

CHAPTER 1

INTRODUCTION

1.1 Background of Study

. As a human being people connect with another people by sending message, it's called a communication. The interaction to the society is a need. In other words, people cannot live alone without any help from other. Communication used by people to communicate and to express their feelings such as sad or happy , to express thoughts and ideas with others in order to get or to achieve what they want in their communication. So, communication is very important thing at anytime and anywhere.

Pragmatics is the study of relation between language and context that are gramaticalized or encoded in structure of language (Nadar, 2009). Context is an important thing in pragmatic study. Context is background knowledge that assumed to be shared by speaker and listener and which contributes to listener's interpretation of what speaker means by given utterance (Nadar,2009). Beside context , there are other aspects of speech: Those are listener and speaker , purposes of speech, etc.

Speech act, according to Chojimah (2015:13), is preceded from philosopher's opinion believing that sentence is meaningless unless its truthfulness and falsity can e tested. The sentences having sch property is declarative ones whose function is to describe state of affairs. It means that every sentence of the spoken people has some meanings in speech act theoretically. In speech acts , the utterances also occur in a movie or film in which the conversation happens among the characters. Therefore , the writer chooses logan

movie to be analyzed , and then it will be classified into types of illocutionary in speech act.

Through utterances , we can ask someone to help us to get what they want. According to the Elite and Murcia (2000:34) , when we say something to certain person, there are three dimensions of speech act : (1) locutionary meaning based on the meaning of the linguistics expression. For example , “i am thirsty “ is a basic description of the speaker’s state. (2) illocutionary force when it acts as a request and has intended meaning “ please give me some water “. In addition perlocutionary force is the effect the act has on address who suffers the consequences.

According to Huang (2007: 102) illocutionary act refers to the type of the function the speaker intends to fulfill, or type of action the speaker intends to accomplish in the course of producing an utterance. Furthermore , according to Cruse (2000:332) illocutionary act are acts which are internal to the locutionary act, in the sense that, if the contextual conditions are appropriate, once the locutionary act has been performed, so has the illocutionary act.

Actually , illocutionary acts happen in social interaction exactly in communication. Everything that people communicate to others with utterances always has purposes. The purposes can be asking for help and making promise, etc. These purposes can included in illocutionary acts. So, illocutionary acts is one of part in speech acts that cannot be separated in communication.

In communication illocutionary acts not only happens in oral communication in real life, but also in written like in magazine, newspaper literature. According to Webster’s third new international dictionary as cited in

Zumaroh (2012:22) movie is defined as a motion picture considered especially as a source of entertainment or as an art form. In the movie utterances that are spoken by the speakers can be analyzed as a study of illocutionary acts because in their utterance may be contains certain meaning and the researcher takes the scriptentitled “Logan”, because this movie contain a lot of speech act,

Speech act is very interesting research subject. In this research the researcher analyses the type of speech act which appears in the movie script of Logan based on the context. Based on researcher research, there are some significant considerations why the writer concerned to analyze the illocutionary acts in the Logan movie. The reason why I choose a movie as a subject of the study, because movie sometimes adapted the problem from human daily activities as represent and reflection the human life's. That's why , society can inspire and influence some movie

Overall , researcher choose interested to analyze the illocutionary acts in her study entitled The Analysis of Illocutionary Acts Performed by the Main Character in Logan Movie, in this study the writer analyzes the types of speech acts performed by Logan In Logan Movie

1.2 Problem of The Study

In this research the writer focuses on illocutionary acts as to analyze the utterances of James Hawlet as main character in Logan movie. The problem of this research are:

1. What types of illocutionary acts are found in the movie script of Logan ?
2. What the dominant of illocutionary will be uttered in Logan movie?
- 3.

1.3 Scope and limitation Study

This study is limited to analyze the illocution dialogue of the movie “*Logan*”. The writer limits the study on dialogue of the main character in the movie. The writer will focus to analyze the type of illocutionary act uttered by the main character of *Logan* movie. In this research the researcher will use Ken Bach (2006 : 39-41) categorize the most basic category of illocutionary act. It consists of four different types such as the following divisions: constatives , directives , commissives, acknowledgments. Constatives (the expression of a belief , together with the expression of an intention that the hearer form a like belief) ,Directives (express the speaker’s attitude toward some perspective action by the hearer), Commisives(acts or obligating oneself or of proposing to obligate oneself to do something specified in the propotional content) ,Acknowledgements (expected on particular occasions, they are often issued not so much to express a genuine feeling satisf the social expectation that such a feeling be expressed).

1.4 Objectives of the Study

Based on the problems above, the aims of the study are follows:

1. To know what are the types of the illocutionary in the movie of *Logan* ?
2. To know what is the dominant of illocutionary will be used in *Logan* movie?

1.5 Significance of the Study

The study is significant of the study to enrich the understanding about pragmatics, especially about illocutionary act through literary work such as movie. By wacthing literary work and analyzing the illocution that used in the

dialogue, reader can understand about it and how to apply it in our daily life appropriately. Moreover, the witer hopes this study will give contribution for:

1. English learner

Knowing the illocutionary the English learners improve their ability in spaking. This study will lead the learners to speak appropriate on the context and make the hearer understand. So, they can build a good social relationship.

