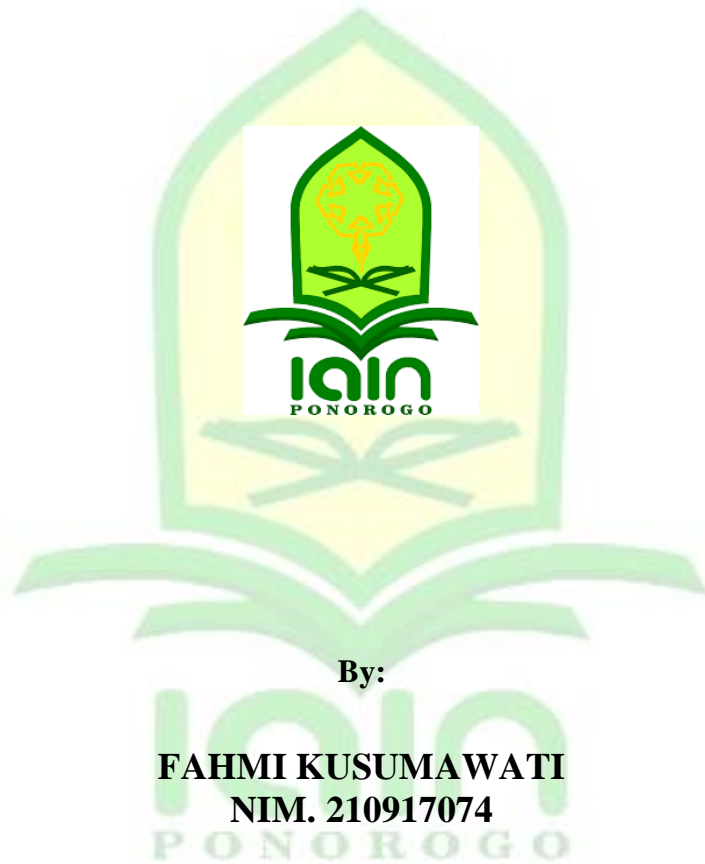


**AN ANALYSIS OF ILLOCUTIONARY ACTS USED BY THE
MAIN CHARACTER IN “AKEELAH AND THE BEE” MOVIE
BY DOUG ATCHISON**

THESIS



By:

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ABSTRACT

Kusumawati, Fahmi. 2023. *An Analysis of Illocutionary Acts used by the Main Character in "Akeelah and the Bee" Movie by Doug Atchison*, Tarbiyah and Teacher Training Faculty, English Language Teaching Department, State Islamic Institute of Ponorogo, Dr. Dhinuk Puspita Kirana, M. Pd.

Key Words: *Speech Acts, Illocutionary Acts, "Akeelah and the Bee" Movie.*

Illocutionary acts are the acts that refer to the speaker's intention in uttering the words. In this research, the researcher analyzes the illocutionary acts used by the main character "Akeelah and The Bee", Movie by Doug Atchison. This research focuses on Illocutionary acts.

It identifies the types and context of illocutionary acts used by Akeelah as the main character to answer the problems of this study: (1) What are the types of illocutionary acts used by the characters in "Akeelah and the Bee" Movie by Doug Atchison? (2) What are the functions of the illocutionary acts used by the characters in the "Akeelah and the Bee" Movie by Doug Atchison? The researcher takes the types and the context of situation of illocutionary acts as the problem of the study. She uses Searle's theory (1979) to identify the types of illocutionary acts and theories of context by Hymes (1964) to answer the second of problem statements.

This study is designed using a descriptive qualitative method to analyze the data because it describes and explains illocutionary acts used by Akeelah which describes the types and the context in Akeelah's utterances.

In the data findings present that there are four types of illocutionary acts that are found in this study; directive, assertive, expressive, and commissive. One of them is found mostly is directive in Akeelah's utterances. The researcher also find the function of illocutionary acts; competitive, convivial, collaborative, conflictive. The researcher hopes that this study will benefit other researchers in the same way study. She also gives some suggestions for other researchers who are interested in analyzing the same study or another theory, so they find different results.



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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 7 September 2023

Sincerely,



Fahmi Kusumawati

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CHAPTER I

INTRODUCTION

A. Background of the Study

In understanding of the speaker's meaning is very important in communication. When people read or hear the utterances, they not only try to know the definition of word, but they also wants to understand the meaning of the researcher or speaker conveys. So, it needs about pragmatics. It is supported in Yule that the study of 'intended speaker meaning' is called pragmatics.¹ Based on Paltridge pragmatics is study of relation between language and context that are grammatical in structure of language.² In this case, pragmatics is not only study in grammatical structure but it also study about the intended meaning of the speaker utterances. The meanings of the speaker utterances are depend on the interpretation of the hearer. Human uses utterances in a different language and different context. Based on Mey said that Pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect and effectualize, human language use.³ From this explanation, that pragmatics is study of human language based on their condition in the society.

¹ Yule George, *The Study of Language* (New York: Cambridge University Press, 1985), 97.

² Paltridge, *Discourse Analysis* (New York: Continuum, 2006), 52.

³ Mey Jacob L., *Pragmatics. An Introduction. Second Edition* (Australia: Blackwell Publishing, 2001), 6.

Pragmatic study is very important for human communication. Therefore the writer takes speech act and context as the clarifying of her study. Context helps the readers or hearers to understand what the researchers or the speakers say. Without context, the readers or the hearers will get misunderstanding in their communication. Context can be defined as the topic in the utterances. There are some types of context in linguistics. From some of them, the researcher takes context of situation in her study, because it is suitable to analyze the speech acts. Whereas Speech acts discuss about how language represents an acts. For example, a teacher in a school says “Submit your works now, please”. This utterance has driven to the students to come to her/him and do what she/he wants. It support on Yule that speech acts is the action performed by producing an utterance will consist of three related acts.⁴ Based on Austin in Paltridge argued that there are three kinds of act which occur with everything we say. These are the locutionary act, the illocutionary acts, and the perlocutionary act. The locutionary acts refer to the literal meaning of the actual words (such as ‘It’s hot in here’ referring to the temperature). Then the illocutionary act refers to speaker’s intention in uttering the words (such as a request for someone to turn on the air conditioning). Perlocutionary act is the effect this utterance has on the thoughts or actions of the other person (such as someone getting up and turning on the air conditioning). There is any relation between Austin and Searle’s theory of speech act. Searle has improved the speech act theory from Austin’s

⁴ Yule George, *Pragmatics* (London: Oxford University, 1996), 48.

theory. So, Searle stated that, in illocutionary acts, there are five types in Searle. They are Representatives, Directives, Expressives, Commissive, and Declarations.

In this study, the researcher uses Searle's theory which is illocutionary of speech acts. The researcher focuses on types and function of illocutionary acts. She chooses this theory because she wants to learn deeply and to know the meaning and the topic of the utterances. The researcher proves this theory which is used on a main character's conversation in a movie. Movie is a medium of education that can demonstrate the human audio visual so people with such a device would be easier to accept education. The situation can be seen in a movie. Movie is also one of the tools used to deliver the events. Most of the movie adapted from real story in the world and the other adapted from books or novel. According to Hornby in Nafik's thesis states that a movie or film is a story recorded as a set of moving pictures to be shown on television or at cinema. Even though it is the result of human creation, it is the reflection of the perception of the society. We can take the intrinsic factor from this movie like characterization (protagonist and antagonist), setting, plot, theme, point of view, and etc.

