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**A SPEECH ACT ANALYSIS OF UTTERANCES IN THE DISNEY  
ANIMATION MOVIE SCRIPT “INSIDE OUT” BY PETE DOCTER AND  
RONNIE DEL CARMEN**

**A THESIS**

**Submitted to English Language Teaching Department *Tarbiyah* and Teacher  
Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon  
In Partial Fulfillment of the Requirements of Scholar Degree in  
English Language Teaching Department**



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**2017**



## ABSTRACT

**LATIFAH NURHASANA.** 14121330388. *A SPEECH ACT ANALYSIS OF UTTERANCES IN THE DISNEY ANIMATION MOVIE SCRIPT "INSIDE OUT" BY PETE DOCTER AND RONNIE DEL CARMEN*

This study was primarily intended to explore speech act in the Disney animation movie script "Inside Out" by Pete Docter and Ronnie Del Carmen. The analysis was centered on speech act by Paltridge (2000) and by Yule (1996). This study explored the types of speech act in the utterances of Disney animation movie script "Inside Out". The term speech act According to Yule (1996:5) is a study of how the speakers and hearers use language.

This study aims (1) To find out the types of speech act of utterances and (2) To describe the application of speech acts in the Disney animation movie script "Inside Out" by Pete Docter and Ronnie Del Carmen. There relate to the two research questions of this study.

This research is designed as qualitative research. The data is taken from original DVD and transcript from the internet. The technique of analysis data is document analysis or content analysis. There were three forms of data: video, script, and classifying. The data analyzed not all the utterances of all the character but it is just a selected characters and utterances that analyzed.

The result finding shows that there are five types of speech act that appear during the characters of the movie utter they utterances, which are directive, declaration, representative, expressive and the last commisive. Representative has the largest portion than other type with nearly a third of portion. Another types of speech act is directive types with over a half of all frequencies. Then expressive type has a roughly a quarter of frequency. Another is declaration and commisive have a small fraction of frequencies. Then, second research question is about the application of speech act are representative used for stating, claiming, arguing, asserting, denying, informing and describing. It is represent to express clearly the truth of proposition by their utterances and to represent a situation or condition that can be assumed as truth or falsity. Then, the directive type used to express what they really wants. directive or requesting someone to do something, forbidding, ordering, asking, commanding, suggesting, and advising. Different with representative and directive type, expressive type uses by the character of the movie just for represent their feeling or someone expression like greeting, apologizing, complementing, thankful, and regretting and to express psychological statement. While commisive used to something like promising, threatening, wishing that someone want to do in the next and the last declaration or exchange statement of someone, confirming, and approving.

**Key words:** *Speech act, utterances, movie script "Inside Out".*



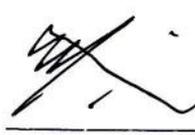
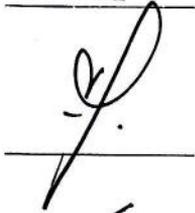
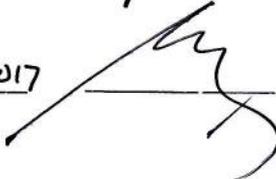
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### RATIFICATION

This thesis which is entitled 'A SPEECH ACT ANALYSIS OF UTTERANCES IN THE DISNEY ANIMATION MOVIE SCRIPT "INSIDE OUT" BY PETE DOCTER AND RONNIE DEL CARMEN' written by LATIFAH NURHASANA, registration number is 14121330388 has been examined on 6<sup>th</sup> February 2017. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

The first chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, focus of the study, research formulation, the aims of the research, significance of the research, theoretical foundation, and the methodology of the research. Research methods consist of the place and time of the research, the objective of research, the place and time of the research, the method of the research, the source and type of data, the instrument of the research, the technique of collecting data, the technique of analysis data, and a number of literature reviews. This chapter is orientation from next chapter especially about formulation of research. Introduction is like an opening of this research consist all things related to this research before discussing the result.

### 1.1. The Background of Research problem

This paper will describe the speech act analysis of utterances in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen. This research inspired by the factual experience, and theory of Speech act by Brian Paltridge. In the factual experience, every people have communication. Sometimes, the speaker produce a language ungrammatically, even though just in an utterance. It is almost difficult to understand by hearer or someone else. Even, when the speaker speaks clearly but there is no act that the speaker use to synchrony speak, it is also sometime has less information or it can be misunderstanding. For example: when the speaker says that “open the window, please!” without pointing the window that the speaker means, the hearer will get less information “which window that the speaker means?” it will be wrong, when the hearer not ask it back, to get information clearly. From that phenomenon, it is clear that speech act is the most important to comprehend by all people to give the clear information to the hearer.



Every utterance have implicit and explicit meaning that should be understood by others. It is about the language use. As paltridge says that discourse analysis is the analysis of language in use (Brown and Yule, 1983 in Paltridge, 2000:4) and it is also consider the relationship between language and the context in which it is used and are concerned with the description and analysis of both spoken and written interactions (McCarthy, 1991 in Paltridge, 2000:4).

Linguistics is one of disciplines about language and one of the important of linguistic field is pragmatics. Pragmatics is the study of the relationships between linguistics form and the users of those forms and it is the study of the speaker's meaning (Yule, 1996:4). The pragmatics include in analysis speech act. A speech act analysis is an utterance which has both a literal meaning and a particular illocutionary force (Paltridge, 2000:16), and it also actions that performed via utterances.

