

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language can be categorized into two part : spoken and written, which also includes nonverbal elements such as body language. Language encompasses the utilization of various auditory expressions, physical movements, and communicative indications, all of which adhere to structured sequences and serve the purpose of conveying significance. Language serves as a medium for expressing thoughts and ideas, facilitating the conveyance of messages in various forms. The main goal of language as an instrument is to express an idea (Sipayung, 2021). Language always appears in the form of individual actions or speech acts. Therefore every study of language structure must start from the assessment of speech acts. Speech refers to the ability to communicate ideas, thoughts, and emotions through vocal sounds, and it involves the act of doing so. In the context of teaching, speech becomes an essential instrument for conveying concepts, with each teacher exhibiting a unique speaking style that sets them apart from others in their field. Speech acts are individual expressions that have psychological characteristics, and their consistency depends on the speaker's ability to navigate specific situations.

In speech acts, the focus is primarily on the meaning or intention behind the actions within the speech. For example, the sentence "It's so hot in here!" can have multiple interpretations in different contexts. It could simply state the fact about the

temperature, request someone to open a window or turn on the air conditioner, or even express a complaint.

Therefore, understanding speech acts is crucial for effective communication because individuals often encounter the need to comprehend and employ various types of speech acts, each of which can be executed through different strategies. Speech acts encompass the theory that analyzes the impact of an utterance on the behavior and relationship between the speaker and the listener. According to J.L. Austin (Austin, 1962), there are three types of speech acts: Locutionary acts, Illocutionary acts, and Perlocutionary acts. In short, when a speaker utters a sentence, they perform a Locutionary act by saying something, the act of producing the utterance itself is the illocutionary act, and the effect of the speaker's words on the listener is the perlocutionary act.

In other words, speech acts are crucial for efficient communication as they enable individuals to perform a wide range of tasks such as affirming, stating, blaming, concluding, explaining, informing, notifying, praising, and more. Speech acts can occur in various contexts, including movies, novels, or the teaching and learning process. Different types of speech acts serve various functions, such as providing factual information, giving educational instructions, expressing mannerisms, offering flattery, and facilitating intercommunication (Searle, 1970).

Speech acts hold significant importance, and representative acts are a particular type of speech act that plays a vital role in the teaching and learning process. Representatives involve stating what the speaker believes to be true or not, using speech acts such as stating, suggesting, boasting, complaining, claiming, and

reporting. Speech acts involve the use of language by speakers to carry out intended actions, while listeners interpret the intended meaning behind the words spoken.

Language style included into scope of sociolinguistic, which refers to the expression of personality, mindset, and emotional state through language use. Language style plays a crucial role in conveying the intent and purpose of social interactions, facilitating the understanding of the meaning behind language communication in social contexts.

The structure of a sentence can be used as a foundation for creating a language style. The term "sentence structure" here refers to how the elements of a sentence are positioned, emphasizing the placement of an important sentence component. There are sentences that are periodic, where the most important part or the emphasized idea is placed at the end of the sentence. There are sentences that are loose, which means that the emphasized part of the sentence is placed at the beginning.

The discussion in this study utilizes the theory proposed by Gorys Keraf. Gorys Keraf categorizes language styles into four types based on their linguistic aspects: (1) style based on word choice, (2) style based on tone, (3) style based on sentence structure, and (4) style based on directness of meaning. However, this study focuses on one aspects, namely style based on sentence structure. Based on sentence structure, Keraf divides language styles into five types: (1) climax, (2) anticlimax, (3) parallelism, (4) repetition, and (5) antithesis.

Watching movies is generally seen as a more relaxed activity that does not demand excessive concentration in order to grasp the storyline, as both the plot and

dialogues are visually and audibly presented to the audience. On certain occasions, a movie's narrative can have an impact on people's day-to-day lives. Movies often contain various values, including educational values, moral values, attitude values, and other types of values.

Based on the existing literature, there is a research gap in the analysis of speech act and language style in movies. While there are studies on speech acts and language styles in various forms of media, such as literature and television shows, there is a lack of research specifically focusing on movies. Moreover, there is a limited application of J.L. Austin speech act and Gorys Keraf's language style theory in the analysis of movies. Therefore, this thesis aims to fill this research gap by exploring the speech act and language style used in the John Wick movie, providing a deeper understanding of the communication strategies employed in movies.

This research employs a qualitative and descriptive approach to analyze the speech acts and language style used in the film "John Wick," in order to provide information about the characters, including their personalities, backgrounds, and motivations. Furthermore, the appropriate use of speech acts and language style can help build the plot and strengthen the conflict in the film. Additionally, analyzing the speech acts and language style in films can enhance language skills, as it provides a deeper understanding of how language is used to convey messages and influence the emotions and perceptions of the audience. This can help improve our language skills and communication abilities.

This study utilizes J.L. Austin theory of speech acts and Gorys Keraf's theory of language style in a descriptive analysis of the speech acts and language style

employed in the John Wick movie, aiming to provide a comprehensive understanding of how these linguistic elements contribute to the overall portrayal of the characters and their interactions in the film.

There have been numerous studies examining speech acts, each with their own unique characteristics related to the theme. These include the causes of collaboration, the parties involved, the stages of collaboration, commitment, barriers faced, and the authorities of each party involved. In addition, the focus of the issue studied is related to speech acts in a film, which has not been extensively researched by previous researchers.