From many other movies, the researcher chooses "Akeelah and the Bee" movie to be analyzed. The main character of this movie is Akeelah. This movie is one film that contains a lot of educational value for audience among the many films that contain lots of violence, pornography or others. From the movie can be seen that Akeelah Anderson (Keke Palmer), a

talented speller from South Los Angeles. She wins the spelling bee. This movie gives her message as hard work, love, honest and good speech acts. Purwanti also concluded the moral value for this movie in her thesis that the moral values from this movie are: love and affection, sacrifice, optimism, kind and friendly and honesty.⁵ So it can be motivation for the readers. Then the researcher uses this Movie because this Movie has education value. Besides, she wants to find and show the types of illocutionary acts in “Akeelah and the Bee” Movie by Doug Atchison.

Illocutionary acts teach us how to put the right words in appropriate place and appropriate context. The researcher applies this theory in Akeelah and the Bee movie that is suitable for this study. The researcher also hopes to know the good act and good saying for getting knowledge. In order to she gets success in her studying such as the story of the main character (Akeelah) when she faces the obstacles and then success in her study and her future. Besides she is interested in Akeelah’s utterances especially when she follows the spelling bee. Because at that time, there are many illocutionary acts types which are appeared in utterances. Therefore the researcher has chosen and determined the appropriate title in her study that in An Analysis of Illocutionary Acts used by the Main Character in “Akeelah and the Bee” Movie by Doug Atchison. The researcher hopes, this study has the different studies from the previous study.

⁵ Purwanti Arini, *The Moral Values of “Akeelah and the Bee” Movie* (Salatiga: STAIN Salatiga, 2012).

B. Statement of the Problems

Taken from the topic of the problem and the focus of the research above, the formulation of the problem can be taken as follows:

1. What are the types of illocutionary acts used by the characters in "Akeelah and the Bee" Movie by Doug Atchison?
2. What are the functions of the illocutionary acts used by the characters in "Akeelah and the Bee" Movie by Doug Atchison?

C. Objectives of the Study

Departing from the formulation of the problem above, the research objectives can be taken as follows:

- a. To describe and explain the types of illocutionary acts are used by the characters in "Akeelah and the Bee" Movie by Doug Atchison.
- b. Describe and explain the functions of illocutionary acts are used by the characters in "Akeelah and the Bee" Movie by Doug Atchison.

D. Significances of the Research

The benefits of this research are divided into 2, namely:

- a. Theoretically

The results of this study are expected to contribute to the world of education, especially regarding the analysis of illocutionary acts used by characters in the film "Akeelah and the Bee" by Doug

Atchison. Research results can add to knowledge and insight knowledge in education and expected to make a positive contribution to educational development. This study also contributes to the analysis of illocutionary acts used by the characters in the film "Akeelah and the Bee" movie by Doug Atchison.

b. Practical

This research has a contribution in improving the quality of the analysis of illocutionary acts used by the characters in the film "Akeelah and the Bee" by Doug Atchison. The results of this study are also useful for educators or teachers of educational subjects as a reference for consideration in their efforts to carry out education. The results of this study also allow for in-depth follow-up educational development related to the analysis of illocutionary acts used by the characters in the film "Akeelah and the Bee" by Doug Atchison.

1) For Researchers

To add experience, thought, knowledge, and solve a research problem.

2) For Readers

Contributing to the development of literary studies, especially among people who are interested in literary studies. To remind readers of the importance of educational values in our lives.

E. Review of Previous Studies

Relevant research contains a systematic description of the results of previous research (*prior research*) on the problem to be studied. The researcher states and demonstrates emphatically that the problem to be discussed has never been studied or is different from previous research.⁶

Previously, there are several researches about illocutionary acts. The researcher has read first is Isanna A. Muskananfolo in Faculty of Letters Petra Christian University Surabaya. The title is Analysis of Illocutionary Acts in “Victory Speech” and “Inaugural Speech” of Barack Obama.

This study was a descriptive qualitative study on illocutionary acts of speeches delivered by Barack Obama, “Victory Speech” and “Inaugural Speech”. The researcher wanted to know the classifications of illocutionary acts occurring the utterances in the speeches of Barack Obama, the frequency occurred of each classification in the speeches. In analyzing “Victory Speech” and “Inaugural Speech”, the researcher used Austin’s theory of speech Acts, Illocutionary Acts of Searle. The findings showed that the five classifications of Illocutionary Acts with different frequencies used in both two speeches. Furthermore, it was revealed that the every classification was occurred in “Victory Speech” and “Inaugural Speech”, they are Representatives, Directives, Commissive, Expressives and Declarations. Finally, it was discovered that Obama in his speeches

⁶Zuhairiet Al, *Guidelines for Writing Scientific Papers* (Jakarta: Raja Wali pres, 2016), 59.

used several acts of each classification to transmit his message to the audience, mainly in the way to assert the fact, tell his belief, promise some future actions, invite the audiences and declare something. The differences of Muskananfol's study with this study are the object, the problems of the study and the result. Muskananfol uses speech (Barrack Obama), while this study uses movie (Akeelah and the Bee). Then the problems of the study, Muskananfol takes the types and frequent of illocutionary acts, in the result of the study, Muskananfol has found the all of types of illocutionary acts, but in this study has found four of five types of illocutionary acts (directive, assertive, expressive, and declarations).⁷

The second is Liana Salim in Faculty of Letters Petra Christian University Surabaya. The title is *The Study of Illocutionary Acts in 'Bed Cover' Program of DJ FM Radio presented by Julian*.

Liana wants to analyze the illocutionary act types and most dominant types from presenter's speech. The researcher chooses the theory of illocutionary act types categorizes by Searle to analyze the illocutionary acts type of the utterance in the data. The methodology of this study is descriptive approach to analyze the data. The analysis shows that the data have representative (29 of the data (36.7%)), directive (30 of the data (38%)), expressive (24 of the data (24%)), and commissive (one of the data (1.3%)) types of illocutionary acts, and directive is the most dominant type in the data. The differences of Liana's study with this study are the object, the problems of the study and the research method. Liana uses

⁷ Isanna A. Muskananfol, *Analysis of Illocutionary Acts in "Victory Speech" and "Inaugural Speech" of Barrack Obama* (Surabaya: University Surabaya, 2009).

program of DJ FM Radio (Julian), while this study uses movie (Akeelah and the Bee). Then the problem of the study, Liana takes the types and most dominant of illocutionary acts, while this study takes the types of illocutionary acts and the context of illocutionary acts. In the result of the study, Liana has used directive approach to analyze her study, while this study uses qualitative approach.⁸

Another relevant research is research entitled “Illocutionary Direction of the Main Character in *the Soong Sister* Movie by Raymond Chow.” By Oktavia Rokhimaturrizki, Department of Mandarin Language and Literature, Faculty of Languages and Arts, State University of Surabaya.

The results of this study indicate that this study examines the form of directive illocutionary speech acts, the functions of directive illocutionary speech acts, and their factors. Forms a directive illocutionary act in Raymond Chow's *The Soong Sister*. This study aims to identify and classify forms, functions, and directive illocutionary factors the speech in the film *The Soong Sister* is based on the theory of Ibrahim and Leech. The method used in this case this research is a descriptive research method with a qualitative approach. Source of data obtained from the film *Soong Sister* and research data in the form of directive illocutionary speech by the main character characters, Ai Ling, Ching Ling, and Mei Ling. Data collection uses the refer competence, free of speech engage (SBLC) method. Regarding the results of the study, 45 directive illocutionary

⁸ Liana Salim, *The Study of Illocutionary Acts in 'Bed Cover' Program of DJ FM Radio presented by Julian* (Surabaya: University Surabaya, 2006).

utterances were found the data in the film *The Soong Sister* is divided into (1) forms of directive illocutionary speech acts, (2) directive illocutionary speech acts, (2)directive illocutionary speech acts, and (3) the factors that make up directive illocutionary speech acts. The directive illocutionary form consists of requests, questions, orders, prohibitions, but nothing permission sentence found. The directive speech acts of the illocutionary functions found include: competitive function, pleasurable function, cooperative function, and conflict function. The word action factor the directive illocution found consists of speaker factors and speaker factors, context factors speaker, and purpose of speech. Film is used as a source of data in research because it exists Illocutionary speech is in the form of directive speech based on speaker factors. Speech acts Illocutionary directives in this film are also interesting to study because the directive utterances contain many things explicit meaning with various form factors based on the context.⁹

Another relevant research is the research entitled "Categories and Functions of Illocutionary Acts in *The Devil Wears Prada* Movie by David Frankel (A Pragmatic Analysis)". By Julio. B. Sumurung, SAM Ratulangi University, Faculty of Cultural Sciences, Department of English Literature, Manado.