When there is no pragmatics in every communication or conversation, the second speaker will not understand what the clearly meaning of the first speaker talking about, and there is no speech act also. So, it is important to understand the speaker's meaning so that the speech act will be comprehended clearly by the second speaker. Utterance has become a focus of speech act analysis. It is why this area became important for investigation further. It is one of process to understand about language.

Every people communicate by using language and give the meaning and communication becomes main part of our life. Human uses language as the way to communicate and language make people become human, it is different animals. It means that we should understand the humans' language and we must understand the meaning of speakers' utterance. People give utterance when we start the communication with someone then we have the objective such as giving ideas, feeling, request, offering and else, all these are depended on speakers' giving meaning then the listeners should understand the speakers' meaning not only the language. The communications that happened around people must be said clearly so that others understand us. It means that someone says appropriately and the message accepted by someone who talk with us. According to Yule (1996: 47)



says that both the speakers and listeners require not only knowledge of the language but also appropriate use of that language within a given culture.

Common people make communication unstructured. This is not become problem because the most important of that is their speech can be understood and accepted by others. Like what Yule (1996:47) talks that in the effort to express and asserting himself, people not only produce grammatical structure sentences but they also produce or show actions in that language. Communication is the social media in connecting some ideas in order to convey the information and interact with others. People use many variations in communicating in order to share their feelings and ideas such as verbal and nonverbal communication. According to Buck (2002:8), there are two types of communication. They are: verbal communication and nonverbal communication. Verbal communication is the way of communicating messages by using words as elements. Nonverbal communication is the way of communicating messages by using gesture, body movements, eye contact, facial expression, or general appearances as the elements. These two types are the general media of people to interact each other in which the speech act occurs.

The communicative act or verbal communication is usually represented by the utterances of the speakers. In attempting to express themselves, people do not only produce utterance containing grammatical structure and words, they perform action via those utterance. From this explanation, it shows that every word, phrase or sentence that is human uttered perform different implicit action or meaning in it and if the hearer cannot get the intention of every utterance, it will lead a misunderstanding.

Speech act is a kind of verbal communication and it is a subdivision of pragmatics. According to Yule (1996:5), speech act is a study of how the speakers and hearers use language. Bach (1979: 153) explains that an action in verbal communication has message in itself, so the communication is not only about language but also with action. Speech act is the utterance that occurs and act refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech acts. We always perform speech act in our daily life. Sometimes we don't realize that the utterances we produce



consist of speech act. We often use utterances with indirect meaning. Speech act occurs on the process of the meaning in how the communication occurs and how the listener perceives the aim. In many times, people not only saying but also forcing the hearer to do something. When the hearer is doing an act, it means that he or she is doing illocutionary act. The writer realizes that in our daily life, we also always use the speech act function when we have communication with others. For example, we say the weather is hot today; it means there is some implicit meaning to request to do an action that is to switch on the fan or maybe open the window.

Illocutionary act is a very important part of speech act because illocutionary act itself becomes the main central to linguistics in elements of communication. According to George Yule (1996:3), pragmatics is concerned with the study of meaning communicated by speaker and interpreted by listener. It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Levinson (1983:1) defines that pragmatics is a study of relation between languages, grammatical and encoded in the structure of language. So, generally he says that the terms of pragmatics is said as the branch of linguistics which concerns with the use of language in social contexts and the ways in which people produce and comprehend meanings through language. Morris (1983:3) also defines the definition of pragmatics. He says that pragmatics is the study of the relationships between linguistics and the users and also discusses the contextual meaning because pragmatics involve the interpretation of what people mean in particular context and how the context influence what is said.

The ability to comprehend and produce a communicative act is referred to pragmatic competence, Kasper (1990:56) which often includes one's knowledge about the social status between the speaker involved, cultural knowledge and the linguistics knowledge. The concept of an illocutionary act is central to the concept of a speech act. Although there are numerous opinions regarding how to define 'illocutionary acts', there are some kinds of acts which are widely accepted as illocutionary, for example promising, ordering someone, and commanding (Peccei, 1999:9). Illocutionary act has some different types. Yule (1996:5) has set



up the classification of illocutionary speech act as five subdivisions. They are: representative, directive, commissive, expressive, and declarative. Each type has different context and meaning.

Nowadays, language is used in movie; it has contained the colorful language that gives the different meaning that is not meaning of the real word. When we watch movie, we can't get only entertainment but we can learn about the educational, moral or others value that implied there, or about the acting of the actors or actress includes of the social relations or the language and the dialogue or utterance they use, or learn about the literary elements in the movie. Those studies are the branch of interdisciplinary sciences such as pragmatics, sociolinguistics, psycholinguistics, and others. Both of those interdisciplinary sciences can help us understand about the language inside the conversation or inside the movie story. Movie is one media that reflects the social life of human. movie (also known as film) is a motion picture with series of images which are constructed of multiple individual shots joined to another in an extended sequence. One of the important aspect mostly occurred in movie is the dialogue (conversation) among the characters. The characters speak each other and there will be illocutionary act.