In this study, the researcher adopted a combined qualitative and descriptive approach to analyze the film John Wick using J.L. Austin Speech Acts theory and Gorys Keraf's Language Style, which had not been used in previous similar studies. Understanding the use of speech acts and language style in film can have implications for teaching English as a second language (ESL). It can provide insights into how language is used in real-world contexts and help ESL learners to develop their communication skills. Therefore, this study is significant in contributing to our understanding of language use in film and its potential impact on language learning. Based on the background of the study above, the researcher will conduct the study titled **“An Analysis of Speech Act and Language Style In John Wick Movie”**

## **1.2. The Problems of the Study**

Based on the background study above, this study is conducted to answer the problem as follows

1. What types of speech acts and language styles are used in “ John Wick Movie”?
2. What types of speech acts and language styles is the most dominant found in “ John Wick Movie”?

### **1.3. The Objectives of the Study**

Based on the statement of the problems above, the objective of the study as follows

1. To find out the speech acts and language styles that are used in “John Wick Movie”
2. To find out the most dominant speech acts and language styles that used in “John Wick Movie”

### **1.4 Scope of the Study**

In this study, the researcher focused to find out the types and the most dominant of speech act and language style in John Wick (2014) Movie. Based on theory (Austin, 1962; Keraf, 2010).

### **1.5 Significances of the Study**

The researcher is expected to give some contributions as presented below :

#### **1. Theoretically**

This study can provide insight into the use of language in films and how it is used to achieve different speech acts. By analyzing the language style and speech act in John Wick, the study can contribute to the development of pragmatics and sociolinguistic as a field by applying speech act theory to the analysis of a popular

culture artifact. The study can also provide a model for future research in this area, as well as contribute to the broader understanding of how speech acts and language styles function in society.

## **2. Practically**

- a. The researcher of this study can improve the researcher ability to understand this research and understand the film itself and it will be a great experience to face the future
- b. The Student of English Department, this study result is expected can help to learn more about speech act and language style for the student
- c. The next researcher who are interest with the same topic can be used as a reference

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

A theoretical framework is a conceptual model or set of theories used as a foundation for a study or research project. It provides a framework for the analysis and interpretation of data, helping researchers to identify and organize the key concepts, ideas, and relationships that are relevant to this study. A theoretical framework can be based on a single theory or concept, or it may draw on multiple theories from different fields. In essence, the theoretical framework provides a framework or lens through which the research data can be analyzed and interpreted. It helps to ensure that the research is grounded in established theories and concepts, and provides a basis for further research in the field.

#### **2.2 Language**

Language refers to a system of communication used by humans to convey meaning through words, gestures, symbols, and other forms of expression. Language is an essential aspect of human culture, allowing individuals to express their thoughts, feelings, and ideas, as well as to share information and connect with others. There are thousands of different languages spoken around the world, each with its unique set of rules, grammar, vocabulary, and pronunciation. Language acquisition typically occurs in childhood, but individuals can also learn new languages later in life through education and practice. Language is a complex and multifaceted phenomenon that is central to human communication and interaction. From a linguistic perspective,



language is defined as a system of symbols and rules used for communication. This includes both spoken and written language, as well as non-verbal forms of communication such as body language and facial expressions.

There are many different theories and models of language that have been proposed by linguists, psychologists, and cognitive scientists. One of the earliest and most influential models of language is Chomsky's generative grammar, which posits that humans have an innate capacity for language and that the rules of language are hard-wired into our brains. Other models of language, such as cognitive linguistics and usage-based approaches, emphasize the role of experience and social interaction in language acquisition and use.

Despite these different theoretical perspectives, there are several key aspects of language that are widely recognized by linguists and cognitive scientists. One of these is the phonological system, which refers to the sounds and sound patterns of language. Every language has its own unique set of phonemes, or basic units of sound, and phonology is concerned with how these sounds are organized and used in speech. Language is not a static or fixed system, but is instead constantly evolving and changing over time. This can be seen in the ways in which new words are coined, existing words take on new meanings, and the grammatical structures of languages shift and change. Language change can occur as a result of many different factors, including social, cultural, and technological change.

The study of language has many practical applications in fields such as education, communication, and translation. Understanding how language works and

how it is acquired and used can help educators develop effective language teaching strategies and help individuals improve their communication skills.

### **2.3 Linguistics**

Language, an exceptional attribute of humanity, has captivated interest across time. The scholarly investigation dedicated to comprehending human language is known as linguistics (Victoria A. Fromkin, 2001). Linguistics refers to the scientific exploration of language and its inherent structure, encompassing various aspects such as language usage, acquisition, and cognitive processing within the human brain. The field of linguistics encompasses numerous subfields, including phonetics, which examines the sounds of speech, phonology, which investigates the organization of sounds within language, morphology, which delves into the structure of words, syntax, which focuses on sentence structure, semantics, which explores meaning in language, and pragmatics, which analyzes language use within specific contexts.

