CHAPTER I

INTRODUCTION

In this chapter presents several points, including research background, research questions, problem identification, research objectives, research significance, research scope, and assumption and limitation.

1.1 Research Background

In society, language is needed as a tool to communicate with each other. Austin (1962) states that the listener and the speaker are involved in the communication process. To make the communication process running well, the speaker and the listener should use the same language. However, the communication process was not as simple as people thought because in that process the speaker should think how to deliver the message to the listener through the utterances while the listener should understand about the meaning of the utterances that the speaker said to avoid misunderstanding in the communication process. Through language, the speaker cannot only state the exact meaning about something (ideas, feelings and thoughts) however, it also can make the listener acted toward the utterances said by the speaker.

Speech Act refers to the listener's reaction to the utterance generated by the speaker in language research. Austin coined the phrase and notion in his 1962 book *"How to Do Things with Word?"*. Austin discovered that philosophers thought that people's utterances were used to make a statement or description of anything, whether true or incorrect, but grammarians claimed that not all sentences are used to describe something (Austin, 1962). Austin proposed two types of utterances based on those statements are constative and performative utterance. The speech used to declare, describe, or report conditions and situations around the speaker is known as constative utterance, whereas performative utterance is the utterance used

to compel someone to do action in response to the utterance given by the speaker (Austin, 1962).

These types of utterances gave rise to the phrase "speech act." The term "speech act" became famous after Jhon R. Searle published a book titled Speech Acts in which he explained his thoughts and knowledge of the speech act. An Essay in Language Philosophy (1969). Searle (1969) described the speech act as a theory that investigated the meaning of language based on the activities of the speaker.

According to Mey (1994) as cited in Zumaroh (2012), the speech act is a global activity that causes a change in the current condition of affairs. Meanwhile, Yule (1996) defined a speech act as an activity carried out through utterances. To summarize, speech act theory is the theory of utterances that may be utilized to modify, assert, express, and even force someone commit and act on the utterances spoken by the speaker.

According to Searle (1969), the concept of speech act evolved into three actions that occur concurrently when someone utters a sentence; these acts are locutionary act, illocutionary act, and perlocutionary act. The form of the speech in which it had the literal meaning is referred to as the locutionary act. Declarative form, interrogative form, imperative form, and acclamation form are the four structural forms. Declarative form is an utterance that contains a statement or information about something. Interrogative form refers to a speech in the form of a question. Meanwhile, imperative form is an utterance that takes the shape of an order, invitation, warmth, congratulation, and so on. Exclamation form is an utterance intended to communicate the speaker's immediate feelings about something.

The function of the speech is the illocutionary act. According to Searle, there are five categories of utterances depending on their purpose, such as declarative (the utterance used to change the circumstance), which is further classified as declaring, affirm, bless, and dismiss. The second kind is representational, in which the speaker's utterance is utilized to represent the surroundings in order to persuade the listener of what the speaker stated. It is divided into six sub-functions: swear, inform, assert, deny, claim, describe, and

report. The third function is expressive, in which the speaker used the speech to indicate how he or she felt. Condolences, praise, thanks, sorrow, congratulation, criticism, complaint, and swearing were all forms of expressive. The speech also had the role of directing the listener to do what the speaker stated, which is known as directive. The directive function is divided into five sub-functions: ask, invite, order, request, and recommend. And the last sort of utterance is termed commit since it shows the speaker's commitment to some future activity. Refuse, promise, and commit are all sub-functions of commit.

The perlocutionary act is the effect of the speaker's speech on the listener. When the speaker makes an utterance, it can cause the listener to believe, be irritated, terrified, enlighten, inspire, affirm, reject, obedient, inform, comprehend, happy/satisfied, astonished, and it can also cause the listener to do something.

Parker (1986) also made a contribution to speech act by classifying speech act into direct speech act and indirect speech act. A direct speech act is one in which the structural form and function of the utterance are comparable. In contrast, an indirect speech act is a speech act whose function does not correspond to its structural form.

The movie can be a useful of the field for identifying speech acts because it depicted many speech acts in diverse situations, implying that the actors generated a large number of utterances. People might also identify different forms and purposes of the language utilized in the film. The cinema is a kind of visual communication that uses moving images and sound to tell tales or teach people.

