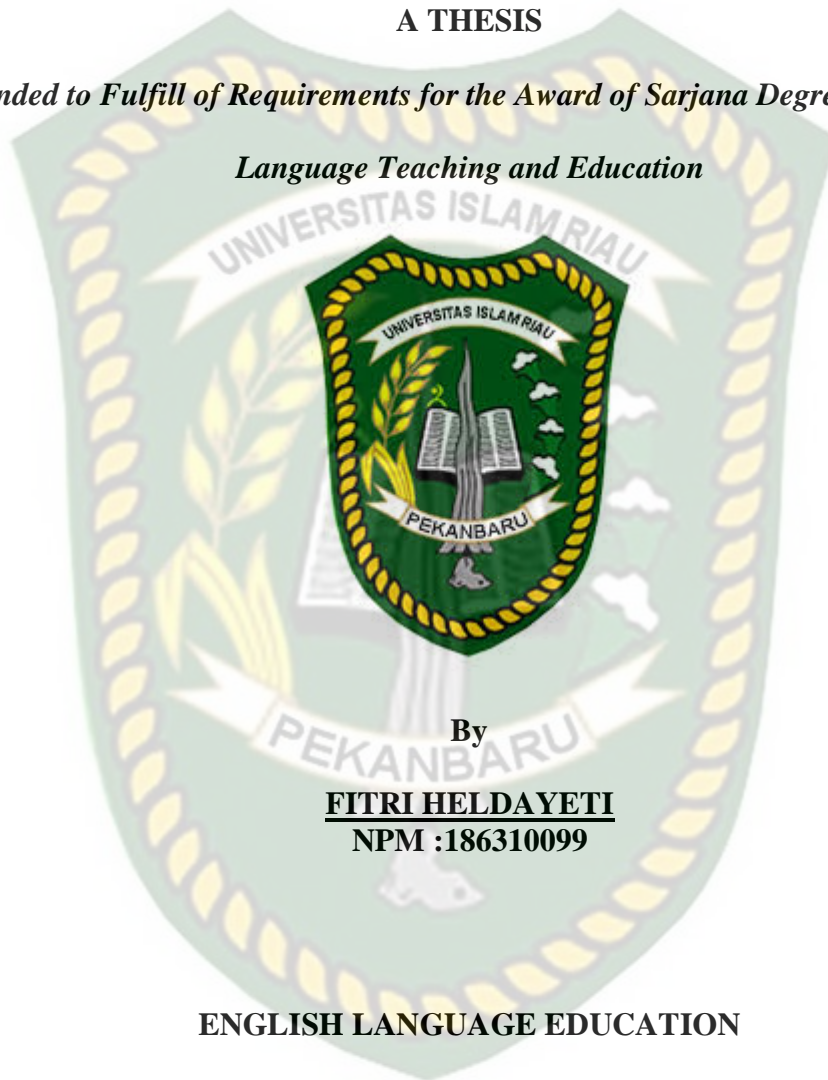


**AN ANALYSIS OF ILLOCUTIONARY ACTS USED IN WOODY DIALOGUE
OF TOY STORY 4 MOVIE**

A THESIS

Intended to Fulfill of Requirements for the Award of Sarjana Degree in English

Language Teaching and Education



By

FITRI HELDAYETI
NPM :186310099

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2022

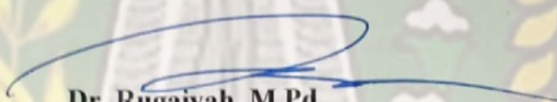
THESIS APPROVAL

Title

**AN ANALYSIS OF ILLOCUTIONARY ACTS USED IN WOODY
DIALOGUE OF TOY STORY 4 MOVIE**


Name : Fitri Heldayeti
Place/Date of Birth : Siak/ December, 11th 1999
Student Number : 186310099
Faculty : Teachers Training and Education Faculty
Study Program : English Language Education

Advisor


Dr. Rugaiyah, M.Pd.

NIDN. 1002066804

The Head of English Language Education


Muhammad Ilyas, S.Pd., M.Pd.

NIDN. 1021068802

Penata/Lektor/IIC

This thesis has been accepted to be one of requirements for the Award of *Sarjana* Degree at English Study Program of Education and Teacher Training Faculty Islamic University of Riau.

Pekanbaru, August 25th 2022
The Dean of Academic


Dr. Miranti Eka Putri, M.Ed

NIDN. 1005068201

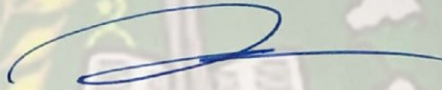
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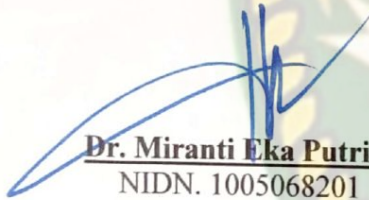
THE EXAMINERS COMMITTEE

ADVISOR



Dr. Rugaiyah, M.Pd.
NIDN. 1002066804

EXAMINERS



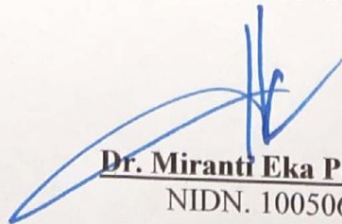
Dr. Miranti Eka Putri, M.Ed
NIDN. 1005068201



Andi Idayani, S.Pd., M.Pd
NIDN. 1026048501

The thesis has been approved to be one of requirements for the Award of Sarjana Degree at English Study Program of Education and Teacher Training Faculty Islamic University of Riau.

Pekanbaru, August 25th 2022
The Dean of Academic



Dr. Miranti Eka Putri, M.Ed
NIDN. 1005068201

LETTER OF NOTICE

The advisor here by notice that :

Name : Fitri Heldayeti
Place/Date of Birth : Siak/ December, 11th 1999
Student Number : 186310099
Faculty : Teachers Training and Education Faculty
Study Program : English Education
Advisor : Dr. Rugaiyah, M.Pd


Has completely written a thesis which entitled :

AN ANALYSIS OF ILLOCUTIONARY ACTS USED IN WOODY DIALOGUE OF TOY STORY 4 MOVIE

It has been examining, this letter is made to be used as it is needed.

Pekanbaru, August 25th 2022

Advisor



Dr. Rugaiyah, M.Pd

NIDN. 1002066804



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2022/2023

NPM : 186310099
 Nama Mahasiswa : FITRI HELDAYETI
 Dosen Pembimbing : I. Dr RUGAIYAH M.Pd
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : An Analysis of Illocutionary Acts Used in Woody Dialogue of Toy Story 4 Movie
 Lembar Ke :

N O	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	December 23 rd 2021	Title approval	Title accepted	
2.	January 28 th 2021	Revised Chapter I	Revised background, setting, formulation, identification, definition of key terms	
3.	February 4 th 2022	Revised chapter II	Revised review of related literature	
4.	February 22 nd 2022	Revised chapter II	Checking all Chapter II	
5.	March 14 th 2022	Last checking all chapter I and II	Checking all chapter I and II	
6.	March 21 th 2022	Approved to join Proposal Seminar	The advisor signed proposal	
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9.	August 9 th 2022	Revised chapter III and IV	Revised data analysis and revised conclusion and suggestion	
10.	August 16 th 2022	Approved to join Thesis Examination	The advisor signed to join Thesis Examination	

Pekanbaru, 25 Agustus 2022
 Wakil Dekan I/Ketua Departemen/Ketua Prodi



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Dr. Miranti Eka Putri, M.Ed
 NIDN. 1005068201

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The undersigned resercher:

Name : Fitri Heldayeti
Student Number : 186310099
Place/Data of Birth : Siak/ December, 11th 1999
Faculty : Teachers Training and Education Faculty
Study Program : English Language Education
Advisor : Dr. Rugaiyah, M.Pd

I hereby declare this thesis is definitely from my own ideas, except the quotations (direct or indirectly). Which were taken from various sources and scientifically referenced. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, August 25th 2022
The Researcher