2. English teacher

One of contribution for English for English teachers in that they can motivate the studnts in using illocution performed specially it the speaking class. In addition , the teachers will know the use of ilocution that related to the context, which, in turn it can be helpful for students in their speaking.

3. Other researcher

Knowing speech acts above is still not enough extensively to understand the pragmatics itself. It is expected that they will conduct a research about politeness in various point of view based on the theory and the study of pragmatics will be developed.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theories

In the sub chapter , the writer presents some related theories that will be used in analyzing the data.

2.1.1 Pragmatics

Pragmatics is concerned with the study of meaning communicated by speaker and interpreted by a listener. It has consequently, more to do with analysis of what people mean by their utterances than what the words or phrase in those utterances might mean by themselves (George, Yule. 1996). Therefore , pragmatics is study of speaker meaning (George, Yule. 1996).

According to Elite and Murcia (2000 :19) pragmatics deals very explicitly with the study of relationship forms that they describe holding between linguistic forms and human beings who use these forms. Furthermore , Elite and Murcia (2000:19) states the pragmatics is concerned with people's intentions , assumption, belief , and goal of the kind of action they perform while using language. According to Yule, G, (2006:12) pragmatics is the study of 'invisible' meaning, or how we recognize what is meant even when it isn't actually said or written. In order for that to happen , speakers (or written) must be able to depend on a lot of shared assumptions and expectations provides us with some insight into how more is always being communicated than is said.

Based on the writer it can be concluded that pragmatics is the study of the meaning of communication as what is desired by the writer or speaker and

translated by the listener or reader both from the context and expressions used orally and words also have different meaning , because it all depends on the context in which it can be used. Words can also carry symbol meaning too. We can apply our understanding of symbols when we read or listen to others. The goal of acts is something that the speaker wants to achieve. The components of his make the fourgrounded history of acts because all acts have a goal. In this case , the form of acts that are various can be used to state intent or a variety of eaning can be expressed with acts. Therefore , it can be concluded that pragmatics is the study of how people use language to communicate. It deals with the intended meaning of an utterance in a particular context communicated by a speaker and interpreted by a hearer.

2.1.2 Context

In communication , people talk with the other in different circumstance with different listener. However , in communication people not only recognizing the meaning of the word in their utterance. The meaning utterance is not only lexical meaning , but also from the situation , called context. Context affects language aptitude. Things outside language affects our language comprehension. To understand what happened in a conversation, we need to know anyone involved inside , how the relationship and social distance between them or the relative status between them are.

Studying pragmatics would not be completed without context. According to Huang Y , (2007:13) :“Context is one of those notions which are used vary widely in the linguistics literature, but to which it is difficult to give a precise definition. From a relatively theory neutral point of view, however, context may in

a broader sense be defined as referring to any relevant features of the dynamic setting or environment in which linguistic unit is systematically used.”

According to Idamaningati (2013:17) stated that, context is the unity of discourse with considering the word at large, and it is influenced by the situation when we receive some messages. Cultural and social relationship within the participant. From the definition above, the writer can simplify that the context can support to find the clarity meaning in utterance, speak or written form by knowing the context that will make the sentence clearer and context is important concept in pragmatics analysis because pragmatics focuses on the meaning of words in the context or interaction communicate more information than the word they use.

2.2 Speech Act

Speech act is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers. Example, *there is a bear behind you* may be intended as a warning in certain contexts, or may in other context merely be a statement of fact. In attempting to express them, people do not only produce utterances containing grammatical structures and words, they performs action via those utterances. If you work in situation were a boss has a great power, then the boss's utterance of the expression “*you're fired*” is more than just a statement.

The utterance last can be used to perform the act of ending your employment. (George Yule,1996:47) According to George Yule (1996:47) “ speech act is actions performed via utterances. Searle, Kiefer, and Bierwisch in Mursyid et.al (2004:331)further said that the theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or

other expression, but rather that performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc. Fromkin et al (2003:593) explains: Speech act is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers. (example, *there is a bear behind you*) may be intended as a warning in certain contexts, or may in other contexts merely be a statement of fact.

Austin developed his theory of speech acts. He made an important observation. Austin observed that there are ordinary language declarative sentences that resist a truth conditional analysis in similar fashion. The point of uttering such sentences is not just to say things, but also an affective aspect. Accordingly, Austin called them and distinguished them from assertions, or statement-making utterances, which he called constatives. (Huang Yan 2005:94-95)

According to Austin (2009) collects the performatives under five headings. Searle (2000) reviews this classification and makes some changes. Accordingly, directives (ordering, requesting, forbidding) aimed at leading the hearer to do something, declarations (resigning, appointing) that aim to create a change, commissives (promising) showing that the speaker undertakes to do something by expressing an intention, expressives (apologizing, celebrating) reveal the speaker's state of mind with regard to a situation, assertives (claiming, swearing) referring to the accuracy of what is said are the five types of speech act that Searle set up.