According to Chomsky in (Wardhaugh, 2005) Linguistic theory primarily focuses on an idealized scenario involving a speaker-listener within a completely homogeneous speech community. In this scenario, the individual possesses flawless knowledge of the language, undisturbed by factors such as memory constraints, distractions, shifts in attention or interest, and errors, whether random or characteristic, that may arise when applying their linguistic knowledge in real-life communication.

Based on the explanation above, the researcher concludes the linguistics is a complex and diverse field that involves the scientific study of all aspects of human language, from its structure and meaning to its use and processing in the human mind.

## **2.4 Sociolinguistic**

Sociolinguists study the relationship between language and society (Holmes, 2013). It is a branch of linguistics that looks at how language is used in different social contexts, including how it is used to express identity, create relationships, and interact with others. And according to (Meyerhoff, 2018, p. 1) Sociolinguistics encompasses a wide-ranging domain, encompassing various approaches to studying language. It looks at how language is used in different settings, such as in the workplace, in the home, or in public spaces. It also looks at how language is used in different social groups, such as among different genders, ages, or ethnicities.

In addition, According to (Mu'in, 2019) Sociolinguistics is the study that focuses on the connection between language and its usage within specific contexts. It examines the relationship between language and society, exploring why individuals speak differently in various social settings. Sociolinguistics delves into the social functions of language and how it conveys meaning within a societal framework. Through its exploration of these topics, sociolinguistics provides valuable insights into language mechanics, social relationships within a community, and the way individuals express aspects of their social identity through their language choices. One of the key areas of study in sociolinguistics is language variation, which refers to the differences in language use across different social groups. These variations can

occur at different levels of language, including phonology (sounds), morphology (word formation), syntax (grammar), semantics (meaning), and pragmatics (language use in context). Sociolinguists use a variety of methods to study language variation, including surveys, interviews, and analysis of language use in naturalistic settings. They also use statistical analysis to identify patterns of language use and to test hypotheses about language variation.

One of the main findings in sociolinguistics is that language use is shaped by social factors such as gender, race, ethnicity, social class, and education level. For example, women tend to use more standard forms of language, while men are more likely to use non-standard forms. Similarly, people from higher social classes tend to use more standard forms of language, while those from lower social classes use more non-standard forms. Another important area of study in sociolinguistics is language change, which refers to the evolution of language over time. Language change can occur at different levels of language and can be influenced by a variety of factors, including social, cultural, and technological changes. Sociolinguists study language change to understand how language reflects and responds to changes in society.

Sociolinguistics also investigates language attitudes, which are the attitudes that people have towards different languages or language varieties. Language attitudes can be positive or negative, and they can influence language use and language policy. Sociolinguists study language attitudes to understand how they are formed and how they affect language use. Sociolinguistics also examines multilingualism, which is the ability to speak and understand more than one language. Multilingualism is common in many parts of the world, and sociolinguists study it to

understand how it affects language use and language attitudes. Multilingualism can have both positive and negative effects on individuals and societies, and sociolinguists study these effects to understand how to promote positive outcomes.

Another important area of study in sociolinguistics is language and identity. Language can be a powerful tool for expressing and constructing identity, and sociolinguists study how language use reflects and reinforces identity categories such as gender, race, ethnicity, and social class. Sociolinguists also study how language use can be used to resist or challenge dominant identity categories.

## **2.5 Pragmatics**

Pragmatics, a subdivision of linguistics, investigates the contextual application of language by analyzing the intended and inferred meanings of words, as well as how meaning can vary based on the surrounding circumstances. It goes beyond the literal or dictionary definitions of words and considers factors such as the speaker's intentions, the listener's interpretation, and the social and cultural backdrop in which communication takes place. Pragmatics also examines aspects such as politeness, implicature, presupposition, speech acts, and discourse analysis. Pragmatics is an important area of study because language is not just a matter of words and grammar, but also involves a complex set of social, cultural, and psychological factors that influence the way people use and interpret language.

One of the key concepts in pragmatics is the idea of context. Context refers to the surrounding situation or environment in which communication takes place. It includes factors such as the participants in the conversation, their social roles and

relationships, the physical setting, and the broader cultural and historical context. Context is crucial for understanding the meaning of language, because the same words can have different meanings depending on the context in which they are used. For example, the word "bank" can refer to a financial institution or the side of a river, depending on the context.

Another important concept in pragmatics is the idea of implicature. Implicature refers to the meaning that is conveyed indirectly, rather than explicitly stated. Speakers often use indirect language to achieve specific communicative goals, such as being polite, conveying sarcasm, or hinting at something without stating it directly. Listeners have to infer the intended meaning based on context and shared knowledge, and this process of inference is called implicature.

Speech acts are another important area of study in pragmatics. Speech acts involve the actions that speakers carry out through language, such as issuing requests, giving orders, or making promises. They encompass more than simply transmitting information and also serve the purpose of accomplishing specific social and communicative objectives. For example, when someone says "Can you pass me the salt?", they are not just asking for salt, but also expressing a request and indicating that they expect the listener to comply with the request. Politeness is also a major topic in pragmatics. Politeness refers to the social norms and conventions that govern how people interact with each other in a polite and respectful manner. Politeness strategies include things like using indirect language, expressing gratitude, and showing deference and respect to others. Politeness varies across cultures and social

contexts, and speakers have to adjust their language use to fit the specific context in which they are communicating.

