

**THE SPEECH ACTS PRODUCED BY SCREENPLAY  
CHARACTERS FOUND IN “*ALL THE BRIGHT PLACES*”  
MOVIE : A PRAGMATICS STUDY**

**THESIS**

By:

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**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
2022**

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**THESIS**

Presented to

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in Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S.)

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2022**

## STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**The Speech Acts Produced By Screenplay Characters Found In “*All The Bright Places*” Movie : A Pragmatics Study**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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2022

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## APPROVAL SHEET

This to certify that Juan Farhan Junior's thesis entitled **The Speech Acts Produced By Screenplay Characters Found In "All The Bright Places" Movie : A Pragmatics Study** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

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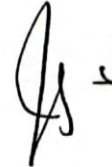
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## MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا ۚ

“If you act rightly, you practice righteousness for yourselves; and if you commit something wrong, you do it against yourselves”. (QS. Al-Isra:7)

“Jika kamu berbuat baik (berarti) kamu berbuat baik bagi dirimu sendiri; dan jika kamu berbuat jahat, maka (kejahatan) itu bagi dirimu sendiri”. (QS. Al-Isra:7)

## **DEDICATION**

This thesis as the final writing project is finished and complete with all the best support and patience from everyone who has given me encouragement and du'a that finally leads me to be able to finish this thesis and put aside the struggles and lazyness that in no time can appear to distract me. This thesis is the dedication to them, that are :

1. The Greatest Allah SWT as the creator of Universe, Human, and all living things.
2. The prophet Muhammad SAW as the last prophet that Allah SWT loved to spread Islam and has brought us from darkness jahiliyah era to bright golden educate era.
3. The best given parents of my life, My father and mother, Mr. Julius Ferdinand and Mrs. Ir. Junaidah who always supports me, encourages me, patience, motivation and love from the deepest heart. I love you both.
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and support me. Thank you to you and all Noble English Course Teachers.

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Malang, 28 August 2022

The Researcher,



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## ABSTRACT

**Junior, Juan Farhan** (2022) *The Speech Acts produced By Screenplay Characters Found In “All The Bright Places” Movie : A Pragmatics Study*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Islamic State University Maulana Malik Ibrahim Malang. Advisor Drs. H.Djoko Susanto, M.Ed., Ph.D.

*Keywords:* Pragmatics, Speech Act, Linguistic Features, Movie.

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The study that the researcher brought into this thesis relates with spoken utterances as the study in pragmatics called speech act. Pragmatics as the major study in linguistics is the study about knowing the meaning in such a communication performed by the speaker and the listener. In order to know the meaning behind the communication, this is where speech act function as the study in pragmatics that show and reveal what the speaker meant and acted by the listener. Speech act also has some certain condition which makes the condition is relevant or irrelevant. The problem being brought up and to be solved in this research is to find out and analyze the speech act which consist of locutionary act, illocutionary act, and perlocutionary act, that are produced by the screenplay characters in the movie entitled “All The Bright Places” a netflix series. The method that the researcher use qualitative descriptive approach in order to be able to describe and analyzed the data in detail about speech acts because movie is such a complex data. The researcher in this study use the theory of speech acts proposed by Austin (1962) and Searle (1969) on speech act and Quirk and Greenbaum (1973) on linguistic features on sentence patterns. The objective in this research is to find out the speech acts that appear in the movie from the utterance produced by the characters, the analysis of the speech acts to match with the classification of illocutionary acts, The listener’s responses on the speaker’s illocution, and the linguistic features on sentence patterns related to kinds of illocutionary acts found in the speaker’s illocution in “All The bright Places” movie. These problem aspects, will be analyzed relying on the original utterance performed in the movie and to avoid mistranslating and misunderstanding, the researcher also surf the internet to find the original movie script.

## مستخلص البحث

جونور ، خوان فرحان (2022) *الأفعال الكلامية التي تؤديها الشخصيات الموجودة في فيلم " كل الأماكن المشرقة "*. دراسة براغماتية. أطروحة جامعية. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية،جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: د. ح. دجوكو سوسانتو ، الماجستير، شهادة لدكتوراة.

*الكلمات الرئيسية:* البراغماتية ، أفعال الكلام ، السمات اللغوية ، الفيلم

تتعلق الدراسة التي أدخلها الباحث في هذه الأطروحة بالكلام الشفوي الذي تم تضمينه في الدراسة البراغماتية المسماة أفعال الكلام. البراغماتية نفسها ، باعتبارها الدراسة الرئيسية في علم اللغة ، هي دراسة معرفة المعنى في الاتصالات التي يقوم بها المتحدثون والمستمعون. لمعرفة المعنى الكامن وراء الاتصال ، هذا هو المكان الذي تعمل فيه وظيفة الكلام كدراسة في البراغماتية تكشف ما يفصده ويفعله المتحدث وما يفعله المستمع. أفعال الكلام أيضًا لها شروط معينة تجعل هذه الشروط ذات صلة أو غير ذات صلة. إن المشكلة التي تم طرحها وحلها في هذا البحث هي اكتشاف وتحليل أفعال الكلام التي تتكون من الأفعال التخاطبية والأفعال التنبؤية والأفعال التنبؤية التي يؤديها لاعبو الشخصيات في فيلم " كل الأماكن المشرقة " من سلسلة. إن الطريقة التي يستخدمها الباحث هي منهج وصفي نوعي من أجل وصف وتحليل البيانات بالتفصيل حول أفعال الكلام لأن الأفلام عبارة عن بيانات معقدة. استخدم الباحث نظرية الفعل الكلامي التي اقترحها أوستن وسيرل في أفعال الكلام وكويرك وجرينباوم في السمات اللغوية لأنماط الجملة. الغرض من هذه الدراسة هو معرفة أفعال الكلام التي تظهر في الفيلم من الخطب التي ألقاها الشخصيات ، وتحليل أفعال الكلام التي تشير إلى تصنيف الأفعال الخطابية ، واستجابة المستمع لفعل الخطاب التنبهية ، و السمات اللغوية لأنماط الجملة المتعلقة بنوع الفعل الإنذاري. سيتم تحليل جوانب المشكلة هذه بناءً على الخطاب الأصلي المعروف في الفيلم و لتجنب الترجمة الخاطئة وسوء الفهم ، قام الباحث أيضًا بمسح الإنترنت للعثور على السيناريو الأصلي للفيلم.

## ABSTRAK

**Junior, Juan Farhan** (2022) *Tindak Tutur yang Dilakukan oleh Tokoh Pemeran Ditemukan dalam film "All The Bright Places": Sebuah Kajian Pramatik*. Tesis Sarjana. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Drs. H.Djoko Susanto, M.Ed., Ph.D.

*Kata Kunci:* Pragmatik, Tindak Tutur, Fitur linguistik, Film.

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Kajian yang peneliti bawa ke dalam tesis ini berkaitan dengan tuturan lisan yang masuk dalam kajian pragmatik disebut tindak tutur. Pragmatik itu sendiri, sebagai studi utama dalam linguistik yaitu studi tentang mengetahui makna dalam komunikasi yang dilakukan oleh pembicara dan pendengar. Untuk mengetahui makna di balik komunikasi, disinilah fungsi tindak tutur sebagai kajian dalam pragmatik yang mengungkapkan apa yang dimaksudkan dan dilakukan oleh penutur dan apa yang dilakukan oleh pendengar. Tindak tutur juga memiliki beberapa syarat tertentu yang menjadikan syarat tersebut relevan atau tidak relevan. Masalah yang diangkat dan dipecahkan dalam penelitian ini adalah untuk mengetahui dan menganalisis tindak tutur yang terdiri dari tindak lokusi, tindak ilokusi, dan tindak perlokusi yang diperankan oleh pemain karakter dalam film berjudul "All The Bright Places" sebuah serial netflix. Metode yang peneliti gunakan adalah pendekatan deskriptif kualitatif agar dapat mendeskripsikan dan menganalisis data secara rinci tentang tindak tutur karena film merupakan data yang kompleks. Peneliti menggunakan teori tindak tutur yang dikemukakan oleh Austin (1962) dan Searle (1969) di tindak tutur dan Quirk and Greenbaum (1973) di fitur linguistik pola kalimat. Tujuan dalam penelitian ini adalah untuk mengetahui tindak tutur yang muncul dalam film dari tuturan yang dilakukan oleh para tokoh, analisis tindak tutur yang mengacu kepada klasifikasi tindak ilokusi, respon dari pendengar terhadap ilokusi penutur, dan fitur linguistik pada pola kalimat yang berhubungan dengan jenis tindak ilokusi berdasarkan ilokusi penutur. Aspek-aspek masalah ini, akan dianalisis berdasarkan ucapan asli yang ditampilkan dalam film dan untuk menghindari kesalahan penerjemahan dan kesalahpahaman, peneliti juga menjelajahi internet untuk menemukan naskah film asli.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is such an important thing for human communication. From language, people can express their feeling, emotions, and desire through a simple or complex spoken language or even in such a written works. The way language being delivered, the individual or group have to be clear and meaningful to avoid any misunderstanding for the listener. Just as language is universal especially English, this would be a lot easier for the society to understand because English has been a lingua franca. In our daily life, literally twenty four hours in seven days in a week people in the society must have done communication in order to fulfill their needs. People in the society in such a communication will create utterances in the term of questioning and delivering meaning or anything else in order to have a successful communication which in this term is to complete the speech act term in the pragmatic study. This communication in speech act term will include the “speaker” as the one who create utterance and the “hearer” who is the one that will react and answer the utterance from the “speaker”. In this research, the aim of this research is to relate the pragmatics study with movie as the researcher’s interest. The study conduct on the analysis of utterance that contains speech act produced by the screenplay characters in the “*All The Bright Places*” movie and the linguistic features on sentence patterns to make this study interesting.

Movie has been a complex way of the characters to act as what is in the script that the scriptwriter does. The movie which the researcher conduct in this



research is chosen because the psychological romance drama as the object of this research has a big chance to match the topic which underlie this research that analyze about the utterance relates to speech act. As the movie itself rely deeply much on the dialogue between characters, there must be a chance for the speech act conduct in the utterances between characters. Austin (1962) stated that speech act is about to find the context and meaning of the utterance developed by two people or more which is the “speaker” and the “hearer”. Meanwhile, to achieve a successful speech act term, there should be locution, illocution, perlocution. Yule (1996) stated that in the term of speech act is expected if the appropriate circumstances are fulfilled.

More other experts have a various perspective in seeing the speech act. Austin (1962) theory stated that in order the speech acts is being performed rightly there must be three aspects intended there are the person as the “speaker” and the circumstances as the “hearer” must be appropriate, the act of the utterance must be performed completely and correctly by all of the participants, and the participants in the circumstances must have the appropriate intentions to what act of the utterances. The other experts, Searle (1969) theory stated that in order the speech acts is being understood and performed in the right way there must be these aspects intended there are : the *Directives illocutionary acts* which requires the listener in the circumstances to being able to understand the utterance given by the speaker to do something or approach towards something, the *Commissives illocutionary acts* is where the speaker’s authority to be able to speak the utterance appropriately for the speaker to be able to commits to do something to achieve what the speaker’s

wanted, the *Expressive illocutionary act* is how the speaker's spoke the utterance in sincere to implicitly express the speaker's feeling about some certain situation for the listener to be able to understand, and the *Assertives illocutionary acts* is known as the a statements from the speaker that can describe how things going on in the society. Also the *Declaratives illocutionary acts* where the speaker's intention to have the possibility to spoke utterances that may have the power to change the world by creating meaningful utterances.

In this research, the researcher will use Austin (1962) and Searle (1969) theory of speech act as the two philosophers are the one who develop and complete one another speech act theory. This speech act theory use to analyze the utterance of the screenplay characters from the movie. It is interesting because other researchers analyze the speech act based on speech by President or any other sources and only few researchers analyzing movie but focused on finding the speech act term only or felicity conditions only. The researcher here will show the eleven journal example based on the previous studies. The previous studies are the first is Nastri, J. & Pena, J. & Hancock, J.T. (2006) entitled "*The Construction of Away Messages: A Speech Act Analysis*" to find out from 44 undergraduated students from 18 to 22 years old and found out the most act of away message type in assertives and followed by expressive and directive acts, the second is "*Academic Research International*" conduct by Ilyas, S. & Khushi, Q. (2012) entitled "*Facebook Status Updates: A Speech Act Analysis*" Vol.3, No 2 finding out what kinds of illocutionary acts in the speech acts term which appear to be in people's facebook status updates consist of assertive, expressive, directive, and more, the

third is “*International Journal of Education*” conduct by Basra, S.M. & Thooyibah, L. (2017) entitled “*A Speech Act Analysis of Teacher Talk In An EFL Classroom*” Vol.10, No.1 They use the quantitative approach which shows percentage of student’s speech act use that found 70% for directives, 21% for representative, 6% for expressive, and 3% for commissive, the fourth is “*Journal of English Language and Language Teaching*” conduct by Kiuk, P.R. & Ghozali, I. (2018) entitled “*Speech Act Analysis In Desmond’s Conversation In Hacksaw Ridge Movie*” Vol.2, No.1 to find out 30 kinds of illocutionary acts only and categorized it into the five types illocutionary acts criteria, the fifth is “*Jurnal Ilmu Budaya*” conduct by Alreza, E.R. & Natsir, M. & Valiantien, N.M. (2019) entitled “*An Analysis of Illocutionary Acts In Yes, We can Speech by Barack Obama*” Vol. 3, No. 1 classify to the types of illocutionary acts, the sixth is “*Routledge: Discourse Processes*” conduct by Poppel, L.V. (2019) entitled “*Anticipating Resistance to Health advice: A Speech Act Perspective*” Vol. 56, No. 3, the seventh is conduct by the lecturers from UIN Malang which more specific in the topic whose are Devi, M.F. & Degaf, A. (2021) entitled “*An Analysis Of Commissive Speech Acts Used By The Main Character In The Knives Out Movie*” Vol. 4, No.1 finding out the commissive speech acts which are *promise, refusal, guarantee, threat, volunteer*, and also *offer*. These seven journal example shows the same analysis which the most topic are to find out the speech act based on what the speaker’s said. Most of them do the analysis on finding the amount in such a quantitative research and elaboration in qualitative research on classification of illocutionary acts that are the assertives, directives, expressives, and commissive illocution. The difference are from the

object of data that are from movie, EFL classroom, President Speech, Social media of facebook status update, and the health advice information. The next four example are from Ayodele, A. (2017) entitled “*The Felicity and Discursive Structure of Warnings on Tobacco Advertisements in Nigeria*” Vol. 11, No. 1, the ninth is from “*Scientific Journal*” conduct by Al-Sulaimaan, M.D. & Khoshaba, L.M. (2018) entitled “*Setting Felicity Conditions and Deriving Logical Semantic Rules for the Commisive Speech Acts*” Vol. 3, No. 3, the tenth is conduct by Hadiati, C. (2019) entitled “*Felicity Conditions of The Speech Acts In Banyumasan Daily Conversation*” Vol. 9, No. 6, the eleventh is from “*English Education Journal*” conduct by Yuliarti, I. & Mujiyanto, J. & Saleh, M. (2021) entitled “*The Fulfillment of Felicity Conditions in Speech Acts in Winfrey’s Speech Learn From Every Mistake*” Vol. 11, No. 4. These last four journal example shows the same research on finding the felicity condition only. These four research shows the analysis of felicity conditions in the authority of appropriateness in the circumstances, felicity conditions in logical semantic rules, finding the felicity conditions criteria on daily conversation, and the fulfilment of felicity conditions in speech act based on their criteria.

