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## **Use of Diction in Monster Inc Movie**

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### **Abstract**

The research aims to describe the selection and use of vocabulary, the use of word morphological and syntactical aspects and the use of figurative language, especially the speech of the Monster Inc movie's actors. This study used the descriptive qualitative method. The data was taken from the movie of Monster Inc. The data was analyzed based on Miles' theory, namely data condensation, data display and drawing a conclusion. The results show that non-standard words, informal, showing stronger impressions, and emphasizing certain information tend to use in the movie. Morphologically aspect, words are used in the form of reduplication of words and phrases to emphasize what is being conveyed. Also, it was found that there is no affixation, reduplication, or compounding. Furthermore, syntactically aspect, most sentences are delivered in interrogative sentences, command clauses, complete sentences, exclamations, incomplete sentences, informative sentences, complete informational sentences, ungrammatical sentences, and complex sentences. The last figurative language used in several scenes is idiomatic phrases, metaphors, personification, and similes.

**Keywords:** Diction, Movie, Figurative Language

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### **1. Introduction**

The existence of language is very important in human civilization as a communication tool. With language, a human can convey ideas, feelings and various goals. Therefore, the use of language is very important in human life. Language consists of various elements: phonemes, morphemes, words, phrases, and sentences. A word is a language unit that contains meaning and consists of one or more morphemes. Besides that, the word can also be interpreted as the smallest element in a language that can be spoken or written and is a realization of the unity of feelings or thoughts used in language. Each word has a different function, impact, and impression. Choosing the right words in a language can make it easier for us to achieve our goals. Some of the functions of language are to express feeling, communicate, make integration and social adaptation in a particular environment and situation and also as a tool for social control (Keraf, 2006).

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Specifically, the right words used in a speech are called diction. According to KBI (2008), the right choice of words and harmony (in its use) to express ideas so that certain effects are obtained (as expected). In addition, Putrayasa (2007) divides diction as follows: 1) the uses of words are synonymous and homophonic. The word synonym means a word that is similar, equivalent, parallel and has the same meaning. In its use, the synonym form can concretize a person's language to realize the clarity of communication. 2) the use of words means denotation and connotation. The meaning of denotation is the meaning of words that do not get the additional meaning or can be called the actual meaning. While meaning of connotation is a word that refers to meaning that is not actual. 3) Use of general words and special words. The difference in the scope of the meaning of a word against another meaning causes the emergence of general word terms and special words. The wider the scope of the reference meaning of a word, the more general the nature, while the narrower the scope of the reference meaning of a word, the more specific the nature. 4) Use of popular words and study words. Most of the vocabulary of a language consists of common words used by all levels of society, both students and ordinary people. These words are used in society and are called popular words. Whereas words that are only understood by scholars or words in scientific writings and are difficult to understand by ordinary people are called studies or scientific words. 5) Use of jargon, conversation words and slang. Jargon is special technical words or vocabulary used in certain fields of life (environment). Conversation words are commonly used in the conversation or association of ordinary people. Slang is a variety of informal and non-standard languages that are seasonal, used by teenagers or certain social groups for internal communication with the intention that non-group members do not understand.

Based on the above explanation, figurative language can also be encoded into diction. Figurative language is the use of appropriate figures of speech and comparisons to express feelings and thoughts with a specific purpose, figurative language functions to give rise to aesthetics in literature or in utterance (Baicchi, 2020; Dancygier & Sweetser, 2014; Gibbs & Colston, 2012). According to Keraf (1984) divides figurative languages based on sentence structure which includes: 1) climax; 2) anticlimax; 3) parallelism; 4) antithesis; and 5) repetition (epizeuksis, tautotes, anaphora, epistrofa, simpleke, mesodiplosis, epanolepsis, and anadiplosis). Then based on whether or not direct meaning, includes: 1) rhetorical language style consisting of alliteration, assonance, anastrophe, apophasis (preterisiso), apostrophe, asyndeton, polisindenton, chiasmus, ellipsis, euphemism, litotes, hysteron prosteron, pleophasme and tautology, periphrasis, proindrasis, prolapse, erotesis, silepsis and zeugma, correctiono, hyperbole, paradox and oxymoron; 2) figurative language style, including equality or simile, metaphor, allegory, parable, fable, personification, allusion, eponym, epithet, synecdoche, metonymic, antonomasia, hypoplasia, irony, cynicism and sarcasm, satire, innuendo, and antiphrasis.

