

ILLOCUTIONARY ACT IN *DANGEROUS MIND* MOVIE DIRECTED BY JOHN N. SMITH

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Abstrak: Tindak ilokusi adalah bagian dari tindak tutur. Tindak tutur adalah cabang analisis pragmatik tentang kinerja ujaran. Sedangkan konteks memberi pengaruh terhadap makna ujaran dalam percakapan. Dalam studi ini, penulis menganalisis tindak ilokusi dan konteks situasi dalam ujaran karakter utama film *Dangerous Mind* yang disutradarai oleh John N. Smith. Penulis menggunakan penelitian deskriptif kualitatif untuk menganalisis tindak ilokusi dan konteks situasi dalam film tersebut. Penulis mengambil data dari dialog karakter utama dalam film itu. Dalam pengumpulan data, penulis menggunakan teknik dokumentasi dan menggunakan analisis kualitatif oleh Miles dan Huberman dalam menganalisis data. Berdasarkan analisis, penulis menemukan lima kategori tindak ilokusi dalam film *Dangerous Mind*. Diantaranya adalah 29 ucapan termasuk direktif, 26 tuturan termasuk ekspresif, 17 ucapan termasuk kommisif, 5 ucapan termasuk deklaratif, dan 24 ucapan termasuk representative. Direktif menjadi tindakan paling dominan yang digunakan oleh LouAnne Johnson dengan 29 ungkapan. Konteks situasi merupakan latar belakang yang mempengaruhi interpretasi pendengar dari ucapan-ucapan yang dihasilkan oleh pembicara

Kata Kunci: Tindak Ilokusi; Konteks Situasi; Pragmatik

Abstract: Illocutionary act was part of Speech Act. Speech acts is a branch of pragmatics that analyses the performance of an utterance in context. In this case, context gives influence in meaning of utterances. In this study, the researcher analyzed illocutionary act and context of situation in the main character's utterances of *Dangerous Mind* movie directed by John N. Smith. The researcher used descriptive qualitative research to analyze the illocutionary act and context of situation within the movie. The researcher took the data from the main character's utterances. In collecting data, the researcher used documentation technique and then analysed the data by employing qualitative analysis suggested by Miles and Huberman. Based on the analysis, the writer found five categories of illocutionary act in *Dangerous Mind* movie. They were 29 utterances including directives, 26 utterances including expressive, 17 utterances including commissives, 5 utterances on declarations and 24 utterances on representatives. Directives are the most dominant act used by main characters with 29 utterances. The context of a situation is background that affected the hearer's interpretation of utterances produced by the speaker.

Keyword: Illocutionary Act; Context of Situation; Pragmatics

INTRODUCTION

Language is a media that people use to communicate with others. Language is very influential on human life. Without language, people will find difficult to live in society. People cannot

live alone, because people are a social being. People need to learn how to communicate with one another. Without proper communication, mutual relationship between people beings would never run smoothly. For example, there are times when hearer does not understand what a speaker says

because sometimes, what a speaker says is different from what he or she actually intends to mean. The area of study in regard to this phenomenon is commonly called Pragmatics.

According to Yule (1996:3) “Pragmatics is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by a listener (or reader)”. In this case, pragmatics is not only study in grammatical structure but also about the intended meaning of the speaker. The meaning of the speaker utterances depends on the interpretation of the hearer (Puspitasari, Arifin, and Harida, 2021).

Pragmatic study is important for human communication. In fact, pragmatics have studied many types, such as deixis and distance, references, presuppositions and entailments, politeness and interactions, speech acts and events, and so on (Arifin & Suprayitno, 2015). But in this study, the writer will focus to analyze speech acts and context as the study. Context helps the hearers to understand what the speakers say. Context can be defined as the topic in utterances. Nadar (2009) in Wardani (2011:1) states that “context is a background knowledge assumed to be shared by speaker and hearer and which contributes to hearer’s interpretation of what speaker means by given utterance”. In pragmatic study, there is also called speech acts. Speech acts is a branch of pragmatics analyzing about the performance of an utterance. Austin (1962:108) states that “speech acts is a theory of performative language, in which to say something is to do something”. According to Thomas (1995) in Sitanggang and Natsir (2013:2) People do not use language just to states things but to do things, and to perform actions. That means when the people want to say something, they not only say something but also uses it to do things or perform act.

According to Austin (1962) in Paltridge (2006:55) there are three kinds of act which occur with everything we say. These are *the locutionary act, the illocutionary act, and the perlocutionary act.*

The locutionary act refers to the literal meaning of the actual words. Then the illocutionary act refers to speaker’s attention in uttering the words. Perlocutionary act is the effect this utterance has on the thoughts or actions of the other person.

In this study, the writer focuses on analyzing the types of illocutionary act based on Searle’s categories and context of situation based on Hymes’s theory. Searle (1979) in Yule (1996:53) purposed that speech acts could be grouped into general categories. The five basic kinds of actions (illocutionary act) that one can perform on utterance, there are representatives, directives, expressive, commissives, and declarations. Hymes (1964) states in Brown and Yule (1985:38) that there are nine components in exploring the intended meaning from the context. They are participant, topic, setting, channel, code, message-form, event, key, and purpose. In this study the writer just takes 3 components, those are participant, setting and purpose.

