UNDERSTANDING OF SPEECH ACTS USED IN “THE RON CLARK STORY” MOVIE

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ABSTRACT: This research aimed to analyze the students’ understanding of speech acts used in The Ron Clark Story movie. In this movie the writer found that there are many types of speech acts used that consisted of direct, indirect speech acts, literal and non literal speech act. The total of each types of speech acts found in the movie are 287 direct speech acts, 72 indirect speech acts, 343 literal speech acts and 16 non literal speech acts. The data were analyzed based on Searle theory of types of speech acts that consisted of representative, directive, commissive, expressive, and declarative. This study used quantitative research method. The sample of this research is the students of 7th semester of Muhammadiyah Aceh University. Total sample of this research is 14 students. The instrument used is paper test that contained 50 questions. The questions consisted of 8 representatives, 12 directives, 10 commissives, 11 expressives, and 9 declaratives. The result of this research showed that the level of students’ understanding was poor. The students made 65% error in classifying representative, 75% error in classifying directive, 61% error in commissive, 37% error in expressive and 85% errors in declarative.

Keywords: speech acts, representative, directive, commissive, expressive and declarative.

A. INTRODUCTION

Discourse analysis is language in context that exists in written and spoken text. Discourse analysis is analyzing the languages beyond the sentence. It means analyzing the implicit meaning behind the sentences. Schiffrin stated that discourse analysis is the linguistic area that is more concerned about how we build up meaning rather than the grammatical unit, whether it is in a text, conversation or paragraph (1994). The term discourse analysis is a general term that can be used in many disciplines and different terms. However the analysis of discourse associated with the study of language or language usage.

Speech act is the utterance that serves function in communication. Speech act is used to describe actions such as promising, asking, ordering, commanding, or complimenting. One word such as yes, sorry, or wonderful can also be described as speech act. According to Austin, speech act is the action that we perform when uttering a word (1962). Speech act can be found not only in the theory or daily conversation but also in the dialogue of a movie. Learning speech act can be done by various ways such as by watching movie. From the movie we can learn many interdisciplinary such as pragmatic or sociolinguistic.
Speech act theory was developed during the middle of twentieth century. J.L. Austin in his book *How to Do Things with Word* stated that speech act is the actions performed when we produce the utterance (1962). A speech act is an utterance that serves a function in communication. A speech act might contain just one word, as in “Sorry!” pardon, yes, wonderful, a phrase as ‘Excuse me’ to perform an apology, or several words or sentences: “I’m sorry, I forgot to come to your house”. People use the term speech act to describe actions such as ordering, promising, or informing. Speech act can be defined as the action performed by a speaker with an utterance. If someone says, *I will come to your house tomorrow*, she is not just speaking but seem to be performing the speech act of promising.

Other expert in speech act Jacob L. Mey said that speech act is the actions happening in the world, that is, they bring about a change in the existing state of affairs (1963). However the theory of speech acts of some expert almost the same. Briefly speech act is an act that is performed when saying a word.

Austin classified three levels of speech act. Those are, Locutionary acts, Illocutionary acts, and Perlocutionary acts (1962).

1. **Locutionary Act.**

   Locutionary act is the utterance itself, the literal meaning of the utterances. According to Yule, locutionary act is the basic act of utterance (1996, p.48). Moreover locutionary act is the literal meaning of the utterance that is said by the speaker. For example when a speaker says “you cannot go there” it is an act that is performed by the speaker. Thus the words “you cannot go there” is the utterance of the speaker and the locutionary act of it is the utterance itself. Other opinion about locutionary act was stated by Peccei. Peccei said that locutionary act is the actual form of words that is used by the speaker and the semantic meaning (1999, p.4). On the other words locutionary act is used by the speaker to produce a meaningful linguistic expression. Another example of locutionary act is “I am hungry”. The locutionary act of the words “I am hungry” is the words itself because locutionary act is the literal meaning of the utterance.

2. **Illocutionary Act**

   Illocutionary act is the interpretation of the hearer. When a speaker says a word then the hearer must have interpret of what the speaker saying. According to Peccei illocutionary act is what the speaker is doing by uttering the words such as warning, ordering, inviting, requesting or suggesting (1999, p.44). Therefore illocutionary act is defined as the speaker’s force of the
utterance or the interpretation of the hearer. In addition Yule stated that illocutionary act is performed via the communicative force of an utterance such as offering, commanding, or apologizing (1996, p.48). When someone says ‘I am hungry” then he is not just saying that he is hungry but he also requests someone to give him food. Therefore the illocutionary act of the sentence is requesting. Searle said that illocutionary act could be classified into general categories based on the relation of word and world. There are following classification of illocutionary act (1969).