Fitri Heldayeti
NPM: 186310099

ACKNOWLEDGMENT

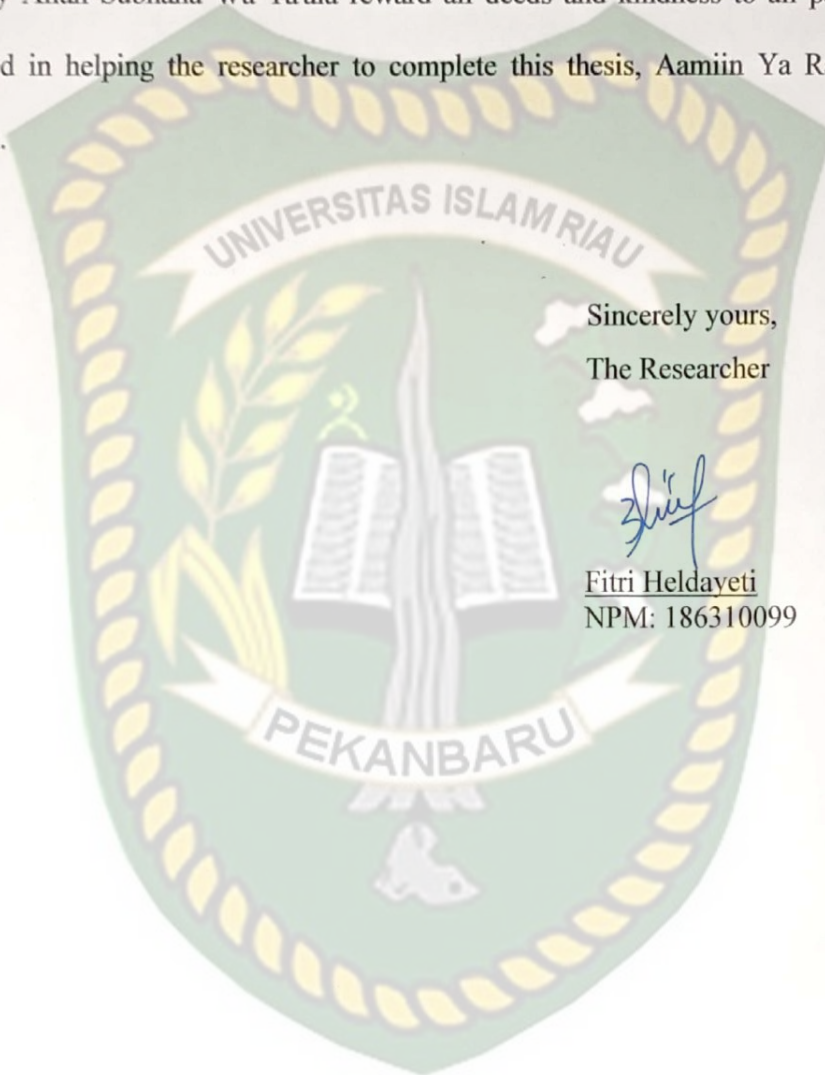
Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable:

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7. Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, for having no days off, for never quitting, for just being me at all the times.

May Allah Subhana Wa Ta'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis, Aamiin Ya Rabbal Alamin.



Sincerely yours,
The Researcher

Fitri Heldaveti
NPM: 186310099

ABSTRACT

FitriHeldayeti. 2022. An Analysis of Illocutionary Acts Used in Woody Dialogue of Toy Story 4 Movie.

Keywords: Illocutionary Act, Toy Story 4 Movie.

This research deals with the analysis of illocutionary acts used by Woody dialogue of Toy Story 4 movie. The objectives of the study are to find out the types of illocutionary acts in Woody's dialogue and to find out the meaning of illocutionary acts found in the movie.

The research on this thesis was on descriptive qualitative design. The sources of data were derived from the script of Woody's dialogue. The data are presented descriptively because it describes and explains speech acts used by the main character in "Toy Story 4" such as describing the types of illocutionary acts found in this movie.

From the analysis, the writer finds five types of speech acts used by Woody as the main character in the Toy Story 4 movie. They are Representative (stating, asserting, informing), Directive (ordering, requesting, commanding), Commissive (promising), Declarative (declaring), Expressive (thanking, regretting, apologizing, and complimenting). The directive is the dominant type of illocutionary act used by Woody's dialogue in the Toy Story 4 movie, because the speaker to gets the hearer to do something, e.g. asking, advising, begging, forbidding, ordering, requesting, suggesting, recommending, insisting, and permitting.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Communication is a crucial aspect of daily life. It is how people interact with one another. People can communicate by conveying information or expressing something to the addressee, and addressee (or hearer) can receive the information. A person's words have a specific purpose in communication. That goal is communicated through sentences or utterances. In other words, the speaker's every sentence or utterance contains meaning or purpose.

In communication, the same utterance may have multiple meanings. In other words, a single utterance may contain more than one meaning or force. For example an utterance "Your hair is so long." If the utterance is delivered by a teacher to students at school, it is clear that the teacher instructs them to cut hair in order to comply with the school's rule. In a different context, if a woman says this to a friend, it could be interpreted as a compliment on having long hair. That utterance could have more than two meanings depending on the situation or context.

Speech acts are the actions described above that are performed through utterance. In other words, speech acts is a theory in which to say something is to do something. It means that when someone says something, he or she is not only saying something but also doing something or performing an act with it. In simple words, speech act is the action performed via utterances.

According to Austin (in Cummings, 2010: 9-10), there are three types of speech act. Firstly, the locutionary act kind of equal to uttering a sure sentence with a sure experience and reference, which once more is kind of equal to 'meaning' in the traditional sense. Secondly, the illocutionary act which includes informing, ordering, warning, undertaking, i.e. utterances that have a sure (conventional) force. Thirdly, perlocutionary act achieve by saying something, such as convincing, persuading, deterring, and even say, surprising, or misleading. Illocutionary act achieved with a purpose to informed a person an utterance and it desires the hearer's know-how to do a motion to that fact they heard. For that, the maximum critical observation from the 3 styles of speech is illocutionary acts. It turns into a simple of evaluation in pragmatic comprehension. In order to understand more about it, bellow the writer gives the example:

(1) Be diligent boy...

According to the example above, the locutionary is (1) a group of sounds and (2) three words that are then ordered. The speaker may be performing an illocutionary act when requesting/ordering the hearer to be diligent. Its perlocutionary effect is that the listener may comply with the request/order to be diligent.

Not all utterances contain the three types of speech acts. Some utterances do not compel or compel the hearer to act or do anything. Perhaps this is due to a miscommunication between the hearer and the speaker. For example, in the library, a student tells the librarian, "It's very cold." The librarian does not understand the student's intent, whereas the student wants the librarian to lower

the temperature of the library's air conditioner (AC). The example demonstrates that no perlocution (perlocutionary act) occurs because the addressee does not understand the illocution (illocutionary act) of the utterance.

Having said that, successful communication is one in which the locutionary and illocutionary acts understood by the hearer so that the perlocutionary act appears and the hearer acts in the manner expected in the utterance. Understanding the text or the literal meaning is not enough, the hearer must also understand the situation in which the utterance was produced. So, the purpose of the communication is met.

Knowing such phenomena, the author recognizes the significance of studying the speech act. We understand how to correctly convey and understand the intention or purpose of communication through speech acts. Therefore, researcher interested in taking this topic. However, in this case, focuses on the illocutionary act. Illocutionary act is a very important part of speech act because it becomes the main central of the speech act. In pragmatic comprehension, illocutionary acts become the foundation of analysis. It means that the hearer will understand the speaker's purpose if he or she understands the illocutionary act of the utterance.

Illocutionary acts are interesting to examine in order to comprehend the function of utterances and their intended meaning. It includes the context of the situation when analyzing an illocutionary act because the context of the situation can provide some information to understand the intended meaning of the utterance.

There are several types of illocutionary acts, namely; representative, directive, commissive, expressive, and declarative.

The illocutionary act can be found in everyday conversation. As an example of conversation, a movie script is a good example of conversation that can be used as the study's object. To study illocutionary act, the researcher takes a movie entitled "Toy Story 4" an Disney and Pixar animation movie which is directed by Josh Cooley.

In connection with the above phenomenon, the author chooses the Toy Story 4 movie to represent the use of illocutionary acts. The researchers chose the character Sheriff Woody "Woody" because he is one of the main characters in Toy Story 4 Movie. The researcher wants to explore those utterance of illocutionary acts which uttered by the Woody. Therefore, the writers are interested to conduct the research with the title **"An Analysis of Illocutionary Acts used in Woody Dialogue of Toy Story 4 Movie"**.

1.2 Identification of the Problem

The biggest issue in this research arises from the fact that not many people are familiar with English. When watching English films, subtitles are frequently used to provide a better viewpoint. People have a problem in real life understand the context of what other people said, thus it's the root of misunderstanding. Not understanding some words is one point but not being able to understand the whole context of the utterance is another.

Moreover, few individuals are aware of the term illocutionary. Even though many people use illocutionary in their daily lives without realizing it. There are many forms of illocutionary behaviors out there, which can be classified based on what individuals say in everyday life. In this research, the researcher chose a Toy Story 4 movie as the topic. This research focus to analyze the illocutionary acts used in Woody dialogue on the Toy Story 4 movie.

1.3 Focus of the Problem

Based on the identification of the research above, this research would focus on the topic of the type of illocutionary acts in the Toy Story 4 Movie. Toy Story 4 movie is an American 3D animated drama film produced by Pixar Animation Studios for Walt Disney Pictures in 2019, produced by Josh Cooley in his directorial debut. It is the fourth installment in Pixar's Toy Story series and the sequel to Toy Story 3. The researcher wants to analyze and classify illocutionary acts in Woody's dialogue.

1.4 Formulation of the Problem

The problems of the research can be stated into several questions below:

1. What the types of illocutionary acts are used by Woody in Toy Story 4 Movie?
2. What is the meaning of illocutionary act used by Woody in the Toy Story 4 Movie?

1.5 Objective of the Research

Based on the problem formulation above, the objective of this research is :

1. To find out the types of illocutionary acts used by Woody in Toy Story 4 Movie.
2. To find out the meaning of illocutionary acts used by Woody in Toy story 4 Movie.

1.6 Assumption

Based on the research questions already mentioned above, the researcher assumes that there are several types of illocutionary acts spoken by Woody in Toy Story 4 Movie.