However, to make this research interesting, develop something fresh and new research, and might helpful for the readers to get the knowledge in speech act, the research will conduct this research by not only focus on finding out the speech act that consist of locution, illocution, and perlocution which also proposed by Austin (1962) and Searle (1969), the researcher also provide the classifications of illocutionary acts based on the utterances being found in the movie. The listener’s

responses based on the illocution by the speaker's. Then, the linguistic features on sentence patterns by Quirk and Greenbaum (1973) that relate to kinds of illocutionary acts found in the speaker's illocution in "All The bright Places" movie. in order to broaden this research to be more interesting, more insightful, and different from other previous study about speech act.

The researcher in this study choose the movie entitled "All The Bright Places" from Netflix because this movie is a type of pshycological romance drama. The movie is inspiring, educational, unexpected moments, beautiful cinematography and story. This movie is a real story that were adapted from the novel written by Jennifer Niven as the author and has been selling her novel worldwide and as a famous novelist. This movie is so different from any other movie and yet it is so emotional that brought the audience to watch and feel the happiness, sadness, and emotional because the main character that were Violet Markey and Theodore Finch were young teenager who still struggle to live a life after they were both has their own traumatic events of their life back then. Violet Markey was the one who suffered from depression after the car accident she had with her family and lost her little sister. Then, Theodore Finch who suffered of being bipolar that leads to unstable emotions and unpredictable behaviour after the tortured he had from his evil father back then which also cause a traumatic conditions. This movie is powerful and emphasize that one person can impact another person to have another beautiful life goes on and leave the trauma and awful moments behind. This movie is a real story of people who struggles with mental illness and have a suicidal thoughts to try let someone in to their life and encourage

themselves to discover a new life, new soul, and reach their own “Bright Places” in their lives that still waiting to be discover.

### **B. Research Questions**

The research question that are related to the researcher’s topic of study as follows:

1. How are the classifications of illocutionary acts produced by screenplay characters found in “All The Bright Places” movie?
2. What does the listener’s responses on the speaker’s illocution found in “All The Bright Places” movie?
3. What is the linguistic features on sentence patterns related to kinds of illocutionary acts found in the speaker’s illocution in “All The bright Places” movie?

### **C. Significance of study**

Related to the topic of the study, the significance of this study is to let the readers know that the speech act can be found in the movie. From this research readers will get the knowledge about the speech act analyzation in the utterance spoke by the speaker in the dialogue and what is intended meaning from the utterance in the appropriate circumstances. The researcher also provide the brief analyzation of locutionary acts, illocutionary acts, and perlocutionary acts to find out listener’s responses on the speaker’s illocution found in “All The Bright Places” movie said as a relevant or irrelevant speech act and to enlight and make the research become more complex and insightful. the researcher also provide the classifications of illocutionary acts based on the utterances being found in the

movie. Then, the linguistic features on sentence patterns by Quirk and Greenbaum (1973) that relate to kinds of illocutionary acts found in the speaker's illocution in "All The bright Places" movie.

#### **D. Scope & Limitations**

Along with the data object being brought up into this research which is the overall movie of 2 hours of time from the *All The Bright Places Movie*, the researcher will limit this research by finding the utterances in the 15 dialogue and 20 utterances only and then finding the speech act consist of locutionary acts, illocutionary acts, and perlocutionary act to find out listener's responses on the speaker's illocution found in "All The Bright Places" movie. Then, the researcher will try to analyze and explain those finding which based on the theory and the researcher also explain and elaborate in qualitative approach about the context underlie those findings that have connection with the utterances and also provide if it is consider it is as a relevant or irrelevant. For the last, the researcher also provide the classifications of illocutionary acts based on the utterances being found in the movie. The listener's responses based on the illocution by the speaker's. Then, the linguistic features on sentence patterns by Quirk and Greenbaum (1973) that relate to kinds of illocutionary acts found in the speaker's illocution in "All The bright Places" movie.

### **E. Definition of Key-terms**

Speech Act :

One of the theories in the pragmatics field that focus on the implementation of certain utterances in such a communication. based on Austin (1962) and Searle (1969) that it is knowing what the speaker's intention in the utterance to be acted by the hearer. Consist of three basic aspects that are locution, illocution, perlocution.

Pragmatics :

The linguistics study which indicates what the speaker's means or the speaker's intentions in written works or communication. based on Yule (1996) The studies about what the speaker's implies and what the hearer's assumption and action through the utterance.

Linguistic Features :

Based on Quirk and Greenbaum (1973) linguistic features refer to the use of grammar, sentence patterns, sentence construction, and other mechanical aspect of writing.

Movie :

Definition of movie by Hornby (1995) it is one of the arts which delivers messages and story through audiovisual media. Contains complex elements such as actors, plot, setting, timing. Made for specific purpose to be watched and meaning behind it.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Pragmatics**

Pragmatics has a lot of definitions and related to the researcher's study, most of the definitions comes from the expert in linguistics. All of the people around the world of course needed to communicate to fulfill their needs, therefore to be able to express and elaborate their minds people usually perform their actions in spoken utterances and some of them using body language to speak. Therefore, for every linguists, they have their own way of thinking, concept, and the principal about the pragmatics study. Levinson (1983) stated that pragmatics studies about the inside or intended meaning spoken in such utterances by the speaker. By looking at other linguists interpretation, Cruse (2006) pragmatics is the study that reveal the aspects of meaning which rely on the context itself. Some other experts such as Griffith (2006:1) also think that pragmatics study being concerned with the use of tools in meaningful communication. if we look from other experts theory from Yule (1996:3) being stated that pragmatics itself is some sort of study which aim to find out the meaning in the communication develop by speaker or writer which then interpreted by the listener or readers. Yule (1996:3) interpretation also almost has the same context. The pragmatics study is about what the speaker or writer means. By the meaning that every speaker's or writer's spoken utterances or written must be have the meaning behind it rather than just a words being aligned in the sentence structures. The pragmatics study also the study of such a contextual meaning. by the meaning that not every utterance has the same meaning in any various places or

moments. There must be the context of what the speaker's or writer's trying to let know the listener or readers in order to get the messages or meaning straightly delivered without any misunderstanding. The way each other develop communication is depends on how the context is about and being carried out in the communication. moving from that, pragmatics also let us know that before the messages from speaker delivered to the listener, the listener can do their own analyzation and develop assumption which is a great way on how communication can go through, explore, until the interpretation of the speaker's delivered as what is meant. Pragmatics somehow also involve in such distance, by the meaning that distance also affect the expression from speakers and listeners. Then speakers will determine how much it needs to be said to avoid communication not more and not less. Therefore, pragmatics is the study to know kind of actions, the intended meanings, explore goals, that depends on context. This will then lead to the connection with the speech acts theory as one of the part of pragmatics study, which focus on the analyzation and elaboration in such utterances spoken by the speaker and the respond from the listener in which also concern in certain situation being held.

### **B. Speech Acts**

Breaking down to one of the part of pragmatics study, speech acts in a well-known theory in the linguistic major which brings out from many linguists theory. Speech acts can have a various function in knowing how words in utterances being made up. The implementation of speech acts can be in the spoken utterances in talking with someone, how the utterances affect the listener which develop the state

of mind, and the way the listener's responds and reactions through the utterances given by the speaker. The theory of speech acts itself was first introduced and brought up by the famous British philosopher from Oxford named J.L Austin in his book entitled "*How to Do Things With Words*" established in 1962. However, as the first philosopher who introduced speech acts to the world, it is reasonable that the theory wasn't perfect and has the potential to be further develop by other linguists. Austin (1962) pointed out that in speech acts that words and signs are the based poundation to lead people in using language to do something as well as assert things to express themselves and convinced other people in such spoken utterances or even in written words with signs in order to see the successful and unsuccessful language and meaning. Austin in 1962 was perhaps his biggest influential work which proposed one of the kinds of sentences called "*Performative Utterances*" which being defined as sentences being spoken that not only describe and visualized such given reality but indeed it can change how the social reality is, which people are describing. According to Austin, he divided the performative utterances into four types there are *implicit performative*, *explicit performative*, *primitive performative*, and *inexplicit performative*. These performatives utterances can only be performed if the condition is fulfilled with the contribution of speaker and listener. This lead to the point that in performing performatives utterances, people is doing a locutionary act and an illocutionary act which is the condition of saying and doing something. the purpose of performative utterances is not to find out true or false, in fact is to find out the utterances is being felicitous or infelicitous. this theory leads Austin to have a thoughts on it is the basic poundation of the

establishment of further development of locutionary act and illocutionary act. Realizing that people have certain emotions, feelings, thoughts, and variety of actions, this will then make Austin think that the listeners which is being made up as the respondents, Austin called the condition as the perlocutionary acts. Therefore, we should know that speech acts is basically the basic or minimal stage in such a communication towards others. it is considered as a speech act condition if there is the one who do something and the one who reacts and response to the utterances given. Further development of speech acts theory, speech acts have been renewed to continue J.L Austin theory, the American Philosopher named J.R Searle have given a more specific research on the speech acts theory. Searle's speech acts theory is the one who categorized and done the elaboration on some of the locutionary acts, more addition and specific illocutionary acts, and some of the perlocutionary acts. As a showcase, locutionary act is the speaker's performance of doing or saying such utterances that might react the respondent, illocutionary act is the supposed meaning or implied request given by the speaker to the respondent or listener, and the perlocutionary act is the possible reaction and actual effect of the utterances in locutionary and illocutionary act to the respondent or listener to realize something to do or not.

### **1. Locutionary Act**

The first stage in human communication and one of the way to get to know new people is by talking with someone which indicate the speaker of saying a spoken utterances in order to get the responds from the listener. Not much can be described from locutionary acts since it is basically the act of saying something.

This is where the definition portrait in Austin (1975: 92) in which it is being identified as the act of saying something that can have possible various senses and responds from the listener. In other words, locutionary act is being the act of the speaker's to make a meaningful utterance starting with the silence and end up being avoided or getting change from the listener thoughts. In the stage of locutionary acts, speaker can performed various act in saying to someone. For the example, the speaker is asking or using signs of words of ordering someone to be able to do something, the speaker providing some information or warning of something, the speaker announce their intentions, the speaker giving description or identification, and many more. At the same time, it is can be meaningful since the speaker here can create a worthy locutionary act by communicate what they needed and have the possibility of persuade someone or groups by saying from their state of mind viewpoint. However, in locutionary act the utterances must have a meaning, for example :

a) *“The sky is blue and beautiful”*

It is clear by saying this sentence, the speaker is performing the locutionary act of providing description of the object which is the sky by mentioning the colour and how it looks in the speaker's eye towards the listener. The speaker also has a meaning by performing the act which might means a joyful, peaceful, and beautiful day at that moment that consider as the illocutionary act.

b) *“The coffee makes my tongue can't taste anymore!”*

It is clear by saying this sentence, the speaker is expressing his feelings as he is performing locutionary act since the speaker describe how is the coffee taste or the liquid is too hot to drink.

c) *“This classroom is run out of oxygen!”*

It is clear by saying this sentence, the speaker in performing the locutionary act of giving description of how is the classroom is so hot and run out of air because the window is closed at the moment.

The locutionary act mostly being performed in a simple way but has the meaning behind the utterance that is being said. There is also utterance that not considered as locutionary act since it does not has the meaning behind it. This lead to the point that not every utterance can be considered as locutionary act. There must be something in the utterances that clarify something and has the point to looked as locutionary act and match with the conception of locutionary act.

## **2. Illocutionary Act**

After knowing what to say to the listeners or respondents that categorized as a locutionary act, this second stage is categorized as illocutionary act in which was done in the utterances and realizing that the utterances spoken has the implicit meaning behind it. In other words, illocutionary act is what the speaker really meant in saying the utterance. This condition can be successful or unsuccessful according to what the listener’s thoughts in their state of mind after hearing the utterances from the speaker. The linguists or philosopher Austin and Searle has been giving a theory of categorization for the illocution. According to Austin (1975) in his book

“*How to Do Things With Words*” the illocutionary act originally divided into two elaboration those are :

- 1) The illocutionary act is the performance created by the speaker which has to make clear that the act to other person is performed and understandable.
- 2) The illocutionary act is the performance created by the speaker which involves and brings out the production that being called as conventional consequences. Such as the production of commitments and the act of obligations.