When viewed from the function of language, figurative language included in the poetic makes the message more meaningful; also, appropriate figurative language can attract the listener's attention. With the use of the right language, it will certainly facilitate the process of receiving ideas that the author wants to convey (see Fadhli et al., 2021; Hestiyana, 2017; Maharani, 2020; Maiza, 2021; Menninghaus et al., 2017; Nina et al., 2021). Doing this research, it is hoped, can contribute to all readers about the importance

of linguistic knowledge, especially the use of words in literature. Therefore, this research aims to describe the selection and service of vocabulary, the use of words from the morphological aspects and the use of sentences from the syntactic elements, and the use of figurative language in the speech of the actor Monster Inc movie.

## 2. Literature Review

The studies on diction issues had been done by researchers previously, such as analyzing diction in mass media texts (Delfia, 2017; Hart, 2022). Then, diction analysis in poetry texts (Anindita & Satoto, 2017; Passandaran, 2019). Some have also researched diction on store product labels (Riani et al., 2021). This research especially uses semantic analysis, and the results show that diction in women's facial washing products is related to the ideal physical characteristics of women's skin. As for male products, diction is associated with the general characteristics of active men. In addition, there is an analysis of diction in scientific texts (Fajriyani et al., 2020; Kahane, 2019; Loughran & McDonald, 2015; Ritonga & Yusuf, 2020; Sajid, 2016). Finally, diction research on computer-based text (Kim & Kim, 2017; Short & Palmer, 2008). Of all the studies above, no research has used movies as data (material) analysis. Thus, diction in the Monster Inc movie is the main focus of this new research.

## 3. Method

This study was designed in a descriptive qualitative method. The data used in this study were taken from the Monster Inc. Monster Inc movie. It was chosen as the data of this research since the movie is popular and watched by all ages; therefore, it is important to see the diction in the movie. The data was obtained by watching, listening and taking notes of conversation movies. After that, data was analyzed by applying theory of Miles et al. (2014), namely identifying the diction by marking it in the conversation and then determining the data included in the diction. The last activity is concluding the diction used in this movie. The result of the analysis is presented in the informal method. The informal method made the researcher present the data using words or descriptions.

## 4. Results and Discussion

In this section, all data were described based on the scene. Firstly, the word usage was explained in terms of types of words based on the dictionary. Then, morphologically aspect, data were focused on the process of word formation and its function. In comparison, syntactical aspects focused on the definition of grammatical units, including sentences, phrases and clauses. Lastly, the data referring to figurative language was interpreted based on the communication context.

### Scene 1

There is a scare simulation. The bedroom is a simulator set where monsters practice their scare tactics. Behind a control console sits an evaluator, the dragon-like MS. FLINT. Judging Mr. Bile who failed at simulation.

COMPUTER : Simulation terminated. Simulation terminated. Simulation

VOICE terminated. Simulation terminated. Simulation terminated.  
Flint : All right, Mr. Bile, is it?  
Bile : Uh... my friends call me Phlegm.  
Flint : *Uh-huh*. (1) Mr. Bile, can you tell me what you did wrong?  
Bile : I fell down?  
Flint : *No, no*, (2) before that. Can anyone tell me Mr. Bile's big mistake?  
Anyone?

### Word selection and usage

In speech 1, there is one interjection, *Uh-huh*, that is a non-standard word. The word has the same meaning as the word "yes". The terms refer to an informal impression because, in the context, the utterance is aimed at other characters whose roles do not require formal interaction.

### Use of words from morphological aspects

In speech 2, some words are formed from the reduplication process is *no, no*. It arises because the speaker wants to emphasize what she conveys.

### Use of sentences from the syntactic aspect

Speech 1 and 2 are interrogative sentences where the speaker already knows the answer to her own question. In the first sentence, the speaker chooses the *word can you tell me* and in the second sentence, she chooses *can anyone tell me* followed by *Mr. Bile's big mistake*. So, it is clear that the speaker only wants to make sure the hearer understands what he is doing wrong.