Austin noticed that for a performative to be successful or „felicitous“, it must meet a set of conditions. Felicity conditions are conditions under which words can be used properly to perform actions (Huang Yan 2005:98-99). Austin

noticed that the rules that have to be fulfilled in performative utterances are three: the persons and circumstances must be appropriate; the act must be executed completely and correctly by all participants and the participants must be the appropriate intentions.

Austin concludes that constatives are nothing but a special class of performatives, and that two-way distinction between performatives, as action-performers, and constative, as truth-hearers, can no longer be maintained. Consequently, Austin claimed that all utterances, in addition to meaning whatever they mean, perform specific acts via the specific acts via the specific communicative force of an utterance. Furthermore, he introduced threefold distinction among the act on simultaneously performs when saying something.

2.2.1 Locutionary Act

Locutionary acts are the basic utterance that uttered by people in the right grammar and understandable vocabulary (Basra, S. M., and Thoyyibah, L., 2017). In locutionary act, if you feel difficulty to produce the sounds correctly and words to create a meaningful utterance in a language (for example, because it's foreign or you're tongue-tied), then you might fail to produce a locutionary act. Producing 'Aha mokofa', of course in English will not normally count as a locutionary act, whereas will. [1] I've just made some coffee. So, for the foreign who have tongue-tied that they still cannot produce the sound in English normally and then they might fail to produce a locutionary act. Therefore, in locutionary act, we don't just produce well-formed utterances with no purpose, but we form an utterance with some kind of function in mind.

Moreover, locutionary acts include phonetic acts, phatic acts, and rhetic acts. Phonetic acts are acts of pronouncing sounds, phatic acts are acts of uttering words or sentences in accordance with the phonological and syntactic rules of the language to which they belong and rhetic acts are acts of uttering a sentence with sense and more or less definite reference (Oishi, 2006). And based on Yule (1996), he said that both the speaker and the hearer share the same language, otherwise there will be misunderstanding or the meaning intended will not be understood by the hearer.

2.2.2 Illocutionary Act

Illocutionary act is called by the act of doing something. It is only used for informing something, but also doing something as far as speech even was accurate considered. Austin explained by performance of an act is the new and second sense as the performance of an illocutionary act, i.e. performance of act in saying something as opposed to performance of an act of saying something. The illocutionary act carried out by a speaker meaning of an utterance is the act viewed in terms of the utterance's significance within a conventional system of social interaction. An illocutionary act refers to the type of function the speaker intends to fulfill or the type or action the speaker intends to accomplish in the course of producing an utterance. It is an act accomplished in speaking.

An utterance can have more than one illocution, it is useful to introduce the distinction between direct and indirect illocution. Direct illocution of an utterance is the illocution most directly indicated by a literal reading of the grammatical form and vocabulary of the sentence uttered. While the indirect illocution of an utterance is any further illocution the utterance may have. The

direct illocution of “can you pass the river?” is an enquiry about the hearer’s ability to pass the river. The indirect illocutions is request that the hearer pass the river.

Example of illocutionary force include accusing, apologizing, blaming, congratulating, giving permission, joking, nagging, promising, ordering, refusing, swearing and thanking. In example “I’m very glad to you for all you have done for me”

2.2.3 A Perlocutionary Act

According to Austin (1962:108), perlocutionary act is the achieving of certain effects by saying something. It concerns the effects an utterances may have on the hearer. Put slightly more technically, a perlocution is the act by which the locution and illocution produce a certain effect in or exert a certain influence on the hearer. Still another way to put is that a perlocutionary act represents a consequence or by product of speaking, wether intentional or not.

This is the third dimension, the perlocutionary act. Perlocutionary act is called by the act of affecting something. Perlocutionary act concerns the effect an utterance may have on the addressee. A perlocution is the act by which the illocution produces a certain effect in or exerts a certain influence of addressee. Still another way to put it is that a perlocutionary act represents a consequence or by product of speaking. Whether intentional or not. It is therefore an act performed by speaking. Some perlocutionary acts are always the producing sequel of alerting or even alarming.

According to Hufford and Heasley (2007:250), perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain

effect on the hearer and others. Perlocutionary act is also the act offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause

2.3 Classification of Illocutionary Act

Ken Bach (2006 : 39-41) categorize the most basic category of illocutionary act. It consists of four different types such as the following divisions: constatives , directives , commissives, acknowledgments.

2.3.1 Constatives

In general , a constative is the expression of a belief , together with the expression of an intention that the hearer form (a continue to hold) a like belief . the following analyses of various specific kinds of constatives exhibit this pattern

3.3.2 Directives

Directives express the speaker's attitude toward some prospective actio by the hearer. If this were all they expressed, they would be merely constatives with the restriction on propositional content (namely, that a prospective action be ascribed to the hearer). However, they also express the speaker's intention (desire, wish) that his utterance or the attitude it expresses be taken as (a) reason for the hearer to act. Rather than Austin's term "exertive". "which seems somewhat restricted in scope , we have borrowed Searle's term "directive ". It is both to the

point and conveniently vague, being broad enough to cover the six kinds of acts that belong in this category.