The illocutionary act is tricky because it almost has the same theory with perlocutionary act. As the illocutionary act is what was done and the act is taken place which include implicit meaning or such a promise for example, so it is clear that the stage of illocutionary act is something going inside the listener’s mind and have not seen the result yet. While the perlocutionary act is the existence of result and reactions. Meanwhile, Searle in the illocutionary act also propose some further theory development based on his viewpoint. In Searle viewpoint, the illocutionary act is somehow more accepted and used in a lot of study since the variety and enough to reflect what utterances in human communications are done. According to Searle (1979) he divided the illocutionary act into five categorization those are :

- a) **Assertives** : it is categorized as assertives if the utterances known as a statements that can possibly be judged as true or false as the speaker is describing how things going on in the society. The words that are likely used

are: confident, decisive, insistent, and more. The example is : “*She is so confident in her new dress.*”

- b) **Directives** : it is categorized as directives if the utterances known as a statements that can possibly make someone to something and make the other person’s action willing to do something. The words that are likely used are: insist, request, ask, order, illustrate, and more. The example is : “*Here is the brand-new nike shoes you got to try on.*”
- c) **Commissives** : it is categorized as commissives if the utterances known as a statements that commit the speaker to a course of action and utterances are kind of promising utterances that function as the declaration based on the speaker’s intentions. The words that are likely used are: promise, want, guarantee, shall, and more. The example is : “*I promise we will have a fancy dinner tonight.*”
- d) **Expressives** : it is categorized as expressives if the utterances known as a state of expressing the sincerity condition and express someone’s feeling. The words that are likely used are: welcome, send, thank, congratulate, objecting, apologize and more. The example is : “*Our pray we send to the Japan earthquake victim.*”
- e) **Declaratives** : it is categorized as declaratives if the utterances known as a state of giving the utterances that may have the effect of changing the world by representing someone’s meaningful utterances. The words that are likely used are: come, change, quite, and more. The example is : “*The president’s speech is giving people new hope and future changes.*”



The illocutionary act itself can be identified by such a ordinary expressing acts which involve in social conventions in everyday life. This is so much applicable and convenient since the identification of illocutionary act does not need to be categorized by the term proposed by the philosopher such as *assertives*, *commissives*, and so on. Instead, it is more easy to state only the acts like apologizing, complaining, offering, promising, stating, questioning, thanking, arguing, declining, accepting, congratulating, proposing, asking, recommending, approving, and so on. This expression of acts has already clear which are the acts refers to. However, for the better understanding it is good to actually state the acts and categorized which are them refers to. Illocutionary acts also can be identified by looking at the punctuation mark at the end of the utterances, whether it is “.”, “?”, “!” , and so on. This punctuation mark really make it easier for people to know which illocutionary acts the utterances refers to.

A. The classification and kinds of illocutionary acts is as shown below :

No.	The illocutionary acts Classification	The kinds of illocutionary
1	<b>Assertives</b>	<ul style="list-style-type: none"> <li>a. Informing</li> <li>b. Stating</li> <li>c. Explaining</li> <li>d. Describing</li> <li>e. Convincing</li> <li>f. Affirming</li> <li>g. Agreeing</li> <li>h. Complaining</li> <li>i. Telling</li> </ul>
2	<b>Directives</b>	<ul style="list-style-type: none"> <li>a. Questioning</li> <li>b. Warning</li> <li>c. Commanding</li> <li>d. inviting</li> <li>e. Requesting</li> <li>f. Suggesting</li> <li>g. Wondering</li> <li>h. Asking</li> </ul>
3	<b>commissive</b>	<ul style="list-style-type: none"> <li>a. Promising</li> <li>b. Pledging</li> <li>c. wanting</li> </ul>
4	<b>Expressive</b>	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Worrying</li> <li>c. Complimenting</li> <li>d. Expressing anger</li> <li>e. Expressing sadness</li> <li>f. Apologizing</li> </ul>
5	<b>Declarative</b>	<ul style="list-style-type: none"> <li>a. Declaring status</li> <li>b. Cursing</li> </ul>

### 3. Perlocutionary Act

After the utterances was done by the speaker to the listener, there must be the actual effect that appears after hearing the utterances spoken by the speaker. The perlocutionary act is the possible responses that leads to actual effect or reactions from the listener after making the illocution. Not much can be described

from perlocutionary act since it is existence of effect cause by the illocution. Searle (1969) proposed the brief example of how perlocutionary act worked, for example when the speaker are developing the requesting illocution, this means that the speaker is willing someone to help the speaker to do something for the speaker and the actual effect of doing or not doing is the perlocutionary act. It is considered as a successful perlocution if the listener respond and do exactly what the speaker's meant, and it is considered as unsuccessful perlocution if the listener does not respond and does not do what the speaker's meant. The perlocutionary act example is as follow :

1) Locution : "Hailee told mom that she wants to cook dinner tonight"

Illocution : Hailee wanted to make a food surprise for dinner tonight, means that she (wants, willing, promise) to make a food surprise for the family.

**Perlocution** : Mom let her (make) the dinner tonight. Means the perlocution is success and the actual effect is true as the speaker's meant.

### C. The Linguistic Features

Linguistic features refer to the linguistic aspect in such sentences. In other words, based on Quirk and Greenbaum (1973) linguistic features refer to the use of grammar, sentence patterns, sentence construction, and other mechanical aspect of writing. By looking at the linguistic features of a sentence, therefore the readers can see the sentence patterns or construction in detail. Meaning that the sentence can be analyzed accurately based on the sentence patterns. The linguistic features are various, for the example like the grammar analyzation which identify the sentence complexity whether it is a simple sentence, compound sentence, or complex

sentence. However, the researcher in this study will likely to bring the theory from Quirk and Greenbaum (1973) which identify the sentence patterns in such an utterances. this theory relates to speech act that make the researcher think that it is interesting to combine the analysis of speech act and the analysis of the linguistic features on the sentence patterns produced by the character in the movie. The theory of Quirk and Greenbaum (1973) match with this study since the utterances are complex. The theory proposed by Quirk and Greenbaum (1973) of the sentence patterns consist of these five sentence patterns there are :  $(S+V)$ ,  $(S+LV+SC)$ ,  $(S+V+O)$ ,  $(S+V+DO+OC)$ , and  $(S+V+IO+DO)$ . in a long definition, *S* stand for *subject*, *V* stand for *verb*, *LV* stand for *linking verb*, *SC* stand for *subject complement*, *O* stand for *object*, *IO* stand for *indirect object*, *DO* stand for *direct object*, and *OC* stand for *object complement*.

These components of sentence patterns has their meaning in linguistic. Based on Wikipedia for the meaning, Subject is a person or thing that do certain thing or the one who is being described. Verb is a word that use to describe an action or as the main part of the predicate of a sentence that refer to the subject. Object is a thing that refer to the subject's action. Linking verb is the verb that do not express action and it is function as the connection to the subject as the additional information about the subject. Subject complement is a word or phrase that follows a linking verb to identify or explain more about the subject. Indirect object is an object that represents the person or thing that receives what is given. Direct object is the person or thing that directly receives the action or the effect or the verb. And the last is object complement that discuss more about what the subject done more

through the object or something more to deal with. These linguistic features on sentence patterns will then be analyzed later in the findings section to relate the theory with the the researcher's object of data and relate it with the speech act.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Research Design**

The method used in this research study is a descriptive qualitative method which rely on the utterances from the dialogue spoken by the screenplay characters in the *All The Bright Places movie*. The researcher uses movie as the data object since movie is a complex data source. In this case the researcher analyzes the utterances given in the movie as the main topic to find out the speech acts. It is effective for descriptive qualitative method since the researcher conducts the research which focus on deep analyzation of the utterance and effective to provide explanation and elaboration related to the topic. The research method also consists of research instruments, data source, data collection, and data analysis.

#### **B. Data Source**

The data source of this research is the script from the movie as the main data object for this research. Technically, the utterances taken from the chosen 15 dialogue and 20 utterances from the screenplay characters in the *All The Bright Places Movie*. There are many possibilities of the topic data analyzation appear because of the complexity of the main characters and the side characters who intend to have the speech acts term. The data source taken from the real spoken dialogue from the movie and also the researcher seek for the script of the movie from [https://subslikescript.com/movie/All the Bright Places-3907584](https://subslikescript.com/movie/All_the_Bright_Places-3907584) to make sure every utterance is original and precise.

### **C. Data Collection**

The data collection used for this study are divided into several steps, the first step is watching the *All The Bright Places Movie* and repeated for 4 times in order to get the best experience of the movie, better understanding about the movie, and look for utterances in the chosen dialogue in precisely. The second step is re-check the script from the internet and look if it is already in plot order and no mistaken words in the script. The last step is making a list and write down the utterances that relates to speech acts term from the chosen 15 dialogue and 20 utterances from the movie developed from the screenplay characters.

### **D. Data Analysis**

The data analysis, after the researcher gets the data from the data collection, the researcher will then proceed to do the steps to analysis the data. The first step is gathered the data from the data collection. The second step is to analyze the locutionary act from the utterance developed by the screenplay characters. The third step is to analyze the illocutionary act from the utterance developed by the screenplay characters. The fourth step is to analyze the perlocutionary acts performed by the hearer as the reaction or responses to the illocutionary acts developed by the speaker who speaks the utterances and consider it as a relevant or irrelevant. the fifth step is to categorize the utterances with the classifications of illocutionary acts. The sixth step is to find out and analyze the linguistic features on sentence patterns that also relates to the kinds of illocutionary acts. The last step is to make the conclusion from all of the result of the analysis in this study.

## CHAPTER IV FINDINGS AND DISCUSSIONS

In this chapter, the researcher will present and explain the findings and discussion which consists of the data description itself, the result of the analysis from the data of chosen utterances in dialogue and the discussion.

### A. Findings

This section presents the answer of the Research Questions number 1 as stated below the point of **A.1** as research questions number 1. The utterances that are performed by the screenplay characters from the *All The Bright Places Movie* which mainly focus on the main characters that are Finch (male character) and Violet (female character) that contains speech act theory which both of them take turn as the speaker and the listener. There are also the possibility of the side character in this movie that can produced utterances that relates to speech acts theory.

**A.1.** The classifications illocutionary act produced by screenplay characters found in “All The Bright Places” movie.

#### A. Findings of Classifications of illocutionary acts

<b>Classifications of illocutionary acts</b>	<b>Kinds of illocutionary acts</b>	<b>Data : utterances number</b>
Expressive	Worrying Expressing Anger Expressing Sadness	(3), (13), (14), (15), (16), (20)



Directives	Commanding Suggesting Wondering Requesting Asking Questioning	(1), (2), (4), (8), (10),  (11), (12)
Assertives	Describing Convincing Telling Agreeing Affirming	(6), (7), (9), (17), (18),  (19)
Commissives	Wanting	(5)

Before proceed to the analysis, speech acts categorized into 3 component that are :

**Locutionary acts** : The act of saying something produced by the speaker.

**Illocutionary acts** : The implicit meaning or what is the speaker's really meant by the act of saying something to the listener.

**Perlocutionary acts** : The effects or reactions produced by the listener after hearing the utterance spoken by the speaker

The data analysis of classifications of illocutionary acts are as follows :

### 1. Expressives

The first illocutionary act type is **expressive**. It is categorized as expressive illocutionary act types if the utterances being known as the state of mind that behind the spoken words by the speaker. The speaker has the implicit meaning of expressing the condition that is sincere and reflect to his/her feelings or express someone's feeling. The researcher found that there are 6 expressive illocutionary act type found in the movie as follows :

**a) Utterances number (3)**

**Dialogue 2 (Time: 04:26)**

Mr. Embry : *Are you feeling overwhelmed by anything?* (3)

Finch : If “everything” is encompassed by both things,  
Are they part of our reality or are they somewhere else?

Mr.Embry : This isn’t funny, Theodore.

**The analysis of utterance (3)**

**a. The locutionary act**

The dialogue in this conversation is held between Mr.Embry and his student, Finch. The conversation is held in Mr.Embry office after the classes ended right after the scene of Violet’s book locker. In dialogue 2 utterance number (3) “*Are you feeling overwhelmed by anything?*”, Mr.Embry at this point asked Finch on how was his progress on school and his life. At this point the locutionary act consider as “questioning” by the action of Mr.Embry asks Finch.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 2 utterance number (3) ”*Are you feeling overwhelmed by anything?*”. The spoken utterances by Mr.Embry cause the existence of illocutionary act. When Mr.Embry asked Finch how was his condition of the possibility of feeling overwhelmed because of school or something, besides of just asking a question, the illocution was somehow consider as “worrying” since Mr.Embry had the implicit meaning of worried about Finch mentality and had stucked in his

progress that may cause by something. This action of “worrying” done by Mr.Embry as the speaker to Finch as the listener considered as an **expressives** illocutionary act since Mr.Embry spoke utterance that show that He cares about Finch and express his seriousness and the way to help Finch with his problem.

**b) Utterances number (13)**

**Dialogue 10 (Time: 1:02:36)**

Finch : I’m going in search of the bottom.  
 Violet : Finch? Finhh!! Finhh!!  
           Why finch!  
 Finch : What?  
 Violet : ***Do you know how scared I was?*** (13)  
 Finch : (*Chasing Violet..*) Hey, Hey Violet. Violet, I’m sorry! Violet!  
 Violet : I thought you drowned!  
 Finch : I’m sorry. Hey, I’m sorry. I didn’t mean to scare you.  
 Violet : Well you did!  
 Finch : That was the last thing that I wanted to do.

**The analysis of utterance (13)**

**a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held near the lake after Finch’s strange habit of drowned himself and hold his breath for a long time underwater that made Violet feels shocked. Here, In dialogue 10 utterance number (13) “***Do you know how scared I was?***”, Violet asked Finch that if he realized how scared she was by the action of strange habit to stay underwater for a long time done

by Finch. By saying the utterance above the locutionary act consider as “asking” by the action done by Violet.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 10 utterance number (13) “*Do you know how scared I was?*”. The spoken utterances by Violet cause the existence of illocutionary act. The illocution was somehow consider as “worrying & expressing anger”, consider as “worrying & expressing anger” because the real intentions of Violet was somehow worried about Finch that she thought Finch drowned in the lake and expressed anger because after a long time underwater Finch showed up to the surface and laughed like it was all ok and nothing to worry about. This action of “worrying & expressing anger” done by Violet is considered as an **Expressive** illocutionary act as the things explain above.

