

## SPEECH ACTS SPOKEN BY THE CHARACTERS IN THE MOVIE ENTITLED “BRIDGE TO TERABITHIA”

Andi Rustandi<sup>1)</sup>, Intani Permata Rizki<sup>2</sup>

<sup>1</sup> Universitas Galuh Ciamis  
email: andru.unigal@yahoo.co.id

<sup>2</sup> Universitas Galuh Ciamis  
email: intanipermatarizki@gmail.com

### Abstract

This research was aimed at identifying the kinds of illocutionary acts spoken by the major and minor characters in the movie, perlocutionary acts performed by the hearers towards the utterances spoken in the movie, and the contextual aspects that influenced the illocutionary and perlocutionary acts indicated in the movie. The qualitative research was applied as the research design and the data were collected through content analysis. The writers employed purposive sampling as their sampling technique. Based on the research findings, the writers identified five kinds of illocutionary acts based on Searle’s theory, namely, representative, directive, commissive, expressive, and declaration. Furthermore, the writers identified 37 perlocutionary acts performed in the movie and the study showed 15 different situational contexts influenced the illocutionary and perlocutionary acts identified in the movie. In short, the kinds of illocutionary act that frequently appears and gives big influence in the movie is a directive illocutionary act.

*Keywords: speech act, major and minor characters, context*

### Background

The major function of language is for communication, which is used in oral or written form. Language, both spoken and written is used by human being to express his thought, ideas and emotion by using sounds, gestures and signals in some purposes and reasons. Kissine (2013) stated that language did not only represent the world, it also allowed us to do things: to conjecture and to affirm, to command and to supplicate, to promise and to threaten, to baptize and to make oaths, to perform speech acts. This means that people use language not only to inform something, but also to do something. If the speaker and hearer have the same perception and understand each other

about what they are talking about, it means that the communication is effective, because the purpose of the communication can be reached well. As we know that in communication, people perform actions via utterances, so they do not only produce utterances which consist of grammatical structures and words. The performed actions via utterances are called speech acts.

According to Austin as cited in (Altikriti, 2011) speech acts was divided into three types, those were locutionary act, illocutionary act, and perlocutionary acts. A locutionary act is particular sense and reference of an utterance. An illocutionary act is the act performed in, or the

performance of the illocution. Then, a perlocutionary act is the act performed by means of what is said. In addition, Searle as cited in (Nemani & Rasekh, 2013), continued the Austin's Theory. He divided the illocutionary acts into some types, such as representative, directive, commissive, expressive and declaration. A speech act is not only found in daily conversation, but also in a movie. Actually, a movie can be a representation of the real conversation in the natural society. The writers think that movie is commonly created within different social, historical and cultural context.

Additionally, the act that performed via utterance usually produces an effect in the hearer, which is called perlocutionary act. Furthermore, analyzing the context is needed to decrease misunderstanding about the meaning in communication and find out the exact meaning of the sentences that spoken in the conversation. According to Rustandi (2013;2018) to get meaning need a strategy to coordinate the use of communication and need procedures in order to be able to reach a mutual agreement. Therefore, this study is not only investigated the kinds of illocutionary acts, but also the perlocutionary acts that are performed toward the utterances spoken by the major and minor characters in a movie and the contexts that influenced illocutionary and perlocutionary acts occurred in the movie.

### **Methodology**

In this research, the writers employed qualitative method. The population of this study was the whole conversations spoken by the major and minor characters in the movie. Furthermore, a purposive sampling technique employed in this study, because the writers only focused on the illocutionary and perlocutionary acts occurred in movie. The writers chose illocutionary and perlocutionary acts spoken by the major and minor characters

in the movie *Bridge to Terabithia* as the sample of this study.

The data were classified into the suitable kinds of illocutionary acts based on the Searle's theory of speech act. Then, this study also identified the perlocutionary acts and analyzed the contexts that influenced the illocutionary and perlocutionary acts occurred in the movie.

### **Findings and Discussion**

The writer analyzed 653 utterances that indicated illocutionary acts based on Searle's theory, 525 utterances spoken by the three major characters in the movie and 128 utterances spoken by the minor characters in the movie. The writer found five kinds of illocutionary acts based on Searle's theory in the movie, namely, representative, directive, commissive, expressive and declaration. The writer found 244 utterances that indicated representative illocutionary acts, 299 utterances that indicated directive illocutionary acts, 28 utterances indicated commissive illocutionary acts, 77 utterances indicated expressive illocutionary acts and only 5 utterances that indicated declarative illocutionary acts.

