CHAPTER I

INTRODUCTION

1.1. Background of the Study

Communication is a process of exchanging and receiving information between a sender and a recipient. People communicate on a day-to-day basis. Communicating enables people to achieve certain goals. Take for example, a doctor needs to communicate with his or her patient regarding the patient's disease and discuss the probabilities of risks which then allows both parties to make a shared informed decision (Elwyn et al., 2012). Communicating enables individuals to express our views and it is important to convey that message in order to allow others to listen and comprehend our perspective (Wray & Bloomer, 2006).

Language, on the other hand, is an intermediary used as a means of communication. Given that language is intimately connected to human life, particularly social life, it requires humans to work together or cooperate with one another using an instrument called language (Rohmah et al., 2021). Hastuti (2021) also adds that language is a tool for individuals to form relationships in society; it enables everyone to communicate their feelings in a way that reflects who they are and their identity within a social group. Sari (2018) and Noermanzah (2019) similarly mention in their studies that not only is a language utilized in oral

communication, but also in written forms such as journals, letters, newspapers, and other media, such as historical records or film screenplays.

Good communication may occur when the speaker and his or her partner communicate using appropriate and polite language (Indira, 2020). In a different study, Effendy (2017) states that good communication happens when both the communicator and the communicant understand the language being used.

In order to comprehend the meaning of a language, understanding semantics and pragmatics is imperative (Wicaksono, 2021). In communication, understanding the context is equally important as well. To begin with, semantics studies sentence meaning and word meaning that produces literal meaning. On the other hand, pragmatics studies utterance meaning, which are identified only by their contexts (Griffiths, 2006). Context is critical, because it tells the receiver what importance to place on something, what assumptions to draw (or not) about what is being communicated, and most importantly, it puts meaning into the message. A student, for instance, may tell her professor: *"I have a severe headache."* But she may tell her sister: *"I have a lousy headache."* There is a disparity between these two utterances. In a linguistic context, both utterances are semantically informing the professor and the sibling that the speaker is physically unwell. Pragmatically speaking, one is a formal context and the other informal. In this case, the communicator may imply the request to leave early to the professor or implicitly wants her sibling to get her medicine.

Griffiths (2006) also states that pragmatics is the study of utterance meaning. It is a study about how context contributes to what extent a language means, without disregarding the relationships between words and people. One of the aspects of pragmatics includes speech acts. The use of language by humans will form speech events or can be referred to as speech acts. In 1955, John Langshaw Austin first introduced the theory of speech act in a lecture at Harvard University, which is then written in his book entitled *'How to do things with words'* in 1962. He states that, in general, when someone says something, the person is undoubtedly performing an action (Austin, 1962). In line with this, Yule (1996) states that speech acts are actions that are performed via utterances. Speech acts can be defined as the smallest unit of conversational activity that can be said to have functions, such as reporting, stating, warning, directing, suggesting, presenting, criticizing, and requesting (Delvi, 2020).

Austin in Kaburise (2005) also distinguishes three types of speech acts in which saying something means essentially doing something. Those three types of speech acts are: locutionary act, illocutionary act, and perlocutionary act. Locutionary act is an utterance that produces literal meaning. Illocutionary act, on the other hand, is an utterance that has a social function in mind that leads to a performed action. This illocutionary speech act is also related to who speaks to whom, when, and where the speech act is performed (Indira, 2020). Last but not

least, the perlocutionary act is an utterance made by a communicator that affects the communicant.

In his book, Austin (1962) classifies illocutionary acts into five categories; they are verdictive, exercitives, commissives, behabitives, and expositives. According to Searle (1979), there are five main classes of speech acts that are used to describe the illocutionary speech acts: assertives, directives, commissives, expressives, and declaratives.

Usually, speech acts can be found in conversations. Conversations exist in movies. Movies are like language communication. It is a form of communication between the filmmaker and the viewers or audience. Through the images presented, a movie serves not only as entertainment, but also as a means of communication to convey the message or moral of the story to the audience, either explicitly or implicitly. The conversation in a movie can be an excellent example of speech acts because it represents the complicated case of speech acts in order to discover what the characters mean by saying something. This study will focus on directive and expressive speech acts in the Disney movie, *'Encanto'*.

