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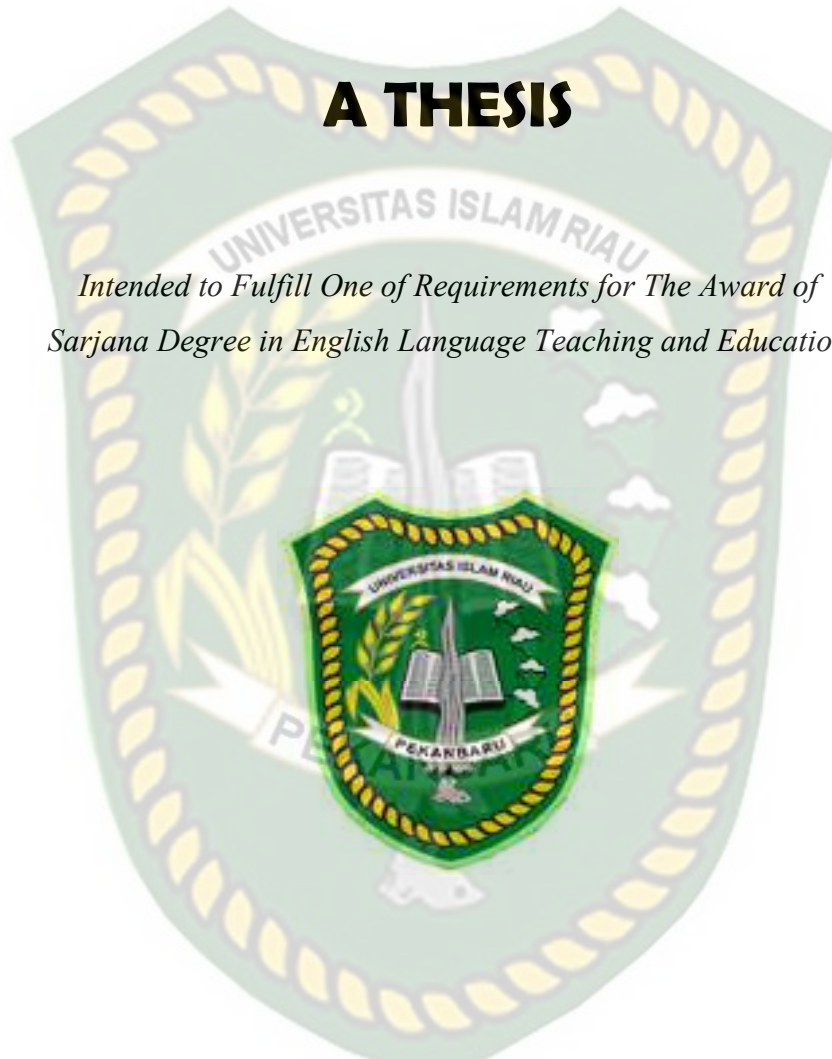
A THESIS

Intended to Fulfill One of Requirements for The Award of

Sarjana Degree in English Language Teaching and Education

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ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
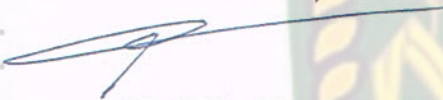**PEKANBARU**
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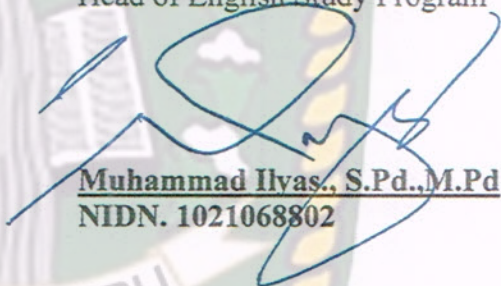
AN ANALYSIS OF ILLOCUTIONARY AND PERLOCUTIONARY ACTS
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THESIS APPROVAL

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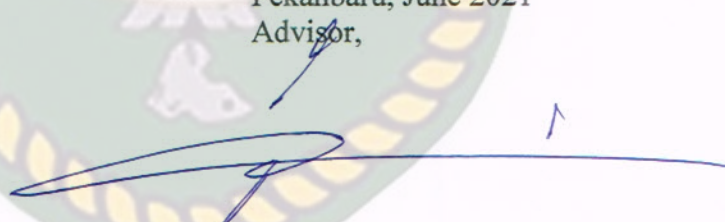Faculty   : Teacher Training and Education

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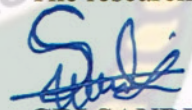
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Lembar Ke	:	

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1.	15-07-2019	Pengajuan Judul	Judul untuk Proposal Disetujui	
2.	05-12-2019	Bimbingan Bab I dan Bab II	Perbaikan Penulisan dan Pemilihan Kata serta Format Proposal	
3.	13-07-2020	Revisi Bab I, II dan Reference	Perbaikan Penggunaan Bahasa Inggris	
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ABSTRACT

Sandi, Cri. 2021. *An analysis of Illocutionary and Perlocutionary Acts in Annabelle: Creation Movie.* **Final Project. English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau.**
Advisor: Prof. DR. Drs. Seno H Putra, M. Pd

Keyword: Annabelle: Creation, Movie, Illocutionary Acts, Perlocutionary Acts.

This research is aimed to find out Illocutionary and Perlocutionary acts in *Annabelle: Creation* movie. The researcher used the movie's script as the data sources. There are 384 utterances that has been analyzed. The research was conducted qualitative research and analyzed the movie based on Searle theory about types of illocutionary and perlocutionary acts. The results showed 76 illocutionary acts was found which divided into 23 representative illocutionary act, 6 declarative illocutionary act, 12 comissive illocutionary act, 16 expressive illocutionary act, and 19 directive illocutionary act. Perlocutionary acts occurred 27 times which are 7 persuading perlocutionary act, 8 convincing perlocutionary act, 4 scaring perlocutionary act, 5 enlightening perlocutionary act, and 3 inspiring perlocutionary act. In total, 103 utterances was determined as Illocutionary and Perlocutionary Acts in *Annabelle: Creation* movie.

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The researcher would like to express her thanks deeply to all people who gave many contributions in completing this thesis. the researcher addresses her appreciation and express deep gratitude to the following individuals namely:

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Finally, the researcher realize that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestion, and comments are really needed for improvement of this research.

Pekanbaru, May 2021

Researcher,

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NPM. 156310908

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Communication is an important thing to be able to interact with other human beings. It means connection between people in the world, in particular. Communication is also can define as an activity of sharing your message or idea to other people who need to have mutual participation. By communicating to each other, a person can fulfill his or her own needs. Communication aims to deliver a message from a speaker to listener. The communication between one person and another is called language.

Language is very important for life and also for human beings. Everybody uses language to express minds, feelings, ideas, and emotions. It can also expresses through gesture or body movement, action, signal and sound. There are many kinds of language that people use around the world, such as English, Mandarin, Arabic, Danish, Indonesian and etc.

The study of language has several branches. One of them is pragmatics. Pragmatics examines how people communicate and understand more than the literal meaning of words or sentences when they speak, write or gesture in general terms, when they interpret and produce utterance. In pragmatics, we learn about meaning based on the context which communicated by a speaker (writer) and interpreted by a listener (reader). Pragmatics is known as the general study of how context influences the

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interpretation of meaning.

Pragmatics as a field of linguistic inquiry was initiated in the 1930s by Morris, Carnap, and Peirce for whom syntax adressed the formal relation of signs to another, semantics the relation of signs to what they denote, and pragmatics the relation of signs to their users and interpreters (Morris in Horn et al, 1938). According to Horn and Ward (2006) state, pragmatic is the study of those context dependent aspects of meaning which are systematically abstracted away from in the construction of content or logical form.

Studying pragmatics can facilitate people to be able to find socially appropriate language for the situation that they find. Moreover, pragmatics can avoid misunderstanding during communication and also help people who learn English as the second language. Pragmatics study about utterance's meaning based on the context. Utterances can be spoken, written or gesture are constributed within a particular social context which take their meaning partly from the context. An utterance that people produce at every speech called speech act.

Speech act is the study of how we do things with sentences. It is verbal action happening in the world. When the utter a speech act, we do something with our words. Studying speech act is important to make us comprehend what message in every utterance. Moreover, some speech act not only have function in communicating, but also in producing the effects upon the thought, feelings, or actions of the addresee(s), speaker(s), or others.

Austin (1962) defined speech acts as the actions performed in saying

something. Speech acts are the acts we perform when we speak. As we can see, in order for speech acts to be performed successfully, the utterances must follow a basic structure as well as be conducted in a corresponding context. (Shoxrux, 2021: 58)

Speech act theory said that the action performed when an utterance is produced can be analysed on three different levels. Such as locutionary, illocutionary, and perlocutionay acts. The first one, locutionary is what the speaker literally utters, and drawing upon semantics terminology, consisting of sense of sense and reference. This act happens with the utterance of a sound, a word, or even a phrase as a natural unit of speech. To be a locutionary act, an utterance has required a sense and same meaning to both yhe speaker and listener. Example "what?" (when someone is suprised or shock).

Then, illocutionary is the force of what has been said, defined by social convention in the context in which is uttered. In the term of illocutionary act, it's not just saying something, but saying it with the intention of: making a prediction, a promise, a request, stating an opinion, confirming, or denying something, giving an advice or permission, and issuing an order or decision. Examples: "go do your homework!" (order), "there is too much homework to do" (saying an opinion), "i will do my homework soon" (promise), "can you please do your homework?" (request).

The last one, perlocutionary is the actual effect of the utterance: exactly how it is interpreted by the hearer(s). While illocutionary act relate

more to the speaker, perlocutionary are relate to the listener. The aim of perlocutionary act is to change feelings, thoughts, or actions. Perlocutionary act always have a 'perlocutionary act' which is the effect of the utterance on listener and could affect the listener's emotion, thought or even physical action. This act can be seen when inspiring or insulting, persuading or convincing, and deterring or scaring. Examples: "you can do it" (inspiring), "i'm hungry" (means to persuade someone to make some food).

Since speech act have their own roles in communication and film becomes one representative the phenomena of daily life as explain above, it is interesting to make a research about speech act in film. The researcher interested in analyzing the perlocutionary effect of illocutionary act toward the hearers which contains in the movie scripts, because illocutionary act is the important part in understanding speech act and it has a significant effect in communication which is the act of doing something, and also in order to know hearer's response well about what speaker is saying or usually called perlocutionary act. The researcher choose to analyze in movie because many people like to watch a movie and this is a popular movie and through movie, learner can learn English in fun way. Hopefully the study can be useful to increase our knowledge about speech act especially for the students of English Language Study Program in FKIP UIR Pekanbaru.