The researcher choose the Disney animation movie "Inside Out" is come from the content of the movie itself. It has a good moral value about how the important of adaptation in the new environment and always keep a good communication. When the main character "Riley" less communication, other people cannot understand her and finally they will not get closer to her. But when she build a good communication with others in her environment or school, her friend will close with her. So that, it is just about how the way we build the communication. Communication is always close with the utterance in every conversation. It is part of the science of pragmatic, sociolinguistic or even psycholinguistic, exactly speech act. Normally, speech act can be found in the conversation. The conversation in the movie can be a good example of speech act because it represent the complex case of speech act in order to find out what the main character do by saying something. As yule's theory argues that Speech act is actions performed via utterances and it is commonly given more specific labels,



such as: apology, complaint, compliment, invitation, promise or request (Yule, 1996: 47).

Not only because of the communication event, but this movie also same with our daily live. It is also happen in the real world. Besides that, in this movie include the speech act in every their utterance and full of emotion and expression, Such as when the main characters make apologizing, greeting, and when the team that control and order her brain become sad, happy, angry, or etc. those act of course relate when the researcher use the speech act analysis for the tools to analyze this movie. So that, the researcher thinks that in every speech act, direct or indirect speech act in every speech that we utter, it relate with the daily live. So, this movie will analyze by speech act analysis.

Therefore, the researcher chose this animation movie script as the object of the research, it is the Disney animation movie script “Inside Out”. The reason of the researcher in chose the Disney animation movie script “Inside Out” is because this animation movie was get awards in the Academy Awards USA 2016 as the winner in the category Best Animated Feature Film of the Year, then in the Golden Globes USA 2016 as the winner in the category best motion picture-animated, Annie Awards 2016 as the winner of the category best animated feature, Empire Awards UK 2016 as the winner of the category Best Animated film, International Online Cinema Awards (INOCA) 2016 as the winner of the category Best Original Screenplay.

Pragmatics is closely related terms in language study. Pragmatics refers to meaning construction in specific interactional context, it is also cite to the study of meaning in use or meaning in interaction (Mullany and Peter, 2010: 10). In other words, at pragmatics we study about the meaning of the context between the speaker and the hearer and also the meaning of their communication. In Yule words, with pragmatics, people can talk peoples intended meanings, their assumption, their purposes or goals, and the kinds of action that they are performing when they are speak (Yule, 1996: 4).

Moreover, the movie is contained sociolinguistics; it more studies about the implication between the languages itself with the impact to society. Holmes (2013:1) writes that sociolinguistics learns about the relationship between



language and society. They are interested in explaining why we speak differently in different social context and the social functions of language and also the social meaning (Holmes, 2013: 1). Both of pragmatic and sociolinguistic concern on linguistic meaning as determined in a speech community, which includes the linguistic act that involved speech act as the basic of linguistic communication.

Some previous study that related with this research. Isnawati FD, Anam Syamsul and Diana Sabta (2015: 60-64) talks about speech act analysis that produced by the main character in Shrek movie script. Then, Muhartoyo and Kristiani Keilly (2013: 949-966) tells about the directive speech act performed in “Sleeping Beauty” movie and Aguspianto (2014:1-11) talks about kinds of speech act which performed by Vin Diesel in film Fast and Furious 6 by Justin Lin and how those kinds speech act is performed by Vin Diesel in the film.

### 1.2. Focus of the Study

This study will focus on the speech act analysis of utterances in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen. The researcher will analyze the types of speech act that used in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen, such as: Representatives, directives, commissives, expressive, and declaration (Paltridge, 2000:25). Then, the researcher also will analyze the application of the speech act in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen.

### 1.3. Research Formulation

From the background of the problem, this study identifies the formulation of the problem. It is needed to give clarification about the problem that is being investigated. There are some research problem in this research to analyze the speech act of utterances in the Disney animation movie script “Inside Out”, such as:

1. What are types of speech act that used in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen?
2. How are the applications of speech act in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen?



#### 1.4. Aims of the Research

The aims of the research in analyzing the speech act of utterances in the Disney animation movie script “Inside Out”, including”

1. To find out the types of speech acts of utterances that used in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen
2. To describe the applications of the speech act that used in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen

#### 1.5. Significant of the research

This research has usefulness; for teachers, students, and reader and of course the researcher itself, as follow:

In theoretical, the outcome of this study should provide understanding on the reader in comprehending the language itself, so they will use the appropriate language with others. Besides that, through this research by analyzing speech act in the Disney animation movie script become as one of the source to study English language as a real talk in action. So that the student can enrich their knowledge in the field of discourse analysis or linguistic aspect. For the English teacher also this research encourages English teacher to know the contribution in students understanding conversation in students’ everyday talk. So the teacher can use it as media in improving student’s awareness about the importance of speech act that there in every conversation. Not only for the reader, student and English teacher, but for the researcher itself, the research also can add the researcher knowledge and can be a reference for the next research then when the researcher find the result of this study, it must be implemented in teaching process and apply the solution in educational activity.

In practically, the study should be useful for the reader. The reader should know and understand what the speech act itself and how to use it well. So that there is no misunderstanding in every communication that they make and it was expected to be useful for the readers to enrich the knowledge and literature in pragmatic aspect specifically the theory of conversational analysis in order that they can communicate in a better way.



