CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, identification of the problem, limitation of the study, research problems, objectives of the study, and significances of the study.

1.1. Background of the Study

Language cannot be separated from human daily life because language is a means of communication used by human to communicate with each other in social interactions. According to Yule (1996), language is a sound symbols in which the expression in the mind is turned into spoken words. In other word, language is a method used to communicate the ideas, emotions, and desires of human. Therefore, either spoken or written, language has an important role in human life because through language human can communicate and express feelings or desires.

When doing communication, there are utterances produced and heard by people. People who produce the utterances are called the speakers, while those who hear the utterances are called the hearers. Then, in order to get effects on the hearer of the utterances, utterances are produced with actions (Allen & Perrault, 1980). Thus, there is a need for the hearer not only to understand the literal meaning of an utterance uttered by a speaker, but also to recognize the hidden intention of a speaker in uttering an utterance. Talking about literal meaning and hidden intention

in an utterance, there is a need to learn about speech act theory. Besides, one of many important life skills is able to effectively communicate using language, and speech act is one of theories underlying this life skill.

Speech act is firstly introduced by Austin in 1962 in his book entitled *How to Do Thing with Words*. Austin (1962) begins his explanation about speech act by saying that there are two kinds of utterance, that are constative and performative utterance, which come from two sources, namely philosopher and grammarian. Constative utterance is assumed by philosopher as utterance utilized to describe something, whether it is true or false. While performative utterance is assumed by grammarian as utterance not only to describe something but also to employ some intended meaning told by the speaker, for instance to command, to request, to wish, and so on. In conclusion, constative utterances are utterances that describe about phenomenon of a condition or situation. Moreover, performative utterances are utterances that have actions from the speaker. By this two kinds of utterance, the term speech act appears.

According to Austin (1962), speech act are utterances that is not only used to say things but also to do things. This means that expressing an utterance is not only a matter of uttering something but also doing something. Then, utterances may have intended meaning of speaker for the hearer. In line with Austin's idea, Yule (2006) mentions that speech act is considered as the action performed by speaker with an utterance. In other word, speech act is considered as an action between speaker and hearer shown through utterance. Thus, an utterance also contains meaning from the action done. Therefore, speech act is an activity or an action by uttering something that has meaning.

Furthermore, Austin (1962) divides speech act into three classifications, namely locutionary act, illocutionary act, and perlocutionary act, and these three classifications are simultaneously performed when utterances are produced. The first classification of speech act is locutionary act which is defined as an act of saying something. This means that locutionary act is the literal meaning of an utterance. Locutionary act has function only to give information to the hearer. According to Darma (2014), locutionary act is a type of speech act which does not reflect the responsibility of the speaker to do the content of speech. This means that in uttering an utterance, there is no guarantee that a speaker will do what he or she utters. However, locutionary act is the basic act to do the other act (Darma, 2014). Hence, before identifying the other acts, illocutionary and perlocutionary act, it is a must to identify the locutionary act of an utterance first.

The second classification of speech act is illocutionary act which is considered as an act of doing something. Darma (2014) mentions that the most important thing in illocutionary act is the responsibility of the speaker to do what he or she utters. Therefore, it can be said that illocutionary act emphasizes on the implementation of the content of speech for the speaker. Besides, Lubis (2015) explains that illocutionary act is the utterance's intention as a power appeared by the speaker. In other word, it can be said that illocutionary act has hidden function from the speaker in an utterance, for example to praise, to order, and so on. In addition, based on Searle (1979), there are five types of illocutionary act, namely *assertives*, *directive*, *commissives*, *expressives*, and *declaration*. *Assertives* is type of illocutionary act which function is to show a state of situation, event, and phenomenon, by including true and false. The examples of *assertives* are report,

claim, and statement. Then, *directives* is a type of illocutionary act which function is to get the hearer to do something. The examples of *directives* are request and command. After that, *commissives* is a type of illocutionary act where the speaker of the utterance is committed to a future action. The examples of *commissives* are promise or threat. Next, *expressives* is type of illocutionary act which function is to state psychological condition of the speaker. The example of *expressives* are apology and compliment. Last, *declaration* is type of illocutionary act which function is to change the state of affair.

The third classification of speech act is perlocutionary act which is considered as an act of affecting someone. In different word, perlocutionary act is defined as the effect of an utterance produced toward the hearer of an utterance. In line with this, Lubis (2015) insists that perlocutionary act is the result of an utterance toward the hearer. This means that perlocutionary act is the influence appeared toward the hearer's feeling, thought, or the behavior. The example of perlocutionary act are the hearer feels happy or unhappy, the listener feels enlighten or annoyed, the listener confirms or rejects, and so on.