It is concerned with how language is used to achieve goals and to convey meaning beyond the surface level of words and sentences. Pragmatics dates back to ancient times, when rhetoric was one of the three liberal arts. The more modern idea of pragmatics emerged in Great Britain, France and Germany between 1780 and 1830. Pragmatism gained increasing popularity between the 1880s and 1930s, when philosophers of language agreed that language should be studied in the context of dialogue and life, and that language itself is a mode of human agency. Linguistics is now a multidisciplinary field of study that encompasses the natural sciences, social sciences, and humanities. Pragmatics has important applications in a variety of fields. In language teaching, for example, an understanding of pragmatics is crucial for teaching learners how to use language appropriately in social and cultural contexts. In intercultural communication, an understanding of pragmatics is essential for bridging cultural differences and avoiding misunderstandings. In speech therapy, an understanding of pragmatics can help clinicians to identify and treat communication disorders that affect social interaction and pragmatic competence.

In recent years, the study of pragmatics has been shaped by developments in cognitive science, neuroscience, and computational linguistics. Researchers are using advanced technologies and methods to study how the brain processes language in real time, and how language use is influenced by cognitive and social factors.

The researcher summarize that pragmatics is an important area of linguistic research that helps us to understand how language is used in real-world contexts. It

recognizes that the meaning of words and utterances is not fixed and unchanging, but is instead influenced by the context in which they are used. Pragmatics explores the complex interactions between language, context, culture, and society, and has many practical applications in a wide range of fields.

## **2.6 Speech Acts**

Speech acts are the basic units of communication that support language use in everyday life. It is not only about conveying information, but also about performing actions through language. According to Austin (1962:14), speech acts are used to perform actions and convey meaning. Austin argued that a specific set of verbs, known as performative verbs, is used to carry out actions through utterances. Performative verbs not only convey factual information but also serve the purpose of accomplishing something. (Sinaga et al., 2019) emphasize that performative verbs are employed to go beyond mere information delivery and have an additional functional aspect. Understanding speech acts is important to understanding human communication because it allows us to interpret the intended meaning and social actions through language. According to (Wijana, 2021) A speech act is any kind of act possibly done by a speaker in expressing an utterance. Sometimes, the meaning of a sentence does not fully determine what speech act is conveyed in a particular expression of the sentence, as the speaker may have intentions beyond what is actually expressed. However, the speaker always has the opportunity to express precisely what they mean. Therefore, that it is in principle possible that every word that is said or done can be uniquely defined by a particular sentence (or set of



sentences), provided that the speaker is speaking literally and the context is appropriate.

Every individual aspires to engage in effective speech acts, whether acquired through formal or informal learning. Language communication goes beyond a mere collection of words or sentences; it involves the utilization of various types of speech acts to achieve effective communication. Speakers aim for their words to be acknowledged and comprehended by listeners in order to create meaning and facilitate successful communication. Personalized speech acts require a deeper understanding of the mind, cognition, and human nature. They are influenced by the speaker's language proficiency and their ability to navigate specific situations. Speech acts emphasize both the meaning and purpose of the message and the action itself since, by uttering something, the speaker is also engaging in an action. While Yule (Yule, 2010) explains that when people say things, they may involve three dimensions, there are locutionary acts, illocutionary acts, and perlocutionary acts.

#### 1. Locutionary acts

Locutionary acts refer to fundamental utterances that people express using appropriate grammar and comprehensible vocabulary. Based on the examples presented in Yule's book (Yule, 2010) it is evident that both the speaker and listener must share the same language to carry out locutionary acts successfully. Otherwise, there may be confusion or misinterpretation of the intended meaning by the listener

#### 2. Illocutionary acts

According to (Yule, 2010), the term "illocutionary acts" is closely linked to the concept of speech acts. When someone utters a statement with communicative

force, they are performing an illocutionary act. For instance, the phrase "put it out" can have various connotations based on the speaker's intention. The speaker might say it to prevent a woman from smoking in a non-smoking area, or to draw attention to a window curtain on fire. The notion of illocutionary acts is centered on the speaker's intention to make a specific utterance.

### 3. Perlocutionary acts

Perlocutionary acts are actions performed by speakers with the intention of affecting the behavior or thoughts of the hearer, as stated by (Yule, 2010). The effect of these acts is referred to as the perlocutionary effect, which can include changes in behavior or thoughts. An example of this is when a speaker expresses their sadness by saying "I am useless" to a friend, and the hearer feels sorry. The term "speech act" encompasses various theories, such as performative verbs, IFIDs (Illocutionary Force Indicating Devices), felicity conditions, speech act classification, direct and indirect speech acts, speech events, and more. According to (Christianto, 2020), Speech act is a functional unit in the form of an act which helps humans understand or accomplish things with words in communication. Speakers may use speech acts because of differences in culture, education, norms, age, profession, economy, etc. When speakers communicate politely, they tend to use indirect conversation to mitigate direct conversations. George Yule classify speech acts into five main types: Declaration, Representatives, Expressives, Directives, and Comissives

#### **2.6.1 Classification Of Speech Acts**

According to (Yule, 2010) Speech Acts refer to the actions performed by a speaker through the utterances produced by their mouth. These actions may include

making requests, giving commands, providing information, and so on. Speech Acts can be classified into five main types, which are declarations, representatives, expressives, directives, and commissives.