The writer will analyze the main character’s conversation in *Dangerous Mind* movie. The main character is Lou Anne Johnson. The writer uses the movie script as his data. Movie is one of media reflects social life of human. According to Tomazs P. Szynalski (2013) in Isnaniah (2015:4) movies is excellent ways to learn English easily. Through film people can especially improve listening, grammar, and enrich vocabulary mastery. People also can learn how to pronounce words as native speaker and use the expression.

METHOD

The writer used descriptive qualitative research to analyze the illocutionary act and context of situation in the *Dangerous Mind* movie. Moleong (2009) in Dewi (2015:22) the purpose of qualitative research is to understand something specifically, not always looking for the cause and effect of something and to deepen comprehension about something that studied factual data. The writer

used descriptive qualitative as the method, because the writer wanted to get the brief description about the phenomenon related to illocutionary act performed by LouAnne Johnson in *Dangerous Mind* movie.

In the collecting data, the writer used the documentation technique. According to Arikunto (2002) documentation technique is used to collect data based on transcript, books, newspaper, magazine, agenda, and many more. In this study, the writer uses documentary technique to collect the data about the utterances in the conversation used by the main characters in *Dangerous Minds* script movie.

The writer used the qualitative analysis by Miles and Huberman in analyzing the data. According to Miles and Huberman (2014:8) analysis can be define as three concurrent flows of activity namely data condensation, data display, and conclusion drawing and verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming. The second major flow of analysis activity was data display. The third stream of analysis activity is conclusion drawing and verification. "final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

FINDINGS AND DISCUSSION

The writer found 101 data from *Dangerous Mind* movie. There are 29 utterances including directive (requests, commands, asks, suggestions, warning, and orders). Second, the writer found 26 utterances including expressives (thanking, sorrow, apologizes, pleasures, dislikes, likes, condole and welcomes). Third, the writer found 17 utterances including commissives (plans, promises, threats, offers, and refusals). Fourth, the writer found 5 utterances including declarations (declares).

Fifth, the writer found 24 utterances included representatives (describes, prohibitions, claim, descriptions, state of facts, boasts, affirms, conclusions and assertions). From the previous data, it can be concluded that LouAnne Johnson as the main character uses directives illocutionary acts more frequently than others classification. Here, directive becomes the most dominant act used by LouAnne Johnson as the main character because this film tells about the learning process that occurs in Parkmont Senior High School. LouAnne as a teacher often gives instructions to her students.

Directives

Datum 1 (minute: 00:15:44)

LouAnne: "What about you? You know any karate?"

Raul : "Raul. Yeah, I know enough."

LouAnne: "Okay, Raul. **Go on up there.**"

The conversation above took place in the classroom in the morning. After reading the book all night, LouAnne didn't find the way for attract students' attention. But she remembered the advice of her friend, Griffith. She should attract their attention. Finally, she found the way how to attract the students' attention with Karate. The instruction "Go on up there" was classified into illocutionary act (Directive) because LouAnne wanted her student to do something. Therefore, the purpose of her utterance was to give the instruction for her student.

Datum 2 (minute: 00:36:29)

Griffith : "I refuse to take medical advice from somebody who eats cheetos at 8 in the morning."

LouAnne: "Yeah, well, **you shouldn't smoke.** Listen to that cough!"

The conversation above took place in the schoolyard of Parkmont High School when it was morning. LouAnne Johnson and Hal Griffith walked together to the classroom. In the conversation above LouAnne suggested Griffith

for not smoking anymore. LouAnne knew that Griffith was a heavy smoker and it made his healthy worse. So, as the friend LouAnne gave suggestion for her friend to stop smoke. Referring to Austin's theory, suggestion is classified as directives.

Expressives

Datum 3 (minute 00:03:56)

LouAnne: **"Thank you for seeing me"**

Carla : "Well"

The conversation above took place in the Parkmont high school office (morning). LouAnne went to Parkmont high school to apply job. She accompanied by her friend Griffith. It happened when after she got out of Marines and wanted to start her life again.. She got good response from the vice principal. Although Carla seemed to be very busy but she still received LouAnne well. The above utterance can be classified as expressives, specifically expressing gratitude.

Datum 4 (minute 00:23:33)

Mr. Grandey : "Miss Johnson, this is an office. We knock before we enter."

LouAnne : **"Oh, I'm sorry"**

In the conversation above, LouAnne got special student in that school. She frustrated at first, because her student didn't want to hear her. Finally, she taught karate in the first section to attract her student attention. This method was successfully attracted the students' attention, but according to principal she had broken the academic rule. The school forbade the teacher to teach student by violence method. Therefore, she got called by the principal. When she entered the principal room, she didn't knock the door. She got admonition from the principal to knock the door first before entered the room. In this case, LouAnne's utterance belongs to apologizing.

Commissives

Datum 5 (minute 00:19:43)

Student : "Hey, what about karate?"

LouAnne: "Well, I can't just teach you karate.

I'll show you another hold next week."

