

CHAPTER II

LITERATURE REVIEW

This chapter covers conceptual explanation of terms, such as theoretical review refers to theoretical basis used to answer the research questions. The empirical reviews are meant to provide empirical accounts or evidences in the speech act are used. The theoretical ground used as a theoretical flowchart of the research model.

2.1 Definition of Key Terms

The researcher used essential terminology such as speech act, three related acts (the locutionary, illocutionary, and perlocutionary act), categorization of speech acts, movie, and *Matilda Wormwood* movie to make it clearer and more accurate.

2.1.1 Speech Act

According to Searle (1969), the speech act is a theory that investigates the meaning of language by examining the relationship between utterances and actions. The research was founded on the idea that the speech was the primary mode of communication and that it had meaning that could be realized in establishing the conversation, such as making assertions, questions, instructions, and requests.

Yule (1996) had a similar viewpoint, stating that speech acts are activities accomplished through utterance. Meanwhile, according to Mey (1994) as stated in Zumaroh (2012), the speech acts are activities in the current condition of fairs. Speech act is also characterized as psychological speech, and its sustainability is decided by the speaker's linguistic competence in dealing with certain situations. It suggests that speech acts are utterances in the form of thoughts or ideas from

someone, as evidenced by the meaning of the actions on the speech in the society life (Chaer, 2010).

According to Leech (1982), speech act is governed by speech contexts, which include the speakers and listeners, the context of the speech, and the aim of the speech. To summarize, speech act theory is the idea of utterances that may be used to modify, assert, express, or even compel someone commit and do something.

2.1.2 The Three Related Acts

There were three connected acts that could not be separated because they would come together when the utterances were created. Those acts, namely the locutionary, illocutionary, and perlocutionary acts, which evolved as a result of (Austin, 1962). The form of speech in which the utterance carries the literal meaning of anything is referred to as a locutionary deed. Declarative, interrogative, imperative, and exclamation forms are the four structural forms of an utterance or phrase. Declarative form is a type of utterance that includes a statement or information about something. The utterance has the form of a question, known as interrogative form. Meanwhile, an imperative form is an utterance that generally takes the shape of an order, an invitation, a warning, a congratulation, and so on. Exclamation form is a spontaneous statement in which the speaker expresses his or her feelings about something.

The function of the speech is the illocutionary act. Searle classified illocutionary discourse into five categories: declarative, representational, expressive, directive, and commissive (Yule, 1996). Those personalities served a specific purpose in communication. According to Searle:

1. Declarative utterances are those that are utilized to modify the circumstance through speaking. Declarative functions are separated by sub-functions such as declare, affirm, bless, and dismiss.
2. Representative utterances are those that are used to express whether the speaker believes something to be true or false. The representative swore, informed, asserted, denied, claimed, described, and reported.

3. Expressive utterances are those in which the speaker expresses his or her feelings. Condolences, praise, thanks, sorrow, congratulation, criticism, complaint, and swearing were all forms of expression.

4. Directive utterances are those of speech act in which the speaker attempts to persuade someone else to do something. Ask, invite, command, plead, request, and recommend are the several types of directives.

5. Commissive utterances are those in which the speaker commits himself/herself to future activities. Commissive included the words reject, promise, and commit.

Perlocutionary act is the influence of the speaker's words on the listener or hearer. When the speaker makes an utterance, it can make the listener believe, be irritated, terrified, enlighten, inspire, affirm, reject, obedient, inform, comprehend, happy/satisfied, shocked, and it can make the listener do something.

2.1.3 The Classification of Speech Act

According to Yule (1996) the speech act divides into two categories, including the direct speech act and indirect speech act. The three structural forms of a sentence: declarative, interrogative, and imperative, as well as the three broad communication functions: statement, inquiry, and order, underpin this classification. The formula of direct speech act and indirect speech act arose as a result of these three pairs of sentence forms and functions. When a phrase has a direct link between a structure and a function, direct speaking is achieved. On the other hand, indirect speech act is used when the structure and function are not directly connected. The four utterances below will assist the people in distinguishing between direct and indirect speech acts.

(1) *Don't just stand there!*

(2) *Do you have to stand over there?*

(3) *You are in front of the television.*

(4) *You make a better door than a window.*

The basic purpose of the four utterances listed above is order, although only (a) in imperative form indicates direct speech act. While (b) is an interrogative, (e) and (d) are declarative and are classified as indirect speech acts.

2.1.4 The Definition of Movie

The movie is a kind of visual communication that uses moving images and sound to tell tales or teach people (Brodwell, 2008). According to Brodwell (2008), there are several movie genres such as action, adventure, cartoon, comedy, drama, tragedies, family, horror, romance, thrillers, fantasy, and so on. Regarding its history, the first commercially released movie was in 1895 and many movies have been created since produced.

2.1.5 Matilda Wormwood Movie

Matilda Wormwood movie is a fantasy film directed by Danny DeVito that was released in 1996. According to the Internet Movie Database (IMDb) and Rotten Tomatoes, a service that gives information on movies worldwide, this film adaptation garnered a good response from the audience. It implies that the movie is not just worth seeing by youngsters, but is also appropriate for people of all ages. Nicholas Kazan and Robin Swicord wrote the screenplay for this film. The *Matilda* movie presents a story about the life of a brilliant child named Matilda. She was a little child who was remarkable for 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. On the other hand, Mr. and Mrs. Wormwood 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. In addition, Matilda appeared peaceful and serene as she watched her parents leave. Matilda was adopted by Miss Honey and the story ends.

2.2 Theoretical Review

The researcher employed ideas relating to the issues covered to support this investigation. The theories utilized were supposed to be able to justify the findings in order for the researcher to obtain an accurate description, explanation, and analysis of the data discovered. Speech act theories were employed in this investigation. The researcher concentrated on the refinement of the speech act utilized in the *Matilda Wormwood* movie in this study. It included a description, explanation, and analysis of the three related acts of utterances produced by the characters, particularly the structural form and literal meaning of utterances (*locutionary act*), the function of utterances (*illocutionary act*), and the effect of utterances on the listener (*perlocutionary act*). It further focused on the categorization of utterances as direct or indirect speech acts. The researcher applied Austin's theory about three related acts, which was supported by Searle's theory about five structural forms of the locutionary acts (*declarative, interrogative, imperative, and exclamation*) and Yule's theory about types of the illocutionary acts (*declarative, representative, expressive, directive, and commissive*). In addition, the researcher used theories from additional insights who supported those theories.

