

CHAPTER I

INTRODUCTION

1.1 Background

Language is a meaningful symbolic system and a human means of human communication because it is not only an empirical series of sounds but also a non-empirical meaning because it is made up of many components that are organized and manageable. Language is also the most important tool for communication between people. It is also possible to view language as a sign of sound that people use in everyday life (Wray & Bloomer, 2006). Language plays a vital role in human life; it cannot be separated from it, both written and spoken. It requires important items since they can explain what they want and extend what they want to say.

The study of speaker meaning is known as pragmatics and is one of the areas of linguistics. In other words, we analyze the significance of the context between the speaker and the hearer in pragmatics. The context is an important thing in pragmatic study because context is the background knowledge assumed to be shared by the speaker and hearer and which contributes to the hearer's interpretation of what the speaker means by an utterance.

In reality, there are several kinds of pragmatics that have been investigated, including deixis, and distances, reference and inference, presupposition and entailment, politeness and interaction, speech acts and events, and others. However, the researcher in this case only paid attention to the speech act. Mono (2018) claims that pragmatics is a branch of linguistics that focuses on the relationship between language and speech situations. According to Supriyadi (2020), while interpreting spoken utterances, the speaker employs a means-end analysis approach, but the communication partner employs heuristic analysis techniques. By creating assumptions and then evaluating them using the information at hand, the heuristic technique aims to determine the pragmatic force of a speech.

When a speaker speaks, they are performing a speech act. A locutionary act is the first of three linked actions that make up a speech act, according to Yule as stated in Mufiah and Rahman (2028; 126). This act is the fundamental one of making an utterance, or creating a meaningful linguistic statement. Most of the time, we don't just create well-formed utterances for no reason. We create an utterance with a certain purpose in mind. The second component is the use of language. This is accomplished by the utterance's capacity for communication. We never make a speech act with a purpose unless we want it to have an impact. The deliberate act, or third dimension, is this.

Illocutionary acts, one of the three categories of speech acts, are the most crucial to understand since they serve as the foundation for pragmatic comprehension analysis. Each of the mentioned illocutionary acts has a specific context and significance. First assertive or representative of whether the speaker thinks something is true or not. The second type is directive, when the speaker asks the audience to do something. In the third position is commissive, the speaker is prompted to take action. The fourth is expressive, it conveys the speaker's emotional response to the situation. The last one is declarative, the utterance it produces alters the world.

Literature may express how illocutionary language is employed. Songs, poetry, films, and other works of art all include literature. The social life of people is reflected in one kind of media. These days there are many different kinds of films, including dramas, animation films, action films, and horror films. Drama is a particular type of fiction that is performed as a play, opera, mime, ballet, etc., and is broadcast on radio, television, or in a theater. This video can be a useful tool for case studies on illocutionary acts. Movies were once thought of as an essential art form and source of trendy entertainment, but they are now being used as a tool for education both educated and uninitiated populations and received instruction from movies was made feasible by the numerous messages suggested and established there. Additionally, values were included.

When a movie has subtitles, it is easy to understand what it is being said. The dialogue between the characters is the main event that frequently occurs in movies. The dialogue between the characters will be illocutionary. People utilize statements with inferred meanings. While they are conversing. The context can be used to classify the meaning. Understanding the context can be used to classify the meaning. Understanding the context of a conversation is crucial to determining the speaker's goals.

According to Leech (1983:13), context is any prior information that the speaker and listener are presumed to have in common and that helps the listener understand what the speaker means when they make a certain speech, it indicates that in order for the hearer To understand what the speaker is saying, the listener must have the same context-related information as the speaker. It is challenging for the listener to understand the speaker's meaning without context, the communication is ineffective or fails because the listener may become confused about the speaker's intentions. The eight components of communication, including setting and scene, participants, end, act sequence, keys, instrumentalities, norms, and genre or speaking context are also mentioned by Hymes as stated in Wardaugh (2006). These components are crucial to daily conversation, because the many factors affect how one communicates with others. Speech acts appear in film conversations because they depict the complex situation of speech

acts to discover what the main character accomplishes by saying anything, the discussion in the film might be a great illustration of speech acts. The talk between characters is the man's key event in the film. The researcher wants in this instance is to examine the illocutionary techniques utilized in the film. Since there are still communication misunderstandings in daily life, the researcher was drawn to the study of illocutionary acts. This communication takes place between the speaker and the audience. In order to reduce misunderstanding, it is necessary to do a speech act analysis when the speech act involves a linguistic investigation into the meaning of utterances.

