

**ILLOCUTIONARY ACT IN THE MAIN CHARACTER
UTTERANCES IN DUNE 2021 FILM**



**Submitted to the Faculty of Cultural Sciences Hasanuddin University as
Partial Requirements to Obtain Bachelor's Degree
in English Literature Study Program**

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LEGITIMATION

THESIS

ILLOCUTIONARY ACT IN THE MAIN CHARACTER

UTTERANCES IN DUNE 2021 FILM

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It has been examined before the Board of Thesis Examination on **2nd Ferbruary**
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AGREEMENT

On, 2nd Februari 2024, the Board of Thesis Examination has kindly approved a thesis by Heril Akbar (F041191033) entitled “**Illocutionary Acts in The Main Character Utterances In Dune 2021 Film** ” submitted in fulfillment one of the requirements to obtain Sarjana Sastra (S.S.) Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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The thesis by Heril Akbar (F041191033) entitled ILLOCUTIONARY ACT IN THE MAIN CHARACTER UTTERANCES IN DUNE 2021 FILM has been revised as advised during the examination on 2nd Februari 2024, and is approved by the Board of Undergraduate Thesis Examiners:

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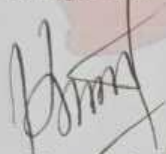
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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1764/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **Heril Akbar** (F041191039) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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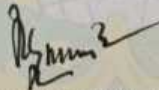
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STATEMENT LETTER OF AUTHENTICITY

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Hereby, the writer declares that this thesis entitled:

ILLOCUTIONARY ACT IN THE MAIN CHARACTER

UTTERANCES IN DUNE 2021 FILM

is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for his action.

Makassar, 16th March 2024

The undersigned,



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TABLE	OF	CONTENTS
LEGITIMATION		ii
AGREEMENT		iii
DECLARATION		iv
APPROVAL FORM		v
STATEMENT LETTER OF AUTHENTICITY		vi
ACKNOWLEDGEMENT		vii
TABLE OF CONTENTS		viii
ABSTRACT		x
ABSTRAK		xi
CHAPTER I INTRODUCTION		1
A. Background of The Study		1
B. Identification of Problem		2
C. Scope of The Problem		3
D. Research Question.....		3
E. Objectives of The Study		4
F. Significance of The Study		4
CHAPTER II LITERATURE REVIEW		6
A. Previous Related Study		6
B. Theoretical Background		8
C. Conceptual Framework		19
CHAPTER III RESEARCH METHODOLOGY		20
A. Research Design		20
Type of Data		20
Method of Data Collection		21



D. Method of Data Analysis	21
CHAPTER IV FINDINGS AND DISCUSSION	24
A. Findings	24
B. Discussion	25
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion.....	57
B. Suggestions.....	57
BIBLIOGRAPHY	58
APPENDIX.....	60



ABSTRACT

Heril Akbar. 2024. *Illocutionary Act in The Main Character Utterance in Dune 2021 Film* . (Supervised by Kamsinah and Harlinah Sahib)

In this research, the writer aim to classify the types and function of illocutionary act in Main Character of Dune 2021 Film. Another purpose of this research is to explain the types and function of illocutionary act that spoken by the main character. The writer uses qualitative descriptive analysis method. The writer collects the data from the script, then describe the types and function. Based on the thories, the dataare analyzed one by one to know the types and function of illocutionary acts used. To focus on the study, the writer analyze 28 data in 6 scenes. From the analysis, the writer find five types of illocutionary acts. They are Representative (10), Directives (8), Commisives (2), Expressive (7) , and Declarative (1). Also, the writer found four function of illocutionary act which is Collaborative (10), Competitive (9), Conflictive (4) , Convivial (4).