2.2.1 Concept of Utterance

According to Rambaud (2012), just saying or writing a piece of language results in the creation of an utterance. He emphasized a single person's statement, which is on a stretch where there is quiet between before and after it is stated. It means that a statement stated by one person at a time counts as an utterance. A statement said by one person in written work is an example of a written utterance. For example, Fanny said "She is hungry." It produces "She is hungry" as a written utterance generated by Fanny. Furthermore, Rambaud (2012) claims that two persons in the same room saying "Today is Monday" counts as two utterances.

In brief, utterances may be made by simply speaking or writing a bit of a language. When one person speaks any sentence at the same moment, the number

of utterances is tallied. When one individual said a statement, the written version of the speech could be determined. There are two rules: the first is that it is made by a single individual, and the second is that there is an interval between before and after they are formed.

2.2.2 Speech Act

Austin's reasoning, as detailed in his book "*How to Do Things with Words*", that gave rise to speech act theory (1962). Austin researched the opinions of philosophers and grammarians in his book before properly interpreting the word speech act. He discovered that philosophers thought that people's utterances were intended to provide a statement or description of anything, whether true or incorrect, but grammarians claimed that not all sentences were used to describe something (Austin, 1962).

Austin (1962) expanded on this idea, concluding that utterances made by humans did not just serve to say or inform something, but also had additional purposes that may cause the listener to do something. Austin coined the terms constative utterance and performative utterance based on this notion. He said that a constative utterance is a phrase used to describe statements that merely serve to say something. This form of speech expressed a true circumstance, the contents of which may allude to a historical event that occurred in the past. The constative utterance has ramifications for judging the accuracy or mistake of the statement depending on the speaker's factual link to the real facts.

Cummings (2005) discussed the distinction between the constative and performative utterances above with the following examples:

(1) *She promised will complete her homework.*

(2) *I promised will be home early.*

The utterance (1) demonstrated a constative utterance since it was a report of an event that had occurred, and if she completed her assignment, this statement

was classified as the right constative utterance. Because the actual remark is an act of promise, an example of utterance (2) demonstrated a performative utterance.

Those words were so thoroughly defined that they eventually gave rise to the notion known as Speech Act. The word "*speech act*" became more famous after John R. Searle published a book titled *Speech Acts* in which he conveyed his thoughts and knowledge, as well as a fuller description of the speech act. An Essay in Language Philosophy (1969). He agreed with Austin, claiming that the lowest unit of communication is not a phrase but a distinct action such as making assertions, questions, instructions, or requests. The speech act, regarding to Searle, is a theory that examines the meaning of language based on spoken interactions with the actions made by the speaker. The research was founded on the idea that utterance is the primary source of communication and that speech has meaning that may be realized in real dialogue, such as making assertions, questions, commands, and requests.

Yule (1996) states that speech acts are activities accomplished through an utterance. Meanwhile, according to Mey (1994) as stated in Zumaroh (2012), speech acts are activities in the current condition of fairs. Another definition comes from Chaer, who argued that a speech act is a psychological speech whose durability is governed by the speaker's linguistic competence in dealing with particular conditions. It indicated that speech acts are utterances in the form of thoughts or ideas from someone, as determined by the meaning of actions on the speech (Chaer, 2010).

2.2.3 Three Related Acts in Speech Act

As previously stated, the term speech act arose from Austin's belief that speech created by individuals did not only serve to convey or proclaim something, but it also served additional roles that may compel the listener to do something. Then, Austin used the terms constative utterance and performative utterance to describe three interconnected activities that occur when someone produces an utterance. There are three types of acts: the locutionary, illocutionary, and perlocutionary acts.

2.2.3.1 Locutionary Act

The locutionary act is the initial act that appeared when the speaker created the speech. The locutionary act, according to Austin, has presupposed the sentence of definite sense and reference in the analysis of sense meaning (Austin, 1962). It may be assumed that the speaker's primary act while creating an utterance is concerned with the meaning of the speech. According to Zumaroh (2012), the locutionary act was the physical form of the term employed by the speaker as well as the semantic meaning. It indicated that the speaker declared a significant linguistic phrase or the literal meaning of its own statement when it created the utterance.

In other words, the locutionary act is an utterance that has the same meaning as the actual meaning, or the utterance's meaning is the same as the meaning in the dictionary. Instead of arguing the goal or function of the statement, the locutionary act concentrated on the meaning of the utterance itself. Because this speech act is primarily connected to meaning, Searle (1969) referred to it as a propositional act.

Chaer (2010) defined the locutionary act as "*the act of stating something*", implying that it is a speech act used to speak or proclaim anything. As a result, it may be argued that the first thing that arises when the speaker produces the utterance is to express, state, or deliver information with no other intention.

Furthermore, the idea of the locutionary act was associated with the propositions of the utterance. In this scenario, the utterance is viewed as a unit composed of two elements: subject and predicate. Declarative, interrogative, imperative, and exclamation forms are the many structural forms of the locutionary act.

1. Declarative form

Declarative form is the utterance usually in the form of statement about something. Declarative form can be divided into two, namely positive form and negative form.

The positive form is declarative form that used to state something while the negative form is used to deny a deed, profession, event or circumstance.

Example:

(1) *I am a teacher.*

(2) *She buys a car.*

(3) *I am not a teacher.*

(4) *She does not buy a car.*

There is a rule that must be considered in converting the positive form into a negative form. If there is *an auxiliary verb (will, would, could, can, should, may, might, and etc)* that found in the utterance then to turn them into negative form is to add a word "not" after *the auxiliary verb*.

Example:

(+) *She will go to Denpasar.*

(-) *She will not go to Denpasar.*

Another rule is that positive form will turn into negative form if the positive form is added to the word "not" after *to be*.

Example:

(+) *She is a student.*

(-) *She is not a student.*

2. Interrogative Form

The interrogative form is an utterance that has the form of a question and is used to ask. The interrogative form has the following qualities.

a. *It always ended with a question mark (?).*

b. Starting with question words such as using *auxiliary-verb* (*could, might, should, would and so on*), *to be* (*is, am, are, was, were*) and using 8W + 1H.

c. In conversations, the speaker usually used rising intonation when asking through *yes/no question* to get a response in the form of confirmation, while it used to fall intonation when it uses *WH questions* in which the speaker expected a clear and long response.