### 1. Declaration

Declarations are a specific type of Speech Act that have the power to change the world through their utterance. To perform a declaration, the speaker must have a special institutional role or status within a specific context. Without this role or status, the Speech Act cannot be properly performed. For instance, a priest performing a marriage ceremony has the authority to declare the couple as husband and wife. Before the declaration, the couple are not considered married, but after the declaration, they are.

Thus, declaration Speech Acts are only valid when the speaker has the appropriate institutional role or status within the given context. Through their utterance, declarations can change the social or physical reality of a situation, and they are a powerful tool for those who hold the authority to perform them.

### 2. Representatives

Representatives refer to a specific category of speech acts where the speaker expresses their beliefs regarding a particular situation. These statements typically encompass assertions, which involve clear and confident statements without hesitation; conclusions, where the speaker summarizes the entire conversation by using phrases such as "so," "it means that," or "it can be said"; and descriptions, which involve providing details and explanations about a person, personality, events, news, and other subjects.

For Example : a) The earth is flat.

b) It was a warm sunny day.

c) It is true that Joe Biden is a President of the USA.

Those examples represent the speaker's beliefs to be the case in the world.

### 3. Expressive

Expressive are those kinds of speech acts that used to express the speaker's psychological state or feelings. They can be used to communicate pleasure (such as happiness or excitement), pain (such as hurt or sickness), dislike (such as hate or disgust), or sorrow (such as sadness or grief). Examples of expressive words include happy, sad, upset, love, like, hate, fear, and sorry.

For Example : a) I am sorry for your loss.

b) Congratulations on your promotion.

c) Oh yeah. Being rich is great!

### 4. Directives

Directives are a category of speech acts that seek to prompt or influence someone to take a specific action. This type of speech act typically involves expressions of requesting, which employ question words such as who, what, why, which, whose, and how; commanding, which entails giving imperative sentences like "Open the door!"; inviting, which entails asking someone to join or attend an event; forbidding, which involves instructing someone not to engage in a harmful action; and suggesting, which employs words like "should" or "ought to" to propose a course of action.

For Example : a) Could you pass me the salt?

b) Give me bottle of water! Right now!

c) You should to stay away from her.

## 5. Commissives

Commissives are those kinds of speech acts that used by speakers to commit themselves to a future action, expressing their intentions for the future. They include promises (using words like "promise" or "will"), threats (where someone intends to say something harmful that may affect the future), and refusals (using the word "no" to decline or reject something).

For Example : a) I will send you the report by tomorrow.

b) I'm gonna kill her right away!

c) I promise to be on time.

## 2.7 Language Style

Language style refers to how people use language when communicating, whether it be through spoken or written forms, and it is influenced by various factors such as the audience and context. A language style refers to a method of conveying a thought or idea through verbal or written means (Gunawan et al., 2019). According to (Kusuma et al., 2019) Language style refers to the way in which a person chooses and employs words to capture the interest and engage the attention of their audience. It is through language style that we are able to manipulate others or be manipulated ourselves, both consciously and unconsciously. The choice of using formal or informal language depends on the situation and the audience being addressed, and language style can also convey the tone of the message whether it is serious, ironic, or

humorous. People may use different language styles depending on the situation and context in which they are speaking, and this helps listeners and readers better understand the message being conveyed. Overall, language style is an important aspect of communication that influences how ideas or messages are conveyed and received. According to (Keraf, 2010) language style can be classified into four distinct types. The first type is based on diction, which involves carefully selecting the most appropriate words. The second type is based on tone, which conveys the speaker's suggestion or attitude. The third type is based on sentence structure, which involves organizing the main point within a sentence. The fourth type is based on direct or indirect meaning, where the reference may retain its literal meaning or deviate from it. Within the language style based on sentence structure, Keraf identifies five main categories: climax, anticlimax, parallelism, antithesis, and repetition. Repetition can further be categorized into various techniques such as epizeuxis, tautologies, anaphora, epistrophe, symploche, mesodiplosis, epanalepsis, and anadiplosis.

#### 1. Climax

Climax is a rhetorical device derived from periodic sentences, where ideas are arranged in increasing importance with each subsequent thought (Keraf, 2010). For example, "let a woman recognize her obligations to herself, her family, her country, and her God." In this example, there is a progression of ideas from the reference to "herself" to the subsequent mentions of "her family," "her country," and finally "her God." This progression demonstrates the development of the concept, moving from the personal realm to broader spheres of responsibility and belief.

## 2. Anticlimax

Anticlimax refers to a language style with a decreasingly expanding idea of the mind (Keraf, 2010), Anticlimax is often ineffective because important ideas are placed at the beginning of the sentence, so that readers or listeners no longer pay attention to the following parts of the sentence. for instance, ‘she lost her family, her job, and her house plants’.

## 3. Parallelism

Parallelism is a kind of language style that indicates balancing two or more ideas with a similar or the same grammatical structure. This parallelism can also take the form of subordinate clauses that depend on the same main clause. This style arises from a balanced sentence structure. It should be noted that the form of parallelism is a good way to highlight words or groups of words that have the same function. However, if it is used too much, the sentences will become rigid and lifeless. For example, ‘where there is smoke, there is fire’. In this example, a similar grammatical structure can be seen in the two clauses: ‘there is smoke’, and ‘there is fire’.