Therefore, the researcher is interested to conduct a research about speech act, especially illocutionary and perlocutionary acts entitled **"An Analysis of Illocutionary and Perlocutionary Acts in Annabelle : Creation movie"**

1.2 Identification of the Problem

Based on the background of the study above the researcher identified the problem as follow: Locution is what the speaker literally utters, and drawing upon semantics terminology, consisting of sense of sense and reference. Illocution the force of what has been said, defined by social convention in the context in which is uttered. Perlocution is the actual effect of the utterance: exactly how it is interpreted by the hearer(s).

Realizing the problem above, the researcher decided to analyze the Illocutionary and Perlocutionary acts in Annabelle: Creation movie.

1.3 Limitation of the Problem

Based on identification of the problem above the researcher needs to limit the problem. This study focuses on the types and purposed of illocutionary and perlocutionary acts are found in the Annabelle: Creation movie. The researcher uses the taxonomy of illocutionary and perlocutionary acts proposed by Searle. There are five types of illocutionary act: representatives, directives, expressive, commissives, and declarative. And also five types of perlocutionary act, such as: persuading, convincing, scaring, enlightening, and inspiring. The researcher chooses illocutionary and

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perlocutionary acts because perlocutionary acts are the effect of doing in saying something is it (illocutionary), and the researcher is interested to find the types of illocutionary and perlocutionary and the utterences said by all the characters in the movie.

In this research, the movie's script are the data sources. The researcher chooses all utterances in. The researcher analyzed types of speech act such as illocutionary and perlocutionary acts.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the problem of this research can be formulates as the following question :

What kind of Illocutionary and Perlocutionary acts are found in Annabelle: Creation movie?

1.5 Objectives of the Problem

Based on the formulation of the problem above, the purpose of this research is to find out and clarify the kind of illocutinary and perlocutionary acts in the Annabelle: Creation movie.

1.6 Assumption

Based on the formulation of the study, the researcher asssumed that there are several kind of Illocutionary and Perlocutionary acts spoken in Annabelle: Creation movie.

1.7 Significance of the Research

This research hopes give advantages either in theoritical and practical

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significance:

The first, theoritically, this research can enrich the teaching implementation in pragmatic study especially speech acts. Particularly for English teachers and lecturers, hopefully this research will enrich their knowledge about illocutionary and perlocutionary and support teaching activity in class. Beside that, this research hopes can complete the other research about language, especially in using language by the practice way based on the context. Furthermore, this research can increase the concept about illocutionary and perlocutionary acts through audiovisual media.

The second, practically, this research hopes to show how the aspects of illocutionary and perlocutionary acts are used in. Beside that this research can give advantages to the reader for understanding speech acts in the film.

1.8 Definition of the Key Terms

1. An analysis : Analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents (Audi, 1999: 25). An analysis deals with making systematic and spesific examination of the basic components or elements belong to something being invistigated or studied to get a clear description of each components or elements.

2. Illocutionary Act : Illocutionary Act "an act of saying something" and the make of statement, offer, promise, etc. In uttering the sentence. Therefore, illocution is not descriptive and it's not subject to truth condition; it is the performance of an act *in saying something* (Austin 1962: 99)

3. Perlocutionary Act : Austin (in Searle, 1980:38) said that "saying something, or even normally produce certain consequential effects upon the feelings, though or action of the audience, or of the person".

4. Annabelle: Creation movie : An American supernatural horror film produced by James Wan and Peter Safran in 2017. This movie tells about the origin of Annabelle doll.

1.9 Grand Theories

The researcher use some experts' theories related to pragmatics and speech act. But for the main theories of explaining about speech act specially illocutionary and perlocutionary act, the researcher conducts the research based on theory proposed by John Searle who based on J.L Austin.

Austin's theory devided speech act into locutionary act, illocutionary act, and perlocutionary act. Then, Searle's theory classified spesifically into the kind of each act types. Searle (1976) classified the illocutionary speech act into representatives, directives, expressive, commissives, and declarative. And also five types of perlocutionary act, such as: persuading, convincing, scaring, enlightening, and inspiring. Thus this research is analysis of illocutionary and perlocutionary act on Annabelle: Creation movie based on John Searle's theory. This research use methodology that is qualitative descriptive design.

1.10 Research Method

Research method which deal the ways researcher conduct the research and really helpful for the researcher in solving the problem. This discuss about the research design, source of the data, instrument of the research, data collection technique, and data analysis technique.

1.10.1   Research Design

The design of this research is in form descriptive research. The research conducted in qualitative research and analyze the movie based on Searle theory about types of illocutionary and perlocutionary acts. Research designs need an approach to provide specific direction for procedures in conduct a research. Furthermore, research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014: 30). The approach of this research is qualitative approached.

The research conducted in qualitative research because the data analyzed in descriptive phenomenon such as words, clauses, and sentences. According to Creswell (2014: 31) there are three approaches to research: qualitative, quantitative, and mix methods. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research takes place in natural setting such as observations, interviews, and document reviews.

Denzin in Samingan (2016: 8), defined qualitative research as multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers concern about things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings that people bring to them. Qualitative research involves the use of study and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives.

In this research, the researcher focused on the types of Illocutionary and Perlocutionary acts in Annabelle: Creation movie.

1.10.2 Source of Data

The source of data of this research is a movie titled Annabelle: Creation. It has 1 hour and 50 minutes for duration. The researcher used movie script to collect the data.

1.10.3 Instrument of the Research

The instrument is used to collect the data while doing a research. Instrument is the general term that researchers use for a measurement device. It's a tool to gathering data and without instrument, the data would be impossible to get. The researcher used the scrip of 'Annabelle: Creation' movie as the instrument of

the research. The script was analyzed very carefully using the theory to finding illocutionary and perlocutionary act.

1.10.4 Data Collection Technique

Researcher are no longer talking about the past (PreTest) in this data collection method, but study talks about what is going to be done to collect information "practice" at this moment (actual research). Studies therefore need to clarify and identify the steps such as how to collect data in study, class research, laboratorium, firld research, and so on. In other words, of course, how do we make "a cup of coffe" have steps to do (Seno H Putra, 1997-2006). The steps of collecting data in this research as follow:

1. First, the researcher watching Annabelle : Creation movie and reading the script carefully.

2. Then the researcher collecting the data by finding characters' utterances in the movie script.

3. Next, the researcher categorized the utterances as illocutionary and perlocutionary acts based on Searle theory.

4. The researcher give transcript and underline and *italic* words on the words categorize into types of illocutionary and perlocutionary acts.

5. Last, the utterances analyzed and classified by the researcher carefully one by one.

1.10.5 Data Analysis Technique

For analyzing qualitative data, the researcher might analyze as the research progress, continually refining and reorganizing in light of the emerging results (Dawson, 2002: 111). Data analysis in qualitative research processed hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up of findings. Based on the data collection technique above, in this research the researcher analyzed the data by analyzing Illocutionary and Perlocutionary in Annabelle: Creation movie script based on Searle Theory. There are some procedures conduct by researcher:

1. First, the researcher watching the Annabelle: the creation movie, and read the script thoroughly.

2. Second, the researcher analyze the data by giving an underline and typing in *Italic* words to the words that have illocutionary and perlocutionary acts based on Searle theory.

3. Next, the researcher classified the utterances into each types of illocutionary and perlocutionary act based on Searle theory. All the selected utterances are classified into the types of illocutionary act: representatives, directives, expressive, commissives, and declaratives. And also five types of perlocutionary act, such as: persuading, convincing, scaring, enlightening, and inspiring.

4. The researcher analyze them, describe every each utterance and explain using words.

5. And the last, the researcher write conclusion and suggestion. Describe which types of illocutionary and perlocutionary act appear most and which appear least in the Annabelle: the creation movie based on Searle theory.
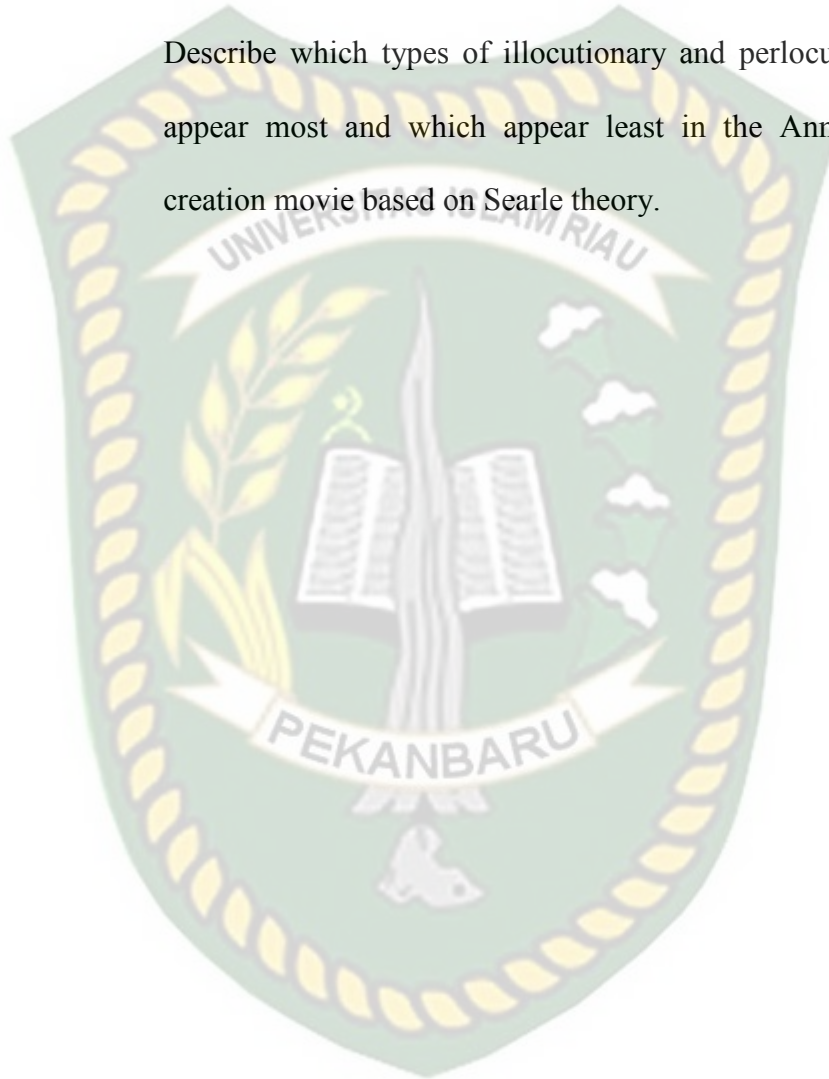
CHAPTER II

RELATED THEORIES

2.1 Pragmatics

2.1.1 The Definition of Pragmatics

The word pragmatic comes from Greek (pragma) which means the analysis of communication principles that people follow when they communicate in a social context rationally and efficiently. The study of what speakers mean, or 'speaker meaning', is called Pragmatics (Yule,) In other hand, Levinson (1983), stated Pragmatics is one of those terms which gives the impression that something very precise and technical is being spoken about when, in fact, it often has no clear meaning. Pragmatics is the study of the release relations between the system of linguistics and the users of those forms. Pragmatics is therefore attractive, because it is about how linguistically.

