

## **The Use of Speech Act in “ The Blind Side” Movie**

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### **Abstract**

*Speech Act is getting communication from other people to do something has been something very common in our society. It is something that always occurs in human interaction in almost every aspect in our lives which is unconsciously done. The purpose the study is interested in identifying the types of speech act and the illocutionary act based on John Searle, the writer wants to analyze and classify speech act in Leigh Anne's and Michael's utterances in “the Blind Side” movie. This study was employed by using a descriptive qualitative method. There were many illocutionary acts found in the dialog of Leigh Anne in “The Blind Side” movie. There were only 10 samples showed below taken randomly to be explained and analyzed in this session. The analyses were distinguished based on the type and the function of the dialog. In the blind side movie, the actresses especially Leigh Anne mostly used the expressive act, because the main character is really tough and funny. And other characters from the others mostly used the declaratives and the commissive.*

## INTRODUCTION

### Background

Making statements are the way we communicate to each others and many kinds of statements that we can make to build a communication with some people. We can make apologize, offerings, asking, permission and so on. All of them is included as a speech act. We use the speech act to get one's respond

According to Levinson (1983) pragmatics is study of just those aspects of the relationship between language and context that are relevant to the writing and the grammars. In study of pragmatics, speech act is the most interisting study and seems relevant in language learning and teaching. Speech act is the action or intent that a speaker accomplishes when using language in context. Yule (1996) states that Pragmatic concerned with the study of meaning communicated by the speaker and interpreted by the listener. It has consequently, more to do with the analysis what people mean by their utterances than what the words or phrases in those utterance might mean by themselves.

Speech acts generally are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses belief, a request expresses a desire, and an apology expresses a regret. Some speech act, however, are not primarily acts of communication and have the function not of communication but of affecting institutional states of affairs. They can do so in either of two ways. Some officially judge something to be the case, and others actually make something the case.

Austin (1975) divides the linguistic act into three components. First, there is the locutionary act, "the act of 'saying' something." Second, there is the illocutionary act, "the

performance of an act in saying something as opposed to the performance of an act of saying something." Third, there is the perlocutionary act, for "saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience, of the speaker, or of other persons." In other words, a locutionary act has meaning; it produces an understandable utterance. An illocutionary act has force; it is informed with a certain tone, attitude, feeling, motive, or intention. A perlocutionary act has consequence; it has an effect upon the addressee. By describing an imminently dangerous situation (locutionary component) in a tone that is designed to have the force of a warning (illocutionary component), the addresser may actually frighten the addressee into moving (perlocutionary component). These three components, then, are not altogether separable, for as Austin points out, "we must consider the total situation in which the utterance is issued -- the total speech act -- if we are to see the parallel between statements and performative utterances, and how each can go wrong. Perhaps indeed there is no great distinction between statements and performative utterances." In contradistinction to structuralism, then, speech act theory privileges parole over langue, arguing that external context -- the context of situation -- is more important in the order of explanation than internal context -- the interrelationships among terms within the system of signs.

Searle (1969) undertook to develop the theory to render it more systematic. He chooses to drop the separation of an utterance into locutionary and illocutionary acts and adopt a distinction between a proposition or propositional act and illocutionary force indicating devices (IFID), which mark the illocutionary force.

Searle (1969) identified five illocutionary/perlocutionary points. They are: *Representatives* is statements may be judged true or false because they aim to describe a state of affairs in the world. *Directives* is statements attempt to make the other person's actions fit the propositional content. *Commissives* statements which commit the speaker to a course of

action as described by the propositional content. *Expressives* is statements that express the “sincerity condition of the speech act”. *Declaratives* is statements that attempt to change the world by “representing it as having been changed”.

The study of speech act has been researched by many scholars in some fields of study especially in literature subject. Here are some related researches of speech act: Saiko Rudy Kasenda (2002) entitled “*An Analysis of Speech Acts in Martin Luther King’s “I Have A Dream” Speech*” his research focused on speech acts generally. He found out that Martin Luther Kings delivered his disappointment in many of his speech acts. His disappointment is delivered through how he complained by stating facts which are mostly conveyed by locutionary acts of statement. It proves that although the locutionary acts state facts of what really happened to the Negro people, the speech acts are intended as a form of Martin’s protest towards racial injustice of the Negro people. As for another intended meaning in Martin’s speech act, the speech acts also serve as a way to convey the audience to do a particular action. Just like locutionary acts of statement to complain, this is also done by not deliberately uttering locutionary act of imperative.

