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AN ANALYSIS OF SPEECH ACTS IN “PIRATES OF THE CARIBBEAN: ON STRANGER TIDES” MOVIE BY ROB MARSHALL

A THESIS

Submitted to the English Education Department of Faculty of *Tarbiyah* and Teaching Science of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment Of the Requirements of Islamic Scholar Degree in English Education (S.Pd.I)



By:

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FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES
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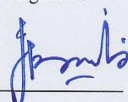
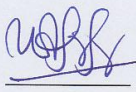
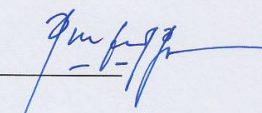
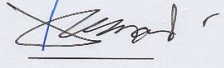
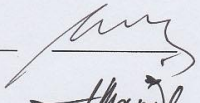
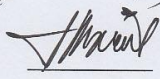


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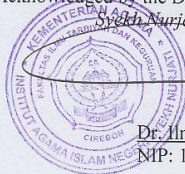
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RATIFICATION

This thesis entitled "AN ANALYSIS OF SPEECH ACTS IN "PIRATES OF THE CARIBBEAN: ON STRANGER TIDES" MOVIE BY ROB MARSHALL" written by Surahman, student number 1410130194 has been examined on June 22th 2015. It has been accepted by the board of examiners. It has been recognized as one of 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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ABSTRACT

Surahman: **AN ANALYSIS OF SPEECH ACTS IN “PIRATES OF THE CARIBBEAN: ON STRANGER TIDES” MOVIE BY ROB MARSHALL**

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. Language reflects in written, such as a manuscript on some documents in movie. Many people like watching movie. Sometimes, they don't care about the form or the functions of communication used in the movie. The researcher analyzes speech act taken from “*Pirates of the caribbean: on stranger tides*” movie script.

To classify and analyze the utterances of the movie on Pirates of The Caribbean: on Stranger Tides by Robb Marshall, the researcher uses descriptive qualitative method to ease in process of doing research. And the researcher uses the technique of collecting data by documentation study

This study is mainly aimed to know the speech acts form of the utterance among the character in Pirates of The Caribbean: on Stranger Tides movie script by Robb Marshall. The researcher do believes that the main reason people study about speech acts is to understanding what people means when they make utterances and to decrease miss understanding about the meaning.

The writer found several findings on it. First, the utterance in this movie can be analyzed in speech act types. Speech act itself has two main form; directness and literalness. Directness is about the syntactical form and the literalness about the meaning appropriate or not with the utterance. Second, those utterances also can be investigated according to Searle's category of illocutionary acts. The categories are representatives, directives, commissives, expressives and declaratives.

Key words: Communication, speech act, movie.



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CHAPTER I INTRODUCTION

1.1 Backround Of Problem

Every person believes that communication makes us exist in life. This communication becomes main part in their life. Human uses language as the way to communicate. Language makes people enable to have more interaction with others to convey their ideas, feelings, or thoughts. 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.

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. It is equally with the argument of Parker (1986:12) that what people have to do in communication is how they use language to communicate rather than the way of language is structured internally. Like what George Yule (1996:47) said 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. Language reflects not only in oral communication, but also in written, such as in magazine, newspaper, letters and others kinds includes manuscript on some documents in movie or history. Many people like watching movie, but according to me not all of them understand about the form or the function of language that used there. Sometimes, they don't care about the form or the functions of communication used in the movie. Common people believes that the important is the story interest or not; or they watch film because of the actors or actress who plays in that movie.

Actually from a movie, we can learn another subject when we watched it. 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



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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.

In this occasion, the writer will investigate the script from a movie. The writer makes decision to discuss the utterance or the sentences that used with one of linguistics study, speech act. Austin (1975) says that an analysis of an utterance that we perform/ produce at every speech called as speech act. It is an act that a speaker performs at making speech. Speech act perform when people makes utterance such as an apology, greeting, request, complaint, invitation, compliment, or refusal. Studying speech act is important to make us comprehend what message that undiscovered in every utterance. Speech act also decided by the language ability of speaker to convey the message in communication. According to Parker (1986:16) speech acts are highly delicate to the context of the utterances in particular to the relationship between the speaker and the hearer. We can study this speech act at many fields of studies that concern about this issue such as pragmatics and sociolinguistics, although in different point of discussion.

Pragmatics is closely related terms in language study. Pragmatics refers to meaning construction in specific interactional context, it also cite to the study of meaning in use or meaning in interaction (Louise Mullany, 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. Pragmatics studies meaning in relation to speech situation (Leech, 1983: 6). In Yule words, with pragmatics, people can talk people's intended meanings, their assumption, their purposes or goals, and the kinds of action that they are performing when they are speak (Yule, 1996: 4).