### Scene 2

James P. Sullivan is snoring loudly, fast asleep. Sullivan is an intimidating big blue monster with horns, sharp teeth and claws. And MIKE is a one-eyed ball of a monster with green frog-like skin, standing casually next to Sullivan's bed. After that, Sullivan drops to the floor for push-ups. Mike stands in front of him, barking orders like a coach.

Mike : Temperature's a balmy 65 degrees, which is good news for you reptiles and, it looks like it's going to be a perfect day to maybe, hey, just lie in bed, sleep in or simply... Work out that flab that's hanging over the bed! Get up, Sulley!  
Sullivan : I don't believe I ordered a wake-up call, Mikey.  
Mike : *Hey! Less talk, more pain, marshmallow boy! Feel the burn!* (1)  
You call yourself a monster?  
*Scary feet, scary feet, scary feet!* Oop! The kid's awake! (2)

### Word selection and usage

In speech 1, In sentence one, there is the word *pain* which in the dictionary means *a feeling of physical suffering caused by injury or illness*. But here is not the disease but a feeling that arises from exercise. Next is the word *burn*, which in the dictionary means *to be hurt, damaged, or destroyed by fire or extreme heat*. But what is meant here is heat due to the body's metabolic processes. This choice of words is very commonly used when encouraging someone. In this case, the speaker motivates his friend who is exercising. In

this sentence, the speaker also mentions his interlocutor with an informal nickname, *Marshmallow Boy*, because the relationship between the two is very close.

### Use of words from morphological aspects

In speech 2, the phrase *scary feet* are reduplicated three times. This reduplication aims to encourage the other person who is doing exercise.

### Use of sentences from the syntactic aspect

Both speeches 1 and 2 consist of command clauses in a row. It is reasonable because, in this scene, the speaker acts as an encouragement, like a coach.

### Scene 3

Sullivan brushes his teeth in the bathroom while Mike stands on his arm. Meanwhile, in the living room, Sullivan hangs upside-down from a beam, doing some “gravity” sit-ups while they are watching television.

- Mike : Come on, *fight that plaque! Fight that plaque!* (1) Scary monsters don't have plaque!  
118... Do you have 119? Do I see 120? Oh, I don't believe it!
- Sullivan : I'm not even *breaking a sweat*. (2)
- Mike : Not you! Look! The new commercial's on!
- Announcer : The future is bright at Monsters, Incorporated.
- Mike : I'm in this one!
- Announcer : We're part of your life. We power your car. We warm your home. We light your city.
- Worker #1 : I'm Monsters, Incorporated.
- Sullivan : Hey, look! Betty!
- Announcer : Carefully matching every child to their ideal monster, to produce superior scream refined into clean, dependable energy. Every time you turn something on Monsters, Incorporated, is there.
- Floor manager : I'm Monsters, Incorporated!
- Announcer : We know the challenging, *the window of innocence* is shrinking. (3)  
Human kids are harder to scare.

### Word selection and usage

In speech 1, the word *fight* represents the word *remove*. But instead of using the word *remove* the speaker prefers to use the word *fight* because it has a stronger impression. It might be used to encourage the interlocutor.

### Use of sentences from the syntactic aspect

The construction of speech 1 is similar to the sentence in scene 2. It consists of short clauses so that the sentence becomes straightforward. The same applies to sentence 3. Sentences used are straightforward statements because they are part of the news text.

### Use of figurative language

In this scene, there are two uses of figurative language. First, in speech 2, *breaking a sweat*. This phrase is idiomatic, meaning *to start sweating* or *to put effort into something*.

It shows that the speaker feels proud of his abilities. Second is the *window of innocence*. This phrase is a metaphor used to symbolize fear of the child, which is innocent.

#### Scene 4

Mike looked at the television in amazement because he saw himself in a commercial. Then Sullivan turned off the TV.

