y shit-brain.
a. The literal meaning in Bahasa Indonesia

Mote sekolah ini adalah pendidikan, pertemanan, dan kasatrian. Bukan menjadi marah, pelacur, dan idiot.

b. Sociolinguistics aspect

The speaker of this word is Harriet. She was annoyed because there is no sign that Poppy will be excluded from the school. She was fed up with the way of speaking and dressing of Poppy. Moreover, Poppy has also attracted the attention of Freddie, the man she loved long ago. She expresses her annoyance to her friends in the bedroom.

7. Song

At minute 37.50, Kate said that word when they take a bath together. They are thinking about the way to make Poppy get out from the school and come back to America. They try to make so many troubles, but there is no sign from the Chairman.

Drippy: Whatever it is, she's eating you a lot of stack. We need to up the ante. In fact, we need to focus on her bad weakness.
Kate: Oh, my God. You have to snog Freddie

a. The literal meaning in Bahasa Indonesia

Oh Tuhan, kau perlu berceceran dengan Freddie.

b. Sociolinguistics analysis
The speaker of this word is Kate. Suog is a modern replacement for the word "kiss" in English. Kate tells Poppy to have a relationship with Freddie so that they can do the kiss. It will be a powerful way to Poppy can be removed from the school. The setting of this conversation is the bathroom.

8. Muran

At minute 38.20, Drippy talks the word when they discuss about the social that will be held by school on Saturday night. They will use that event to approach Freddie, so they think about the fantastic clothes that they wear.

Kiki : Traditionally, it's fancy dress. This year, it's Movie Magic. Drippy : But the only ones who bother to dress up are teachers, murans, and Harriet.

a. The literal meaning in Bahasa Indonesia

Tapi yang bersalah adalah kalian; bukalah kostum hanyalah para guru, murid-murid yang bodoh, dan Harriet

b. Sociolinguistics analysis

The speaker of that word is Drippy, she is one of Poppy's friend. They were talking about the dance party will be held by the school, especially on the theme of dressing. Drippy assume that only stupid students who want to go to a party dressed according to the theme, the movie magic. The setting of this conversation is the bathroom.

9. Niny
At minute 39:24, Kiki said this word to Poppy before they go to city in the weekend. They want to look for a fantastic dress and it is the first time for Poppy. She is very happy.

Poppy: So apparently, the key is to hook up with the headmistress' son. I'll do your trick, Ruben. Swing my hips and giggle.
Josie: Oh, come on, Poppy. We're going to miss the bus.
Kiki: Don't forget to log off now, you silly.

a. The literal meaning in Bahasa Indonesia

Jangan lupa kelihatan isisiusitie, bodoh.

b. Sociolinguistics analysis

The speaker of this word is Kiki. This word is used to express a feeling upset with someone who has done something stupid or careless, but it is said humorously. Kiki remind Poppy to log out from email before they go, because it is improper. The setting of the conversation is computer room.

16. Appearing in a window in Amsterdam

At minute 39:49, the phrase is talked by the matron to Poppy. She is the staff of Abbey Mount School. When the students prepare to go to city and they must make a signature on the absent book. The matron sees what Poppy wear and she is very upset.

Poppy: I don't know anything else.
a. The literal meaning in Bahasa Indonesia

Poppy Moore, apa yang kamu pakai? Kamu kamar pergian ke kota, bukan tampil di pendeta di Amsterdam.

b. Sociolinguistics analysis

The speaker of the phrase is the matron who is a staff in Abbey Mount School. The phrase is used to express an upset feeling to someone who means her dress immodest. Poppy's dress is too hot as a student, so she reminds her to replace it. The setting of the conversation is the corridor of Abbey Mount School.

II. Dwarf prostitutes

At minute 08.32 on the disc, that phrase is said by Harriet to Poppy. She talks about the hot, Poppy's costume. Harriet is so jealous because she gets all of Freddie's attention. It makes her so angry.

Poppy : Hi
Freddie : Hello, trouble. I like your hair.
Harriet : What are you doing? This is a themed costume party, not a dwarf prostitutes' convention.

a. The literal meaning in Bahasa Indonesia

Apa yang kamu lakukan? Ini adalah sebuah pesta yang kerennya bertema, bukan sebuah pertukaran pacar kendal.

b. Sociolinguistics analysis

The speaker of the word is Harriet, she was very angry because Poppy's costume is too hot and it makes all of people feel so surprise,
especially Freddie. He is fascinated by the Poppy's appearance. Aware of it, she expressed her jealous feeling with say that phrase. The setting of that conversation is the party room, in a crowd.