Requestives: (ask, beg, beseech, implore, insist, invite, petition, plead, pray, request, solicit, summon, supplicate, tell, urge) In uttering e, S requests H to A if S expresses: i. the desire that H do A, and ii. the intention that H do A because (at least partly) of S's desire. Questions: (ask, inquire, interrogate, query, question, quiz) In uttering e, S questions H as to whether or not P if S expresses: i. the desire that H tell S whether or not P, and ii. the intention that H tell S whether or not P because of S's desire.

Requirements: (bid, charge, command, demand, dictate, direct, enjoin, instruct, order, prescribe, require) In uttering e, S requires H to A if S expresses: i. the belief that his utterance, in virtue of his authority over H, constitutes sufficient reason for H to A, and ii. the intention that H do A because of S's utterance.

Prohibitives: (enjoin, forbid, prohibit, proscribe, restrict) In uttering e, S prohibits H from A-ing if S expresses: i. the belief that his utterance, in virtue of his authority over H, constitutes sufficient reason for H not to A, and ii. the intention that because of S's utterance H not do A.

Permissives: (agree to, allow, authorize, bless, consent to, dismiss, excuse, exempt, forgive, grant, license, pardon, release, sanction) In uttering e, S permits H to A if S expresses: i. the belief that his utterance, in virtue of his authority over H, entitles H to A, and ii. the intention that H believe that S's utterance entitles him to A. The Theory 48 Advisories: (admonish, advise, caution, counsel, propose, recommend, suggest, urge, warn) In uttering e, S advises H to A if S expresses: i. the belief that there is (sufficient) reason for H to A, and ii.

the intention that H take S's belief as (sufficient) reason for him to A. Requestives express the speaker's desire that the hearer do something. Moreover, they express the speaker's intention (or, if it is clear that he doesn't expect compliance, his desire or wish) that the hearer take this expressed desire as reason (or part of his reason) to act.

The corresponding perlocutionary intentions, as might be foreseen, are that H take S actually to have the desire and the intention he is expressing and that H perform the action requested of him. Verbs of requesting connote variation in strength of attitude expressed, as between "invite" and "insist" and between "ask" and "beg." The stronger ones convey a sense of earnestness or urgency. "Beseech" and "supplicate," among others, convey both an appeal to the hearer's sympathy and a special manner of performance. Some verbs of requesting are rather specialized in scope. "Summon" (or "invite" taken narrowly) refer to requests for the hearer's presence; "beg" and "solicit" apply to requests for contributions or favors. Questions are special cases of requests, special in that what is requested is that the hearer provide the speaker with certain information.

There are differences between questions, but not all of them are important for an illocutionary taxonomy. There are exam questions and rhetorical questions. "Interrogate" suggests duress in a way that "ask" does not. Finally, "quiz" and "query" do not quite fit our analysis, in that they cannot be used to report the content of a question but only its topic (S quizzed H about topology). Requirements, such as ordering or dictating, should not be confused with requests, even strong ones. There is an important difference. In requesting, the speaker expresses his intention that the hearer take his (S's) expressed desire as a reason to

act; in requirements S's expressed intention is that H take S's utterance as a reason to act, indeed as sufficient reason to act. As a matter of fact, requirements do not necessarily involve the speaker's expressing any desire at all that the hearer act in a certain way. It might be quite clear that S couldn't care less.

Instead, what S expresses is his belief that his utterance constitutes sufficient reason for H to perform the action. In expressing this belief and the corresponding intention, S is presuming that he has the authority over H (physical, psychological, or institutional) that gives such weight to his very utterances. Prohibitives, such as forbidding or proscribing, are essentially requirements that the hearer not do a certain thing. To prohibit someone from smoking is to require him not to smoke. We list prohibitives separately because they take a distinct grammatical form and because there are a number of such verbs. We will let the entry for prohibitives speak for itself.

Permissives, like requirements and prohibitives, presume the speaker's authority. They express S's belief, and his intention that H believe, that S's utterance constitutes sufficient reason for H to feel free to do a certain action. The obvious reasons for issuing a permissive are either to grant a request for permission or to remove some antecedent restriction against the action in question. It would seem, therefore, that the speaker presumes either that such a request has been made or that such a restriction exists. It is not necessary but it is common, at least with noninstitutional permissives, that the speaker express that he does not wish, desire, or expect the hearer not to perform the action in question. But, as with requirements, it is not the speaker's expressed attitude but his

utterance that is intended to figure in the hearer's reason. Some of the verbs of permitting are highly specialized, such as "bless," "dismiss" ('permit to leave'), "excuse" ('permit not to make restitution'), and "release" ('permit not to fulfill an obligation').

As for advisories, what the speaker expresses is not the desire that H do a certain action but the belief that doing it is a good idea, that it is in H's interest. S expresses also the intention that H take this belief of S's as a reason to act. 3 The corresponding perlocutionary intentions are that H take S to believe that S actually has the attitudes he is expressing and that H perform the action he is being advised to perform. (It is possible, of course, that S really does not care.) Advisories vary in strength of expressed belief. Compare suggesting with admonishing. Furthermore, some advisories imply a special reason that the recommended action is a good idea. In warning, for example, S presumes the presence of some likely source of danger or trouble for H.

