

**DECLARATIVE ILLOCUTIONARY SPEECH ACT
IN THE HISTORICAL FILM 'LINCOLN'**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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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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MALANG**

2023

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “Declarative Illocutionary Speech Act in the Historical Film ‘Lincoln’” 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 references. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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APPROVAL SHEET

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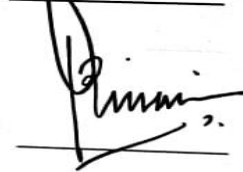
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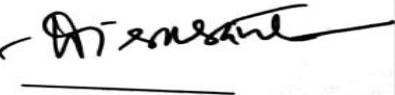


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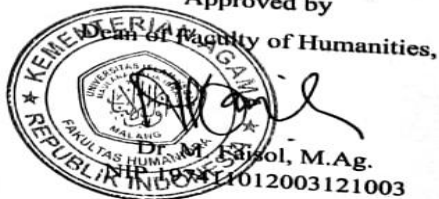
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MOTTO

“And say yourselves all unto men with good words”

(Surah Al-Baqarah verse 83)

DEDICATION

This thesis is proudly dedicated to my family and friends who have supported and prayed for me.

ACKNOWLEDGEMENT

By saying *Alhamdulillah*, all praise and gratitude of the researcher for the presence of Allah swt., because of His mercy and hidayah, the preparation of a thesis entitled "Declarative Illocutionary Speech Act in the Historical Film 'Lincoln'" can be completed in order to meet one of the requirements in completing education at the Department of English Literature, Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

The researcher has gone through a long journey in order to complete the writing of this thesis. Many obstacles were faced in its preparation, but it was thanks to His will that the researcher successfully completed the writing of this thesis. Therefore, with full humility, on this occasion it is appropriate for the researcher to thank Mrs. Rina Sari, M.Pd., as the advisor who has guided the researcher with extraordinary patience in the preparation of this thesis to completion, The Dean of Faculty of Humanities, Dr. M. Faisol, M.Ag. and the Head of English Literature Department, Ribut Wahyudi, M.Ed., Ph.D, my father, Hadis Nur Islam and all parties who have helped a lot in the preparation of this thesis that the researcher cannot mention all. Finally, the researcher hopes that this thesis can provide benefits for the researcher in particular and for readers in general.

Malang, 26 April 2023
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ABSTRACT

Ardhi, Furqaan Nur. (2023). *Declarative Illocutionary Speech Act in the Historical Film 'Lincoln'*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Rina Sari M.Pd.

Keywords: *Declarative illocutionary speech acts, the historical film, Lincoln*

This research aims to determine the function of Declarative illocutionary speech acts in the film 'Lincoln'. It used descriptive qualitative methods and theories of Declarative illocutionary speech acts from Searle (1969) to assist in obtaining research data. The object of this research is the dialogue of all the characters that contain the Declarative illocutionary speech acts. The researcher collected the data from the film's script, then explained the context of the dialogue and analyzed the data one by one to determine the function of the Declarative illocutionary speech acts used. The results of this research showed that there were 26 utterances containing Declarative illocutionary speech acts which were divided into 10 functions: forcing (2 utterances), deciding (4 utterances), forbidding (6 utterances), allowing (2 utterances), declaring (5 utterances), appointing (2 utterances), naming (1 utterance), forgiving (1 utterance), classifying (1 utterance), and canceling (2 utterances). The forbidding function is the function of Declarative illocutionary speech acts mostly used in the film, while the least functions used are naming function, forgiving function, classifying function.