There are two kinds of the interrogative form, namely positive interrogative form and negative interrogative form. To be able to distinguish both of them, it can be seen from the example as follows:

(1) *Are you a student?*

(2) *Aren't you a student?*

(3) *Will you buy that doll?*

(4) *Won't you buy that doll?*

The utterance (1) is a positive interrogative form because it has a pattern:

To be + subject + object?

Similarly, the utterance (3) is also a positive form but with a different pattern, that is:

Auxiliary verb + subject + verb + object?

The response of this interrogative utterance is the listener can use the words “yes” or “no” at the beginning of the sentence.

Example:

(1) Q: “Are you a student?”

A: “Yes, I am”. Or “No, I am not”.

“Yes, I am a student”. or “No, I am not a student”

(3) Q: "Will you buy that doll?"

A "Yes, I will." or "No, I won't"

"Yes, I will buy that doll" or "No, I won't buy that doll"

Meanwhile, the utterances (2) and (4) are the negative form with the following pattern.

Auxiliary verb/to be + not + subject + verb + (object)?

Example:

(2) Q: "Aren't you a student?"

A: "No, I am not."

"No, I am not a student."

(4) Q: "Won't you buy that doll?"

A: "No, I won't."

"No, I won't buy that doll."

Interrogative form can be distinguished as two types, namely yes/no question and WH question. Yes/no question is a question that only required a confirmation (yes or no) which usually used rising intonation at the end of the sentence. This question usually used *auxiliary verbs* and *to be* at the beginning of the sentence. Whereas *WH Question* is a question that used *question-word* (*what, who, whom, whose, where, when, and how*) at the beginning of the sentence which required response in the form of an information or explanation from the listener. It usually used to fall intonation at the end of a sentence.

Example:

(5) Q: "Is she a student?"

A: "Yes, she is"

(6) Q: "Can you help me?"

A: "Yes, I can."

(7) Q: "What are you doing?"

A: "I am reading a book"

(8) Q: "Where do you live?"

A: "I live in Seririt."

Examples (5) and (6) are *yes/no questions* because both utterances used the auxiliary verb *to be* at the beginning of the sentence and those answers were a confirmation whereas examples (7) and (8) had responses in the form of information from the listeners. Those examples categorized as *WH Question*.

However, in informal conversations, the speaker did not follow the rules of making question sentences such as removing *auxiliary-verb*, *to be* or *question-word* at the beginning of a sentence, for example: "*You okay*" which should be "*Are you okay?*".

In addition, there is one other type of interrogative form, namely *embedded question*. An *embedded question* is a question that can be found in other questions or sentences. This kind of interrogative form did not have the same pattern as other interrogative utterance. Following is the *embedded question pattern*:

(a) *Subject + Verb + Question Word + Subject + Verb + Object.*

(b) *Auxiliary verb + Subject + Verb Question Word + Subject + Verb + Object?*

The pattern (a) is an interrogative pattern that can be found in a sentence while the pattern (b) is an interrogative pattern that can be found in another question.

Example:

(9) *I don't know where he goes.*

(10) *He can't tell us when the party will be held.*

(11) *Do you know where she put the dictionary?*

(12) *Will you tell us what you bought last night?*

3. Imperative Form

The imperative form is a sentence used to express orders, invitations, warnings or prohibitions, blessings, congratulations, etc. The imperative form is usually added with the word “*please*” to express it politely which can be put at the beginning or at the end of the sentence. If the imperative form stated the order, the verb used is in the form of bare infinitive.

Example:

(1) *Open the door!*

(2) *Come in, please!*

The sentence above can be converted into a negative form by adding the word “*don't*” at the beginning of the sentence so that the sentence becomes:

(1) *Don't open the door!*

(2) *Don't come in!*

If the interrogative form did not have a verb, then the word “*be*” must be added at the beginning of a sentence such as “*Be quiet!*”, “*Be patient!*”, “*Be careful!*”, and etc. The sentence will be negative if added with the word “*don't*” at the beginning of the sentence.

4. Exclamation Form

Exclamation Form is a sentence used to express someone's feelings about something spontaneously because of wonder, awe, surprise, sad, etc. This form is also used in typical expressions like “*Oh my God!*”, “*For God's sake!*”, etc. The pattern of exclamation form, as follows:

a. The pattern of exclamation form by using the word “*What*”

In exclamation, the words ‘*What*’ can be used together with the noun or a noun phrase in the form of plural or uncountable noun or singular or can be counted. The pattern of exclamation form by using the word “*what*” is:

What + noun (phrase) + subject + verb!

Example:

(1) *What good students they are!*

(2) *What a beautiful flower it is!*

b. The pattern of exclamation form by using the word “*How*”

The word *How* in the exclamation forms is used together with an adjective or adjective phrase, adverb or adverb phrase. The following pattern of exclamation form used the word “*how*”: *How + adjective/adverb + subject + verb.*

Example:

(1) *How lucky you are!*

(2) *How simple it is!*

2.2.3.2 Illocutionary Act

According to Austin (1962), an illocutionary act is the making of a request, statement, promise, offer, asking a question, issuing an order, and so on while uttering a sentence, as a result of the conventional force intention associated with it or with its explicit paraphrase (i.e., the direct achievements by the conventional force associated with the issuance of an utterance) (Austin, 1962). It might simply state that when the speech was created, the speaker had something in mind as to why she/he produced the utterance, and that the utterance could have one or more functions when it was generated (Yule, 1996). According to Wijaya (1996), an illocutionary act is a speech that, in addition to saying or informing something, may also be utilized to perform something. Similarly with his perspective, Chaer (2010) noted that the illocutionary act is used to express something as well as to do an activity.

At this stage, the speaker's statements possessed specific objectives or functions. The speaker merely expressed something in line with the meaning of the utterance itself in the locutionary act, however in the illocutionary act, the speaker reveals his purpose by making an utterance. In this scenario, the inquiry is, "What is the cause or purpose of the utterance?" or "for what purpose are words

produced?". It is no longer concerned with "what is the meaning of the statement," as was the case in the locutionary act. The illocutionary act is sometimes referred to as "the act of doing something while saying something" because the utterance created by speakers has the capacity to compel the listener to do something in response to the utterance has been produced.