The second research has been conducted by Nur Azni Wardani (2011) entitled “*An Analysis of Illocutionary Act in Prince of Persia: the Sand of Time Movie*” she analyzed the context of the situation as a background knowledge to assume the utterances shared by Dastan as a speaker and his partner as a hearer. She classified the illocutionary act that occurred in Dastan’s, main actor, utterance in five scenes. They are representatives (reporting, stating and concluding), declarative (declaring), directive (ordering, asking, requesting and commanding), expressive (praising and apologising), commissive (refusal and pledging).

While Hisham Ibrahim Abdullah in his research “*Locutionary, Illocutionary and Perlocutioary Acts: Between Modern linguistics and Traditional Arabic Linguistics*” found

out that Arab and Muslim linguists were familiar with the concepts and analyses of modern speech act theorists such as locutionary, illocutionary and perlocutionary acts. He had given, as a sample, their analysis of directives. The linguists were also familiar with Searle's distinction between the illocutionary act and the propositional content of an illocutionary act. The only difference is terminological and does not affect the findings in any significant way.

Concerning to what have been found by some researchers above the researcher is interested in identifying the types of speech act and the illocutionary act based on John Searle, the writer wants to analyze and classify speech act in Leigh Anne's and Michael's utterances in "the Blind Side" movie.

## **REVIEWS OF RELATED LITERATURE**

### **A. Speech Act**

Getting communication from other people to do something has been something very common in our society. It is something that always occurs in human interaction in almost every aspect in our lives which is unconsciously done. This is defined as speech act which is basically described as type of action performed by a speaker with the utterance (Yule, 2006, p. 118).

Thomas Reid (1895) who recognized that the principles of the art of language are to be found in a just analysis of the various species of sentences. Aristotle and the logicians have analyzed one species – to wit, the proposition. To enumerate and analyze the other species must, I think, be the foundation of a just theory of language.

Cutting (2002) explained that when someone says something such as "I'm so thirsty" to his boyfriend, then the boy would immediately do something. He would bring a glass of fresh water to the girlfriend so that she would not be thirsty anymore.

This indicates how the girlfriend as the speaker can make someone else to do something without deliberately asking the person by saying “Could you please bring me a glass of water?” or “Fetch me a glass of water, please.” This is the case of how speech act occurs. It is basically defined as the actions performed in saying something. It can be understood through different levels and through various approaches.

Nur Azni (2011) said that speech act is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by the hearers. While Yule (1996) said that speech act is the actions performed via utterance. Then, Mey (1994) viewed that speech act is the actions happening in the world, that is, they bring about a change in the existing state of affairs.

J. Searle (1969), which has a great influence on this field. He distinguishes the following four linguistic acts. (a) Utterance acts = uttering a word (the morpheme, the sentence) (b) Propositional acts = referring and predicating (c) Illocutionary acts = stating, questioning, commanding, promising, etc. (d) Perlocutionary acts = consequences or effects which illocutionary acts have on the actions, thoughts, or beliefs, etc. of hearers. For example, by arguing a speaker may persuade or convince a hearer, by warning a hearer a speaker may scare or alarm a hearer.

According to Austin's theory (1962) speech acts distinguished three types of act we perform in any utterance. The first is the locutionary act, is the act of saying something. Like the act of expressing the basic, literal meanings of the words chosen. Second is illocutionary act, is the act performed in saying something. Like the act of using words to achieve such goals as warning, promising, guaranteeing, etc.

The third is perlocutionary act, is the act performed by saying something. Like the act of producing an effect in the hearer by means of the utterance.

Speech act actually can be found in many ways because it is used in the conversation between the speaker and the hearer. To analyze the speech events it is clearly another way of studying how more gets communicated than is said. So, we can do with words and identifying some of the conventional utterance forms we use to perform specific actions and we do need to look at more extended interaction to understand how those actions are carried out and interpreted within speech event of utterance.