The results of this study indicate that language is one of the most important characteristics of human behavior. In communication, people not only utter sentences but also transfer them into behavior and these are

⁹ Oktavia Rokhimaturrizki, *Illocutionary Direction of the Main Character in "the Soong Sister" by Raymond Chow* (Surabaya: State University of Surabaya, 2019).

called speech acts. According to Searle, illocutionary acts are divided into five categories; namely assertive, directive, commissive, expressive, and declarative. The purpose of this study is to identify, classify, and analyze illocutionary categories and function theory through utterances contained in David Frankel's *The Devil Wears Prada* film. The collected data is taken through the utterances uttered by the characters and analyzed descriptively based on Searle's theory. The results of the study show that there are five categories of illocutionary acts in the film. They are assertive, directive, commissive, expressive, and declarative. The functions of the illocutionary act categories found were asserting, complaining, asking, begging, offering, thinking, and blooming, congratulations. This study is expected to contribute to language development in linguistic studies, especially in analyzing illocutionary acts through pragmatic analysis.¹⁰

F. Research Methods

1. Approach and Type of Research

The research method is a scientific way to obtain data for specific purposes and uses.¹¹ In this research used descriptive research method. Descriptive research method is research that is intended to investigate a situation, situation, or other event, and then the results of the research will be presented in the form of a research report.¹²

¹⁰ Julio. B. Sumurung, *Categories and Function of Illocutionary Acts in "The Devil Wears Prada" Movie*, (Manado: SAM Ratulangi University, 2016).

¹¹ Sugiyono, *Quantitative Research Methods* (Bandung: Alfabeta, 2018), 2.

¹² Arikuntoro S, *Research Procedure* (Jakarta: Rineka Cipta, 2019), 12.

The approach method in this study uses a qualitative research approach. Qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects through descriptions in the form of words and language in a special natural context and by utilizing natural methods.¹³

The research object is the variable studied in the area where the research is conducted. Objects can be original facts, existing facts and realities. There is no other thing that influences or other interests. The object of research in this study is the character in the film "Akeelah and the Bee" by Doug Atchison.

2. Data and Data Sources

The data sources of this study was taken from movie transcript in Akeelah and the Bee by Doug Atchison. This movie was published in 2006. This study was focused on types of illocutionary acts used by the main character who was Akeelah in the transcript of movie entitled "Akeelah and the Bee" by Doug Atchison. Meanwhile, the data was the words, utterances, of sentences produced by Akeelah which reflect five types of illocutionary acts.

3. Data Collection Technique

In collecting the data, the researcher used these following steps. Firstly, the researcher prepared the transcript of the movie. Then the second, the researcher transcribed the movie. The third, the researcher marked Akeelah's utterances because she analyzed Akeelah's

¹³ Lexy J Moloeng, *Qualitative Research Methodology* (Bandung: PT. Remaja Rosdakarya, 2013), 6.

utterances as the main character. Fourth, the researcher segmented the dialogue in the transcript. The last, the researcher filtered the Akeelah's utterances which contained the types of illocutionary acts by Searle. She underlined the words, phrases, clauses, utterances or expressions by Akeelah. If she did not find words in the verb of illocutionary acts, she used Illocutionary Force Indicating Device (IFID) which explain that to indicate an illocutionary act was not only verbs and punctuation words, but also it can by intonation, mode, stress and etc.

The techniques in collecting the data are:

1. Preparing the script.
 2. Transcribing the movie.
 3. Making Akeelah's utterances.
 4. Segmenting the dialogue.
 5. Filtering the Akeelah's utterances which contained of illocutionary acts by Searle's theory.
4. Data Analysis Technique

In the data analysis, the researcher did some steps to analyze the data. First, the researcher identified the data based on the types of illocutionary acts by Searle. The second, the researcher categorized Akeelah's utterances with using the table of observation sheet to make her easier in classifying types of illocutionary acts. The third, the researcher determined the frequency of the types of illocutionary act that appeared in Akeelah's utterances. The fourth, the researcher

analyzed the types of illocutionary acts used by Searle. And the last, the researcher concluded the types of illocutionary acts. In summary, there were some steps of the data analysis:

1. Identifying the data based on the types of illocutionary acts by Searle.
2. Categorizing the utterances by using an observation sheet.
3. Determining the frequency for each types of illocutionary acts.
4. Analyzing each types of illocutionary act based on Searle.
5. Concluding the Akeelah's utterances that contained illocutionary acts and function of illocutionary acts.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Speech Act

The term speech act was coined by Austin and developed by Searle. Austin and Searle in Paltridge argue that language is used to 'do things' other than just refer to truth or falseness of particular statements.¹ They argue that in the same way that we perform physical acts, we also perform acts using language. That is, we use language to give orders, to make requests, to give warnings or to give advice; in other words, to do things that go beyond the literal meaning of what we say. So, Austin and Searle define speech acts as acts are what someone says and what the person intends by what they say.

An important notion in speech act theory is the concept of felicity condition. Austin in Wardaugh says that a speech act changes in some way the conditions that exist in the world.² It does something, and it is not something that in itself is either true or false. Truth and falsity may be claims made about its having been done, but they cannot be made about the actual doing. Austin pointed out that the 'circumstances' mentioned above can be prescribed. He mentions

¹ Paltridge, *Discourse Analysis* (New York: Continuum, 2006), 55.

² Ronald Wardaugh. *An Introduction to Sociolinguistics. Fifth Edition* (Australia: Blackwell Publishing, 2006), 285.

certain felicity conditions that performatives must meet to be successful.

1. A conventional procedure must exist for doing whatever is to be done, and that procedure must specify who must say and do what and in what circumstances.
2. All participants must properly execute this procedure and carry it through to completion. Finally,
3. The necessary thoughts, feelings, and intentions must be present in all parties.

Based on this case, the direct speech act is the speech act presents their function directly. While the indirect speech act presents their function indirectly. The researcher gives the example for the understanding. Direct speech act's example is "I hereby tell you about the weather" it means that, someone tells about the weather to the hearer. In orders the hearers know and believe about the weather at that time. Whereas indirect speech act's example is "I hereby request of you that you close the door". This interpreting is someone requests to hearer to close the door politely. Based on Yule that there is a direct relationship between a structure and a function, we have a direct speech act. Whenever here is an indirect relationship between a structure and a function, we have an indirect speech act. When the utterance is used to make a statement, it is functioning as a direct speech act. When the utterance is used to make a statement, it is functioning as a direct speech act. When the utterance is used to make

a command/request, it is functioning an indirect speech act. In this study the researcher provides this theory to support her in interpreting the illocutionary that relates with function on the utterances.

2. Illocutionary Acts

Illocutionary acts refer to the speaker's intention in uttering the words. In fine, illocutionary acts is what the speaker intends to communicate to the addressee. In example before "This room is dark". The illocution is the intention of the speaker that he wants someone to turn the lamp on.