## 1.6. Previous Study

In the previous study, the researcher reviewed some studies that related with this research. Isnawati FD, Anam Syamsul and Diana Sabta (2015: 60-64) talks about speech act analysis that produced by the main character in Shrek movie script. The aims of this research are to describe the types of speech acts and to analyze the most dominant speech acts produced by the main character. Besides, the aim of this research is also to know and describe the purposes of Shrek as the main character to use speech acts. The objects of this research are texts in the form of movie script. Austin's theory of speech acts is applied in this research as the major theory. The types of research in this study are qualitative and quantitative research. Qualitative research is applied to analyze the data in the form of the text. Quantitative research is used to count the member of speech acts used by Shrek to conclude which types of speech acts is dominantly used. There are 50 utterances to be analyzed. The result of this research shows that the four types of speech acts produced by Shrek are directives, representatives, expressives, and commissives. This study shows that the dominant speech acts used is directives. It reaches 44%. It indicates that Shrek uses directives because he wants to make the hearer do something.

Then, Muhartoyo and Kristiani Keilly (2013: 949-966) tells about the directive speech act performed in "Sleeping Beauty" movie. Likewise, it will find out how often the directive speech act performed and which type of directive speech act that are most frequently used in the movie. This study used qualitative method in which data collection is done by watching the movie, analyzing the body movement and the dialogues of each character, reading the script and library research. A total of 139 directive speech acts were successfully identified. The result of analysis showed that the directive speech act of ordering is the most frequently used in the movie (21,6%). The least frequently used directive speech act is inviting directive speech act (0,7%). The study also revealed the importance of directive speech act in keeping the flow of storyline of the movie. This study is expected to give some useful insights in understanding what directive speech acts is.



Different with Isnawati FD et.al and Muhartoyo and Kristiani Keilly, Aguspianto (2014:1-11) talks much about kinds of speech act which performed by Vin Diesel in film Fast and Furious 6 by Justin Lin and how those kinds speech act is performed by Vin Diesel in the film. The subject of this study was Vin Diesel as the main characters in the film. This study used qualitative method or library research. There are three steps in data collection, they are 1) Watching the film for several times while highlighted Vin Diesel's dialog. 2) Find out the speech act which performed by Vin Diesel. 3) Writing down Vin Diesel's dialog which possibly shows the speech act. In analyzing the data the writer used interactive model by Miles and Huberman, they are: data reduction, data displayed, and conclusion. In this study, the writer found three kinds of speech act which performed by Vin Diesel in the film, they are: locutionary 3 data, illocutionary 19 data, and perlocutionary 4 data, and the writer also found four ways which is used by Vin Diesel in performed those kinds of speech act they are: representative 3 data, directive 17 data, comisive 3 data, and declarative 4 data. The result of this study showed that Vin Diesel mostly used illocutionary act in his utterance and the most way which is used by Vin Diesel in performed the speech act is directive. Thus, Vin Diesel in uttered his utterance in film Fast and Furious 6 by Justin Lin was mostly by gave an order or asked the listener to do something.

So, from those previous studies have relation with this research, it is about the types of speech act in the movie script. Different object of the study, surely different of the result in the research. Because of that, this research conducted to find out the types of speech act in the Disney animation movie script "Inside Out" and the dominant type that frequently appear in the Disney animation movie script "Inside Out".

### 1.7. Frame of Thought

The theoretical frameworks in this research are dividing into five parts of theories. First, the theory is about the description of the discourse analysis. Second, the theory is about the description of pragmatics. Third, the theory is about the explanation of the speech act analysis. Fourth, the theory is about the



movie and the last is about the title of the movie itself. It will be describe furthered bellow:

### 1.7.1. Discourse analysis

The Longman dictionary of language teaching and applied linguistics define discourse as a general term for language that has been produced as the result of an act of communication (Richards et al. 1992: 111 in Paltridge, 2000:3). Discourse also describe as patterns of language across text: e.g. paragraph structure, organization of whole text, rules for opening and closing conversations, rules for taking turns in a conversation, patterns of vocabulary, linking words, pronouns for backward reference, the way language reflects different view of the world and different understanding (Paltridge, 2000: 7)

The term ‘discourse’ for the subject we study when we examine ‘language in use’ the real language that real people use in the real world is at least partly a recognition of the fact that language is more than just the some of linguistic elements that compose it. Discourse is language plus context by which the context that we bring with us when we use language; the context that includes experience, assumptions and expectations; the context we change (and which is itself changed) in our relationships with others, as we both construct and negotiate our way through the social practices of the world we live in (Woods, 2006: x)

Discourse analysis also is the analysis of language in use (Brown and Yule, 1983 in Paltridge, 2000:4) and it is also consider the relationship between language and the context in which it is used and are concerned with the description and analysis of both spoken and written interactions (McCarthy, 1991 in Paltridge, 2000:4).

### 1.7.2. Pragmatics

People learn language and it would be closely with two branches of language science, semantics and pragmatics. Both of that sciences concern at language but in different side. Semantics refers to the construction of meaning language, while pragmatics refers to meaning construction in specific interactional context. In other explanation, semantic study of word means and sentence meaning without any relation to context whereas



pragmatics also means as the study of meaning use or meaning interaction (Mullany and Peter, 2010: 11). Context is the thing that makes semantics and pragmatics different at their basic.

Pragmatics has known as the area of investigation a number of aspects of language use that consider under the heading of discourse. Pragmatics is especially interested in the relationship between language and context (Paltridge, 2000:5). Pragmatic also describe as meaning in context: e.g. the relationship between what we say, what we mean, and what we understand according to a particular context or situation (Paltridge, 2000: 7). Pragmatic is concerned with the use of these tools in meaningful communication and also it is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. It means that pragmatics is the study of utterance meaning (Griffiths, 2006: 1-6). We can distinguish sentences, considered in abstraction from their use, and the acts that speakers (or writers) perform in using them. We can distinguish what sentences mean from what speakers mean in using them

Pragmatics also concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader), this type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It explores how a great deal of what is unsaid which recognized as part of what is communicated (Yule, 1996: 3).