Others in sociolinguistics, it more studies about the implication between the languages itself with the impact to society. Janet Holmes (1992:1) writes that sociolinguistics learns about the relationship between language and society. They are interested in explaining why we speak



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differently in different social context and the social functions of language and also the social meaning (Janet Holmes, 1992: 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 (Searle, 1969: 16).

In this case, the writer will explain that this study focuses on analyzing the types of speech act and the illocutionary act/ forces in every utterance or the sentences which are used the actors and actress in movie script entitles “Pirates of The Caribbean: on stranger tides”. The writer would like to give a little synopsis of the movie bellow:

The fourth film which is also the final film installment of Pirates of the Caribbean, the director, Rob Marshall, adapting the story of his novel On Stranger Tides (1987) by Tim Powers. Starting with the fishermen who found the fish in the net, and it turns out the person is still alive. He was brought before the king of Spain and tell that found the ship Juan Ponce de Leon who had disappeared hundreds of years ago. The king then ordered the immediate dispatched shipping.

Captain Jack Sparrow (Johnny Depp) goes to London to find out who claim as himself and was looking for a crew to sail. Apparently people are Angelica (Penelope Cruz) girlfriend in the past. Turns out Angelica is the daughter of the pirate Blackbeard which cruel. Captain Jack Sparrow also met with Captain Hector Barbossa is now joined by the British Navy after the loss of Jack's ship, The Black Pearl, also lost one of his legs in order to save themselves when attacked Blackbeard. Captain Jack Sparrow is forced to join the British Navy and Barbossa, but he refused and fled.

All of these figures ambition find the “Fountain of Youth”. Jack finally caught up and become crew Blackbeard, The Queen Anne's Revenge. At the end of the story "Fountain of Youth" was destroyed by the Spanish royal troops, who considers it contrary to the religious cult. Angelica who is willing to sacrifice their lives for his father instead survived as Captain Jack deceptive Blacbeard, and even Blackbeard was killed. Captain Jack left Angelica in an



empty island waiting for the ship that would help him, while he himself with his friends, Gibbs, will seek to restore the Black Pearl to its original size because of The Black Pearl is trapped in the bottle by Blackbeard.

Therefore, the researcher looks for and analyzes the speech acts and the illocution force/types from the “Pirates of The Caribbean: On Stranger Tides” script. The writer gave this research title is “AN ANALYSIS OF SPEECH ACT IN “PIRATES OF THE CARIBBEAN: ON STRANGER TIDES MOVIE BY ROB MARSHALL”.

1.2 Identifications of Problem

1. The identification of the research

The researcher identify the movie into two categories, the following are:

- The kinds of speech act are used in “Pirates of The Caribbean: on Stranger Tides” movie script.
- The illocutionary types in “Pirates of The Caribbean: on Stranger Tides” movie script based on Searle categories.

2. Elimination of the problem

The researcher analyzes speech act taken from “*Pirates of the caribbean: on stranger tides*” movie script. In this discussion to limit the analysis the researcher will focus on the types of speech act and the illocutionary act the movie script.

3. Research Questions

The question that should be investigated by the researcher based on the background above and the identifications of the problem that mentioneed in according to the research of “An Analysis of Speech Act in “Pirates of The Caribbean: On Stranger Tides” Movie by Rob Marshall” are :

- What kinds of speech act are used in “Pirates of The Caribbean: on Stranger Tides” movie script?
- What are the illocutionary types in “Pirates of The Caribbean: on Stranger Tides” movie script based on Searle category?



1.3 Aims of The Research

1. To find out the kinds of speech act are used in “Pirates of The Caribbean: on Stranger Tides” movie script
2. To know the illocutionary types that founded in “Pirates of The Caribbean: on Stranger Tides” movie script based on Searle category.

1.4 Significance of the research

1. To enrich the references of science, especially language science that respect about speech acts in pragmatics meaning on an utterance.
2. To add the knowledge of reader and researcher about social reality that be represented on “Pirates of The Caribbean: on Stranger Tides” movie.

1.5 Theoretical foundation

1. Film and Movie

Actually, film and movie are almost equivalent but film is regarded a bit more formal. Film is a thin sheet or strip of flexible material, such as cellulose derivate or a thermoplastic resin coated with a photosensitive emulsion and used to make photographic negative or transparencies (The American Heritage Dictionary, 2000:659) whereas movie is a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity (The American Heritage Dictionary, 2000:1150).

Therefore, in the researcher’s opinion that the using terms of film and movie actually depends where the context side. Simply, movies generally are created to produce money but films are made to give the story to the audience.

Character is combination of qualities or features that distinguishes one person, group, or thing from another (2000:312). In the film, there are kinds of character such as protagonist, antagonist, supporting act, etc.

Plot is a small piece o ground, generally used for a specified purpose (2000:1348)

2. Culture, Meaning And Context



A study which relates language to culture and society are not able to be separated from understanding of basic concepts of culture, meaning and context. The most major pressure in sociolinguistic has been developing theories to explain the nature and function of these concepts and their importance in understanding language.