There are several types of illocutionary acts. In other sources those types of illocutionary act are also said as the types as the types of speech act. Based on Searle as cited in George Yule there are five types of illocutionary act which can be defined as follows:

a. Directives

Yule explains directives are illocutionary act that attempts by the speaker to get the hearer to do something. They express about what they want directly to the hearer. It is commonly appear with some performative verbs such as: requesting, demanding, questioning, asking, proposing, advising, suggesting, interrogating, urging, encouraging, inviting, begging, ordering, and etc.

b. Assertive

The assertive is an illocutionary act that is used to state what the speaker believes. This illocutionary act makes the speaker's utterance contain false and true condition. Assertive has

words to world direction of fit. For example, offering, affirm, believe, complain, inform, predict, report, suggests, and etc.

c. Expressive

According to Yule expressive are kind of illocutionary act that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow, surprise, apologize, thank. In using an expressive, the speaker makes words fit the world (of feeling). In performing an expressive, it can be noted with some performative verbs: greet, surprise, like, fear, apology, thank, regret, and praise.

d. Commissives

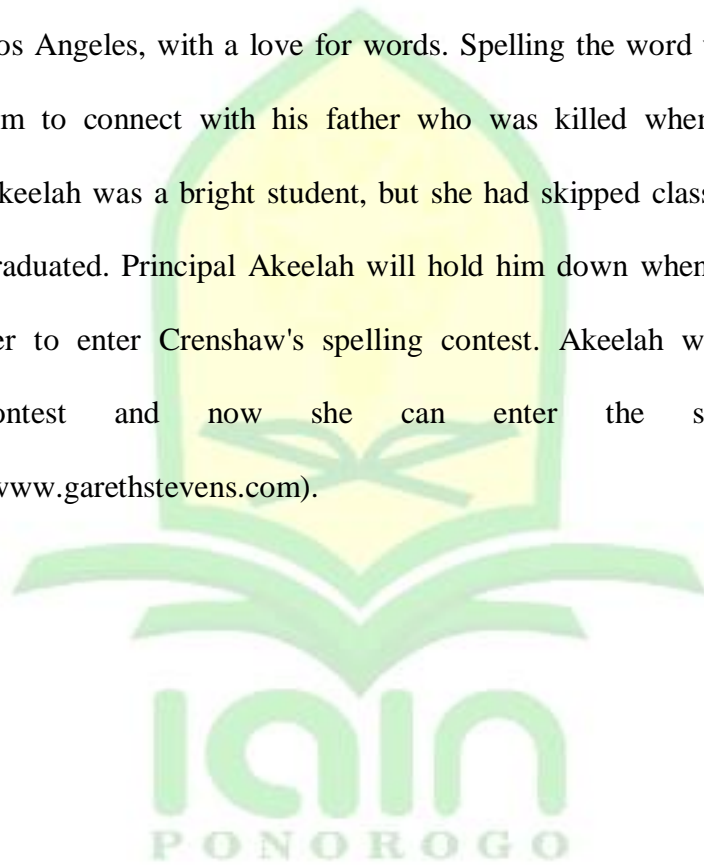
Yule argues commissives are kind of illocutionary act that is commit the speaker to some future course of action. In performing this type of illocutionary act, commonly using performative verbs such as: offer, promise, and swear. In the case of commissive, the world is adapted to the words via the speaker him or herself.

e. Declaratives

Yule defines declaratives are kind of illocutionary acts that change the world via their utterances. As the example below, the speaker has to have special institutional role, in a specific context such as to pronounce, declare, baptize and sentence. The words that can be indicated into this type are curse, announce, declare, define, appoint, call, bless, nominate, and authorized.

3. Akeelah and the Bee

Akeelah and the Bee is a 2006 American drama film written and directed by Doug Atchison. The film was released on April 28, 2006. The film stars Keke Palmer, Laurence Fishburne, Angela Bassett, and Curtis Armstrong, JR Billareal. This film tells the story of Akeelah Anderson (Keke Palmer) who is an 11-year-old girl in south Los Angeles, with a love for words. Spelling the word was a way for him to connect with his father who was killed when he was six. Akeelah was a bright student, but she had skipped classes and barely graduated. Principal Akeelah will hold him down when he persuades her to enter Crenshaw's spelling contest. Akeelah won a spelling contest and now she can enter the state contest (www.garethstevens.com).



CHAPTER III

TYPES OF ILLOCUTIONARY ACTS USED BY THE CHARACTERS IN “AKEELAH AND THE BEE” MOVIE BY DOUG ATCHISON

In this chapter, the researcher presents two points. The first point of this chapter is data findings and the second point is discussion. In the data findings there is a table of types of illocutionary acts that appeared on Akeelah's utterances. From the data findings, the researcher interprets illocutionary acts and the function of illocutionary acts. She analyzes based on illocutionary acts theory that was recast by Searle's theory (1979) from Austin. There are five; assertive, directives, commissions, expressive, and declarations.

A. Data Findings

In this point, the researcher provides the table of types of illocutionary acts. In the table contains some examples of Akeelah's utterances of illocutionary acts on dialogues. Before, the researcher has found many utterances of illocutionary acts types used by Akeelah as the main character in *Akeelah and the Bee* movie. So, she takes some of the data finding as a sample. This table makes it easier for the researcher to interpret the types and function of illocutionary acts that appear on Akeelah's utterances.

Table 3.1 Types of Illocutionary Acts

Types of Illocutionary Acts		Some Examples of Utterances on Dialogue	Timer
Directives	Complain	<p>1. Dr. Larabee: "New words get added to the dictionary every year. Look, I didn't get to the national bee until I was 14 years old. I had no help. I had no training. I had nothing. By the time I got to the third round, I was out. You have an opportunity to win this thing.</p> <p>Akeelah: "But all we've done for eight months is study words. Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun? "</p> <p>Dr. Larabee: "I told you, Denise, you can have fun after the bee."</p> <p>Akeelah: "Who's Denise?"</p> <p>Dr. Larabee: "What?"</p>	01.05.41
			01.05.53
Assertive	Offering	<p>2. Woman: "It's the suffix that would trip up most people. They would tend to spell it TIOUS, or CLOUS."</p> <p>Akeelah: "is it derived from the Latin word argilla, meaning clay?"</p> <p>Man: "That's correct."</p> <p>Akeelah: "ARGILLA...Can I start over?"</p> <p>Woman: "You may. But you cannot change the letters you've already spelled."</p>	01.30.14
			01.30.24

		<p>Akeelah: "Ghetto talks? I don't talk ghetto."</p> <p>18.24</p> <p>9. Georgia: "Cause people want to see you do good. I want to see you do good."</p> <p>Akeelah: "You know what? Georgia, you're my best friend. And you always tell me I can do things even when I think I can't. But I gotta tell you something. If you want to be a flight attendant, you must first ride on a plane." Georgia: "I will someday."</p> <p>01.21.39</p>		
	Believe	<p>10. Dr. Larabee: "Ever since you found out there was such a thing as the national spelling bee you've seen yourself holding up that trophy, but if you can't say it, you can't win it. So say it.</p> <p>Akeelah: "I want to win."</p> <p>Dr. Larabee: "Say it louder please."</p> <p>Akeelah: "I want to win."</p> <p>Dr. Larabee: "You want to win what?"</p> <p>Akeelah: "I want to win the national spelling bee!"</p> <p>Dr. Larabee: "Good. Good."</p>	<p>50.05</p> <p>50.07</p> <p>50.09</p>	
		<p>11. Mrs. Anderson: "You don't be taking a bus to Woodland Hills by yourself."</p> <p>Akeelah: "There's nobody around to take me."</p> <p>Mrs. Anderson: "That's 'cause I work."</p> <p>Akeelah: "That's what you said on the weekend. All the other kids have their parents at the district bee."</p>	<p>36.30</p> <p>36.34</p>	
		Complain		