1.7 Significance of the Research

By having this research, the researcher hopes the result of this research could contribute some advantages. Some of the expectations are:

1.7.1 For the Students

The researcher hopes this research would be useful for the students especially for students of English Study Program at FKIP UIR to increase their knowledge about pragmatics especially speech acts, and it might show the students the importance of studying pragmatics so they will learn more in order to be a good English teacher in the future.

1.7.2 For the Lecturers

The researcher hopes this research could help the lecturers to motivate the students especially for students English Program at FKIP UIR to improve their knowledge about speech acts and make the student interested in pragmatics.

1.7.3 For the Other Researchers

The researcher hopes this research could increase the knowledge of the other researchers about speech act. Moreover, the researcher hopes this research would be useful as a reference for the other researchers who are going to make research about speech acts.

1.8 Definition of the Key Terms

To avoid any misinterpretation toward the title adopted in this research, the writer feels necessary to explain terms as follow:

1.8.1 Analysis

According to Sugiyono (2015:335), analysis is an activity to look for patterns, or ways of thinking related to systematic testing of something to determine parts, relationships between parts, and their relationship to the whole. In other words, analyzing means to analyze or explain in detail the element's work element whose purpose is to understand the unity as whole elements.

1.8.2 Speech Act

A speech act is defined by Austin (in Subandowo, 2014:26) as a piece of speech produced as part of social interaction. Saying something is the same as doing something, and language or speech can be used to effect change.

1.8.3 Illocutionary Act

According to Tarigan (2009:35), illocutionary acts are speech acts that contain the power to act by saying something. It means, the illocutionary act is a form of speech that has a function to express and provide information in an action.

1.8.4 Toy Story 4 Movie

Toy Story 4 is an American 3D animated comedy-drama film produced by Pixar Animation Studios for Walt Disney Pictures in 2019. It is the fourth installment in Pixar's Toy Story series and the sequel to Toy Story 3. Toy Story 4 was produced by Josh Cooley in his debut as director and can now be watched on Disney Plus Hotstar.

This film uses the voices of John Lasseter, Rashida Jones, Tom Hanks, Tim Allen, Annie Potts, Joan Cussack to Keanu Reeves. The film immediately follows Toy Story 3 as Sheriff Woody, Buzz Lightyear and their other toy friends have found a new life in Bonnie's house. Woody and his group are now together with their new owner, Bonnie, after an adult Andy has to continue his studies abroad.

The story opens with a flashback where an adult Andy gives his toys to a girl named Bonnie. Woody, who has not been played by Bonnie lately, is starting to

get restless, especially since he knows the fact that Bonnie, who started school, is not allowed to bring toys.

1.9 Grand Theories

The research used Searle's (1976) classification of illocutionary acts in analyzing the illocutionary act. The illocutionary act according to Searle, is an act performed when saying something. He identified five illocutionary points. They are representative, directive, commissive, expressive, and declarative. According to Austin (1968), there are three types of illocutionary acts that tell someone to do something, such as ordering something, requesting something, and commanding something.

1.10 Research Method

1.10.1 Research Design

This research is in the form of content analysis. It is because this study focuses on analyzing the phenomena that occurs inside movie. The result of the data is delivered descriptive. This research will be conducted by using qualitative descriptive design. The descriptive qualitative design does not intend to find a new theory but to find a new evidence to prove the theory. According to Rugaiyah (2016), qualitative research is on descriptive research and tends to use analysis. In other words, qualitative research is about the qualitative description used in the analysis.

Meanwhile, qualitative research focuses its analysis on the process of inferring conclusions and analyzing relationships between research objects, using

scientific logic. Therefore, this research will use these methods to analyze the type of illocutionary act in the Toy Story 4 movie.

1.10.2 Source of the Data

To get the result of the research, the data is needed and chosen deals with the problem that is related to the research. In this research, the sources of data were taken from the script of Woody's dialogue in the movie Toy Story 4.

Toy Story 4 is an American 3D animated comedy-drama film produced by Pixar Animation Studios for Walt Disney Pictures in 2019. It is the fourth installment in Pixar's Toy Story series and the sequel to Toy Story 3. Toy Story 4 was produced by Josh Cooley in his debut as director and can now be watched on Disney Plus Hotstar. This movie had a total duration of 1 hour and 40 minutes.

This film uses the voices of John Lasseter, Rashida Jones, Tom Hanks, Tim Allen, Annie Potts, Joan Cussack to Keanu Reeves. The film immediately follows Toy Story 3 as Sheriff Woody, Buzz Lightyear and their other toy friends have found a new life in Bonnie's house. Woody and his group are now together with their new owner, Bonnie, after an adult Andy has to continue his studies abroad.

1.10.3 Instrument of the Research

The instrument to collect the data is important in doing a research. There is an instrument that is used in conducting this research. In this case, the researcher's help of the movie script, the researcher collect the data that was needed. The researcher use the instrument of documentation from the movie to get the data.

According to Rugaiyah (2016:23), a study document is an aid researcher in collecting data or information by reading the letters, announcements, meeting summaries, written statements, certain policies and other writing materials. Meanly the data is very useful because it can be done without disturbing the subject or atmosphere research.

1.10.4 Data Collection Technique

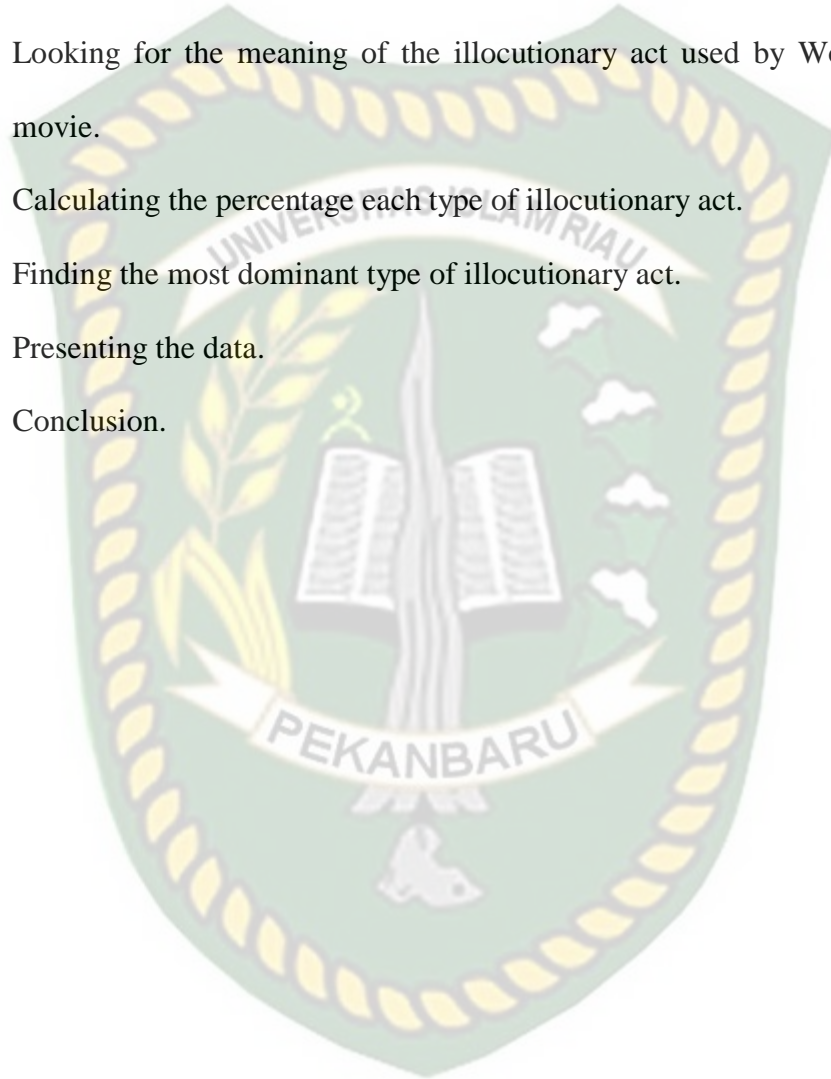
The data in this research will use the documentation method. The documentation method is a method that collects the script data from video. Documentation means that collecting the data from written material, which is the script from the video Kamajaya and Setianingsih (2017:175). The data was taken from the script movie of Toy Story 4. The first step is watching the movie and then rewriting the utterances spoken by Woody.

1.10.5 Data Analysis Technique

The data were analyzed by descriptive technique. Descriptive qualitative is the method to analyze data in deep and subtle about analysis of phenomena in society. Qualitative research is a method gives a deep and subtle phenomena analysis in society with obvious advantages Mengmeng (2018:306). The analysis was conducted after collecting the data and then it was formulated as the following steps:

1. Identifying each type of illocutionary act spoken by Woody in the movie.

2. Classifying the Woody's utterances found in the movie based on the types of illocutionary acts such as: (1) representative, (2) directive, (3) commissive, (4) expressive, and (5) declarative.
3. Looking for the meaning of the illocutionary act used by Woody in the movie.
4. Calculating the percentage each type of illocutionary act.
5. Finding the most dominant type of illocutionary act.
6. Presenting the data.
7. Conclusion.