a. Representatives

Representative is telling the truth about something. As George Yule said in his book representative tells about the truthfully of the utterance (1996, p.53). Therefore representative speech act has a truth value and represent the speaker’s belief. This type of illocutionary acts perform actions such as: describing, claiming or concluding.

b. Directives

Directive is used when the speaker wants the hearer to do some action. According to Peccei directive speech act direct the hearer to perform some future act which will make the world fit with the speaker’s words (1999, p.51). This type performs some action such as: inviting, requesting or ordering.

c. Commisives

This type of speech act consists of some action such as: promising, planning, or vowing. According to Yule commissive express what speaker intends. Briefly it is used to commit the speaker to do something in the future (1996, p.54).

d. Expressive

Expressive speech act express how the speaker feels about the situation. According to Levinson expressive is a speech act category that focuses on the primarily on representing the speaker’s feeling, it was expressive, which express a psychological state (1983, p.52). This type is used to perform actions such as: apologizing, thanking and welcoming.

e. Declarative

Levinson stated that declaration which affect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra linguistic institution (1983, p.236). This type of speech act can change the state of the world in immediate way. It commonly used to perform action such as: declaring, baptizing and firing.
3. Perlocutionary Act

Perlocutionary act is the effect of the hearer interpretation. Briefly it is what the hearer would do after hearing and interpreting the sentence. In the sentence “I am hungry” then the hearer would give the speaker some food. According to Hufford and Heasley perlocutionary act is the act that is carried out by the speaker when making an utterance causes a certain effect on the hearer and others (1983, p.250). Therefore perlocutionary act is the hearer reaction toward the speaker’s utterance. As Peccei said that the illocutionary act is the consequent effect of the utterance on the hearer through the uttering of linguistic expression, or the overall aim of the utterance (1999, p. 44). Speech act can be divided into two categories those are direct speech act and indirect speech act.

1. Direct speech act

Direct speech act is the utterance that is said by the speaker is appropriate with what the speaker mean or appropriate with the function of the sentence. According to Yule direct speech act is the type of speech act that has direct relationship between a structure and the function (1996, P. 55). So direct speech act is direct relationship between the function of a speech act and its structural form. For example:

1) Declarative
   “She cleans the garage”
   A declarative form is used to make a statement.

2) Interrogative
   “Who clean the garage”?
   An interrogative sentence is used to ask a question.

3) Imperative
   “Clean the garage”!
   An imperative sentence is used to give an order or to make a request. Therefore whenever the sentence is appropriate with the function and structural form then it is a direct speech act.

2. Indirect speech act

Indirect speech act is the opposite of direct speech act. This speech acts used when the speaker wants to ask the hearer to do something indirectly. Yule stated that indirect speech act is the utterance that has indirect relationship between a structure and the function (1996, P. 55).
Therefore indirect speech act is used by the speaker when he wants to order something but in more polite way. For example:

1) “Could you close the door”?
   In this sentence the speaker requests someone to close the door by using the interrogative sentence.

2) “You are standing in front of me”
   In this sentence the speaker requests the hearer to move of his way by using declarative sentence.

3. **Literal speech act**
   What the speaker says is what the speaker means. This type of speech act can be described as an honest utterance of the speaker. Literal speech act commonly used by the speaker to perform literal utterance. Parker stated that literal speech act is the utterance that has a real meaning with the saying in summaries (1986, P.19). For example:
   “You are very beautiful today”
   In this sentence the speaker wants to say that the hearer is very beautiful and it is same with the speaker’s mean that the hearer is very beautiful.

4. **Non literal speech act**
   The word uttered by the speaker is not the same with what speaker means. This type of speech acts expressed with a sentence that is inconsistent with the meaning of the expression. According to Parker non literal speech act is the utterance said by the speaker was inexactly meaning of the communication (1986). For example:
   “It’s nice to meet you” said by someone who just met her enemy.
   In this sentence the speaker does not mean what he say because actually he hates his enemy and does not happy to meet him.

**B. DISCUSSION**

After the paper collected from the students the writer analyzes their answer to find the answer for two research questions below:

1. **What types of speech acts used in The Ron Clark Story movie?**
   There were many types of speech acts used in The Ron Clark Story movie. The types consisted of direct, indirect speech acts, literal and non literal speech act. The total of each types
of speech acts found in the movie is 287 direct speech acts, 72 indirect speech acts, 343 literal speech acts and 16 non literal speech acts.