Keywords : Illocutionary Act, Dune 2021 Film, Speech Acts, Main Character



ABSTRAK

Heril Akbar. 2024. *Illocutionary Act in The Main Character Utterance in Dune 2021 Film* .(Dibimbing oleh Kamsinah dan Harlinah Sahib)

Penelitian ini bertujuan mengklasifikasikan jenis dan fungsi tindak ilokusi dalam tokoh utama Film Dune (2021). Tujuan lain dari penelitian ini adalah untuk menjelaskan jenis dan fungsi tindak ilokusi yang diucapkan oleh tokoh utama. Penulis menggunakan metode analisis deskriptif kualitatif. Penelitian ini dilakukan dengan mengumpulkan data dari naskah, kemudian menjelaskan jenis dan fungsi tindak ilokusi ujaran karakter utama. Berdasarkan teori yang digunakan, data dianalisis satu per satu untuk mengetahui jenis dan fungsi tindak ilokusi yang digunakan oleh karakter utama. Dari analisis tersebut, penelitian ini menemukan lima jenis tindak ilokusi. Yaitu Representatives (10), Direktif (8), Commisives (2), Expressives (7), dan Declaratives (1). Penulis juga menemukan empat fungsi tindak ilokusi yaitu Collaboratives (10), Competitives (9), Conflictive (4), Convivial(4).

Kata Kunci : Tindak Ilokusi, Dune 2021 Film, Tindak Tutur Kata, Tokoh Utama



CHAPTER I

INTRODUCTION

A. Background of The Study

In the world of movies, few stories have the magical ability to take us on a journey like Dune 2021 Film Directed by the visionary Denis Villeneuve, this film adaptation of Frank Herbert's iconic science fiction epic isn't just a visual spectacle; it's a playground for exploring how people talk to each other and why it matters. This research brings together the fascinating world of "Dune" with the idea of illocutionary acts, which helps us understand how words can be more than just words.

Dune 2021 Film is an epic space adventure set on a desert planet called Arrakis. This sandy world is home to a super valuable resource called spice melange, and everyone wants a piece of it. Much of what is happening in the film occurs beneath the surface, masked by political intrigue and hidden motives. Characters often say one thing but mean another, making it essential to read between the lines to understand their true intentions. This subtext, hidden in their dialogue, adds layers of complexity to the storytelling, and deciphering these hidden meanings is crucial for fully appreciating the plot. In this chaotic world, the way people talk to each other becomes a big deal, and that's what we're here to investigate

The researcher noticed this when watching the scene during the royal funeral where Paul and his father were conversing. There, Paul said, "What if I'm not?" When people heard this query, they would undoubtedly think Paul was asking. Instead, what Paul is doing is that the intended illocutionary act behind Paul's words is not a genuine question but rather a form of expressing doubt or uncertainty. In essence, Paul is not seeking an answer; he is conveying his uncertainty to his father. He is indirectly expressing his hesitation about whether he is truly the right person to inherit his father's kingdom.

Paul statement before reveal the complexity of communication in the movie, where characters often use language not only for conveying information but also for their emotions, doubts, and hidden intentions. It demonstrates how language used tool in the Dune universe, where what is said and what is meant are not and the same.



In order to understand the hidden meaning of Paul's utterance, the researcher came across the term Illocutionary Act in a Linguistics course. From there, the researcher believes that this theory may be utilized to study all of Paul's statements in order to determine the meaning and purpose of each one. Because Paul is the major character in this film, his remarks have impacts on how the plot unfolds. Paul's thoughts and feelings are communicated to the listeners through spoken words.

Illocutionary Act Theory is like a toolbox that helps the researcher figure out what people really mean when they say things. It's not just about what's said; it's about the intentions behind the words. In the movie, the characters use these tools like telling, asking, and promising to get what they want and this isn't just about polite conversations but also, it's about power struggles and secret motives.

The researcher chose Paul because Paul is a central character in the film, and his journey, emotions, and decisions drive the narrative. By examining the illocutionary acts in his dialogue, we can gain insights into his character's development, his evolving thoughts, and his emotional states. It allows us to connect with Paul on a more profound level and comprehend his internal conflicts and motivations.

This research aims to make Dune: Part One more than just a great movie; it's a window into the power of words. By examining Paul's statements and interactions with other characters influence the plot's development. Therefore, analyzing the illocutionary acts in his speech, the researcher can unravel how his words shape the storyline. For instance, whether he uses language to forge alliances, express doubt, or assert his authority has a direct impact on the plot's trajectory.

As a result of the explanation above, the researcher has taken the initiative to conduct research on the main character in this Dune Movie (2021). Because of that, the researcher takes the title: "Illocutionary Act in The Main Character Utterance in Dune 2021 Film" as the title of this research.