CHAPTER II

THEORITICAL FRAMEWORK

2.1 Related Theories

2.1.1 Pragmatics

Pragmatics is the study of the meaning of a speaker. in other words, pragmatics investigates the meaning of the context between the speaker and the hearer. In pragmatics, context is important because context is the background knowledge assumed to be shared by the speaker and hearer and which contributes to the hearer's interpretation of what the speaker means by making an utterance. Many different types of pragmatics have been studied, including deixis and distance, reference and inference, presupposition and entailment, politeness and interaction, speech act and event, and others. However, the researchers in this study are only interested in the speech act.

According to Mono (2018), pragmatics is a branch of linguistics that focuses on the relationship between language and speech context. On the other hand, Supriyadi (2020), when interpreting speech utterances, the speaker employs a means-end analysis strategy, whereas the speech partner employs heuristic analysis strategies. The heuristic force of a speech by developing hypotheses and then testing them against available data.

In other words, in understanding language, pragmatics is the study of understanding between language and context. Pragmatics also studies the meaning

of a speaker's speech with aspects. In pragmatics, an utterance from the speaker to the hearer involves complex interaction between an expression from the speaker to the hearer.

From the understanding of pragmatics that has been describe by expert, it can be concluded that pragmatics is a study of the meaning of a speaker's utterance related to the context. It relates to hoe people use language with contexts simultaneously.

2.1.2 Context

Context is an important aspect in interpreting or understanding the meaning of an utterance. According to Pedersen (2002:30), context represent the knowledge of a conversation that is used in order to determine the meaning of speech act. Each sentence is in its own context and should be interpreted based on that context. For a conversation between participants to run smoothly, the listener must understand the context in which the speaker is speaking. In other words it can be said that speech acts are context dependent since the context also influences the illocutionary functions.

In communication the speaker and listeners require have sensitivity with each other. According to Cutting (2008) there are three different types of spoken context. Firstly, In situational: the speaker know about their situational that they see around them. Secondly, background knowledge: the speaker understand about interpersonal and culture knowledge among them. The last, contextual: the speaker and listener understands about their communication. Thus, based on Christie

(2004) he states that in utterances there are cultural setting and the language userin shared their utterance based on the context.

Furthermore, that context is the social and physical world which interacts with text to create discourse. Context as social life, and the assumption of knowledge conveyed by the speaker to the listener. When the speaker says something and the listener accepts every word the speaker, then the speaker's words can influence the listener. In share utterance be found different meaning, although in the same utterance. Look the example below:

(2) "My bag is so heavy"

From the sentence, the speaker want his/her bag brought by the listeners.

From the explanation above, context can be interpreted as the basis for an account of language that relate to what said or what said between the speaker and the listener. In addition, context is also linked between past actions or actions, and expressions with take knowledge and attention in social interaction. In another word, the participants do interactions through the process of communicating and expressing language directly or indirectly with intelligible understanding.

2.1.3 Speech Act

Speech acts are utterances that explain how a speaker uses language to perform intended actions and how the listener derives the intended meaning from what is said. A speech act is performed when people make statements such a

compliments, greetings, requests, complaints, invitations, apologies, or refusals. The study of speech acts is very important to us.

According to Yule (2017) stated that speech acts as actions performed by the speaker and listener while communicating. While Mayer et al. (2020) stated that speech acts are the fundamental unit of language used to express meaning and intention. In other hand, Sadock (2004), stated there are three types of speech acts: locutionary acts, illocutionary acts, and perlocutionary acts.

When the speaker says what he means and how the audience understands what he means, he is engaging in a speech act. In other cases, the speaker will not only speak but will also compel the listener to act. If the listener understands the meaning of the speaker's words and acts on them, this is an implied behavior. On the other hand, speech acts can also be said as a theory that something should be done. That is, when someone says something, he or she is not only saying something, but also using it to do something or take action.

In other words, a speech act is a part of pragmatic discussion that refers to whether or not a specific sentence or utterance contains a specific act. Speaking a language entails engaging in speech acts such as making statements, giving commands, asking questions, making promises, and so on. To put it another way, we can do things with speech. We can express a lot through an utterance, whether it is an emotion or an action performed by the speaker to the listener, depending on the context.

2.1.4 Types of Speech Act

According to Austin (1962), he divided speech act in to three categories, such as locutionary act, illocutionary act, and perlocutionary act.

2.1.4.1 Locutionary Act

According to Tarigan (2009:35), locutionary acts are actions used to express something. Meanwhile, Rahardi (2009:17) defines locutionary acts are the act of saying something that prioritizes the content of the speaker's speech is referred to as a locutionary act. So, locutionary acts are the delivery of information conveyed by speakers. Locutionary acts are the simplest speech acts to recognize because they can be performed without involving the context of the speech in the speech situation.

The concept of locutionary acts looks at the forms of an utterance or sentence. The form of locutionary action is divided into three, namely: (a) Declarative, serves only to inform, so that it can pay attention; (b) Interrogative, serves to ask something to the listener and is expected to provide answers to the questions expressed by the speaker; (c) Imperative, this means that the listener will give a response in the form of the desired action or action.

From this explanation, it can be said that a locutionary act is an action that has been clearly carried out. The locutionary act does not pay attention to be involvement of the context in it, but pays attention to the adjustment of meaning or content according to the speaker's speech.

2.1.4.2 Illocutionary Act

According to Tarigan (2009:35), illocutionary acts are speech acts that contain the action of saying something. These actions can be in the form of promises, offers, or questions in utterance. Therefore, this illocutionary act is also known as the act of doing something. An illocutionary act is a form of speech that has the function to express and provide information in an action.

In understanding speech acts, illocutionary acts are a very important part. According to Chaer (2010:53), illocutionary acts are speech acts that are identified with performative sentences. Illocutionary acts are classified in speaking activities into five forms of speech (Searle and Rahardi, 2009:10), namely; (a) assertive, (b) directive, (c) commissive, (d) expressive, (e) declarative.

In everyday life, illocutionary acts serve several functions related to social goals. Tarigan (in Sinaga et al, 2013: 17) classifies the function of illocutionary acts into four types, namely: (a) competitive, aiming to compete with social goals; (b) convivial, heaving the same goals as social goals; (c) collaborative, the goal is not refers to social goals; (d) conflicting, having goals that conflict with social goals.

Based on the explanation above, it is possible to conclude that an illocutionary act is an utterance used to state something while performing a real action. Illocutionary acts employ performative sentences to express or express actions through speech.

2.1.4.3 Perlocutionary Act

Perlocutionary has been variously defined by expert in terms of notions such as intention, convention, constitutive rule, or norm, perlocution is generally associated with the purely natural or casual. The speaker's utterance usually has a force or effect on the hearer. The speaker, whether on purpose or not, creates this effect. This type of speech act used to persuade the listener is known as a perlocutionary act. According to Nick Riemer (2010:109), the perlocutionary act as the act of producing an effect in the hearer through the utterance. This perlocutionary act has an influence on the speech partner who listens to the speech. as a result of this influence, the response of the speech partner is not only in the form of words but also in the forms of actions or deeds. Perlocutionary acts are referred to as one's affective actions. Perlocutionary acts are actions udes to influence the speech partner such as embarrassing, intimidating, persuading, and others.

The perlocutionary act is the third component of the speech act that distinguishes it from the other two types of speech acts. It is the act that has an effect on the listener or that is defined by the listener's reaction to the speaker's utterance. By mustering the sentence, it produces effects on the audience that are unique to the circumstances of utterance. It refers to the effect of the speaker's intention on the listener.

From this explanation, it can be said that a perlocutionary act is an utterance thainfluenceson the speech opponent of the stated speech. The effect is formed

from of the influence of the expression heard by the interlocutor according to the situation and condition.

2.1.5 Types of Illocutionary Act

According to Searle (1976), he classified illocutionary act into five types as following:

2.1.5.1 Representative

Representatives are type of illocutionary act that commit the speaker believe about something the truth or not. In uttering a representative, a speaker state what the speaker believes about something to be the case or not as the speaker believes. The main representative's acts are suggesting, asserting, stating, claiming, informing, arguing, describing, concluding, reporting, and complaining.

Examples:

(3) I was not angry with you

The sentence is an example of assertive illocutionary conduct. The speaker stated the truth in the sentence. To make it apparent to the listener, the speaker says "was not", implying that the listener believes what the speaker says is true.

2.1.5.2 Directive

Directive are illocutionary act that attempts by the speaker to get the hearer to do something. they speak directly to the listener about what they want. Directive illocutionary act is often used. The main directive are asking, begging, forbidding, requesting, ordering, commanding, advising, and recommending, permitting.

Examples:

(4) Can you turn on the air conditioner?

In utterance is directive, especially requesting. The speaker want the hearer to turn on the air conditioner. In saying “Can you”, the speaker make a request to hearer as the turn on the air conditioner.

2.1.5.3 Commissive

Commissive illocutionary acts are those in which the speaker promises to do something to listener in the future. In commissive, the speaker who has spoken his/her words should to keep what he/she has spoken. The main commissive verb are promising, committing, threatening, warranting, wishing, pledging, and predicting.