Searle (1969) expanded on Austin's ideas regarding illocutionary acts, stating that identifying illocutionary acts is more difficult than identifying locutionary acts since illocutionary acts must consider the speaker and his/her partner, as well as when and where the speech happens. As a result, he divided the illocutionary act into five functions: declaratory, representational, expressive, directive, and commissive. Yule reinforced this viewpoint in his book *Pragmatics*, which was released in 1996. The five functions of the illocutionary act are explained as below.

1. Declarative

Speech act has function to make the speakers can change the world via their utterance is called declarative. It means that the speaker can change the situation through the word or sentence that they said beforehand (Yule, 1996). By saying the utterance which has a declaration function, the speaker can create or change the profession, status or condition of a person. The speaker had to have a special institutional role, in specific context, in order to perform a declarative speech act appropriately.

Example:

Judge: *"I sentence you to death"*.

That utterance shows that the judge declares a death penalty to the suspect. In this case, the utterance that the judge said can change the situation or the suspect's world because there is a law to support it (Yule, 1996).

Declarative divided into some sub-functions such as declare, confirm, bless and dismiss.

a. Declare

Declare meant to state something in a plain, open or emphatic way. It also means to make an official or public announcement about somebody or something (Hornby, 2010). In declaring something, the speaker confirmed important information that is addressed to the listener. Although the speaker did not expect an answer from the listener when the declaration was uttered, it will affect the condition of the listener thus whether the listener wanted or not he/she must follow the decisions that have been declared by the speaker.

b. Confirm

Confirm used to verify the truth or validity of something thought to be true or valid (Hornby, 2010). Confirmations that will be made if people have doubted, suspected and feared information. By confirming information, the speaker expected that the listener believed in the information has been said before.

c. Bless

Bless meant to bestow people on a religious ceremony or to watch over someone or something protectively (Hornby, 2010). Blessing is usually carried out by religious leaders in a religious event that aimed to expect grace, ask for help, beg for salvation and blessing from God.

d. Dismiss

The utterance produced by the speaker in form of dismiss uses to consider someone or something as unsuitable for a particular reason or refuse to give further reason to a case in court (Hornby, 2010).

2. Representative

Representative is a kind of illocutionary act in which utterance produced by the speaker represents the condition or situation of surroundings. Yule (1996) stated that in this case, word that speaker said fit the world itself. In other words, a representative speech act is a speech act that expresses the speaker's confidence in the situation around him/her. The function of representative speech act is to inform the listener about something in which the speaker is trying to make the words or speech produced in accordance with reality. Searle stated that representative an

assertive speech act which means that when utterance is produced by the speaker, the speaker is sure or knows about something or what he/she says. Thus, representative speech act can be either true or false statements so that they can usually be verified or blamed.

Example:

Speaker: "*The earth is flat*"

By saying that utterance the speaker informed that she or he believing that earth is flat (Yule, 1996).

The representative consisted of swear, inform, assert, deny, claim, describe, and report.

a. Swear

According to Hornby (2010), the swear could be defined as an utterance used to state solemnly or forcefully that the utterance was produced is true, sometimes calling somebody or something thought to be scared as a witness. In addition, swear also means a statement that is officially pronounced by witnessing to God or to something that is considered sacred or someone who has authority that is used to strengthen the truth and sincerity of the speaker. In swearing, the speaker usually has the determination to do something as a form to strengthen the truth and dare to accept the consequences or penalties if the statement made is incorrect.

b. Inform

Inform is the function of speech act that uses to communicate information or knowledge to somebody or to familiarize someone about something (Hornby, 2010). This speech act can make the listener add and broaden their knowledge about something.

c. Assert

Assert uses to state something as being true (Hornby, 2010). In asserting something, the speaker has confidence that what he/she states is true and in accordance with the facts that can affect the listener to agree and believe about what the speaker said.

d. Deny

Deny has function to state that something is not true or not in the case (Hornby, 2010). In other words, denying is an utterance expressed by speakers to refute, fight, not acknowledge or not justify the accusations made by someone against the speaker.

e. Claim

Claim is the function of an utterance produces to say, without proof or evidence, that something is true or to demand officially something that somebody has a right to or owns to (Hornby, 2010).

f. Describe

Describe is the function of the statement that uses to give an account of something by giving details of its characteristics (Hornby, 2010). Those characteristics refer to special things that can be captured by the five senses such as size, color, taste, smell, texture. Through descriptions, the speaker can make the listener see or have a view of objects or topics discussed by the speaker.

g. Report

Report uses to give detail information about something that has happened or to find out facts and tell people about them (Hornby, 2010). Report can also be interpreted as one function of utterance usually used to explain a particular fact or problem in an official form that had previously been investigated or considered by a particular person or institution.

3. Expressive

Searle (1969) states that "the illocutionary aim in this class is to express psychological state defined in the sincerity condition regarding a state of things specified in the proportionate content". Yule (1996) agrees, stating that expressive is a speaking act employed to communicate something felt by the speaker. When utilizing this speech act, the speaker modifies the words said to reflect his or her mood. As a result, it is possible to assume that expressive was a type of illocutionary behavior meant to demonstrate or express how the speaker felt. It represented the speaker's psychological state and may include words of pleasure, pain, likes, dislikes, joy, or grief. It might be induced by something said or done by either the speaker or the listener.

Example:

Speaker: "I like the way you laugh"

That expression shows that the speaker is praising the listener via the utterance (Yule, 1996).

Expressive consists of condole, praise, thank, regret, congratulate, criticize, complain, and swear.