Mike : I can't believe it.  
Sullivan : Oh, Mike...  
Mike : I was on TV! Did you see me? I'm a natural!  
(The phone rings. Mike grabs the receiver)  
(into phone) Hello. I know! Hey, wasn't I great? Did the whole family see it? (to Sullivan) It's your mom. (to phone) What can I say? *The camera loves me*. (1)  
I'm telling you, *big daddy*. (3) You're going to be seeing this face on TV a lot more often.  
Sullivan : Yeah? Like, on Monstropolis' most wanted?  
Mike : You've been jealous of my good looks.  
Since the fourth grade, *pal*. (4)

#### Word selection and usage

In speech 3, there is the word *big daddy*. Based on the dictionary, *daddy* is a child's word for father. But in this context, the big word daddy is only a nickname. In speech 4, the word *pal* is used synonymously with the word friend. According to the dictionary, the word *pal* is a non-standard and informal word. This word is usually intended to be used when talking to a man. Because of this choice of two words, we know that the relationship between the speaker and the interlocutor is very close.

#### Use of sentences from the syntactic aspect

Utterances 1, 2, and 3 are complete sentences because each contains a predicate. The sentence is not wordy and easy to understand.

#### Use of figurative language

In this scene, there is figurative language in speech 1. The camera loves me as a personification. Because the camera is said to be like a human who can love someone, but in this case, what is meant is that the speaker feels very confident that he is very suitable to be a celebrity acting in front of the camera.

#### Scene 5

Mike and Sullivan walked to the office.

Mike : Whoo! Okay, Sulley, hop on in.  
Sullivan : *Nope. Uh-uh. Uh-uh*. (1)  
Mike : *Ey, hey, hey, hey, hey!* (2)  
Where you going? What are you doing?  
Sullivan : Mikey, there's a scream shortage. We're walking.  
Mike : Walking?  
Sullivan : *Yep*. (3)

- Mike : No, no, no, *my baby*. Come on. Come on.  
Look, *she* needs to be driven. (4)  
Bye, baby. I... I'll call you!  
Ey, *genius*, you want to know why I bought the car? Huh? (5)
- Sullivan : Not really.
- Mike : To drive it! You know, like, on the street? With the *honk-honk* and the *vroom-vroom*. And no walking involved. (6)
- Sullivan : Give it a rest, will you, *butterball*? (7)  
Come on, you could use the exercise.
- Mike : Could use the exercise?!  
Look at you. You have your own climate!

### Word selection and usage

In speech 1, the word *nope* is used, which is a non-standard word. The word *nope* is synonymous with the word *no*. Next is *uh-uh* exclamation, which means to give a negative answer, and of course, it is informal. Then in speech 3, there is the use of *yup*, an informal form of the word *yes*. It is because the speaker and the interlocutor are in an environment and position that does not require formal language.

In speech 4, there is the use of the words *my baby* and *she*, which are intended for a car. These two words are intended for humans. But the speaker uses these words to refer to an object, which means he is very fond of that object.

Next, in speech 5, there is the use of the word *genius*. Based on the dictionary, *genius* means great and rare natural abilities or skills, especially in a particular area such as science or art. But in this context, the word *genius* is intended to insinuate the interlocutor.

Then in speech 7, there is the word *butterball*; in this context, it does not mean actual *butterball* but a nickname. The use of words in speeches 1, 5 and 7 shows that the relationship between the two figures is very close.

### Use of words from morphological aspects

In speech 2, the speaker uses the reduplication of the word *hey*. It is used to catch the attention of the listener. Then in sentence 6, two words have reduplicated and form onomatopoeia. These words are *honks* representing horn sounds and *vrooms* representing machine sounds.

### Use of sentences from the syntactic aspect

Utterances 1 and 3 only consist of exclamations and are incomplete sentences, but the delivery of the intention is very efficient. Then utterances 2, 4, 5, and 7 are complete sentences completed by the predicate. While sentence 6 needs to be completed. Because even though it consists of many clauses, there is no use of a predicate.

### Scene 6

Mike and Sullivan arrived at the office and exchanged greetings with other employees.