تجريدي

العارضى، فرقان نور. (2023). قانون الكلام التصريحي في الفيلم التاريخي "لينكولن". أطروحة البكالوريوس. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الإسلام نيغري مولانا مالك إبراهيم مالانج. المستشار: رينا ساري عضو البرلمان

الكلمات المفتاحية: أفعال الكلام التصريحي ، الفيلم التاريخي ، لينكولن

يهدف هذا البحث إلى تحديد وظيفة أفعال الكلام التصريحي في فيلم "لينكولن". استخدم هذا البحث الأساليب والنظريات النوعية الوصفية لأفعال الكلام التصريحي من سيرل (1969) للمساعدة في الحصول على بيانات البحث. الهدف من هذا البحث هو حوار جميع الشخصيات التي تحتوي على أفعال الكلام غير اللفظي التصريحي. جمع الباحث البيانات من سيناريو الفيلم ، ثم شرح سياق الحوار وحل البيانات واحدة تلو الأخرى لتحديد وظيفة أفعال الكلام التصريحي المستخدمة. أظهرت نتائج هذا البحث أن هناك 26 ألفا تحتوي على أفعال كلام تصريحية تم تقسيمها إلى 10 وظائف: الإكراه (2 كلام) ، والقرار (4 كلام) ، والنهي (6 كلام) ، والسماح (2 كلام) ، والإعلان (5 كلام) ، والتعيين (2 كلام) ، والتسمية (1 الكلام) ، والتسامح (1 الكلام) ، والتصنيف (1 الكلام) ، والإلغاء (2 الكلام). وظيفة المنع هي وظيفة أفعال الكلام التصريحي غير اللفظي المستخدمة في الغالب في الفيلم ، في حين أن أقل الوظائف المستخدمة هي وظيفة التسمية ، ووظيفة التسامح ، ووظيفة التصنيف.

ABSTRAK

Ardhi, Furqaan Nur. (2023). *Tindak Tutur Ilokusi Deklaratif dalam Film Sejarah "Lincoln"*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Maulana Ibrahim Malang. Dosen Pembimbing: Rina Sari, M.Pd.

Kata Kunci: *Tindak tutur ilokusi deklaratif, Film bersejarah, Lincoln*

Penelitian ini juga bertujuan untuk mempelajari fungsi Tindak tutur ilokusi deklaratif pada film "Lincoln". Penelitian ini menggunakan metode kualitatif deskriptif dan teori tentang Tindak tutur ilokusi deklaratif dari teori Searle (1969) untuk memperoleh data penelitian. Objek dalam penelitian ini adalah dialog dari semua tokoh yang mengandung Tindak tutur ilokusi deklaratif dalam film tersebut. Peneliti mengumpulkan data dari script film tersebut, lalu menjelaskan konteks dari dialog tersebut dan menganalisa data secara satu per satu untuk mengetahui fungsi dari Tindak tutur ilokusi deklaratif yang digunakan. Hasil dari penelitian ini menunjukkan, bahwa terdapat 26 ujaran yang mengandung Tindak tutur ilokusi deklaratif yang terbagi menjadi 10 fungsi.: memaksa (2 ujaran), memutuskan (4 ujaran), melarang (6 ujaran), mengizinkan (2 ujaran), menyatakan (5 ujaran), menunjuk (2 ujaran), penamaan (1 ujaran), memaafkan (1 ujaran), mengklasifikasikan (1 ujaran), dan membatalkan (2 ujaran). Fungsi *forbidingive* adalah fungsi dari tindak tutur ilokusi deklaratif yang banyak digunakan dalam film, sedangkan fungsi yang paling sedikit digunakan adalah fungsi penamaan, fungsi memaafkan, fungsi pengklasifikasian.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research question, significance of the research, scope and limitation, and definition of key terms.

A. Background of the Study

Historical films hold immense significance in our society as they not only entertain but also educate and enlighten audiences about our shared human heritage. The historical films provide a window into the past, allowing people to witness and understand pivotal moments in history. By depicting historical events and figures, they bring history to life, making it more accessible and relatable to a wide range of viewers.