		<p>Mrs. Anderson: "Maybe the other kids have parents who got more time on their hands. Look, I'm not having another child of mine disappearing at all hours. So if this spelling thing means sneaking off to the suburbs by yourself, I'm calling it all off.</p> <p>Akeelah: "We can't call it off! I'm going to the regional bee.</p>	
	Inform	<p>12. Mrs. Anderson: "What you got there?"</p> <p>Akeelah: "Homework. You know, the regional bee is coming up soon and I was wondering if you might want....."</p> <p>Mrs. Anderson: "is that gonna happen in Beverly Hills too?"</p>	51.57
	Predict	<p>13. Mrs. Anderson: "You must want this pretty bad thing because you ain't never lied to me before in your life. So maybe you can tell me what you think a good punishment would be for what you did."</p> <p>Akeelah: "I guess I gotta miss the bee."</p> <p>Mrs. Anderson: "But that don't just punish you."</p>	01.00.24
	Report	<p>14. Mrs. Anderson: "Akeelah, what's wrong?"</p> <p>Akeelah: "I don't want to do the bee no more."</p> <p>Mrs. Anderson: "You don't want to do the bee? Why not?"</p> <p>Akeelah: "Dr. Larabee don't want to coach me no</p>	01.09.08

		<p>more, Georgia don't want to hang out with me and all these people are expecting me to win. And it's just too hard, Mama. I want it all to stop. ”</p> <p>Mrs. Anderson: "Baby, you worked so."</p>	
	Suggests	<p>15. Dr. Larabee: "You should be very well prepared then."</p> <p>Akeelah: "You know, Dr. Larabee, when I was a little girl...my daddy died. I used to cry all the time. But then...I found something that helped.</p> <p>Dr. Larabee: "What was that?"</p> <p>Akeelah: "I spelled-- over and over again. And I'd feel better. Maybe when you're thinking of her...you can try spelling. It might help. ”</p>	01.17.13
expressive	apologize	<p>16. Mrs. Anderson: "You want to tell me what the heck is going on here? Because I never signed a consent form.</p> <p>Akeelah: "I signed Daddy's name."</p> <p>Mrs. Anderson: "You did what?! How do you think I felt when Javier's mother called me to see if I needed a ride to USC? I don't know who she is or what she's talking about.</p> <p>Akeelah: "I'm sorry, Mama. I just wanted to do the bee.</p>	58.29
	Pardon	<p>17. Dr. Larabee: "You can leave now."</p> <p>Akeelah: Excuse me? ”</p> <p>Dr. Larabee: "I said you can leave."</p>	18.40

	Praise	18. Dr. Larabee: "Come in, come in." Akeelah: " That's a very pretty lady. Is she your wife?"	39.12
	thank you	19. Mrs. Anderson: "She still got time to get back up on that stage?" Mr. Welch: "If we move very quickly, yes." Mrs. Anderson: "Well, I guess you'd better get a move on." Mr. Welch: "We haven't much time. Come on, come on." Akeelah: " Thank you, Mama. " Mrs. Anderson: "All right."	01.01.05
commissiv	Offer	20. Akeelah: " Well, um... me and some of the other kids are hanging out in my room, drinking soda pop and watching movies. We thought maybe he'd like to come over. " Dylan's father: "I'm sorry, but tomorrow is the spelling bee."	01.24.04
	Promise	21. Akeelah: "Any...more. I promise. I was wondering if you might consider coaching me for the state bee. Cause I need a coach. Bad." Dr. Larabee: "Badly. You need a coach badly. Come in." 22. Dr. Larabee: "You just sit down and you study them."	38.39

		<p>Akeelah: "Dr. Larabee, I swear, I promise. I won't miss any more sessions and I'll do whatever you say. You can't stop coaching me now.</p> <p>Dr. Larabee: "I told Mr. Welch I'd get you through the regional's and I've done that</p>	01.07.07
	Swear	<p>23. Dr. Larabee: "You just sit down and you study them."</p> <p>Akeelah: "Dr. Larabee, I swear, I promise. I won't miss any more sessions and I'll do whatever you say. You can't stop coaching me now.</p> <p>Dr. Larabee: "I told Mr. Welch I'd get you through the regional's and I've done that."</p>	01.07.06

B. Types of Illocutionary Acts on Akeelah's Utterances

In this section, the researcher analyzes the data of utterances on dialogue based on the Searle's theory of illocutionary acts (1979:12) which are five types in illocutionary acts. The researcher finds four types of illocutionary act types in her analysis. They are directives, assertive, expressive and commissions.

1. Directives

Directive acts mostly appear on Akeelah's utterances as the main character in *Akeelah and the Bee Movie*. Directive, the illocutionary point of these consists in the fact that they are attempted

by the speaker to get the hearer to do something. The verbs are advice, ask, beg, bid, demand, forbid, order, recommend, and request.

a. Data 1

Dr. Larabee: "New words get added to the dictionary every year.

Look, I didn't get to the national bee until I was 14 years old. I had no help. I had no training. I had nothing. By the time I got to the third round, I was out. You have an opportunity to win this thing.

Akeelah: "But all we've done for eight months is study words.

Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun? "

Dr. Larabee: "I told you, Denise, you can have fun after the bee."

Akeelah: "**Who's Denise?**"

Dr. Larabee: "What?"

From this dialogue above, contains three utterances of illocutionary acts. In the first and second utterances are the same as in this dialogue, Akeelah feels tired and boring at that time. For a while, she wants to relax and have fun "*Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun?*" Akeelah asks Dr. Larabee's reason about a few free times for her. Directive used by Akeelah because she attempts to Dr. Larabee does something. Akeelah wants Dr. Larabee answers her question. Her directive acts is '*complaining*'. She asked Dr. Larabee with

using “*why can't*” in first sentence and question mark (?) in last sentence. Therefore Dr. Larabee answers her question.

Then in the third utterance in this dialogue, Akeelah feels surprised with Dr. Larabee's statement. He calls her by the name “*Denise*”. Therefore she is curious by asking “*Who's Denise?*” Akeelah asks about Denise. Directive used by Akeelah because she attempts to Dr. Larabee does something. Her directive acts is '*ask*'. She asked Dr. Larabee using 'W-question, it is “*who is*” and there is a question mark (?). Dr. Larabee does not answer her question; even he gives her a question back. The next example on the dialogues uses directive action.

b. Data 2

Woman: “It's the suffix that would trip up most people. They would tend to spell it TIOUS, or CLOUS.”

Akeelah: “**is it derived from the Latin word Argilla, meaning clay?**”

Man: “That's correct.”

Akeelah: “**ARGILLA...Can I start over?**”

Woman: “You may. But you cannot change the letters you've already spelled.”

Akeelah: “Argillaceous, argillaceous.”

Woman: “That's correct.”

In those dialogues, there are two utterances that include illocutionary acts. The first utterances, Akeelah felt confused and

doubtful from the question given by the judge. Then she asked the judges “*is it derived from the Latin word Argilla, meaning clay?*” She asks just to make sure her answer is right, therefore she uses directive acts in order to the judge answers her question and gives next clues of the question. The assertive acts used by Akeelah is ‘*offering*’. She uses ‘yes/no question’ or interrogative sentence (*is it*) and question mark (?) to ask it.

In the second utterance, Akeelah finds and knows the right answer, but she tries to answer with her memory. She wanted to replay her right answer by asking “*ARGIL-LA...Can I start over?*” She hopes that she will get permission to replay her answer, so she uses **assertive acts** to judge to do something for her. She attempts in order to her desire is filled by the judge. The directive acts used is ‘*offering*’. She uses ‘yes/no question’ or interrogative sentence (*Can I*) and question mark (?) in the last sentence. Thus the next samples in directive acts,

c. Data 3

Mrs. Anderson: Hey. Baby, what are you still doing?

Akeelah: “I’ve gotta learn more words. **You gonna come see me in the district bee this Saturday?** ”

Mrs. Anderson: "What is that at your school?"

