

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Pragmatics is the branch of linguistics that examines how language functions in context, focusing on how meaning shifts depending on the circumstances of a conversation. It goes beyond the basic interpretation of words and sentences, looking into the way tone, social cues, and context influence communication. Yule (1996) highlights that pragmatics is all about how context helps listeners figure out what the speaker really means, which is not always directly expressed through the words themselves. By focusing on this, pragmatics plays a crucial role in enhancing effective communication, as it helps explain how people make sense of what is being said in specific situations. This leads to a deeper understanding of communication, which brings us to a key component of pragmatics, which is speech acts.

One key idea in pragmatics is the concept of speech acts, which describes how people perform actions through language. Speech acts were introduced by Austin (1962), who classified them into three types: locutionary, illocutionary, and perlocutionary acts. The locutionary act refers to the basic act of producing sounds or writing, focusing on the literal meaning of the words. The illocutionary act, however, is where the speaker's intent comes into play, such as making a request or giving advice. Lastly, the perlocutionary act looks at the effect the speech has on the listener,

like persuading or encouraging someone. Understanding these differences is important because they highlight the fact that language is not just about communicating information but also about accomplishing goals. This idea leads into Searle's (1979) further categorization of illocutionary acts, which adds depth to how speech acts are understood.

Building on Austin's work, Searle (1979) offers a more detailed classification of illocutionary acts by identifying five key categories. Assertives are used when speakers convey their beliefs, such as stating a fact. Directives are employed to get the listener to do something, whether through a request, command, or suggestion. Commissives involve the speaker committing to a future action, such as making a promise or offering. Expressives reflect the speaker's emotional state, expressing feelings like gratitude or apology. Finally, declarations cause changes in the world, such as pronouncing someone married or appointing someone to a position. Searle's categories help show the various ways language can be used to achieve different communicative purposes. These different functions of speech acts show the complex ways language works in real life, which naturally connects to the idea of context in communication.

The context of a situation is essential when interpreting language, as it provides the background that allows people to fully understand the intended meaning behind a speaker's words. Halliday and Hasan (1989) explain the concept of "context of situation," which includes not only the physical environment but also the social and

cultural factors surrounding the communication. Without considering these surrounding factors, it's easy for misunderstandings to happen. For instance, what might seem like a casual remark in one situation can be taken as an insult in another if the context is not properly understood. Context provides the clues needed to interpret speech acts accurately, and it plays a key role in both everyday communication and more structured forms of interaction, like those found in media such as movies.

In the movie industry, context is equally important for understanding the dialogue and character interactions. Movies, particularly animated ones, offer rich examples of how speech acts function in different contexts. The characters' dialogues often demonstrate the complexity of communication, as speech acts are used to build relationships, resolve conflicts, or advance the storyline. This makes movies a compelling subject for studying how language is used to perform actions, influence others, and reflect social dynamics.

The selection of "The Croods: A New Age" as the focal point of this study is based on its rich narrative and character interactions, offering many opportunities for examining illocutionary acts in a cinematic setting. As the sequel to the 2013 animated movie "The Croods", it provides a continuation of the prehistoric family's adventures, presenting new dynamics and challenges. This makes it an ideal case for analyzing illocutionary acts, especially in relation to Grug. Although Grug is a supporting character, his role as the father figure in the Croods family, facing both external threats

and internal family challenges, creates a rich context for analyzing the use of language and communication. By focusing on Grug's utterances, the study aims to identify the types of illocutionary acts he uses and explain how the context of situation shapes the way these acts are performed throughout the movie.

1.2. Problems of the Study

Based on the background of the study, two problems that were analyzed were as follows:

1. What kinds of illocutionary acts do Grug use in the movie “The Croods: A New Age”?
2. How does the context of situation influence the illocutionary acts in Grug’s utterances in “The Croods: A New Age”?

1.3. Objectives of the Study

Based on the problems of the study, the following two objectives were established:

1. To identify the types of illocutionary acts used by Grug in the movie “The Croods: A New Age”.
2. To explain how the context of situation shaped the illocutionary acts in Grug’s utterances in “The Croods: A New Age”.

