

CHAPTER I

INTRODUCTION

1.1 Background of the Study

People need to communicate with one another in order to survive. People fulfil each other's needs in this manner. People can communicate their thoughts and ideas, convey information, and provide the hearer with something in exchange for accepting the information by engaging in communication. Sometimes, a speaker's message and goal are lost due to a miscommunication between the speaker and hearer during a conversation. As a result, the speaker always has a meaning or purpose in mind when speaking. Communication cannot have the same meaning even when words or sentence are similar. It signifies that there are two possible meanings in a single speech.

'Excuse me, I want to turn back.' for example. When a student speaks politely to the lecturer in the classroom, it can be inferred that she is asking permission to use the restroom and is communicating with the lecturer. In a different scenario, if a male made this remark to a friend during a marching practice, it may be interpreted as a shift from front to back. The phrase may have more than one meaning depending on the situation or context. The context, time, place, and person status of a conversation all influence how people connect with one another.

It comprises the context, which in communication is most crucial for understanding what the speaker intends when they make a statement that the

listener will have to interpret. Speech acts refer to all the actions that are carried out in the order to make an utterance. Austin (1962) stated that the speech act is a performative language theory in which speaking will cause an action. That means that when someone produces a sound, they don't just communicate something; they also persuade the listener to act. The hearer should analyze the action of producing an utterance into three categories, such as the locutionary act, illocutionary act, and perlocutionary act that created by Austin (1962). Locutionary act is the actual meaning of speech in what the listener infers from the speaker's words. Illocutionary act refers to utterances that the speaker makes with the intent of persuading the listener to do an action. The interpretation of the message that a listener or reader receives is known as a perlocutionary act. It is simply the process of extrapolating meaning from utterances. Certain statements can't be classified as speech acts. It occurred because not all words have the ability to bring their receivers to acts. People are unable to act since what is said has varied meanings depending on who is speaking and who is listening.

Knowing the phenomenon, captivates the writer's curiosity in researching speech act. Those illocutionary acts were the topic of this research. Because communication is the top priority, it is the most important speaking act. One of the illocutionary act types were analyzed for the listener. As a result, the listener not only absorbs the information but also comprehends it and takes action toward the speaker's objective. Illocutionary acts occurred in books, magazines, newspaper, and novels that contain implicit meaning in addition to in daily conversation. The author selects a movie to serve as the focus of this investigation. It's because there

are numerous instances of directive illocutionary act through out the movie. Such as “*We need to break her and build her up.*” This utterance is directive because it is suggesting changing someone's character. Therefore, “*Enola Holmes the Movie*” is chosen to be analyzed for this research.

There are various reasons why this study is being conducted. First, speakers use a variety of speech acts in everyday conversation, just like in the movie. We are able to express act. Second, communication involves a close bond between the speaker and the listener. The last speech act is used to elicit the most attention from the listener during communication and to persuade the hearer to take an action based on the situation or context.

1.2 Problems of the Study

Based on the background of the study above, the problems can be formulated as follows:

1. What types of directive illocutionary acts are used by the characters in “*Enola Holmes the Movie*”?
2. What is the meaning of those directive illocutionary acts used by the characters in “*Enola Holmes the Movie*”?

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1.3 Objectives of the Study

The objectives of the study are to find out the answers of the problems of the study above, thus the objective of the study could be mention as follows:

1. To classify types of directive illocutionary acts used by the character in “Enola Holmes the Movie”
2. To analyze the meaning of directive illocutionary act used by the character in “Enola Holmes the Movie”

1.4 Limitation of the Study

This study is limited to analyzing types of directive illocutionary acts and the meaning of directive illocutionary acts used by the character in “Enola Holmes the Movie”. To avoid the discussion wider, this study focused only on utterance by the characters that contains directive illocutionary acts by using the theory from Searle (1979) and continued with the meaning of the directive illocutionary acts using the theory of meaning by Leech (1981).