Speaking language and performing illocutionary acts are like the chess case in ways that they are crucially unlike the noise case. Different human languages, to the extent they are intertranslatable, can be regarded as different conventional realizations of the same underlying rules. (Searle, 1977:39)

1. Culture

Culture is the totality of society transmitted behavior patterns, arts, beliefs, institutions, and all the other products of human work and thought (the American Heritage Dictionary, 2000: 442). Each country has different culture. These cultures are produced by their ancestors that the societies believe and keep the civilization. The cultures do not only influence the people but also the laws of government. Sometimes, the cultures become country's prideful.

According to Kroeber and Kluckhohn, they explain the existence of literature in anthropology describing the concepts and various theories of culture. A major theoretical is to consider culture as a system of symbols and meanings (Schneider 1976; Sherzer 1987). Human beings create symbols (such as an object, action event, person, etc) is associated with a specific meaning. Besides, Schneider (1976) said that culture places disparate parts of the social system. The point is that there are some ways equivalent to the language who maintained that language was social institution which independent existence by individuals who stated it in their speech.

2. Meaning

Meaning is something that one wishes to convey, especially by language (2000:1086). For many researchers, the study of cultures



is inseparable with the study of meaning. Therefore, the focus of the study is a meaning of the cultural and the linguistic. The objective is used to comprehend how cultural knowledge is got and explained by individuals.

The sounds or marks one makes in the performance of an illocutionary act is characteristically said to have meaning, and a second related difference is that one is characteristically said to mean something by utterance of those sounds or marks. Characteristically, when one speaks one means something by what one says; and what one says, the string of sounds that one emits, is characteristically said to have a meaning (Searle, 1997:42-43).

3. Context

Context is the text or statement that surrounds a particular word or passage and determines of meaning. In sociolinguistic studies context is a key concept for understanding, the nature of communication in general. Concerning the linguistic context, the analytical focus is no longer restricted to the unit of the sentence but has been expanded to linguistic texts.

Based on Mey's opinion states that context is more than a matter of reference and understanding what things are about, practically speaking. Context is also what gives our utterances their deeper (true, but not in a philosophical sense of the word) meaning.

3. Speech Act

1. Definitions of Speech Act

There are some opinions about definitions of speech act. Grounded on K. Allan cited in Jacob L. Mey's book, a speech act is produced when speaker (S) makes an utterance (U) to hearer (H) in context (C). The illocutionary utterance is what speaker does in utterance, for example, state or requests something, thanks to someone, makes a promise, declares a decision, etc.



Simply, Yule's an explanation of meaning about speech act is an action showed via utterances (1996:47). Then, Mey (1994:111) analyzes that speech act is action occurring in the world, that is, they convey concerning a change in the existing state of an event.

Addition Austin's opinion (1978; 1) is that with words, we do something not only says something. One can tell whether a statement, if viewed as an act is successful or not with reference to the speaker's intention and to decide whether the statement is true or false. Then he explains that it was the assumption of philosophers that the business of a 'statement' can only be to 'describe' some state of affairs, or to 'state some fact' which it must do either truly or false .

A great deal can be said in the study of language without studying speech act, but any such purely formal theory is necessary incomplete. (Searle, 1977: 17)

Anything the definition of speech act above, shortly, speech at is an act when we say a word and the result is the productions of the utterance in the purpose of making thing occurred.

2. A Brief History of Speech Act

According to John Lyon, he explains a term of speech act. The term of speech act is somewhat misleading or an unusual. First reason is it seems like as synonym of 'act of utterance' to refer to the production utterances. Second reason, it is like as a production of the sound in the utterances.

Moreover, adapted by Parker's statement (1986:12), he writes in his book with the title "Linguistics for Non-Linguistic" that John L. Austin is the master of speech act because he is the first person who gave concept about speech act. In his opinion, he said that speech act is utterance to say something then people do something. Austin never presented to develop the theory of speech act. In 1955, Austin delivered to William James with title "How to do Thing with Word?" those were published in 1962 by J.O.Ursmon at Harvard. Actually,



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Austin ever lectured the topic in Oxford early 1940 to his student but he didn't publish it. Therefore, Austin is known with his opinion about performative. He asserts that in uttering sentence, people are not only saying but also doing something. Besides, he categorized speech acts to be three parts. First, Locutionary act is the literal meaning of an utterance. Second, Illocutionary act is the purpose of utterance. The last, Perlocutionary act is the result on the hearer of what a speaker says.

This is the example of speech act.

Example: it is hot here.

The explanation based on the components.