- Sullivan : Morning, Ricky.  
Hey, it's the Sullster!  
See you on the scare floor, *buddy*! (1)

Mike : Hey, marge. Hey, how was jury duty?  
Marge : Morning, Sulley!  
Hey!  
Needleman Hey, it's still leaning to the left.  
Smitty : It is not!  
Sullivan : Hey, *fellas*. (2)  
Hey, Jerry.  
Jerry : Morning!  
Needleman : Hey, Mr. Sullivan!  
Sullivan : *Guys*, I told you, call me Sulley (3)  
Smitty : I don't think so.

### Word selection and usage

In speech 1, there is the use of the word *buddy*. This word is generally used to refer to a close friend. But in this context, it is used by an adult or superior talking to a young boy in a friendly and kind way. In speech 2, the word *fellas* are used to greet friends. In the dictionary, fella means a man in an informal form. Finally, in speech 3, the word *guys* are used. Which also means a man in an informal form. But the word *guys* have a more intimate impression than fella.

### Use of sentences from the syntactic aspect

Utterances 1 and 3 are informative sentences classified as complete because they contain predicates, while those sentences 2 is only greetings.

### Scene 7

Mike and Sullivan are in the locker to get ready. Then, Randall suddenly appeared to scare Mike.

Mike : What the...?  
Randall : Wazowski!  
Mike : (Screams)  
Randall (Chuckling) What do you know? It scares little kids and little monsters.  
Mike : I wasn't scared. I have... Allergies.  
Randall : *Uh-huh*. Sure. (1)  
Sullivan : Hey, Randall, save it for the scare floor, will you?  
Randall : *I'm in the zone today*, Sullivan. (2) Going to be doing some serious scaring.  
Putting up some big numbers.  
Mike : Wow, Randall. That's great. That should make it even more humiliating When we break the record first. Ha, ha!  
Randall : Shh, shh, shh, shh, shh. Do you hear that? *It's the winds of change*. (3)

### Word selection and usage

In speech 1, one interjection, *Uh-huh*, is a non-standard word. The word has the same meaning as the word "yes". The terms refer to an informal impression because, in the context, the utterance is aimed at other characters whose roles do not require formal interaction.

### Use of sentences from the syntactic aspect

Utterance 1 is an incomplete sentence consisting only of an exclamation. Whereas utterances 2 and 3 are complete informational sentences with one clause in each sentence.

### Use of figurative language

In this scene, there are two uses of figurative language. The first in sentence 2 is *in the zone*. This phrase is an idiomatic phrase which means happy or excited because you are doing something skillfully and efficiently. So, we can know that the speaker is very confident in his work. Second, in sentence 3, *the winds of change* mean change will happen. From the sentence uttered by the speaker, we can grasp the intention is to remind or commemorate the other person so as not to be too arrogant.

### Scene 8

Waternoose and Sullivan walked together while chatting.

- Waternoose : Well... Say, I could use your help with something.  
Sullivan : Anything, sir.  
Waternoose : You see, we've hired some new scare recruits and frankly, they're... They're, um... Uh...  
Sullivan : Inexperienced?  
Waternoose : Oh, they *stink!* (1)  
Sullivan : *Uh-huh.* (2)  
Waternoose : And I thought maybe you might come by tomorrow and give them a demonstration. Show them what it takes to be a top scarer, huh?  
Sullivan : I'll start out with the old Waternoose jump-and-growl.  
Waternoose : Ha! Oh, oh, yes!  
Now, that's *my boy!* (3)

### Word selection and usage

In speech 1, there is the use of the word *stink*. Generally, this word is associated with a foul odor. But in this context, the speaker refers to an object with this word because of a great sense of disappointment and dislike. As head of the company, the speaker feels very angry about the ability of his new incompetent employees. Next, as in scene 7 in speech 2, there is one interjection, *Uh-huh*, that is a non-standard word, which refers to an informal impression because, in the context, the utterance is aimed at other characters whose roles do not require formal interaction. Finally, is the use of the word *my boy* in speech 3. Parents usually intend this word for their own sons. But in this context, the speaker is very proud and loves his interlocutor, so he chooses the word *my boy* to refer to him.

### Use of sentences from the syntactic aspect

Utterance 2 is an ungrammatical sentence because "are" is omitted. The second sentence is only an exclamation word rather than a complete sentence. While sentence 3 is done. Nevertheless, the meaning of all the sentences intended can be conveyed clearly.