### 1.7.3. Speech act

A speech act analysis is an utterance which has both a literal meaning and a particular illocutionary force (Paltridge, 2000:16) these ideas lie at the heart of speech act theory, an approach to the explanation of language pioneered by the philosophers Austin and Searle in the 1960s. The approach grew from original observations by Austin that there is a class of utterances for which the act of uttering them is genuinely the act of performing the process in question: 'I apologize', 'I promise' and 'I deny' are typical examples of such performative utterances. The exact form of words is not the issue here; it is simply that the process of apologizing, promising or denying



is performed verbally, and it is the uttering of the words that constitutes performing the action. The words, in a real sense, are the deed (Woods, 2006: xii), Speech act also is actions performed via utterances and it is commonly given more specific labels, such as: apology, complaint, compliment, invitation, promise or request (Yule, 1996: 47).

The utterance sentences that people use in our life when they say something then they will act and show something by using body language in their utterance such as hand, eyes, head, fingers and etc. In uttering sentences it is also doing things. To make it distinct, we must clarify in what ways the utterance said to be performing actions. Austin divided three basic senses in which in saying something one are doing something, and therefore three kinds of acts that are simultaneously performed: the locutionary act, illocutionary acts, and perlocutionary act (Levinson, 1983:236). Addition, Yule (1996: 48) writes on his book that in every occasion, speech act that produced action by performing some utterance, consists of three elements indeed. It is appropriate with Austin's theory that isolates three basic senses in which in saying something one is doing something. In this condition, there are three basic levels of acts perform in their speech; locution, illocution, and perlocution act.

Utterances produced in the process of communication consist of some certain different functions. They cannot only be seen structurally, but other possible functional uses of language are also involved. People, however, may express their thought using similar literal utterances containing different functions in order to inform one another such as warning, apology, bet, and promises. Therefore, each utterance includes some particular functional uses of language. Speech act is a way of expressing human's thought through words. Speech acts are words that do things. When an utterance is produced it is not merely a combination of words. It has deeper intention. By the speech act analysis in those utterances the writer found some implicit meanings that are delivered indirectly by the speaker has some functions in producing the utterances. There are numerous speech acts in people's utterances and Searle (1975: 124) classifies them into five groups as follow:



### 1) Representative

Representative is a kind of speech act that states what the speaker believes to be the case or not, for example state, conclude, represent, deduce, etc. By using this utterance, his or her expresses belief that the proportion al content is true

### 2) Directives

In this type of speech acts, the speaker wants to ask someone else to do something. Acts of commanding, ordering, requesting, inviting, are all the examples of how the speaker expressing his or her wants.

### 3) Commissives

When the speaker uses commissive speech acts, it means that he or she will commit some future action. Basically, it expresses what the speaker intends. The examples are promises, offers, threats, and refusals.

### 4) Expressives

Expressive is a kind of speech acts that states what the speaker feels. The form of expressive can be statements of pleasure, pain, like, dislike, joy, or sorrow. In this case, the speaker makes the words fit with the situation which his or her feeling also includes in it. Acts of thanking, apologizing, congratulating are all the examples of what the speaker feels.

### 5) Declarative

Declaration is a kind of speech acts that change the situation via the speaker's utterance. In order to perform a declaration correctly, the speaker has to have a special institutional role, in a specific context. For example, appoint, nominate, sentence, pronounce, fire, and resign.

In communication the process of conveying message in communication can being form verbal and implied. When speaker conveys the message (whether verbally or implicitly) of course there is purpose behind uttering something. The Searle speech acts classification is helpful to determine the purpose of the utterance that being uttered by speaker toward hearer in communication. The type of utterances function can be determined by identifying the context or situation of communication.



Speech act also can be understood by take a look from the utterance and the context. In understanding an utterance uttered by two persons or more when they are making conversation, in which contain an implied meaning or known as speech act. It means that we have to look at the context or pragmatic meaning rather than literal meaning of the sentences uttered. Therefore, understanding context can be a helpful way to know the speaker and hearer's intention. Context helps us to determine what is conveyed implicitly but not explicitly stated by the speaker.

In the utterance we know that there is performative utterances. One can apologize by saying "I apologize," promise by saying "I promise," and thank someone by saying "Thank you." These are examples of explicit performative utterances, statements in form but not in fact. Or so thought Austin (1962) in Bach (1979: 148) when he contrasted them with constatives. Performatives are utterances whereby we make explicit what we are doing. Austin challenged the common philosophical assumption (or at least pretense) that indicative sentences are necessarily devices for making statements. He maintained that, for example, an explicit promise is not, and does not involve, the statement that one is promising. It is an act of a distinctive sort, the very sort (promising) named by the performative verb. Of course one can promise without doing so explicitly, without using the performative verb 'promise,' but if one does use it, one is, according to Austin, making explicit what one is doing but not stating that one is doing it.