Locutionary : The sentence/ the utterance itself. *It is hot here.*

Illocutionary: the action. *I ask to my friend to open the window.*

Perlocutionary: the impact. *My friend opens the window.*

Adapted from Parker's idea, he writes that one of Austin's student whose name John Searle decided to develop Austin's concept about speech act. As we know that Austin just categorizes speech act to be three parts as above example. Then, Searle divides into the theory to be more detail. The famous Searle's theories about speech act are representative, commissive, declarative, directive, and expressive.

In addition, Searle argues that illocutionary is not only forming of direct speech act but also an indirect speech act. In applying of direct speech act such as declarative form is used to make a statement and interrogative form is used to make a question.

Another was to say that, although such sentences can be used true or false statements, whatever the statements is said by speaker but what the hearer describes or receives it is more important to connect the conversation between the hearer and speaker.



A few years later in 1969, another scholar called Searle worked more on speech act and assigned functions to them. He then classified them according to five categories, which according to Yule (1996) are as follows: Representative, declaration, expressive, commissive, and directive.

3. Component and Function of Speech Acts

Regarding Hymes and Jakobson, they analyze that different societies will make differential use and definitions of these speech act components. The ethnographer (one who wants to describe a culture) would like to list the all possible named of speech acts, all the possible senders, all the possible receivers, all the kinds of codes, all the named kinds of message form, all the possible message channels, all the named topics, etc.

a. Sender (speaker)

The function of the communicative act is associated with the sender such things as voice set, accent, intonation, etc. to tell receiver about sender's wanting.

It is not enough just sender's wanting but the function can be found from the sender's expressive how he chooses of words, intonation, etc. to express emotions and attitudes toward receiver.

b. Message Channel (could be gestures, whistling, drumming, speech)

Message channel is connected by physical or sound hits ears.

c. Message Form

This function is expressed as manipulations and limitations on message form, and these can be many different types.

d. Topic

The function is the most directly related with the topic closely tied to the dictionary meanings of messages.



- e. Code (a message in the communication).

The function is for getting information about the code that is conveyed in a speech acts.

- f. Receiver (hearer, audience)

The function includes the activity of the receiver as directed by what the speaker says. (ex, "Would you close the door, please?")

Another hand, the function of receiver concerns the receiver's perception as it is affected by what is said. (ex, "What a nice dress.")

- g. Setting (context)

The function of the speech acts based on context associated with the setting component is reflected in messages saying something about the time, place, or persons in the interaction.

Many linguistic forms referring to these things cannot be interpreted without reference to the speech act s itself, for their meanings are not fixed but relative for examples; 'me', 'you', 'here', 'there', 'now', 'then'. In sentences; "It happened yesterday"; or "Oh, there you are". In some cases, the primary function of the whole speech acts is contextual.

4. Types of Speech Act

Founded on Parker's statement (1986:17-20), he explains that speech act is divided into three dimension. First, directness consists of indirect and direct speech act. Second, literalness consists of literalnon literal speech act. Third, directness and literalness consist of direct and literal speech act, indirect and literal speech act, direct and non literal speech act, and indirect and non literal speech act.

In formal Semantics, speaker meaning is reduced to sentence meaning: one assumes that speakers only mean what they say. Thus, formal semantics is a theory of literal meaning.



However, in ordinary conversations, the speaker's meaning is often different from the sentence meaning. (Vandeverken, 1997:324)

Vandeverken states that sentence's meaning has difference from speaker's meaning. First, the primary illocutionary act that the speaker attempts to perform is different from the literal speech act expressed by the uttered sentence in the cases of metaphor, irony and indirect speech act. Whenever the speaker indirectly requests the hearer to pass the salt by asking "Can you pass the salt?", the primary speech act of the utterance is the indirect request and not the literal question about the hearer's abilities. Second, the speaker means to perform secondary non literal illocutionary act in the cases of conversational implicatures. By saying "If you are nice, I will give you something" the speaker can imply conversationally that he will not give anything to the hearer if he is not nice. In such a case, he makes a secondary non literal assertion in addition to the primary conditional promise. The speaker's capacity to make and understand non literal speech acts is clearly part of his linguistic competence. But it exceeds the capacity of understanding the sentence meaning. The study of non literal speech acts and conversational implicatures is part of the task of pragmatics. Here some parts types of speech acts:

a. Directness

1) Direct Speech act

This type has direct relationship between a structure and the function (Yule, 1996:55). A statement that said directly from the speaker to hearer that usually in the form of imperative sentence is defined of direct speech act. In my point of view direct speech act is where the utterance said appropriate with the function of the sentence such as a declarative sentences is to informing something. For example an utterance "move out that way!" said by a



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speaker to hearer to move from his place. It is clear and appropriate that the speaker gives command to the hearer.

Parker (1986; 17) mentions that direct speech act generally is the syntactic form of the utterance reflects the direct illocutionary act. This utterance is said directly without third person. The form is used imperative sentence usually. An example, a mother asked to the sister,” Sweep the floor, dear!” from the sentence was clear that the mother asked or command to her child to sweep the floor. To explain more about the direct speech acts, consider the following example.