The conversation above took place in the Academic Classroom. After getting the attention of her students for being taught karate, LouAnne was asked by her students to continue the Karate lessons. Here LouAnne said that she would teach Karate in another time. This indicated that LouAnne gave promise to her students that she would teach Karate in the future. Referring to Austin's theory, promising is classified as commissives.

Datum 6 (minute 01:03:04)

Raul : "Miss J, I gotta pay him back. He'll kill me. I didn't have nothing to wear!"

LouAnne: "Fine. **I'll lend it to you."**

The conversation above took place in the Flowering Peach restaurant at night. Raul went to the restaurant with LouAnne as the prize of contest. He wore a jacket which he had not paid for. Raul tried to make his teacher impressed with him. He tried to buy a jacket from a thief in order to get a good jacket with a cheap price. Since he didn't have enough money, he took the jacket and promised to pay it soon. Then he asked permission to LouAnne to skip the class because he wanted to make money to pay for his jacket. LouAnne rejected it, assuming that for the child of Raul's age, school should be more important than anything else. She offered him a loan instead. "I'll lend it to you" she volunteered to help Raul. Referring to Austin's theory, lending is classified as commissives

Declaratives

Datum 7 (minute 00:57:13)

LouAnne : "This is my Well, the results of the Dylan-Dylan contest. **The winners are"**

Student A: "That's me. Right here."

Student B: "Sit down. I am Bob Dylan. Sit down."

Student A: “Yo, shh! Shh! Sorry, Miss Johnson.”

Student C: “Shh. Shh.”

LouAnne : “**Raul, Durrell and Callie!**”

The conversation above took place in the academic classroom. The students looked enthusiastic in the Dylan-Dylan contest. The evidence was all of them going to the library to find poetry. They discussed with their own group. In the end LouAnne announced the winners of Dylan-Dylan contest. The winners were Raul, Durrell and Callie. They would have dinner with LouAnne at a fancy restaurant. The other students still got prizes from LouAnne. They felt very happy about the contest. In this case, LouAnne’s utterances functioned to give the result about Dylan-Dylan contest for students; those who won will get a special gift from her.

Datum 8 (minute 0001:24:07)

Angela : “Is he dead?”

LouAnne: “Yes, baby, **he’s dead.**”

Angela : “Oh, no.”

The conversation above took place in the academic classroom. LouAnne told the students that Emilio was shot by someone that morning. The police found him 3 blocks from the school. Initially, Emilio threatened by someone for deeming to snatch Angela from him. He might be a high school student of Parkmont and a drug addict. LouAnne advised Emilio he should go to the principal and reported that there were students of drug addicts. So, that someone who threatened Emilio will be reported to police. When he met the principal, he was expelled for not knocking the door. In the end, Emilio was shot dead. LouAnne gave announcement of Emilio’s death. All students felt so lost with his death. Even many of them cried.

Representatives

Datum 9 (minute 00:06:38)

Griffith : “LouAnne, d-did she t-tell you about, uh, the academy programme?”

LouAnne: “Yeah, yeah. No, she told me all about it. She said, you know, **bright, special kids and...**”

The conversation above took place in the Parkmont High School office. At that moment, Griffith met LouAnne after LouAnne finished an interview with Carla. After being declared an academic teacher at Parkmont high school with a salary of 27,400 dollars LouAnne looks very happy. She told Griffith that she became a fulltime teacher in an academic class. Griffith asked LouAnne, whether she already understood or not about the academic class. LouAnne then explained that her class was inhabited by bright and special children as described by Carla during the interview. LouAnne told her friend Griffith about the condition of academic classes like Carla told her before.

Datum 10 (minute 0000:47:43)

Student : “Now they’re gonna get their fuckin’ asses kicked. And you got Emilio”

LouAnne : “**Hey, I didn’t rat on anybody.**”

The conversation above took place in the academic classroom. The students in academic class assumed that LouAnne is a suspect in case of a fight between Raul and Gusmaro against Emilio. They assumed LouAnne was not separating but pitting the three of them. As a result of the fight Raul and Gusmaro should get suspended from school. LouAnne refused to be blamed. She firmly didn’t rat on anyone. Referring to Austin’s theory, refusing belongs to representatives

CONCLUSION

The writer found five categories of illocutionary act in *Dangerous Mind* movie. First, the writer found 29 utterances including directive (requests, commands, asks, suggestions, warning, and orders). Second, the writer found 26 utterances including expressives (thanking, sorrow, apologizes, pleasures, dislikes, likes, condole and welcomes). Third, the writer found 17 utterances including commissives (plans, promises, threats, offers, and

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The context of a situation or background that affected the hearer's interpretation of the utterances produced by the speaker. The first was participants. The dominant participant in this movie was LouAnne as the main character in this movie. She spoke with Callie, Durrel, Gusmaro, Angela and other students as the teacher in Parkmont High School. She spoke with Griffith as a friend. and she spoke with Mr. Grandey and Carla as the personnel in Parkmont High School. The place that was often seen in this movie is Parkmont High School and its time of course in the morning. LouAnne had different purposes in producing the utterances according to the situation and with whom she speaks.

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