**c) Utterances number (14)**

**Dialogue 10 (1:04:01)**

Violet : *Where do you go when you disappear?*

*Tell me something real about you, or I'm leaving!* (14)

Finch : Ok

Sometimes I have to go to places that make me feel like myself.

I need to do things that remind me that I'm in control.

My dad used to.. get in these dark moods.

### **The analysis of utterance (14)**

#### **a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held near the lake after Finch's strange habit of drowned himself and hold his breath for a long time underwater that make Violet feels shocked. Here, In dialogue 10 utterance number (14) "***Where do you go when you disappear? Tell me something real about you, or I'm leaving!***", Violet asked Finch that where did he go when he was disappeared back then. Violet insisted by asking the truth for Finch to say that Violet needed to know the truth about him or she will leave Finch, at this point they have been dating and being boyfriend & girlfriend since the conversation in car back then. By saying the utterance above the locutionary act consider as "asking" by the action done by Violet.

#### **b. The Illocutionary act**

After knowing the locutionary act in dialogue 10 utterance number (14) "***Where do you go when you disappear? Tell me something real about you, or I'm leaving!***". The spoken utterances by Violet caused the existence of illocutionary act. The illocution was somehow consider as "expressing anger", considered as "expressing anger" because the real intentions of Violet was somehow wanted to know the truth about Finch by expressing her anger because she was rage at that time since the strange habit or bipolar of Finch revealed. This action of expressing anger done by Violet is considered as an **Expressive** illocutionary act as the things explain above.

**d) Utterances number (15)**

**Dialogue 10 (Time: 1:04:48)**

Violet : *Did he do that to you?* (15) (*Finch show the big scars to Violet..*)

Finch : I used to be a lot smaller, I used to not know how to get out of the way. People don't like messy, right?

**The analysis of utterance (15)**

**a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held near the lake after Finch's strange habit of drowned himself and hold his breath for a long time underwater that make Violet feels shocked. Here, In dialogue 10 utterance number (15) "*Did he do that to you?*", Violet asked and convinced Finch. Violet insisted by asking the truth for Finch to say that Violet needed to know that was the scars on his body really caused by his Dad or not. By saying the utterance above the locutionary act consider as "convincing" by the action done by Violet.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 10 utterance number (15) "*Did he do that to you?*". The spoken utterances by Violet caused the existence of illocutionary act. The illocution was somehow consider as "worrying", consider as "worrying" because the real intentions of Violet was somehow worried about the scars on his body and wanted to know the truth if his Dad did that to him, which may caused unstable emotion and broken mental health that Finch got. This action of "worrying" done by

Violet is considered as an **Expressive** illocutionary act as the things explain above.

**e) Utterances number (16)**

**Dialogue 11 (Time: 1:09:45)**

Violet's mother : *Do you have any clue,*

*what horrible situations we had you in, in our heads?*

*You have to understand how that felt,*

*your dad and I not knowing where you were.* (16)

Violet : I said I was sorry. But you didn't have to treat Finch like that.

Violet's mother : Well, he's the boy that kept our daughter out all night.

Violet : I kept him out all night, too, Mom.

**The analysis of utterance (16)**

**a. The locutionary act**

The dialogue in this conversation was held between Violet and Violet's mother. The conversation was held in Violet's bedroom while Violet's parents are worried about her staying out all night with Finch and come back in the morning. Here, In dialogue 11 utterance number (16) "*Do you have any clue, what horrible situations we had you in, in our heads? You have to understand how that felt, your dad and I not knowing where you were*". Violet's mother asked and convinced Violet. Violet's mother were convinced Violet how worried she was to think about Violet stayed out all night with Finch because she never done that before. By saying the utterance above the locutionary act consider as "convinced" by the action done by Violet's mother.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 11 utterance number (16) ***“Do you have any clue, what horrible situations we had you in, in our heads? You have to understand how that felt, your dad and I not knowing where you were”***. The spoken utterances by Violet’s mother caused the existence of illocutionary act. The illocution was somehow considered as **“worrying”**, considered as **“worrying”** because the real intentions of Violet’s mother was somehow worried about what could had been happened about her daughter that night with only accompanied by a young boy classmates Finch that actually every parents are worried for. The fact that her daughter was fine, it could calmed down their feelings. This action of **“worrying”** done by Violet’s mother was considered as an **Expressive** illocutionary act as the things explain above.

**f) Utterances number (20)**

**Dialogue 15 (Time: 1:33:34)**

Pastor : On behalf of Finch's family  
I wanna thank you all for being here today. We've gathered to celebrate and to honor the memory of one who will be incredibly missed because he has been so dearly loved. The events of these past few days has brought us tears, sadness, and lost of a young boy Finch.. (*Continues reading message..*) *Violet at home cries....*

Violet : ***I should've been there. I miss him*** (*Violet cries..*) (20)

Violet’s mother : (*in tears..silence..trying to calm down Violet..*)



### The analysis of utterance (20)

#### a. The locutionary act

The dialogue in this conversation was held between Violet and Violet's mother. The conversation was held in Violet's bedroom after Finch gone missing in the lake and confirmed died after no sign of him getting back and left all things behind the next day, and then they got back from Finch funeral. In dialogue 15 utterance number (20) "*I should've been there. I miss him*". Violet told her mother that she should have been there at their problem that night and not go away as Finch ordered her to go. By saying the utterance above the locutionary act consider as "telling" by the action done by Violet.

#### b. The Illocutionary act

After knowing the locutionary act in dialogue 15 utterance number (20). The spoken utterances by Violet caused the existence of illocutionary act. The illocution was somehow considered as "expressing sadness", considered as "expressing sadness" because in the way that Violet tried to tell to her mother, she said the utterances of "*I should've been there. I miss him*". With tears, sadness, and shocked in that moment. this clearly stated that she was in shocked and felt the lost. This action of "expressing sadness" done by Violet was considered as an **Expressive** illocutionary act as the things explain above.

## 2. Directives

The second illocutionary act type is **directives**. It is categorized as directives illocutionary act types if the utterances has the implicit meaning behind the spoken utterances that has the intentions of the possibility making someone to do something and make other person's action is willing to do something. this directives illocutionary act type usually has the implicit meaning of some kind of request, ask, and order. The researcher found that there are 7 directives illocutionary act types found in the movie as follows :

### a) Utterances number (1)

#### Dialogue 1 (Time: 04:07)

Amanda : *Hey, Do you have plans this weekend?* (1).

My parents are gonna be out of town.

I was thinking about having a party or something.

Violet?

You OK?

Violet : (quites and stares at someone...)

#### The analysis of utterance (1)

##### a. The locutionary act

The dialogue in this conversation was held between Amanda and her bestfriend, Violet. The conversation was held in the school corridors after classes end located infront of Violet's book locker. In dialogue 1 utterance number (1) "*Hey, Do you have plans this weekend?*", Amanda asked Violet whether she had a plan to do this weekend or didn't not have a plan to do

something. At this point the locutionary act consider as “asking” by the action of Amanda asks Violet about what to do this weekend.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 1 utterance number (1) “**Hey, Do you have plans this weekend?**”. The spoken utterances by Amanda caused the existence of illocutionary act. When Amanda asked Violet if she had plans to do this weekend, besides of just asked a question, the illocution was somehow considered as “requesting” if Violet could have a plan to do with Amanda to have a party or something. in this case Amanda as the speaker wondered if Violet wanted to have a party with her and had some fun together. This action of “requesting” done by Amanda as the speaker to Violet as the listener considered as a **directives** illocutionary act since Amanda spoke utterance that function as declaration based on Amanda’s intentions.

**b) Utterances number (2)**

**Dialogue 2 (Time: 04:28)**

Mr. Embry : *How’s everything going?* (2).

Finch : “everything” is a really big word.

**The analysis of utterance (2)**

**a. The locutionary act**

The dialogue in this conversation was held between Mr.Embry and his student, Finch. The conversation was held in Mr.Embry office after the classes ended right after the scene of Violet’s book locker. In dialogue 2

utterance number (2) “*How’s everything going?*”, Mr.Embry asked Finch on how is his progress on school and his life. At this point the locutionary act consider as “questioning” by the action of Mr.Embry asks Finch.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 2 utterance number (2) “*How’s everything going?*”. The spoken utterances by Mr.Embry caused the existence of illocutionary act. When Mr.Embry asked Finch how was his condition in school and life, besides of just asked a question, the illocution was somehow considered as “commanding” since Mr.Embry had the implicit meaning of sympathy and the authority to ask Finch since he is the counselling teacher. This action of “commanding” done by Mr.Embry as the speaker to Finch as the listener considered as a **directives** illocutionary act since Mr.Embry spoke utterance that function as declaration of sympathy to Finch life.

**c) Utterances number (4)**

**Dialogue 2 (Time: 04:48)**

Mr.Embry : *I need you to take this meetings seriously.* (4)

Finch : I get it.

**The analysis of utterance (4)**

**a. The locutionary act**

The dialogue in this conversation was held between Mr.Embry and his student, Finch. The conversation was held in Mr.Embry office after the classes ended right after the scene of Violet’s book locker. In dialogue 2

utterance number (4) “*I need you to take this meetings seriously*”.

Mr.Embry told Finch to be serious and took the counselling meeting worthy.

At this point the locutionary act consider as “telling” by the action of Mr.Embry telling Finch to be serious.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 2 utterance number (4) “*I need you to take this meetings seriously*”. The spoken utterances by Mr.Embry caused the existence of illocutionary act. When Mr.Embry told Finch to be serious in this counselling meeting, besides of just told Finch, the illocution was somehow considered as “suggesting” since Mr.Embry had the implicit meaning of suggested Finch that this counselling was worthy, tried to find out the problem, and hoped of Finch on trying to do better with Mr.Embry suggestion. This action of “suggesting” done by Mr.Embry as the speaker to Finch as the listener considered as a **directives** illocutionary act since Mr.Embry spoke utterance that show that He cared about Finch and hoped that there may had the effect of changing of behaviour later on.

**d) Utterances number (8)**

**Dialogue 5 (Time: 24:30)**

Finch : *So, what do we think? The highest point in Indiana.* (8)

Violet : I think if I were here for literally any other reason,  
than why you and I are here, I'd be pissed. (*Violet joking*)

Finch : Oh, wow. Is that a sense of humor you're hiding in there?

Violet : This is the lamest thing I think I've ever seen... (*Violet and Finch laugh*)

### **The analysis of utterance (8)**

#### **a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held in the woods, while Finch and Violet stood on top of a big rock that claimed with the written text on the rock says “highest point in Indiana” which was actually funny because they stood on the rock that had a size of 70 cm height above the ground. In dialogue 5 utterance number (8) “*So, what do we think? The highest point in Indiana*”. Finch asked Violet about what she thought about the highest point in Indiana. At this point, Finch asked Violet with a sense of humor and wait for the reactions done by Violet. By saying the utterance above the locutionary act consider as “asking” by the action done by Finch.

#### **b. The Illocutionary act**

After knowing the locutionary act in dialogue 5 utterance number (8) “*So, what do we think? The highest point in Indiana*”. The spoken utterances by Finch caused the existence of illocutionary act. The illocution was somehow considered as “wondering” done by Finch, considered as “wondering” because the real intentions of Finch was wondering how later on the reactions done by Violet after had seen the funny highest point of Indiana which was only rock above the ground. This action of “wondering” done by Finch is considered as a **Directives** illocutionary act since Finch has the real intentions of seeing Violet’s reactions about what she thought about the place.

**e) Utterances number (10)**

**Dialogue 7 (Time: 36:02)**

- Amanda : *Where've you been?*  
           *You're not mad I'm doing that project with Roamer, right?* (10)
- Violet : No..
- Amanda : Ok, cool. Cause it's, like, it's not a thing.
- Violet : No, it's fine. I'm doing it with Finch.

**The analysis of utterance (10)**

**a. The locutionary act**

The dialogue in this conversation was held between Amanda and Violet. The conversation was held after class at the school hallway, while Amanda and Violet were having a conversation about if it was ok that Amanda did the geography class project with Roamer (Violet ex-boyfriend). In dialogue 7 utterance number (10) “*Where've you been? You're not mad that I'm doing that project with Roamer, right?*”. Amanda asked Violet about her and Roamer as partner, Amanda locutionary had the purpose to know whether Violet was ok with that or possibly mad because of they were as partner. By saying the utterance above the locutionary act consider as “asking” by the action done by Amanda.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 7 utterance number (10). The spoken utterances by Amanda caused the existence of illocutionary act. The illocution was somehow consider as “wondering”done by Amanda, considered as “wondering” because the real intentions of Amanda about that

is to wonder and wanted to know if Violet accept (being ok) it or unaccept (being mad) of they were being partner for the geography class project. It can be seen by her utterance that says “*You're not mad that I'm doing that project with Roamer, right?*”. This action of “wondering” done by Amanda was considered as a **Directives** illocutionary act since Amanda had the real intentions of wondering whether Violet was ok or mad about partner.

**f) Utterances number (11)**

**Dialogue 8 (Time: 42:15)**

Violet’s Father : This is for a school project?

Finch : Yes, sir. We're partners.