12. Gay

At minute 10.59 on the clock, the word is said by Poppy to Freddie when they get out of the party. Poppy deliberately planned it to be able to chat with both of his. So she can get close to Freddie.

**Freddie** : *Hey, come on. Calm down.*  
**Poppy** : *Okay. Leading lady, all-boys school, awkward with intimacy. Cards on the table. Are you gay?*

a. The literal meaning in Bahasa Indonesia

Rajaklah, pemecah utama wanita, sekolah asrama khusus laki-laki,  
langgung dengan keintiman, katakan sejauh apa kamu homoseksual?

b. Sociolinguistics analysis

The speaker of the word is Poppy when she gaps with Freddie. The word "gay" is a person who has sex with the same sex. In this context, Poppy says it humorously because Freddie dodges when Poppy wanted to kiss him. The setting of the conversation is a quiet living room.

13. Tweedledum and Tweedledee
At minute 47.55 on the disk 2, the words are said by Poppy to her friends and Freddie. When there is a calling on her phone and the caller is Ruby, she is her best friend in the past but she did a treason thing.

(CELL PHONE RINGING)
Freddie: 'Who’s Ruby?'
Poppy: 'SCOFFS) Nobody. Just some horridious cow I used to know.'

a. The literal meaning in Bahasa Indonesia
Hanya gadis buruk yang diluh aku kenal.

b. Sociolinguistics analysis
The speaker of the words is Poppy, when Poppy, Freddie, and her four friends holiday in Malibu. At the time, they are sunbathing at the pool and suddenly Poppy's phone is ringing. The caller is Ruby. She is one of the Poppy's best friends in the past. The words "horridious cow" is the phrase that used to express a disappointed feeling about someone.

D. Cultural Analysis of Speaker

When we hear the word "culture", our minds will be focused on a particular area or community identity. It can be understood as culture is an identity. However, the identity can be shared in various ways, including the language. A particular community or region has an identity in the language, one of which is a quick in the use of abusive language. There are certain characteristics. Here, the writer attempts to analyze the differences in the use
of abusive language by the British and Americans in the Wild Child movie.

From data obtained from the film, the writer gets the following results.

<table>
<thead>
<tr>
<th><strong>American</strong></th>
<th><strong>British</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shit</td>
<td>- Nightclub</td>
</tr>
<tr>
<td>- Crazy</td>
<td>- Remedial</td>
</tr>
<tr>
<td>- Hot</td>
<td>- Mental</td>
</tr>
<tr>
<td>- Bitch</td>
<td>- Asshole</td>
</tr>
<tr>
<td>- Uncool</td>
<td>- Wise-cracks</td>
</tr>
<tr>
<td>- Loser</td>
<td>- Fool</td>
</tr>
<tr>
<td>- Yawn</td>
<td>- Nuisance</td>
</tr>
<tr>
<td>- Trashier</td>
<td>- Shy</td>
</tr>
<tr>
<td>- Gross</td>
<td>- Where-y</td>
</tr>
<tr>
<td>- Medieval</td>
<td>- Shit-brain</td>
</tr>
<tr>
<td>- Ridiculous</td>
<td>- Cocks</td>
</tr>
<tr>
<td>- Screw</td>
<td>- Snog</td>
</tr>
<tr>
<td>- Slovenly</td>
<td>- Mama</td>
</tr>
<tr>
<td>- Weird</td>
<td>- Nasty</td>
</tr>
<tr>
<td>- Stupid</td>
<td>- Crazy</td>
</tr>
<tr>
<td>- Guy</td>
<td>- Idiot</td>
</tr>
<tr>
<td>- Dweep</td>
<td>- Stupid</td>
</tr>
</tbody>
</table>
- Big deal
- Make the cut
- Bleaping business
- I like I give a shit
- Attitudinal problem
- All around sick
- Going out of my mind
- Ugly loser
- Horse face
- Sweaty Upper Lips Alley
- Total asshole
- Hook up
- Excellent shreik
- Whoop-ass
- Hurracious cow
- Trouble
- Thick
- Ridiculous
- Bitch
- Daft
- Absurd
- Utter moron
- 'Dogs, vermin, American
- Rotting pig's vomit
- Appearing in a window in Amsterdam
- Really stupid ones
- Dwarf prostitutes
- Horridious piece of work
- Tweedledum and Tweedledoe
- Out of your mind
- Bunch of ugly loser
- Proper psycho
- Shit of whack
From the explanation and the data above, the writer wants to analyze what difference the use of abusive language by Americans and English. There is a point that can be used to analyze; it is a choice of words.