B. Identification of Problem



rch, the researcher identified several problems related to the usage of
acts by the main characters in Dune :

1. The variety of illocutionary acts that are present in the utterance present an obstacle to identify.
2. It is likely that the audience misunderstood the utterance because they did not know the context,
3. It is hard to identify either a direct or indirect illocutionary act in the film.
4. It is hard to understand the the perlocutionary act between Paul and the other characters.
5. It is hard to identify social function of illocutionary act in the film.
6. It is difficult to find the dominant illocutionary act that exist in the main character.

C. Scope of The Problem

In this scope of problem, the researcher decided to analyze the utterance of main character because in this movies there are many utterances that spoken by the main character but it is difficult to understand the type of illocutionary act in his utterance. Therefore, the researcher felt that the main character (Paul) is interesting to study. Furthermore, the researcher choose classification theory of the five illocutionary by Yule (1996: 53–54) and Leech (1983:105) Variety Function of Illocutionary in order to limit the scope of this research in analyzing the types of the illocutionary acts that are spoken by the main character

D. Research Question

The following are the research questions formulated based on the background above:

1. What are the types of illocutionary acts used by the main character in doing the dialogues?



2. What are the functions of illocutionary acts that used by the main character?

E. Objectives of The Study

The objectives that are aimed to be achieved in this research are as follows:

1. To disclose the types of illocutionary acts used by the main characters
2. To disclose the function of illocutionary acts used by the main characters.

F. Significance of The Study

In my writing, I'm concentrating on the illocutionary acts of Paul, the main character in Dune Movie (2021). This study promises a blend of theoretical and practical benefits that deserve exploration.

1. Theoretical Benefits:

- a) Contributing to Speech Act Theory: My research makes a substantial contribution to the field of speech act theory, focusing on the illocutionary acts of a specific character in a cinematic context. This analysis refines and broadens our understanding of how illocutionary acts operate within different character roles.
- b) Cinematic Pragmatics: My study offers a novel perspective on cinematic pragmatics by homing in on the illocutionary acts of one character. This exploration delves into how cinematic language pragmatics communicate the character's intentions, emotions, and interactions with others.

2. Practical Benefits

- a. Character Analysis and Portrayal: My study assists actors and directors in portraying and developing characters by understanding the significance of illocutionary acts in character construction. This knowledge can lead to more compelling and authentic performances.



critique and Analysis: Film critics and scholars can harness my research as a framework for evaluating and critiquing films. By focusing on a character's

illocutionary acts, we can assess the effectiveness of character-driven storytelling in cinematic narratives.

c. Language and Communication Training: Educators and trainers in language can utilize my research to teach the principles of pragmatics and illocutionary acts within a cinematic context. This application enhances language learning and communication skills by providing practical examples.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

The author conducted extensive search and selected the three papers listed below to help analyze the researcher's work in detail. These three studies are thought to be adequate for advancing researchers' comprehension of the elements required to finish the research. This study are mentioned below :

The first research was entitled entitled *The Illocutionary Act Used In The Character Guest Star By Ellen Degeneres Show: A Pragmatic Analysis* that is conducted by Ida Farida Arifin (2021). In this research, the researcher analyzed declarative, interrogative, imperative theory uttered by the character guest in the show. The researcher uses declarative, interrogative, imperative theory that was proposed by us Hurford and Heasley. (1983:244). In this research, it applied a descriptive qualitative method. From this research, the researcher pick 27 sample as basis of her research. The researcher shows that two types of the result of this research. First, the direct illocution consists of 17 of the act of asserting, 8 the act of asking and 2 the act of ordering. Second, The indirect illocution data consists of 4 expressing, 3 describing, 3 confirming, 2 informing, 2 stating, 2 inquiring, 2 requesting, 1 affirming, 1 admitting, 1 purposing, 1 wondering, 1 claiming, 1 congratulating, 1 praising, 1 announcing, and 1 reassuring.