I	UTTERANCE	SYNTACTIC FORM	DIRECT ILLOCUTIONARY ACT
(1a)	The earth is round	Declarative	Stating
(1b)	What time is it?	Interrogative	Asking
(1c)	Get off my foot	Imperative	Ordering or requesting

From these examples, the syntactic form of the utterance matches the direct illocutionary act. In (1a) example is a declarative form is used to make a statement; in (1b) example is an interrogative form is used to ask a question; and in (1c) example is an imperative form is used to give an order or make a request.

2) Indirect speech act



Based on Parker's statement(1987:17) assumes that indirect speech acts is a syntactic form of an utterance does not reflect any indirect illocutionary act associated with it or indirect speech act is performed indirectly by way of performing the literal illocutionary act.

Added Yule's opinion (1996:55), he said that indirect sentence has relationship between a structure and a function of the utterance, it is called indirect speech act. To make request sentences can use interrogative structure.

Let's look at few more examples of indirect speech acts.

(2a). Could you remove my box to storage room?

The suitable answer is yes or no but majority if a person is asked for his help; he answers then remove the box directly. So, the answer needs an action.

(2b). I haven't needed anything to eat in three days.

The situation of Mrs. Searle is supposed in the kitchen baking brownies. The syntactic form of the utterance is declarative; thus the direct illocutionary act is a stating. In this example, Mrs. Searle's utterance is using a declarative structure to make a request.

b. Literalness

According to Vandeverken (1997:327) mentions that Non literal speech act consist of two important properties. First, they are contextually cancellable: speakers could use the same sentences in other possible contexts of utterance without having the intention of performing these non literal speech act. Second, non literal speech act are also in general not detachable: if the speaker had uttered another sentence



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expressing the same literal illocutionary act in the same context, he would also have meant to perform them.

From a theoretical point of view, these two properties of non literal speech acts are important for formal pragmatics: First, if non literal speech acts are cancellable, certain conditions must be necessary in order that a speaker can speak non literally in a context. When the conditions are not fulfilled in the conversational background, the speaker's meaning can only be literal. Furthermore, if non literal speech acts are not detachable, certain conditions relative to the form of the literal illocutionary act and the conversational background must be sufficient in order that a speaker speak non literally in the context of an utterance. When these conditions are fulfilled in the conversational background, the speaker's meaning cannot be entirely literal. The first objective of pragmatics is to state these necessary and sufficient conditions for non literal meaning. (1997:327-328)

Besides, Parker (1987:19) adds that speech act has two dimensions: directness and literalness. The fact that each of them are divided into four different types of speech acts: literal and direct, non literal and direct, literal and indirect, and non literal and indirect.

1) Literal Speech Act

Some sentence uttered by people belongs to their meaning that they want, but sometimes their utterance is inappropriate. It was called literal speech act. The utterance has real meaning with the saying in my summaries (Parker, 1986: 19). In my opinion, literal speech act has consequent meaning with the utterance itself. “*this car is the most expensive car I’ve ever saw*”,



this utterance said by someone after saw his friend's new car. It is suitable with the saying, and it has literal meaning that means the car was very expensive.

In literal speech act, this utterance that is said by speaker has no hidden meaning. The speaker says real meaning to the hearer. For example, "this is my new trip". From the sentence, the speaker wanted to tell that the speaker did not do the trip before.

2) Non-literal Speech Act

Non literal is the opposite of literal speech act. In this non literal the utterance said by speaker was inexact meaning of the communication (Parker, 1986: 19). In my point of view, it deals with the meaning of the utterance inappropriate with the fact/situation. For example an utterance "*I'm very happy to meet a cat*", this word said by someone who had an allergy with animal fur. He does not mean what is says, because exactly he is not happy to meet a cat that makes is allergy came. So, it constitute as a non literal speech act.

This utterance contrasts with the literal speech act: the speaker has not suitable with form of saying. For example, "cannot you be silent?" that utterance is said by the teacher who wanted his student to keep silent.

c. Directness and Literalness

Above, we have studied about two dimensions of speech act that was direct-indirect and literal-non literal speech act. From this dimensions, there are any other kinds of speech act to identify and studies: literal and direct speech act, non literal and



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direct speech act, literal and indirect speech act, non literal and indirect speech act (Parker, 1986: 19)

1) Direct and Literal Speech Act

This act was said directly (the illocution was direct) and the utterance appropriate with the meaning (Parker, 1986: 19). In my argument, this speech act has meaning that as the sum of substance itself. For example, in a shiny day, you play a toy car in living room then, your father said “*turn of the lamp!*” this is a literal direct speech act. It is literal because your father says exactly what these words say (the day is shiny but the lamp still on). It is also direct because an imperative structure is being used to perform direct illocutionary act to making request.