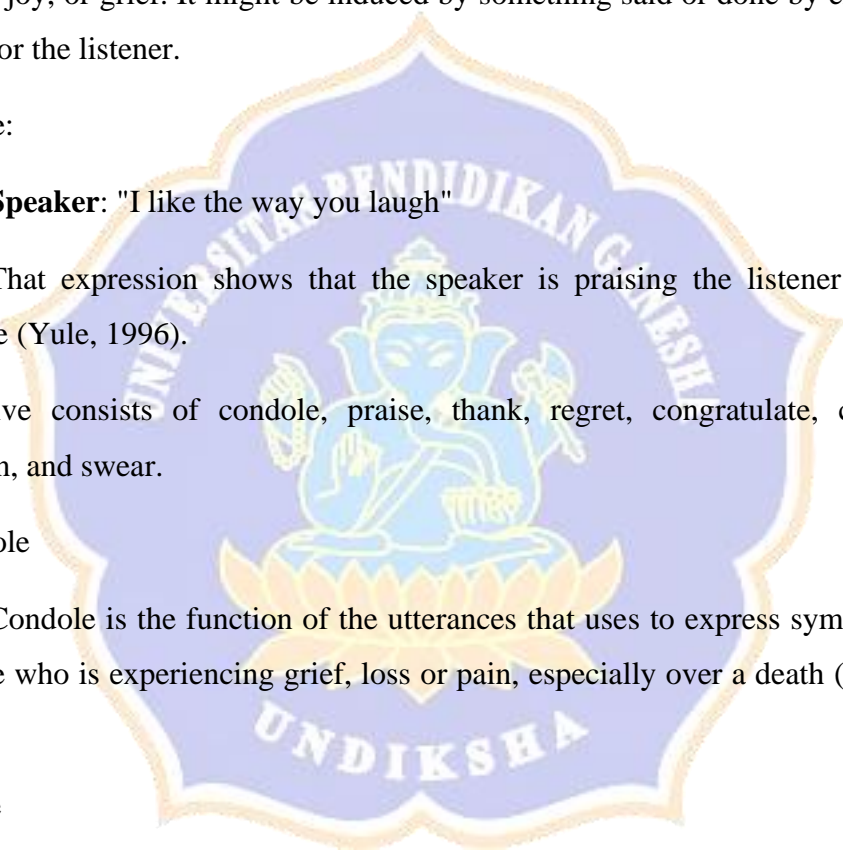
a. Condole

Condole is the function of the utterances that uses to express sympathy to someone who is experiencing grief, loss or pain, especially over a death (Hornby, 2010).

b. Praise

According to Hornby (2010), the praise is defined as an expression used to express approval or admiration, e.g., for someone's achievement or for something's good qualities. Praising usually contains with a positive response about someone's strengths or excellence accompanied by reasons. By giving praise, the speaker can make the listener flattered and can also motivate the listener to do something better than before. The speaker can give praise to the listener because of their appearance, results or workability or something they have in which those have good qualities.

c. Thank



Thank is kind of expressive used to express feelings of gratitude to somebody or be grateful to somebody (Hornby, 2010). Usually, thank will be uttered by the speaker when other people give assistance, gifts or attention in accordance with the conditions of the speaker. On the other hand, thanking can also be used to insinuate the listeners, especially when the listener does something that is not in accordance with the speaker's wish. In addition, the speaker can also say thank you before rejecting an invitation, offer or giving so that the rejection politely and does not offend the listener.

d. Regret

The utterance usually used to express guilt about something previously done or said that now appears wrong, mistaken or hurtful to others called it (Hornby, 2010). Regretting will appear when something expected by the speaker is not in accordance with reality. In other word, regretting usually occurs when the speaker makes a hasty decision or it can also occur when the speaker is confused in making choices.

e. Congratulate

Congratulate was used to express pleasure or approval for fortune or on a special occasion (Hornby, 2010). In this case, it is not limited to someone who gets a position or new item but also includes when someone is celebrating an important day.

When giving congratulations, usually both parties will feel happy, which means when the congratulations, are spoken the speaker feels happy for the listener's achievement otherwise the listener also feels. happy because the speaker congratulates sincerely.

But sometimes the opposite case can be happened in which the speaker congratulated the listener because he/she was not happy for the achievement of the listener but as a form of envy and want to insinuate the listener.

f. Criticize

Criticize is the function of an utterance used to express disapproval of or dissatisfaction with somebody or something or to make a considered assessment of the qualities of something (Hornby, 2010). Criticize can also be interpreted as an utterance aims to give a hard opinion to the actions taken by the listener (Prayitno, 2011 as cited in Kristanti, 2014). Thus, it can be said that criticism is a form of speech that is intended to provide a hard opinion for actions taken by the listener that are not in accordance with the norms or the speaker's thought.

In this case, the speaker must be able to distinguish between blaming and criticizing so the listener is not offended by the statement. In the speaker must be objective because the goal of criticizing is to make the listener know his/her mistake and can make it better in the future.

g. Complaint

Complaint is the function of a phrase used to communicate discontent or displeasure about a situation or to describe symptoms, such as those of an illness (Hornby, 2010).

Direct complaint and indirect complaint are the two types of complaints. When complaining directly, the speaker conveys disapproval, resentment, dissatisfaction, or other unpleasant sentiments against the listener's past or continuing conduct. This complaint is addressed directly to the listeners who are held accountable for the events that happened.

In contrast, while for complaining indirectly, the speaker is communicating his problem to the listener, which has nothing to do with the content of the complaint created by the speaker. In this scenario, the speaker expressed his/her dissatisfaction to a third party.

Complaining activities are designed to elicit feelings of guilt, which, in some situations, have the ability to ruin the connection between the speakers and the listeners. As a result, the majority of 'complaining' is done indirectly.

h. Swear

Swear is an expression of strong feelings through blasphemous or obscene language (Hornby, 2010). Usually, swearing is used to express feelings of annoyance or disappointment of the speaker about the person's behavior, words or appearance. Swearing can also be aimed at situations or things that make speaker angry, surprised and frustrated. Swear can also be used to insult others. The words used in swearing are usually words relating to religion or belief, body's parts, animal and also words that have the same meaning as “*stupid*”.

4. Directive

Directive speech act is a speech act used by the speaker to make the listener acts toward the utterance is said by the speaker.

Example:

Speaker: "I think you should not do that."

In that case the speaker suggests the listener to follow what she or he thinks via the utterance (Yule, 1996).

Leech (1982) stated that these types of illocutionary act can be the competitive category. Pranowo (2009) defines that the competitive speech acts as speech acts that are used for the benefit of social interaction. Because competitive speech acts are related to social interaction which of course involves other people, this speech needs to pay attention to the principle of cooperation. This means that if the speaker uses of directive speech acts in a conversation, the listener should respond by doing things according to the utterance is said by the speaker so communication goes smoothly.