Examples:

(5) I will come back next week

In utterance is a commissive especially do promise to hearer or reader. The speaker says that the speaker promise to come back the hearer next week. The

speaker saying “I will come back”, the speaker make a promise to hearer and the speaker wants the hearer not worry about the speaker because the speaker will come back.

2.1.5.4 Declarative

Declarative is an utterance that alters the proposition’s reality. This form of illocutionary conduct differs from others in that the speaker’s utterance has the ability to alter reality. The main declarative are declaring, resigning, approving, christening, arresting, and dismissing, confirming.

Examples:

(6) You are guilty

In the utterance is a expressive illocutionary act especially declaring. The speaker says “guilty” to the hearer because the hearer did mistake to the speaker or to someone.

2.1.5.5 Expressive

Expressive are a type of illocutionary act in which the speaker expresses his or her feelings to the hearer to receive or to feel what the speaker action or feels. Expressive is the act to show an express statement from the speaker. the main expressive verb are thinking, welcoming, congratulating, praising, and apologizing.

Examples:

(7) I'm really sorry!

In the utterance is a expressive illocutionary act especially apologizing. From the sentence, the speaker says “sorry” to the hearer. In this utterance, the speaker expresses his regret.

2.1.6 Relevance Study

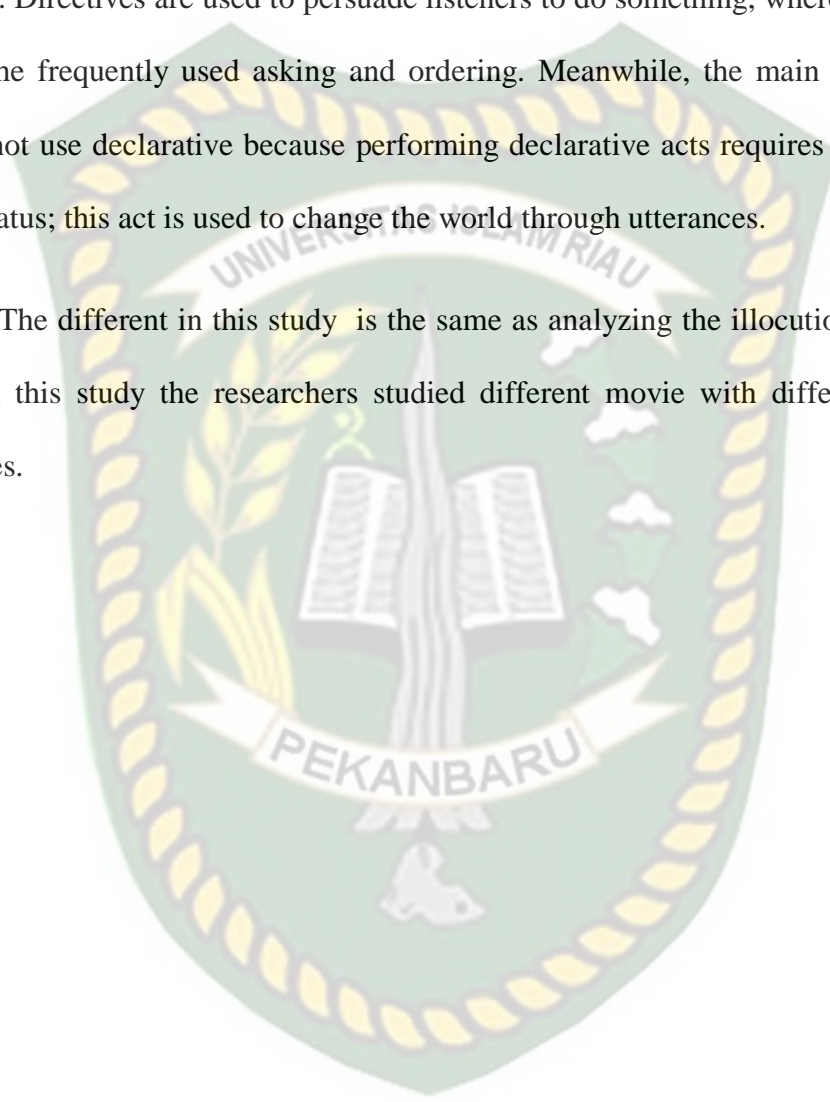
There are many studies in the illocutionary acts, but the researcher chose three that are closely related to this research. The first is a study published in The Episteme Journal of Linguistics and Literature by Simbolon et al., (2015). The study was carried out as a descriptive qualitative study title “An Analysis Of Illocutionary Acts In New Moon Movie”. According to the findings of this study, New Moon employs five types of illocutionary acts; declarative, representative, expressive, directive, and commissive. The objectives of this research are to identify the types and dominant types of illocutionary acts in the New Moon movie. The result shows that there are 379 utterances. The total calculations and percentages of illocutionary acts by type are as follows: declarations 57 (15.04%), representatives 114 (30.08%), expressives 43 (11.35%), directives 127 (33.50%), commissives 38 (10.03%). The main character in the New Moon movie utters directives the most frequently. It has the value 127 (33.50%). Based on the preceding analysis, it is clear that Bella frequently employs directives in the movie. When an actor wishes to represent her filling, she will utter directives.

The second research is conducted by Khalifah (2019) from Universitas Islam Negeri Ar-Raniry Banda Aceh, which is entitled “An Analysis of Illocutionary Acts in Nouman Ali Khan’s Speeches”. The research was conducted in the form of descriptive qualitative study. Researchers discovered four types of illocutionary acts her research; representatives, directives, commissives, and expressives. The representatives was the most frequently types of illocutionary act appeared in the speeches, i.e., 306 utterances or 63.22% with five functions; informing, stating, describing, reminding and concluding. The second most common type of illocutionary act in speeches was directives, which accounted for 144 utterances or 29.75% of all utterances and served five functions: suggesting, commanding, inviting, forbidding, and questioning. Commissives were found in 22 utterances, or 4.55%, and served two functions; promising and warning. Expressives were found in 12 utterances, or 2.48% of all utterances, with two functions; praising and expressing hope or wish. Decleratives were not identified in the speeches because declaration statements require specific circumstances to be performed.

The third is a study titled An Analysis of “Illocutionary Acts in A Fantasy Movie” by Fitriani et al., (2020) from Universitas Syiah Kuala Banda Aceh. The purpose of this research is to identify the types and most prominent illocutionary acts used by the main character in the fantasy film ‘Harry Potter and the Chamber of Secrets’. A descriptive qualitative study was conducted by observing the main character’s utterances in the film. The results revealed that the movie contained only four types of illocutionary acts; representative, directive, expressive, and commissive. The directive illocutionary act is the most

frequently used (47.64%), while the commissive illocutionary act is the least frequently used (4.19%). The main character employs a variety of directive forces. Directives are used to persuade listeners to do something, whereas in the film, he frequently used asking and ordering. Meanwhile, the main character does not use declarative because performing declarative acts requires authority and status; this act is used to change the world through utterances.

The different in this study is the same as analyzing the illocutionary act, but in this study the researchers studied different movie with different data sources.