2. How is the students’ understanding of Speech Acts used in The Ron Clark story movie?

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Representative</th>
<th>Directive</th>
<th>Commissive</th>
<th>Expressive</th>
<th>Declarative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UR</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>JI</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>IA</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>NS</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>AS</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>VM</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>RI</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>SAM</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>GRF</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>MR</td>
<td>4</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>NVS</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>ZS</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>MD</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>TS</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>73</td>
<td>127</td>
<td>94</td>
<td>57</td>
<td>107</td>
</tr>
</tbody>
</table>

To find the percentage of error, the writer uses the formula as follows:

\[ P = \frac{n}{\sum N} \times 100\% \]

In which:

P = percentage of each error of the students

n = total of each type of error committed by the students

\( \sum N \) = total of the types questions
1. Representative
In representative there are 73 errors appeared in the table out of 126 totals of questions about representative, so the percentage formula is:

\[ P = \frac{73}{126} \times 100\% \]

\[ P = 65\% \]

2. Directive
In directive there are 128 errors appeared in the table out of 168 totals of questions about directive speech act, so the percentage formula is:

\[ P = \frac{127}{168} \times 100\% \]

\[ P = 75\% \]

3. Commissive
In Commissive there are 94 errors appeared in the table out of 154 totals of questions about commissive speech act, so the percentage formula is:

\[ P = \frac{94}{154} \times 100\% \]

\[ P = 61\% \]

4. Expressive
In expressive there are 57 errors appears in the table out of 154 totals of questions about expressive speech act:

\[ P = \frac{57}{154} \times 100\% \]

\[ P = 37\% \]

5. Declarative
In declarative there are 107 errors appeared in the table out of 126 totals of questions about declarative speech act, so the percentage formula is:

\[ P = \frac{107}{126} \times 100\% \]

\[ P = 85\% \]

The table of students’ correct answers shown below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Representative</th>
<th>Directive</th>
<th>Commissive</th>
<th>Expressive</th>
<th>Declarative</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UR</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>JI</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>IA</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>NS</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>AS</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>VM</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>RI</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>8</td>
<td>SAM</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>GRF</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>MR</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>11</td>
<td>NVS</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>12</td>
<td>ZS</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>MD</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>14</td>
<td>TS</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>43</strong></td>
<td><strong>46</strong></td>
<td><strong>97</strong></td>
<td><strong>19</strong></td>
<td><strong>478</strong></td>
</tr>
</tbody>
</table>

In order to find the understanding for each classification of speech acts the writer is going to use the formula as follow:

\[ P = \frac{n}{\sum N} \times 100\% \]
In which:

\[ P = \text{percentage of each correct answer of the students} \]
\[ n = \text{total of each type of correct answer committed by the students} \]
\[ \sum N = \text{total of the types questions} \]

1. Representative
   In representative there are 40 corrects answer appeared so the writer used the formula:
   \[ P = \frac{40}{112} \times 100 \]
   \[ P = 35\% \]

2. Directive
   In directive there are 42 correct answers appeared, the writer used the formula:
   \[ P = \frac{43}{168} \times 100 \]
   \[ P = 25\% \]

3. Commissive
   In commissive there were 46 correct answer appeared so, the writer used formula:
   \[ P = \frac{46}{140} \times 100 \]
   \[ P = 33\% \]

4. In expressive there were 97 correct answer appeared, so the writer used the formula:
   \[ P = \frac{97}{154} \times 100 \]
   \[ P = 63\% \]

5. In declarative there were 19 correct answer appeared, so the writer used the formula:
   \[ P = \frac{19}{126} \times 100 \]
   \[ P = 15\% \]

According to Arikunto the criteria of understanding level can be described into table (2013, p. 281):
To find the level of students’ understanding of speech act used in The Ron Clark Story movie, the writer is going to use the formula as follow:

$$\text{mean} = \frac{\sum \text{students' score}}{\sum \text{students}}$$

$$\text{mean} = \frac{478}{14} = 34$$

The chart of total errors made by the students shown in the picture below:

From the formula above the writer found that the level of students’ understanding of speech act used in The Ron Clark Story movie is poor. The research showed that the students made 65% error in classifying representative, 75% errors in classifying directive, 61% error in commissive, 37% error in expressive and 85% errors in declarative.
C. CONCLUSION

As discussed above there are many kinds of speech acts used in The Ron Clark Story movie. The types consist of direct, indirect speech acts, literal and non literal speech act. The total of each types of speech acts found in the movie is 287 direct speech acts, 72 indirect speech acts, 343 literal speech acts and 16 non literal speech acts. The level of students’ understanding of Muhammadiyah Aceh University of speech acts used in The Ron Clark story movie is poor. The average score of the all students is 34. The students made 65% error in classifying representative, 75% errors in classifying directive, 61% errors in commissive, 37% errors in expressive and 85% errors in declarative. The students tend to make error in classifying declarative speech act.

D. REFERENCES