## 4. Antithesis

Antithesis is a kind of language style contains contrasting ideas by using words or phrases that are opposite in meaning. This style arises from balanced sentences. For example "Speech is silver, but silence is gold." This is an example of antithesis because it presents two contrasting ideas, speech and silence, in a parallel structure.

## 5. Repetition

Repetition in language styles refers to the deliberate reiteration of important sentences, phrases, words, or syllables to create emphasis and intensity within a discourse. By repeating certain elements, speakers aim to add weight or stress to their message and draw attention to key points or ideas (Keraf, 2010). According to (Keraf, 2010), there are eight categories of repetition.

### a) Epizeuxis

Epizeuxis is a repetition style that emphasizes a word's importance by repeating it several times in a sentence, as seen in the example 'it's a rainbow! it's a rainbow!'. This type of repetition reinforces the significance of the word without any changes or additions to the original utterance.

### b) Tautology

Tautology is a repetition style that involves repeating a word in a sentence's structure, as seen in the example 'you accuse me, I accuse you, you and I become enemies.' By repeating the words 'you,' 'I,' and 'accuse,' this example illustrates how repetition can aid in developing a better understanding of the sentence's meaning.

### c) Anaphora

Anaphora is the repetition of the first word in successive phrases or sentences, such as in the example "I have a dream that..." in Martin Luther King Jr.'s famous speech. The repetition of the phrase "I have a dream" at the beginning of each sentence helps to emphasize the importance of the speaker's message.



d) Epistrophe

Epistrophe, also known as epiphora, is the rhetorical technique characterized by the repetition of a word or phrase at the end of successive lines or sentences within a sequence. For example, the phrase "face the dawn, fear the dawn, own the dawn" exhibits epistrophe as the word "dawn" is repeated three times at the end of each sentence, serving to accentuate and highlight its significance.

e) Symploche

Symploche involves the repetition of a word or phrase at both the beginning and end of successive lines or sentences, as seen in the example "for want of a nail the shoe was lost; for want of a shoe the horse was lost." The repetition occurs at the beginning (with "for want of a") and end (with "was lost") of each sentence.

f) Mesodiplosis

Mesodiplosis is the repetition of a word or phrase in the middle of consecutive lines or phrases, as demonstrated in the example "one, but not two; three, but not four; five, but not six." The phrase "but not" is repeated three times in the middle of each sentence for emphasis.

g) Epanalepsis

Epanalepsis is the repetition of a word or phrase at the end of a sentence or clause that was used at the beginning, such as in the example "the king is dead, long live the king!" Here, the phrase "the king" is repeated at the end of the sentence from the beginning.

#### h) Anadiplosis

Anadiplosis involves the repetition of the last word or phrase from the previous clause, as shown in the example "he opened a café, a café that ruined him financially." The phrase "a café" is repeated from the first clause in the second clause for emphasis.

### **2.8 Previous of the Study**

The first study, conducted by (Astiandani et al., 2022) titled "Speech Acts and Language Styles of Biden's Victory Speech for Promoting Peace Values", explored the utilization of speech acts, language styles, and their representation of peace values in President Biden's victory speech. The study revealed that the prevailing illocutionary form employed across various language styles in Biden's speech was commissive. It is common for politicians to offer promises or commitments to attract voters. Biden's speech placed emphasis on two of the three categories of peace values, namely inner peace and social peace. However, the majority of his speeches primarily concentrated on promoting social peace values, which align with the concept of fostering a societal environment devoid of internal conflicts and advocating harmonious coexistence among individuals.

The second study, conducted by (Suryani Ayu & Ariyanti, 2017) titled "Speech Act Classification in Donald Trump's Policy-Campaign of the Upcoming Presidential Election USA 2017", focused on the categorization of speech acts employed by Donald Trump during his campaign. The study employed a combination of critical discourse analysis theory and pragmatics to analyze the collected data. The

findings indicated that Donald Trump predominantly utilized declarative and directive speech acts to assert his authority and power throughout the campaign. Furthermore, his campaign exhibited a tendency towards racism. The results demonstrated that he employed persuasive techniques by inviting people to join his cause, presenting his actions as morally right. He sought to garner support by aligning his views with commonly held beliefs among Americans, employing a form of persuasive communication that could be characterized as brainwashing.