Austin eventually realized that explicit constatives function in essentially the same way. After all, a statement can be made by uttering "I assert . . ." or "I predict . . .," just as a promise or a request can be made with "I promise . . ." or "I request . . ." So Austin let the distinction between constative and performative utterances be superseded by one between locutionary and illocutionary acts. He included assertions, predictions, etc. (he retained the term 'constative' for them) along with promises, requests, etc., among illocutionary acts. His later nomenclature recognized that illocutionary acts need not be performed explicitly – you



don't have to use "I suggest . . ." to make a suggestion or "I apologize . . ." to apologize.

Speech acts may be conveniently classified by their illocutionary type, such as asserting, requesting, promising, and apologizing, for which we have familiar verbs. These different types may in turn be distinguished by the type of attitude the speaker expresses. Corresponding to each such attitude is a certain attitude on the part of the hearer (getting the hearer to form this correlative attitude is essential to the success of the perlocutionary act).

- a. Locution Act: it is the act of saying the literal meaning of the utterances. Locution is the description about what the speakers said. Peccei (1999:4) writes in his book that locution is the actual form of words used by the speakers and the semantic meaning. On the other word in locution act, speaker produces a meaningful linguistic expression. Same with my opinion that locution is the speaker's utterance. For examples someone said "you can't do that" it is a simply act that is performed in saying something in this case the saying of the speaker. The locution was the utterances itself, "you can't do that" (Levinson, 1983:237).
- b. Illocution act: Illocution act is characterized what the speaker is doing by uttering those words: commanding, offering, promising, threatening, thanking, etc (Peccei, 1999:44). It defines as the underlying force of the utterance or in the interpretation by the hearer. Then Yule (1996:48) said that we form an utterance with some kind of function in mind. This means, in every utterance that we produced it is also another act that performed inside the utterance. In my assumption illocution act/ force are the speaker's intention toward the utterance he says. The example, "you can't do that" it said by someone in appropriate circumstances. It had illocution force protesting something that may hearer done (Levinson, 1983:237).
- c. Perlocation Act: Austin also distinguished the third part of speech act, the perlocution. It is the consequent effect of the utterance on the hearer through the uttering of linguistic expression, or the overall aim of the utterance (Peccei, 1999:44). It may or not may not be what the speaker



wants but it is caused by the locution. For me, perlocution act is the hearer's reaction toward the speaker's utterance. In the same example with utterance "you can't do that" the perlocutionary effect of the utterance may be checking the addressee's action, or bringing him to his senses, or simply annoying him (depends on the hearer's reaction) (Levinson, 1983:237).

Beside those levels, based on paltridge theory (2000:25), there are five basic types of speech act itself, including:

1. Representatives: utterance which commit the speaker to the truth of a particular proposition, such as 'asserting'. Representative also is illocutionary act which try to represent situation or condition and also describe the states or events in the world, such as arguing, asserting, stating, claiming, complaining, describing, informing, reporting etc.

Example:

- Well, I aged well, but the rest of you looked terrible! (Asserting)
- That's the chimps. And the chimps are like smoke. (describing)
- No, we've got to get home. (Denying)
- That's just paper. (Informing)

2. Directives: utterances which attempt to get someone to do something, such as 'ordering'. Directive also is illocutionary act which causes the hearer to take a particular action. The illocutionary point of this class that they are attempts by the speaker to get the hearer to do something, e.g. asking, advising, begging, forbidding, ordering, requesting, suggesting, recommending, demanding, insisting, and permitting.

Example:

- Did they just say they were never coming back? (Asking)
- Don't look at me when we are arguing! (Commanding)
- OK, Marty, we lost her! Maybe you can slow down now. (Suggesting)
- Please, you got to hide us. Just until the heat dies down. (Begging)
- Marty, they're professionals. Come on. (Advising)
- Over there! Over there! (Ordering)



3. Commissives: utterances which commit the speaker to a future course of action, such as ‘promising’. Commissive also is illocutionary act which point is to commit the speaker to some future course of action. The point of a promise is to commit the speaker to do something such as committing, promising, refusing, wishing, predicting, threatening, vowing, volunteering etc.

Example:

- All right! We’ll be waiting for you. (Committing)
- I wished we could go home. (Wishing)
- OK. In exactly two minutes and 17 seconds, the lemurs will cut the power. (Predicting)
- I hope this is important. (Hoping)
- We're going to America! Today! (Promising)

4. Expressive: utterances which express a particular psychological state, such as ‘apologizing’. Expressive also is illocutionary act that express the speaker's attitudes and emotions towards the proposition. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The paradigms of expressive verbs are apologizing, complimenting, condoling, congratulating, deploring, praising, regretting, thanking, and welcoming.

Example:

- Marty! Marty, it was horrible. (Regretting)
- Whoa.... (Praising)
- I Love this. But it's not the real thing. (Regretting)
- Right. Oh, man, we are so sorry. (Apologizing)
- Yeah, thanks. Thanks. (Thanking)

5. Declaration: utterances which bring about an immediate change in a state of affairs, such as ‘excommunicating’. Declarative also is illocutionary act that change the reality in accord with the proposition of the declaration, e.g. approving, betting, blessing, christening, confirming, declaring, dismissing, resigning, naming etc.