In the dialogue above, when Akeelah studies to memorize the words, her mother asks and Akeelah answers “*I’ve gotta learn more words. You gonna come see me in the district bee this*

Saturday?” Akeelah says like that, hoping that her mother will support her by coming and accompanying her to the spelling bee, but she doubts her mother's decision. She uses **directive act** that is the speaker's wish for the hearer to do something. Akeelah says “*you're gonna*” slowly that describes her wish to her mother politely. But her mother cannot accompany her and come in the contest. She uses the directive verb is '*request*' because she wants her mother to support her. Here, there is a question mark (?) that indicates her doubt in saying.

d. Data 4

Man: “Psalmody.”

Akeelah: “**Definition please.**”

Man: “Psalmody means the practice.....or the art of singing in psalms.”

Akeelah: “PSA- LMODY, psalmody.”

Man: “That's correct.”

In the dialogue, Akeelah does not know what the word means, so she says slowly “*Definition please*”. She wants the judge to give her a definition to make her easy in answering word. She uses **a directive act** that describes her desire for the judge to do something. Akeelah's illocutionary acts are '*request*' because she wants to know the meaning of the word. There is another example of Akeelah's utterance.

e. Data 5

Man: “We're down to 11 spellers. The top 10 qualify for the Southern California regional finals. In the next round...” (baby crying) if you miss a word do not leave the stage.....as you may have an opportunity to compete for any remaining places.”

Akeelah: “**Kiana, get that baby out of here.**”

Akeelah says “*Kiana, get that baby out of here.*”, when the judge announced to the audience while Kiana's baby cries. Then Akeelah wants Kiana's baby to go out of the hall. Akeelah uses **directive act**. Directive action is the speaker's desire the hearer to do something. The verb used by Akeelah is '*order*' because she wants Kiana to carry Kiana's baby out of the hall in order for the baby to not make it annoying. Akeelah says loudly and stress the word “*get that baby out*”. The next another example in Akeelah's utterances.

f. Data 6

Kiana: “And baby, you should know that you ain't...”

Akeelah: “**Here it is, here it is. Stop stop stop stop.**”

In this dialogue, Akeelah wants Kiana to stop their car because they have arrived at Javier's house who invites Akeelah to his party. Akeelah says “*Here it is, here it is. Stop stop stop stop.*” Akeelah uses a **directive act** that uses the verb '*order*' because Akeelah orders Kiana to stop their car that passes in front of

Javier's house. Akeelah replays loudly and stresses the word “*Stop stop stop stop.*”

2. Assertive

Assertive, the point or purpose of the members of the assertive class is to commit the speaker to something's being the case, to the truth of the proposition expressed. The verbs are; affirm, allege, announce, believe, boast, complain, conclude, forecast, inform, insist, predict, report, state, and suggest.

a. Data 7

Akeelah's friend: “everybody says you're a brainiac.”

Akeelah: “**I ain't no brainiac.**”

From Akeelah utterance, “*I ain't no brainiac.*” Akeelah wants to truth state about her. She uses an assertive act to make her statement clear. **Assertive** describes that the speaker states the truth for hearers to do something. Akeelah uses “*affirm*” because she wants to make clarifications about her friends' sayings in order for them not to disturb her with their sayings. Akeelah says loudly with the stressing word “*ain't no*”. The next example in Akeelah's utterances.

b. Data 8

Dr. Larabee: “Do me a favor; leave the ghetto talk outside, all right?”

Akeelah: “Ghetto talks? **I don't talk ghetto.**”

In the dialogue above, Akeelah feels shocked when Dr. Larabee calls her speech with impolite words because of her speech style. Then she clarifies by saying *"I don't talk ghetto."* Akeelah uses assertiveness in this utterance in order to Dr. Larabee does not talk to her with impolite words. Her assertive includes **"affirm"** because she wants to clarify that she does not talk 'getho' to Dr. Larabee, in order to Dr. Larabee does not call her speech with impolite words. Akeelah says loudly. Another example of illocutionary acts in Akeelah's utterances.

c. Data 9

Georgia: "Cause people want to see you do good. I want to see you do good."

Akeelah: "You know what? **Georgia, you're my best friend.** And you always tell me I can do things even when I think I can't. But I gotta tell you something. If you want to be a flight attendant, you must first ride on a plane." Georgia: "I will someday."

In the dialogue above, Akeelah does not want to lose her best friend because of her business. Then she makes believe by saying *"Georgia, you're my best friend."* Akeelah uses assertiveness in this utterance in order for Georgia to understand her. She doesn't want Georgia to get a misunderstanding. Her assertive includes **"affirm"** because she wants to clarify and make belief that her friends are Georgia in order to Georgia believes and

forgives her. Akeelah wants that Georgia accompanies her in the National Spelling bee. Akeelah says loudly with stressing words. Another example of illocutionary acts in Akeelah's utterances.

d. Data 10

Dr. Larabee: "Ever since you found out there was such a thing as the national spelling bee you've seen yourself holding up that trophy, but if you can't say it, you can't win it. So say it."

Akeelah: "**I want to win.**"

Dr. Larabee: "Say it louder please."

Akeelah: "**I want to win.**"

Dr. Larabee: "You want to win what?"

Akeelah: "**I want to win the national spelling bee!**"

Dr. Larabee: "Good. Good."

In this dialogue, there are three statements that include in **assertive** because he commits about the truth. Akeelah's utterances include '*believe*' because she stresses the word "win". Its mean that she wants to win and she believes that she will be the winner. She says like that in order to Dr. Larabee believes and feels proud of Akeelah. In the next example of assertive.

e. Data 11

Mrs. Anderson: "You don't be taking a bus to Woodland Hills by yourself."

Akeelah: "**There's nobody around to take me.**"

Mrs. Anderson: "That's 'cause I work."

Akeelah: "**That's what you said on the weekend. All the other kids have their parents at the district bee.**"

Mrs. Anderson: "Maybe the other kids have parents who got more time on their hands. Look, I'm not having another child of mine disappearing at all hours. So if this spelling thing means sneaking off to the suburbs by yourself, I'm calling it all off."

Akeelah: "We can't call it off! I'm going to the regional bee."

In the dialogues above, there are two utterances of Akeelah which they are included in assertive. Assertive is a kind of illocutionary act that the speaker commits about the truth. They are included in assertive, because Akeelah's utterances express the real what she feels to her mother. Her **assertive** are included in '**complaining**' because she wants her mother to know how she feels when she does not get care from her mother and makes her mother aware of her. She says loudly and stressing words "*There's nobody*" and "*All the other kids have their parents*". In the next dialogues is an example of assertive.

f. Data 12

Mrs. Anderson: "What you got there?"

Akeelah: "Homework. **You know, the regional bee is coming up soon** and I was wondering if you might want....."

Mrs. Anderson: "is that gonna happen in Beverly Hills too?"

When Akeelah goes home, the mother asks her and she answers the question. Then she says “.....*You know, the regional bee is coming up soon.....*”, she means that she gives information to her mother in order to her mother knows about her success in the spelling bee and she wants her mother to accompany her as her other friends. Therefore she uses illocutionary acts which are **assertive** which is '*inform*'. She stresses in the words "*you know*". The next example of assertive in Akeelah utterances.

g. Data 13

Mrs. Anderson: “You must want this pretty bad thing because you ain't never lied to me before in your life. So maybe you can tell me what you think a good punishment would be for what you did.”

Akeelah: “**I guess I gotta miss the bee.**”

Mrs. Anderson: “But that don't just punish you.”

From Akeelah's statement above, it shows that **assertive** because it commits about truth. These utterances are classified as '*predict*' because Akeelah says “*I guess.....*” She is confident if she will be the winner of the spelling bee. She likes that, in order to her mother believes and allows her to continue the contest. Then finally, her mother allows her to continue the contest. Akeelah says slowly and politely when she says it to her mother. The stressing words are "guess". Another example in assertive of Akeelah.

h. Data 14

Mrs. Anderson: "Akeelah, what's wrong?"