Mr. Keating is the man character in the film *Dead Poet Society*, which tells the story of an English teacher who motivates his students by teaching poetry using his own teaching methodology. Until students are motivated to learn poetry, he instructs in a different manner than other teachers. He works very hard to show the students the value of education. The following is an illocutionary example from the *Dead Poets Society*, “*Mr. Pitts, will you open your hymnal to page 542? Read the first stanza of the poem you find there*”. In this example, Mr. Keating asked Pitts to read the first stanza of the poem in the book. This is a commanding speech act.

1.2 Statement of the problems

Based on the background and identification of the problem stated, a problem formulation can be made as follows:

1.2.1 What are the illocutionary acts of Mr. Keating's utterances when he teaches in the *Dead Poets Society* movie?

1.2.2 What are the functions of the illocutionary acts used by Mr. Keating's when did he teach in the *Dead Poets Society*?

1.3 Scope of the Study

Based on the background and identification of the problems that have been stated above. This research is limited to the illocutionary of Mr. Keating in the movie entitled "*Dead Poets Society*".

1.4 Objective of Study

Based on the background and identification of the stated problem, the objectives of the study are:

1.4.1 To find out the illocutionary acts of Mr. Keating's saying when teaching in the *Dead Poets Society*.

1.4.2 To find out the functions of the illocutionary acts of Mr. Keating's saying when teaching in the *Dead Poets Society*.

1.5 Significance of the Research

There are two significances of the research; they are of theoretical significance and practical significance. The explanation is as follows:

1.5.1 Theoretical Significance

This study is expected to provide knowledge for the reader about pragmatic analysis in terms of speech act especially illocutionary act.

1.5.2 Practical Significance

Practically, there are some advantages to some parties as follows:

1. For students, the result of this research is expected to facilitate them to gain a better understanding related to speech acts especially illocutionary act.
2. For the researchers, this study is expected to provide references and evidence to guide them to conduct a further research which is related to speech act analysis especially in terms of illocutionary act.
3. For readers, it is hoped that the results of this research can understand the function of illocutionary acts in *Dead Poets Society* movie.

1.6 Literature Review

In writing this thesis, the researcher gathered information from several previous studies as comparison material. The researcher will try to write this

research with some of the previous scientific work, so that a connection will be obtained with the scientific work that the author refers to as follows:

First, the study by Nadeak Febriwati Magdalena, Sunggingwati Dyah, and Valiantien Maya Nita (2017) titled **“An Analysis of Illocutionary Act and Perlocutionary Act of Judy Hopps’ Utterances in Zootopia Movie (2016)”** focuses on studying the types of illocutionary act, the context of illocutionary act and whether Judy Hopps’ speech influences the hearers who perform the perlocutionary act in the film Zootopia. This study used two theories of George Yule and Dell Hymes. This research aims to find what types of utterances are made by Judy Hopps’ utterances, the context of utterances found in Judy Hopps’ utterances, and the success of Judy Hopps’ utterances influences the hearers to make statements in the film Zootopia. Zootopia movie is a story about little rabbit; Judy Hopps is the main character of the movie Zootopia. This research used a descriptive qualitative. The results from this research show that there are thirteen utterances in the form of representative which can be classified into statements of fact, assert, conclusion, inform, affirm and report. Thirteen directive utterances in the form of commands, orders, insist, ask, entreat, request. Commissive appeared in the form of commit, promising, refuse, wishing and threatening. Expressives that appear in the form of complimenting, deploring, greeting, mocking,

thanking, praising, apologizing, and leave-taking. The last type of illocutionary act was declaration which appeared in the form of approving.

The second study by Sihombing Raja Saut Pertohap, Silalahi E. Dumaris, Saragih Intragedy Debby, and Herman (2021) titled **“An Analysis of Illocutionary Act in Incredible 2 Movie”**. This researcher concentrates on identifying the types of illocutionary act in the Incredible 2 Movie and to interpret dominant types of illocutionary act. This study used Searle’s theory. This study used a qualitative approach. There are 5 types of illocutionary act are found in this study are : directives consist of 8 data (32%), Assertive consist of 7 data (28%), Expressive consist of 7 data (28%), commissive consist of 2 data (8%) and declarative consist of 1 data (4%).

The third study by Liyawan, Indiarti, and Sugianti (2022) entitled **“A Study on Illocutionary Acts Used by The Main Character of Spider-Man: Far From Home Movie”**. This study used a descriptive qualitative approach. The goal of this study is to pinpoint the many ways in which Spider-Man: Far From Home employed 4 different forms of illocutionary acts. Representatives, expressives, directives, and commissives are what they are, the 36 times they appeared. It is followed by 31 occasions of expressive speech acts. Then, 8 times are used for representatives, and 3 times are used for commissives. Therefore, based on Searle's theory, this film uses four different forms of illocutionary function: competitive, convivial, collaborative, and conflictive. The

most illocutionary word used in this film is "competitive". They showed up 55 times. It is followed by 16 uses of the word convivial. Then four times, collaborative was spoken. The fourth, which was said once is conflictive.