Example:

- The Colosseum, Marty! The original theater-in-the-round. (Confirming)
- OK, I get it. OK! (Approving)
- Gloria! You're the Statue of Liberty! (Naming)
- Tell you what, bet those penguins will be glad to see us. (Betting)

Different with Paltridge, Bach (1979:151) talks that the type and example of speech act in illocutionary act will describe bellow:

- Constatives or representative type :
  - Affirming
  - Alleging
  - Announcing
  - Answering
  - Attributing
  - Claiming
  - Classifying
  - Concurring
  - Confirming
  - Conjecturing
  - Denying
  - Disagreeing
  - Disclosing
  - Disputing
  - Identifying
  - Informing
  - Insisting
  - Predicting
  - Ranking
  - Reporting
  - Stating
  - stipulating
- Directives:
  - Advising
  - Admonishing
  - Asking
  - Begging
  - Dismissing
  - Excusing
  - Forbidding
  - Instructing
  - Ordering
  - Permitting
  - Requesting
  - Requiring



- Acknowledgments or expressive:
  - Apologizing
  - Thanking
  - Condoling
  - Accepting (acknowledging an acknowledgment)
  - Congratulating
  - Greeting
  
- Commissives:
  - Agreeing
  - Inviting
  - Swearing
  - Betting
  - Offering
  - Volunteering
  - Guaranteeing
  - Promising

While, in another source also says that there are five types of general functions performed by speech acts: Declaration, representatives, expressives, directives, and commissives.

1. Declarations are those kinds of speech acts that change the world via their utterance, in using a declaration, the speaker changes the world via words.
2. Representatives are those kinds of speech acts that state what the speaker believes to be the case or not, in using a representative, the speaker makes words fit the world (of belief)
3. Expressives are those kinds of speech acts that state what the speaker feels, they express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow. In using an expressive, the speaker makes words fit the world (of feeling)
4. Directives are those kinds of speech acts that speakers use to get someone else to do something, they express what the speaker wants. In using directives, the speaker attempts to make the world fit the words (via hearer)
5. Commissives are those kind of speech acts that speakers use to commit themselves to some future action, they express what the speaker intends. In using a commissive, the speaker undertakes to make the world fit the words via the speaker (Yule, 1996: 53-54).



#### 1.7.4. Movie

Movie or Films, and particularly video tapes, are like novels, which in theory can be repeatedly read, or viewed (Klarer, 2005:57). Klarer also stated that the visualization in movie has the action that not left merely to the imagination of a reader, but rather comes to life in the performance, independent of the audience. In both genres, a performance (in the sense of a visual representation by people) stands at the center of attention. It is misleading, however, to deal with film exclusively in the context of drama, since categorizing it under the performing art does not do justice to the entire genre, which also includes non-narrative subgenres without performing actors.

#### 1.7.5. *Inside out* movie

*Inside out* release on August 19, 2015. Directed by Pete Docter and Ronnie Del Carmen. It tells about two parallel worlds in the movie: everyday, external “reality” as experienced by 11-year-old Riley (voiced by Kaitlyn Dias) and what is going on in her head. Against her will, Riley has just moved from her home in Minnesota to San Francisco, where her father’s work has taken him.

Riley’s moods are regulated by a team of five imps who operate in a control room behind her eyes. Riley is a happy person, hockey-loving 11-year-old Midwestern girl, but her world turns upside-down when she and her parents move to San Francisco. Riley's emotions led by Joy. Try to guide her through this difficult, life-changing event. However, the stress of the move brings Sadness to the forefront. When Joy and Sadness are inadvertently swept into the far reaches of Riley's mind, the only emotions left in Headquarters are Anger, Fear and Disgust. Until one day Joy and Sadness come back again for the restore the Riley’s happiness.

### 1.8. The methodology of the research

Here, the researcher represents the research method in detail. It describes about the objective of the research, place and time of the research, the method of the research, the source and type of data, instrument of the research, technique of collecting data, and technique in analyzing data.



### 1.8.1. The objective of the research

This research focus on the speech act analysis of the utterances in the Disney animation movie script “Inside Out” by Pete Docter and Ronnie Del Carmen. As the result, the object of this research is particular script in the movie to be analyzed by the researcher.

### 1.8.2. Research method

The method of this research is qualitative research that took content analysis as one of the type of qualitative. The qualitative research related with synthesize the information and describe it clearly. Also, based on Ary, (2010:453-454) the major characteristics of qualitative research, those are: Concern with context and meaning, natural setting, human instrument, descriptive data, emergent design, and inductive analysis. As said by Maxwell (2005) as cited in Ary et.al. (2010: 426) states that the qualitative researcher begins from a conceptual framework are a ‘*system of concepts, assumptions, expectations, beliefs, and theories*’ that informs the design. Moreover the qualitative research which is defined as a research of which the data in the form of written or oral words that is descriptively analyzed.

### 1.8.3. The source and type of data

There are two types of data source in this research, namely primary and secondary data. This research used “Inside Out” movie script by Pete Docter and Ronnie Del Carmen and original dvd movie “Inside out” produced by Production Company “Walt Disney Pictures and Pixar Animation studios” in 2015 as primary source of data which will be analyzed by researcher through speech act analysis. Also, certain journal and books of speech act as secondary data that used to carry on the analysis.

### 1.8.4. The Instrument of Research

The instrument of this research is researcher itself. The researcher as the source for collecting data. It is because the discussion of this research is concern with the language used in the movie. Also, it involved with social relation that take placed in that movie.