## **B. Types of Speech Act**

### **1. Locutionary Act**

Locutionary act is called “the act of saying something”. According to Austin a locutionary act saying something (the locution) with a certain meaning in traditional sense. Two types of locutionary act are *utterance acts*, where something is said (or a sound is made) and which may not have any meaning, and *propositional acts*, where a particular reference is made. (note: acts are sometimes also called utterances - thus a perlocutionary act is the same a perlocutionary utterance). When the speaker says “the book is on the table” this utterance is one of the example of locutionary act, because locutionary just producing a sentence.

### **2. Illocutionary Act**

Illocutionary act is related to the speaker’s intention, in other word every speaker has the intention through their utterance. Everyone may intent to asking, telling, promising, warning and ordering. An utterance has two kinds of illocutionary. They are direct and indirect illocutionary. Direct illocutionary



means illocution most directly indicated by a literal reading of the grammatical form and vocabulary of the sentence uttered, while indirect illocutionary mean any further illocution the utterance may have. “can you take me home?” is the example of direct illocutionary that enquire the hearer’s ability to take the speaker home. The indirect illocution is request that the hearer take the speaker home.

Illocutionary act includes offering, thanking, congratulating, apologizing, like and dislike, sympathy, requesting, commanding, refusing, questioning, reporting, advising and commanding. “I’m so sorry for what I did” is an example of apologizing in illocutionary.

### **3. Perlocutionary Act**

Perlocutionary act is also called the act of affecting something. Perlocutionary act concerns of the effect of utterance that may have on addressee. A perlocution is the act by which the illocution produces a certain effect in or exerts a certain influence of addressee. Still another way to put it is that a perlocutionary act represent a consequent or by product of speaking whether intentional or not.

The main differences between illocutionary and perlocutionary can be summed up as follow. (1) illocutionary is intended by the speaker while perlocutionary effects are not always intended by the speaker. (2) illocutionary acts are under the speaker’s full control, while perlocutionary are not. (3) if illocutionary acts are evident, they become evident as utterance is made, while perlocutionary effects are not always the evident until after utterance has been made. (4) illocutionary act are principle of determinate, while perlocutionary

effect are under determinate. (5) illocutionary acts are more, while perlocutionary are conventionally less tied to linguistic form.

### **C. Classification of Illocutionary Act of John Searle**

Searle (1975) classifies illocutionary acts into five categories as follows:

#### **1. Representatives**

The first sign expresses a illocutionary point, in this case the sign '⊢' is Frege's assertion sign and it expresses the character of this illocutionary act, i.e., the assertion. The second sign expresses the direction of fit, in this case the sign '↓' expresses 'words to the world'. The third sign expresses sincerity conditions, which make utterances sincere; in this case the sign 'B' expresses 'belief'. The last sign expresses the contents of utterances; in this case the sign (p) expresses the propositional variable. Most important feature of this utterance is to have a truth value (true or false).

#### **2. Directives**

The sign '!' expresses that by this utterance the speaker attempts to get the hearer to do something. The sign of the direction of fit '↑' is 'world to words', i.e. we must realize the content of the proposition. The sign 'W' means 'want (or wish or desire)'. 'H does A' means that the hearer H does some future action A'. Verbs denoting members of this class are ask, order, command, request, beg and so on.

#### **3. Commisives**

The sign 'C' expresses that by this utterance the speaker promises to do some future action. The sign of the direction of fit '↑' is 'world to

words', i.e., we must do something to keep our words. The sign 'I' means 'intention'. 'S does A' means that a speaker S does some future action A.

#### 4. Expressives

The sign 'E' expresses that by this utterance the speaker expresses the psychological state of a speaker. In this case there is no direction of fit ( $\emptyset$  is null). According to Searle "the speaker is neither trying to get the world to match the words nor the words to match the world, rather the truth of the expressed proposition is presupposed" [Searle, 1975, p.15]. The sign '(p)' means the variable of psychological states. 'S/H + property' means that the speaker A or the hearer H has some property. Verbs denoting members of this class are congratulate, apologize, condolence, welcome and so on.

#### 5. Declaratives

The sign 'D' expresses that by this utterance the speaker brings about the correspondence between the utterance and reality and guarantees it. The sign of the direction of fit ' $\updownarrow$ ' means 'both word to world and world to words'. The next sign ' $\emptyset$ ' means that there is no sincerity condition. 'p' means the propositional variable.