3.3.3 Commissive

This is the one category of illocutionary acts for which Austin's original label has been retained universally. Commissives are acts of obligating oneself or of proposing to obligate oneself to do something specified in the proposition content, which may also specify conditions under which to do is to be done or does not have to be done. In committing oneself to do A, one expresses the intention to do A and the belief that one's utterance commits one to doing it, at least under the conditions that may include H's accepting one's proposal or commitment to do A or at least his not rejecting it (ordinarily, the absence of explicit rejection may be taken as is mutually believed to count as acceptance). In addition

to expressing such intention and belief, the speaker expressing such intention and belief, the speaker expresses the intention that *H* take him to have this intention and belief. The corresponding perlocutionary intention is that *H* believe *S* has this intention and belief and that *H* himself believe that *S* is obligated to do *A*, at least if the required conditions are met.

3.3.4 Acknowledgments

Acknowledgments, as we call them, are the central cases of Austin's motley class of "behaviors". They express, perfunctorily if not genuinely, certain feelings toward the hearer. These feelings and their expression are appropriate to particular sorts of occasions. For example, greeting expresses pleasure at meeting or seeing someone, thanking expresses gratitude for having harmed or bothered the hearer, condoling expresses sympathy for *H*'s having suffered some misfortune (not *S*'s doing), and Congratulating expresses gladness for *H*'s having done or received something noteworthy. Commonly, but not necessarily, such as occasion, when it arises, is mutually recognized by *S* and *H*, and then it is not only appropriate but expected by *H* that *S* will utter the relevant acknowledgment. Because acknowledgments are expected on particular occasions, they are often issued not so much to express a genuine feeling as to satisfy the social expectation that such a feeling be expressed. In our list of acknowledgments the disjunctive definitions reflect this fact.

Apologize: In uttering *e*, *S* apologizes to *H* for *D* if *S* expresses: i. regret for having done *D* to *H*, and ii. the intention that *H* believe that *S* regrets having done *D* to *H*, or The Theory 52 i. the intention that his utterance satisfy the social expectation that one express regret for having done something regrettable like *D*,

and ii. the intention that H take S's utterance as satisfying this expectation. Condole: (commiserate, condole) In uttering e, S condoles H for (misfortune) D if S expresses: i. sympathy with H's having (or suffering) D, and ii. the intention that H believe that S sympathizes with H's having D, or i. the intention that his utterance satisfy the social expectation that one express sympathy for misfortunes like D, and ii. the intention that H take S's utterance as satisfying this expectation.

Congratulate: (compliment, congratulate, felicitate) In uttering e, S congratulates H for D if S expresses: i. gladness for H's having D(-ed), and ii. the intention that H believe that S is glad that H has D(-ed), or i. the intention that his utterance satisfy the social expectation that one express gladness for good fortunes like D(-ing), and ii. the intention that H take S's utterance as satisfying this expectation. Greet: In uttering e, S greets H if S expresses: i. pleasure at seeing (or meeting) H, and ii. the intention that H believe that S is pleased to see (or meet) H, or i. the intention that his utterance satisfy the social expectation that one express pleasure at seeing (or meeting) someone, and ii. the intention that H take S's utterance as satisfying this expectation.

Thank: In uttering e, S thanks H for D if S expresses: i. gratitude to H for D, and ii. the intention that H believe that S is grateful to H for D, or i. the intention that his utterance satisfy the social expectation that one express gratitude at being benefited, and ii. the intention that H take S' s utterance as satisfying this expectation. "No thanks": S thanks H for offering D and rejects the offer. Bid: (bid, wish) In uttering e, S bids H good (happy) D if S expresses: i. the hope that H's D will be good (happy), and Communicative Illocutionary Acts 53 ii. the intention that H believe that S hopes that H's D will be good (happy), or i. the

intention that his utterance satisfy the social expectation that one express good hopes when the question of another's prospects arises, and ii. the intention that H take S' s utterance as satisfying this expectation.

Accept-acknowledge an acknowledgment: In uttering e, S accepts H's acknowledgment if S expresses: i. appreciation for H's .acknowledgment, and ii. the intention that H believe that S appreciates H's acknowledgment, or i. the intention that his utterance satisfy the social expectation that one express appreciation of an acknowledgment, and ii. the intention that H take S's utterance as satisfying this expectation. "You're welcome": S accepts H's thanks. Reject: (refuse, reject, spurn) In uttering e, S rejects H's acknowledgment if S expresses: i. lack of appreciation of H's acknowledgment, ii. the intention that H believe that S fails to appreciate H's acknowledgment, and (perhaps also) iii. the intention that his utterance violate the social expectation that one express appreciation of an acknowledgment, and iv. the intention that H take S' s utterance as violating this expectation. When one apologizes to someone, either one expresses regret (for what one has done) or one expresses the intention that one's utterance satisfy the social expectation to express regret (without actually expressing regret). Perfunctory acknowledgments thus require the implicit cooperation of the hearer- they are issued, quite obviously to all concerned, routinely or as a formality, as when one apologizes for accidentally bumping someone.