### 1.8.5. The technique of collecting data

The researcher uses these steps for collecting the data are as follow:

- 1) Buy the original DVD and download the video transcription from the internet.
- 2) Watching the Disney animation movie “Inside Out”, trying to understand it thoroughly, finding any important details that supported this research and then looking for all of utterances.
- 3) Reading and observing dialog from movie script.
- 4) Selecting the types and the patterns of speech act which are found on conversation in “Inside Out” movie based on the theory from Levinson (1983).

### 1.8.6. Technique of data analysis

This research used content or document analysis as the way to analyze the data. To prove the research, data are needed and analyze the fact and phenomenon, it's completed by formulating the investigation and to concern in solving problem through content analysis. “The analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy” (Jennifer Meson, 2002: 103). The term *documents* here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, Donal et al 2010 : 422).

Analysis document is collecting data from sources other than human (non-human source). Intentionally collected from various sources. Examples political periodic reports, meeting notes, documents an individual, personal journals, transcripts of interviews, and others. (Alwasilah.2015: 140). While according to Grabe (2002:166) stated that document analysis is is collections of sets of documents that are relevants to the research questions (students' exercise, worksheets, writing assignments projects, students records).

As cited in Fraenkel and Wallen (2006:472) content analysis is a technique to analyze human behavior indirect way. It means that researcher enable to analyze communication through document including movie. Meanwhile, researcher used some technique of Ary's notion



(2010:458) in content analysis which is used in this research, namely:

### 1.8.6.1. Specifying the phenomenon

The researcher chose speech act in language choices as the great issue that to be investigated in this research through, which is it influenced by speakers or listeners who involved in the certain situation.

### 1.8.6.2. Selecting the media

This research used movie script as the media that to be analyzed by using speech act analysis to find out the types that used and dominant types that frequently appear in that animation movie. Researcher chose *Inside Out* movie script by Pete Docter and Ronnie Del Carmen because it has so many value that can be learned.

### 1.8.6.3. Coding of the data

Coding systems are used in observational studies to facilitate the categorizing and counting of specific, predetermined behaviors as they occur. The researcher does not just indicate whether a behavior occurred as with a checklist but, rather, uses agreed-on codes to record what actually occurred. Whereas rating scales can be completed after an observation period, coding is completed at the time the observer views the behavior (Ary, et.al. 2010: 217).

These research provided coding of the data that used to analyzed script, those are:

No	Movie Character	Coding
1	Joy	Jy
2	Riley	Ry
3	Mom	Mo
4	Dad	Dd
5	Disgust	Ds
6	Sadness	Sd
7	Anger	Ag
8	Fear	Fr

Table 1.8.6.3.1. Coding of movie character



Besides that, this research used the speech act analysis to analyze the data script and the researcher had classified the coding, those are:

No	Types of Speech act	Coding
1	Directive	Dir
2	Declaration	Dec
3	Representative	Rep
4	Expressive	Exp
5	Commisive	Com

*Table 1.8.6.3.2. Coding of type of speech act*

### 1.8.7. Data Analysis

The data analysis in qualitative research are inductive processes, as Lodico (2010:195) says that like quantitative research, qualitative research use certain steps that the researcher has to conduct. There are several analyzing of qualitative data, such as:

1. Prepare and organize the data.
2. Review and explore the data.
3. Code data into categories.
4. Construct thick descriptions of people, places, and activities.
5. Build themes and test hypotheses.
6. Report and interpret data.

(Lodico, 2010:180)

This is the explanations that the researcher can take to analyzing the data of the research:

The first step is “prepare and organize the data” it is collected the original DVD and download the transcript of the movie in the internet. Data analysis is to make sure that data are in a form that can be easily analyzed and then organize it. So, the technique of collecting data is study of document analysis.

The second step is “review and explore the data” it is after the researcher have to be done analyze the data from document or transcript of that movie. Researcher will make a review and explore the data. . All



qualitative researchers engage in multiple readings of their data, with each reading serving a different purpose (Lodico, et.al, 2010: 182). “They engage in an initial review to get a sense of the overall flow and structure of the data” (Lodico, 2010: 182).

The third step is “code data into categories” it is the process enumeration frequency of apparition the transcript and coding aim to group those in categories to make researcher easier in conduct the finding comparison in one category to another category. Here, the researcher will make the codes of the data for analysis data. Than selected type and dominant type that appear in that movie. The codes describe general categories that can be used to organize the information contained in the data (Lodico, et.al, 2010: 183).

The fourth step is “construct thick descriptions of activities” it is descriptions in data analysis often involve expanding on the transcript with the code into more integrated descriptions from the result of collecting data of movie script.

The fifth step is “build themes and test hypotheses”, coding and description comprise the first two level of qualitative data analysis ((Lodico, et.al, 2010: 183). The researcher then reexamines sub questions and the data using the themes as organizational frameworks to see if this result in a deeper understanding of the data.

The sixth step is “report and interpret data”, it is the final step in qualitative data analysis is the writing of the research report, including the researcher’s interpretations of what the data mean ((Lodico, et.al, 2010: 192). Report of qualitative data studies usually include extensive samples of the real abstract that was taken by the researcher before researcher aim to build the reader’s confidence that they are accurately representing the reality of the data and situation of analysis.



### 1.8.8. Research Timeline

No	Activity	September	November	February
1.	Preparing			
2.	Organizing Proposal			
3.	Preparing and Collecting the Data			
4.	Analyzing Data			
5.	Make a research report			
6.	Revision			



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