1.4. Limitation of the Study

This study was limited to analyzing illocutionary acts and the context of the situation in the movie “The Croods: A New Age”. To support this, the study applied Searle’s (1979) theory to identify the types of illocutionary acts used by Grug and Hasan and Halliday’s (1989) theory to explain how the context of situation shaped those acts. By narrowing the analysis to a single character, the study was able to explore in detail the kinds of illocutionary acts Grug used and how his surrounding circumstances, relationships, and manner of speaking influenced them. This focused approach kept the analysis relevant and manageable, while addressing both objectives of identifying the types of illocutionary acts and explaining how context influenced Grug’s utterances throughout the film.

1.5. Significances of the Study

This study was expected to have significance in the field of linguistics both theoretically and practically and was defined in the following manner:

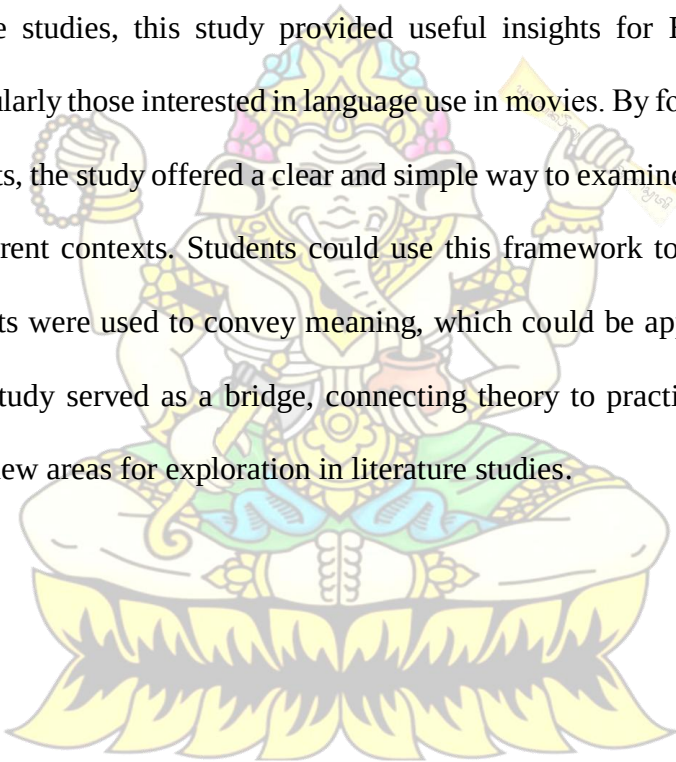
1.5.1. Theoretical Significance

This study held great value for future research in English literature because it focused on the illocutionary acts found in Grug’s speech in “The Croods: A New Age”. By analyzing the various types of illocutionary acts based on Searle’s theory, the study shed light on how language was used in the movie and provided a foundation for further

research on how illocutionary acts appeared in movie dialogue. The research contributed to the broader application of speech act theory, specifically in cinematic language.

1.5.2. Practical Significance

For future studies, this study provided useful insights for English literature students, particularly those interested in language use in movies. By focusing on Grug's illocutionary acts, the study offered a clear and simple way to examine how speech acts worked in different contexts. Students could use this framework to understand how illocutionary acts were used to convey meaning, which could be applied in literature analysis. This study served as a bridge, connecting theory to practical analysis, and could open up new areas for exploration in literature studies.



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CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter plays an important role in the writing process. It brings together past research on the topic, helps explain key ideas, and gives an introduction to the subject. The chapter is divided into three main parts. The first part is a review of studies that are relevant to the topic. The second part explains the key concepts that are central to the study. The final part outlines the theoretical framework, which uses various theories to guide the analysis of the data and address the main research questions. These sections work together to give a clear understanding of the topic being studied.

2.1. Review of Related Literature

Numerous related studies had looked into the topic of illocutionary acts. The first study by Wulan (2021) was a thesis titled “An Examination of Illocutionary Acts Found in Joe Biden’s Victory Speech as President”. This research aimed to determine the kinds of illocutionary acts and their context in Joe Biden’s victory speech, as published by The Washington Post. Searle’s (1976) categorization of illocutionary acts was used, with descriptive qualitative analysis for the data and document analysis for gathering information. The results showed four types of illocutionary acts: representative, commissive, expressive, and declarative, with representative being the most common.