According to Rani (2006) as cited in Kristanti (2014) stated that directive speech acts are message-oriented, which means that the utterance can be used to influence others both their feelings and behavior. Widada (1999) as cited in Kristanti (2014) states that the directive speech acts are one of the functions of utterance have a function to make other people or the listener take actions that are in accordance with the wishes of speakers.

Based on the opinion above, it could be concluded that directive speech acts are used to express what the speaker wants through an utterance that can make the listener performs an action in accordance with the wishes of the speaker.

Directive could be classified into five functions, namely ask, invite, order, request, and suggest.

a. Ask

Ask is the function of an utterance that uses to communicate with someone in order to get some information (Hornby, 2010). The purpose of asking is to get response or answer from the listeners according to the topic asked by the speaker. The response given is usually in the form of an explanation or could also be in the form of confirmation.

b. Invite

There are several opinions put forward about the meaning of inviting. The first, according to Widada (1999) as cited in Kristanti (2014) states that inviting meant that the speaker is asking something to the listener who will also be done by the speaker. Prasetyo (2016) states that the invite contains the intention that the speaker wants to invite the listener to do something or to go somewhere as stated by the speaker. In this study, it can be concluded that invite used to ask somebody to come or go somewhere in which it is also done by the speaker in accordance with the statement stated.

c. Order

Order is produced by the speaker to make the listener to do something (Hornby, 2010). Prasetyo (2016) stated that orders are one type of directive whose utterances are intended to instruct the listeners to do something. Then, orders could be an utterance in simple form to more complex forms. However, if the utterance is an instruction, the order tends to be simple Widada (1999) as cited in Kristanti (2014).

d. Request

According to Hornby (2010), request defined as the utterance uses to ask the listener formally or courteously for something to be given. Whereas, Prasetyo (2016) states that the request is an utterance aims to ask or expect something from the listeners so that it is given to speakers. Thus, it can be concluded that requesting is the function of the utterance produced by the speaker that is used to make the listeners give something according to what is expected by the speakers.

e. Suggest

Suggestion is an opinion is given by speaker to the listeners to take action but by giving instructions or ways to do it (Widada, 1999 as cited in Kristanti, 2014). Hornby (2010) states that the suggest is interpreted as an utterance used to propose somebody or something as a possible choice, plan or course of action for somebody else to consider. In other words, suggestion is a speech produced by speakers in the form of instructions, methods or choice so the listener can do something in accordance with what is expected by the speaker but the listener can still consider about it without any force from the speaker. In this case, the speaker produces speech in the form of suggestion intended to make the listener believes in what the speaker says that can indirectly influence the listener's decision.

5. Commissive

This kind of illocutionary act was used to show the speaker's commitment toward some future action (Yule, 1996). Leech (1982) stated that this speech act tends to have a function to please the listener and it is less competitive because the utterance does not refer to the interests of the speaker.

Example:

Speaker: "I promise that I will protect you."

The type of speech act included in the type of commissive speech act is to refuse, promise, and commit.

a. Refuse

Refuse is an utterance that the speaker uses to decline to accept something offered or not to do something (Hornby, 2010). Refuse also means the utterance

said by the speaker explicitly to make the listener cancels his order, invitation, or something to be given. In this study, when the speaker rejects something explicitly, it means that the speaker is committed to not accepting or responding to the listener's invitation and not taking something given by the listener.

b. Promise

According to Hornby (2010), promising is a statement that is used to assure someone that something will certainly happen or done. In this study, the promising is intended to remind the speaker of something that will or would not be carried out in the future in which the listener becomes a reference when the promise is made. The speakers have the obligation to fulfill what they say to listeners when making a promise. However, it depends on how much commitment the speaker has on the utterance he/she has said, how important the promise is and how important the listener for the speaker him herself. If the listener is an important person for the speaker, there is a possibility that the speaker will fulfill the promise happily.

c. Commit

Commit has a function to pledge devotion to somebody or something (Hornby, 2010). If the speaker produces a promise, he/she could freely choose to fulfill the promise or break the promise while if the speaker is committed then the speaker must have to fulfill the commitment that he/she has made before.

Based on the above explanation, through speech act, the speakers could give a description of something but also can change reality or fact in society via utterance (Muhartoyo, 2013). On the other hand, Natri (2006) as cited in Muhartoyo (2013) stated that speech act uses to ask people to do something via word. It also has function to express feelings and thoughts of the speakers.

2.2.3.3 Perlocutionary Act

Perlocutionary act is an effect that appears toward the addressee or listener when the speaker produces the speech. These effects vary depending on the conditions of the utterances (i.e., all the planned and unintentional

consequences/effects induced by a certain speech in a specific setting) (Austin, 1962). According to Wijaya (1996), a perlocutionary act is an utterance made by a speaker that has the ability to influence or affect the listener. Chaer (2010) says the same notion, stating that a perlocutionary act is a speech act that affects or has an effect on the listener. As a result, perlocutionary behavior is sometimes referred to as "the act of influencing someone".

This effect does not arise as a result of the meaning of the utterance itself, but rather as a result of the function or purpose of the utterance. For example, if the utterance is used to order, the effect usually appears as the listener following the order of the speaker, but in some cases, the listener may reject the order. Austin (1962) states that the following consequences arise when an utterance was produced, as below:

1. Believe

The speaker can make the listener believes and feels sure about something through the utterance was produced by the speaker.

2. Annoy

When the speaker said something, it can cause some irritations to the listener which makes the listener feels annoyed.

3. Afraid

The speaker can make the listener afraid by saying something threatening and mystical.

4. Enlighten

The other effect of an utterance is to make the listener enriches the listener knowledge because the utterance was produced by the speaker has some new information or detail information about something.

5. Inspire

Inspire in this study means the speaker can make the hearer encouraged and motivated about something through utterance.

6. Realize

The utterance said by the speaker can make the listener realize means when the utterance was produced, the listener knows something and can make him/her thinking about that utterance deeply.

7. Confirm

The utterance can make the listener give confirmation about something by saying *yes/no*. This effect usually occurs when the speaker asks about something through *yes/no question*.

8. Reject

Rejection from the listener can happen when the listener did not want to fulfill the speaker's wishes, order, and invitation, and etc.