## RESEARCH METHOD

## **1. Research Design**

This study was employed by using a descriptive qualitative method. This research aimed at gaining the data that had been observed during the conversation of Leigh Anne in “The Blind Side” movie. The data were transcribed in order to spot the conversation during the movie. After that, the data were categorized and analyzed based on their illocutionary act.

## **2. Participants**

The actors and the actresses of this movie are the participants of the research. There are 16 players of this movie, but only one player (Leigh Anne) as the main actress are taken as purposive sample.

## **3. Instruments of the Research**

Pertaining to the analysis of illocutional act used by the writer, DVD Player is the instrument employed to watch the movie. During the DVD Player process, the researcher took a part as a passive observer and transcribed the illocutionary act spoken by the actress.

## **4. Techniques of Data Analysis**

The data was obtained from the movie. First the writer did an Observation before the movie playing, the writer reads the synopsis of the film to find out whether it is good or bad movie. Then the writer ask some people’s opinion about the movie if they watched or did not. Secondly, the writer Transcribed while the movie playing, the writer transcribed the dialog used the illocutionary act of Leigh Anne. After that the writer classified the illocutionary act used by Leigh Anne.

## **FINDINGS**

There were many illocutionary acts found in the dialog of Leigh Anne in “The Blind Side” movie. There were only 10 samples showed below taken randomly to be explained and analyzed in this session. The analyses were distinguished based on the type and the function of the dialog

### **Extract 1**

Leigh Anne (voice): *When MTV Cribs comes to his house he'll be showing off his home theatre but all I'm gonna see is a brown Barca-lounger. **I'm his designer, my name's on it. Deliver what I ordered!!!*** (She hangs up angry, spots a friend nearby and her frown turns into a smile that could light up a cave)

The situation of this utterance is when Anne comes to his daughter’s volleyball championship, and she pissed off to someone on the phone. We can see the sentence “*I'm his designer, my name's on it. Deliver what I ordered!!!*” this sentence include in declarative in illocutionary act because she declared that she is the designer and she really is.

Beth: *Does Michael get the family discount at Taco Bell? Because if he does Sean's gonna lose a few stores.* (more laughter)

Leigh Anne: *Look, he's a great kid.*

Elaine: *I say just make it official and adopt him.*

Leigh Anne: *he'll be eighteen in a few months, **so I mean it wouldn't make much sense to legally adopt him, right?***

This condition of the utterance is when Anne sitting with her friends in dining table but her friends underestimate Anne’s decision to adopt Michael. So, Anne declare the age of Michael will be, and she got to be seems angry with that. This utterance includes in declarative in illocutionary act, because the actress declare something that has to deal with

## Extract 2

Leigh Anne: *What'd I miss?*

Sean: *Collins got a dig.*

Sj: *It's girl's volleyball, Mom. You didn't miss anything.*

Leigh Anne: (Leigh Anne gives him a look then stands and shouts)  
***Collins! Move your feet!***

This utterance was taken when Leigh Anne comes to her family to see her daughter's volleyball championship. She comes to give a spirit to her daughter Collins. This is clarified as directive due to the Anne's utterance to give any spirit to Collins and it is a command and include as illocutionary act

Leigh Anne: *turn on the heat*

Sean: *I don't know where it is*

Leigh Anne: *It's fifteen degrees, you've had this car a month and you don't know how to turn the heat. What would you do without me?*

Sean : *Lots of things you'll never know about.*

This condition of the utterance is in the parking lot when Sean and Anne wants to go out to the parking lot. It describes the situation of Anne gets angry to her husband because he can not do the little thing like that. This is one of illocutionary act called directive, because it's questioning the capability of Sean to do the things.

## Extract 3

Leigh Anne: *I'd give you the guest bedroom but it's full of samples boxes. And the sectional in the family room slides apart when you sleep on it. At least that's what Sean say.*

Michael : *Mr. Tuohy sleeps on the couch?*

Leigh Anne : *Only when he's bad. There's a powder room right there and we're upstairs if you need us. The two share a look, then...*

The condition from the utterance above is when Michael arrived at Tuohy's Family. Leigh Anne ask him to sleep at her house because she can not let Michael sleep on the Gym. The utterance that the addresser said belong to representatives. The addresser telling about the reason why she can not give the guest badroom to Michael. The utterance has assertive function because it aims to conclude the condition of the guest room. In this context Leigh Anne describes everything about the situation in her house. She want Michael know and can accept their describing.