Violet’s Mother : *Well, Theodore, I think it's Violet's decision to make, but... maybe not a bad idea.* (11)

Violet : *(Walks off..)*

**The analysis of utterance (11)**

**a. The locutionary act**

The dialogue in this conversation was held between Finch, Violet, Violet’s mother, and Violet’s father. The conversation was held in the morning in front of Violet’s house, while they were having a conversation of Finch convinced Violet’s parents that him and Violet needed to go somewhere far to the next wander with his car in purpose for doing the geography class project. In dialogue 8 utterance number (11) “*Well, Theodore, I think it's Violet's decision to make, but... maybe not a bad idea*”. Violet’s mother told Violet that it was her decision to accept to go or not. By saying the



utterance above the locutionary act considered as “telling” by the action done by Violet’s mother.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 8 utterance number (11) “*Well, Theodore, I think it's Violet's decision to make, but... maybe not a bad idea*”. The spoken utterances by Violet’s mother caused the existence of illocutionary act. The illocution was somehow consider as “suggesting”, considered as “suggesting” because the real intentions of Violet’s mother was somehow suggested Violet to go with Finch because it wasn’t a bad idea to go in purpose for study and finished the project and also Finch utterance before was convincing. Since he explains all the things understandably about the purpose and the safety about speeding in the car because Violet had a bit of trauma rolling in the car because of the accident they had. It could be seen by Violet’s mother utterance above. This action of “sugessting” done by Violet’s mother was considered as a **Directives** illocutionary act as the things explain above.

**g) Utterances number (12)**

**Dialogue 9 (Time: 50:29)**

Finch : I got you somethin'.It's in the door. That, Ultraviolet, is a special place that I'm gonna take you to one day.

Violet : Oh, yeah?

Finch : *Yeah, but you're gonna need to start pullin' your work, ok?*

*I got you this.. just in case you've forgotten, this is a school project, you have to write about it. (12)*

Violet : Just me?  
 Finch : You're the writer.  
 Violet : "Wander number three..."

### **The analysis of utterance (12)**

#### **a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held in the mid day on the roadway on the way to next destination for their school geography class project in Finch car, while they were having a conversation of their project. Here, Finch told Violet that along with their trip were going on, Violet needed to write down their findings and what experienced that they had already got and the one that will happen later. In dialogue 9 utterance number (12) *“Yeah, but you're gonna need to start pullin' your work, ok? I got you this.. just in case you've forgotten, this is a school project, you have to write about it”*. Finch told Violet that it was her work to write down in essay about their journey because she used to be a writer in a blog website with her sister back then. By saying the utterance above the locutionary act consider as “telling” by the action done by Finch.

#### **b. The Illocutionary act**

After knowing the locutionary act in dialogue 9 utterance number (12) says *“Yeah, but you're gonna need to start pullin' your work, ok? I got you*

*this.. just in case you've forgotten, this is a school project you have to write about it*". The spoken utterances by Finch caused the existence of illocutionary act. The illocution was somehow consider as "commanding", considered as "commanding" because the real intentions of Finch was somehow ordered Violet to write down their journey and findings in the notebook as the essay for the geography class project, because Finch in their project worked as the one who leads the way to the wander and Violet apparently will work as the writer for the essay project. This action of "commanding" done by Finch was considered as a **Directives** illocutionary act as the things explain above.

### 3. Assertives

The third illocutionary act type is **assertives**. It is categorized as assertives illocutionary act types if the utterances being known as the state of mind that behind the spoken words by the speaker. The speaker has the implicit meaning of the condition that the speaker is actually has the intentions of giving a statements which likely to be wanted to describe, telling, explaining, informing, stating, and so on. The speaker wants the implicit meaning of those act to be understood by the listener. The researcher found that there are 6 assertives illocutionary act types found in the movie as follows :

**a) Utterances number (6)**

**Dialogue 3 (Time: 22:30)**

Finch : *He feels pretty strongly about participation.* (6)

Violet : OK..

But no cars.

Finch : Tell me again?

Violet : If you wanna do this project with me you have to figure out another way because I'm not getting in a car.

**The analysis of utterance (6)**

**a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held on the road of housing environment while Finch on his car on the way back home from school while suddenly he met Violet on the way back home too ride her bicycle in the afternoon. In dialogue 3 utterance number (6) "*He feels pretty strongly about participation*". Finch convinced Violet after what he saw in the teacher's council room. Before that, Violet didn't want to take participation in the geography class project with partner. At this point, Finch convinced Violet that the geography teacher pretty strongly that Violet needed to participate in that project as a grade. By saying the utterance above the locutionary act consider as "convincing" by the action done by Finch.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 3 utterance number (6) "*He feels pretty strongly about participation*". The spoken utterances by Finch

caused the existence of illocutionary act. The illocution was somehow consider as “Affirming”. Considered as “Affirming” since Finch real intentions showed that he knew Mr.Embry is such a decisive man and tried to even convinced Violet to take the project with him. This action of “Affirming” done by Finch was considered as a **Assertives** illocutionary act since Finch knew the purpose of will happen to the grade of Violet if she didn’t participate in the project.

**b) Utterances number (7)**

**Dialogue 4 (Time: 23:15)**

Finch : Where would you go if you could go anywhere?  
 Violet : California  
 Finch : But you've already been there.  
 Violet : Yeah. It's warm and it never snows.  
 Finch : *Don't you wanna know where I'd go if I could go anywhere?* (7)  
 Violet : Where would you go if you could go anywhere?  
 Finch : I'd go to a place no one's ever been before, Undiscovered, Untouched. You could come... if you want.

**The analysis of utterance (7)**

**a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held on the road of countryside while Finch and Violet were on their way together on their own bicycle to the first wander of their project destination. In dialogue 4 utterance number (7) *“Don't you wanna know where I'd go if I could go anywhere?”*, Finch asked Violet if she wanted to know where he wanted to go if he could go anywhere in this

beautiful world. At this point, Finch try to relate to her habit because she hadn't been going out since her sister's death and still captured by trauma. By saying the utterance above the locutionary act consider as "asking" by the action done by Finch.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 4 utterance number (7) "*Don't you wanna know where I'd go if I could go anywhere?*". The spoken utterances by Finch caused the existence of illocutionary act. The illocution was somehow consider as "Describing" done by finch, since Violet understood the meaning of the utterance done by Finch which he wanted to let her know that by describing his intentions to go somewhere untouched or undiscovered will possibly could make Violet open up herself to go out from her trauma because there were many beautiful places that needed to be seen. This action of "Describing" done by Finch was considered as a **Assertives** illocutionary act since Finch had the real intentions of described somewhere beautiful places that he would like to go and wonder if she would come too.

**c) Utterances number (9)**

**Dialogue 6 (Time: (29:29)**

- Finch : "I feel we can't go through another of those terrible times."  
 Violet : "Why are women so much more interesting to men than men are to women?"  
 (Chuckles..)  
 Finch : "*My own brain is, to me, the most unaccountable of machinery,*

*always buzzing, humming, soaring, roaring, diving,  
and buried in mud. And why? What's this passion for?"* (9)

Violet : "If you do not tell the truth about yourself, you cannot  
tell it about other people."

### **The analysis of utterance (9)**

#### **a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held online using social media in their laptop at their own parents home in their own bedroom, while Finch and Violet were chatting about their same interest which were having a chat and wrote the utterance that based on "book" line or quotation reference. This condition show they picked up line of utterance from book to be applied in their chatting to say how they felt or into something. In dialogue 6 utterance number (9) "*My own brain is, to me, the most unaccountable of machinery, always buzzing, humming, soaring, roaring, diving, and buried in mud. And why? What's this passion for?*". Finch told Violet about what was sometimes going on in his head especially random brain activity that he has been carried it all since his broken family started. By saying the utterance above the locutionary act consider as "telling" by the action done by Finch.

#### **b. The Illocutionary act**

After knowing the locutionary act in dialogue 6 utterance number (9) "*My own brain is, to me, the most unaccountable of machinery, always buzzing, humming, soaring, roaring, diving, and buried in mud. And why? What's this passion for?*". The spoken utterances by Finch caused

the existence of illocutionary act. The illocution was somehow considered as “describing” done by Finch, considered as “describing” because the real intentions of Finch was trying to describe how messed up his brain was and reflected a bit of broken mental health that he actually had. This action of “describing” done by Finch was considered as a **Assertives** illocutionary act since Finch has the real intentions of described his mind and brain to Violet.

**d) Utterances number (17)**

**Dialogue 12 (Time: 1:13:45)**

Charlie : Anything?

Violet : Guess he's gone again.

Charlie : *I've been friends with the guy since minute one, and I haven't waited for his call in years. He just, gets in this mood sometimes, and.. it's hard, you know? He's not easy. Everybody who gets close to him, gets burned out.* (17)

Violet : So, why do you stick around?

Charlie : Because I love him. He thinks everybody leaves him, I won't do that. This is what we do. I'm gonna get mad, he's gonna come back apologize and it'll be like it never even happened.

**The analysis of utterance (17)**

**a. The locutionary act**

The dialogue in this conversation was held between Violet and Charlie (Finch bestfriend). The conversation was held in the students medical centre after Finch and Roamer had a fight because of some personal problem. In



dialogue 12 utterance number (17) *“I’ve been friends with the guy since minute one, and I haven’t waited for his call in years. He just, gets in this mood sometimes, and.., it’s hard, you know? He’s not easy. Everybody who gets close to him, gets burned out”*. Charlie told about Finch to Violet about his behaviour that were so emotional to hear. Started from day one they met and day by day noticed that Finch was hard and had a unstable emotions. By saying the utterance above the locutionary act consider as “telling” by the action done by Charlie (Finch bestfriend).

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 12 utterance number (17) *“I’ve been friends with the guy since minute one, and I haven’t waited for his call in years. He just, gets in this mood sometimes, and it’s hard, you know? He’s not easy. Everybody who gets close to him gets burned out”*. The spoken utterances by Charlie caused the existence of illocutionary act. The illocution was somehow considered as “convincing”, considered as “convincing” because the real intentions of Charlie was describing about how Finch was, because he was Finch’s besfriend and knew all about Finch problem. Charlie also convinced Violet that whenever Finch had a problem with Charlie, he always got into this dark moods and gone missing and then always cameback later to apologize. This action of “convincing” done by Charlie was considered as an **Assertives** illocutionary act as the things explain above.

e) Utterances number (18)

**Dialogue 13 (Time: 1:16:07)**

Adviser : Hi, Welcome.

Finch : *I'm, uh... Theodore Finch. No labels. Not really sure why I'm here. I guess it's 'cause I.. I got in this fight at school and like, I was there, but I wasn't there.. I was watchin' myself, and.. I-I just get a little lost sometimes. I run a lot. Sometimes that helps, kind of, I don't know. Is that enough?* (18)

Adviser : Sure. Thanks. Glad you're here.

**The analysis of utterance (18)**

**a. The locutionary act**

The dialogue in this conversation was held between Finch and Church adviser. The conversation was held in the church counselling session with other patients to tell about his bipolar disease which he didn't realized yet and not really sure why he was there. In dialogue 13 utterance number (18) *"I'm, uh... Theodore Finch No labels. Not really sure why I'm here. I guess it's 'cause I I got in this fight at school and like, I was there, but I wasn't there. I was watchin' myself, and.. I-I just get a little lost sometimes. I run a lot. Sometimes that helps, kind of, I don't know. Is that enough?"*. Finch told the problems that he had about his behaviour that he himself didn't really know what was going on with him and confused on why he could be out of control and did something like that. By saying the

utterance above the locutionary act considered as “telling” by the action done by Finch.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 13 utterance number (18) *“I’m, uh... Theodore Finch No labels. Not really sure why I’m here. I guess it’s ‘cause I I got in this fight at school and like, I was there, but I wasn’t there. I was watchin’ myself, and.. I-I just get a little lost sometimes. I run a lot. Sometimes that helps, kind of, I don’t know. Is that enough?”*. The spoken utterances by Charlie caused the existence of illocutionary act. The illocution was somehow considered as “describing”, consider as “describing” because the real intentions of Finch was trying to describe about how his behaviour was at that moment. He described himself to all the patients and the adviser that he got a little lost and out of control sometimes, didn’t know how to counter the moods, and he was not really sure if being in the council was right or not to tell his problem. This clearly stated that he was in his confusion of not knowing about his moods sometimes. This action of “describing” done by Finch was considered as an **Assertives** illocutionary act as the things explain above.

**f) Utterances number (19)**

**Dialogue 14 (Time: 1:22:28)**

Violet : You scared me. What is all of this?  
 Finch : I’m trying to focus.  
 Violet : Focus on what?  
 Finch : On staying awake.

- Violet : I don't understand what that means.
- Finch : *Sometimes I go blank, I..get into these dark moods, I think too fast to keep track of anything then it's like all my thoughts are gone at once. Sometimes if I put 'em up there, I can focus and slow down, but... I can't right now. Look,. I can fix it. I just need time to figure this out.* (19)
- Violet : I'm trying to help you! (*speaking in tears..*)
- Finch : I don't need your help! This is on me! This isn't about you!
- Violet : You need to tell me what's wrong.
- Finch : You don't get it.
- Violet : You're right (*Speaking in tears and crying...*)
- Finch : Don't you know, Violet? I'm "The Freak." I'm messed up!  
I need you to leave. Go!
- Violet : (*Walks off with tears and cries...*)

### **The analysis of utterance (19)**

#### **a. The locutionary act**

The dialogue in this conversation was held between Finch and Violet. The conversation was held in Finch house when Finch got back home and unconditionally Violet has been waiting for him there. After Finch met his sister Kate at the café and had deep conversation about their broken family. Violet had waited there because Finch has been gone missing for days without a trace. In dialogue 14 utterance number (19) "*Sometimes I go blank, I..get into these dark moods, I think too fast to keep track of anything then it's like all my thoughts are gone at once. Sometimes if I*

*put 'em up there, I can focus and slow down, but I can't right now. Look, I can fix it. I just need time to figure this*". Finch told Violet his problem that he had about his behaviour that he himself struggled with it, usually by sticking written notes on the walls might fix it but somehow it does not now. By saying the utterance above the locutionary act considered as "telling" by the action done by Finch.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 14 utterance number (19) "*Sometimes I go blank, I get into these dark moods, I think too fast to keep track of anything then it's like all my thoughts are gone at once. Sometimes if I put 'em up there, I can focus and slow down, but I can't right now. Look, I can fix it. I just need time to figure this*". The spoken utterances by Finch caused the existence of illocutionary act. The illocution was somehow considered as "explaining", consider as "explaining" because the real intentions of Finch was trying to explain about how he was struggled with his mind but did not know how to fix it. He explained to Violet that if he wrote sticky notes on the walls he could focus and slow down but somehow it could not at that time. This clearly stated that he was in his confusion and miserable moments. This action of "explaining" done by Finch was considered as an **Assertives** illocutionary act as the things explain above.