This utterance is said directly and the saying is real meaning. Parker’s example supposes you are having a physical examination and the doctor says “Stick your tongue out”. This is a literal and direct speech act. It is literal because doctor means exactly what these words say. It is direct because an imperative structure is being used to perform a direct illocutionary acts, namely making a request.

2) Direct and Non Literal Speech Act

It deals with a direct illocutionary act but the meaning was inexact with the fact/situation (Parker, 1986: 20). The example, “*that’s good bicycle*” its utterance includes on non literal and direct speech act. Non literal speech acts because the utterance is not appropriate with the fact. The fact is hearer’s bicycle is not good (bad). This is direct speech act because speaker uses declarative word to inform the hearer.



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This utterance is said directly but not suitable with real meaning. Suppose Doni and Budi are leaving a four hours anatomy and physiology exam. Doni says to Budi *that was the most miserable test I've ever taken*. Budi responds by saying *You can say that again*. This is a non literal direct speech act. It is non literal because Doni does not mean exactly what his words say. It is direct because Doni is using declarative structure to perform a direct illocutionary act, namely making a statement (something like *I agree with you*).

3) Indirect and Literal Speech Acts

This utterance was appropriate meaning with the fact but have an indirect illocutionary act. This kind of speech act has appropriate meaning and indirect illocutionary act. "*The floor is dirty*" it's uttered by a father to his daughter, it includes on literal and indirect acts. Literal because he says exactly with the meaning and the fact that floor was dirty. Indirect because it has illocutionary acts, he uses a declarative sentence to ask (inform) his daughter to clean the floor (Parker, 1986: 20).

This utterance has real meaning but it is stated indirectly from the speaker to the listener. Suppose that you and your friend sit a table in the restaurant. The sauces are on your friend's side of the table. You say I'd like some sauces. This is a literal and indirect speech act. It is literal because you mean what your words say (you would like some sauce). It is indirect because you are using a declarative structure to perform a direct illocutionary act of stating and an indirect illocutionary act of requesting.

4) Indirect and Non Literal Speech Act



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The words that said by speaker have inexactly meaning and also have indirect illocutionary act. For example an employee said to his servant “*this floor is very clean*”. This utterance not exactly with the fact, because the floor is dirty in fact. Then, it has indirect illocution act, because the words said asking the servant to clean the floor (Parker, 1986: 20).

This utterance has different meaning with the speaker saying and the utterance is said indirectly from the speaker to the listener. Suppose Mr. Nurman is sitting in the waiting room of a doctor’s office. A woman and her sister nine year old daughter walk and sit down. After a few minutes the little girl begins to run around the waiting room and yells. She stops right in front of Mr. Nurman’s room and Mr. Nurman says Why don’t you yell a little louder? This is a non literal and indirect speech act. It is non literal because Mr. Nurman doesn’t mean what his words say (he doesn’t want her to yell louder). It is indirect because Mr. Nurman is using an interrogative structure to perform the indirect illocutionary acts of making a request (he want her to be quite).

5. Searle’s Categories of Illocution Act

K. Allan states cited in Jacob’s book which title “Concise Encyclopedia of Pragmatic” that there have been two approaches to classifying speech act. First, following Austin (1962), is principally a lexical classification is called illocutionary verbs. In other hand, following Searle (1975), is primary a categorization of acts. Lexical groupings of semantically as illocutionary verbs are produced through responsive basic. For example, representative such as state, contend, insist, deny, remind, guess, versus, say. Commissives category such as promise, guarantee, refuse, decline; exercising of



powers, rights, or influences, for example, order, request, beg, dare, or behabitives, for example, thank, congratulate.

Other than that, Searle categorizes illocution Act to five macroclasses: representative, directive, commissive, expressive, and declaration.

a. Representatives

Representatives according to Yule (1996: 53) tells about the truthfully of the utterance. In other words, it represents external reality by making their utterance/words fit with thw world as they believe it to be. Searle used the term “assertive” in stating the category. In my opinion, representatives are the statement that which commits the speaker to something being the case. This types performs action such as: stating, describing, affiring, boasting, concluding, claiming, and etc. For example: “*no one can make a better cake than me*”, this utterance is a representatives that boastning about himself and disparage others. Other example is “*it’s raining*”, that utterance was stating some general truth (Peccei, 1999: 52).

b. Directives

The second category means that speakers direct the hearer to perform some futures act which will make the world fit with the speaker’s words (Peccei, 1999: 52). In my assumption, the utterance in this category attempt to make the addressee perform an action. Directives perform commanding, ardering, requesting, warning, suggesting, inviting, and etc. For example, because the garage was mess, Ed said to Fey “*clean it up*” it’s mean that Ed commanding Fey to clean the mess (Peccei, 1999: 52).