Then, the next research is Rahma (2021). She conducted a research with title *Illocutionary Acts Performed In Stand-UP Comedy Show By Michael Jr (Pragmatic Analysis)*. The researcher collected the necessary data in this research, and then she categorized every utterance which uttered by the speaker into direct illocutionary acts and indirect illocutionary acts. After that, the researcher analyzed and interpreted the intention in each type of act using John R. Searle Direct and Indirect



Illocutionary Act. Thus, it showed the difference of the speaker's intention between the direct and indirect illocutionary acts. The design of this research was descriptive qualitative method

Lastly, Laila (2022) conducted a research with title "*Illocutionary Act In Crazy Rich Asians Novel By Kevin Kwan: Pragmatic Analysis*". In the analysis, the researcher used the qualitative method to found the meaning and analyze the data. The most frequent illocutionary acts in the novel were determined using the quantitative method. The researcher read the novel and marked the utterances. . In this research, the researcher choose Searle's Theory of Illocutinary act. The results were presented in some tables according to the category. The findings of the research shows that: The kinds of illocutionary acts finds in the novel are assertive (75), directive (52), commissive (11), expressive (11), and declarative (1); and assertive illocutionary act is mostly use in the novel.

In the first study. It used Hurford and Heasley (1983:244) declarative, interrogative, imperative theory as basis of her research. The study was focusing on 27 sample as research object. Also, the researcher choose a talkshow as an object of the research.

In the second study, the researcher focused on using stand up comedy show as a research object. In the research, the researcher focused on analyzing the direct and indirect in illocutionary act by Searle (in Cutting, 2002:19) to analyze the utterance.

The last study primarily centered around the examination of a literary work, specifically a novel, with a primary objective of categorizing the spoken expressions within it according to Searle's Classification of Illocutionary Act Theory.

Based on the explanation above, the researchers noticed some differences when compared to previous research. These variations are mainly about what they were studying and the theory they used. All the studies looked at illocutionary acts, and they

their goals in understanding these acts in different speech contexts. However, findings in some unique aspects compared to earlier research as shown below.



1. As an object of study, the researcher used a screenplay movie which is titled “Dune Movie (2021) as an object of research. Meanwhile, in other previous studies they use talkshow, standup, and novel.

2. The research choose classification theory of the five illocutionary by Yule (1996: 53–54) and variety of Illocutionary function by Leech (1983:105) as an instrument to dive deep into revealing Illocutionary act that uttered by characters.

B. Theoretical Background

1. Pragmatics

Through pragmatics, we can know the meaning, purpose, assumption, and the types of action from the speaker when they speak. Yule (1996:3) stated that there are four definitions of pragmatic, they are: First, Pragmatic is the study of speaker meaning. It means Pragmatics is focused on the meaning by speaker and listener in communicating toward each other. Second, Pragmatics is the study of contextual meaning. In this term, particular context determines how people interpreted the utterance of the speaker. Third, Pragmatics is the study of how more gets communicated than it is said. This study trying to analyze the “unsaid” meaning from what is communicated by the speaker. Fourth, Pragmatics is the study of the expression of relative distance. In this term, conceptual, physical and distant by speaker and listener become the study.

Levinson (1983: 9) said pragmatics is the study of how language and context interact. The two components of language and context go hand in hand. Context affects the words a speaker uses or says since language is employed intent behind a statement. This means that a sentence's meaning will change if it is employed in a different scenario or context. Because of this, people may have different ideas about what people say in different situations. He also added that pragmatics is study about the ability to use language and to make the sentence which has relationship with the context. It can be said that pragmatics studies language and it is context.



file, Pragmatics, according to Leech (1983: 6), is the study of implications in discourse context. According to Leech (1983: 36), critical thinking in

pragmatics encompasses the viewpoints of both the speaker and the listener. The issue of the speaker's point of view is how to develop a statement that will determine the result. Pragmatics studies the context within which an interaction occurs as well as the intention of the language user. Pragmatics also explores how listeners and readers make inferences about what is said or written in order to arrive at an interpretation of the user's intended meaning.

From many definitions above, the researcher concludes that pragmatics is the study of linguistics which studies the meaning of the speaker's sentence or utterance by contribution the context in communication so the hearer can understand what the speaker's intention. Thus, pragmatics also concerns with context. This is in line with Leech (1983:6), who says that "pragmatics is the study of meaning which is related to the speech situations" (Yule 1996: 3-4).