Despite the fact that perfunctory acknowledgments do not express genuine feelings, in our society they are generally regarded as acts of courtesy. Indeed, when the acknowledgment is occasioned by something trivial or when the occasion warrants nothing more than a perfunctory acknowledgment, for the

hearer to question the speaker's sincerity would be an act of gross discourtesy and social disruptiveness. On the other hand, there are occasions, owing to the seriousness of the matter or to the relation between the speaker and the hearer, when it is expected that genuine feelings be expressed. We won't pursue the sociology of acknowledgments. In issuing an acknowledgment, the speaker presumes the existence of the occasion to which the acknowledgment is appropriate. For example, in thanking H for something, S presumes that he has received something from H, and in apologizing to H, S presumes that he has done something regrettable to H. His illocutionary act of acknowledging could not succeed—the hearer could not recognize his intention—unless this presumption were correct, or at least mutually believed.

The existence of the relevant occasion is presumed, not asserted, by the speaker, and it is often unnecessary for him to mention the occasion explicitly: if someone gives you a cigarette, it is enough to say "Thank you." But if someone sends you a box of cigars, it is necessary to say, when you next see the donor, "Thanks for the fine cigars," or something to that effect. Condolences and congratulations generally require such a specification, because they are usually occasioned by some event removed from the current encounter of S and H. In acknowledgments, the only hearer-directed intention expressed over and above the expressed feeling is that H believe that S has the expressed feeling. Hence the only perlocutionary intention associated with acknowledgments is that the hearer take the speaker to have the expressed feeling or, in perfunctory cases, to regard the utterance as satisfying the relevant social expectation. However, an

acknowledgment may invite an acknowledgment in response, which might be construed as a perlocutionary effect if intended (it need not be, of course).

Greetings and farewells are exchanged, thanks are accepted ("You're welcome"), congratulations and condolences are accepted with a "Thank you" or the like, and apologies may be accepted ("That's OK") or rejected ("Saying you're sorry isn't enough"). Similar to congratulations and condolences are biddings or (expressing) wishes, which may be negative, as in the case of curses. Strictly speaking, these may be only constatives (namely, to the effect that one has a certain wish), but in some cases biddings are called for and must then be classed as acknowledgments. Pardoning, excusing, and forgiving may seem to be acknowledgments (asking to be pardoned, excused, or forgiven is clearly a request).

However, though they may be related to acknowledgments, as when one forgives someone for something for which he apologized (or even excuses him from having to apologize), they seem to us to be Communicative Illocutionary Acts 55 permissives. They are acts of releasing a person from any obligation (or of refusing to acknowledge his putative obligation) incurred from doing something to the speaker. Thus, they permit him not to compensate the speaker for what he has done, or, where that is not at issue, they permit him not to feel responsible for what he has done.

2.4 Movie

Movies are entertainment. Movies are documents of their time and place. Movies are artistic forms of self-expression. Movies we see at theatres, on television or home video are typically narrative films. They tell stories about

characters going through experiences, but what are they really about? What is the content of film?

Recounting the plot of a movie, telling what happens, is the simplest way to explain it to someone else. But this is neither a film review nor a film analysis. It,,s merely a synopsis that anyone else who sees or has seen the movie will likely agree with. This level of content may be called the referential content, since it refers directly to things thathappen in the plot and possibly to some aspects of the story that are merely implied by the plot.

2.5 Logan

Logan is a 2017 American superhero film starring Hugh Jackman as the titular character. It is the tenth film in the *X-Men* film series and the third and final installment in the *Wolverine* trilogy following *X-Men Origins: Wolverine* (2009)and*The Wolverine* (2013). The film, which takes inspiration from "Old Man Logan" by Mark Millarand Steve McNiven, based in an alternate bleak future, follows an aged Wolverine and an extremely ill Charles Xavier who defend a young mutant named Laura from the villainous Reavers led by Donald Pierce and Zander Rice. The film is produced by 20th Century Fox, Marvel Entertainment, TSG Entertainment and The Donners' Company, and distributed by 20th Century Fox. It is directed by James Mangold, who co-wrote the screenplay with Michael Green and Scott Frank, from a story by Mangold.In addition to Jackman, the film also stars Patrick Stewart, Richard E. Grant, Boyd Holbrook, Stephen Merchant, and Dafne Keen.

Logan premiered at the 67th Berlin International Film Festival on February 17, 2017, and was theatrically released in the United States on March 3,

2017, in IMAX and standard formats. The film received critical acclaim, with much praise for its screenplay, direction, acting (particularly that of Jackman, Stewart, and Keen), action sequences, emotional depth, and departure from traditional superhero films. It became one of the best-reviewed films in the *X-Men* franchise, with many critics regarding it as one of the greatest superhero films ever made, and it was selected by the National Board of Review as one of the top ten films of 2017. It was nominated for Best Adapted Screenplay at the 90th Academy Awards, becoming the first live-action superhero film ever to be nominated for screenwriting. It grossed over \$619 million worldwide and became the third-highest-grossing R-rated film of all time.