Moreover, the writers identified that each kind of illocutionary acts has their own illocutionary forces. Illocutionary force is the intention of the speaker when he/she was producing the utterance or the statement. The writer identified some illocutionary forces of representative illocutionary acts, namely, asserting, responding, informing, and denying, etc. Illocutionary forces in directive illocutionary acts that were found in the movie were asking, commanding, demanding, permitting, etc. Meanwhile, the illocutionary force of commissive found in the movie was committing, refusing, promising, and threatening. Then, the writer found praising, thanking,

apologizing, lamenting as the illocutionary force of expressive illocutionary acts. Furthermore, the writer only identified two kinds of illocutionary forces in declaration, such as declaring and naming.

Additionally, 37 perlocutionary acts in the movie were identified. According to (Hurford, Heasley, & Smith, 2007) perlocutionary act or just simply the perlocution carried out by a speaker making an utterance was the act of causing a certain effect on the hearer and others. For further understanding, the writers gives the example below.

The analysis on perlocutionary acts

**Mr. Aarons:** “*Get your head out of the clouds and do as I say.*”

Based on the statement above, the writer found that the speaker commanded the hearer to be realistic and do as he said. The speaker aimed to remind his son that it was not good to equalize the real life and imagination, because the hearer here thought that the animals which destroyed their plants was terabithian warriors. The speaker’s utterance influenced the hearer’s mind, the hearer also did not want to let the animals go away anymore. Therefore, the writer concluded that there was a perlocutionary act performed by the hearer here. The perlocutionary act occurred, because the speaker’s intention has been understood by the hearer.

Moreover, the writer analyzed 15 different contexts that influenced the illocutionary and perlocutionary acts occurred in the movie. The three aspects that supported on analyzing the contexts were applied by the writer, such as participants, setting and situational context. The writer presents the example to get further understanding.

A conversation between Ms. Edmunds (E) and her students in 00:11:59,160 --> 00:12:06,709.

**Miss Edmunds :** “*Aren't you glad that summer's over?*” (Asking)

**The students :** “*No...*”

**Miss Edmunds :** “*No? I am.*” (Asking)

**Miss Edmunds :** “*Come and get your instruments.*” (Commanding)

The writers found some aspects which supported the analysis of context, as follows:

**Participants (Speaker & Hearer) :** Ms. Edmunds & The students

**Setting :** in the classroom

**Situational context:** Ms. Edmunds is a music teacher. She always starts her learning process by singing a song. At the first day of school, she asks her students’ feeling because summer vacation is over. Then, the students respond that they do not like the summer vacation over. Before teaching and learning process start, she asks the students to get their instruments.

Based on the context, the illocutionary acts that spoken by Ms. Edmunds were directive particularly asking and commanding and also representative particularly asserting. It was asking, because she asked the students whether they like the summer over or not. Then, it was commanding because she commanded the students to get their instruments. The second was representative particularly asserting, it was because she asserted the hearer that she liked the summer vacation over. The expected perlocutionary acts happened when all the students came forward and took their instruments.

### Conclusion

Based on the findings and discussion, there were five kinds of illocutionary acts based on Searle’s theory found in *Bridge to Terabithia* movie, namely representative, directive, commissive, expressive and declaration. In addition, the writers discovered 653 utterances that indicated illocutionary acts in the movie. The writer

found that the most frequently illocutionary acts uttered in the movie was directive illocutionary acts particularly asking.

Furthermore, the writers identified 37 perlocutionary acts performed by the hearers toward the utterances that spoken in the movie. Most of the perlocutionary acts occurred because of the utterances that spoken were contained directive illocutionary acts. The writers revealed 15 different contexts that influenced the illocutionary and perlocutionary acts occurred in the movie. The writers analyzed three aspects which assisted an analysis of context, such as participants, setting, and situational context. The writers found that situational context and the relation between the speaker and the hearer were mostly influenced the illocutionary and perlocutionary acts occurred in the movie.

Moreover, this study is recommended for the English education, especially the EFL learners who want to improve their communication skill. Furthermore, the findings of this study can help the teachers in choosing the appropriate strategies for interacting or communicating with the students in teaching learning process.

#### Acknowledgments

This work would not have been possible without support of the English Education Department, Faculty of Teachers Training and Education of Galuh University Ciamis. We are especially indebted to the Rector of Galuh University and Mr. Iskhak Said as the advisors, who have been supportive of our career goals and who worked actively to provide us with the protected academic time to pursue those goals.

We are grateful to all of those with whom we have had the pleasure to work during this and other related projects. Besides our colleagues that has provided us extensive

personal and professional guidance and taught us a great deal about both scientific research and life in general.

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