One of the films taken from history is the film entitled "Lincoln". The story of the film is based on Doris Kearns Goodwin's biography of Lincoln entitled "Team of Rivals: The Political Genius of Abraham Lincoln". The film told about the story of the life of the last 4 months of the 16th President of the United States "Abraham Lincoln". Abraham Lincoln was the 16th former President of the United States. His struggle to stop the enslavement of black people in America continues to be remembered today. Eventually, he created an amendment to free black people from slavery in the United States. The amendment was passed in late January 1865. On the other hand, he also sought to stop the civil war that was taking place in the US.

The dialogue in the film produces the name of speech acts. Austin (1962) explains that the speech act is investigating the connections among expressions and execution. According to Austin (1962), there are three types of speech acts: (1) Locutionary (the act of saying object. It has significance, and it makes a reasonable to pass on or express). Locutionary act is the act of speech with words, phrases, and sentences in accordance with the meaning contained by the words, phrases, and sentences; (2) Illocutionary (It is continued as a providing of saying something or as an exhibit of conflicting with saying something. The illocutionary articulation has explicit power. It is notable for explicit tones, mindsets, opinions, or sentiments. There would be an assumption for the speaker or others in illocutionary expression. It is regularly used as a tone of alert in day today life); and (3) Perlocutionary act is to do an action by saying something. Perlocution produces an effect or result that is the result or effect that the expression has on the listener, according to the situation and conditions of the pronunciation of that sentence. The response is not only in the form of words but also in the form of actions or deeds.

The research of speech acts has been studied by many researchers. Sartika et al. (2018). In their research journal, they discussed the declarative illocutionary speech acts in a Korean - English film called "*I Hear Your Voice*". The purpose of this research was to classify of Declarative illocutionary speech act that comes from the cast in the film " I Hear Your Voice". The method used in their research was descriptive qualitative method. The results of this research found 40 Declaration of illocutionary speech act utterances are divided into 5 functions, namely: resigning, dismissing, naming, appointing, and sentencing based on the Searle's theory (1969).

The most dominant function in this film is the sentencing function, which is about 45% of the total data obtained.

The second previous research was conducted by Wicaksono (2018). His research researched the Declarative illocutionary speech act in the Movie "*My Lawyer, Mr. Jo*". The purpose of this research is to comprehend speech acts and types of speech acts using Searle's theory (1969) about declarative illocutionary speech act and to find out the Declarative illocutionary speech act in "*My Lawyer, Mr. Jo*" movie. To process data, Wicaksono (2018) used qualitative research method. The result, the consequence of this research showed that in Mr. Lawyer, Mr. Jo's numerous expressions contain decisive motion pictures like an appointed authority began the preliminary, the adjudicator requested to observe, judge closes the preliminary. In this research, the dominant type of Declarative illocutionary speech acts is permissions. In this research, there are several weaknesses, one of which is that the researcher does not explain which type of declarative is the mostly used t in this film.

The third previous research was conducted by Gurjiyan and Nargiseh (2019). They researched Declarative illocutionary speech acts in the Qur'anic Verses revealed during the Battles of Prophet Muhammad based on the Searle's theory (1969). Their purpose in conducting this research was to introduce speech acts the speech-act-theory and one of its types, namely "Declarative." To get research data, they searched for it from various sources, namely Islamic history books, translations and exegeses of the Qur'an, The Biography of the Prophet Muhammad (PBUH), dan Maghazi. The research's findings demonstrated that the

Holy Qur'an employs Declarative illocutionary speech acts frequently to proclaim God's divine will.

The fourth previous research was conducted by Wafa (2019). This research studies the Declarative illocutionary speech acts using Searle's theory (1969) in English – Arabic political translation. The purpose of this research is to determine whether Arabic interprets English Declarative acts performatively. The research data were taken from comments, statements, debates, and dialogues on English TV using qualitative descriptive methods. The main finding demonstrates that the nature of the context has a performative effect on declarative acts. The conclusion also demonstrates that numerous declarative expressions can alternately refer to various illocutionary acts.