Based on the study of the speech act discussed above, the research indicates that, despite the fact that a lot of individuals have presumably already conducted research on the subject, what sets this research apart from similar studies is the focus of this research is different in analysis with other research, which the first research in first and third studies using a different theory from this research. On the other hand, the second study used the same theory but the focus of the research was different.

1.7 Theoretical Base

1.7.1 Pragmatics

Semantics and pragmatics are two areas of language research that are strongly related to language study. Both of that science's concern at language but on a different side. The development of meaning in language is known as semantics, but the building of meaning in a particular interactional situation is known as pragmatics.

Leech (1983: 6) said that "Pragmatics is the study of meaning in relation to speech act situations". According to Crystal, "Pragmatics studies the factors that influence our language choices in social interaction and the

effects of those choices on others." Stalnaker (in Searle et. al 1980) defined "Pragmatics is the study of linguistic acts and the contexts in which they are performed". In pragmatics there are primarily two kinds of issues to be resolved: first, defining interesting speech acts and speech products; and second, describing the characteristics of speech context that helps in determining which proposition is stated by a particular phrase.

Yule (1996:3) lists four definitions of pragmatics: first, it is the study of speaker meaning; second, it is the study of contextual meaning. Thirdly, pragmatics is the study of how additional information is sent by nonverbal cues, and finally pragmatics is the study of how relative distance is expressed. Yule underlines his idea in this passage, according to which the speaker's meaning is influenced by context and goes beyond what he says.

1.7.2 Pragmatic Aspects

Some circumstances must be taken into account while assessing a film, such as: the study of context-sensitive language is known as pragmatics. Pragmatics is the study of meaning in relation to speech context, according to Leech (1983). Here are a few illustrations of pragmatic elements:

a. Interlocutors and speakers

If the speech in question is transmitted through writing, authors and readers are also included in the ideas of speakers and interlocutors.

Age, socioeconomic, status, gender, degree of closeness, and others are some of these factors.

b. The speaker's environment

Here, context refers to any pre-existing knowledge that is assumed to be shared and accepted by the speaker and the speaker's intended meaning.

c. Purpose of utterance

Every circumstance involving speech or voice undoubtedly includes certain goals and objectives as well. Both parties, namely the speaker and the interlocutor are involved in an activity that is oriented towards a particular goal.

d. The use of speech act as an action and speech act activity

Speech is viewed in pragmatics as an activity, specifically a speech act activity. Pragmatics is the study of linguistic behaviors or performances that occur in certain contexts and at particular times.

e. Speech is a linguistic act that results in speech.

Speech in pragmatics refers to the outcome of a verbal act rather than just the verbal act itself. Therefore, illocutionary acts as well as their significance or potency are the subjects of the pragmatic study.

1.7.3 Speech Acts

One of the most crucial ideas in pragmatics is the notion of a speech act. The phrase refers to the notion in which words serve as means of accomplishing things, ie, acting, rather than as carrying their meaning. Originally proposed by the philosopher JL Austin in his book “How To Do Things with Words” in 1995, the speech act was refined by John R. Searle. Austin described a speech act as the behaviors we engage in to create utterances.

Speech act is a study of how speakers and hearers utilize language, claims Yule (1996:47). Speech acts are activities carried out through utterances. Additionally, according to Searle et al. (1980), "The theory of speech acts starts with the assumption that the minimum unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc." then Mey (1994:111) thus regarded speech as an activity taking place in the world.

We may infer from the statement above that speech act is the theory about utterances that can be used to modify, assert, express, and even make someone commit to and act in accordance with the speaker's utterances. The

three actions that are now being done concurrently when someone speaks a phrase are the locutionary act, illocutionary act, and perlocutionary act, according to Austin (1962:108).

1.7.4 Types of Speech Act

The concept of speech acts is one of the most important concepts. A term of meaning in which statements have no meaning or action. Speech act is originally "How to Do Things with Word" by philosopher JL. Austin (1955) was developed by John R. Searle. Austin defines words as actions we take when making a statement. Speech behavior is the study of the intended meaning of speech and written utterances. Moreover, the most important element of speech act is that the message arises from the speaker's message. According to Yule (1996:47), "Speech act is the study of how speakers and listeners use language. Speech acts are actions performed through utterances".

