

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents background of the study that describes the reason why the writer intends to conduct the study. Background of the study, statement of research problem, objectives of the research, significance of the research and scope and limitation of the study are formulated. Definition of key term is written in order to the readers are expected to have the same interpretation in understanding the study and organization of this chapter.

#### **1.1 Background of the Study**

Every sentence or utterances which spoken by the speaker contains meaning or purpose. The same utterances in communication might be containing more than one meaning or force in one utterance. The context of an utterance has to be factored into communication activities as theorists recognise that speaker intent, sentence meaning and hearer interpretation are not always the same (Kaburise, 2004; 8). Often, the uttered sentences mean more than one meaning and sometimes the meaning can apparently different from what the speaker actually intended to say as in innuendoes or sarcastic and ironical comments. For example, “Your hair is so long!”, if the utterance is delivered by a teacher to the students at the school, it can be understood that the teacher commands them to cut their hair in order to obey the school’s rule. In the different situation, if this utterance is delivered by a woman to their friend, it can be meant as a praising of

having a long hair. In summary, an utterance has one or more than two meanings; it depends on the situation or context.

Those kinds of actions performed through utterances are known as speech act. Austin (1962: 94) states that speech act is a theory in which to say something is to do something. It means that when someone says something, he or she is not only saying something but also uses it to do things or perform act. In simple words, speech act is the actions performed through utterances.

To get the meaning behind every utterance (Illocutionary Act), Searle classified it into 5 categories which are included in Illocutionary Act; declarations, assertives, expressives, directives, and commissives. First, declarations are utterances that could change the reality. Second, representatives are statements that only the speaker can decide something to be the case or not. Third, expressives are utterances which express the speaker's feeling such as happiness, pleasure, pain, or sorrow. Fourth, directives are utterances to get someone to do something. Finally, commissives are utterances which express a plan in the future such as promises, threats, refusal or pledges. In order for an utterance to affect people to do, feel or even think of something caused by utterances, Austin proposed the idea known as Perlocutionary Act along with some of its effects. They are to convince, surprise, bore, annoy, frighten, cause, insult, alarm, enlighten, inspire, realize and get the hearer to do something.

Therefore, illocutionary act and perlocutionary act are parts in speech acts to aim the communication purpose—to be understood and to be believed. Having

conversation, speaker does not only speak the source language, but also interpret its meaning to the hearer and make them understand. Speech acts is not only used in daily life conversation, but also in written like in magazine, newspaper, literature, and dialogues which performed by the characters in movies. Movies have various types of speech acts spoken by characters. Speech acts found in movie dialogues can be taken as the object of the study to analyse, because most people like watching movies, but some do not understand the meaning behind the utterances.

There are some studies which analysing speech acts performed by movie characters. In a study conducted by Rois (2012) which is entitled *A Pragmatic Analysis of Speech Acts of The Main Character in Ryan Fleck's Half Nelson*, the main character, Dan Dunne, has two unique roles at the same time, as a teacher and as a drug addict. The study found that, inside the class, Dunn does mostly directives acts of illocutionary acts, up to sixty times as the most frequently occur on his utterances. Meanwhile, outside the class, Dunn does sixty assertive illocutionary act as the most act. It means that Dunn gets his students mostly by stating, describing something to his students, telling, insisting, suggesting, ordering, commanding them to do something which states in assertive and directives of illocutionary acts.

In another study, Indah Rukmanasari (2012) conducted the speech acts analysis on *Date Night* movie's main character. It tells about an ordinary man who got a terrible problem with a gangster and therefore he solves the problem by using speech acts. The researcher also puts a focus on the kinds of conversational

implicatures. This study concluded that there are four kinds of illocutionary acts the main character, Phil Foster, mostly uses to interact with the gangster, they are; *representatives, directives, commissives, and expressives.*

Next is mini research conducted by Tira Nurfitria (2015) entitled *Analysis of Speech Acts In Doraemon "Stand by Me" Movie*. The researcher conducts the study to give evidence that in a cartoon movie is not only about the syntax and semantics that can be analysed and come about in a cartoon movie. But also, the existence of linguistics expertise that can be analysed deeper based on speech act theory. In analysing the type of speech act, she uses both speech acts classification theory by Austin and Searle and puts her main focus only on illocutionary act. This mini research finds that the occurrence of representatives act in the movie is eighty eight times occur in entire speech, then followed by directives acts which occur nineteen times.