2.1.7 Conceptual Framework

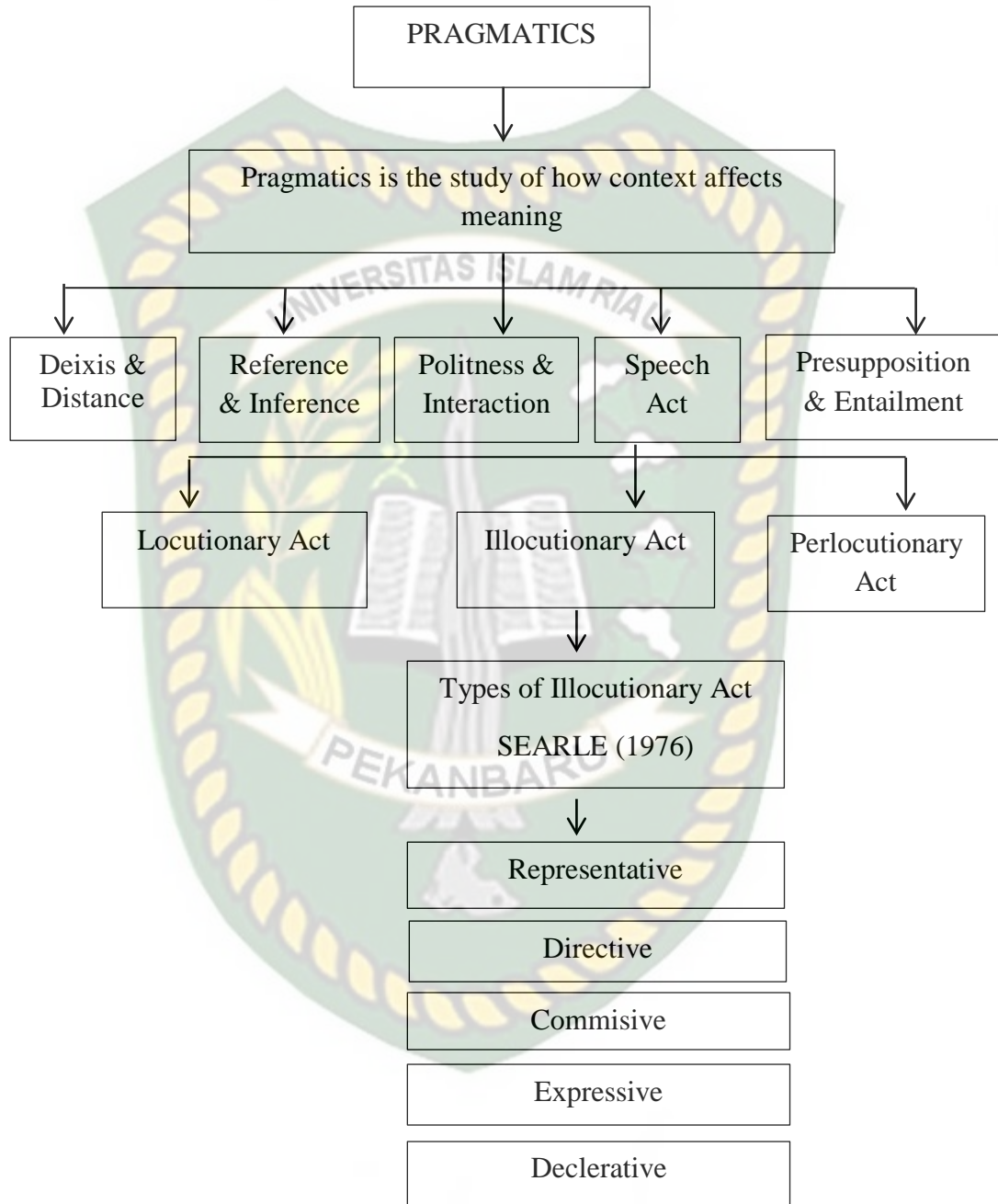


Figure 2.1 Conceptual Framework

Pragmatics is the study of how context affects meaning. Speech act is one of aspects to be investigated in pragmatics. It consists of three layers: Locutionary Act, Perlocutionary Act, Illocutionary Act. Illocutionary act is the act of doing something. Illocutionary act can be classified into Representative, Declarative, Commissive, Expressive, and Declarative.



CHAPTER III

RESEARCH FINDINGS

3.1 Data Description

The researcher uses data from Woody's dialogue in Toy Story 4 movie. First, the researcher identified the types of illocutionary acts, and finally the researcher analyzed the meaning of the illocutionary acts spoken by Woody in Toy Story 4 movie.

Table 3.1 Data Description

No	Types Illocutionary Acts	Data	Meaning
1.	Representative	1:30:19 Come on. I'm fine, no problem.	Stating
		1:12:07 Yeah okay... She's not in here. Come on let's go.	
		1:31:09 Okay, okay, okay I get it. It's been a while.	Asserting
		1:24:59 No, no, no guys listen. Bonnie had a great day in class and we're going on a road trip.	Informing

		<p>1:23:48</p> <p>Because he was made from trash. Look, I know this is a little strange, but you gotta trust me on this. Forky is the most important toy to Bonnie right now.</p>	
		<p>1:14:46</p> <p>Forky! That it! That's how Bonnie feels when she's with you.</p>	
		<p>24:36</p> <p>A friend once told me, "There are plenty of kids out there." And one of them is named "Bonnie". She just doesn't know yet.</p>	
2.	Directive	<p>1:32:33</p> <p>Deep breaths, Jessie. Deep breaths settle down, Slink. Sit, good boy.</p>	Ordering
		<p>1:24:35</p> <p>Come on. Let's get you out of there. You got this. Good, good.</p>	
		<p>1:16:19</p> <p>I mean, Bonnie! You</p>	

		<p>have to be there for Bonnie. That is your job.</p>	
		<p>52:44 Alright, come on, stop it. Cut it out, now!</p>	
		<p>27:15 Quick! Before she finds it!</p>	
		<p>25:47 Forky, listen to me very carefully, this is important. Tell Buzz to get the RV to the merry go round. You understand!</p>	
		<p>21:11 Alright, our turn.</p>	
		<p>1:00:13 Bo, my kid really needs this toy. Will you help me? For old time's sake.</p>	Requesting
		<p>43:20 Please Mr. Caboom, this is really important.</p>	
		<p>35:10 Forky's still in there. If we hurry, we can get him before they lock him up.</p>	Recommending
3.	Commissive	<p>1:32:29 No, no. my guys are</p>	Promising

		<p>veteran's. they'll hang in there.</p> <p>1:22:28 Like I said before, Bonnie's not scary. She loves you and you need to.</p> <p>1:12:46 Yeah, we'll have you back before she wakes up. Come on.</p> <p>52:35 Yeah. Now, let's go of Buzz, and come with me. I'll take you to Bonnie.</p>	
4.	Declarative	<p>1:24:20 No,.... "TOYS." They're toys.</p> <p>1:24:13 No, no, no... That's the trash these are your friends!</p> <p>52:40 Guys, I have a kid!</p>	<p>Declaring</p>
5.	Expressive	<p>1:00:05 Thank you, thank you.</p> <p>1:00:47 Oh, Bo's kid as something special. She was the cutes thing, but</p>	<p>Thanking</p> <p>Regretting</p>

		so afraid of the dark.	
		54:29 Oh, I'm sorry, Bo....	Apologizing
		48:08 Bo, I'm sorry. Really, just tell me how to help.	
		40:09 Wow, you've handled this lost toy life better than I could.	Complimenting
		09:58 Alright, nice job, gang!	

Based on the table above, the researcher illustrates that from the analysis of illocutionary acts in Woody's dialogue in Toy Story 4, the researcher has found and analyzed 30 data in Woody's dialogues that classify the theory of Illocutionary Acts by Searle. Such as Representative, Directive, Commissive, Expressive, and Declarative. There are 7 times Representative appears, Directive 10 times appears, Commissive 4 times appears, Declarative 3 times appears, and Expressive 6 times appears.

4.2 Data Analysis

The researcher take data from Woody's dialogue as the main character in "Toy Story 4", an animated film produced by Josh Cooley. First, identified the classification of illocutionary acts in Woody's utterance. Second, look for the

meaning of the illocutionary act that supports the analysis. The following is an explanation of the research results in the table above:

1. Representative

Representatives are type of illocutionary act that commit the speaker believe about something the truth or not. In uttering a representative, a speaker state what the speaker believes about something to be the case or not as the speaker believes. The main representative's acts are suggesting, asserting, stating, claiming, informing, arguing, describing, concluding, reporting, and complaining. The following are Woody's utterances that included in representative illocutionary act:

1) Stating

[1] WOODY: Come on. *I'm fine*, no problem.

Based on the data, this scene takes place in Bonnie's room in the morning. Where all the toys are gathered and they are being played by Bonnie. When Bonnie was playing, her father suddenly came and told Bonnie to get ready because Bonnie had to go to kindergarten because this was Bonnie's first day at school and her father didn't want her to be late for kindergarten orientation. Bonnie doesn't want to go to school but her father tries to persuade her to go to school. Finally Bonnie decided to go to school. After Bonnie left her room, Woody suddenly came out of the toy cupboard. And Woody was welcomed by his friends, especially by Buzz. Buzz also asked Woody if he was okay. Because when Bonnie played with her toys, Woddy was not invited but Woody was left in a special toy cupboard. Actually Woody is sad but he tries to hide his sadness in front of some

toys that are also not selected. The speaker says *I'm fine* to show a representative statement. Woody said that to the other toys so they believed that at that time Woody was really okay. The speaker utters *I'm fine* to indicate the **stating** of the **representative**.

[2] WOODY: Yeah okay... *She's not in here*. Come on let's go.

In this scene, Woody and Forky arrive at the RV park in the early hours of the morning. Forky rushed to the place but Woody felt that his friend Bo was at an antique toy shop that was around the road they were passing. Bo is an old friend of Woody, from whom they have been separated for a long time and Woody misses him very much. Confidently Woody called out Bo's name, Forky also tried to help Woody by calling Bo's name. Many times they called Bo's name but there was no answer, then Forky said I don't see your friend. With disappointment, Woody said *Yeah okay... She's not in here. Come on let's go*. In that sentence, the speaker used the **representative** act of state. *She's not in here*, is a sentence that shows that it is a **stating**.

2) Asserting

[3] WOODY: Okay, okay, *okay I get it. It's been a while*.

The data takes place in a special toy cabinet. At that time Woody was sad because Bonnie left him, lately Bonnie rarely invites Woody to play. The old timer comes to Woody and tells Woody that this is the third time this week that Woody has been abandoned by Bonnie. Woody gets annoyed with Old Timer for continuing to talk about it then Woody says *Okay, okay, okay, I get it. It's been a*

long time. In the sentence, the speaker uses **representative** act of **asserting**. “*I get it*”, that's a line that confirms to Old Timer that Woody knows he hasn't been played by Bonnie in a long time.