2.6 Previous Related Study

There are many researches in language use especially on speech act. One of them was conducted by Ainurrohman (2011) of Semarang University. The research about the use of illocutionary acts in the novel entitled *New Moon*. The aim of the research is to do identify and analyze the use of illocutionary acts in the Stephanie's Mayer's *New Moon* based on Searle's speech acts classification. The data included utterances from the character's conversation. In conducting the research, the writer read the novel carefully and made notes pages contain data and then the writer classified the data into five classification. The Ainurrohman's research almost similar with writer's researcher. Equally identified and classified the character's conversation into five parts. Secondly, An analysis of illocutionary acts in *Sherlock Holmes* Movie by Agung Suryo Nugroho. He analyzed the movie used illocutionary acts. In this research, the writer finds that Sherlock Holmes uses all types of illocutionary acts: Assertives (Arguing, Asserting, Informing, Telling),

Directives(Advising, Asking, Commanding, Entreating, Insisting, Inviting, Ordering,Requesting), Commissives (Promising, Refusal), Expressives (Congratulating,Praising, Welcoming, Thanking), Declarations (Appointing).This research reveals that Sherlock Holmes in his utterances uses illocutionary acts of directive more often than other acts. The third research was conducted by JatiHandayani (2012), the objectives of her researcher to find speech acts in the Body of Lies movie script. The problems of this research are types of speech acts and Searle's categories of illocutionary acts. This researcher has similarities with the writer's research, but the data object is different. She analyzed about the movie script and the writer analyzing the main character's utterance. The fourth research was conducted by Solihin Muhammad Naf'an (2015) of State Islamic University SunanAmpel Surabaya. With entitled An analysis of illocutionary acts performed by Nemo in the Finding Nemo. He analyzed about speech acts especially illocutionary act performed by Nemo, the main character of Finding Nemo movie. In analyzing the data, he used speech acts theory of John Searle who classified the utterance into four parts of illocutionary acts. Solihin's research, has similarities object and theory with the writer research. The same found and identify the data into five parts of illocutionary, but in his research only four parts are classified by the researcher.

2.7 Conceptual Framework

This research uses pragmatic approach since the researcher studies language use. The language used by people consists of utterances that have intention. Most of what people mean are more than what they say, or in other words, their intention is not explicitly uttered. It is why the researcher uses

pragmatics as the approach. The researcher chooses Logan movie as her research object. Movie consists of dialogues among the characters as a reflection of language use. The researcher analyzes the main character's utterances in the way he uses language to deliver his intention. This intention is usually delivered via an act called speech act. This research is concerned with the kinds of speech act especially the illocutionary acts as the force to deliver the speaker's intention to the hearer using language. All the data were classified based on Ken Bacht's theory which is used to analyze the illocutionary force used by the main character in delivering his 10 intention. The classification of illocutionary acts are constatives, directives, commissives, acknowledgments. Since what people mean is sometimes not explicitly uttered, the hearer needs to know the implied meaning in an utterance. The researcher analyzes the conversational implicatures used by Logan to know his implied meaning in his utterances. The researcher also uses Ken bacht's theory to interpret the generalized and particularized conversational implicatures found in Logan's utterances.