From the data that have been arrayed above, we can see that there is a fairly clear distinction in the wording between the Americans and the British. Although the situation is almost the same, but there is a difference in expressing feelings. For example, when they want to express feelings of anger to someone, the English prefer to use the word "moron, mentally, and stupid" but American use the words "uncool, crazy, and slovenly". From that explanation, we can see that English people prefer to use straightforward words or meaningful corresponding original words, while American prefer to use words figuratively although it does not distinguish intensity all the rage.

In addition to express feelings of disgust or dislike, the American people prefer to use the word gross, horridious cow, home face, dweeb, and excellent shrek. While the English prefer to use nightclub, dogs, Vetmii, slutty, whore y, and rooting pig's vomit.
A. Conclusion

In the *Wild Child* movie, the writer found the abusive words are shit, crazy, hot, biatch, uncool, loser, yawn, trashier, gross, medieval, ridiculous, screw, slavishly, weird, stupid, gay, weep, nightclub, mental, asshole, wisecracks, fool, nuisance, Cerberus, mor, moron, many, idiot, trouble, concussed, thick, daft, and absurd. Then she found the abusive phrases are whoop ass, excellent, shreek, horridious cow, hook up, total asshole. Sweaty lips Alert, loose face, ugly loser, attitudinal problem, give a shit, bleeping business, make the cut, big deal, utter moron, dogs, vermin, American-, roaring pig's vomit, a window in Amsterdam, really stupid ones, dwarf prostitutes, horridious piece of work. Tweedledum and Tweedledee, bunch of ugly loser, proper psycho, and short of wack. After classifying, identifying, and analyzing data on the previous chapter, the writer makes several notes as follows:

1. There are five forms of abusive language in the *Wild Child* movie as follows:
   a. Animal terms of abuse

   Here is several words or phrases that includes animal terms of abuse:

   They are:
b. Sexist terms of abuse

Here are several words or phrases that included sexist terms of abuse, they are:

- Bitch
- Horse face
- Horridious cow
- Rotting pig's vomit
- Cerberus

...
d. Homophobic terms of abuse

Here is a word that included homophobic terms of abuse; it is:

- Gay

c. Intellect-based terms of abuse

Here are several words or phrases that included sexist terms of abuse; they are:

- Stupid
- Crazy
- Idiot
- Mental
- Loser
- Moron
- Tweedledum and Tweedledee
- Trouble
- Shit brain
- Absurd
- Proper psycho

2. The difference between the use of abusive language by the British and Americans in the Wild Child movie is just on the expression, English people prefer to use straightforward words or meaningful corresponding original words, while Americans prefer to use words figuratively although, it does not distinguish intensity all the rage. For example, the
American people prefer to use the figurative word like gross, horrendous cow, horse face, dweeb, and excellent shreck. While the English prefer to use straightforward like nightclub, dogs, vomit, slutty, whorsey, and putting p’g’g vomit.

B. Suggestion

The writer would like to give some suggestions to the reader as follows:

1. Academically
   a. This research is expected to produce something that can add insight about the Bosnian language.
   b. This study is expected to be a reference for other researchers who have the same object.
   c. This research is expected to be comparable to other studies.

2. Practically
   a. The writer hopes this study can give a deep understanding about the relation of language and culture.
   b. The writer hopes this study can make us more be wise while we receive an abusive language from other people.
   c. The writer hopes this study give some benefits in our socialization.
BIBLIOGRAPHY

Abuse.htm). diakses 23 Mei 2014

Akinobin, Martin, David Kilby, & Iggy Roca. 1982. Foundations of


Jakarta: PT. Rinjaka Cipta

America: Penguin Books

States of America: Holt, Rinehart, and Winston, Inc

Ejicrin, Muli. Alfi. 2012. Film Sebagai Media Pembelajaran. (Online),
(http://grivadownload.blogspot.com/2012/01/film_sebagai_media
Pembelajaran.html). diakses 31 Maret 2014


English. Bucks: Aylesbury

IndoDex E-Dictionary

Kristiana, Awi. 2013. Abusive Language on the Film “Easy A” By Will
Huck: A Socio-Psychiatric Study. (Journal Online), No. 1,
(http://journal.stkipb.ac.id/index.php/AS/article/viewFile/216/155,
diakses 16 Mei 2014)

Longman

Najmi, Khunli Nuh. 2014. Swear Words in The Movie Midnigt Run
(Online), Jogjakarta: Universitas Gajah Mada.
file:///D:/form/swear%20WORDS%20MIDNIGHT%20RUN%20MOVIE%20MAD%20MIDNIGHT%20RUN.mpu, diakses 13 Mei 2014