9. Obedient

The obedient occurs when the listener fulfills the speaker's wishes, order, and invitation, and etc.

10. Inform

The listener could give the information to the speaker when he/she produces the utterance especially asking something through *WH questions*.

11. Understand

The speaker can make the listener understand the speaker condition through utterance especially when the speaker apologizes or states about something he/she has done.

12. Feel Happy/Satisfied

The speaker can make the listener feels happy or satisfied when the speaker produces utterance that used to praise, commit, promise, and etc.

13. Surprised

The speakers can make the listener surprised through the utterance because when it is produced because the speaker says it spontaneously and suddenly.

14. Do something

Through the utterance, the speaker can make the listener to do something as the speaker said.

Those acts (*locutionary, illocutionary, and perlocutionary act*) cannot be separated because they will come together when people produce the utterances. To make it easier to distinguish those acts, below is the example of it.

Example:

A: "Pass me the salt, please!"

Based on the explanation above, *the locutionary act* is the literal meaning of the utterance while *the illocutionary act* is the function of the utterance itself and every function has its effect on the listener called *perlocutionary act*.

The utterance produced by A can be found in the restaurant in which A is the customer. In this case, A or the customer wants a salt but if we explore more about it, it can be seen that through the utterance "*Pass me the salt, please*", The speaker, certainly, has some functions (*Illocutionary Act*) in his mind when formed that utterance in which he might utter "*Pass me the salt, please!*" to make an order (the waiter should give him salt), an explanation "A" wants to know that the food is tasteless) or it can be used to express a little bit disappointed because of the food is tasteless. That utterance will give the effect (*Perlocutionary Act*) toward the listener or waiter when he/she heard it. In this case, the effect is to make the waiter give the customer salt, to make the waiter apologize because the food is a tasteless or can make the waiter offer the other food to the customer.

2.2.4 The Classification of Speech Act

Parker (1986) discovered two speech act classifications including direct speech act and indirect speech act.

Direct speech act is one in which structure and function are consistent (Yule, 1996). That is the utterance is declarative, its function must be employed to make a statement. If the speech is in the interrogative form, the function is to inquire. Similarly, if the utterance is in imperative form, the sentence's role is to order or request something. To make it simpler to understand, consider the following examples:

- (1) *It's cold outside.*
- (2) *Do you have the same opinion with me?*
- (3) *Close the door!*

It is clear from the above example that there is a relationship between the sentence structure and its function. The utterance (1) is a declarative form in which the speaker used that utterance to describe the weather outdoors, which was chilly. The same thing happens in utterance (2), where the utterance is an interrogative form that the speaker used to inquire whether or not the listener shared the speaker's perspective. Whereas in utterance (3), the speaker utilized the utterance to instruct the listener to follow his instructions. The utterance (3) is an imperative form based on its form structure.

The opposite of the direct speech act is the indirect speech act, in which when a speech is generated, the utterance does not adhere to the form and function of the utterance itself. This indicates that if the statement is in the interrogative form but its aim is to compel the listener to do anything, the speech act is an indirect speech act. Here are some examples of indirect speech acts.

- (4) *I want you to move away.*
- (5) *Do you have to stand in front of the door?*

As previously explained, an indirect speech act is one in which the form and function of the utterance do not match. One example of an indirect speaking act is the utterance (4). The utterance (4) is a declarative form, but when investigated, the function of the utterance was not to make a statement, but to teach the listener to do something; in this case, the speaker instructed the listener to stand aside. The same thing happens in utterance (5), which is an interrogative form but was used to instruct the listener to step away from the front door rather than to inquire something.

Yule (1996) gave examples related to the indirect speech act which usually appears in English which can be seen from the utterance (6) and (7).

(6) *Could you open the door?*

(7) *Would you pass that?*

The utterances (6) and (7) often appear in English both in communication and in written form. As can be seen, the utterances (6) and (7) had interrogative forms but the function of the utterances is not to ask but to order the listener to do something. The speaker did not only produce speech to get answers but an action that is to make the listener opened the door and asked the listener to give something.

From both utterances above, it can be concluded that there are patterns in English that are used to ask the assumptions of the listener's ability ("*Can you?*" or "*Could you?*") or the possibility of the listener doing something ("*Will you?*" or "*Would you?*") which usually categorized as an utterance that has function to order or request something that basically makes the listener performs an action in accordance with what is said by the speaker.

If seen from the form of the utterance and its function, the indirect speech act is generally more polite if used in communication compared to the direct speech act.

2.2.5 Context

The meaning of an utterance cannot be isolated from its context in speech act analysis because the aim of the utterance would be different if the situation were different. Furthermore, Nunan (1993) claims that identifying the speech act performed by a specific utterance is only possible if the context in which the utterance occurs is known. Nunan (1993) argue that there are two forms of context, the first of which is linguistic context and the second of which is non-linguistic context.

2.2.5.1 Linguistic Context

Nunan (1993) states that the linguistic context is the interaction with language in the piece of conversation under investigation. As a result, it refers to any portion of the text, such as words, phrases, and utterances.

2.2.5.2 Non-Linguistic Context

Nunan (1993) defines non-linguistic context as the real-world situation in which the text happens. Nunan (1993) also cites the six components of the non-linguistic context. The first are the many forms of communication events. The second event focuses on communication concerns. The third event is about the goals of communication. The fourth step is to configure the communication event parameters. The fifth group consists of participants in a communication event. The next point to consider is the link between background information and the assumptions that underlying communication events.

On the other hand, Holmes (2013) non-linguistic context defined those statistics that categorize linguistic options into four kinds. The first, participants included who the speaker was and to whom they were speaking. The second term, surroundings or social environment, often refers to the place of the communication event. The third is the theme, which is the core notion of what is being discussed. The final function is the reason why the communication event was created.

Following a review of the two criteria above, the non-linguistic context proposed by Nunan and Holmes, the researcher determined that the six components of non-linguistic context proposed by Holmes are the most convenient theory to support the speech act analysis in the movie carried out by this research study.