### Scene 9

Mike and Sullivan are at work collecting children's screams.

Sullivan : Another day like this and that scare record's *in the bag*. (1)  
Mike : That's right, baby!  
Sullivan : *Uh-huh*. (2)

### Word selection and usage

In speech 2, one interjection, *Uh-huh*, is a non-standard word. The word has the same meaning as the word "yes". The terms refer to an informal impression because, in the context, the utterance is aimed at other characters whose roles do not require formal interaction.

### Use of sentences from the syntactic aspect

Utterance 1 is a complete informative sentence consisting of 2 clauses. While utterance 2 is an incomplete sentence only composed of exclamation words.

### Use of figurative language

In this scene, there is one use of figurative language. It's in sentence 1, *in the bag*. This phrase is idiomatic and means particular will get it or achieve it. From the use of this phrase, we know that the speaker is very confident that he will achieve his goals.

### Scene 10

Chaos happened because all the monsters panicked after seeing a human child.

Mike : Well, a kid flew right over me and blasted a car with *its* laser vision!  
(1)  
Sullivan : I tried to run from *it*, but it picked me up with *its* mind powers and  
*shook me like a doll!* (2)  
Mike : It's true! I saw the whole thing!

### Word selection and usage

In speeches 1 and 4, the speaker uses the word *it/its* to refer to a little girl. As we know, *it* is a pronoun used to refer to objects or animals. But the speaker chose *it* because they think the little girl is different from their species. And they were terrified of that girl.

### Use of sentences from the syntactic aspect

Both utterances 1 and 2 are complete informative sentences. Utterance 1 is a compound sentence that uses conjunctions "and". While utterance 2 is a more complex sentence because it contains four clauses.

### Use of figurative language

In this scene, there is one use of figurative language. In sentence 2, *it shook me like a doll*. The clause is a simile because it uses the word like. The clause implies that the speaker feels scared and helpless against the subject, so he is easily defeated.

### Scene 11

Mike and Sullivan are in a precarious state. A child enters the world of monsters. Sullivan wanted to hide the child from the coveted security officer, and Mike disagreed.

- Sullivan : How could I do this? How could I be so stupid? This could destroy the company.
- Mike : The company? Who cares about the company?! What about us? *That thing* is a killing machine! (1) Bet it's just waiting for us to fall asleep and then wham! Oh, we're easy *prey*, my friend-- easy *prey*. (2) We're sitting targets. Okay, look, I think I have a plan here. Using mainly spoons, we dig a tunnel under the city and release *it* into the wild.
- Sullivan : Spoons.
- Mike : That's it, I'm out of ideas. We're closed. Hot air balloon? Too expensive. Giant slingshot? Too conspicuous. Enormous wooden horse? Too Greek!

### Word selection and usage

In speech 1, there is the word *that thing*. The term is used to refer to objects or things. But the speaker uses this word to refer to a little girl. It happened because the speaker didn't like the little girl. Next, in speech 2, the word "*prey*" is used. Based on the dictionary, the phrase *prey* means a creature hunted and killed for food by another animal. But in reality, they are not creatures that will be devoured. So, it can be understood that the word *prey* was chosen only to exaggerate the speaker's intentions, who feels insecure.

### Use of sentences from the syntactic aspect

Both utterances 1 and 2 are complete informative sentences. But in sentence 2, a repetition of the exact phrase is used to emphasize the speaker's intention.

### Scene 12

The condition of the company is very chaotic due to the search for small children in the monster world. Inadvertently Sullivan met Mr. Waternoose and was forced to follow him.