The second study, a thesis by Sapphira (2022), titled “Analysis of Illocutionary Speech Acts in the Modern Drama ‘Trifles’ by Susan Glaspell”, examined the

illocutionary speech acts in the drama. The study applied Searle's and Vanderveken's (1985) theories, using descriptive-qualitative methods and purposive sampling for data analysis. The observation method was used for data collection. The results revealed three types of illocutionary acts: directive, assertive, and expressive. The directive type was the most common, followed by expressive.

The next study, an article by Daffina & Hikmah (2023), entitled "An Examination of Illocutionary Acts Observed in Aespa's Address at The United Nations", focused on identifying the types of speech acts used by Aespa and their functions. Austin's (1962) and Searle's (1974) classification theory of illocutionary acts was applied for analysis. A qualitative descriptive method was used to detail each type of illocutionary act in Aespa's speech at the United Nations and the intentions expressed. The findings revealed four main categories of speech acts in the speech: representative (67%), directive (5.5%), commissive (5.5%), and expressive (22%). The representative act was the most frequent, making up 67% of the speech acts.

Another study, by Amalia et al. (2021), titled "Analysis of Illocutionary Speech Acts in Nadhira Afifa's Address as a Student Speaker at Harvard Graduation 2020", identified the types of illocutionary acts in Nadhira Afifa's speech as a Master of Public Health graduate. The study used Yule's (1996) theoretical framework and descriptive qualitative analysis. Four out of five types of illocutionary acts were found in the

speech: representative, expressive, directive, and commissive, with the representative act being the most frequently used.

The final study, by Fadzila (2023), entitled “Examining Illocutionary Acts in United Nations Women Press Releases: Gender Equality in the 2030 Agenda”, aimed to identify the types of illocutionary acts in the press release Gender Equality in the 2030 Agenda, shared during a United Nations Women press conference. Yule’s (1996) categorization of illocutionary acts was applied using a descriptive-qualitative approach, with data collected through documentation. The study revealed five types of illocutionary acts: representative, commissive, directive, expressive, and declarative, with representative being the most common.

These studies shared a descriptive qualitative approach to data analysis, similar to the current study. However, while the previous research focused on illocutionary acts in political speeches, drama, and other public speeches, the current study focused on one character in the movie based on his role and character, in this case, Grug, the father figure and a supporting character in “The Croods: A New Age.” This study analyzed Grug’s illocutionary acts using Searle’s (1979) theory and Hasan and Halliday’s (1989) context of situation analysis, offering a fresh perspective by examining how various illocutionary acts appeared in different situations throughout the movie. It offered a unique viewpoint based on the role of a supporting character, which was not commonly addressed in prior research.

2.2. Concepts

The concepts were introduced as the main ideas to help readers understand more about the topic of this study, which looked at Grug's use of illocutionary acts in "The Croods: A New Age".

2.2.1. Illocutionary Act

An illocutionary act is the action of doing something through speech. Yule (1996) explains that an illocutionary act occurs when a person speaks with a specific intention or goal, using what is called communicative force, also known as illocutionary force. Searle (1979:12) identifies five fundamental categories of illocutionary acts that people can employ when speaking: directives, expressives, declarations, directives, and assertives.

2.2.2. Movie

Hornby (2006) defines a movie as a series of moving pictures with sound that tells a story and is shown in a cinema or movie theater. Movies are a form of entertainment that attract viewers through their visuals, storylines, and interesting dialogue. Besides entertainment, movies can also be educational by showing life in different ways and providing useful lessons and knowledge. Movies come in different genres like horror, animation, action, romance, science fiction, and others.