The fifth previous research was conducted by Situmorang et al. (2020). They researched illocutionary in the film "*Anger Management*". Their goal was to figure out the type of illocutionary speech act by Searle's theory (1969) on "*Anger Management*", a film composed by David Dorfmann. They used an observation approach to get data and descriptive qualitative methods. As a result, 20 illocutionary act speeches were found in the film. The 20 speeches include 8 directives, 5 declaratives, 2 commissives, 1 assertive, and 4 expressives. Of the 5 types of illocutionary acts, the most common types of directives are found in this film.

The sixth previous research were conducted by Saptiko et al. (2021). They researched the Illocutionary Act found in the dialogue of Arthur's character Fleck in the "*Joker*" Movie. They had goals in this research. (1) find out the type of

Illocutionary Act in the dialogue of Arthur's character Fleck in the Joker Movie and (2) the dominant types of illocutionary acts in the dialogue of Arthur's character Fleck in the Joker Movie. They used Searle's theory (2002) and qualitative descriptive methods to obtain the data. The research found 52 utterances spoken by Arthur Fleck containing illocutionary speech acts. The illocutionary types are directive, assertive, expressive, commissive, and declarative. There are 27 utterances categorized as directives type, 8 utterances categorized as assertives type, 9 utterances categorized as expressives type, 4 utterances categorized as commissive type, and 4 utterances categorized as declaratives type. Directive type is the dominant type found in Arthur's utterances. For the Declarative types, one utterance is shown stating that Arthur is excited and shocked.

The seventh previous research was conducted by Sarair et al. (2021). They studied the illocutionary speech act used by the main character in the film "*Zootopia*". The purpose of the research was to identify the type of illocutionary based on the Austin's theory (1962) about speech act in the film "*Zootopia*". Descriptive qualitative method was used in this research to obtain data. The results of this research found five types of illocutionary acts: representative acts, directive acts, commissive acts, expressive acts, and declarative acts. The most dominant type in this film is the expressive act.

The eighth previous research is by Pulungan and Ambalegin. (2022). This research examines the Declarations illocutionary speech act by Yule's theory (1996) in the film "*Cruella*". The method used in their research is the descriptive qualitative method. The research found 15 utterances that contained declaration of

illocutionary speech act. Declaration illocutionary speech act of approve is the dominant functions of declarations illocutionary speech acts.

The ninth previous research was conducted by Murtini and Ambelgin (2022). They researched Declarative illocutionary speech acts in Steven Spielberg's *"Ready Player One"*. They used qualitative descriptive methods. The theory of Searle and Vanderken (1985) was used in this research to analyze the data. In this research, about 15 utterances contained Declarative illocutionary speech acts. The dominant functions of Declarative in this film are disapproving and declaring.

The last previous research was conducted by Sandi et al. (2022). They researched on Declarative illocutionary speech act in *"Hansel and Gretel: Witch Hunter"* Movie. The purpose of this research is to determine the Declarative illocutionary speech acts contained in the film and also look for the dominant type of Declarative illocutionary speech acts in that film. They used descriptive qualitative method to obtain the data. In the movie, 48 utterances containing Declarative illocutionary speech acts are found which are divided into 4 types, namely: Suggestion, Request, Command, and Order. They also found the dominant type in the film is Command with a total of 23 utterances.

The ten previous studies have a similarity in the focus of the research. They research about the form of Declarative illocutionary speech acts. However, there has not been previous studies discussing the functions of Declarative illocutionary speech act in history-themed films. This research focuses on the Declarative illocutionary speech act because the Declarative illocutionary speech act is served to connect the content of speech with reality and it is always found in everyday

conversation. Related to the film “Lincoln”, there are various functions of Declarative illocutionary speech act expressed by the characters in the film. Therefore, the researcher is interested in analyzing Declarative illocutionary speech act in the historical film ‘Lincoln’.