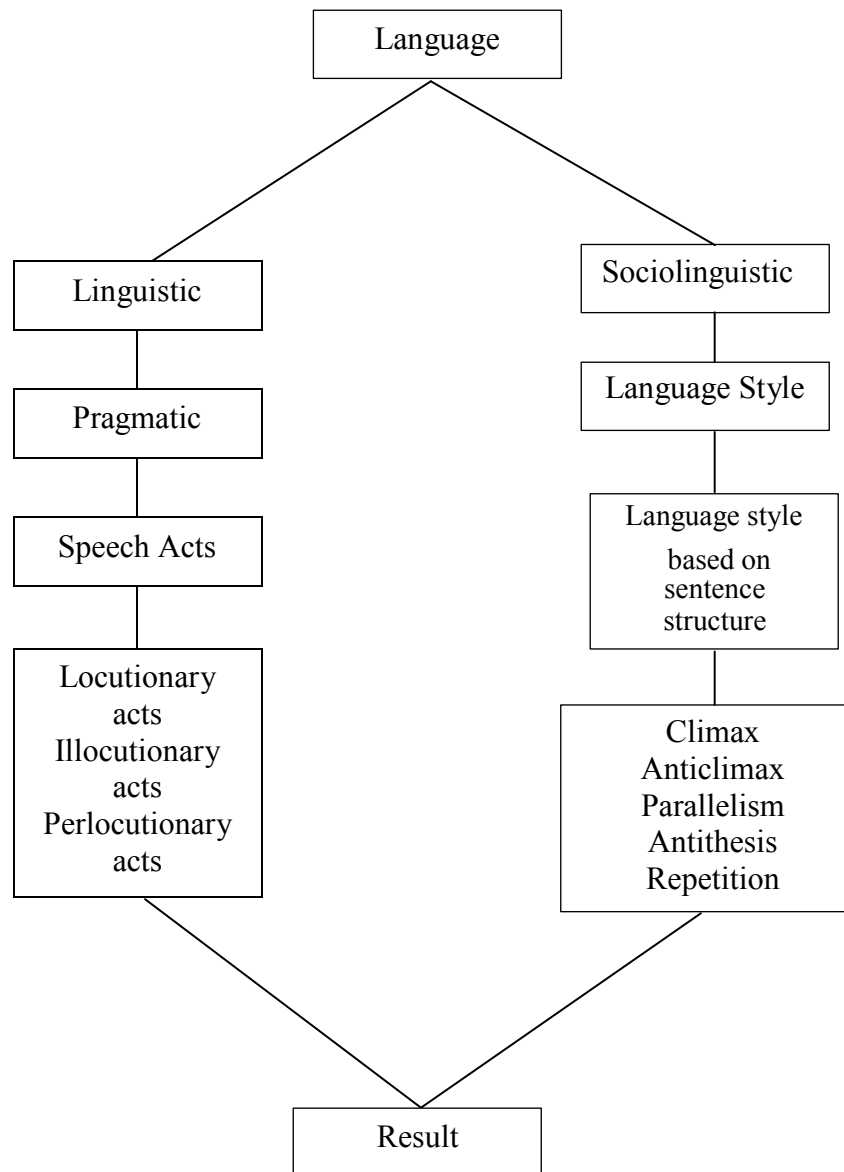
The last study, conducted by (Rahmayani & Dwiyuliana, 2018) titled "An Analysis of Speech Acts Performed in The United States of Barack Obama's Speech Election 2009", used a descriptive qualitative research approach. The study aimed to analyze a specific speech using speech acts and determine the frequency of each speech act in Barack Obama's video speech. The findings revealed the presence of five types of speech acts in Obama's speech video. The most prevalent type of speech act used by Obama was representative, wherein he frequently provided assurances, made assertions, and shared information with the students and viewers. On the other hand, the least frequently observed speech acts were expressive and commissive.

## **2.9 Conceptual Framework**

The main focus of this study was to analyze two main aspects related to language in the context of the John Wick movie. Firstly, the researchers aimed to identify the types of speech acts based on J.L. Austin's theory and explore the language styles based on sentence structure according to Gorys Keraf's theory within

the utterances found in the movie. Secondly, the study aimed to determine the most dominant speech acts and language styles used in the John Wick movie.

**Figure 2.9.1 An Analysis of Speech Act Classification and Language Style in John Wick Movie**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research design refers to a comprehensive plan used in conducting research, which involves making decisions that range from general assumptions to specific data collection and analysis methods. There are three main types of research design, namely qualitative, quantitative, and mixed methods. In this study, the researcher utilized descriptive qualitative research as the method, which was required for the analysis research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In qualitative research, inquirers use the literature in a manner consistent with the assumptions of learning from the participant, not prescribing the questions that need to be answered from the researcher's standpoint. One of the reasons for conducting a qualitative study is that the study is exploratory (Creswell & Creswell, 2018, p. 67). The researcher applied the descriptive qualitative method as the research design because a qualitative method is a method to analyze the qualitative data, which is the data consist of words, not numerical patterns

#### **3.2 The Source of Data**

Data is the most important in this study. The source of the data is the object where the researcher can get the data from the movie. In this study, the data will take from the conversation of John Wick movie and the researcher will focus types of speech act and language style based on J.L. Austin (Austin, 1962) and Keraf (Keraf,

2010, p. 124) theory. The source data is The John Wick Movie with a duration 101 Minutes. The movie tells the story of a retired hitman named John Wick, who seeks revenge against the Russian mob after they kill his beloved dog, which was a gift from his late wife. The movie is known for its intense action scenes, stunning cinematography, and use of dialogue throughout the movie to advance the plot and develop the characters. The movie was selected as the primary source of data due to its popularity and its extensive use of dialogue throughout the movie. The dialogue spoken by the characters in the movie provides a rich source of data for analyzing the speech acts and language style used in the movie.