2. Context by Hymes

Context is an assumption of background knowledge that the speaker and listener will share. The context contributes to the listener's interpretation of the speaker's meaning by delivering the utterances (Leech, 2016, p. 13). Contexts have essential roles in helping the listener interpret the utterances since they have the intended meaning inside all the utterances spoken by the speaker. Context also means the situation and condition when the utterances are reproduced. The listener can easily catch and guess the meaning of the speaker's utterances by understanding the situation or condition when the utterances are delivered.

Hymes (1974, pp. 53-54) developed an excellent way to help people find and label parts of linguistic interaction. He thought that to speak a language well, you need to know its vocabulary and grammar and how words are used in the context in which they are used. Hymes in Wardhaugh (2006, pp. 247–248) proposes a set of factors to describe

1 context of a communication event under the acronym SPEAKING.



1. (S)Setting and Scene: Setting refers to the time and place. The scene refers to the abstract psychological setting or the cultural definition of the occasion.
2. P (Participants): The participants include various combinations of speaker-listener, addresser-addressee, or sender-receiver.
3. E (Ends): Ends can refer to the participants' purpose or goal in speech events.
4. A (Act Sequence): Act sequence refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic.
5. K (Key) : Key refers to the tone, manner, or spirit in which a particular message is conveyed: lighthearted, serious, precise, pedantic, mocking, sarcastic, etc.
6. I (instrumentalities): Instrumentalities refer to the choice of channel, e.g., oral, written, or telegraphic, and to the primary forms of speech employed, such as the language, dialect, code, or register that is chosen.
7. N (Norms): Norms of interaction and interpretation refer to the specific behaviors and properties attached to speaking and how they may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and so on.
8. G (genre): Genre refers to clearly demarcated types of utterances, such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials

3. Speech Act Theory

Austin (In Cutting, 2002: 16) defines “speech acts as the actions performed in saying something or how the languages could imply the meaning in some ways the speaker and listener can have the same interaction with each other as how the actions are performed and uttered based on the context”. This is similar to Yule (1996: 47) who proposes that speech acts are actions performed using utterances.

Furthermore, Searle (1969: 16) states that the production or issuance of a sentence under certain conditions is a speech act, and speech acts are the basic or 1 units of linguistic communication.



Speaking a language is performing speech acts such as making statements, giving commands, asking questions, making promises, etc. Thus, viewing speech acts as the basic unit of communication allows Searle explicitly associate speech acts with the study of language (its production, its interpretation) and meaning (both speaker meaning and linguistic meaning) (Schiffrin, 1994: 55). The study of speech acts is very important for us. The one importance of studying speech acts is to make us comprehend what message is discovered in every utterance. Speech acts are also influenced by the language ability of the speaker to convey the message in communication. When someone can understand the meaning of speech act, by seeing the context, the utterance would not be confusing.

So, when we are speaking with other people in communication or a conversation, the speaker will not only speak about the source, speaker must interpret the meaning and the hearer understand the meaning of the utterance that the speaker said. Speech act just appear in a conversation or a dialogue performed by a speaker and a hearer.

4. Types of Speech Acts

According to Austin (1962), speech acts are divided into three types: locutionary acts, illocutionary acts, and perlocutionary activities. Similar claims were made by Searle in *Speech Activities: An Essay in the Philosophy of Language*, where he claimed that there are three categories of acts that addressers can pragmatically realize: locutionary acts, illocutionary acts, and perlocutionary acts.

a. Locutionary Act

Austin (1962-94) states that the utterance of certain sounds, certain words, is a construct. In other words, a locutionary act is an act that produces a meaningful linguistic expression. Locutionary act is simply the meaning of what the speaker says. This is carried out to state or to inform something from the addresser to the addressee of the meaning of the words themselves. For example:



Room is very dark.