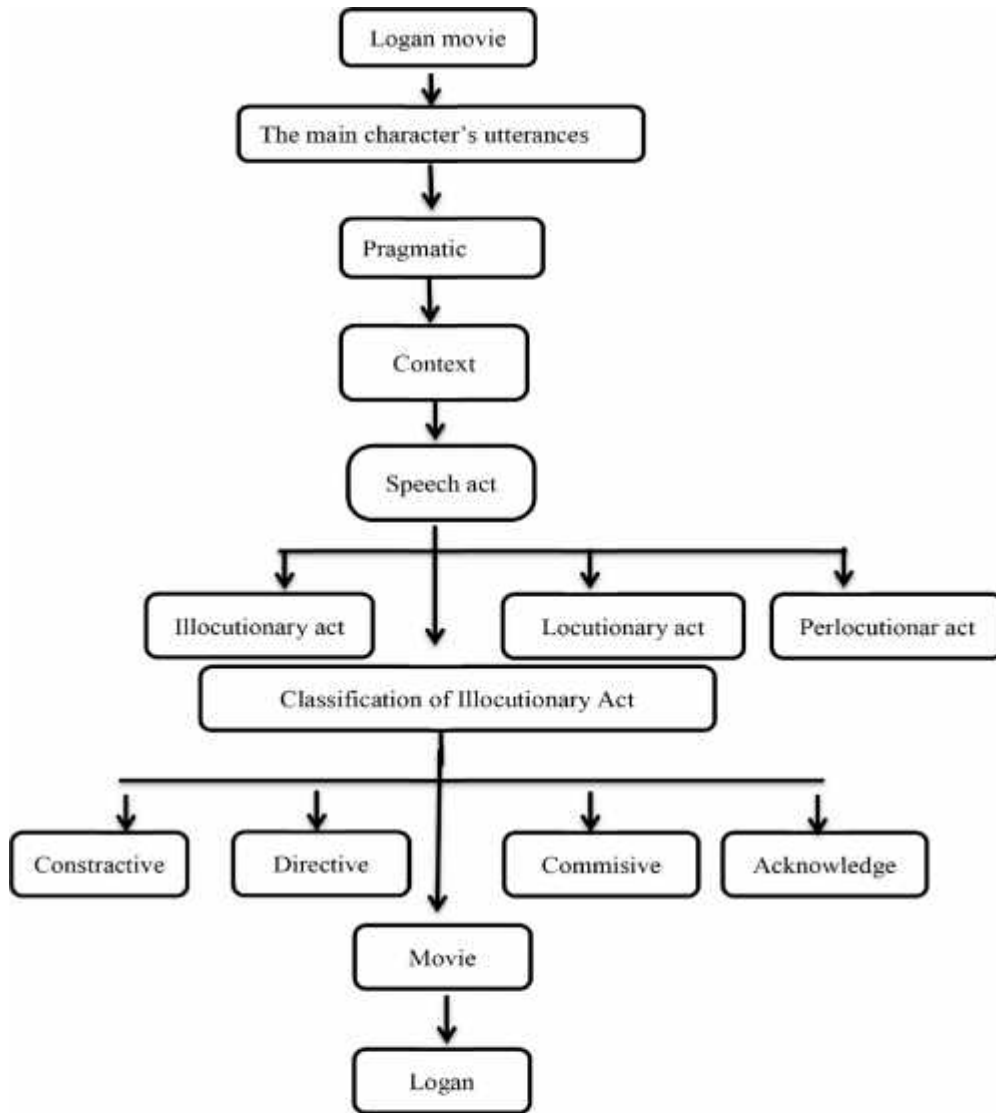


Figure 2.1 .Conceptual Framework of the Analysis of illocutionary act performed by the main character in logan movie

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Creswel (2009:3) defines a research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. In conducting this research, the writer uses the library research and the approach that is used by the writer is descriptivequalitative. In addition, the writer uses library research because the writer uses the document to be analyzed that is in the form of movie script. The writer uses descriptive qualitative because the writer wants to analyze the illocutionary acts used by main character in the movie script of “Logan”.

3.2The Subject of The Study

Data are something that can answer the research question. Thus ,tha data in this research is the utterances that containing illucotinary acts used by the main characters in the movie script “Logan”

3.3 The Object of The Study

The object of the study is the illocutionary act in the movie of Logan. It would be found from the script of the film Logan then the writer would classify the illocutionary act. There are some clasification of Illocutionary act namely : constractive ,directive ,commisive and acknowledge.

3.4 Technique of Data Collection

The data which would be collected is the conversation of Logan in “Logan” movie and the writer would focus on speech act utterances based on Ken Bach theory.

In this research, the writer have done these steps to collecting the data. These steps would be conducted by the writer with influence on the illocutionary acts the writer had done these steps to collecting the data. These steps would be conducted by the writer with influence on the observation technique. The necessary steps of collecting data are as follows:

1. Watching the movie more than once
2. Reading and observating the dialogue from the script
3. Collecting the data by watching the movie and trying to understand it deeply and looking for all conversation
4. The kinds of the data is Conversation
5. The total number of the data is fifteen
6. Classifying into categories of illocutionary act based on Searle's categories
7. Selecting the every conversation in the movie into illucotinary acts also illocutionary forces.

3.5 Technique of Analyzing Data

According to Sugiyono (2007:207), data analysis is the process of sstematicly searching and arranging the interview transcript , field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. In this case, the writer analysis the data based on the theory of searle that explains about illocutionary acts. The kind of data in this research is qualitative data. According to Phatton (2010), kinds of data in qualitative research are; interviews, obsevation, and documents. This research contains documents because the data is the Logan's utterances and would be found from the movie script. Acording to Kent Batch, there are 4 speech act, they are;

constative, directive, commissive, and acknowledge. This research is also aimed to found the total number of speech act which uttered by Logan based on Kent Batch's theory.

In short, the writer provides some ways to analyze the data as following :

1. Identifying and clasifying the listed dialogue or (conversation) that contains the speech act (constative, directive, commissive, and acknowledge)
2. Analysing and interpreting the data to answer the problem of the research based on Kent Batch theory of speech act.
3. Drawing conclusion from the result of the analysis and giving suggestions.

3.6 Validity (Triangulation)

The trustworthiness of the data need to be checked to examine the validity of the data. In this research, the writer would used the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about same social phenomenon, rather than the purpose of triangulation is to increase one's understanding of what ever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assists the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures. Norman Denzim in Hales(2012:34) identify triangulation into four types, they are:

1. Data triangulation

Data triangulation relates to the use of variety data or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by writer which obtained in the different source, to get the data, the writer would compared observation data with and interview data.

In this research the writer will use the data triangulations. The writer also would compared the finding of data observation, and the writer would compared some theories to support this research and make sure the data is valid.