1.7.4.1 Locutionary Act

The "saying" portion of an utterance is referred to as the locutionary act by Austin. It is the utterance's propositional or literal meaning as expressed by the specific lexico-grammatical elements it possesses. According to Coulthard (1977), Austin's locutions are connected to a defined "sense" and "reference," that is, they are to be discovered within the language framework.

Austin (1962) makes the case that the only locutionary words that may be used to decipher the meaning of the phrase “shoot her” are “shoot” and “her” (what is actually spoken by the speaker).

1.7.4.2 Illocutionary Act

Based on theory developed from theory Austin and Searle in their book entitled ‘Principles of Pragmatics’, Geoffrey Leech has a view itself to Illocutionary acts. Geoffrey Leech develops Searle and Austin’s theory and provides focus on the meaning of the speech being studied as a method humans talk about illocutionary acts not in terms its properties. For example, the locution “shoot her” might serve as an utterance with the illocutionary power of a command or advice, etc. The illocution is he urged, advised, or ordered to shoot her.

Searle divides illocutionary acts into five types:

a. Assertives

Assertive is an illocutionary act that represents a state of affairs. Eg : stating, claiming, hypothesizing, describing, explaining, telling the truth, and stating opinion. For instance, *the earth is flat*. This assertives utterance inform what the speaker’s belief about the earth.

b. Directives

Directives are kinds of speech acts that speakers use to get someone else to do something. E. g: ordering, commanding, daring, defying, and challenging. For instance, *I warn you to stay from my wife!*, Searle (1979). The speaker commands the listener to stay away from his wife. This statement contains directive, which are commands.

c. Commissives

Commissive is a speech act used by speakers to commit themselves to some future actions. It includes: promise, threat, refusal, pledge, etc. For instance, *I promise to come to your wedding*. The speaker makes a promises to the listener that he will come to the listener's wedding.

d. Expressive

Expressive are those kinds of speech acts that state what the speaker feels. E.g congratulating, thanking, welcoming, and apologizing. For instance, *I thank you for giving me the money*, Searle (1979). The speaker wants to express gratitude to the listener. It is considered expressive because it conveys the speaker's feelings.

e. Declaratives

Declarative is a type speech act that change the status of something or someone. Declarative is a speech act that changes the world through utterance. The speaker has to have a specific context, in order to perform a declaration properly. A few subcategories of the declarative utterances include confirming, blessing, approving and naming.

1.7.4.3 Perlocutionary Act

The influence that some of the speaker's words have on the listener is known as a perlocutionary act. This action has an impact on someone, so speak. For example: "you can't do that" If we say this utterance, there will be some effects caused by the utterance. She stopped her, she pulled her up.