- Sullivan : Mr. Waternoose!
- Waternoose : Ah, James! Is this one yours?
- Sullivan : Actually, that's my, uh, cousin's sister's daughter, sir.
- Mike : Yeah, it's, uh...  
"Bring an obscure relative to work day."
- Waternoose : Hmm, *must have missed the memo* (1) Well, listen, James, why don't you stop by the simulator after lunch today and give us that scare demonstration we talked about, huh?
- Sullivan : Oh, oh, sir, uh.... Excuse me, Mr. Waternoose?
- Waternoose : Yes, yes, I'm coming. All right then, I'll see you this afternoon, James.  
That is, if these *gentlemen* haven't shut us down. (2)

### Word selection and usage

In this sentence, the speaker uses the word, *gentlemen*. Gentlemen mean a polite way of talking to or referring to a man or a man who is polite and behaves well towards other people, especially women. But in this context, the word is not used according to its

meaning because it contains a negative impression. The speaker has a negative impression of the object because of his love for the company Monster Incorporate.

### Use of sentences from the syntactic aspect

Utterance 1 is an informative sentence with no written subject, but the meaning does not change because a clear context supports it. Speech 2 is a conditional sentence. Both utterances 1 and 2 are complete sentences.

### Use of figurative language

In this scene, figurative language is found in speech 1, *which missed the memo*. This phrase is an informal idiomatic phrase which *means to be unaware of the current state of affairs*, where the speaker does not know the condition of the interlocutor.

### Scene 13

Mike tries to seduce Roz to get the door key so he can return Boo to the human world.

Mike : *Roz, my tender, oozing blossom*. (1) You're looking fabulous today.  
Is that a new haircut?

### Word selection and usage

In speech 1, there is the use of the word *blossom*. Based on the dictionary, the word *blossom* means a small flower, or the small flowers on a tree or plant, to produce flowers that develop into a fruit. In general, the word *blossom* is synonymous with the word *flower*. But in this sentence speaker prefer the word *blossom* because this word is more closely related to women and has a more beautiful impression.

### Use of sentences from the syntactic aspect

Utterance 1 is an incomplete sentence consisting of 2 adjectives arranged in sequence.

### Scene 14

They have found Boo's room door and will return her. But suddenly she disappeared.

Mike : Where'd *it* go? What'd you do with *it*? (1)  
Sullivan : (gasps) Where is she?  
Mike : I don't believe it. He got away from you again?!  
Well, that is just...  
Wait a minute. *The sun is coming up* (2). This is perfect! She's gone!  
*Hey, hey, hey, hey*. Where are you going? (3)  
Sulley, please, don't blow this. Not when we're so close to breaking the record. Somebody else will find the kid. *It*'ll be their problem, not ours!  
*She's out of our hair!* (4)

### Word selection and usage

In speeches 1 and 4, the speaker uses the word *it* to refer to a little girl. As we know, it is a pronoun used to refer to objects or animals. But the speaker chose *it* because he did not recognize the girl's status. And it was very clear that the speaker did not like the girl.

### Use of words from morphological aspects

In speech 2, there is a compounding process between stem *come* that gets affix *-ing* and word *up*. In this context, the word *coming up* is synonymous with *rising*. Which means it is coming towards the speaker. In speech 3, the speaker uses the reduplication of the word *hey*. It is used to catch the attention of the listener.

### Use of sentences from the syntactic aspect

Speech 1 and 3 are interrogative sentences. While utterances 2 and 4 are informative sentences. All of these sentences are complete sentences because they contain predicates.

### Use of figurative language

In this scene, two figurative languages are found. First, there is in speech 2; the *sun is coming up*. This is a metaphor. The word *sun* here is used to express the solution. Where the sun rises and removes the darkness. And the loss of Boo is considered a solution by Mike. The second is *out of our hair*. This is an idiomatic phrase that does not mean that one's responsibility or burden any longer.

### Scene 15

Randall intends to kidnap Boo and collect screams by force. But he was mistaken and kidnapped Mike.

- Randall : Wazowski?! Where is it, you little one-eyed cretin?  
Mike : Okay, *first* of all, it's cree-tin. If you're going to threaten me do it properly. *Second* of all, you're nuts if you think kidnapping me is going to help you cheat your way to the top! (1)  
Randall : You still think this is about that stupid scare record?  
Mike : Well... I did, right up until you chuckled like that. And now I'm thinking I should just get out of here.  
Randall : I am about to revolutionize the scaring industry. And when I do, even the great James P. Sullivan is going to be working for me.  
Mike : Well, somebody's certainly been a *busy bee* (2)  
Randall : *First*, I need to know where the kid is. And you're going to tell me (3)

### Word selection and usage

In speeches 1 and 3, the word ordinal number is used repeatedly. With this, we can understand that the speaker has more than one thing to convey, and there is impeached information.