#### 4. Commissives

The fourth illocutionary act type is **commissives**. It is categorized as commissives illocutionary act types if the utterances being known as statements that commit the speaker to a course of action and utterances are kind of promising utterances that function as the declaration based on the speaker's intentions. The researcher found that there is only 1 commissives illocutionary act types found in the movie as follows :

##### a) Utterances number (5)

##### Dialogue 2 (Time: 05:00)

Mr. Embry : *I really wanna help you, but you've gotta take this seriously. I mean, you agreed to these terms, these weekly counselling sessions, Maintaining a B-average, Extracullicular participation.*(5)

Finch : And I am loving pottery.

Mr. Embry : Come on, man

Finch : Look, I get it. If I screw anything out, I'm out.

##### The analysis of utterance (5)

##### a. The locutionary act

The dialogue in this conversation was held between Mr.Embry and his student, Finch. The conversation was held in Mr.Embry office after the classes ended right after the scene of Violet's book locker. In dialogue 2 utterance number (5) *"I really wanna help you, but you've gotta take this seriously. I mean, you agreed to these terms, these weekly counselling*

*sessions, Maintaining a B-average, Extracullicular participation”.*

Mr.Embry told his intentions that he really wanted to help Finch. At this point the locutionary act considered as “telling” by the action of Mr.Embry telling Finch that he cared about him and showed the agreement of Finch to the rules in the school.

**b. The Illocutionary act**

After knowing the locutionary act in dialogue 2 utterance number (5) “*I really wanna help you, but you’ve gotta take this seriously. I mean, you agreed to these terms, these weekly counselling sessions, Maintaining a B-average, Extracullicular participation*”. The spoken utterances by Mr.Embry caused the existence of illocutionary act. The illocution was somehow considered as “wanting” since Mr.Embry had the implicit meaning that he wanted Finch to take the rules seriously by doing the agreement of the duty as the students. This action of “wanting” done by Mr.Embry as the speaker to Finch as the listener considered as a **commissives** illocutionary act since Mr.Embry spoke utterance that showed that He wanted Finch to be a good students by doing the duty as a student and other rules in the school.

**A.2** The listener's responses based on the speaker's illocution found in in "All The Bright Places" movie (perlocution), the analyzation of the data findings of locution, and the analyzation of classification and kinds illocutionary acts based on the dialogue found in the movie.

The research question number 2 here is to show the listener's responses done by the listener which will be stated in the perlocutionary act section below. The utterances contains speech act are the one highlighted with bold and italic as shown below. The findings will show **20 perlocutionary acts** which is the listener's responses based on the speaker's illocution in the "All The Bright Places" movie.

**1. Utterance number (3) in Expressive section :**

Mr. Embry : *Are you feeling overwhelmed by anything?* (3)  
 Finch : If "everything" is encompassed by both things,  
           Are they part of our reality or are they somewhere else?  
 Mr.Embry : This isn't funny, Theodore

**The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 2 utterance number (3) "*If "everything" is encompassed by both things, Are they part of our reality or are they somewhere else?"*" is considered as irrelevant perlocution or unsuccessful speech act since Finch respond with the answer of other topic which was not related to the discussions with Mr.Embry and put jokes in his answer towards Mr.Embry.

**2. Utterance number (13) in Expressive section :**

Finch : I'm going in search of the bottom.  
 Violet : Finch? Finchh!! Finchh!!  
           Why finch!  
 Finch : What?



Violet : *Do you know how scared I was?* (13)  
 Finch : (*Chasing Violet..*) Hey, Hey Violet. Violet, I'm sorry!  
 Violet!  
 Violet : I thought you drowned!  
 Finch : I'm sorry. Hey, I'm sorry. I didn't mean to scare you.  
 Violet : Well you did!  
 Finch : That was the last thing that I wanted to do.

### **The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 10 utterance number (13) is considered as an relevant perlocution or successful speech act since Finch reactions of the utterance done by Violet was answered emotionally to Violet utterance by trying to catch Violet and say sorry to Violet the fact that finch didn't mean to scare her but unfortunately it was. It can be seen that Finch try to catch violet and say sorry that says "*Violet!, I'm sorry! Violet!*" and "*I didn't mean to scare you*". The perlocution is done by Finch is considered as relevant and being categorized as an successful speech act by the reactions being performed above.

### **3. Utterance number (14) in Expressive section :**

Violet : *Where do you go when you disappear?  
 Tell me something real about you, or I'm leaving!* (14)  
 Finch : Ok  
 Sometimes I have to go to places that make me feel like myself. I need to do things that remind me that I'm in control. My dad used to.. get in these dark moods.

### **The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 10 utterance number (14) was considered as an relevant perlocution or successful speech act since Finch reactions of the utterance done by Violet was answered and explained the truth about him to Violet by saying "*Ok, Sometimes I have to go to places that make me*

*feel like myself, I need to do things that remind me that I'm in control, my Dad used to get into this dark moods*". This had clearly shows that Finch told Violet his problem and experienced of his mental health somehow was bipolar and had the unstable emotion. The perlocution done by Finch was considered relevant and being categorized as an successful speech act by the reactions was relevant being performed above.

#### 4. Utterance number (15) in Expressive section :

Violet : *Did he do that to you?* (15) (*Finch show the big scars to Violet..*)  
 Finch : I used to be a lot smaller,  
 I used to not know how to get out of the way.  
 People don't like messy, right?

#### The perlocutionary act (The Listener's responses)

The perlocutionary act based on the respond in dialogue 10 utterance number (15) was considered as an relevant perlocution or successful speech act since Finch reactions of the utterance done by Violet was answered and explained the truth about him to Violet by saying "*I used to be a lot smaller, I used to not know how to get out of the way, People don't like messy, right?*". This had clearly showed that Finch had trauma and unstable emotion because of his bad Dad who done violation things to him when he was small and left the remark of scars on his body and got big trauma until now. The perlocution done by Finch was considered relevant and being categorized as an successful speech act by the reactions being performed above.

### 5. Utterance number (16) in Expressive section :

- Violet's mother : *Do you have any clue,  
what horrible situations we had you in, in our heads?  
You have to understand how that felt,  
your dad and I not knowing where you were.* (16)
- Violet : I said I was sorry. But you didn't have to treat Finch like that.
- Violet's mother : Well, he's the boy that kept our daughter out all night.
- Violet : I kept him out all night, too, Mom.

### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 11 utterance number (16) was considered as an relevant perlocution or successful speech act since Violet's reactions towards her mother was understandable by apologized and says "*I said I was sorry. But you didn't have to treat Finch like that*". This had clearly showed that Violet had apologized to her mother but her mother still insisted her worried because she was a girl and she never done that before, but apparently Violet could explain to her mother and say "*I kept him out all night, too, Mom*". The perlocution done by Violet was considered relevant and being categorized as an successful speech act by the reactions being performed above.

### 6. Utterance number (20) in Expressive section :

- Pastor : On behalf of Finch's family  
I wanna thank you all for being here today.  
We've gathered to celebrate and to honor the memory of one who will be incredibly missed because he has been so dearly loved. The events of these past few days has brought us tears, sadness, and lost of a young boy Finch..  
(Continues reading message..)  
*Violet at home cries....*
- Violet : *I should've been there. I miss him* (Violet cries..) (20)
- Violet's mother : (in tears..silence..trying to calm down Violet..)

### **The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 15 utterance number (20) (*in tears..silence..trying to calm down Violet..*). Considered as an relevant perlocution or successful speech act since Violet's mother reactions towards violet was in tears and tried to calm down Violet of felt the lost. The perlocution done was considered relevant and being categorized as an successful speech act by the reactions being performed above.

#### **7. Utterance number (1) in Directives section :**

Amanda	: <i>Hey, Do you have plans this weekend?</i> (1). My parents are gonna be out of town. I was thinking about having a party or something. Violet? You OK?
Violet	: (quites and stares at someone...)

### **The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 1 utterance number (1) was considered as irrelevant perlocution or insuccessful speech act since Violet only respond with "*(quites and stares at someone...)*" because that "someone" was done eye contact with Violet from far away.

**8. Utterance number (2) in Directives section :**

Mr. Embry : *How's everything going?* (2).  
 Finch : "everything" is a really big word.

**The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 2 utterance number (2) "*everything is a really big word*". Considered as irrelevant perlocution or consider as unsuccessful speech act since Finch respond with the complexity of the word "everything" could meant much and not emphasize on certain thing.

**9. Utterance number (4) in Directives section :**

Mr.Embry : *I need you to take this meetings seriously.* (4)  
 Finch : I get it.

**The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 2 utterance number (4) was considered as an relevant perlocution or successful speech act since Finch respond by saying "*I get it*" which means he knows what he is facing, possible to handle it, and do better.

**10. Utterance number (8) in Directives section :**

Finch : *So, what do we think? The highest point in Indiana.* (8)  
 Violet : I think if I were here for literally any other reason, than why you and I are here, I'd be pissed. (*Violet joking*)  
 Finch : Oh, wow. Is that a sense of humor you're hiding in there?  
 Violet : This is the lamest thing I think I've ever seen... (*Violet and Finch laugh*)

### **The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 5 utterance number (8) was considered as an relevant perlocution or successful speech act since Violet reactions was also made sense and understood the sense of humor of Finch question and react by saying back utterance contained humor that was *“I think if I were here for literally any other reason, than why you and I are here, I'd be pissed (saying with chuckles and laugh).*

#### **11. Utterance number (10) in Directives section :**

- Amanda : *Where've you been?*  
*You're not mad that I'm doing that project with Roamer, right?* (10)
- Violet : No..
- Amanda : Ok, cool. Cause it's, like, it's not a thing.
- Violet : No, it's fine. I'm doing it with Finch.

### **The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 7 utterance number (10) was considered as an relevant perlocution or successful speech act since Violet understood the question and responded by saying *“No, it's fine. I'm doing it with Finch”*. The perlocution done by Violet made sense and showed that she was ok about Amanda and Roamer as partner for the geography class project. It was considered successful since Violet didn't not respond with silence, walks off, or something else.

### 12. Utterance number (11) in Directives section :

Violet's Father : This is for a school project?  
 Finch : Yes, sir. We're partners.  
 Violet's Mother : ***Well, Theodore, I think it's Violet's decision to make, but... maybe not a bad idea.*** (11)  
 Violet : (*Walks off..*)

#### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 8 utterance number (11) was considered as an irrelevant perlocution or unsuccessful speech act since Violet avoided it by the action of "*walks off*" and entered the house. The perlocution done by Violet was considered irrelevant and being categorized as an unsuccessful speech act by the action of walked off avoided it.

### 13. Utterance number (12) in Directives section :

Finch : I got you somethin'.It's in the door. That, Ultraviolet, is a special place that I'm gonna take you to one day.  
 Violet : Oh, yeah?  
 Finch : ***Yeah, but you're gonna need to start pullin' your work, ok? I got you this.. just in case you've forgotten, this is a school project, you have to write about it.*** (12)  
 Violet : Just me?  
 Finch : You're the writer.  
 Violet : "Wander number three..."

#### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 9 utterance number (12) "*Wander number three..*". Considered as an relevant perlocution or successful speech act since Violet reactions of the utterance said was smiled and began to start to write down the essay as Finch ordered before. The perlocution done by Violet

was considered relevant and being categorized as an successful speech act by the reactions of smile and started to write down the essay.

#### 14. Utterance number (6) in Assertives section :

Finch : *He feels pretty strongly about participation.* (6)  
 Violet : OK..  
           But no cars.  
 Finch : Tell me again?  
 Violet : If you wanna do this project with me you have to figure  
           out another way because I'm not getting in a car.

#### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 3 utterance number (6) is considered as relevant perlocution or successful speech act since Violet responded by saying "*Ok, but no cars*" which means she could relate and willing to agree to participate in the geography project with Finch but she insisted to begin the project by only using bicycle to travel to their destination project because Violet had a trauma to go with car since her last sister's death of car accident.

#### 15. Utterance number (7) in Assertives section :

Finch : Where would you go if you could go anywhere?  
 Violet : California  
 Finch : But you've already been there.  
 Violet : Yeah. It's warm and it never snows.  
 Finch : *Don't you wanna know where I'd go if I could go  
 anywhere?*(7)  
 Violet : Where would you go if you could go anywhere?  
 Finch : I'd go to a place no one's ever been before, Undiscovered,  
 Untouched. You could come... if you want.



### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 4 utterance number (7) *“Where would you go if you could go anywhere?”* Considered as relevant perlocution or successful speech act since Violet understood the purpose of Finch's question and responded to ask back where would he wanted to go, which then leads to Finch described that he wanted to go somewhere that no one ever seen before, undiscovered and untouched.

#### 16. Utterance number (9) in Assertives section :

- Finch : "I feel we can't go through another of those terrible times."  
 Violet : "Why are women so much more interesting to men than men are to women?" (*Chuckles..*)  
 Finch : *"My own brain is, to me, the most unaccountable of machinery, always buzzing, humming, soaring, roaring, diving, and buried in mud. And why? What's this passion for?"* (9)  
 Violet : "If you do not tell the truth about yourself, you cannot tell it about other people."

### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 6 utterance number (9) *“If you do not tell the truth about yourself, you cannot tell it about other people”*. Considered relevant perlocution or successful speech act since Violet reactions was also made sense and understood the condition of Finch said the utterances. The perlocution was connected which was relying back to a respond of quotation that talked about the suggestion of try to love himself and told the truth about what's going on in his mind.