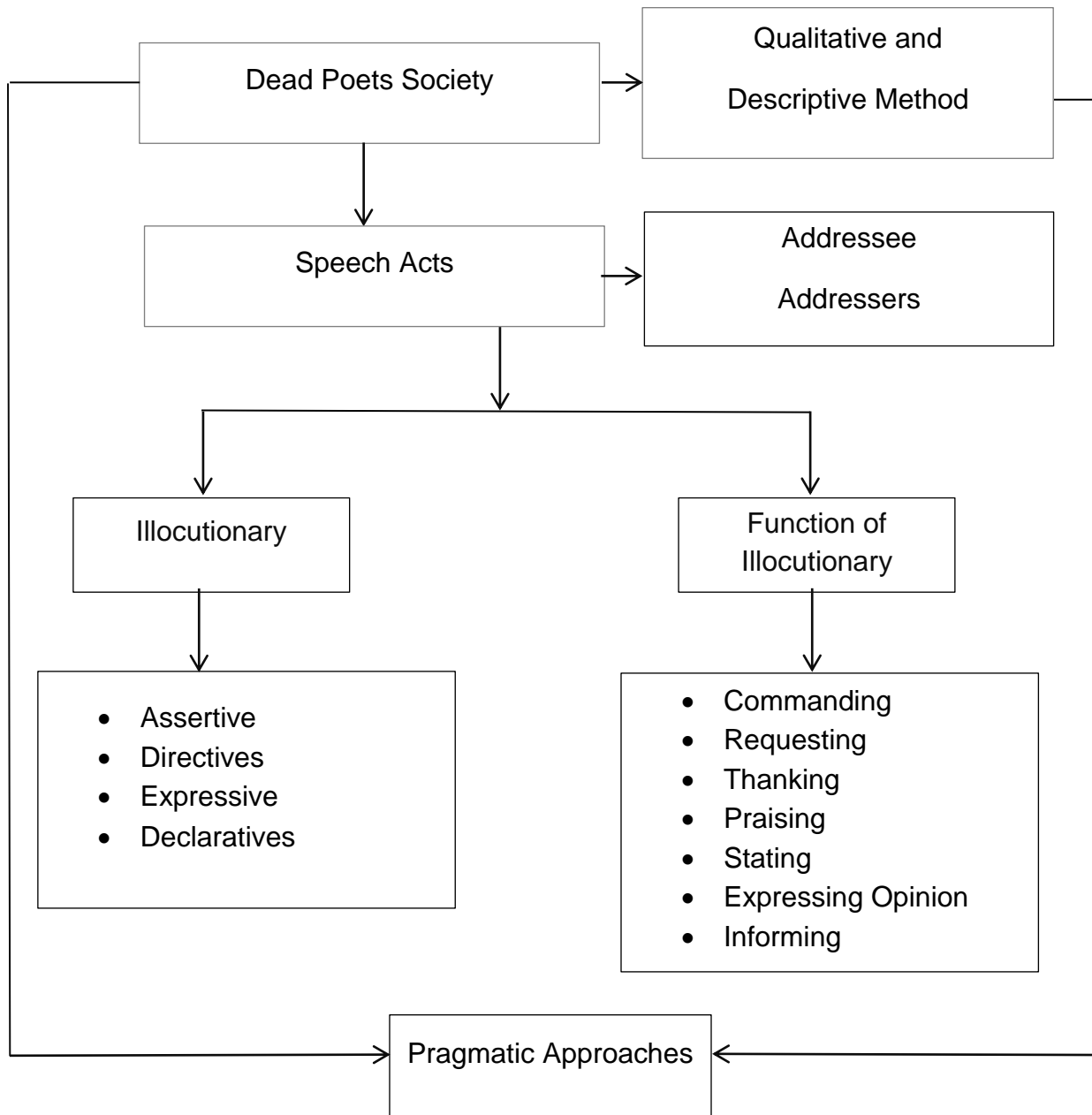
1.7.5 Dead Poets Society Movie

The drama film *Dead Poets Society*, which was released in 1989 and was written and directed by Tom Schulman and Peter Weir, starring Robin Williams. It is set in 1959 at the fictional Welton Academy, a posh, traditional boarding school, and relates the tale of an English teacher who motivated his pupils by teaching them poetry.

John Keating (Robin Williams). A brand-new English teacher, is welcome to an all-boys preparatory school noted for its long-standing

traditions and demanding standards. He approaches his kids in an unconventional way since they are under a lot of pressure from their parents and the school. Students Todd Anderson (Ethan Hawke), Neil Perry (Robert Sean Leonard), and others learn to come out of their shells, pursue their aspirations, and embrace the day under Keating's guidance.

1.8 Conceptual Framework



1.9 Method of the research

To assess the data, this research approach uses a qualitative method. Qualitative methods are not concerned with measurement or statistics, because qualitative methods do not measure quantity but refer to quality and this method focuses more on meaning and relating to value. That exactly identifies the characteristics of certain people, situations, symptoms, or groups, or evaluates whether a symptom is related to other symptoms in society.

1.10. Data Sources

1.10.1 Primary Data

The primary data or main data from this research is play Dead Poets Society by Tom Schulman and the researcher obtains the data by downloading the Dead Poets Society data collection. The researcher collects data by reading comprehension to help the researcher obtain information. In addition, the researcher classifies the data to the title.

1.10.2 Secondary Data

The researcher uses linguistic and literary methods to evaluate secondary data since the researcher's subject of study is illocutionary and when pragmatics is mentioned, it is assumed to refer to a linguistic concept.

The researcher gathers the data for the play. As a result, the researcher uses both of them, because such as the researcher knows that this is mainly one of literary work and the procedure for gathering data involves using books, and the internet. The researcher then uses libraries and online resources to gather secondary data.

1.10.2.1 Internet Browsing

To learn more about the object of analysis or the research's emphasis, the researcher browses the internet.

1.10.2.2 Library Research

To find out supporting information in this research, researcher used library research methods. To search for relevant keywords. As well as helping researcher to narrow the search to certain subject headings to find sources that are not included in the relevant subject headings.

1.11 Techniques of collecting the data

The following are the data gathering methods used in this study:

1. Carefully observing the film *Dead Poets Society*.
2. Obtaining the transcript of *Dead Poets Society*.
3. Repeatedly viewing the film will allow to verify if the transcript is accurate

4. selecting the data

5. Sort the data