Some components were used in the production of the film, namely: (1) A screenwriter is someone who wrote a script that detailed the tale of the movie and contained dialogue that the actors would say and something that the actors should do. (2) A producer is someone who recruited individuals to work on the film and raised all of the funds required to pay for the actors and equipment. (3) Actors must learn all of the speech from the screenplay that they will use in the film, as well as the actions they must do. (4) A director is someone who tells the actors what they should do in the movie, (5) Cameramen are the people who took motion pictures of the actors with a motion picture camera, (6) editor who puts the moving picture

together in a way that tells the whole story in a set amount of time, (7) audio and sound engineers are the people who record music and singing and join it with the moving pictures, (8) movie script is an essential part of a movie because the script contained the dialogues spoken by the characters on the movie.

Children's movies are one sort of learning media that is excellent for instilling character education principles at a young age. According to Widyahening (2016), the movie could be classified as a learning medium with genres that were appropriate for teaching and learning character qualities due to its moral educations, messages, ethic compassion, and advices. There is no learning medium that teaches audiences to misbehave (Widyahening, 2016). It is reinforced by O'Sullivan (2004), who claims that the learning medium, in this case a movie for children, is one of the most exciting and simple ways for teachers and parents to instill character qualities in their children. Children's characters can be shaped by the movies that they must watch or that their parents must watch for them. According to Syarifuddin (2013), the film is a type of learning media that presents a tale about human existence, especially about social problems in a certain community. To disclose the plot, inventive figures or characters will be produced to bring the story to life and serve as a model for the viewers. There are several advantages to seeing this film, both in terms of entertainment and education. The education revealed in the film, particularly through the character. and moral ideals may motivate viewers to be better human beings in society.

There are several movie genres such as action, adventure, cartoon, comedy, drama, tragedies, family, horror, romance, thrillers, fantasy, and so on. According to its history, the film was commercially released in 1996, and since then, several films have been created. In this study, the researcher was interested in analyzing the speech act utilized in a fantasy movie titled Matilda Wormwood, which was published in 1996 and directed by Danny DeVito. The film was about a little child who was remarkable because of her exceptional intelligence. When she was three years old, she had a strong capacity to communicate. Matilda was also an excellent reader when she was four years old. Matilda had exceptionally rapid development at the beginning of the story when compared to other children her age. Mr. and Mrs. Wormwood, on the other hand, did not demonstrate support, respect, or care for her

progress. Matilda's parents agree to let her live with Miss Honey at the end of the story. Her parents departed the nation without kissing or saying goodbye to Matilda. Matilda appeared peaceful and serene as she saw her parents leave in Miss Honey's arm as the tale finished in the movie.

Matilda Wormwood movie is one of the best children's movies with character education elements. The film was released in 1996. Matilda recounts a movie about the life of a brilliant little girl named Matilda. The movie began with Mr. and Mrs. Wormwood, who were unconcerned about her daughter. Wormwood, Matilda They did not provide their children the care and affection that parents should. Despite the fact that she was only three years old, she shown bravery and independence in order to go through her life. She had a natural talent to read and communicate from a young age. Their parents did not encourage and value her learning progress. She did, however, enjoy her life by reading books. She simply sat in the corner of her room and read books to learn about the world. It is followed by Matilda's school life, which discusses her learning activities. forming a friendship Her struggle to learn in the local school, as well as her helpfulness to her peers and instructors at school Matilda by Roald Dahl was named Children's Book Award winner, and it was also named one of the top 100 greatest children's books in a poll published in School Library Journal. Furthermore, Roald Dahl's work Matilda was turned into a film with the same title in 1996, directed by Danny DeVito. Regarding to the Internet Movie Database (IMD6) and Rotten Tomatoes, a service that gives information on films worldwide, this film adaptation garnered a good response from the audience. As a result, this film has unequivocally regarded that excellent to be implanted in youngsters in order to grow their character education ideals.

Previous study has shown that there have also been several researchers who have carried out the use of speech act with the same topic. The first, Rahmawati (2021) studied that an analysis of expressive speech acts used in the Crazy Rich Asian movie. Data were collected by means of the researcher uses observation methods as the methods of collecting the data. The results showed that the researcher found there were 52 data of expressive speech act and only ten types of expressive speech found in Crazy Rich Asian movie, some of the expressive types

appeared except expressive act of condole and boast. The second, Marbun (2020) studied that an analysis of speech act used in the Grown Ups movie. Data were collected by means of the researcher uses observation methods as the methods of collect the data. The results showed that the researcher found there were 30 utterances of speech acts in Grown Ups movie. From the 30 data that researcher collected, the main characters most expressed the types of speech act. They are 6 locutionary acts, 15 illocutionary acts, and 9 perlocutionary. Thus, this present research is important to conducted because readers would get more insights on types and function of speech act performed by all characters in *Matilda Wormwood* movie.