2.2.3. Movie Characters

Movie characters are fictional figures created through storytelling and visual representation, designed to have recognizable traits and inner lives. They serve as focal points in films, shaping the narrative through their actions, emotions, and interactions. Characters help audiences engage with the story by offering identification points, evoking emotions, and conveying themes or ideologies. Their presence extends beyond films, influencing media, culture, and audience perception (Eder, 2008). In “The Croods: A New Age”, Grug is portrayed as a protective and strong-willed father who prioritizes his family’s survival. His cautious nature often leads to skepticism about change, especially when encountering the Betterman family’s different way of life. However, throughout the movie, his character develops as he navigates challenges and relationships. The conversations in the movie help shape Grug’s characterization by revealing his thoughts, emotions, and reactions to different situations. His dialogue reflects his protective instincts, leadership, and struggle with change, making his personality and growth more evident to the audience. Through interactions with other characters, the film highlights his evolving perspective and deep connection to his family, reinforcing his role within the story’s future.

2.3. Theories

The use of theories was important for solving the problems in this study. Searle’s (1979) theory was used to identify the different classifications of illocutionary acts in

the movie, and Hasan and Halliday's (1989) theory helped in analyzing these acts based on the context of the situation.

2.3.1. Speech Acts

Speech acts, as defined by Austin (1962), mean that "to say something is to do something." This means that what a speaker says encourages a response or action from the listener. In his 1962 work, Austin classifies speech acts into three types, which are:

2.3.1.1. Locutionary Act

"A locutionary act is the basic act of utterance, or producing a meaningful linguistic expression" (Yule, 1996:48). To put it simply, a locutionary act is the act of saying something that has a clear meaning. The example of a locutionary act will be like this:

"I've just made some coffee" (Yule, 1996)

This example means that the speaker has made coffee, and the listener understands this statement as a fact.

2.3.1.2. Illocutionary Act

According to Yule (1996:48), speakers create utterances with a specific purpose in mind, which is known as an illocutionary act. This illocutionary act is carried out through the meaning behind the utterance. For example:

“I’ve just made some coffee” (Yule, 1996)

That statement can be used by the speaker to make a point, make an offer, give an explanation, or achieve other communication goals.

In the case of direct and indirect illocutionary act, Searle (1979:30) explains that a direct illocutionary act occurs when the structure of a sentence directly matches the speaker's purpose, such as using “Give me your pen” as a clear command. In contrast, indirect illocutionary acts rely on context to reveal the intention, as in “Can you pass the salt?” which appears as a question but functions as a polite request. Similarly, Yule (1996:54) states that direct acts align form and purpose, like “You wear a seat belt” used to make a statement. Indirect acts, such as “It's cold outside” implying a request to close a door, depend on context. Yule adds that indirect acts, like “Would you open this?” are often used for politeness. Both theories highlight how direct acts are explicit, while indirect acts rely on context to convey meaning.

2.3.1.3. Perlocutionary Act

As stated in Yule (1996:48), speakers do not just create an utterance with a purpose without wanting it to impact the listener. To explain this more clearly, here is an example:

“I’ve just made some coffee” (Yule, 1996)

A speaker might say this statement expecting it will influence the listener, maybe encouraging them to make or drink some coffee too.

2.3.2. Classifications of Illocutionary Act

According to Searle (1979:12), illocutionary acts are classified into five classifications: assertive, directive, commissive, expressive, and declaration.

2.3.2.1. Assertives

Searle (1979:12) describes assertives as a type of illocutionary act that shows the speaker believes something is true. These statements can be judged as true or false and often include words like “belief” and “commitment.” Assertives can differ in how strongly the speaker believes or is committed, but they can all be labeled as true or false. Examples of assertives are “boast” and “complain,” which reflect the speaker’s personal feelings, and “conclude” and “deduce,” which relate to the situation at hand. A simple way to identify an assertive is to see if it can be called true or false.

“I state that it is raining” (Searle, 1979:21).

In this case, the speaker is confirming that the statement “it is raining” is true. Assertives make the speaker responsible for the truth of what is said, and here, the speaker is confirming the truth of the statement about the weather.

2.3.2.2. Directives

Directives, according to Searle (1979:13), are a type of illocutionary act where the speaker tries to get the listener to do something. These can vary from soft suggestions to strong commands. The main goal of directives is to affect what the listener will do in the future. Words related to directives include ask, order, command, request, and advise. Questions also fall under directives because they encourage the listener to respond with a speech act.

“I order you to leave” (Searle, 1979:21).