3) Informing

[4] WOODY: No, no, no, guys listen, *Bonnie had a great day in class and we're going on a road trip*

This scene takes place in Bonnie's room. at that time the atmosphere in Bonnie's room was chaotic and noisy because they had lost Woody. Suddenly Bonnie came home from school and immediately threw her backpack into the room. And soon Woody was out of Bonnie's backpack. It turns out that Woody slipped into Bonnie's backpack and he went to school with Bonnie. Knowing this, of course, Woody's friends in the room were immediately boisterous and they protested to Woody because Woody's actions could endanger him, Woody could have been confiscated by Bonnie's teacher if caught. Then Woody calmed his friends and gave them understanding. Woody tells his friends that Bonnie is having fun in class and Woody tells his friends about Bonnie's plans to go to the RV park. The speaker said *Bonnie had a great day in class and we were going on a trip*. In this sentence, the speaker uses the **representative** act of **informing**.

[5] WOODY: *Because he was made from trash*. Look, I know this is a little strange, but you gotta trust me on this. *Forky is the most important toy to Bonnie right now*.

This data happened at Boonie's house when Woody introduced Forky, a new toy that Boonie made in class. However, when Woody introduced Forky to his friends, Forky had a crisis of confidence and always wanted to go into the trash because he felt that he was made of trash and was not a toy. Then Buttercup asked Woody why does he want to go to the trash. Woody utters because he was made from trash. Look, I know this is a little strange, but you gotta trust me on this. Forky is the most important toy to Bonnie right now. The sentence *he was made from trash* is used as an answer from Woody to Buttercup, and *Forky is the most important toy to Bonnie right now*. From the sentence, it is clear that the speaker uses the act of **representative informing**.

[6] WOODY: Forky! That it! *That's how Bonnie feels when she's with you.*

The conversation occurred in the evening on the way to the RV. Forky was telling Woody that he was warm, comfortable, and would be fine with the trash. Then Woody answers, "*Forky! There he is!* That's how Bonnie feels when she's with you." The utterance *That's how Bonnie feels when she's with you*, Woody tells Forky that Bonnie feels the same way with Forky. It is clear that the speaker uses the act of **representative informing**.

[7] WOODY: A friend once told me, "*There are plenty of kids out there.*"

And one of them is named "Bonnie". She just doesn't know yet.

While in the backpack, Woody couldn't bear to see Gabby Gabby who was feeling disappointed because she was dumped by Harmoni and Woody also

wanted to help her. Woody jumps from Bonnie's backpack and walks over to Gabby Gabby and reassures her not to give up, and says that there are lots of kids out there who need him. The speaker utters the sentence "*There are plenty of kids out there*" indicating the **representative act of informing**.

2. Directive

Directives are illocutionary act that attempts by the speaker to get the hearer to do something. They speak directly to the listener about what they want. Directive illocutionary act is often used. The main directive are asking, begging, forbidding, requesting, ordering, commanding, advising, and recommending, permitting. Below Woody's utterances that included in directive illocutionary act:

1) Ordering

[8] WOODY: *Deep breaths*, Jessie. *Deep breaths* settle down, Slink. *Sit*, good boy.

The data occurred in the morning in Bonnie's room, precisely in a special toy cupboard. All the toys gathered there while waiting for Boonie to finish breakfast and would soon play with them. All the toys couldn't wait for that moment to come, they felt nervous and caused a commotion, a leader named Dolly was giving directions to them. Woody also tried to calm them down by walking around them and giving directions so they could calm down. Woody ordered "*Jessie Deep breaths, Jessie. Deep breaths settled down*", and Jessie complied. Then he ordered Slink to sit down. The speaker pronounces the sentence "*Deep breaths and Sit*" which indicates the **directive** action of **ordering**.

[9] WOODY: *Come on*. Let's get you out of there. You got this. Good, good.

Arriving at home, Woody immediately got out of Bonnie's backpack, seeing Woody out of the backpack, Woody's friends were chaotic and scolded Woody because according to his friends Woody could have been confiscated by Bonnie's teacher at school and he would be lost. Then Woody introduced Boonie's new friend, Forky, which was made directly by Boonie at school. Woody also led Forky to get out of the backpack. Slowly Forky came out of Bonnie's backpack. *Come on*, is a sentence spoken by Woody to Forky as an order. Indicating an illocutionary act of **directive ordering**.

[10] WOODY: I mean, Bonnie! *You have to be there for Bonnie*. That is your job.

Woody's efforts to find Forky have paid off. After walking through the dark streets, Woody finally found Forky. After Woody finds Forky, they continue their journey to catch up with other friends, namely to the RV park. On the way, they chatted and exchanged stories and Woody explained to Forky that Boonie needed Forky as his toy and Woody asked Forky to accompany Boonie because it was his job. The speaker utters the sentence “*you have to be there for Bonnie*” indicating the illocutionary action of the **directive ordering**.

[11] WOODY: Alright, come on, *stop it. Cut it out, now!*

In this scene, Buzz manages to escape from the game's prize at the carnival after taking advantage of the pranks of Bunny and Ducky, who were also the prize toys in the carnival game. When the bus is on the way to escape, he sees Woody and Bo who are about to enter an antique toy shop. Buzz rushes after Woody and Bo until he finally meets Bo. But Buzz's affairs is not over yet with Bunny and Ducky who come after and attack Buzz repeatedly because they are still annoyed with Buzz. Woddy who saw their fight finally stopped him by saying “*stop it. Cut it out, now!*” The speaker utters the sentence which indicates the **directive** act of **ordering**.

[12] WOODY: *Quick!* Before she finds it!

Back at the antique shop, Woody's voice box has finally finished being exchanged for Gabby's, making Gabby now normal again and Gabby returning Forky to Woody according to the previous agreement. While Woody and Forky were saying goodbye to Gabby Gabby, suddenly Bonnie and her mother came to the antique shop to pick up Bonnie's backpack that was left behind. Realizing Boonie's arrival, Woody rushed over and ordered Forky to get into Boonie's backpack before Bonnie found it. The speaker utters the sentence *Quick!* indicating an illocutionary act of **directive ordering**.

[13] WOODY: Forky, listen to me very carefully, this is important. Tell

Buzz to get the RV to the merry go round. *You understand!*

On his way to Bonnie's backpack, Forky sees Gabby Gaby who provokes Harmoni's attention to take him home. But Harmoni dumped Gabby Gabby and

disappointed him. Bonnie arrived and immediately saw her backpack suddenly made Woody and Forky rush into the backpack. While in the backpack, Woody feels sorry to see Gabby Gabby and intends to help her. Then Woody orders Forky to tell Buzz to steer Bonnie's car to a merry-go-round. The speaker utters the sentence "*You understand!*" indicating an illocutionary act of **directive ordering**.

[14] WOODY: *Alright, our turn.*

Since the situation leading to the merry-go-round was very crowded, they decided to find an alternative way with the help of Duke Caboom. With confidence, Duke Caboom finally jumped a distance of 40 M using his motorbike and succeeded. Duke Caboom also wrapped a rope tied to his motorbike so that Woody and the others could use it. Seeing Duke Caboom managed to jump, Woody said to his friends "*Alright, our turn*" which means Woody ordered his friend to cross using the rope that was wrapped by Duke Caboom earlier, and they managed to get through. The sentence "*Alright, our turn*" indicates that it is a **directive act of ordering**.

2) Requesting

[15] WOODY: Bo, my kid really needs this toy. Will you *help me*? For old time's sake.

Woody tells Bo about his problems. He must save Forky from an antique shop, and begs Bo for help. At first, Bo does not want to help but Woody begs Bo so that Bo is willing to help Woody to save Forky. The speaker utters the sentence

Will you help me? the sentence "*Help me*" indicates a request which clearly shows that it is an illocutionary act of **directive requesting**.

[16] WOODY: *Please*, Mr. Caboom, this is really important.

In this scene, Bo takes Woody to a place that is still around the antique toy shop to meet his old friend, Duke Caboom. Bo intends to ask Duke Caboom for help to retrieve Bo's sheep and also save Forky. However, Duke Caboom does not want to help Bo and Woody because he is reminded of his bad experience in the past. Then Bo convinces Duke Caboom and Woody pleads with Duke Caboom by saying *Please Mr. Caboom, this is important*. The speaker utters "*Please*" to indicate the **directive act of requesting**.

3) **Recommending**

[17] WOODY: Forky's still in there. *If we hurry*, we can get him before they lock him up.

Based on this data, Forky's rescue mission is still on, after the chase between Woody and Gabby Gabby, it turns out that Woddy has not managed to save Forky. Forky is left behind and caught by the Bensons. After Woody and his friends managed to escape from Gabby and Benson Woody told his friends "*Forky's still in there. If we hurry, we can get him before they lock him up.*" Woody recommends to his friends to come back again to save Forky. The sentence "*If we hurry*" indicates that it is a **directive act of recommending**.

3. Commissive

Commissive illocutionary acts are those in which the speaker promises to do something to listener in the future. In commissive, the speaker who has spoken his/her words should to keep what he/she has spoken. The main commissive verb are promising, committing, threatening, warranting, wishing, pledging, and predicting. Below Woody's utterances that included in commissive illocutionary act:

1) Promising

[18] WOODY: No, no. my guys are veteran's. they'll hang in there.

The data happened at home, they were in a special toy cupboard while waiting for Bonnie to finish breakfast and then immediately played with them. All the toys impatiently waited for that time and Woody tried to calm the toy, then Dolly said to Woody "Sheriff, do I need to be worried?, then Woody replied "No, no. My guys are veteran's. They hang in there". Woody assures Dolly that her friends will be fine. The sentence "*They hang in there*" indicates that it is a **commissive** act of **promising**.