**17. Utterance number (17) in Assertives section :**

- Charlie : Anything?  
 Violet : Guess he's gone again.  
 Charlie : *I've been friends with the guy since minute one, and I haven't waited for his call in years. He just, gets in this mood sometimes, and.. it's hard, you know? He's not easy. Everybody who gets close to him, gets burned out.*  
 (17)  
 Violet : So, why do you stick around?  
 Charlie : Because I love him. He thinks everybody leaves him, I won't do that. This is what we do. I'm gonna get mad, he's gonna come back apologize and it'll be like it never even happened.

**The perlocutionary act (The listener's responses)**

The perlocutionary act based on the respond in dialogue 12 utterance number (17) was considered as relevant perlocution or successful speech act since Violet's reactions towards Charlie was made sense by asking back and wanted to know about Finch behaviour by saying *"So, why do you stick around"*. This has clearly showed that Violet had the sympathy and cared about Finch and got the explanation by Charlie's next utterance that explained that he always cameback later and apologized. The perlocution done by Violet was considered relevant and being categorized as an successful speech act by the reactions being performed above.

**18. Utterance number (18) in Assertives section :**

- Adviser : Hi, Welcome.  
 Finch : *I'm, uh... Theodore Finch.*  
*No labels. Not really sure why I'm here. I guess it's 'cause I.. I got in this fight at school and like, I was there, but I wasn't there.. I was watchin' myself, and.. I-I just get a little lost sometimes. I run a lot. Sometimes that helps, kind of, I don't know. Is that enough?* (18)  
 Adviser : Sure. Thanks. Glad you're here.

### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 13 utterance number (18) *“Sure. Thanks. Glad you're here”*. Considered as relevant perlocution or successful speech act since the adviser reactions towards Finch was really sympathy and showed care to Finch by patiently listened to Finch problem and said that she glad the Finch find a way here and Finch existence was very welcomed by the adviser. The perlocution done by the adviser was considered relevant and being categorized as an successful speech act by the reactions being performed above.

#### 19. Utterance number (19) in Assertives section :

- Violet : You scared me. What is all of this?  
 Finch : I'm trying to focus.  
 Violet : Focus on what?  
 Finch : On staying awake.  
 Violet : I don't understand what that means.  
 Finch : *Sometimes I go blank, I..get into these dark moods, I think too fast to keep track of anything then it's like all my thoughts are gone at once. Sometimes if I put 'em up there, I can focus and slow down, but...I can't right now. Look,, I can fix it. I just need time to figure this out.* (19)  
 Violet : I'm trying to help you! (*speaking in tears..*)  
 Finch : I don't need your help! This is on me! This isn't about you!  
 Violet : You need to tell me what's wrong.  
 Finch : You don't get it.  
 Violet : You're right (*Speaking in tears and crying...*)  
 Finch : Don't you know, Violet? I'm "The Freak." I'm messed up! I need you to leave. Go!  
 Violet : (*Walks off with tears and cries...*)

### The perlocutionary act (The listener's responses)

The perlocutionary act based on the respond in dialogue 14 utterance number (19) was considered as irrelevant perlocution or unsuccessful speech act since Violet reactions towards Finch was already sympathy and showing care to Finch by saying

*“I’m trying to help you”* and *“you need to tell me what’s wrong”* patiently with tears to Finch but somehow Finch expressed anger and shout to Violet by saying *“Go!”*. The perlocution done is considered irrelevant and being categorized as an unsuccessful speech act by the reactions being performed above.

**20. Utterance number (5) in Commissives section :**

- Mr. Embry : *I really wanna help you, but you’ve gotta take this seriously. I mean, you agreed to these terms, these weekly counselling session, Maintaining a B-average, Extracullicular participation.* (5)
- Finch : And I am loving pottery.
- Mr. Embry : Come on, man
- Finch : Look, I get it. If I screw anything out, I’m out.

**The perlocutionary act (The listener’s responses)**

The perlocutionary act based on the respond in dialogue 2 utterance number (5) was considered as relevant perlocution or successful speech act since Finch respond by saying *“look, I get it”* which means he could relate and willing to do what he should done as a student.

**A.3** The linguistics features on sentence patterns related to kinds of illocutionary acts found in the speaker's illocution in "All The Bright Places" movie.

This section is to answer the third research question which is to find out The linguistics features on sentence patterns found in the speaker's illocution in "All The Bright Places" movie. The linguistic features that brought up by the researcher in this study is to see the sentence patterns related to kinds of illocutionary acts based on the speaker's illocution in the movie. Quirk & Greenbaum (1973) stated that the pattern provides the writer to create a sentence which based on the information piece it has to be able to create a structured system of sentences. This theory proposed the sentence patterns as follows :  $(S+V)$ ,  $(S+LV+SC)$ ,  $(S+V+O)$ ,  $(S+V+DO+OC)$ , and  $(S+V+IO+DO)$ . these five patterns stand up for **Subject**, **Verb**, **Linking Verb**, **Subject Complement**, **Object**, **Direct Object**, **Indirect Object**, and **Object Complement**. The researcher also provides whether it is an interrogative sentence as an asking sentence, an imperative sentence that expresses an order or command, an assertive sentence which relates to thoughts and opinion, and an exclamatory sentence that represents something strong or extraordinary emotion. The linguistics features on sentence patterns found are as follows :

### 1) Expressive Acts' Linguistic Features

#### a. Worrying act

- 1) Sentence pattern is as follows, "*Are you feeling overwhelmed by anything?*" is an interrogative sentence being structured using sentence pattern :  $S (Are\ you) + LV (Feeling) + SC (Overwhelmed\ by\ anything) + Question\ mark (?)$ .

- 2) Sentence pattern is as follows, “*Do you know how scared I was?*” is an interrogative sentence being structured using sentence pattern : S (*do you*) + LV (*know*) + SC (*how scared I was*) + Question mark (?).
- 3) Sentence pattern is as follows, “*Did he do that to you?*” is an interrogative sentence being structured using sentence pattern : S (*Did he*) + V (*do that*) + O (*to you*) + Question mark (?).
- 4) Sentence pattern is as follows, “*Do you have any clue what horrible situations we had you in our heads?*” is an interrogative sentence being structured using sentence pattern : S (*Do you have any clue what horrible situations we*) + V (*had*) + O (*you in our heads*) + Question mark (?).
- 5) Sentence pattern is as follows, “*your dad and I not knowing where you were*” is an assertive sentence being structured using sentence pattern : S (*your dad and I*) + V (*not knowing*) + O (*where you were*).

b. Expressing Anger act

- 1) Sentence pattern is as follows, “*Where do you go when you disappear?*” is an interrogative sentence being structured using sentence pattern : S (*Where do you*) + LV (*go*) + SC (*when you disappear*) + Question mark (?).
- 2) Sentence pattern is as follows, “*Tell me something real about you, or I’m leaving!*” is an exclamatory sentence being structured using sentence pattern : S (*tell me*) + V (*something real*) + IO (*about you*) + DO (*or I’m leaving*) exclamatory mark (!).

c. Expressing Sadness act

- 1) Sentence pattern is as follows, "*I should've been there. I miss him*" is an assertive sentence being structured using sentence pattern : S (I) + LV (*should've been*) + SC (*there*) and S (I) + V (*miss*) + O (*him*).

**2) Directive Acts' Linguistic Features**

a. Requesting act

- 1) Sentence pattern is as follows, "*Hey, Do you have plans this weekend?*" is an interrogative sentence being structured using sentence pattern : S (*Hey, Do you*) + V (*have*) + DO (*plans*) + OC (*this weekend*) + Question mark (?).

b. Commanding act

- 1) Sentence pattern is as follows, "*How's everything going?*" is an interrogative sentence being structured using sentence pattern : S (*How's*) + LV (*everything*) + SC (*going*) + Question mark (?).
- 2) Sentence pattern is as follows, "*you're gonna need to start pullin' your work, ok*" is an imperative sentence being structured using sentence pattern : S (*you*) + V (*are gonna need*) + O (*to start pullin' your work, ok*).
- 3) Sentence pattern is as follows, "*I got you this.. just in case you've forgotten, this is a school project, you have to write about it*" is an imperative sentence being structured using sentence pattern : S (*i*) +

V (got) + IO (you) + DO (*this.. just in case you've forgotten, this is a school project, you have to write about it*).

c. Suggesting act

1) Sentence pattern is as follows, “*I need you to take this meetings seriously*” is an imperative sentence being structured using sentence pattern : S (I) + V (need) + IO (you) + DO (*to take this meetings seriously*).

2) Sentence pattern is as follows, “*I think it's Violet's decision to make, but... maybe not a bad idea*” is an imperative sentence being structured using sentence pattern : S (I) + V (think) + DO (*it's Violet's decision to make*) + OC (*but... maybe not a bad idea*).

d. Wondering act

1) Sentence pattern is as follows, “*Where've you been?*” is an interrogative sentence being structured using sentence pattern : V (*Where've*) + S (you) + O (*been*) + Question mark (?).

2) Sentence pattern is as follows, “*You're not mad that I'm doing that project with Roamer, right?*” is an interrogative sentence being structured using sentence pattern : S (You) + V (*are not*) + DO (*mad*) + OC (*that I'm doing that project with Roamer, right*) + Question mark (?).



### 3) Assertive Acts' Linguistic Features

#### a. Affirming act

- 1) Sentence pattern is as follows, "*He feels pretty strongly about participation*" is an assertive sentence being structured using sentence pattern : S (*He*) + LV (*feels*) + SC (*pretty strongly about participation*).

#### b. Describing act

- 1) Sentence pattern is as follows, "*Don't you wanna know where I'd go if I could go anywhere?*" is an interrogative sentence being structured using sentence pattern : S (*Don't you*) + V (*wanna know*) + DO (*where I'd go*) + OC (*if I could go anywhere*) + Question mark (?).
- 2) Sentence pattern is as follows, "*My own brain is, to me, the most unaccountable of machinery, always buzzing, humming, soaring, roaring, diving, and buried in mud*" is an assertive sentence being structured using sentence pattern : S (*My*) + LV (*own brain is*) + SC (*to me, the most unaccountable of machinery, always buzzing, humming, soaring, roaring, diving, and buried in mud*).
- 3) Sentence pattern is as follows, "*What's this passion for?*" is an interrogative sentence being structured using sentence pattern : S (*What's*) + LV (*this*) + SC (*passion for*) + Question mark (?).

## c. Convincing act

- 1) Sentence pattern is as follows, “*I've been friends with the guy since minute one, and I haven't waited for his call in years.*” is an assertive sentence being structured using sentence pattern : S (*I*) + LV (*have been*) + SC (*friends with the guy since minute one, and I haven't waited for his call in years.*)
- 2) Sentence pattern is as follows, “*He's not easy*” is an assertive sentence being structured using sentence pattern : S (*he*) + LV (*is not*) + SC (*easy.*)
- 3) Sentence pattern is as follows, “*Everybody who gets close to him, gets burned out.*” is an assertive sentence being structured using sentence pattern : S (*Everybody who*) + V (*gets*) + IO (*close to him*) + DO (*gets burned out*).

## d. Explaining act

- 1) Sentence pattern is as follows, “*I get into these dark moods*” is an assertive sentence being structured using sentence pattern : S (*I*) + LV (*get into*) + SC (*these dark moods*).
- 2) Sentence pattern is as follows, “*I think too fast to keep track of anything then it's like all my thoughts are gone at once*” is an assertive sentence being structured using sentence pattern : S (*I*) + LV (*think*) + SC (*too fast to keep track of anything then it's like all my thoughts are gone at once*).

- 3) Sentence pattern is as follows, “*I can focus and slow down but I can't right now*”. is an assertive sentence being structured using sentence pattern : S (*I*) + LV (*can*) + SC (*focus and slow down*) and S (*I*) + LV (*can't*) + SC (*right now*).
- 4) Sentence pattern is as follows, “*I just need time to figure this out*” is an assertive sentence being structured using sentence pattern : S (*I*) + V (*just need*) + IO (*time*) + DO (*to figure this out*).

#### 4) Commissive Acts' Linguistic Features

##### a. wanting act

- 1) Sentence pattern is as follows, “*I really wanna help you, but you've gotta take this seriously. I mean, you agreed to these terms, these weekly counselling sessions, Maintaining a B-average, Extracullicular participation*” is an imperative sentence being structured using sentence pattern : S (*He*) + V (*really wanna help*) + O (*you*) and S (*you*) + V (*have gotta take*) + O (*this seriously*) and S (*you*) + V (*agreed*) + O (*to these terms, these weekly counselling sessions, Maintaining a B-average, Extracullicular participation*).

After knowing the linguistics features on sentence patterns related to kinds of illocutionary acts found in the speaker's illocution in “All The Bright Places” movie. The linguistic features on sentence patterns somehow has the most used sentence patterns on the *S+LV+SC* as in the utterance analysis shows that the utterance spoken by the characters really show what the speaker's thoughts, action, state of mind or anything else. This clearly shows that the linguistic features relates

to the illocutionary acts by the speaker that likely has point of the characters in this movie is more talking about their state of mind to represents more about what their thoughts on something by the illocution of wanting, worrying, expressing anger, expressing sadness, describing, explaining, convincing, telling, agreeing, affirming, commanding, suggesting, wondering, requesting, asking, and questioning.

The character's that involved are :

1. **Finch** : The (male) main character that has the unstable emotions and bipolar conditions. He is a high school student.
2. **Violet** : The (female) main character that has a traumatic events of her life, Finch's partner in geography class project, Finch's love interest. She is a high school student.
3. **Amanda** : The (female) side character. Violet's bestfriend. Also has the disease like Finch. She is a high school student.
4. **Charlie** : The (male) side character. Finch's bestfriend since day one they met. Finch's advisor as a good and sympathetic friend. He is a high school student.
5. **Mr.Embry** : The (male) side character. He is a teacher and also as Finch's personal counselling session in school.
6. **Violet's father and mother** : The side character. They are Violet's mother and father that help Violet with his traumatic feelings and as parents do.
7. **Church council adviser** : The side character. The one that give people with disesase like bipolar, DID, and unstable emotions a big supportive advice and a way out of their disease.