2. It is boring to be here.

In the first utterance, “This room” refers to the place where the addresser is and “very dark” refers to the darkness and lack of light in the room. The intention of the speaker is to ask for lights on. In the second utterance, the word „boring“ uttered by the addresser informs the addressee that there is nothing special can be done in that place, causing boredom. The addresser only expresses information without asking to be taken to a more pleasant place. Thus, this act is the primary act of utterance that produces a significant linguistic expression.

b. Illocutionary Act

Austin (1962-94) states that illocutionary act is doing an action by saying something. This act is different from locutionary act, it does not only inform something but also intends to do something with specific purpose and function of the utterance. Illocutionary act in the utterance is performed uniquely because there are things that the addresser wants us to agree to the addressee. For example:

1. This room is very dark.
2. It is boring to be here.

In the first utterance, the recipient signals us by asking the recipient to turn on the lights immediately so that the room can be clearly seen. Furthermore, the meaning of the utterance in the second utterance is to encourage the recipient to leave the location and go for a walk or stay somewhere that can reduce boredom. As a result, the recipient performs this action through the transmission of speech with a kind of mental function.

c. Perlocutionary Act

Perlocutionary act refers to a perlocutionary action (or simply perlocution) performed by a speaker. Austin (1962-103) states that it is important to distinguish between illocutionary acts and perlocutionary acts because both speech acts are considered to be doing something. Basically, illocutionary act is a verbal act performed

a particular word in a particular context, and perlocutionary act is a verbal act performed as a result of the performance of the speech act. The effect



is at the situation spoken by the addresser in the utterance which is not only verbal form but also in the action form. For example:

1. This room is very dark.
2. It is boring to be here.

Example one does not only notify the recipient, but also asks the recipient to turn on the lamp because the recipient cannot see anything, and the recipient responds immediately by turning on the light, it has the effect of making people's intentions easier. In example two, the recipient expresses boredom to the recipient because there is nothing interesting about the location. So, the result you get from your recipient is to invite and take them to interesting places to break their boredom. It could possibly be a matter of ignorance on the receiving end. In summary, a verbal act is the act of influencing someone through speech and accepting or rejecting that effect.

5. Illocutionary Speech Act

According to Austin (1962) Illocutionary act is “what is done in uttering the word”, the function of the word, and the specific purpose of the speaker's mind. For example, the utterance “I swear to give it back next time” is used to perform the illocutionary act of promising (Yule, 1996). Austin (1962: 108) says that illocutionary act is an act where the utterance has a certain force. It is an act performed by saying something. It is the intention behind the words. It is the act of using utterance to perform a function. When saying something, a speaker does not only produce an utterance without purpose. She or he forms an utterance with some classification in speech acts.

Examples of illocutionary acts include accusing, apologizing, blaming, congratulating, declaring, giving a permission, make joke, marrying, nagging, naming, promising, ordering, refusing, swearing, and thanking. The functions or actions that is just mentioned are also commonly referred to as the illocutionary “force” (“point”) of the utterance. Further, Austin (1962: 150-162) classified the illocutionary act into five



1. Verdictive

“Is an illocutionary act that convey a finding or decision based on certain reasons or facts.”

Examples of this act are:

describe, calculate, analyze, characterize, acquit, etc.

2. Exercitive

“Is an illocutionary that is used by the addresser to express the power, the privilege, or the influence to other people.”

Some of examples of this class are:

command, order, recommend, advise, beg, appoint, dismiss,

3. Commissive

“Is the illocutionary act that committed the addresser to a particular course of action.”

Examples of this are:

promise, vowing, pledge, guarantee, swear, etc.

4. Expositive

“Is the implicating of the views in expounding, the carrying on the arguments, and the usage „s clarifying and reference used in exposition acts.”

The examples of this category are:

emphasize, affirm, deny, answer, illustrate, report, accept, etc.

5. Behabitive

“Is a category of illocutionary acts that are performed as expressions of the addresser „s reaction to people „s attitudes and behavior, whether past, present or future.”



he examples are:

e, thanks, deplore, congratulate, welcome, applaud, etc.

Searle (1979) therefore suggested that speech acts can also be grouped into general categories based on the relationship between words and the world. There are five basic types of actions you can take when speaking or voicing and these types are: Representatives or also be known as Assertive, Directives, Commissive, Expressive, and Declaratives. A speaker reaches an assertive point when presenting how things are done in the world, a commissive point when committing to doing something, and the Directive point when they attempt to force the listener to do something. When you reach the direction point, you reach the Declaration point. Moments of speech that simply say "I'm doing it" and Expressive points in expressing attitudes towards things and facts in the world (Vanderkeven and Kubo 2002). The theory of Searle is also looked by (Yule, 1996), that is Representative, Expressive, Directive, Commissive and Declarative.

a. Representatives

Yule (1996) states representatives are types of illocutionary acts that commit the speaker to believe something is the truth or not. In performing this type of illocutionary act, it can be noted by some performative verbs, such as: state, tell, assert, correct, predict, report, remind, describe, inform, assure, agree, guess, claim, believe, conclude, etc.