Sean : *Where we going?*

Leigh Anne: ***Home.***

This is a simple utterance but we can make a conclusion of the conversation. This condition was taken when Anne invited Mike to her house and Sean looked so confused because the decision of his wife. So, Anne only answer the question with a simple word, and it is the conclusion. The utterance has assertive function because it gives a direct conclusion.

#### **Extract 4**

Leigh Anne: *Big Mike, do you like to shop? Because tomorrow i think I'm gonna show you how it's done.*

Michael : *I got clothes.*

This conversation was happened in the dining table at Thanksgiving day. Anne invited Mike to go to shop for tomorrow. Anne actually did not want to show that she wants to get Mike to shop with her, she just used the indirect speech to him. The speaker said that the addresser has commissive function because it aims to promise something. It includes as a illocutionary act.

Liegh Anne: *Yeah, you are. (A BEAT) Sean and I have been talking, and Michael if you're gonna accept a football scholarship we think it should be from Tennessee. And I promise I will be at every game cheering for you.*

Michael : *Every game?*

Leigh Anne : *But I will not wear that gaudy orange of theirs because it's not in my color wheel*

Michael : *You want me to go to Tennessee?*

Leigh Anne : *I want you to go wherever you want. It's your decision, Michael. It's your life.*

From the sample above is a kind of commissive because there is a promise into the speech. When Mike was angry with Anne, Anne came to him to cheer him up. The addresser was giving a spirit by using promise and ensuring him that he will be free to choose the scholarship he wanted to get.

## **Extract 5**

Leigh Anne: *Michael was here?*

Alton: *Last night. Sneaked me then took off like a little bitch. So you tell him, sleep with one eye open. Yod'hear me, bitch?'*



Leigh Anne: (Leigh Anne steps closer to Alton, stares him down.) ***No, you hear me, bitch. You threaten my son you threaten me. You so much as cross downtown you'll be sorry. I'm in a prayer group with the D.A., I'm a member of the NRA and I am always packing.***

From the sample above is a kind of expressive because there is a blame expression when Anne comes to Hurt Village and query about Michael's existence but Alton give a bad utterance to Anne. Anne threats Alton due to his utterance.

Milford Dad: *That's my boy Jimmy, number 66. He is kicking that blue gum's ass*

Leigh Anne: *Hey crotch mouth, yeah you!! **zip or I'll come zip it for ya!!***

The sample above describe about expressive because there is an anger or dislike expression on that utterance. Anne felt bad to the elder man due to blaming Michael in the game. So this is the direct speech when the addresser get the information directly from the speaker.

## **DISCUSSION**

There are many aspects include in illocutionary act according to Searle. They are assertive (concluding, asserting, claiming, reporting and stating), directives (advice, command, orders, question and request), commissives (offer, pledge, promise, refusal, and threat), expressives (joy, sorrow, like/dislike, apologize, blame, praising, thanking) and declaratives. In the blind side movie, the actresses especially Leigh Anne mostly used the expressive act, because the main character is really tough and funny. And other charaters from the others mostly used the declaratives and the commissive.

## **CONCLUSSION AND SUGGESTION**

In this research, the writer analyzed the category and the function of illocutionary act that using by the main actors of blind side movie. From the finding of research and discussion, It can be concluded that there are five types of illocutionary acts found from the blind side movie. They were representatives, commissives, expressives, directives, and declaratives. Expresssives is mostly dominant used by the actors.

From the conclusion above the writer proposes to explain how illocutionary act occur in the utterance of the blind side movie. Consequently for the readers who analyze the illocutionary act of film, they should require their analysis with the context of situation because it is significant in studying speech act. Then, for the other researchers who are interest in pragmatics study, not only movie but also the other media, which can also be the object of other pragmatic study analysis. It is theother acts besides the illocutionary act, such as locutionary acts and perlocutionary act or otherpragmatics study. Based on this study, the writer hopes to the readers of this study will be usefull for future improvement of pragmatics study.

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