## B. Discussions

Based on the Findings of result data analysis. The researcher reflects with the theory from Austin and Searle of speech act, based on the classification, the utterances above can be identified using Searle (1969) theory of illocutionary act. the researcher here found out about 15 dialogue and 20 utterances that relates with speech acts. The researcher also shows the linguistic features on sentence patterns proposed by Quirk and Greenbaum (1973) which relate with the kinds of illocutionary act. From the dialogue produced by the screenplay characters, there are four (4) classification of illocutionary acts found in “All The Bright Places” movie. The classification of illocutionary acts are as follows.

The classifications of illocutionary act:

1. **Directives** : total of 7 utterances (most used). Can be found in utterances number : (1), (2), (4), (8), (10), (11), and (12).
2. **Expressive** : total of 6 utterances. Can be found in utterances number : (3), (13), (14), (15), (16), and (20).
3. **Assertives** : total of 6 utterances. Can be found in utterances number : (6), (7), (9), (17), (18), and (19).
4. **Commissives** : total of 1 utterances. Can be found in utterances number : (5).
5. **Declaratives** : (none)

Here, there are only 4 classifications of illocutionary act existed in the “All The Bright Places” movie. There is **no** declarative illocutionary act since there is

none of utterance produced by the screenplay characters that known as a state of giving utterances that representing someone or declaring status.

The linguistic features on sentence patterns itself clearly shows that in the sentence patterns analyzation shows the most used is S+LV+SC which has the pattern of subject + Linking verb + subject complement. Meaning that this pattern show that speaker's illocution based on the kinds of illocutionary act really reflects on the speaker's thoughts, action, and state of mind that brings out the issue of mental health problem in the society.

The locutionary act performed in the dialogue in the movie mostly by the act of telling and asking whom the speaker is telling the information to the listener and asking something by the speaker to achieve the intentions the speaker wants to know from the listener. The illocutionary act performed in the dialogue are somehow various, that show what are the intentions and implicit meaning that the speaker want the listener to expect. The variety of illocutionary act can be seen from the intentions of the speaker of wondering, describing, worrying, suggesting, convincing, commanding and many more. This leads to the complexity of the illocutionary act done by the speaker to the listener. The perlocutionary act is what the listener's responses that leads to action towards the locution and illocution done by the speaker.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains the overall conclusion from the result of the research that are from the findings of data analysis and the discussion in the previous chapter. The researcher also provide the suggestion for further research.

#### **A. Conclusion**

The study conducts in this research is analyzing the speech acts produced by the screenplay characters that found in the “All The Bright Places” movie, a Netflix series. After seeing the data findings, result of data analysis, and discussion, the reader may have the knowledge on the analysis of speech act and linguistic features on sentence patterns. In this conclusion, will based on the research questions stated in the first chapter above.

After seeing the result in the chapter four as the main discussion in the research questions, the researcher in this study found out as follows :

1. The chosen dialogue contains speech acts are found out to be 15 dialogue in total and 20 utterances in total.
2. The screenplay characters that are performing the speech acts are : Finch, Violet, Amanda, Charlie, Violet’s mother, Violet’s father, Church council adviser, and Mr. Embry.
3. The illocutionary act classification also already mention clearly and in order, in section A. findings in the previous chapter. The researcher found four illocutionary act types that are Commissives, Expressives, Assertives,

and Directives. The number of utterances spoken, has already been classified based on these kinds of illocutionary act that consist of the act of wanting, worrying, expressing anger, expressing sadness, describing, explaining, convincing, telling, agreeing, affirming, commanding, suggesting, wondering, requesting, asking, and questioning.

4. The researcher also analyze the linguistic features on sentence patterns and relates the theory with the kinds of illocutionary act that already mentioned above. The linguistic features on sentence patterns itself clearly shows that in the sentence patterns analyzation shows the most used is S+LV+SC which has the pattern of subject + Linking verb + subject complement. Meaning that this pattern show that speaker's illocution based on the kinds of illocutionary act really reflects on the speaker's thoughts, action, and state of mind that brings out the issue of mental health problem in the society.
5. The researcher also found out the relevant and irrelevant speech act by the fulfilment of all locutionary act, illocutionary act, perlocutionary act. Consider as relevant if the condition is relevant and successful. As already being explain above on how the utterances is relevant and irrelevant in the perlocutionary act section, the researcher shows the utterances that is categorized as irrelevant speech act is in the utterances : (1), (2), (3), (11), and (19). The rest of the utterances is considered as a relevant speech act.



## **B. Suggestion**

In suggestion for the next study, this thesis can be used for other researcher as an additional reference to read and example about the the research in pragmatics field. The researcher in this study analyze about speech act and linguistic features on sentence patterns, other studies might can be more interesting and catchy and make other interesting research by finding a new object data of different movie and analyze other movie script in order to make the existence of many previous studies that might useful for other readers.

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## APPENDIX

### Appendix 1 : The original dialogue transcript of “All The Bright Places” movie

The transcript below is written in right plot order from beginning to end.

#### Dialogue 1

Amanda : *Hey, Do you have plans this weekend?* (1).  
My parents are gonna be out of town.  
I was thinking about having a party or something.  
Violet?  
You OK?

Violet : (quites and stares at someone...

#### Dialogue 2

Mr. Embry : *How’s everything going?* (2).  
Finch : “everything” is a really big word.  
Mr. Embry : *Are you feeling overwhelmed by anything?* (3)  
Finch : If “everything” is encompassed by both things,  
Are they part of our reality or are they somewhere else?  
Mr.Embry : This isn’t funny, Theodore.  
Finch : Finch.  
Mr.Embry : *I need you to take this meetings seriously.* (4)  
Finch : I get it.  
Mr. Embry : *I really wanna help you, but you’ve gotta take this seriously.*  
*I mean, you agreed to these terms, these weekly counselling*  
*sessions,*  
*Maintaining a B-average, Extracullicular participation.* (5)  
Finch : And I am loving pottery.  
Mr. Embry : Come on, man  
Finch : Look, I get it. If I screw anything out, I’m out.

**Dialogue 3**

*Meet on the road, Finch on car, Violet on bicycle..*

Finch : ***He feels pretty strongly about participation.*** (6)

Violet : OK..

But no cars.

Finch : Tell me again?

Violet : If you wanna do this project with me you have to figure out another way because I'm not getting in a car.

**Dialogue 4**

*Finch and Violet Cycling on the road of countryside..*

Finch : Where would you go if you could go anywhere?

Violet : California

Finch : But you've already been there.

Violet : Yeah. It's warm and it never snows.

Finch : ***Don't you wanna know where I'd go if I could go anywhere?*** (7)

Violet : Where would you go if you could go anywhere?

Finch : I'd go to a place no one's ever been before, Undiscovered, Untouched.

You could come... if you want.

**Dialogue 5**

*Finch and Violet In the woods, standing on the medium size rock above the ground..*

Finch : ***So, what do we think? The highest point in Indiana.*** (8)

Violet : I think if I were here for literally any other reason, than why you and I are here, I'd be pissed. (*Violet joking*)

Finch : Oh, wow. Is that a sense of humor you're hiding in there?

Violet : This is the lamest thing I think I've ever seen... (*Violet and Finch laugh*)

**Dialogue 6**

*Finch and Violet chatting over their online messages..*

- Finch : "I feel we can't go through another of those terrible times."
- Violet : "Why are women so much more interesting to men than men are to women?"  
(*Chuckles..*)
- Finch : "*My own brain is, to me, the most unaccountable of machinery, always buzzing, humming, soaring, roaring, diving, and buried in mud. And why? What's this passion for?*" (9)
- Violet : "If you do not tell the truth about yourself, you cannot tell it about other people."

### Dialogue 7

*Meet up at unconditionally after class at school hallway..*

- Amanda : ***Where've you been?***  
***You're not mad that I'm doing that project with Roamer, right?***  
(10)

- Violet : No..
- Amanda : Ok, cool. Cause it's, like, it's not a thing.
- Violet : No, it's fine. I'm doing it with Finch.

### Dialogue 8

*Finch talks to both Violet's parents in front of her house convincing if violet wants to go with him to go somewhere far for the school project with his car...*

- Violet's Father : This is for a school project?
- Finch : Yes, sir. We're partners.
- Violet's Mother : ***Well, Theodore, I think it's Violet's decision to make, but... maybe not a bad idea.*** (11)
- Violet : (*Walks off..*)

### Dialogue 9

*Finch and Violet in a car on the roadway going to next destination for their school geography class project..*

- Finch place : I got you somethin'. It's in the door. That, Ultraviolet, is a special place  
that I'm gonna take you to one day.

Violet : Oh, yeah?  
 Finch : *Yeah, but you're gonna need to start pullin' your work, ok? I got you this.. just in case you've forgotten, this is a school project, you have to write about it.* (12)

Violet : Just me?

Finch : You're the writer.

Violet : "Wander number three..."

### Dialogue 10

*In the lake, Finch's strange habit of being able to hold his breath for a long time underwater while Violet feels worried and scared about him doing that...*

Finch : I'm going in search of the bottom.

Violet : Finch? Finchh!! Finchh!!

Why finch!

Finch : What?

Violet : *Do you know how scared I was?* (13)

Finch : *(Chasing Violet..)* Hey, Hey Violet. Violet, I'm sorry! Violet!

Violet : I thought you drowned!

Finch : I'm sorry. Hey, I'm sorry. I didn't mean to scare you.

Violet : Well you did!

Finch : That was the last thing that I wanted to do.

Violet : *Where do you go when you disappear?*

*Tell me something real about you, or I'm leaving!* (14)

Finch : Ok

Sometimes I have to go to places that make me feel like myself.

I need to do things that remind me that I'm in control.

My dad used to.. get in these dark moods.

Violet : *Did he do that to you?* (15) *(Finch show the big scars to Violet..)*

Finch : I used to be a lot smaller, I used to not know how to get out of the way.

People don't like messy, right?

### Dialogue 11

*Finch and Violet in a car just got back home in the morning, while her parents worried because they stayed out all night..*

Violet's mother : ***Do you have any clue,***

***what horrible situations we had you in, in our heads?***

***You have to understand how that felt,***

***your dad and I not knowing where you were. (16)***

Violet : I said I was sorry. But you didn't have to treat Finch like that.

Violet's mother : Well, he's the boy that kept our daughter out all night.

Violet : I kept him out all night, too, Mom.

### Dialogue 12

*Finch gone again.., Violet and Charlie (Finch's bestfriend) having conversation in the students medical centre after Finch and Roamer had a fight because of some personal problem..*

Charlie : Anything?

Violet : Guess he's gone again.

Charlie : ***I've been friends with the guy since minute one, and I haven't waited***

***for his call in years. He just, gets in this mood sometimes, and..***

***it's hard, you know? He's not easy. Everybody who gets close to***

***him,***

***gets burned out. (17)***

Violet : So, why do you stick around?

Charlie : Because I love him. He thinks everybody leaves him, I won't do that.

apologize This is what we do. I'm gonna get mad, he's gonna come back

and it'll be like it never even happened.

### Dialogue 13

*Finch attended the church counselling session with other patients to tell about his bipolar disease which he didn't realized yet.*



Adviser : Hi, Welcome.

Finch : *I'm, uh... Theodore Finch.*

*No labels. Not really sure why I'm here. I guess it's 'cause I..  
I got in this fight at school and like, I was there, but I wasn't  
there..*

*I was watchin' myself, and.. I-I just get a little lost sometimes.*

*I run a lot. Sometimes that helps, kind of, I don't know. Is that  
enough? (18)*

Adviser : Sure. Thanks. Glad you're here.

#### **Dialogue 14**

*After Finch meet his sister Kate at the café having deep conversation about their broken family, Finch got back home and unconditionally Violet has been waiting for him there..*

Violet : You scared me. What is all of this?

Finch : I'm trying to focus.

Violet : Focus on what?

Finch : On staying awake.

Violet : I don't understand what that means.

Finch : *Sometimes I go blank, I..get into these dark moods, I think too  
fast*

*to keep track of anything then it's like all my thoughts are gone  
at once.*

*Sometimes if I put 'em up there, I can focus and slow down,  
but...*

*I can't right now. Look,. I can fix it. I just need time to figure  
this*

*out. (19)*

Violet : I'm trying to help you! (*speaking in tears..*)

Finch : I don't need your help! This is on me! This isn't about you!

Violet : You need to tell me what's wrong.

Finch : You don't get it.

Violet : You're right (*Speaking in tears and crying...*)

Finch : Don't you know, Violet? I'm "The Freak." I'm messed up!  
I need you to leave. Go!

Violet : *(Walks off with tears and cries...)*

### **Dialogue 15**

*Finch gone missing in the lake and confirmed died after no sign of him getting back and left all things behind the next day.. the next day all Finch family, Violet family, and friends are at the funeral of Finch with tears and cries....*

Pastor : On behalf of Finch's family

I wanna thank you all for being here today. We've gathered to  
celebrate

and to honor the memory of one who will be incredibly missed  
because he has been so dearly loved. The events of these past few  
days

has brought us tears, sadness, and lost of a young boy Finch..  
*(Continues reading message..)*

*Violet at home cries....*

Violet : ***I should've been there. I miss him*** *(Violet cries..)* (20)

Violet's mother : *(in tears..silence..trying to calm down Violet..)*

## CURRICULUM VITAE



**Juan Farhan Junior** was born in Kepulauan Riau, Batam on June 22, 2000. He graduated from SMAN 3 Batam in 2018. During his study at Senior High School, he actively participated in ROHIS (Kerohanian Islam Organization) as the Vice of the Head of mosque and other few organizations. He started his higher education in 2018 at the Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2022. During his study at the university, he actively in some organization such as Himpunan Mahasiswa Jurusan (HMJ) Sastra Inggris UIN Malang as member and Ikatan Pelajar Mahasiswa Kepulauan Riau (IKAPEMA) as the Vice of organizations things and stuff. He also attended Faculty event such as the making of short movie of the method of learning, Runner-up Writing Poetry competition, participate in the writting of Poetry Antology 2018 of the book publishing entitled “*Mencintaimu Dalam Kata*” Bulan Bahasa, and other several campaign.