This research is aimed towards analyzing directive and expressive illocutionary acts. According to Searle (1999), directives are used by speakers to get others to do something in a way that the speaker desires. Few examples of directives applied in real life are asking, suggesting, giving orders, and giving commands. Expressives, on the other hand, are utterances that are used to reveal the speaker's

psychological state, such as apologizing, thanking, congratulating, complaining, welcoming, and many more (Levinson, 1983). In accordance with the definitions and examples above, directive and expressive illocutionary acts are most often used by speakers in everyday conversation.

Secondly, the writer wants to analyze directive and expressive speech acts in the Disney movie *'Encanto'* because the movie contains noticeable arguments and often times misunderstanding evolving the main character, Mirabel, with the other characters in the movie. '*Encanto'* is a heartwarming story about family, acceptance, and the damaging pressure of anxiety and unrealistic expectations bestowed on children, which exists among family relationships in real life, making it the perfect example to analyze the directives and expressives illocutionary speech acts. Therefore, this study will analyze the directive and expressive illocutionary acts spoken by and addressed to all the characters in *'Encanto'*.

All in all, it is important to understand how utterances in conversations influence the meaning of the utterance itself, because one's utterance cannot be taken literally, especially in a pragmatic perspective where context massively contributes to what an utterance means. The key takeaway of this study is to minimize misunderstanding or misinterpretation of the intent of a speech. Therefore, this study of directives and expressives speech acts in the 2021 Disney movie *'Encanto'* is conducted to not only help the readers understand the context of the

conversation in the movie, but also discover the directives and expressives speech acts used in the movie itself.

1.2. Statement of the Problem

Based on the background of the study above, the research question is formulated as follows:

1. What types of directive illocutionary act are performed by the characters in *'Encanto'*?

2. What types of expressive illocutionary act are performed by the characters in *'Encanto'*?

1.3. Objective of the Study

Based on the research problem, the objective of this study is to identify and analyze the types of directive and expressive illocutionary acts used in the movie *'Encanto'*.

1.4. Theoretical Framework

The goal of this study is to analyze the types of directive and expressive illocutionary acts performed by the characters in the movie *'Encanto'*. In this study, the speech act theory and illocutionary speech act theory are applied.

According to Yule (1996) in Tutuarima (2018), speech act is a performed action resulting from utterances. Tutuarima (2018) and Saifudin (2019) both suggest that context has a significant impact on language, both in terms of the speaker's ability to produce an utterance and the hearer's ability to comprehend the utterance. Searle (1979) classifies illocutionary speech acts into five; assertives, directives, commissives, expressives, and declarations. Based on Searle and Vanderverken's taxonomy of illocutionary speech acts, this study aims to discover the functions of directives and expressives illocutionary act. The following is a conceptual framework of the research:
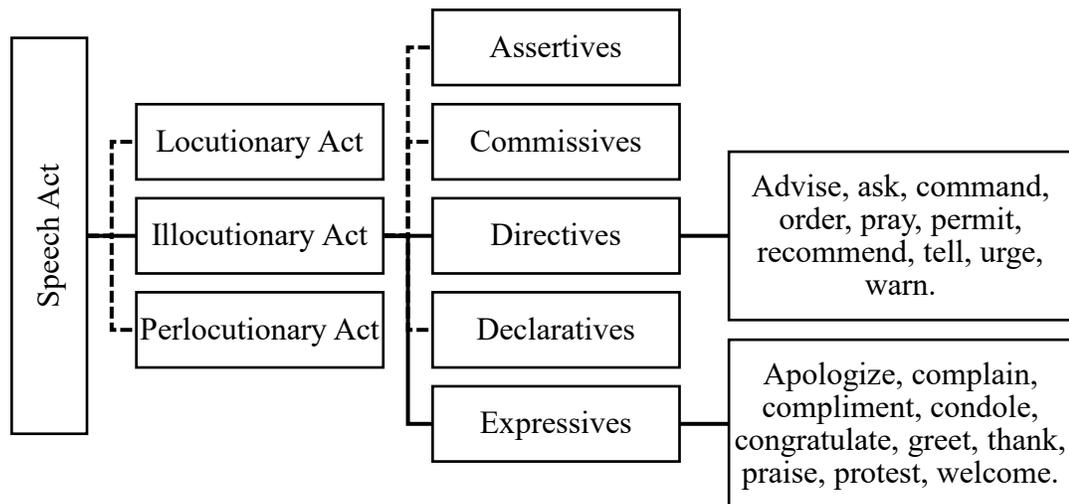
Figure 1. 1 Theoretical Framework Using Illocutionary Act Classification by