People make sense of each other but it can be frustrating are of study because it requires us to make sense of people and what they have in mind. This limitation of Levinson can be explained as follow: "Pragmatics is the study of those relations between language and context that are grammaticallize, or encoded in the structure of language".

Morris in Levinson (1983), distinguished three distinc branches of inquiry: syntactics (syntax), being the study of "the formal relation

signs to one another", semantics, the study of "the relations of signs to the objects to which the signs are applicable" (their designata), and pragmatics, the study of "the relation of signs to interpretes".

In pragmatics study, context is an important thing. Context is a background of knowledge that assumed to be shared by speaker and listener and which contributes to listener's interpretation of what speaker means by given an utterance. Pragmatics is the study of contextual meaning, this involves the interpretation particular people mean in context and how the context influences what is said. It requires a consideration of how the speakers organize what they want to say in accordance with who they are talking to.

According to Cutting in Oktavianda (2016:9), there are three context in pragmatics such as situational context, background context, and co-textual context. First, the situational context is immediate physical co-presence, the situation where the interaction is taking place in the moment of speaking. Second, type of context is that assumed background. This can be either cultural (general knowledge that most people carry with them in their minds, about areas of life interpersonal), and the last is cotextual context, the co-textual context is the context of the text itself, known as the co-textual context.

According to Leech (1983), Pragmatics can be approached by making the following three distinctions:

1. General pragmatics: "the general conditions of the communicative

use of language"

2. Sociopragmatics: "more specific 'local' conditions on language use" and it related to sociology.

3. Pragmalinguistics: "the particular resources which a given language provides for conveying particular illocutions" that related to grammar.

Pragmalinguistics and sociopragmatics are not considered sub categories of general pragmatics, which "exclude more specific 'local' conditions on language use" but complementary areas of study within pragmatics as a whole. It is clear that the Cooperative Principle and the Politeness Principle operate variably in different cultures or language communities, in different social situations, among different social classes, and etc..

The principle of politeness functions in a speech act. If in the case of the etiquette speech act, its observance increases the degree of politeness of communication, then in the incentive speech act its task is reduced to "smoothing", "reducing their impoliteness." in the "cooperating" speech act, the functioning of the principle of politeness is flawed, and the illocutionary goal of the "conflict" speech act practically excludes the observance of politeness (Alisher, 2021: 106).

Pragmatic descriptions ultimately have to be relative to specific social conditions. In other words, sociopragmatics is the sociological interface of pragmatics. Here, sociopragmatics is identified with the interaction between language and cultures. Indeed, it is in cross--cultural

pragmatics and second language pragmatics that one frequently encounters the term sociopragmatics, along with pragmalinguistics.

2.1.2 Context

Context is an important aspect in interpreting or understanding the meaning of an utterance, Pederson (2002: 30) defines the context represents the knowledge of a conversation that is used in order to determine the meaning of speech act. Every utterance is living in its context, so its interpretation should be based on the context. In order to get the conversation going well between the participants, the listener must understand what context the speaker is talking about.

Pragmatics is the study of ability of language users to pain (connect) sentence with the context in which they would be appropriate (Levinson 1983: 24) while Context is a relevant aspect of physical or social setting of an utterance. It is the background knowledge shared by the speaker to understand their utterances. It has an important role in determining the meaning of the language. The roles are limiting the range of context in interpreting and also supporting the intended interpretation (Levinson 1983: 26). Indeed, Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means by given utterance (Geoffrey searle 1983: 13).

Futhermore, Yi-hua (2011) said, context is not limited to the preceding utterance or information about the immidiate physical

enviroment. Instead, it diversifies as specific contextual potentials or context for short, referring to large arrays of nations that can include virtually any phenomenon conceivable by the human mind, such as co-text, expectations, religious beliefs, social status, general cultural assumptions, the physical enviroment, etc. Also, Shen (2012: 2663) stated, In narrower sense, context consists of the lexical items that come imidiately before and after any word in an act of communication. In a broader sense, everything may be part of context, such as geographical and cultural background, discourse interpretation and production in a particular communication, discourse participants, their individual experiences, encyclopedic knowledge and their special roles in communication the like.

The meaning of a sentence can be said 'right' when people know what the speaker or listener are trying to conver or express it. According to Parera (2004: 277), context is a situation that forms because there is a setting, activities and relation. Setting relates to time and place of situation that happened. Meanwhile activities mean behavior that happens in interaction of language. That make the relation deals with correlation between a speaker and the listener. On the other hand, Puschmann (2002: 40), sees context as the world around us, the situation in which a piece of discourse happens. In other words can be considered as the cause and reason which happens a dialogue.

From the definition above, it can be concluded that the setting,

activities and the relationship are necessary in a context. In addition, the context has a close relationship between time, place and behavior that involves the speaker and the listener in the communication. It can also be inferred that the text language used by the speaker is capable of capturing the intent of the listener in speech event. Therefore, a different situation and context may give rise to different intepretation in the language.

2.2 Speech Acts

Speech acts is something expressed by an individual that not only presents information, but performs an action as well. Speech act theory said that the action performed when an utterance is produced can be analyzed on three different levels.

According to Kunjara (2005: 37) the use of language in communication can be categorized in three levels of speech acts, they are (1) locutionary, is the utterance of sentences with determine sense and references. (2) illocutionary, is an attempt to communicate, which they again analyze as the expressing of an attitude. (3) perlocutionary is action of the audience, or of the speaker and it may be done with the design, intention, of producing them.

On the other side, Yule (1996) stated that speech act is the action performed via utterances. Which mean that when a speaker expresses something via what speaker says which called an utterance, speaker actually performs an action through speaker utterances. When people speak, they

using language to various functions such as asking for help, making argument, communication, expressing different emotions. These functions can be said as speech act because acts done in the process of speaking.

Austin divides utterances into performatives and constatives then presented a distinction between two types of Performatives: ***Explicit and Inexplicit***. Austin contended that the *explicit performative utterances* are, unlike statements, neither true nor false. For example, a performative promise is not, and does not involve, the statement that one is promising. It is an act of a distinctive sort, the very sort (promising) named by the performative verb, such as , "I promise to do the dishes" in an appropriate context is not only a matter of saying or describing something , rather, in making this utterance the promise is performed. Since promising is an illocutionary act, the utterance is thus a performative utterance.

An explicit speech act is expressed clearly and directly through the use of an appropriate performative verb. An implicit speech act, on the contrary, is performed without the relevant performative verb and serves to produce the same illocutionary force (Zheni, 2020: 219)

On the other hand, Austin pointed out that the sentence may be uttered without the intention to keep the promise then it is called "infelicitous" according to felicity conditions. However, there are also "implicit", or "inexplicit" performatives; for instance, if someone says "Go", in order to command someone to leave the room then this utterance is part of the performance of a command; and the sentence, according to Austin, is neither

true nor false; hence the sentence is a performative; yet, it is *not* an *explicit* performative, since it is not clear that the speaker is performing an act of command. (Altikriti, 2011: 1375)

Austin divides utterances into performatives and constatives and then tries to establish a criterion for distinguishing one from the other. But his efforts all end in failure. This means that utterances cannot be classified into performatives and constatives against his assumption. However, he abandons the criterion and regards all the utterances as performatives. In fact, the first person expression, which he interprets as a typical performative, is a self-objectified one and essentially the same as the second and the third person one. Therefore, it is impossible from a logical point of view to attempt to draw a distinction between performatives and constatives. All the utterances are constatives and should not be construed as performatives (Araki 1992: 15)

2.2.1 Types of Speech Acts

According to austin (1962), he separated speech acts into three categories, such as locutionary act, illocutionary act, and perlocutionary act. Austin in Horn and Ward (2006) illustrates the distinction between these kinds of acts with the example of saying *"Shoot her!"* which he trisects as follows:

- Locution: the actual words uttered.

- Illocution: the force or intention behind the words.

- Perlocution: the effect of the illocution on the hearer.

For example:

a. I might say: "***It's hot in here!***". In locution the meaning is "***I want some fresh air!***". Meanwhile for Illocution and the Perlocutionary effect might be that someone opens the window. (Thomas, 1995)

b. Act (A) or Locution

- He said to me "Shoot her!" meaning by *shoot* "shoot" and referring by *her* to

"her."

Act (B) or Illocution

- He urged (or advised, ordered, etc.) me to shoot her.

Act (C) or Perlocution

- He persuaded me to shoot her.

2.2.1.1 Locutionary Acts

According to Austin (1962), locutionary act is act of speaking, act involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn.

In locutionary act, the function and purpose of the speech which is spoken is undisputed. So, the speech as "my hand is itchy" for example is solely intended to inform the listener that when the

speech is used the hand of the speaker is in a state of itching. (Rahardi, 2005: 35).

2.2.1.2 Illocutionary Acts

Illocutionary act is very important part of speech act because illocutionary act itself becomes the main central to linguistics in elements of communication. The illocutionary is the act done in saying something. More precisely, an illocution explains in what way one is using a locution: for asking or answering a question, giving some information or an assurance or a warning, etc. (Austin, 1962:98).

Illocutionary act is the act in doing something with spesific intent and function. This kind of speech act can be cited as the act of doing something. The speech "my hand is itchy" for the exaample is not solely intended to inform the listener that the hand of the speaker is itchy, but moreover that the speaker wants the listener do certain action related to the itchy hand. (Rahardi, 2005:35). The point of the distinction between illocutionary acts and perlocutionary acts is now made with reference to the consequences (Doerge, 2004).