In order to obtain a better understanding about speech act, there is a need to find an appropriate source to be used in conducting a study about speech act. Because of this reason, movie is chosen as a source in finding speech act in this study because as Putri et al. (2019) say movie represents various speech acts in different situations since movie provides a lot of utterances produced by the characters of the movie. This is in line with the theory by Isnawati et al. (2015) who explain that the conversation in the movie represents the complex case of speech acts because by watching movie what the characters do by saying something and

what effect is caused by what the characters say can be known and seen. From all of those theories, it can be known that speech act can be found in the conversations of movie which provide many utterances in different situations.

There were three researches conducted previously about the use of speech act in movie. A research by Praditya et al. (2014) indicated that the direct speech acts were more dominantly found rather than the indirect speech act, and representatives was type of illocutionary act that was most dominantly found. Then, a research by Marbun & Handayani (2020) indicated that the most speech act used was illocutionary act followed by perlocutionary act and locutionary act in the second and third place. Furthermore, a research by Rahayu et al. (2019) indicated that there were 294 clauses containing the type of speech act, which were representatives, commissives, directives, and expressives. From all of these three previous researches, it can be concluded that the utterances existing in the conversation of movie provide speech acts of different kinds. Therefore, there is a need to conduct a study about speech act in movie since it is seen that speech acts appear in the utterances spoken by movie characters.

Based on the previous background theories as well as the previous research results in speech act field, this research intends to investigate the speech acts used in movie entitled *I Still Believe*. This movie is chosen to be analyzed because of some reasons. The first reason of why this movie is chosen to be analyzed is because this movie is a new movie which was released in March 2020. Then, there are no researches yet discussing about the use of speech act in this movie. The second reason of why this movie is chosen is because this movie uses English as the main language of the movie conversations. The conversations existing in the movie are

English human daily life conversations which are in line with the consent of this research that is conducting an English language based research. The third reason is that this movie has interesting and touching moral value. Then, the fourth reason is because this movie won an award in *2020 Dove Award* as the Inspirational Film of the Year. After that, the last reason is this movie has a lot of conflicts that make us learn the moral values of the movie.

Furthermore, the speech acts used in the utterances existing in *I Still Believe* movie were analyzed in this research. Then, in conducting the research, the form of the locutionary act found and the types and functions of illocutionary act found in the utterances spoken by the two main characters of *I Still Believe* movie, were the focus of this research.

1.2. Identification of Problem

Theory about speech act is necessary to be learnt because speech act is often used by people in their daily communication. Then, in order to obtain a good understanding about speech act, there is a need to conduct a study concerning about speech act in movie since it is seen that there are speech acts found in the utterances spoken by the main characters of *I Still Believe Movie*, and there are several forms of locutionary act and types of illocutionary act consisted in those speech act. Besides, in order to give an overview for other people about the utterances produced by the characters of *I Still Believe* movie, as well as their hidden intentions, forms of locutionary act and types of illocutionary act found in the utterances spoken by the main characters of *I Still Believe* movie are interesting to be investigated. Therefore, this study aims to investigate the forms of illocutionary act found and

the types and functions of illocutionary act found in the utterances spoken by the two main characters of *I Still Believe* movie.

1.3.   Limitation of the Study

This study is limited to the identification of speech act produced in the utterances spoken by the two main characters of *I Still Believe* movie. The speech act analyzed are only from the utterances spoken by Jeremy Camp and Melissa Henning as the two main characters of the movie. Then, the speech act analyzed are first, the forms of the locutionary act produced by the two main characters of the movie, and second, the types and functions of illocutionary act produced by the two characters of the movie.

1.4.   Research Problems

Based on the background of the study explained previously, the research problems investigated in this study are as follows:

1. What are the forms of locutionary acts found in the utterances spoken by the two main characters of *I Still Believe* movie?
2. What are the types and functions of illocutionary act found in the utterances spoken by the two main characters of *I Still Believe* movie?

1.5.   Objectives of the Study

Based on the research problems, the objectives of this study can be formulated as follows:

1. To investigate the forms of locutionary acts found in the utterances spoken by the two main characters of I Still Believe movie.

2. To investigate the types and functions of illocutionary act found in the utterances spoken by the two main characters of *I Still Believe* movie.

1.6. Significances of the Study

The significances of the study are classified into theoretical and practical significances.

1.6.1. Theoretical Significance

The result of the research is expected to enrich knowledge about speech act analysis in movie, especially *I Still Believe* Movie.

1.6.2. Practical Significances

The result of this research is expected to provide useful information for different people.

a. Students

The result of the research is expected to give additional knowledge about speech act for other students.

b. Teachers

The result of this research is expected to become a guidance in teaching speech act by using movie as the teaching media as well as the teaching material.

c. Other Researchers

The result of the research is expected to become a resource of speech act analysis and movie analysis that can be used as a reference by other researchers in conducting any research about similar topic.