### Use of sentences from the syntactic aspect

Utterances 1 and 3 are sequential sentences marked by the use of sequencers. Utterance 1 is classified as a complete conditional sentence because it is completed with a predicate. While utterance 3 is a command sentence. Then speech two also belongs to a complete informative sentence.

### Use of figurative language

In this scene, found one use of figurative language, busy bee. This word includes idiomatic phrases because the meaning therein represents the word used. This phrase is used to describe people who enjoy working.

### Scene 16

Mike and Sullivan had a fight after they were banished to the Himalayas by Mr. Watnoose. Mike was very angry because he felt his life was ruined. But Sullivan insisted on saving Boo.

- Sullivan : I'm sorry, mike. I'm sorry we're stuck out here. I didn't mean for this to happen. But boo's in trouble. I think there might be a way to save her. If we can just get down to that...
- Mike : "We"?
- Whoa, whoa, whoa. "we"? No. There's no "we" this time, *pal*. (1) If-if-if you want to go out there and freeze to death *you be my guest...* (2) Because you're on your own.

### Word selection and usage

In speech 1, the word *pal* is used synonymously with the word friend. According to the dictionary, the word *pal* is a non-standard and informal word. This word is usually intended to be used when talking to a man, sometimes in a friendly way, but more often to a man who is annoying you. Because of this choice of words, we can see that the two parties have a very close relationship. But the speaker was annoyed at the listener.

### Use of sentences from the syntactic aspect

Utterance 1 is an informative sentence, and sentence 2 is a conditional sentence. Test 1 is a complete sentence which consists of 1 clause. While utterance 2 is a complex sentence consisting of 3 clauses.

### Use of figurative language

In this scene, one figurative language is used: "*be my guest.*" This phrase has meaning do as your wish, I don't mind, help yourself and so on. We can see here that the speaker is not concerned about the actions of the hearer anymore.

### Scene 17

Mike and Sullivan left the company after successfully returning Boo to the human world. Sullivan felt very sad because of parting with boo. All other employees are sad because the company will be closed after Mr. Watnoose is arrested. And Mike is trying to cheer Sullivan.

- Mike : Ey, you all right? Come on, *pal*, cheer up, we did it! We got Boo home. Ah, sure, *we put the factory in the toilet*, and... (1) Gee, hundreds of people will be out of work now. Not to mention *the angry mob* that'll come after us when there's no more power, but, hey... (2) At least we had some laughs, right?
- Sullivan : Laughs...

### **Word selection and usage**

In speech 1, the word *pal* is used synonymously with the word *friend* (see scene 16). Because of this choice of words, the two parties have a very close relationship.

### **Use of sentences from the syntactic aspect**

Both utterances 1 and 2 are informative sentences, but both are severed sentences immediately followed by other sentences. Each utterance is complex because it consists of more than two clauses.

### **Use of figurative language**

In this scene, two uses of figurative language are found. First, in speech 1, *we put the factory in the toilet* as a metaphor, where the word toilet is used to represent the final word or destruction, which is abstract. Second is *the angry mob* in speech two, an idiom because the comments that compose it do not reflect the true meaning. The meaning of angry mob is a large group or crowd of people who are angry or violent, or challenging to control.

## **5. Conclusion**

Selecting and using diction in the *Monster Inc* movie tend to use non-standard, informal words, show a stronger impression and emphasize certain information. For the use of words from the morphological aspect, a small portion uses reduplication of words and phrases to highlight what is being conveyed. However, most also found no affixation, reduplication, or compounding in morphological aspects. Furthermore, in the use of sentences from the syntactic aspect, most are delivered in Interrogative sentences, command clauses, complete sentences, exclamations, incomplete sentences, informative sentences, complete informational sentences, ungrammatical sentences, and complex sentences. And the last use of figurative language is found in several scenes. The figurative language used is Idiomatic phrases, metaphors, personification, and similes.

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