2.2.1.3 Perlocutionary Acts

Perlocutionary act is the third part of speech act which is distinctive from two kinds of speech act. It is an actual result or an effect of the illocutionary. It may or may not be what the speaker wants to happen but it is nevertheless caused by the illocutionary.

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Austin (1962) stated that perlocutionary is a consequence or by-product of speaking, whether intended or not. Perlocutionary act consist in the production of effect upon the thoughts, feelings, or actions of the addresses, speaker or other. Perlocutionary act is the expected effect on the hearer by uttering the sentence. In uttering a sentence or an utterance the speaker expects that the hearer will achieve an effect.

Perlocutionary act carried out by a speaker making an utterance is the act of causing in certain effect on the hearer and others. The perlocutionary of an utterance is the causing of a change to be brought about, perhaps unintentionally, through, or by means of the utterance. (Hurford and Heasley, 1983:22)

It can be cited that perlocutionary act is the kind of speech acts is the act of causing certain effect on the hearer when the speaker is saying something. For example from the speech "my hand is itchy", can cause some response on the hearer, such as, the hearer asks the cause pof his itching, the hearer helps scratching his hand, or perhaps the hearer will give a cure for the itchy hand.

2.3 Illocutionary Acts

Illocutionary act is what the speaker doing. By uttering those word, such as comannding, offering, promissing, threatening, thanking, etc (Peccei, 1999:44). Illocutionary act is an act of doing something. When analyzing a sentence, it does not only deal with what the sentence means, but also with

what kind of act the speaker performs in pronounces a sentence. Therefore illocution is not descriptive and is not subject to truth conditions; it is the performance of an act in saying something (Austin 1962: 99).

According to the conception Bach and Harnish adopt in linguistic communication and speech acts (1979), an illocutionary act is an attempt to communicate, which they re-analyze as an attitude expression.

Subyakto and Nababan (1992: 32) said that "illocutionary act is giving information, guess, warning or threat, statement, anger, and so on. We must remember that illocutionary act is linguistic act that utter in specific context".

The philosopher Searle in Nurhayati, 2016 formulates four felicity conditions which illocutions must meet and it will be illustrated using the illocution "to promise" they are:

a. The propositional content: it means that the act must be a future act and it can't be spoken for doing something that has already been done.

b. The preparatory condition: this promise must be advantageous for addressee and it does not promise something that is solely disadvantageous.

c. The sincerity condition: the speaker must honestly fulfill the promise.

d. The essential condition: the speaker must be responsible for carrying out the act stated.

Felicity conditions provide the appropriate circumstances for the application of different pragmatic or interactive act. All in all, felicity conditions are a framework for the combination of appropriateness of utterance content, intentions and overall context in which that utterance is

produced (Al-Khazaali, 2021: 31).

According to Searle (1985), the thing that distinguishes between illocutionary points and propositional content is supported by the fact that their identity conditions are also different. It can be concluded that the same propositional content can happen with different illocutionary points and the same illocutionary points can happen with different propositional content. By recognizing and identifying the points of an utterance, the illocutionary act of the utterance can be delivered successfully. Hence, the role of illocutionary points in determining the types and functions of illocutionary act is vital (Fitriani, 2020)

The relation between movie and illocutionary acts indicate clearer phenomena and the speech acts have to do with the conceptual discussion in the field of pragmatics. Pragmatics is concerned with the speakers" intentions, and what the speakers mean when they use the particular linguistics in context (Hatch, 1992 in Rachmawati, 2017).

2.3.1 Purpose of Illocutionary Acts

The purpose of illocutionary act is to produce the utterance known as illocutionary force. By using illocutionary force, the speaker informs something in conversation or communication. Then that information will be received by the hearer. The illocutionary act succeeds to achieve the perlocutionary effect.

Actually, illocutionary act is rather difficult to be identified than locutionary act because we have to consider who will be the speaker

and the hearer are, when and where the speech acts occurr. Thus, the illocutionary act is central of understanding speech act (Wijana in Dzumillah, 2016).

Illocutionary act devide into five categories by Searle (1976), such as representatives, commissives, directives, and expressives. Based on the explanation above, each of these types consist of various kinds of utterance such as ordering, promissing, asking, declarating, informing, etc. It is seen that illocutionary act has some kind of purpose. These five categories of illocutionary act have their own purpose. The purpose of representative is to show how something is or state what the speaker believe to be the case or not. Commissives is to commit the speaker himself/herself to some future action. Directives is to get someone (hearer) to do something. Expressives to express some attitude, and Declaratives is to declare something or create a fact.

2.3.2 Types of Illocutionary Acts

Searle`s (1976) divides the illocutionary acts into five-part classification which are :

2.3.2.1 Representatives

Representative are to commit the speaker (in varying degree) to something's being case, to the truth of the expressed preposition (Searle 1979:12-20). Representative is an act of representing the statement of affairs. The speaker becomes

committing to the truth of the propositional content. The speaker represents external reality by making their words fit the world as they believe it to be.

Representatives includes asserting, suggesting, boasting, complaining, claiming, reporting, concluding, describing, affirming, predicting, announcing, insisting, asserting, denying, disclaiming, assuring, arguing, rebutting, informing, reminding, persuming, hypothesizing, guessing, swearing, testifying, admitting, accusing, blaming, criticizing, praising, lamenting, telling, and etc. In using a representative, the speaker makes words fit the world (of belief).

Example:

- Mrs. Hodgson: did you just hear me? I'm talked to Mrs. Moore on the telephone. How you can stand there and lie to me like that!

- Janet: I'm not lying!

As the examples above, the speaker has to have a special institutional role in a specific context, in order to perform a representative appropriately. From the example " I'm not lying" is often uttered by a arguing.

2.3.2.2 Directives

Directives is the kind of speech acts that the speaker uses to get someone else to do something. The speaker tries to get the listener to act in such a way or to do a future action according to the intention of the speaker. The typical expression of this type usually use imperative structure; however, there are so many ways of expressing this type, they are not only imperative but also interrogative and declarative structure are often use to perform a directive illocutionary act.

Directive speech acts are attempts made by the speaker to get the hearer to do something, such as requesting, advising, ordering, commanding, asking etc. (Searle, 1979)/ Directive speech act was found a dominant one in that interaction since were involved in that class interaction. This directive speech act was closed to a high social status, and it was used to ask, to request, to demand, to give, suggest, to advise by the lecturer. (Siritman, 2020: 6)

The main directive verb are direct, request, ask, argue, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray.

Example:

- Margaret: Mom's coming. Quit messing with that and brush your teeth

- Johnny: All right.

As the example above, the speaker has to have a special institutional role in a specific context, in order to perform a representative appropriately. From the examples, the sentence "Mom's coming. Quit messing with that and brush your teeth" is often uttered by a requesting.

2.3.2.3 Commissives

Commisives are those kinds of speech acts that the speakers use to commit themselves to some future actions. It express what the speaker intends. In using commisive, the speaker undertakes to make the world fit the world (via the speaker). For example promise – request, the point of a promise is to commit the speaker to doing something and not necessarily to try to get the hearer himself to do it.

Commissives including promising, vowing, offering, guaranteeing, refusing, volunteering, threatening, pledging, swearing, accepting, consenting, bidding, assuring, warranting, betting, intending. They can be performed by the speaker alone or by the speaker as a member of a group. In using commisive, the speaker undertakes to make the world fit the words (via the

speaker).

Example:

- Janet: It's a long story, I'll tell you later.

- Margaret: All right them.

As the example above, the speaker ha to have a special institutional role in a specific context, in order to perform a commissives appropriately. From the examples, the sentences "It's a long story, I'll tell you later" is often uttered by a promising. Janet promise to Margaret she can tell about that.

Directives and commissives in the same concerned because they have the same direction of fit.

2.3.2.4 Expressives

Expressives are those kinds of speech acts that state what the speaker feels. They express psychological states and it can be statements of pleasure, pain, like, dislike, joy or sorrow. Expressive illocutionary act helps to communicate the attitudes or emotions about a state of affairs as described in the propositional content of the message. It express various psychological states such as congratulating, apologizing, pardoning, blaming, praising, condoling, welcoming, commiserating, thanking, complaining, lamenting, protesting, deploring, boasting, greeting, likes, dislikes, compliment, joy, sorrow, pleasure, pain. In using an expressive, the speaker makes

world fit the word (of feeling).

Example:

- Janet: Good night Mom

- Mrs.Hodgson: Good night darling.

    As the example above, the speaker has to have a special institutional role in a specific context, in order to perform expressive appropriately. From the examples, the sentence "good night Mom" is often uttered by a greeting.

2.3.2.5 Declaratives

    Declaratives are those kinds of speech acts that change the world via their utterance. The act brings about some alteration in the status or condition of the referred to object or objects solely in virtu of the fact that the declaration has been succesfully performed. Declaration would include such as declaring, resigning, demising, christening, baptizing, naming, appointing, sentencing, firing, adjouring, nominating, approving, confirming, dissaproving, endorsing, renouncing, disclaiming, donouncing, repudiating, blessing, cursing, consecrating.

Example:

- Mr. Grosse: Billy who ?

- Janet : My name is Bill Wilkins and I'm 72 years old.

    As the example above, the speaker has to have a special

institutional role in a specific context, in order to perform a declarative appropriately. From the example, the sentences " my name is Bill Wilkins and I'm 72 years old" is often uttered by a naming. In this sentences Janet said that who is she.

2.4 Perlocutionary Acts

A perlocutionary act is result or goal of effects that is produced by means of saying something (Searle, 1976). Perlocutionary is the third part of speech act which is distinctive from two kinds of speech act. It is an actual result or an effect of the illocution. It may or may not be what the speaker wants to happen but it is nevertheless caused by the illocution. Riemer (2010) stated Perlocutionary act is the act of producing an effect in the hearer by means of the utterance. In addition, Nadar in Rahman (2015) stated Perlocutionary act is an act to influence the hearer such as embrassing, intimidating, persuading, and so on. Meanwhile, a theory of perlocutionary act from Gu was used which has a clear classification namely motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response (Chairani, 2020).