1.5 Significance of the Study

In conducting this study, the result is expected to have some significance. They are theoretically and practically. The significances of this study are:

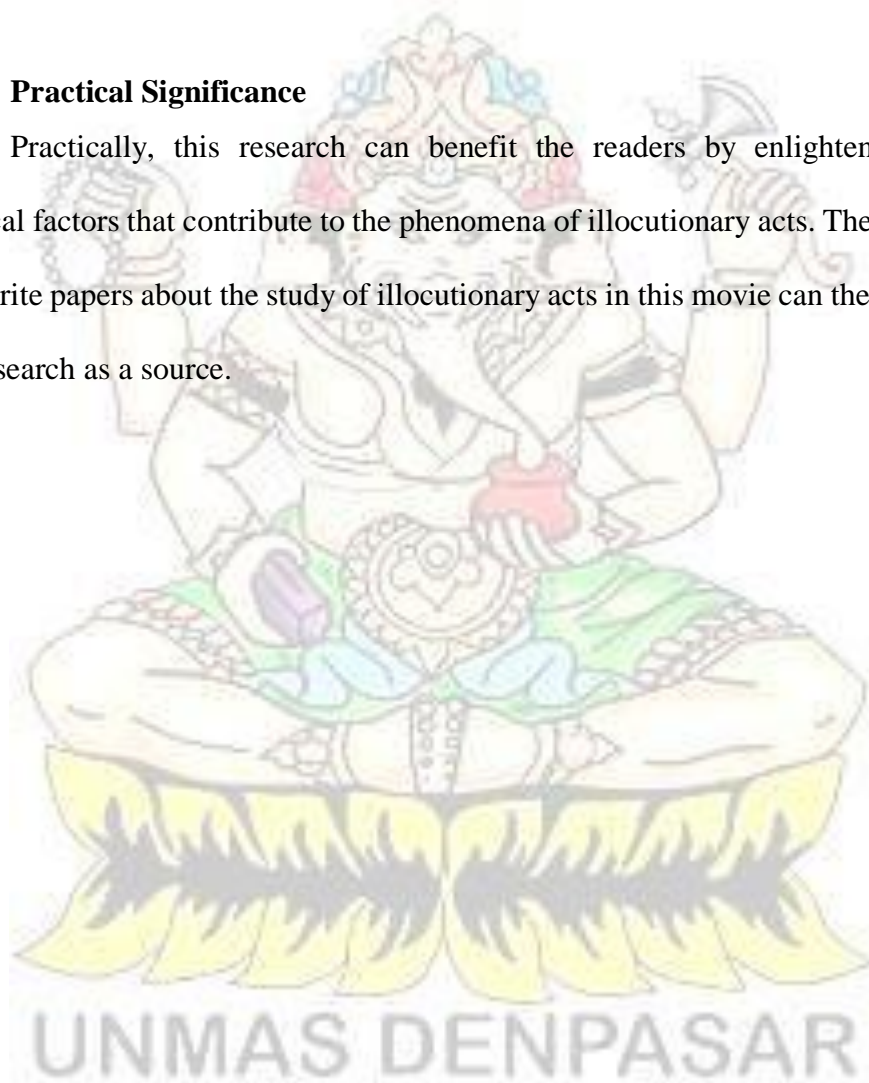
1.5.1 Theoretical Significance

This research aims the illocutionary techniques utilized by all of the characters in the “Enola Holmes” movie. It is a component of the study of

pragmatics, particularly speech act. This will be useful for readers or students who want to learn about certain skilled linguistics and illocutionary acts quickly. The study also discusses numerous illocutionary methods that were used by the characters in the movie entitled “Enola Holmes”.

1.5.2 Practical Significance

Practically, this research can benefit the readers by enlightening the practical factors that contribute to the phenomena of illocutionary acts. The readers who write papers about the study of illocutionary acts in this movie can then utilize this research as a source.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AN THEORIES

In this chapter, the researcher discusses review of related literature, concepts and theories. The presentation of relevant theories is used to find out the answers for the research problem. Besides that, some related literature also helped in this writing to get supporting data for this study.