Matilda Wormwood by Roald Dahl was chosen by the researcher because it is one of the top 100 greatest children's books and has been turned into a film. This film will be remembered as the finest children's film of all time. Besides. The novel Matilda by Roald Dahl was turned into a film of the same name directed by Danny DeVito in 1996. According to the Internet Movie Database (IMD6) and Rotten Tomatoes, a service that gives information on films worldwide, this film adaptation garnered a good response from the audience. It implies that the film is not just appropriate for youngsters, but also for people of all ages. Furthermore, this film is entertaining to watch since it contains three genres: children's, humor, and fantasy. The movie also includes a touch of imagination in the events of the story, which may increase children's motivation to watch, as well as many good values and conventions. Matilda urges all youngsters to love watching television. As a result, the study anticipates that by seeing Roald Dahl's in *Matilda Wormwood* movie, the audience will be motivated and will be able to apply the good principles learned in the tale of this film to their daily lives. In order to develop the previous researchers and found various forms and types of speech act used produced by all characters in this movie, the researcher conducted the study which entitled *"An Analysis of Speech Act Used in Matilda Wormwood Movie".*

1.2 Research Questions

1. What are forms of locutionary act produced by characters in *Matilda Wormwood* movie?

2. What are types of illocutionary act produced by characters in *Matilda Wormwood* movie?

3. What are classification of speech act produced by characters in *Matilda Wormwood* movie?

1.3 Problem Identification

The speech act is a notion concerning utterances that may be used to compel the hearer to do actions in response to the utterances made by the speaker. Thun, researching speech acts is crucial because individuals employ speech acts unintentionally in regular conversation. The researcher intended to perform a study on the locutionary and illocutionary acts employed in ordinary communication in order to get a better knowledge and awareness of them. After considering many sources for use in this study, the researcher settled on a movie as the study's source. The movie is an excellent source for learning the speech act. The movie has several utterances made by the characters that symbolize everyday conversation in the society life.

Among so many movie names and genres, the researcher picked *Matilda Wormwood*, which was released in 1996. The rationale for selecting this movie is that it is the first to employ English as the major language. This is consistent with the researcher's goal of analyzing speech acts found in everyday English discourse in society. The second point is that this movie could be classified as one of the learning media that had genres that were ideal for teaching and learning character values because of the moral educations, messages, ethic compassion, and advices that are included in the film. There are several advantages to seeing this film, both in terms of entertainment and education. The education revealed in the movie, particularly through the character. and moral ideals may motivate viewers to be better human beings in the society life.

Although there have been several studies on speech act analysis in the English language based on movies, this research attempts to analyze *Matilda Wormwood* movie because there are no studies on this movie yet. The researcher aimed to explore the forms of the locutionary act found in this movie and analyze the types of the illocutionary act and its classification in *Matilda Wormwood* movie.

1.4 Research Objectives

Based on the research questions listed above, the following objectives for this study might be developed:

1. To analyze forms of locutionary act performed by the characters in *Matilda Wormwood* movie.

2. To understand types of illocutionary act performed by the characters in *Matilda Wormwood* movie.

1.5 Research Significance

The research's relevance is likely to benefit students, instructors, and other researchers. For students in the main English Department, it should assist them learn more about the speech acts that are utilized in everyday life. It is hoped that it would expand the scientific materials used in the teaching of the speech act for teachers, particularly those in the English Department. And it is hoped that it will serve as a reference and evidence for future research on the speech act utilized by other researchers.

1.6 Research Scope

1. The subjects of the present research are limited for forms of locutionary act produced by all characters in the conversation in *Matilda Wormwood* movie.

2. The subjects of the present research are limited for types of illocutionary act produced by all characters in the conversation in *Matilda Wormwood* movie.

1.7 Assumption and Limitation

The research would focus on forms of locutionary act and types of illocutionary act produced by all characters in *Matilda Wormwood* movie. The speech act would be analyzed, including the forms of locutionary act and the types of illocutionary act. All of forms and types would be analyzed in the utterances produced by all characters in *Matilda Wormwood* movie.