c. Commisives

In commisives, speakers commit themselves to a future act which will make the words fit with words (Peccei, 1999: 51). They express what speaker intends (Yule, 1996: 54). So, in my point of



view of commissive the utterance is produced to give action in the future. They are promising, vowing, planning, threatening, offering, and etc. *"I'll take her to the doctor"* it is the example of planning. The situation is Steve's cat named Coco is sick, and he will take Coco to the vet to check her (Peccei, 1999: 51).

d. Expressive

Searle makes a one category for speech act that focus on primarily on representing the speaker's feeling, it was expressive, which express a psychological state (Levinson, 1983: 240) in the expression such as thanking, apologizing, welcoming, condoling, and etc, produce in this category. In my mind, expressive kinds of speech act that expressing of feeling. *"I'm sorry"* is the example of apologizing in expressive types. It reflects that the speaker require some apologizing to hearer (Peccei; 1999: 52).

e. Declarative

This kind of speech act is quite special, because the speaker utters words/statement that in themselves change the world (Yule, 1996: 53). Declarations which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra linguistic institutions (Levison, 1983:236). I agree with Yule's ideas that this category was special because it can change something in reality. The paradigm cases are: excommunicating, declaration war, firing, christening, and etc. For example utterance: *"i pronounce you husband and wife"*. This utterance by a priest to declare a man and a women marriage and become a husband and wife (Yule, 1996: 53).

The table bellow shows the similarities and differences between the speech act categories that we have been discussing which was following Searle's ideas (Peccei, 1999: 53).

Speech	Act	Relation	Who is responsible for
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Categories	between ‘the words’ and ‘the world’	the relation
Declarations	The words change the world	Speaker
Representative	The words fit the world	Speaker
Expressive	The words fit the world	Speaker
Commissive	The world will fit the words	Speaker
Directive	The world will fit the word	Hearer

1.6 Significance of research

1. Theoretical significance

In this research, the writer expects that this study is to able to contribute in English studies material, especially in giving description about speech act.

2. Practical significance

a. For writer

This reserch is able to improvrr the writer ability to comprehend this study and understand about the movie script and the story of the movie itself.

b. For reader

The result of this study is able to references to study speech act and it can be used as additional knowledge in sociolinguistic, pragmatics and others.



- c. For other researcher

The result of this research can be used as one of the references and information for further researcher related with the field.

1.7 Methodology of the research

1. Objective of the research

The objective of the research is to analyze speech act on a movie titled “Pirates of The Caribbean: On Stranger Tides” by Rob Marshall.

2. Method of the research

The researcher uses the method of this research is qualitative research, using descriptive qualitative research. Descriptive qualitative research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables (Ary, et al., 2010: 640).

According to (Bergs, 1989:2) qualitative research this refers to the meaning, concept, definitions, characteristics, metaphor, symbols, and descriptions of things. (Fraenkle, et al, states 1932:426) that the characteristics of qualitative research are:

- a. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
- b. Qualitative data are collected in the form of words or pictures rather than numbers.
- c. Qualitative researchers are concerned with process as well as product.
- d. Qualitative researchers tend to analyze their data inductively.
- e. How people make sense out of their lives is a major concern to qualitative researchers.

3. Sources of data.

The writer collects the data from two type sources of data, that are primary data and secondary data. The primary data is the first source data which the writer takes from the object of the problem of the research when doing the research. While the secondary data is the soucre data that is taken from the another sources beyond the problem of the research such as



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written text, journal and another scientific resources that has been analyzed or collected by another people. It refers to the statement that Khotari (2004: 112 & 128) stated We collect primary data during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform surveys. Secondary data means data that are already available i.e., they refer to the data which have already been collected and analysed by someone else.

a. Primary Data Source

The movie script of Pirates of The Caribbean: On Stranger Tides by Rob Marshall is the primary data of this research. In wich the movie of Pirates of The Caribbean: On Stranger Tides produced by Jerry Bruckheimer. The production company of this movie is Walt Disney Pictures. This movie distributed in Indonesia by PT Vision Interprima Pictures. Jl. Brantas No 1 (Cideng Barat) – Jakarta 10150 – Indonesia. Phone: (021) 344 0788 (Hunting) Fax: (021) 385 1888 e-mail info@vision.co.id <http://www.vision.co.id> No. Iup: 01/Impor/Pp-Fs.Rv/Ii/2010. Made in Taiwan.

b. Secondary Data Source

The writer does not only use the interpretation towards primary data source, but also the writer uses another data source, or secondary data source. Secondary data source are data both. Secondary data is the complement of data in this study. In addition, secondary data helps researchers in analyzing the primary data in a study.

The secondary data can be taken from the writing study such as books, journal, article, and the other sources that many support the research.