2.1 Review of Related Literature

The first research is an article written by Juliano, et all (2022) entitled “An Analysis of Directive Illocutionary Act Performed in “Romeo and Juliet” Movie: Pragmatics Approach, focused on analyzing the types and forms of directive illocutionary acts produced by the character in “Romeo and Juliet” movie. This research took the data from a movie called ‘*Romeo and Juliet*’. This study used the theory from Searle & Vanderveken (1985). This research applied a qualitative method. There are 14 utterances and they are asking with 3 frequencies, forbidding with 3 frequency, ordering with 3 frequency, permitting with 3 frequency and praying with 2 frequency.

The difference between the previous study and the recent study are the theory that are used is from Searle and Vanderveken (1985). However, this study is using the theory from Searle (1979) and Leech (1981). The similarity of Juliano’s article and this study are the types of directive illocutionary acts that the characters produce.

The second research is a thesis written by Pandini (2020) entitled “Directive Speech Acts in Jumanji Movie”. This study focused on to describe the

kinds of directive speech act and how speech act actualized in Jumanji Movie. This research took the data from a movie entitled '*Jumanji*'. The theory that they used is from Austin (1962). This study conducted through the observation method and then analyzed using a descriptive qualitative. The results shows that there are 115 utterances. The total calculations and percentages of directive illocutionary acts in each type are request 1 (0,01%), comand 36 (31,30%), suggestion 23 (25,18%), advice 5 (0,04%), asking 50 (43,47%). The dominant type of directive illocutionary acts is asking 50 (43,47%).

The differences between this previous study and this recent study are that the theory that they used is from Austin (1962). However, this study is using the theory from Searle (1979) and Leech (1981). The similarities between Pandini's thesis and this study are about the types of directive illocutionary acts that are found in the movie.

The third research is an article written by Trisnawati, et all (2023) entitled "Expressive Illocutionary Act in the Little Mermaid 1989 Movie" focused onto find the expressive illocutionary in the movie. The data is taken from the movie entitled '*Little Mermaid 1989*'. The theory that they used is from Searle (1979) to find the types of expressive illocutionary act and theory by Halliday and Hasan (1985) to analyze the context of the situation. The method that they used to analyzing the data is using descriptive qualitative method. The results, there are 22 utterance which are produced by the characters. There are apologizing 5 (22,72%), thanking 3 (13,64%), congratulation 3 (13,64%), wishing 3 (13,64%), attitude 6 (27,27%), greeting 2 (9,09%).

The difference between this previous study and this recent study is that they discussed the expressive illocutionary acts used by the characters, and also using theory from Halliday and Hasan (1985). However, in this recent study are discussed the types of directive illocutionary acts used by the characters with the meaning using the theory from Leech (1981). The similarities in Trisnawati's article and this study are, the theory of Searle (1979) that they used to analyze the illocutionary acts.

The fourth research is a thesis written by Isnaeni (2021) entitled "Analysis of Directive Illocutionary Acts on Imperfect Movie" focused on to analyze directive illocutionary acts used by all characters in Imperfect movie. The data was taken from a movie called *'Imperfect'*. The theory that they used is from Allan's theory (1986) to finding the types of Directive act and Yule's theory (1996) as a function of Directive act. This research used qualitative approach. The results, there are 117 data of directive illocutionary acts from the movie dialogue. There are six types of directive illocutionary acts found in the Imperfect movie dialog with the number of a sentence: requests 26 sentences, question 7 sentences, requirements 43 sentences, prohibition 8 sentences, permissions 3 sentences, and advisories 30 sentences.

The differences between this previous study and this recent study are that they using the theory from Allan (1986) to find the types of directive illocutionary acts and theory from Yule (1996) to find the function of the directive illocutionary acts. However, this study is using the theory from Searle (1979) to find the types and using the theory from Leech (1981) to find the meaning of the directive

illocutionary acts. The similarities between Isnaeni's thesis and this study are that about the types of directive illocutionary acts that are found in the movie.