Perlocutionary act is the effect created by illocutionary act to the hearer, such as shocking, misleading, and convincing and so on. This act is also known as, „the act of affecting someone" . Illocutions also often cause listeners to do things. To that extent they are *perlocutionary acts*. If you say „*I bet you a dollar he"ll win*" and I say „*On,*" your illocutionary act of offering a bet has led to my perlocutionary uptake of accepting it. The

perlocutionary force of your words is to get me to bet, and you have succeeded (Wardhaugh , 2006).

The contrasts between illocutions, perlocutions, and other speech act categories have typically been illustrated by lists of verbs and verb like expressions. For example:

Illocutionary: report, announce, predict, admit, opine, ask, reprimand, request, suggest, order, propose, express, congratulate, promise, thank, exhort.

Perlocutionary: bring hearer to learn that, persuade, deceive, encourage, irritate, frighten, amuse, get hearer to do, inspire, impress, distract, get hearer to think about, relieve tension, embarrass, attract attention, bore (Leech in Dzumillah, 2016).

2.4.1 Purpose of Perlocutionary Acts

Perlocutionary act have to do with those effects which our utterances have on hearers which go beyond the hearer's understanding of the utterance. Such as persuading, convincing, scaring, enlightening, and inspiring are all cases of perlocutionary acts. Illocutionary act such as stating are often directed at or done for the purpose of achieving perlocutionay effects such as convincing or persuading, but it has seemed crucial to the theorists of speech acts.

2.4.2 Types of Perlocutionary Acts

The types of perlocutionary act as persuading, convincing, scaring, enlightening, and inspiring.

2.4.2.1 Persuading

According to Searle (1969:25) persuading is this makes somebody do something by giving them good reasons for doing it.

Example:

Lorraine: If we go, if we do this, you have to promise me that we are just there to observe. If everything turns out dangerous in anyway. We're gonna tell the church and we're gonna get out. Promise me Ed.

Ed: I promise.

As the example above, the addresser in this utterance is Lorraine. The goal an utterance is Lorraine persuade Ed to make promising about her explanation. The context of the utterance is that in perlocutionary that will be persuaded because Lorraine was persuade Ed to make Ed agreeing desire of her.

2.4.2.2 Convincing

According Searle (1969) convincing is makes somebody or the addressee believes that something is true.

Example:

Janet: Mom! There's someone in our room! The bed is shaking up and down

Mom: Janet, I swear to God, if you're making this up!

Janet: He bit me, look!

As the example above, the addresser in this utterance is Janet and addressee is Mrs.Hodgson. the goal of the utterance is Janet to convince to her Mom that someone in her room. Janet explained to her Mom that someone bit her. The context of the utterances is Janet hope her Mom can believe she said and can helped her.

2.4.2.3 Scaring

According to Searle (1969) Scaring is frighten somebody to something which happened.

Example:

Dr. Steven: Be very careful who you call liar!

Ed: What are you gonna do about it?

As the example above, the addresser in this utterance is Mr. Gosse and addressee is Ed. The goal of the utterance is Mr. Gosse scares to Ed that will has sometimes other people call him liar. The utterance as a form of fact is Ed angry and to Mr. Gosse, he is scaring about it because he was doesn't like that. The utterance of scaring in this context can be seen in the sentence from Ashley "Be very careful who you call a liar!".

2.4.2.4 Enlightening

According to Searle (1969) Enlightening is gives somebody more knowledge or understanding of something.

Example:

Billy: What he's doing?

Peggy: Oh we taught him to ring the bell, when he wants to go. Do you want to let him out Billy?

As the example above, the addresser in this utterance is Peggy and addressee is Billy. The goal of the utterance is Peggy give explained about why her pet ring the bell. The context of utterance is Peggy hope Billy can understand about her what did she tells. The utterance as a form of Billy can be hearer and understand about Peggy's said. The utterance of enlightening in this context can show in the sentence from Peggy "oh we taught him to ring the bell, when he wants to go. Do you want to let him out Billy?"

2.4.2.5 Inspiring

According to Searle (1969) this fills somebody with the ability or desire to do something.

Example:

Lorraine: You know, whatever's doing this to you wants you to feel this way

Janet: But why?

Lorraine: Because that's what makes it stronger

As the example above, the addresser in this utterance is Lorraine and addressee is Janet. The goal of the utterance is Lorraine try to give inspire to Janet so she can do everything she wants. The context of utterance is Lorraine want to Janet don't worry to try something. The utterance of inspiring in this context can show in the sentence from Lorraine "you know, whatever's doing this to you wants you to feel this way, and because that's makes it stronger". The utterances show that Lorraine give inspiring to Janet.

2.5 Annabelle: Creation Film

Annabelle: Creation is a 2017 American supernatural horror film directed by David F. Sandberg, written by Gary Dauberman and produced by Peter Safran and James Wan. It is a prequel to 2014's *Annabelle* and the fourth installment in the Conjuring Universe franchise. The film stars Stephanie Sigman, Talitha Bateman, Anthony LaPaglia, and Miranda Otto, and depicts the possessed Annabelle doll's origin. *Annabelle: Creation* premiered at the LA Film Festival on June 19, 2017, and was theatrically released in the United States on August 11, 2017.

The story about a doll maker named Samuel Mullins and his wife Esther grieve for the loss of their seven-year-old daughter Annabelle, nicknamed "Bee", who dies when she accidentally steps in front of a car.

Twelve years later, the Mullins open their home to provide shelter for Sister Charlotte and six girls left homeless by the closing of thb eir orphanage. Janice, a young orphan disabled by polio, discovers a note saying "Find me" and sneaks into the Bee's room, which has mysteriously become unlocked. She finds a key for Bee's closet and opens it, where she sees an eerie porcelain doll. This unwittingly releases a powerful demon that begins to terrorize the girls.

One night, the demon, taking Bee's form, appears to Janice, saying that it wants her soul. The demon hurls her violently down to the ground floor, leaving her severely injured and confined to a wheelchair. Janice's best friend Linda is tormented by the demon. One morning, the demon, posing as Sister Charlotte, wheels Janice into the old barn, where, in the form of Bee, it attacks and possesses her. Linda notices changes in Janice's behavior and tells Samuel that Janice snuck into Bee's room and found the doll. Janice, who can now walk, transforms into the demon and brutally kills Samuel.

Linda takes Janice's doll and throws it into the well. A strange noise comes from the well and she is almost dragged into it, but Sister Charlotte saves her. Alarmed, Sister Charlotte speaks with the disfigured Esther, who is confined to her bedroom. Esther explains that after Bee's death, they prayed to whatever entity would grant their wish to see their daughter again. An unknown entity answered their prayer and though they briefly saw Bee's spirit, the entity convinced them to transfer its essence into one of Samuel's crafted dolls. One night, Esther saw Bee's spirit transforming into the demon,

enlisting the help of priests to bless the house, they locked the doll in Bee's closet. Esther and Samuel opened their house as a shelter to repent for their actions, but Esther now regrets it since this has provided an opportunity for the demon to look for a human host.

The demon murders Esther and attacks Sister Charlotte. The orphans leave the house, but Linda is trapped and hides in Bee's room as the possessed Janice tries to stab her. Sister Charlotte locks Janice and the doll inside the closet. The next day, police arrive to search the house and find only the doll, which they remove as evidence. Sister Charlotte, Linda, and the orphans are escorted away by officers, while Janice escapes through a hole in the closet wall and relocates to an orphanage in Santa Monica. Still possessed, she becomes reclusive and calls herself Annabelle.

2.5.1 Theories on Film Analysis

There are three styles of film/movie: realism, classicism, and formalism. Even before the turn of the last century, movies began to develop in two major: the realistic and the formalistic (Giannetti in Oktavianda 2016). Realism is a particular style, whereas physical reality is the source of all the raw materials of film. In this case, The Annabelle: Creation is categorize as realism because it seems to capture the flux and the spontaneity of events as they will seen in real life. Thus, as long as the movie is realism, any object in the movie is makes as similar as the reality including the language spoken in the movie.

In The Annabelle: Creation movie, the spoken language is only in the form of dialogue. According to Giannetti in Oktavianda (2016) says that language dialogue in movie conveys most meanings, so dialogue in film can be as spare and realistic as it in daily life.

2.6 Relevance Studies

Before work on this research, the writer definitely has searched for some previous research in order to help for conducting the study. There are several relevant studies that the researcher found, however the researcher will only mention three of them.

The first research was written by Novi Oktavianda in 2016 entitled "An Analysis of Illocutionary And Perlocutionary Acts In The Conjuring 2 Film". This research is aimed to analyze and find utterances illocutionary and perlocutionary acts in The Conjuring 2 Film. This research was descriptive qualitative method based on Searle's theory. The data were the movie and the script. The result of this research found 153 utterances which fit into categories of illocutionary and perlocutionary acts, there were 4 declarations illocutionary act, 71 representative illocutionary act, 8 commissives illocutionary act, 86 directives illocutionary act, and 19 expressives illocutionary act. And then, the researcher also found 4 persuading, 8 convincing, 9 scaring, 5 enlightening, and 1 inspiring of perlocutionary act in The Conjuring 2 Film.