Akeelah: "I don't want to do the bee no more."

Mrs. Anderson: "You don't want to do the bee? Why not?"

Akeelah: "**Dr. Larabee don't want to coach me no more, Georgia don't want to hang out with me and all these people are expecting me to win. And it's just too hard, Mama. I want it all to stop.**"

Mrs. Anderson: "Baby, you worked so."

When Akeelah's mother asks Akeelah about her reason, Akeelah answers "*Dr. Larabee don't want to coach me no more, Georgia don't want to hang out with me and all these people are expecting me to win. And it's just too hard, Mama. I want it all to stop.*" She doesn't want her mother to order her and continue spelling bees again. Her utterances are **assertive** that classify as '**report**' because Akeelah reports to her mother that Dr. Larabee doesn't want to coach her again, while Georgia doesn't want to hang out with her again. She hopes that her mother knows about her problem and helps her to solve the problem. Assertive is the speaker commits about truth to the hearer. She says slowly and she cries. This is another example.

i. Data 15

Dr. Larabee: "You should be very well prepared then."

Akeelah: “You know, Dr. Larabee, when I was a little girl...my daddy died. I used to cry all the time. But then...I found something that helped.

Dr. Larabee: "What was that?"

Akeelah: “I spelled-- over and over again. And I'd feel better.

Maybe when you're thinking of her...you can try spelling. It might help. ”

Akeelah talks about herself in the past time to Dr. Larabee. She shares her past story to Dr. Larabee. She wants to help Dr. Larabee because she knows that Dr. Larabee is remembering his past story and says *“I spelled-- over and over again. And I'd feel better. Maybe when you're thinking of her...you can try spelling. It might help.”* **Assertive** used by Akeelah because she commits about truth to Dr. Larabee. Her assertive includes *'suggest'* because she gives suggestions to Dr. Larabee with saying *“Maybe and it might help.”* She wants to help and solve the Dr. Larabee's problem. She says slowly and politely when talking with Dr. Larabee.

3. Expressive

Expressive, the illocutionary point of this class is to express the psychological state specified in the sincerity condition about the state of affairs specified in the propositional content. The verbs are; apologize, appreciate, blame, commissionerate, condole, congratulation, pardon, praise, thank and welcome.

a. Data 16

Mrs. Anderson: "You want to tell me what the heck is going on here? Because I never signed a consent form.

Akeelah: "I signed Daddy's name."

Mrs. Anderson: "You did what?! How do you think I felt when Javier's mother called me to see if I needed a ride to USC? I don't know who she is or what she's talking about.

Akeelah: "**I'm sorry, Mama.** I just wanted to do the bee.

During the contest takes place, her mother stops Akeelah a while. Her mother asks Akeelah for clarification because her mother never allows her to participate in this contest. Then Akeelah says sorry because she has signed the license by herself by copying her father's sign. In the Akeelah's utterance there is the word "*sorry*". '**Sorry**' is kind of **expressive** because it expresses the speaker's thought and feeling in order to the hearer to do something. This utterance includes in 'apologize'. The next example that used illocutionary acts.

b. Data 17

Dr. Larabee: "You can leave now."

Akeelah: Excuse **me?** "

Dr. Larabee: "I said you can leave."

Here, Akeelah was surprised when Dr. Larabee orders her to leave him although she does not make a noise. She doesn't know

what Dr. Larabee means. She says “*Excuse me?*” to know the reason. This utterance uses illocutionary acts which **are expressive** because she expresses her thought and her feeling to say like that. These utterances are classified as ‘*pardon*’ because he wants Dr. Larabee replays what his saying politely. In this sentence there is a question mark (?).

c. Data 18

Dr. Larabee: “Come in, come in.”

Akeelah: “**That's a very pretty lady.** Is she your wife?”

When Akeelah comes in the Dr. Larabee's room, there is his wife's photo. Akeelah says “*That's a very pretty lady....*” This utterance is **expressive** because it expresses what it feels and what it looks like. This utterance includes in ‘*praise*’ because she uses the words phrase “*very pretty lady*” in order to Dr. Larabee feels happy. The next example is dialogue between Akeelah and her mother.

d. Data 19

Mrs. Anderson: "She still got time to get back up on that stage?"

Mr. Welch: “If we move very quickly, yes.”

Mrs. Anderson: "Well, I guess you'd better get a move on."

Mr. Welch: “We haven't much time. Come on, come on.”

Akeelah: "**Thank you, Mama.**"

Mrs. Anderson: “All right.”

Akeelah is allowed by her mother to continue the spelling bee contest. Then she says "*thank you, mama.*" Akeelah's utterance is included in illocutionary acts that are **expressive** because she expresses her happiness for her mother. Akeelah uses the word "*thank*" so it is classified as '*thank*' in expressive. Akeelah says softly and hugs her mother. The next example in dialogue between Akeelah and Javier.

4. Commissions

Commissives, illocutionary acts whose point is to commit the speaker to some future course of actions. The verbs are; offer, promise, swear, threat, volunteer and vow.

a. Data 20

Akeelah: "**Well, um...me and some of the other kids are hanging out in my room, drinking soda pop and watching movies. We thought maybe he'd like to come over.**"

Dylan's father: "I'm sorry, but tomorrow is the spelling bee."

When Akeelah goes on the final of spelling bee, at the night before, she wants to have a little party by hanging out in her room with her friends. She says "*.....We thought maybe he'd like to come over.*" To Daylan's father. She offers Dylan to join Akeelah's room with other friends but Daylan's father does not allow Daylan to join her. '*Offer*' is kind of **commissive** act because Akeelah did

some future actions for Daylan. In this utterance Akeelah says politely to Daylan's father.

b. Data 21

Akeelah: "Any...more. **I promise**. I was wondering if you might consider coaching me for the state bee. Cause I need a coach. Bad."

Dr. Larabee: "Badly. You need a coach badly. Come in."

After Akeelah made clarification about her problem to Dr. Larabee, she says "*Any...more. **I promise**. I was wondering if you might consider coaching me for the state bee. Cause I need a coach. Bad.*" She hopes that Dr. Larabee believes and wants to be her coach. Akeelah's utterance has shown that it is a 'promise' because she uses the word "*promise*". '**Promise**' is included in **commissive** of illocutionary acts because it commits Akeelah to some future actions. There is another example on Akeelah utterance.

c. Data 22

Dr. Larabee: "You just sit down and you study them."

Akeelah: "Dr. Larabee, I swear, **I promise**. I won't miss any more sessions and I'll do whatever you say. You can't stop coaching me now.

Dr. Larabee: "I told Mr. Welch I'd get you through the regional's and I've done that

Akeelah feels guilty to Dr. Larabee. Because of her mistake Dr. Larabee does not become her coach again. Akeelah says “.....*I promise...*” in order to Dr. Larabee gives her change, but she is not. This utterance is '**promise**' because it is shown clearly that she uses the word “promise”. 'Promise' is kind of commissive acts. This is a **commissive** act because it does Akeelah to some future actions. Then the last, there is the data as an example of expressive.

d. Data 23

Dr. Larabee: "You just sit down and you study them."