The fifth research is a thesis by Pertiwi (2019) entitled "The Directive Illocutionary Act Analysis of the Character Utterances in 13 Reasons Why" focused on kinds of directive illocutionary act spoken by Jessica, Justin, Bryce and Hannah in *13 Reasons Why* web tv series. The data was taken from the movie entitled '*13 Reasons Why*'. The theory that they used is from Searle (1979) and Yule (1996). This research used a descriptive qualitative method to identify and observe the data. The results there are 24 utterances found in the *13 Reasons Why* web TV series that categorized into four different kinds of directive illocutionary act. There are 7 direct commanding utterances, 8 requests with 4 direct utterances and 4 indirect utterances, 2 direct prohibition utterances and 7 suggestions with 5 direct utterances and 2 indirect utterances.

The differences between this previous study and this recent study are that they using the theory from Yule (1996). However, this study is using the theory from Leech (1981) to find the meaning of the directive illocutionary acts. The similarities of Pertiwi's thesis and this study are that they used the theory from Searle (1979) and finding the kinds of directive illocutionary acts.

2.2 Concepts

Concepts are a collection of general definitions in terms related to the title of the study. There are illocutionary acts, movie, character, and Enola Holmes. The descriptions of those concepts are presented as follows.

2.2.1 Illocutionary Acts

Illocutionary act is a speech act that contains the intent and function of speech. It also means that the speaker is doing something by uttering words that contain: promising, thanking, offering, and apologizing. According to Yule (1996) illocutionary acts have five types; namely: representative, directive, commissive, expressive and declarative.

2.2.2 Directive Illocutionary Acts

Vanderveken and Kubo (2002:159) the linguistic act of directive is claimed to be determines the acting roles of speaker and listener and ensures that it can accommodate propositional content. Kasher (1998:172) argues that promises, wishes, proposals, requests, and demand can be classified as speech acts that contain a directive point. Meanwhile, Yule (1996:54) writes that orders, command requests, and suggestions are classified as verbal directive acts. It also conveys the speaker's sense of desire.

2.2.3 Movie

A movie is a representation of reality. A movie or film is a collection of moving images along with audio, elements like music, tone, and instrument that incorporate a narrative concept. Then, they watch it as it is broadcast on television or at a movie theater (Hornby, 2000)

2.2.4 Characters

A character is a person, animal being, creature, or thing in a story. Writers use characters to perform the actions and speak dialogue, moving the story along a plot line. A story can have only one character (protagonist) and still be a complete

story. *Literary Terms* (2015: June 1). Character is also a representation of an individual personality in a fictional or dramatic work a character in a play. Merriam-Webster (2023).

2.3 Theoris

This study is related to pragmatics and focused on the illocutionary acts. The researcher used the theories that are related to the problems of the study. Theories of types of illocutionary acts proposed by Searle (1979) in his book entitled *Expression and Meaning* used to analyze the types of illocutionary acts, and the theories of meaning proposed by Leech (1981) in his book entitled *The Study of Meaning* is used to explain the meaning of illocutionary act. In addition, Austin's and Yule's theory will help to explain general classification of speech act theory.

2.3.1 Speech Act

Austin (1962) is the first linguist who introduced the study of speech acts, therefore Austin's theories that were taken further by Searle are the basic of any theory of speech acts.

1) Locutionary Act

Locutionary act is an act of saying something, provides the hearer with the core of information from which to infer the speaker's illocutionary (communicative) intent. Generally, it is equivalent to the 'meaning' in the traditional sense.

2) Illocutionary Act

According to Austin's (1962), the idea of an "illocutionary act" can be absorbed by emphasizing that "by saying something, we do something."

Illocutionary act is the utterance which has certain or conventional force.