2.3 Empirical Review

Many types of research in the speech act theory have been undertaken to assess the movies in the following are many types of research utilized to support this study, as follows:

Firstly, Oktadistio (2018) studied that an analysis of direct and indirect speech act performed by main character in the movie *Revenant Script*. He found the types, and functions of speech acts whether it is the direct or indirect speech act in the movie *Revenant Script*. In this research was focus on analyze classification of speech act into direct or indirect speech act performed by main character in the movie *Revenant Script*. The design was a descriptive qualitative research. The research subjects consisted of the main character in the movie *Revenant Script*. The research objects were focus on all utterances that performed by the main character in the movie *Revenant Script*. Data were collected by means of the researcher uses the observation methods as the methods of collecting the data. Data were analyzed qualitatively. The results showed that the researcher found the most dominant type of speech act used in the movie *Revenant Script* was direct speech act consisted of 13 utterances of the data in total and followed by indirect speech act consisted of 9 utterances of the data in total. Thus, it shows that the researcher found that the felicity conditions and genre were the factors affected the main characters in producing direct speech acts more than indirect speech acts.

Secondly, Nareswara (2019) studied that a pragmatic analysis of expressive speech acts in the *Venom* movie. She found five types of speech act in the *venom* movie, including declarative, representative, expressive, directive, and commissive. In this research was focus on identify the expressive speech acts in the *Venom* movie. The design was that of descriptive qualitative research. The research

subjects consisted of all characters in the Venom movie. The research objects were focus on all utterances that produced by all character in the Venom movie. Data were collected by means of the researcher uses noting techniques as the methods for collecting data and use descriptive methods as the methods of analyzing data. Data were analyzed qualitatively. The results showed that expressive speech act produced by all characters and the data source was the expressive speech act in Venom movie. For those reasons found the research focus on analyzing the expressive speech acts rather than other types of speech acts that found in the Venom movie.

Thirdly, Tutuarima (2019) studied that an analysis of speech act used in London Has Fallen movie. She found five types of speech act in London Has Fallen movie, including representative, expressive, declarative, directive, and commissive. In this research was focus on identify all types of speech act produced by all characters in London Has Fallen movie. The design was that of descriptive qualitative research. The research subjects consisted of all characters in London Has Fallen movie. The research objects were focus on all utterances that produced by all character in London Has Fallen movie. Data were collected by means of the researcher uses descriptive methods as the methods of analyzing data. Data were analyzed qualitatively. The results showed that the researcher found there were 76 utterances of speech act used in London Has Fallen movie which the most dominant was illocutionary act consist of 37 utterances. Then, there were 99 utterances of the classifications in the illocutionary act which the most dominant categories were directive with 32 utterances and expressive with 23 utterances. For those reasons found the research focus on analyzing the kinds of speech act and the classifications of the illocutionary act used in London Has Fallen movie.

Fourthly, Putri (2019) studied that an analysis of speech act used in Harry Potter and The Goblet of Fire movie. She found five types of speech act in Harry Potter and The Goblet of Fire movie, such as declarative, expressive, representative, directive, and commissive. In this research was focus on analyze all types of speech act produced by all characters in Harry Potter and The Goblet of Fire movie. The design was a descriptive qualitative research. The research subjects consisted of all characters in Harry Potter and The Goblet of Fire movie. The research objects were

focus on all utterances that produced by all character in Harry Potter and The Goblet of Fire movie. Data were collected by means of the researcher uses descriptive methods as the methods of collected the data through observation and documentation techniques and analyzed through the stages of data reduction, data display, verification, and conclusion. Data were analyzed qualitatively. The results showed that the researcher found there were the utterances have locutionary act or took the form of declarative, interrogative, imperative and exclamation and those were used to express the direct or indirect illocutionary act of declarative, representative, expressive, directive and commissive. For those reasons found the research focus on understanding of the variety of structures, functions, effects, and classification of language in the society.

Fifthly, Marbun (2020) studied that an analysis of speech act used in the Grown Ups movie. She found five types of speech act in the Grown Ups movie, such as directive, declarative, expressive, commissive, and representative. In this research was focus on analyze all types of speech act produced by all characters in the Grown Ups movie. The design was that of descriptive qualitative research. The research subjects consisted of all characters in the Grown Ups movie. The research objects were focus on all utterances that produced by all character in the Grown Ups movie. Data were collected by means of the researcher uses observation methods as the methods of collect the data. Data were analyzed qualitatively. 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. For those reasons found the research focus on analyzing the most used speech act found in this data was illocutionary acts.

Lastly, Rahmawati (2021) studied that an analysis of expressive speech acts used in the Crazy Rich Asian movie. She found five types of speech act in the Crazy Rich Asian movie, such as expressive, declarative, directive, commissive, and representative. In this research was focus on analyze all types of speech act produced by all characters in the Crazy Rich Asian movie. The design was that of descriptive qualitative research. The research subjects consisted of all characters in Crazy Rich Asian movie. The research objects were focus on all utterances that

produced by all character in the Crazy Rich Asian movie. Data were collected by means of the researcher uses the observation methods as the methods of collecting the data. Data were analyzed qualitatively. 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. For those reasons found the research focus on analyzing the types of expressive speech act that often come up are apologize, thank and compliment. Thus, it shows that all characters in the Crazy Rich Asian movie more showed politeness and friendly attitude to others character.

2.4 Research Novelty

From the explanations above, the researcher found that the utterances produced by people had its own function in which the utterances can be used to state the speaker opinion about something, make the listener to do something based on the speaker wants, or express the speaker feels. This fact made the researcher interests to explore more about speech act in order to find out the forms of locutionary act and types of illocutionary act produced by all characters in *Matilda Wormwood* movie.

2.5 Flowchart of Research Model

This research was conducted in descriptive qualitative research in which it processed through several procedures that included the data collection, data analysis, and data verification. In the data collection, the researcher found some utterances produced by all characters in Matilda Wormwood movie by watching this movie and reading the movie's script. Then, the researcher was found the forms and literal meaning, function, and classification (direct or indirect of speech act) of those utterances. After the data was collected, the researcher was analyzed types and considerations that utterances put it into declarative/imperative/interrogative/exclamation form (locutionary act) based on Austin's theory. Then, put into

declarative/representative/expressive/directive/commissive function (locutionary act) based on Searle's theory and to categorize as direct or indirect of the speech act based on Yule's theory. And then, to get accurate data regarding to the data source and the theories used, the data was verified. The research model could be seen in Figure 1 - Flowchart of Research Model.



Figure 1 - Flowchart of Research Model