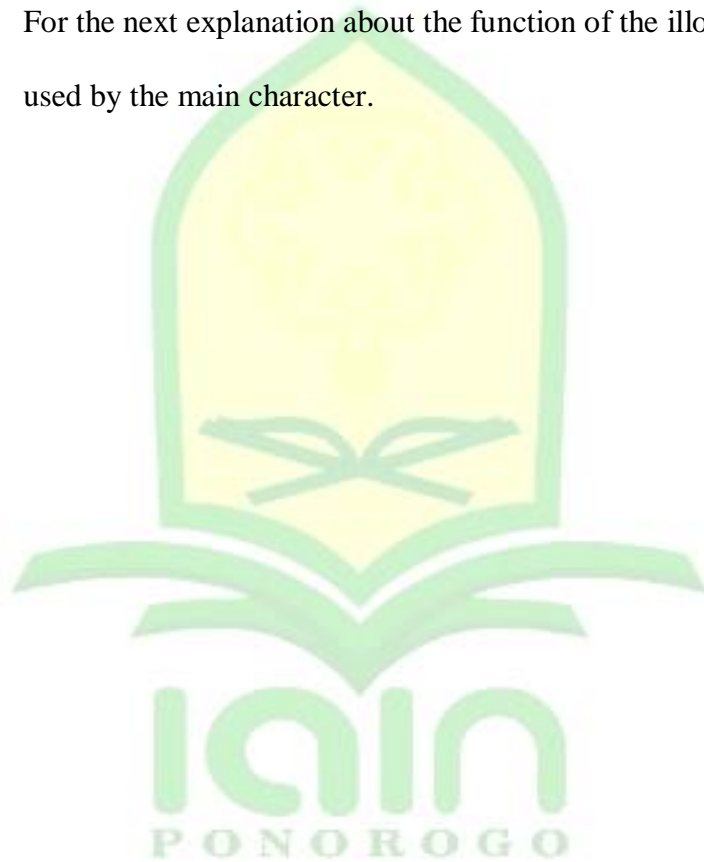
Akeelah: “Dr. Larabee, **I swear**, I promise. I won't miss any more sessions and I'll do whatever you say. You can't stop coaching me now.

Dr. Larabee: "I told Mr. Welch I'd get you through the regional's and I've done that.”

Because of Akeelah's mistake, Dr. Larabee does not become her coach. Before she promises to him, she says “*Dr. Larabee, I swear, I promise. I won't miss any more sessions and I'll do whatever you say. You can't stop coaching me now.*” She wants to make Dr. Larabee accepts her again by using '**swear**' on her utterances. She wants to Dr. Larabee believes her. Although she says swear even promises, Dr. Larebee still doesn't want to be her coach. She will do everything for Dr. Larabee. This utterance is

included in **commissive** because it commits Akeelah to some future actions.

From the explanation above, it is presented that there are four types of illocutionary acts used by the main character in “Akeelah and The Bee” Movie by Doug Atchison based on Searle (1979). They are directive, assertive, expressive and commissive. For the next explanation about the function of the illocutionary acts used by the main character.



CHAPTER IV

**FUNCTIONS OF ILLOCUTIONARY ACTS USED BY THE
CHARACTERS IN "AKEELAH AND THE BEE" MOVIE BY DOUG
ATCHISON**

According to Leech's theory, there are four types of illocutionary act based on their functions. They are competitive, collaborative, convivial, and conflictive.¹

A. Functions of Illocutionary Acts

1. Competitive

Competitive function competes with the social goal. This function is intended to show politeness in the form of negative parameter.

Akeelah: "But all we've done for eight months is study words. **Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun?**"

Dr. Larabee: "I told you, Denise, you can have fun after the bee."

Akeelah feels tired and boring at that time. For a while, she wants to relax and have fun "*Why can't we have fun?*" Akeelah asks Dr. Larabee's reason about a few free times for her. Akeelah's utterance is interrogative and it contains a question. By expressing the utterance, Akeelah needs Dr. Larabee to answer her question and Dr.

¹ G. Leech, *Principles of Pragmatics* (New York: Longman Group, 1983)

Larabee does so. In reference, Akeelah's utterance belongs to competitive.

2. Convivial

Convivial function coincides with the social goal. In this function, politeness is employed to seek opportunity for comity.

Akeelah: **“Thank you, Mama.”**

Mrs. Anderson: “All right.”

Akeelah is allowed by her mother to continue the spelling be contest. Then she says “*Thank you, Mama*”. Akeelah's utterance is a statement which contains a thanking expression. Thanking employs convivial function since it coincides with the social goal. ‘Thank’ is intended to show politeness and gratitude towards someone's good deed. Therefore, the function of Akeelah's utterance is thanking and belongs to convivial since it shows her gratitude towards her mother's kindness.

3. Collaborative

Collaborative function commits the speaker to the truth of the expressed proposition. Being indifferent with the social goal, this illocutionary function regards that both politeness and impoliteness are relevant.

Akeelah: **“Kiana, get that baby out of here.”**

Kiana: “And baby, you should know that you ain't...”

Akeelah says “*Kiana, get that baby out of here*”, when the judge announced to the audience while Kiana's baby cries. Then

Akeelah wants Kiana's baby to go out of the hall. Since Akeelah's utterance contains an explanation, it is categorized as explaining which belongs to collaborative function.

4. Conflictive

Conflictive function conflicts with the social goal. In this function, politeness does not need to be questioned since the terms in this illocutionary function are meant to cause offence.

Akeelah's friend: "Everybody says you're a brainiac."

Akeelah: "**I ain't no brainiac.**"

Dr. Larabee: "Do me a favor; leave the ghetto talk outside, all right?"

From Akeelah utterance, "*I ain't no brainiac*". Akeelah wants to truth state about her. Furthermore, Akeelah utterance contains statement that she is ain't no brainiac and it is denying which belongs to conflictive function.



CHAPTER V

CLOSING

In this chapter, the writer provides conclusions and suggestions for her study. She makes them after analyzing the illocutionary acts and the context used as the main character in “Akeelah and The Bee”, the movie.

A. Conclusion

1. Types of Illocutionary Acts used in *Akeelah and the Bee* Movie

In reference to the first objective, there are four types of illocutionary act found in the movie. Meanwhile, researcher did not find any declarative act in the movie. Moreover, declarative acts use specific illocutionary force indicative device, e.g. ‘I declare that...’, ‘I pronounce that...’ The first type is directive. It is used when the characters want to complaining, requesting, and ordering. The second type is assertive. This acts used when the speaker want to offering, affirming, believing, complaining, informing, predicting, reporting, and suggesting. The third type is expressive. Expressive used as a tool to say that the characters want to apologizing, pardoning, praising, and thanking. The last types that is fond by the researcher is commissive and it is used by the characters to say offering, promising, and swearing.

2. The Functions of Illocutionary Acts used in *Akeelah and the Bee* Movie

There are four functions of illocutionary act found in the movie. They are competitive, convivial, collaborative, and conflictive. The functions are categorized based on illocutionary force. When the characters want to ask something to their partner, they use competitive act to deliver their question. Questioning is one example of competitive function. When Akeelah asks Dr. Larabee's reason about a few free times for her. The second function is convivial. The function of Akeelah's utterance is thanking and belongs to convivial since it shows her gratitude towards her mother's kindness. When Akeelah wants Kiana's baby to go out of the hall, Akeelah's utterance contains an explanation and this act belongs to collaborative function. Conflictive function conflict with the social goals. When Akeelah's friend says that everybody says Akeelah a brainiac, but Akeelah says that she is ain't no brainiac, Akeelah's utterance contains a statement that she is ain't no brainiac and it is denying which belongs to conflictive function.

B. Suggestions

From the results of this study can suggest the following:

1. The students of the English Department especially for the students majoring in linguistics are suggested to study about pragmatics

because we can understand about how the speaker speaks and how the hearer interprets the utterances.

2. This study is generally about speech acts. For the other researchers, if they want to discuss about speech act too, they can use other theory then explore the theory in different ages or related to other studies by analyzing the other statement of the problem. The researchers can use illocutionary acts in other objects by other movies, a novel, a short story, a poem, a lyric or others. They can analyze this film with ungrammatical study because in this film there is ungrammatical language, especially in Akeelah's utterances in order to get different results.



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