Examples:

The earth is flat. (Stating a fact)

Chomsky didn't write about peanuts. (Stating an opinion)

It was a warm sunny day. (Describing)

(Yule, 1996, p.53)

b. Directives



Yule (1996) explains directives are an illocutionary act that attempts by the speaker to get the hearer to do something. They express what they want directly to the hearer. It appears with some performative verbs such as: requesting, demanding,

questioning, asking, proposing, advising, suggesting, interrogating, urging, encouraging, inviting, begging, ordering, and etc.

Examples:

Gimme a cup of coffee. Make it black. (Commanding or ordering)

Could you lend me a pen please? (Requesting)

Don't touch that. (Forbidding)

(Yule, 1996, p.54)

c. Commissives

Yule (1996) argues commissives are a kind of illocutionary act that commits the speaker to some future course of action. In performing this type of illocutionary act, commonly using performative verbs such as: ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge. In the case of commissives, the world is adapted to the words via the speaker him or herself.

Examples:

I'll be back. (Promising)

I'm going to get it right next time. (Promising)

We will not do that. (Refusing)

(Yule, 1996, p.54)

d. Declaratives

Yule (1996) defines declaratives as a kind of illocutionary acts that change the world via their utterances. As the example below, the speaker has to have a special institutional role, in a specific context such as to pronounce, declare, baptize and

words that can be indicated into this type are curse, announce, declare, call, bless, nominate, and authorized.



Examples:

I now pronounce you husband and wife. (Marrying)

You are out! (Firing)

We find this defendant guilty. (Sentencing)

(Yule, 1996, p.53)

e. Expressives

According to Yule (1996) expressives are a kind of illocutionary act that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow, surprise, apology, thank. In using an expressives, the speaker makes words fit the world (of feeling). When performing an expressive, it can be noted with some performative verbs: greet, surprise, like, fear, apology, thank, regret, and praise.

Examples:

I'm really sorry! (Apologizing)

Congratulations! (Congratulating)

Mmmm.. Sssh. (Stating pleasure)

(Yule, 1996, p.53)

6. Indirect Illocutionary acts

An indirect speech act can be defined as an utterance containing a speech act that is indirectly spoken by the speaker. Therefore, it usually contains an implicit meaning. To achieve the intention of the utterance, the hearer should adjust to the context and the situation. In some cases, the speaker also tends to use declarative utterances. For instance, "it almost rains". The utterance can be meant as an order to the hearer to go

as possible because it will rain. However, the intention of the utterance is related to the situation of the speaker.



Hurford and Hasley (1983:269) said that the indirect illocutionary act of an utterance is any further illocution the utterance may have. Indirectness is a widely used conversational strategy. In another way, indirect illocutionary is an illocutionary act in which the speaker expresses another illocutionary force other than that literally expressed in the utterance by relying on:

1. sharing background knowledge;
2. principles of conversation, such as the cooperative principle.
3. Convention and
4. The ability of the addressee to make inferences

7. Varieties Function of Illocutionary Act

Leech (1983:105) proposed the categorization of illocutionary function into four categories based on the act and its relationship to the social aim of "**establishing and maintaining comity.**" The following are the four groups:

- A. Competitive function occurs where the “the illocutionary goal competes with the social goal”. Examples of this category are: ordering, asking, commanding, begging, etc.
- B. Convivial function arouses when “the illocutionary goal coincides with the social goals.” Some examples are: inviting, greeting, thanking, congratulating.
- C. Collaborative function happens when “the illocutionary act is indifferent to the social goal.” For example: asserting, reporting, announcing, instructing.
- D. Conflictive function is triggered when “the illocutionary goal conflicts with the social goals”. The examples of this class are: threatening, accusing, cursing, reprimanding.



C. Conceptual Framework