The second study was conducted by Kharisma Dhini in 2018 entitled "An Analysis of Illocutionary Act in Moana Movie". His goal is to find the
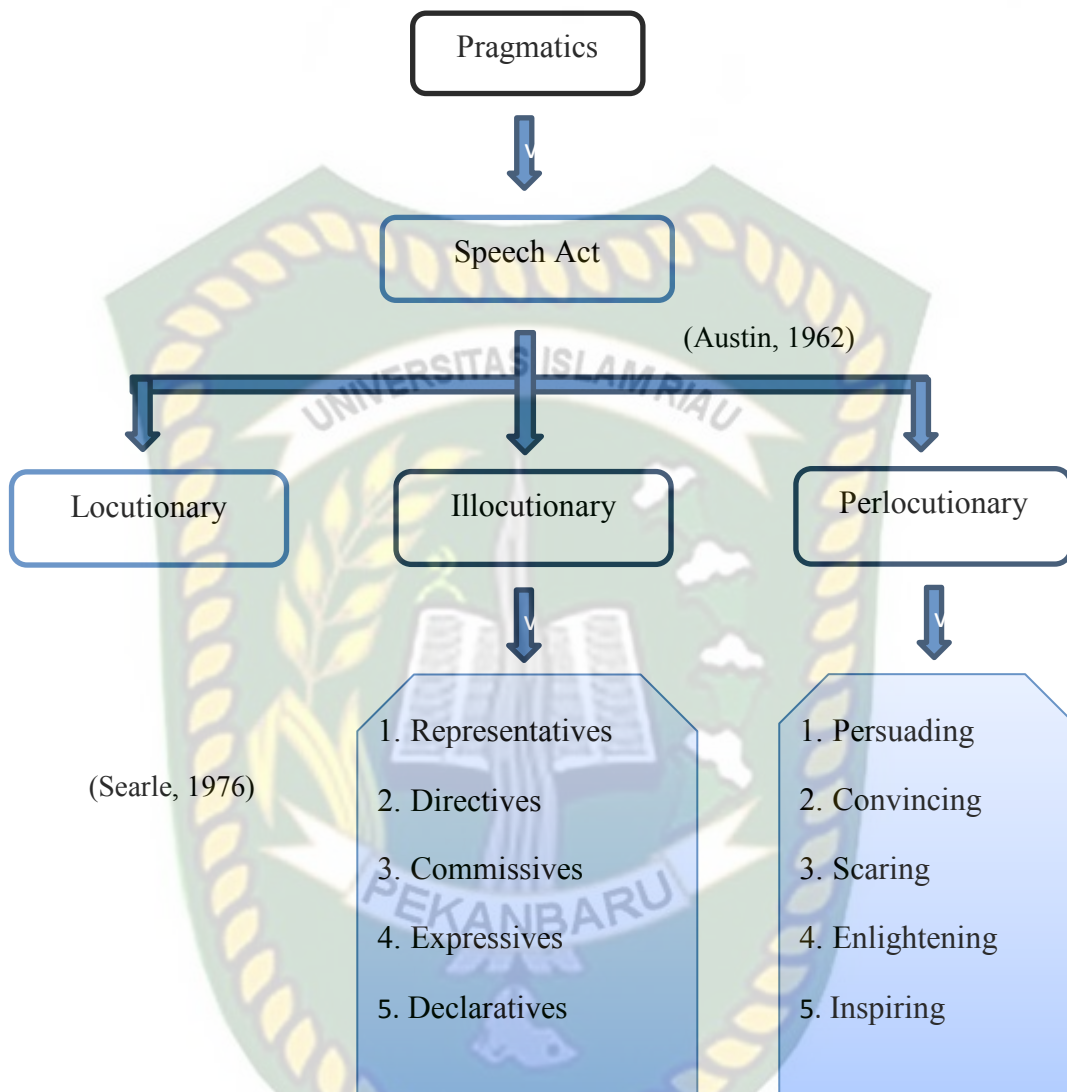
types of illocutionary in the moana movie. In analyzing the types of illocutionary act, his used theories proposed by several expert, such as Austin (1962), Searle (1976), Leech (1983), Brown and Levinson (1983). The method of this research was qualitative research, and the source was from Moana movie. The data were in the form of utterances, the instrument was documentation. The finding on the research describe that the directive acts appeared 93 times on this movie. On directive acts, there are 17 commanding act appears, ordering 20 times, suggesting 8 times, warning 9 times, requesting 3 times, forbidding 3 times, inviting 2 times, asking 17 times, begging 5 times, advising 12 times. From this conclusion, in directive and ordering act appeared the most for 20 times and inviting is the least appeared with 2 times.

The third research was done by Arfah Dzumillah in 2016 entitled "The Illocutionary and Perlocutionary Act in The Reasonable Doubt, A Movie Directed by Peter Howitt". The aim of this research is to find out the classification of Illocutionary acts performed by the speakers in the movie dialogues and to evaluate whether the hearers will respond to the same way the speaker is expecting, in other words, fulfilling the perlocutionary act of the speech act. She used theory proposed by Searle (1976). The methodology used in this research is a qualitative method. The data are collected by watching the movie and reading all of the dialogues. The result of this study shows that all types of illocutionary acts are found in this movie, with representatives as the most frequently used type of illocutionary act.

Furthermore, most of the perlocutionary acts expected by the speakers in this movie are fulfilled by the hearers, except in some cases where specific contextual factors do not allow the speakers to do what the speakers want.

2.7 Conceptual Framework

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                        ┌──────────────────┐
                        │    Pragmatics    │
                        └──────────────────┘
                                 │
                                 ▼
                        ┌──────────────────┐
                        │   Speech Act     │
                        └──────────────────┘
                                                   (Austin, 1962)
          ┌──────────────────┼──────────────────────┐
          ▼                  ▼                       ▼
  ┌───────────────┐  ┌───────────────┐      ┌───────────────┐
  │  Locutionary  │  │ Illocutionary │      │ Perlocutionary│
  └───────────────┘  └───────────────┘      └───────────────┘
                             │                       │
                             ▼                       ▼
 (Searle, 1976)
                    1. Representatives       1. Persuading

                    2. Directives            2. Convincing

                    3. Commissives           3. Scaring

                    4. Expressives           4. Enlightening

                    5. Declaratives          5. Inspiring
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CHAPTER III

RESEARCH FINDINGS

This chapter presents the findings of the research and also the analysis of illocutionary and perlocutionary acts in Annabelle : Creation movie. There are five indicators of illocutionary acts that the writer wanted to analysis in this chapter such as representatives, declaratives, commisives, expressives, directives. Meanwhile for perlocutionary acts were being categorized into five indicators which are persuading, convincing, scaring, enlightening, inspiring.

3.1. Data Analysis

In this part, the researcher showed the data for illocutionary and perlocutionary acts in Annabelle : Creation movie.

3.1.1. Illocutionary Act

As mentioned in previous chapter, there are five indicators of illocutionary act were analyzed that proposed by theory of Searle. They are representative, declarative, comissive, expressive, and directive.

3.1.1.1.Representatives

1. (6) Mr. Mullins: You need help? Sure, I can help tickle you*. I think the bottom of these feet might be very ticklish.*

The data occurred in Mr. Mullins's house while he played

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with his little girl. The speaker utters the sentence *"I think the bottom of these feet might be very ticklish."* indicates that he believes his daughter's feet is able to be tickled.

2. (21) Victor: Well, hallelujah. *I guess prayers do get answered, don't they?*

   The speakers performed representative illocutionary act in the sentence *I guess prayers do get answered, don't they?* because he sure about his prayeres that came true.

3. (32) Linda: I just wish you and me were going to a new home instead of a new orphanage. *Sweet Sue does, too.*

   As the example above, Linda performed illocutionary act which is representative. The speaker believes that *'Sweet Sue'* has the same thought about what she said.

4. (39) Janice**:** *She looks just like you.*

   Janice believed that Sweet Sue haas the similarity with Linda.

5. (46) Janice: No, thanks. *I can manage.*

   The speaker believed that she can handle it by herself and she did not need Suster Charlotte to help her.

6. (67) Mr. Mullins**:** I installed it years ago for my wife. Hasn't been used in ages. *But it works fine.*

   Mr. Mullins believed that the moving chair can be used even if it has not been used for a while.

7. (70) Carol: *I guess this is ours. Let's take that side.* Kate

and Tierney can have these.

Carol showed her intention about choosing their bed room. She believed that she can chose every room in that house.

8. (107) Linda: *So we can finally be real sisters.*

The speaker performed representative illocutionary act in the sentence "*So we can finally be real sisters.*" because she sure about being a sister of Janice.

9. (112) Carol : *I heard this is where Mr. Mullins keeps his wife.*

The speaker utters the sentence "*I heard this is where Mr. Mullins keeps his wife.*" indicates that she believes that Mrs. Mullins is kept under the well.

10. (114) Nancy: *Yeah, she looked like a doll*. Mrs. Mullins, you down there?

The speakers performed representative illocutionary act in the sentence "*Yeah, she looked like a doll.*" because Nancy sure about the appearance of Mrs. Mullins who look like a dool.

11. (131) Suster Charlotte: *But you did anyway.*

As the example above, Suster Charlotte performed illocutionary act which is representative. The speaker believes that Janice has done same thing with what she asked to her.

12. (145) Nancy: *You're not very good at hiding.*

The speaker believed that Janice can not hide from her because she found Janice easily.

13. (159) Nancy: *Night time is when Mrs. Mullins gets her powers.* That's why she's in bed all day, but at night......she can go wherever she wants. She needs to......so she can feed.

The speaker utters the sentence "*Night time is when Mrs. Mullins gets her powers.*" indicates that she believes that Mrs. Mullins get her power when the night come.

14. (177) Carol : *Miss Suster Charlotte...Mrs. Mullins... she was here.*

As the example above, Carol performed illocutionary act which is representative. The speaker believes that Mrs. Mullins appears when the conversation took place.

15. (181) Mr. Mullins: That's impossible. *My wife hasn't been able to walk for years.*

From that sentence, Mr. Mullins is sure that his wife is still in her room. Because his wife can't walk for years before Suster Charlotte said what she saw.

16. (195) Janice: The Mullins had a daughter. *It was hers.*

The speakers performed representative illocutionary act in the sentence "*It was hers.*" because Janice is sure that she saw Mr. Mullins's daughter before.

17. (216) Janice : I didn't fall down those stairs. *Something*

threw me.

As the sentence above, Janice performed illocutionary act which is representative. The speaker believes that she was being thrown by something unknown and fall her down.

18. (222) Janice: *Because I'm the weakest.*

The speaker utters the sentence "*Because I'm the weakest.*" indicates that she believes about being the weakest person around the casts so the evil coming after her.

19. (270) Nancy: *That wasn't a ghost.* Ghosts can only be of dead people.

From that sentence, Nancy is sure that something appeared between them was not a ghost. Because she believed ghost only can be seen by dead people.

20. (298) Linda: *This doll... it's hurting Janice, and it killed Mr. Mullins.* I'm getting rid of it!

As the sentence above, Linda performed illocutionary act which is representative. The speaker believes that Mr. Mullins and Janice were attacked by that doll.

21. (363) Father massey: The house is blessed. *Whatever evil was here is no longer.*

The speaker utters the sentence "*Whatever evil was here is no longer.*" indicates that he believes about Mr. Mullins's house is safe now and no longer being haunted by the evil.

22. (365) Father massey: It was a conduit for the evil. *That*

evil has moved on. Now the doll is just a doll. So......which one of you gets this?

The data occurred at the end of the story. The speaker utters the sentence ". *That evil has moved on. Now the doll is just a doll.*" indicates that he believes the Annabelle doll is now just an ordinary doll because the evil has moved.