B. Research Question

Based on the background of the research explained above, it can be formulated the research questions:

1. What are the functions of Declarative illocutionary speech act used by the characters of the historical film ‘Lincoln’?
2. How are the functions of Declarative Illocutionary speech act used by the characters of the historical film Lincoln?

C. Significance of the Study

This research is to give practical contribution to the readers. To the students, they can deepen their knowledge about the Declarative illocutionary speech act, and apply the knowledge in everyday conversations, especially about the functions of Declarative illocutionary speech act. To the next researchers, this research can assist in finding examples of the functions of Declarative illocutionary speech act for further research.

D. Scope and Limitation

This research focuses on Pragmatics. The researcher identifies the functions of Declarative illocutionary speech act. The limitation of this research is this

research only studies the dialogue between players in the historical film 'Lincoln' containing Declarative illocutionary speech act, not other aspects of speech act.

E. Definition of Key Terms

This section explains the definition of key terms for this research.

1. **Speech acts:** an entity that is central in Pragmatics so that it is a staple in Pragmatics. Speech action is the basis for the analysis of other pragmatic topics such as presupposition, principles of cooperation, and guiding principles. Speech acts have varying forms to express a purpose. This research studies the speech acts found in the film 'Lincoln'.

2. **Illocutionary act:** speech act that contains intent, its relation to the forms of sentences that embody an expression. this research studies the Declarative illocutionary speech acts found in the film 'Lincoln' in the film dialogue.

3. **Declarative illocutionary speech act:** a type of illocutionary speech act that means something that is connected to something that happens or is real, with the intention of creating new things. It contains about deciding, canceling, banning, allowing, and apologizing. This research studies the Declarative illocutionary speech acts found in the dialogue of the film 'Lincoln'.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the review of related literature and the theory used in this research.

A. Speech Act by J. Searle' Theory

In this research, the researcher uses a theory by Searle (1969). Searle (1969) states that there are three types of Speech acts:

1. Locutionary act

The speech act with words, expressions, and sentences as per the significance contained by the words, expressions, and sentences. This sentence can be alluded to “as the demonstration of saying something”. In the locutionary there is no question of the purpose and function of speech conveyed the purpose and function of speech conveyed by the speaker. An example of a locutionary speech act is in the result and discussion section of the journal entitled *An Analysis of Speech Act Used in Harry Potter and the Goblet of Fire Movie* by Tutuarima et al. (2018):

Raza: *Did Philippine Intelligence track you? (speaker)*

Kamran: *(He listen and doesn't replay what Raza's said.) (hearer)*

2. Illocutionary act

Accomplish something with a specific reason and capacity. This can be supposed to be the demonstration of accomplishing something. an example of an illocutionary speech act is in the result and discussion section of the journal entitled

An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie by

Tutuarima et al. (2018):

Trumbull: *How bad is it? (speaker)*

Staff : *It is pretty goddamn bad, sir. All lines of communication have been compromised, both civilian and military. (hearer)*

Illocutionary acts are subdivided into five types, namely: Directives, Commissives, Assertives, Declaratives, and Expressives.

Searle (1969) classifies the behavior of illocutionary into five forms of speech that each have a communicative function. The five forms of speech that indicate the function can be summarized as follows:

I. Directives

Specifically, the type of illocutionary act that the speaker intends for the speech partner to perform the action according to what is mentioned in his speech. for instance, requesting, instructing, asking, prompting, and suggesting.

II. Commissives

It is a type of speech act that serves to communicate guarantees or offers, such as (promising), (vowing), and (offering).

III. Assertives

A form of speech that binds the speaker to the truth of the proposition expressed, Examples are stating, suggesting, bragging, complaining, and claiming.