3) Perlocutionary Act

Austin (1962) stated that perlocutionary act is a speech act, consider it at the level of psychological consequences such as threatening, advising, encouraging, or else getting someone to do or create something. When a speaker causes an effect on the hearer by means of uttering an utterance, it can be said that the speaker has performed a perlocutionary act. This is contrast compared with locutionary and illocutionary acts.

These following examples will try to give a clear distinction of the three components above:

a) Locutionary act

This utterance simply functioned as an interrogative sentence that requires a yes or no answer.

b) Illocutionary act

He requested me to show my ID card.

c) Perlocutionary act

I got persuaded by him to show my ID card.

2.3.2 Directive Illocutionary Acts

Directive is the type of speech acts in which the speakers make an attempt to get the hearers to do something. Searle states that there are five types of function of directive speech acts such as ordering, inviting, forbidding, requesting, and suggesting (Searle, 1989: 13).

a) Ordering

b) Ordering is a function of directive, where there is a task given from the speaker to the hearer (Searle, 1979: 13). Concerning there is a task suggested inside the expression, it implies that there is likewise the commitment to complete the undertaking given for the listener. For example: *Pass me the pen!*

c) Inviting

Inviting is when the utterances of the speaker's attempt to get the hearer involved in a certain event or to carry out an action (Searle, 1979:13). In order for the speaker's undertaking in inviting the audience related to their welcome, the speaker need to empower the condition in which the hearer will play out the movement. For example: *Come join the noob group!*

d) Forbidding

Forbidding is when the speaker attempts to forbid the hearer from carrying out an action in which the speaker puts emphasis on his or her utterance (Searle, 1979: 14). For example: *Don't bite the inside of your mouth!*

e) Requesting

Requesting has a purpose to get the hearer to do something in circumstances that the speaker believes the hearer will be able to perform the action (Searle, 1979: 14). For example: *Would you cook for me? My hand hurts.*

f) Suggesting

Suggesting is when the speaker's attempt in provide or give an alternate option for the hearer in carrying out an action (Searle, 1979: 15). Typically, the expression inferred by the speaker is in a prudent manner to try not to make any misjudge that may annoy the hearer's feelings. For Example: *As for me, I would suggest you eat more protein than carbohydrate.*

2.3.3 Theory of Meaning

“The statement of meanings is therefore the weak point in language study, and will remain so until human knowledge advances very far beyond its present state” (Bloomfield, 1933:140). He explains how this can be done, namely by semanticists focusing on studying the relations within the language. The whole concept in Leech's opinion rests on the distinction between meaningful and meaningless utterances in relation to “the knowledge of language” and “the knowledge of the real world” Leech (1981: 4-6).

Leech created seven types of meaning (1981: 9), there are:

1) Conceptual meaning

The emphasis in this classification should be put on the logical or conceptual meaning (also called “denotative” or “cognitive.”) Leech (1981: 9). The reason for this is his statement that conceptual meaning “is widely

assumed to be the central factor in linguistic communication” Leech (1981: 9).

2) Connotative meaning

Connotative meaning is the communicative value an expression has by virtue of what it refers to, over and above its purely conceptual content.

Leech (1981: 12).

3) Social meaning

The social type of meaning includes all the social circumstances regarding the use of piece of language. Leech (1981: 14).

4) Affective meaning

5) Another type of meaning which is closely related to the social meaning is the one which, according to Leech, deals with the way a language can reflect personal feelings of the speaker that may include attitude to a listener or something he is talking about. Leech (1981: 15).

6) Reflected meaning

Reflected meaning can be explained as the one appearing in situations of multiple conceptual meanings, when one sense of a word influences our response to another sense, as stated by Leech (1981: 16).

7) Collocative meaning

Collocative meaning consist of the associations a word acquired on account of the meanings of words which tend to occur in its environment.

Leech (1981: 17).

8) Thematic meaning

The thematic type of meaning provides an answer to the question: “What is communicated by the way the author formed and organized the message?”, it can be considered as a part of sentence semantics. Leech (1981: 19)