23. (368) Suster Charlotte: *You know, that wasn't Janice back there. That was......something else.*

The speakers performed representative illocutionary act in the sentence "*You know, that wasn't Janice back there. That was......something else..*" because Suster Charlotte believes that something back there was something else and not Janice.

3.1.1.2.Declaratives

1. (2) Mrs. Mullins: Samuel. Bee. *That's enough.* You don't want to get overheated.

   The data occurred in the beginning while Mr. Mullin played with his little girl. Mrs. Mullins as the speaker utters the sentence *"That's enough"* caused they stop playing for a while.

2. (43) Father Massey: I should mention, don't be alarmed if you don't see much of Mrs. Mullins at first. She... has a condition, you see. She was in an accident years ago.

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You girls would do well to help her if need be.

The speakers performed declarative illocutionary act in the sentence "*You girls would do well to help her if need be.*" After this sentence was delivered, Suster Charlotte and the girls have an obligation to follow what Father Massey said and help Mrs. Mullins when they arrive to her house later.

3. (49) Father Massey: *Mr. Mullins, why don't you show the girls around?* I can unload their belongings.

    From that sentence, Father Massey directed Mr. Mullins to leave him and bring the girls to see around Mr. Mullin's house

4. (185) Carol: *Nancy, stop it. We just freaked ourselves out last night.* You know that.

    As the sentence above, Carol performed illocutionary act which is declarative. The speaker made Nancy to stop talking about what was happen last night. After saying her sentence, Nancy didn't discuss about it anymore

5. (293) Mr. mullins: That's impossible. That doll was hidden away. *She mustn't go near that doll. Do you understand me? Janice, I told you not to use that room.*

    From that sentence, Mr. Mullins has a warning to Linda and also Janice to stay away from her daughter's

bedroom.

6. (379) Mr. Higgins: *You stay here.*

The data occurred in the last scene. The speaker utters the sentence "*You stay here*" indicated that he wanted Mrs. Higgins not to follow him going forward to check the mysterious sound.

3.1.1.3. Commisives

1. (6) Mr. Mullins: You need help? *Sure, I can help tickle you.* I think the bottom of these feet might be very ticklish.

   The data occurred in the beginning while Mr. Mullin played with his little girl. Mr. Mullins as the speaker utters the sentence "*Sure, I can help tickle you*" which mean he will tickle his daughter soon.

2. (28) Bee: *I'll get it!*

   The speakers performed commisive illocutionary act in the sentence "*I'll get it!*" which mean Bee will help Mrs. Mullin in seconds.

3. (48) Suster Charlotte: She's one of the unfortunate ones with that polio outbreak......but she's getting stronger every day. *She won't be a burden. I promise you.*

   As the sentence above, Suster Charlotte performed illocutionary act which is commisive. The speaker

promised to Father Massey to take care of Janice in future.

4. (96) Linda: *Well......maybe I'll stay, too.*

The speaker utters the sentence "*Well......maybe I'll stay, too.* " indicates that she will stay to accompanied Janice. So, both of them didn't go anywhere.

5. (111) Janice: Nancy? Carol? Are you guys in here? *Forgive me, Father......for I am about to sin.*

From that sentence, Janice committed to do something bad and as result she were going to get a sin.

6. (119) Linda: Gross. No. *I wanna play a game.*

The speaker indicated that she want to play a game soon.

7. (120) Carol: Okay, let's play hide and seek. *You go hide, and we'll come look for you.*

The speakers performed commisive illocutionary act in the sentence "*You go hide, and we'll come look for you.*" which mean she are going to find Linda after she go and hide.

8. (203) Janice: Okay. *I'll leave in a minute.*

From that sentence, Janice intended to leave the room as soon as possible.

9. (231) Linda: But you have to. *Pretty soon, we'll find a*

new home.

As the sentence above, Linda performed illocutionary act which is commisive. The speaker will find a better place to live in future.

10. (240) Janice: Here. Take Becca*. This way......I'll always be with you.*

The speaker uttered the sentence *"This way......I'll always be with you. "* indicated that she will always be on Linda's side

11. (362) Police officer: I'm afraid not. Still no sign of the girl. But at her age......how far could she have gone? Don't worry. *We'll find her.*

As the sentence above, Police officer performed illocutionary act which is commisive. The speaker believed that they will find Janice ind future.

12. (381) Mr. Higgins: It's all right. It's okay. It's all right. *I'm just gonna take a quick look.* Call the police.

From that sentence, Mr. Higgins is going to quick check about the unknown sound that they heard.

3.1.1.4.Expressives

1. (1) Bee: *Love you, Mommy.*

The data occurred in the beginning of the story. The speaker uttered the sentence *"Love you, Mommy"*

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indicated that she loves her mom

2. (41) Father Massey: Jesus, Mary and Joseph, *you're worse than the children, Suster.*

   The speaker performed expressive illocutionary act in the sentence "*you're worse than the children, Suster.*" showed how much he's anger with Suster Charlotte.

3. (54) Kate: If this is our new orphanage, *I think I'm just fine with never being adopted.*

   Kate showed her feeling about her new place. Her words indicated how she felt uncomfortable with that place.

4. (79) Kate: *Wow, This is neat.*

   Kate expressed how she was amazed about the condition of that room.

5. (83) Suster Charlotte: *Lord......please bless Nancy with the wisdom to not give people near heart attacks.*

   The speaker indicated that she was shocked because Nancy suddenly came and greet her in second.

6. (84) Nancy: *Sorry.*

   From that sentence, Nancy felt sorry and wanted to apologize to Suster Charlotte after her mistake.

7. (101) Mr. Mullins: *Dear Lord, thank you for bringing us all together.* …

   The speaker uttered the sentence "*Dear Lord, thank you*

for bringing us all together " indicated that he felt thankful about what God gave to them so they can had their dinner that night.

8. (109) Linda: *That hate homework as much as we do.* But even if they don't, that's okay, too.

As the sentence above, Linda indicated that she and Janice don't like homework so much.

9. (138) Janice: *Yes. I'm sorry, Suster.* I wasn't thinking.

The speakers performed expressive illocutionary act in the sentence "*Yes. I'm sorry, Suster.*" because Janice felt guilty about what she had done and she apologized to Suster Charlotte.

10. (142) Kate: *This place is so creepy.*

As the sentence above, Kate performed illocutionary act which is expressive. The speaker felt uncomfortable when she was on that place.

11. (153) Kate: *I like him.*

Kate expressed her feeling about a boy that they have seen in picture.

12. (156) Kate: *I just want his eyebrows.*

The speaker uttered the sentence "*I just want his eyebrows.*" indicated that she loved his eyebrows so much.

13. (190) Suster Charlotte: *What a lovely picture.*

From that sentence, Suster Charlotte showed her feeling about that picture. She loved the picture of Mr. Mullins's daughter

14. (192) Suster Charlotte: Yes, of course. *I'm very sorry to hear about your daughter.* But we find comfort in knowing she waits for you in Heaven.

The speaker uttered the sentence "*I'm very sorry to hear about your daughter.*" indicated that she felt Mr. Mullins's feeling after he lost his daughter.

15. (239) Linda: I wish you'd come upstairs. *I don't wanna sleep alone.*

As the sentence above, Linda performed illocutionary act which is expressive. The speaker was afraid and asked Suster Charlotte to come with her.

16. (309) Mrs. Mullins: What's going on? No! No! *Get that thing away from me!* It's back. I knew it was back.

The speakers performed expressive illocutionary act in the sentence "*Get that thing away from me!*" showed that she was afraid about the evil.

3.1.1.5. Directives

1. (5) Bee: *Dad, help!*

    The data occurred in Mr. Mullins's house while he played with his little girl. The speaker asked daddy to

help her.

2. (13) Bee: Mommy? *Can we play dollies when we get home?*

   Bee suggested his mom to play doll with her when they arrive at home

3. (14) Mrs. Mullins: *Well, I think if you help me with the washing up*......I could play dollies with you all afternoon.

   From that sentence, Mrs. Mullins wanted her husband to help her work at home.

4. (20) Mrs. Mullins: *You can send your son over tomorrow, Vic*. They're ready.

   The speakers performed directive illocutionary act in the sentence "*You can send your son over tomorrow, Vic*" because he wanted Victor's son to come to his place on the next day.

5. (35) Janice: *So, let's swear*. If someone wants one of us, they get both of us.

   As the sentence above, Janice performed illocutionary act which is directive. The speaker wanted Linda to make a promise with her.

6. (62) Suster Charlotte: *Let's stay together.*

   The speaker uttered the sentence indicated that she asked Kate to stay close with her.

7. (63) Mr. Mullins: Mrs. Mullins and I stay in here. Feel free to use the rest of the downstairs as you see fit*. Your rooms are upstairs.*

    Mr. Mullins indicated the kids to check their room in the next floor.

8. (80) Mr. Mullins: Locked... *...and it stays that way, too.*

    As the sentence above, Mr. Mullins warned Janice to avoid this room and not trying to unlocked the door.

9. (116) Nancy**:** *Why don't you go find Janice? See what she's up to.*

    Nancy assumed Janice to go upstairs and check if Mrs. Mullins was there.

10. (122) Kate: *So, are we gonna look for her?*

    Kate suggested Carol to find Linda who go and hide during their game.

11. (168) Carol: *Stop it.* We're not supposed to be up.

    The speaker performed directive illocutionary act in the sentence "*Stop it.*" because Carol wanted Nancy to stop going up the room.

12. (187) Mrs. Mullins: *Suster Charlotte, could I trouble you for a glass of water?*

    From that sentence, Mrs. Mullins asked Suster Charlotte to take a glass of water for her.

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13. (228) Mrs. Mullins: It was an accident. That's all it was. Accidents happen. It's been quiet for 12 years. _You should try embracing the presence of the girls......instead of frightening them away._

The speaker uttered the sentence "_You should try embracing the presence of the girls..instead of frightening them away._" indicated that she suggested her husband to support the girls instead to make them uncomfortable.

14. (267) Nancy: _Keep your voice down._

As the sentence above, Nancy performed illocutionary act which is directive. The speaker indicated Kate to be quiet rather than to talk.

15. (296) Suster Charlotte: Stay here. Mr. Mullins? Mr. Mullins, are you okay? _Go get ready for bed, girls._ I need to speak to Mrs. Mullins.

From that sentence, Suster Charlotte suggested the girls to go to bed because she want to talk with Mrs. Mullins.

16. (308) Suster Charlotte: _Go find her. Hurry!_

The speaker uttered the sentence "_Go find her. Hurry!_" indicated that she wanted Carol to find Kate in seconds.