4. Instrument of the research

According to Ary Donald (2006:453) states that in qualitative studies, the human investigator is the primary instrument for gathering and analyzing data. So, the instrument of the research is the researcher herself.



The researcher will analyze the speech act on a movie titled “Pirates of The Caribbean: On Stranger Tides” by Rob Marshall.

5. Technique of collecting data

The method that used for this research is documentation. According to Guba and Lincoln, document is all of written substance or film (Moleong, 2009: 216). This method used because it can be made to examine and interpreting something (Moleong, 2009: 217). The writer in this research used movie script document. From this script, the writer collected data that needed.

6. Technique of analyzing data

The writer uses two steps of analyzing data. The first, writer will sort the data and will chose the data that have contribution for the research. As Cohen (2007: 481) stated At a practical level, qualitative research rapidly amasses huge amounts of data, and early analysis reduces the problem of data overload by selecting out significant features for future focus.

The second, the writer will organize the data and then writer will analyze the category of the data based on the theory through descriptive analysis. Cohen (2007: 480) stated A grounded theory and content analysis will proceed through a systematic series of analysis, including coding and categorization, until theory emerges that explains the phenomena being studied or which can be used for predictive purposes.

1.8 Literature Review

The first previous study is done by Zahroh (2006) who conducted a research entitled “A Socio – Pragmatics Analysis of Apologizing utterance on Aristocratic Movie Manuscript”. She clarifies the meaning and the reasons of apologizing in Aristocratic movie manuscripts. Her finding are, first, there are four strategies and six sub categories that match with the available four strategies and eight sub categories in the underlying theory. Second, all the data of apologizing utterance have six meanings, they are declaring, describing, expressing sorrow, committing, informing and requesting. Third apology is employed because the speaker really wants to apologize to the



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listener and ask forgiveness. The research above is different because the writer presents different object and source of data. The writer object is speech act of request and the writer uses fantasy movie as the source of data. The research above has similar on the use of socio-pragmatics as approach.

The second previous study is form Nugroho (2006) that has entitled “A Socio- Pragmatics Analysis of Love Expression in Drama Movie”. She found that first, there are three forms of love expressions used in drama movies, they are word, phrase, and, sentence. Second, the meaning of love expressions are reassuring, requesting, asserting, suggesting, admiring, declaring, and committing. Third, the reasons of using love expressions are showing persuasion, showing care, showing affection, showing praise, showing eagerness and showing engagement.



CHAPTER V

CONCLUSION AND SUGGESTION

After reviewing and explaining some terms relating to speech act types and categories of illocutionary act in “Pirates of The Caribbean: on Stranger Tides” movie script, the writer comes into last discussion. In this chapter the writer presents two terms that includes of conclusion and suggestion.

5.1 Conclusion

Based on the analysis the script of “Pirates of The Caribbean: on Stranger Tides” movie, the writer found many kinds of speech act there. Kinds of speech acts can be separate in two dimensions, directness (direct-indirect speech act) and literalness (literal-non literal speech act). Direct speech act has direct illocution force while indirect speech act has indirect illocution force. Literalness speech act can be defines that the message of the utterance appropriate or not with the meaning. Literal speech act has appropriate meaning with the utterance whereas non literal has meaning that inappropriate with the utterance. Furthermore, from those kinds of speech acts (directness and literalness) we could be able to identify another four kinds of speech act as follows: direct and literal speech act, direct and non literal speech act, indirect and literal speech act, and indirect and non literal speech act. In this research, the writer found that there are 7 direct speech acts, 13 indirect speech acts, 9 literal speech acts, 6 non literal speech acts, 5 direct and literal speech acts, 3 direct and non literal speech acts, 3 indirect and literal speech acts, and also 7 indirect and non literal speech acts.

Utterances in this script have another intention from the speaker. It is the meaning of illocution acts. According to Searle, there are five categories of illocutionary acts. There are: representative that talk about the truthfully, directive try to make addressee perform an action, commissives that commit the speakers to doing something in the future, expressive the one that expresses speaker feels about the situation, and declaratives that attempt to



change the world. The writer found that kinds of illocution act in the script that had been analyzed. There are five categories of illocutionary act from the movie script as follows: 15 representatives, 13 directives, 9 commissives, 13 expressives, and there are 7 declarative categories at the “Pirates of The Caribbean: on Stranger Tides” movie script.

5.2 Suggestion

Based on the conclusion above, the writer proposes the suggestion as follows:

1. For the readers

The writer hopes the readers would not be confused about what people means when they make conversation with others. It is because sometimes people have implied intentions in their speech.

2. For the other researcher

This research could be one of the references in studying about speech act and the writer hopes that there will be other researchers who will conduct the same topic to complete this research although in different field.

3. For learning process

The writer hopes by studying speech act may help students to reduce misunderstanding of the meaning or intention that may appear in the process of learning at the class.



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