In those cases, the researcher will also conduct a study analysing the types of speech acts uttered by a certain character in a movie. The researcher choses the movie entitled *Dangerous Mind* which is a 1995 American drama film directed by John N. Smith, written by Ronald Bass. Generally, this movie is about the journey of Mrs. Johnson, as the main character in *Dangerous Mind* movie, that tries hard to make the students understand what education is. It also tells another one of those uplifting parables in which the dedicated teacher takes on a class room full of kids with severe social problems that has no interest in education at all, and wins them over with an unorthodox approach. But the hard work of Mrs. Johnson soon pays off by her discovering methods to teach them which she bribes the with

candy bars and free trips to amusement parks, and involves them in the words of that important poet, Bob Dylan (the Tambourine Man might have been a drug dealer!). Even if it takes more than a lot of methods to get through to a class of un-educated kids, she is able to reach out to her students who need her the most. That is why the researcher takes interest in finding what is behind the successful teaching and learning process in *Dangerous Mind* movie as Mrs. Johnson does to her “uneducated” students.

The main focus of this study is the types of illocutionary and perlocutionary acts performed in only Mrs. Johnson utterances as the main character in *Dangerous Mind* movie. It is because most of her utterances contains illocutionary act, for example “Hey, listen. Nobody's forcing you to be here. You have a choice. You can stay, or you can leave.” This utterances can be meant as assertives which is kinds of speech acts that state what the speaker believes to be the case or not. Looking into the deeper meaning as the type of effects in perlocutionary act of Mrs. Johnson utterance it means telling students to do what they want to do, because they have their own voice, their own thoughts, their own desires, their own person, and they are not meant to be forced to do things they do not want to do.

Finally, those reasons bring the researcher to take an interest in analysing *Dangerous Mind* movie script entitled, **“ILLOCUTIONARY AND PERLOCUTIONARY ACTS PERFORMED BY THE MAIN CHARACTER IN DANGEROUS MINDS MOVIE SCRIPT”**. Mrs. Johnson as the main character is an example of a good way in motivating and teaching her students

which not only focuses on academic side through her utterances. This is the first thing that leads the researcher to the choice of this movie script.

### **1.2 Formulation of Research Problems**

The focus of the research is upon what Mrs. Johnson is like as a good teacher which reflected from the speech acts. Some questions formulated to investigate are as follows.

1. What types of illocutionary acts are performed in Mrs. Johnson's utterances when teaching in the *Dangerous Mind* Movie Script?
2. What are the perlocutions of the illocutionary acts performed by Mrs. Johnson's utterances when teaching in the *Dangerous Mind* Movie Script?

### **1.3 Purposes of the Study**

1. To find out the types of illocutionary acts performed in of Mrs. Johnson's utterances when teaching in the *Dangerous Mind* movie script.
2. To find out the perlocutionary acts of the illocutionary acts performed by Mrs. Johnson's utterances when teaching in the *Dangerous Mind* movie script.

### **1.4 Significance of The Study**

Significantly, the result of this study is hopefully will be useful for the teachers and English Education Department students as the reference to be more creative in teaching including the activities, and the way to communicate and

motivate the students. Also, by watching and analyzing the illocution used by Mrs. Johnson in the script, teachers can understand about it and how to apply it in real class situations for the teachers in future, appropriately.

Furthermore, referring to the purpose of the study above, the result of this study are also expected to give worthy contribution for all people who want to study illocutionary act to help them analyze kinds of speech acts in other movies. Also, it is expected for the readers to enrich the understanding about speech acts especially related to illocutionary act through literary work such as drama script. And this research can be used as the reference or comparison of the next research which will be conducted. So that the result of this study gives more explanation about illocution and perlocutionary act.

### **1.5 Scope and Limitation of the Study**

Based on the research problems, the limitations of this study are:

1. This study only focuses on the main character utterances (Mrs. Johnson) in *Dangerous Mind* movie script
2. This study focuses more on illocutionary acts proposed by Yule category and perlocutionary acts proposed by Austin category.
3. Finally, the limitation of the study focuses on types of illocutionary and perlocutionary acts performed in Mrs. Johnson's utterances when teaching in the *Dangerous Mind* movie script.

## 1.6 Definiton of Key Term

In order to give clear definition and as guidance for the readers the researcher gives some definitions to understand this research and avoid misunderstanding.

### 1. Speech Act

Speech acts are acts that refer to the action performed by produced utterances. In line with this, Yule (1996: 47) states that speech acts is action which is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing something.

### 2. Illocutionary Act

Illocutionary act is the scope of speech act that studies about an utterance with some kind of function in mind. Someone might utter to make a statement, an offer, an explanation, or for some other communicative purpose.

### 3. Dangerous Mind Movie script

The written script of a Dangerous Mind movie, including instructions for the actors and directions for filming; a screenplay, that used in the making of the Dangerous Mind movie or screenplay.