17. (320) Suster Charlotte: _Carol, call for help._

From that sentence, Suster Charlotte asked Carol to find someone who can help them.

18. (348) Kate: *Get out!*

The speakers performed directive illocutionary act in the sentence "*Get out!*." because Kate wanted Nancy to stay away from her.

19. (381) Mr. Higgins: It's all right. It's okay. It's all right. I'm just gonna take a quick look. *Call the police.*

From that sentence, Mr. Higgins told to his wife to asked for help before he went to check that mysterious sound.

3.1.2. Perlocutionary Act

As mentioned in previous chapter, there are 5 types of perlocutionary act such us persuading, convincing, scaring, enlightening, inspiring.

2.3.2.6 Persuading

1. (7) Mrs. Mullins: *Time for bed, Bee*. Thank you.

Bee went to bed after Mrs. Mullins told her. Because of she persuaded by her mother, this sentence was categorized to persuading perlocutionary act.

2. (26) Mrs. Mullins: Language. There's a car coming. *Why don't I wave it down and see if we can get some help?*

She wanted to ask some help to incoming car over the way.

3.   (86) Nancy**:** *Can we go exploring?*

Nancy indicated to ask Suster Charlotte to go around the house and explore the house.

4.   (99) Janice: *You promised you wouldn't treat me any differently.*

Janice persuaded Linda to treat her like other kids and she didn't want to be special.

5.   (139) Suster Charlotte: It's okay, love. *For your penance, pray one Hail Mary......and unpack three of these boxes.*

As punishment, Suster Charlotte persuaded Kate to do something as her sentence written above.

6.   (211) Suster Charlotte: *Give her some space.* girls......Janice is feeling a little down right now so we need to do what we can to support her. Time, I think, is all she needs.

Suster Charlotte asked other girls to kept distance from Janice and gave her some space.

7.   (275) Carol: Of course you don't. You'll know what I mean when you're older. *Now go, get to bed.*

Carol persuaded Linda to sleep by saying this sentence to her.

3.1.2.2. Convincing

1.   (11) Mrs. Mullins: *Just for a little while.*

She made her daughter believe that they will back soon

in a minute.

2. (34) Linda: Yeah, but only if you're there. *I don't wanna go anywhere you're not.*

Linda convinced Janice that they will always be together.

3. (76) Nancy**:** Relax, Janice. *This is a big house. There are other bedrooms.*

Nancy tried to convinced Janice about find their own bedroom. She assumed that there was bedroom left for Janice.

4. (115) Linda: Stop it. *I think he seems nice.*

Linda wanted to make Janice believe that Mr. Mullins was a good guy.

5. (134) Janice: *Well, the door was already open. I don't know how, because Mr. Mullins always keeps it locked.*

The speaker convinced Suster Charlotte that she didn't open the door. It opened with no explanation because they believe Mr. Mullins always locked that room.

6. (149) Suster Charlotte**:** *I don't know. I don't think I even met her.*

She convinced Mr. Mullins that she did not even know who is someone that has been asked by him before.

7. (204) Linda: *Well, I'm going.*

Linda tried to convinced Janice that she also went out with her.

8. (268) Kate: *So she's seeing ghosts?*

    Kate make others believed that their friend had seen ghosts.

3.1.2.3. Scaring

1. (1) Mr. Mullins: *Think you could hide from me, did you?*

    He told to his daughter who think she can hide from Mr. Mullins. He believes that Bee can not hide from him.

2. (27) Mr. Mullins: *No, no, no, no.* I got it.

    Mr. Mullins stopped his wife by told her this sentence. Because it frightened somebody, it was categorized as scaring perlocutionary act.

3. (104) Suster Charlotte: Carol. *Keep to your own business.*

    Suster Charlotte warned Carol to stay away from her business.

4. (136) Janice: *Weird things started to happen.*

    The speaker frightened Suster Charlotte by saying that something weird has jus happened in that house.

3.1.2.4. Enlightening

1. (19) Victor: Hey, there, busy Bee. Sam, just wondering if you got that order of mine ready yet. *I got customers coming into my store every day asking about your dolls.*

    The sentence above indicates that Victor informed Mr. Mullins about customers who came to the store and

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looking for his dolls. By saying this sentence, he directed Mr. Mullins to create more dolls in future.

2. (48) Suster Charlotte: *She's one of the unfortunate ones with that polio outbreak*......but she's getting stronger every day. She won't be a burden. I promise you.

    Suster Charlotte informed and explained to Father Massey about Janice condition.

3. (70) Mr. Mullins: Up is up. Down is down. *But it won't work......unless you click the seat belt in... ...like this.* Simple.

    The speaker gave the information about the way to use the moving chair to the kids. He showed them how to click and it worked.

4. (128) Janice: *I have a sin to confess. Forgive me, Suster Charlotte, for I have sinned.* It's been...

    Janice revealed her sin to Suster Charlotte and told her what she has done on the last two weeks.

5. (137) Suster Charlotte: Janice, listen to yourself. What do I always say? *A sin is a sin, no matter the context.*

    Suster Charlotte told to Janice that there is no excuses to do a sin.

3.1.2.5. Inspiring

1. (50) Mr. Mullins: *I'll start inside*

    After saying this sentence, Mr. Mullins led the girls to

follow him and walked around the hous. It can be categorized as inspiring perlocutionary act.

2. (59) Suster Charlotte: _Girls, this way._

Suster Charlotte instructed his girls to follow the way she asked for.

3. (137) Suster Charlotte : …. _So, next time you're thinking of breaking a rule......think of how that could affect the other girls, first._ Do you understand me?

Suster Charlotte inspired Janice to avoid another problem that will affect to her and her friends.
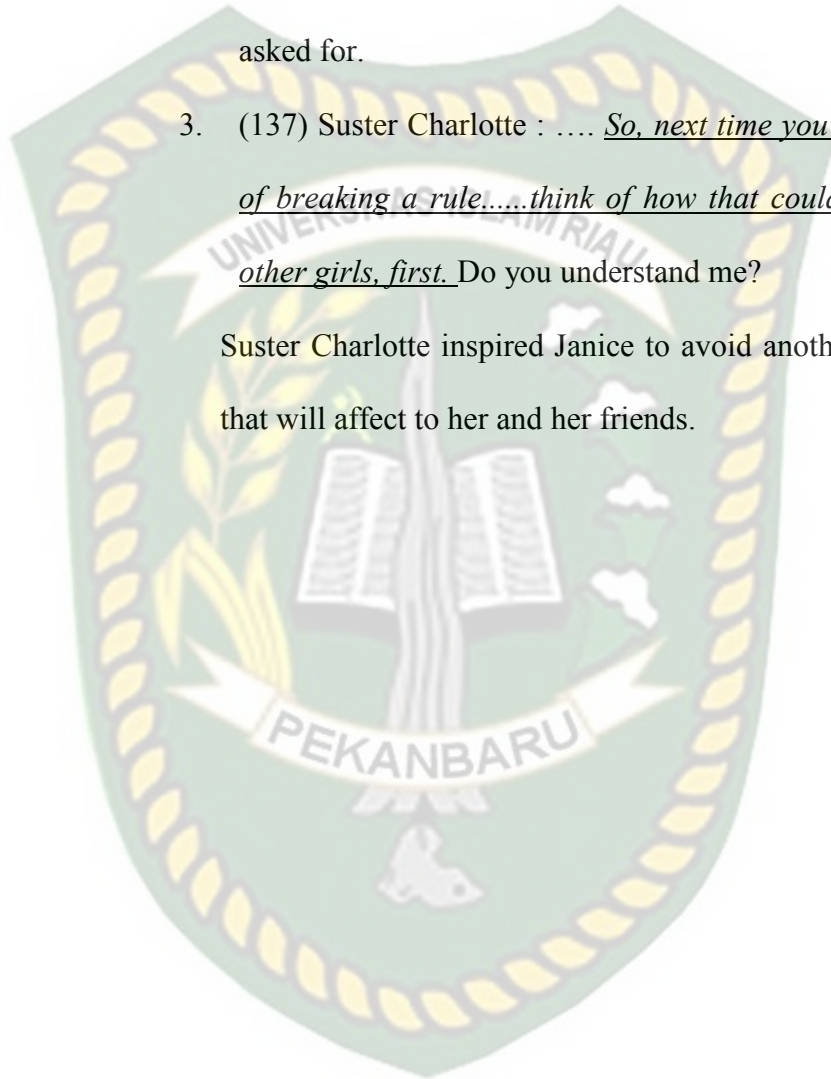
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

4.1. Conclusion

After analyzing the data, the researcher that Annabelle : Creation movie has Illocutionary and Perlocutionary acts. For Illocutionary acts, there are They are representative illocutionary act, declarative illocutionary act, comissive illocutionary act, expressive illocutionary act, and directive illocutionary act (Searle, 1976). Beside illocutionary acts, the researcher also analyzed perlocutionary acts which are divided into five indicators such us persuading perlocutionary act, convincing perlocutionary act, scaring perlocutionary act, enlightening perlocutionary act, and inspiring perlocutionary act.

In this research, the researcher found 76 illocutionary acts which divided into 23 representative illocutionary act, 6 declarative illocutionary act, 12 comissive illocutionary act, 16 expressive illocutionary act, and 19 directive illocutionary act. Also in this movie, the researcher found 27 perlocutionary acts. They are 7 persuading perlocutionary act, 8 convincing perlocutionary act, 4 scaring perlocutionary act, 5 enlightening perlocutionary act, and 3 inspiring perlocutionary act.

4.2. Suggestions

Based on the results, the researcher would like to give some suggestions. First, the researcher expect that the reader will get better understanding about

illocutionary and perlocutionary acts. Particularly in types of illocutionary and perlocutionary also. Hopefully this research will be useful for the readers as a source to get know more about the research, discussion, analyzing data, and also discussion about this topic.

Then for english teachers and lecturers, the result of this research can be used as a reference in order to improve and enrich their knowledge about illocutionary and perlocutionary acts. Based on this research, teachers and also lecturers will be more aware about their words or even from students. Because some words has explicit meaning depends on background and condition of conversation.

The researcher also expect that other researcher to analyze more about illocutionary and perlocutionary acts with different method, different material, different design of the research to explore more about this topic. For others who are interested in analyzing a movie script with different title or even different genre of movie, can also explore more by using this research as their reference.

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