This statement shows how directives work as the speaker tries to get the listener to do a specific action, in this case, to leave. Directives are illocutionary acts where the speaker aims to influence what the listener does, from polite requests to strong commands. In this sentence, the speaker is giving a command, showing a desire to affect the listener’s behavior.

2.3.2.3. Commisives

Commissives, according to Searle (1979:14), involve making a promise or commitment to do something in the future. The speaker's words show the intention to carry out the action being mentioned.

"I promise to pay you the money." (Searle, 1979:22)

This statement is an example of commissive because it shows the speaker committing to doing something in the future. In this case, the speaker is promising to pay a certain amount of money. The speaker is expressing the intention to follow through on that promise.

2.3.2.4. Expressives

Searle (1979:15) described expressives as illocutionary acts that show a speaker's feelings or psychological state about a certain situation. When using expressives, the speaker expresses certain emotions or attitudes about a specific topic, giving an understanding of their point of view, which can take the form of apologizing, thanking, congratulating, complaining, praising, blaming, and expressing emotions such as happiness, sadness, frustration, or relief.

"I congratulate you on winning the race." (Searle, 1979:23).

This utterance is an example of expressives because it expresses the speaker's psychological state of congratulating someone for winning the race.

2.3.2.5. Declarations

Searle (1979:16) explains that declarations are a type of illocutionary act where the act itself makes the proposition match reality. When a declaration is performed correctly, it causes the statement to become true in the real world.

“I now pronounce you man and wife” (Searle, 1979:26)

In this case, the declaration changes the marital status of the people involved. By saying “man and wife,” the speaker creates a new reality where they are legally recognized as a married couple.

2.3.3. Theory of the Context of Situation

Halliday and Hasan (1989) explain that the context of situation includes everything around a text or conversation. This involves not only the words spoken but also the setting, social relationships, cultural background, and activities happening at the time. Understanding the context of situation is important for properly interpreting language, especially where pragmatic language is used. According to Halliday and Hasan (1989:12), the context of a situation has three key features, namely:

2.3.3.1. Field

According to Halliday and Hasan (1989), the field of speech looks at the ongoing activities and interactions during communication. It examines the type of social interactions where language is important. This helps to understand what participants are doing and how language is being used in those situations.

2.3.3.2. Tenor

The tenor of speech relates to the people involved in communication, including their social positions, roles, and statuses. It looks at the relationships between those participating, whether these connections are long-lasting or temporary. This includes the different speech roles that individuals take on during conversations and how they relate to each other in a broader social context (Halliday and Hasan, 1989).

2.3.3.3. Mode

Halliday and Hasan (1989) explained that the mode of speech looks at how language is used in a specific situation, focusing on what participants expect from the way language is used. It covers how the text is organized, its importance, and its purpose in the situation. This also includes the form of communication, whether spoken or written, and the goals of the text, like persuading, explaining, or teaching something.

In the example from Sosiowati (2021), the statement “You'd better do the job well” can carry different meanings depending on the context of the situation. Understanding the context helps in interpreting whether the speaker is just offering advice or giving a threat. In one context, this utterance can simply be advice or a reminder in a casual setting. For instance, if a mother tells her daughter, “You'd better do the job well” while the daughter is about to cook in the kitchen, it can be meant as a friendly suggestion to be sure the daughter does not make a mess or cause unnecessary work for the mother afterward. In this case, the illocutionary act is likely an expressive, where the mother expresses her desire for a clean kitchen.

However, Sosiowati (2021) further explained that the same utterance can take on a completely different meaning if the context is more formal or tense. For example, if a director of a company says, “You'd better do the job well” to a secretary who has constantly made mistakes, the illocutionary act changes. Here, the director's words can be interpreted as a threat instead of a simple reminder. In this scenario, the secretary might feel pressure or fear that her job is at risk if she does not improve her performance. The illocutionary act here can be categorized as a directive with a warning function, asking the secretary to act with more care to avoid negative consequences.

This example by Sosiowati (2021) shows how the same utterance can perform different illocutionary acts depending on the situation and the social roles of the

speakers. It shows how context is important for understanding the illocutionary act. Therefore, the illocutionary act cannot be fully understood without considering the context of situation.