[19] WOODY: Like I said before, Bonnie's not scary. *She loves you* and you need to.

This data happened at night in Bonnie's room. Bonnie takes Forky to sleep with her, but Forky tries to escape and goes back into the trash can. Woody, who was on guard in the trash can, brought Forky back to Bonnie's bed. Woody says

"Bonnie's not scary. She loves you and you need to." the utterance is an **commissive** illocutionary act, especially **promising**. From the sentence, the speaker says "She love you" to the hearer. Woody promises Forky that Bonnie will love him and that Bonnie isn't scary.

[20] WOODY: Yeah, *we'll have you back before she wakes up*. Come on.

Bonnie and her family take a trip to the RV park, but while on the way Forky again tries to escape and jumps out of the car window. Woody, knowing that Forky had run away, finally followed Forky. After tracing the path they passed, Woody finally found Forky and he managed to invite Forky to return to Bonnie. But on the way to Bonnie, Woody stopped in front of an antique toy shop, he saw a sparkling light and thought of his old friend. And Woody also tried to enter the store to find his old friend, but Forky refused because he had to immediately meet Bonnie. Then Woody said "*Yeah, we'll have you back before she wakes up.*" Based on the Utterance, Woody promises Forky that he will bring Forky back to Bonnie before Bonnie wakes up from her sleep. The sentence shows the **commissive** illocutionary act of **promissing**.

[21] WOODY: Yeah. *Now, let's go of Buzz, and come with me. I'll take you to Bonnie.*

Woody is trying to break up the fight between Bunny, Ducky, and Bazz. Bunny and Ducky attack Buzz because they feel they have been lied to by Buzz. Previously Buzz promised a child for them but it turns out Buzz lied. Knowing the cause of their quarrel, Woody finally said "*Now, let's go of Buzz, and come with*

me. I'll take you to Bonnie." From this sentence, Woody promised them that Woody would take them to meet a child, Bonnie. The utterance is a **commissive** illocutionary act, especially **promising**.

4. Declarative

Declarative is an utterance that alters the proposition's reality. This form of illocutionary conduct differs from others in that the speaker's utterance has the ability to alter reality. The main declarative are declaring, resigning, approving, christening, arresting, and dismissing, confirming. Below Woody's utterances that included in declarative illocutionary act:

1) Declaring

[22] WOODY: *No,.... "TOYS." They're toys.*

This data happened in Bonnie's room after school. Woody leads Forky out of the backpack and introduces Forky to the other friends. But after Forky got out of Bonni's backpack and saw them, Forky thought they were trash like him. Until finally Woody said *No,.... "TOYS." They're toys*, to convince Forky. Woody declares to Forky that they are toys not trash. The utterance is a **declarative** illocutionary act, especially **declaring**.

[23] WOODY: *No, no, no... That's the trash these are your friends!*

Forky still thinks his new friends are trash just like him. Woody keeps trying to convince Forky that they are toys. They are his new friends. *"These are your*

friends!" the sentence declares that they are friends. The utterance is a **declarative** illocutionary act, especially **declaring**.

[24] WOODY: *Guys, I have a kid!*

As the buzz is on its way to escape, he sees Woody and Bo who are about to enter an antique toy shop. Buzz chases after Woody and Bo until he finally meets Bo. But Buzz's affairs are not over yet with Bunny and Ducky chasing and attacking Buzz repeatedly, they are annoyed with Buzz for promising them a child . Woody tries to break up their argument by saying that Woody has a kid and promises to bring Bunny and Ducky to meet the kid. The speaker utters "*Guys, I have a kid!*" the sentence which indicates the **declarative** act of **declaring**.

5. Expressive

Expressive are a type of illocutionary act in which the speaker expresses his or her feelings to the hearer to receive or to feel what the speaker action or feels. Expressive is the act to show an express statement from the speaker. the main expressive verb are thinking, welcoming, congratulating, praising, and apologizing. Below Woody's utterances that included in expressive illocutionary act:

1) Thanking

[25] WOODY: Thank you, thank you.

Woody thanks Bo for being willing to help him break into the antique toy shop and save Forky. The sentence "*Thank you*" that Woody said showed gratitude which clearly showed that it was an **expressive** illocutionary act of **thanking**.

2) Regretting

[26] WOODY: Oh, Bo's kid as something special. She was the cutes thing, *but so afraid of the dark.*

After being separated for a long time, Woody finally reunites with his old friend, Bo. They also share stories about what they experienced while they were apart. Woody also tells that he has to go back to his kid, discussing about kid Woody reminding Bo about his kid, Molly, who is not with Bo anymore. She was the cutes thing, but so afraid of the dark. Bo's son is very cute but it's a shame he's afraid of the dark. "*But so afraid of the dark*", the utterance is **expressive** illocutionary act, especially **regretting**.

3) Apologizing

[27] WOODY: Oh, I'm *sorry*, Bo....

Finally Woody met Bo again after a long separation, then Woody also asked how Bo ended up in this place because all this time Woody thought Bo was given to a new family. It turns out that Bo has been dumped by his new owner because the girl who owns him has grown up and doesn't need Bo anymore. Woody feels sad and expresses his apologies. *Oh, I'm sorry, Bo....*the utterance is

an expressive illocutionary act, especially apologizing. From the sentence, the speaker says “*sorry*” to the hearer.

[28] WOODY: Bo, *I'm sorry. Really*, just tell me how to help.

Woody and Bo enter the antique shop sneakily while making plans to get into the closet where Forky is, Bo orders Woody to be careful and don't be rash because Benson is on guard above the cupboard. However, Woody did not listen to Bo's directions, which resulted in them being caught by Benson and a chase took place. Finally, Bo was angry with Woody and told Woody to get out of his sight. Woody also apologized to Bo for his mistake. *Bo, I'm sorry really*, the utterance is an **expressive** illocutionary act, especially **apologizing**. From the sentence, the speaker says “*sorry*” to the hearer.

4) Complimenting

[29] WOODY: *Wow, you've handled this lost toy life better than I could.*

Inside the antique toy shop, Woody and Bo are on a mission to rescue Forky and his friends who were caught by Gabby, Gabby and Benson. Woody was amazed by Bo's action and Woody also praised Bo by saying “*Wow, you've handled this lost toy life better than I could.*” The utterance is an expressive illocutionary act, especially complimenting.

[30] WOODY: Alright, *nice job*, gang!

Finally, they all managed to get out of the antique toy shop and also save Forky. Now they have gathered at the RV park at the carnival venue. And Woody

said “Alright, nice job, gang!” as a compliment to his friends for fighting together and helping him on the Forky rescue mission. The utterance is an **expressive** illocutionary act, especially **complimenting**. From the sentence, the speaker says “*nice job*” to the hearer as a compliment to them for the fruit of their hard work to help Woody on the Forky rescue mission.

In this research, the researchers mostly found directives in the dialogue used by Woody in the Toy Story 4 movie. Directives are an illocutionary act that attempts by the speaker to get the hearer to do something. They speak directly to the listener about what they want. Directive illocutionary act is often used. In Woody's dialogues, he often orders his friends to do something. In the directive classification that is often used by Woody, the researcher mostly found ordering in Woody's dialogues.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

As closing of this research, the researcher is going to take conclusion as follows:

In analyzes language, understanding the speech situation is one aspect that must be done. One of the aspects of the speech situation that is important in pragmatic learning is analyzing the meaning. Analyzing meaning, it can influence and make it easier for listeners or readers to describe the situation where illocutionary acts of utterances occur. In this research, the researcher analyzed meaning of the situation as background knowledge to assume the utterances shared by Woody as one of the main characters in Toy Story 4 movie.

In this chapter, the researcher concluded clearly from the analysis of the illocutionary act in Woody's dialogue in Toy Story 4 Movie. The researcher has found and analyzed thirty data in the utterances of Woody's dialogue that classified the Illocutionary Acts theory by Searle. Such as Representative, Directive, Commissive, Expressive, and Declarative.

From the data analysis of chapter three, the researcher classified Illocutionary Acts that occur in Woody dialogue utterances in five types. They are Representative (stating, asserting, informing), Directive (ordering, requesting,

recommanding), Commissive (promising), Declarative (declaring), Expressive (thanking, regretting, apologizing, complimenting).

4.2 Suggestion

The findings of this study can provide input for the following parties.

1. Students of English Language Education

For the students of English Language Education may learn speech acts. This can help reduce misunderstanding between speaker and listener in communication because it learns the meaning of what the speaker and listener say. Therefore, this study may smooth the communication process.

2. Lecturer

The lecturer should give more lessons about pragmatics, particularly illocutionary acts, which should be taught to help students understand sentences more deeply not just in terms of the types and structures of illocutionary acts, but also in terms of the context and meaning.

3. Researchers

For researchers that want to analyze speech acts, there are many types of speech acts that can be analyzed. In this research, the researcher only focuses on the analysis of illocutionary acts found in dialogue. For other researchers who are interested in pragmatics, the study may investigate speech acts not only in dialogue but also in a speech, song lyrics, TV, newspapers, or other media which can enrich the pattern or models of speech acts.

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