### **3.3 The Technique of Collecting Data**

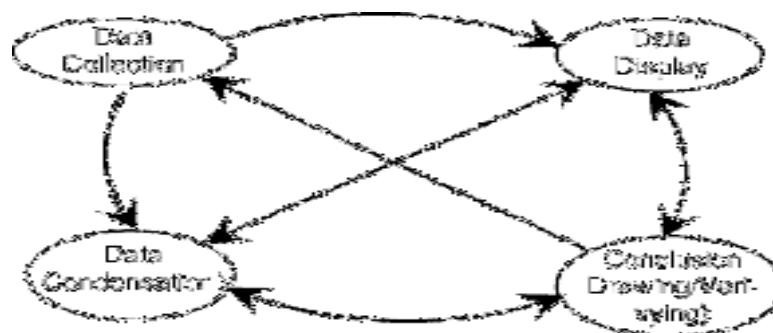
Sudaryanto (2015: 134), the data collection technique employed in this study involved gathering data through the observation method coupled with the note-taking technique. The observation method was utilized to closely observe and analyze language usage in the dialogues that were reviewed by the researcher for this particular study. The data for this study will be obtained by conducting an in-depth analysis of the John Wick movie and providing supporting evidence to support the findings. The data collection technique utilized for this study can be outlined as follows:

1. First, the researcher thoroughly downloads the main data source. The data is downloaded from the *pahe.li* website in the form of the John Wick Movie video.
2. After downloading the video, the researcher watches the movie several times.

3. Transcribing the utterances from the John Wick Movie into written form.
4. Once the researcher has created the transcript of the utterances, the researcher identify the types of speech act and language styles by reading the script.
5. The researcher classifies the data based on the types of speech act and language styles.

### 3.4 The Technique of Analyzing the Data

After collecting all the data the researcher proceeded to conduct a thorough analysis of the gathered data. The analysis involved transcribing the dialogue from John wick Movie and subsequently identifying the various categories of speech acts and language style. To accomplish this, the researcher employed the interactive data analysis technique as outlined by Miles and Huberman (2014:31-32) who define research as a series of three activities are, data condensation, data display, and last are drawing and verifying conclusions. By employing this technique, the researcher aimed to address the research problem, which involved analyzing the types of speech act categories and their interpretations. The study adopted the theory proposed by Miles and Huberman, with the corresponding framework illustrated in the figure provided below



**3.4.1 Diagram Technique Analyzing Data by Miles and Huberman**

### 3.4.1 Data Condensation

The process of data condensation is selecting, focusing, simplifying, abstracting, and modifying the collected data. Its primary objective is to aid researchers in categorizing and organizing the data effectively. The data condensation process consists of the following steps:

1. Selecting, after collect the data, the researcher selects data that consist of type of speech acts and types of language style base on sentence structure
2. Focusing, the researcher focused only on the types speech acts and types of language style base on sentence structure of John Wick Movie Dialogue.
3. Simplifying, the researcher will use simplifying the method to change the data being simple into each type of speech acts and language styles, and it turns out there are 3 types of speech acts namely Locutionary acts, Illocutionary acts, and Perlocutionary acts and language style there are 5 types namely Climax, Anticlimax, Parallelism, Antithesis, and Repetition
4. Abstracting, the researcher evaluated the data by sorting the data based on each type of assertive, such as locutionary acts to locutionary acts, climax to climax and so on.
5. Transforming the last step, the researcher analyzed the data by selecting each utterance spoken in the video of the John Wick Movie for each type of speech act and language styles.



### **3.4.2 Data Display**

Once the data has been condensed, the subsequent step in the research process is data display. Data display involves presenting the condensed and organized data in a structured manner that facilitates drawing conclusions and verifying them. The researcher aims to present the analyzed facts in a clear and comprehensible format, such as in a table, to enhance reader understanding. In this particular study analyzing the John Wick movie video, the writer followed a set of steps to present the data, which involved grouping the data according to types of speech acts and language styles categories

### **3.4.3 The Drawing and Verifying Conclusion**

The drawing and verifying of conclusions constituted the final stage in the qualitative data analysis process. It is used to provide a comprehensive understanding of the data, encompassing all the steps from the initial stage to the final stage of analysis. The ultimate goal was to arrive at a conclusive understanding of the research question or issue that had been identified and explored throughout the analysis process.

### **3.5 Triangulation of Data**

In this study, the researcher employed the technique of triangulation. According to Pelto (2017:242), triangulation involves utilizing multiple research methods to assess the validity and reliability of data collection in the social and behavioral sciences. In this context, the term "triangulation technique" refers to the researcher's utilization of two or more methods to gather data in order to enhance

validity. Furthermore, according to Denzin in Patton (2009), there are four main types of triangulation methods:

1. Data Triangulation: This method involves using multiple participants or sources to ensure the accuracy and consistency of the data.
2. Investigator Triangulation: In investigator triangulation, multiple researchers are involved in collecting and analyzing data to enhance objectivity and minimize bias.
3. Methodological Triangulation: Methodological triangulation refers to researchers employing various research methods such as interviews, observations, questionnaires, and document analysis to gain a comprehensive understanding of the research topic.
4. Theoretical Triangulation: Theoretical triangulation involves comparing the findings of the data with relevant theoretical perspectives to validate and support the research conclusions.

In this study, the researcher utilized data triangulation by employing various forms of triangulation mentioned above. Furthermore, the data were collected through observations and document analysis conducted by the researcher.