Searle and Vanderverken (1985)

Detail:

Variables that are analyzed   : ———

Variables that are not analyzed : - - - - - - -

1.5. Significance of the Study

1.   Theoretical Significance

This research is expected to add insight and knowledge of the researcher and readers about speech acts, particularly illocutionary speech acts. In addition, it is hoped that this research will be valuable for fellow readers, who are keen on pragmatics, to have a better understanding of illocutionary speech acts, particularly identifying the types of directive and expressive speech acts and the underlying context in which the speech acts occur in a movie.

2.   Practical Significance

Practically, the researcher writer hopes this research could benefit readers, students, and teachers, by providing a detailed comprehension of directive and expressive illocutionary acts.

Analyzing directive and expressive illocutionary acts, it is hoped that this research will be meaningful for aspiring teachers or educators to be mindful when asking students to do something or when giving reinforcements (be it positive or negative reinforcements) to the students or anyone else in real life.

Furthermore, this research may serve as a reference for future studies of a similar kind, especially about identifying and analyzing directive and expressive illocutionary acts.

1.6.   Scope and Limitation of the Study

The scope of this study analyzes two categories of illocutionary speech acts (directive and expressive) and their respective types that are spoken by all the characters in the movie *'Encanto'* using the theory provided by Searle and Vanderveken (1985).

In order to accommodate the writer's inability to investigate all five illocutionary speech acts and their corresponding types in a given amount of time, this research is restricted to only two categories of illocutionary speech acts: directive and expressive. Furthermore, the data source of this study was taken from the *'Encanto'* movie script.

1.7.   Definition of Key Terms

The definition of key terms of this study is as follows:

1. Illocutionary speech acts

Illocutionary speech acts are action that are performed via the communicative force of an utterance (Austin, 1962). When somebody says: *"Dinner is ready"* at the dinner table, the illocutionary act is inviting: *"Come, let's have dinner"*.

Illocutionary acts are often quite difficult to discern because illocutionary acts are contextual in nature, requiring knowledge of who is speaking, to whom, when, and where the act of speech is performed.

2. Directive acts

Directive acts are the type of illocutionary act that is often used in everyday communication. According to Searle (1999), directives is used to get the hearer to do something in a way that the speaker desires. For example, commanding, ordering, requesting, telling, warning and many more.

3. Expressive acts

Expressive acts is a type of illocutionary act used to express a speaker's psychological condition and can be a statement of pleasure, pain, likes, dislikes, joy, or sadness (Yule, 1996). For example, congratulating, complaining, thanking, greeting, welcoming, protesting, and many more.

4. *Encanto*

Encanto was released in November 2021. Meaning 'enchantment' in Spanish, *Encanto* is an animated musical fantasy comedy film set in Colombia, produced by Walt Disney Animation Studios. The story is about the "girl with no gift" Mirabel who tries her best to fit into The Madrigal family. *Encanto* is a heartwarming story about family, acceptance, and the damaging pressure of anxiety and unrealistic expectations bestowed on children.

1.8. Organization of the Thesis

This research comprises five chapters. The first chapter introduces the background of the study, the research problem, the objective of the study, the theoretical framework, the significance of the study, as well as the scope and limitation of the study, and the definition of key terms. The second chapter includes a review of literature and past related studies. The third chapter presents the research design, the source of data, the instrument of the study, the procedure of collecting data, and the data analysis procedure. The fourth chapter presents the findings and discussion. The fifth chapter comprises the conclusion of the conducted study and suggestions for future researchers who wish to conduct a similar study.