IV. Declaratives

According to John Searle's theory (1969) of speech acts, a declarative illocutionary speech act is a type of speech act in which the speaker makes a

statement that corresponds to the objective state of affairs in the world. In other words, the speaker asserts or declares something to be the case. Yule (2006, p. 70) states that Declarative illocutionary speech act is a type of speech that changes the world through their speech. It is a speech act intended by its speakers to create new things such as status, circumstances, and conditions. This type contains the influence of the speaker in influencing his speech opponent to understand and follow what the speaker means. Declarations achieve some variation in the status or state of the alluded to protest or articles exclusively in righteousness of the way that the statement has been effectively performed. Since this type is basically a statement, then the functions of this declarative are to forcing, deciding, forbidding, allowing, declaring, appointing, naming, forgiving, classifying, canceling, sentencing, excommunicating, approving, disapproving for example, it is taken from a journal by Searle himself entitled " A Classifications of Illocutionary Acts" (1976).

I call him a liar (p. 20)

I appoint you chairman (p. 21)

I excommunicate you (p. 21)

1. The Forcing function

The forcing function within declarative illocutionary speech acts aims to inspire and compel individuals or groups to take immediate action or give their best efforts towards a specific outcome. It relies on motivational language, expressing belief in individuals' capabilities, and setting high expectations to drive them towards success. For example:

Situation: A teacher addressing a class before an important exam.

Teacher: *"Class, tomorrow we have our final exam, and I want to remind you of the importance of this moment. This is an opportunity to showcase your knowledge and skills. I know you've worked hard throughout the semester, **and now it's time to demonstrate what you've learned. Believe in yourselves, stay focused, and give it your absolute best.** I have high expectations for each and every one of you, and I know you can rise to the occasion. Show me what you're capable of!"*

Student 1: *"I feel motivated and ready to give my all on the exam."*

Student 2: *"Thank you for reminding us of the significance. I'm determined to excel."*

In this example, the teacher is using a declarative speech act as a forcing function to motivate the students before their final exam. By making their statement, the teacher emphasizes the importance of the exam, expresses confidence in the students' abilities, and sets high expectations for their performance.

The forcing function within this declarative speech act is evident as the teacher aims to compel the students to take action by inspiring self-belief, reinforcing the value of their efforts, and challenging them to excel. The dialogue showcases the students' acknowledgment of the significance of the exam and their determination to meet the expectations set by the teacher.

2. The deciding function

The deciding function of declarative speech acts involves expressing a commitment to the truth or validity of the proposition being asserted. The speaker is taking a position or making a judgment based on their beliefs, knowledge, or observations. For example:

Situation: A group of friends is discussing which movie to watch.

Person A: *"We're gonna watch 'The Matrix.' Tonight. It's a mind-bending science fiction film with great visual effects and an intriguing plot."*

Person A is performing a declarative illocutionary speech act by expressing their opinion and making a decision about which movie to watch. By stating, *"We're gonna watch 'The Matrix,' tonight"*. Person A is asserting their preference and presenting it as a valid choice.

3. The Forbidding Function

The forbidding of declarative illocutionary speech act is one that is intended to prevent the hearer from performing a certain action or set of actions. The primary function of a forbidding declarative illocutionary speech act is to express a prohibition or to forbid someone from engaging in a specific behavior or action.

For example:

Person A: *"I forbid you from using my computer without permission."*

Person A intention is to assert their prohibition and prevent the hearer from using the computer without permission.

4. The Declaring Function

The declaring function is a fundamental aspect of declarative illocutionary speech acts. Declarative speech acts are primarily concerned with making statements, asserting facts, conveying information, or making judgments about the world. The main purpose of a declarative illocutionary speech act is to declare or assert something to be true or valid. For example:

Situation: Two friends are discussing their plans for the weekend.

Person A: "*The concert starts at 8 p.m. on Saturday.*"

In this example, Person A is performing a declarative illocutionary speech act by stating a specific piece of information about the concert. By saying, "*The concert starts at 8 p.m. on Saturday,*" Person A is making a factual declaration about the time and day of the concert.

The declaring function of this declarative speech act is evident as Person A is presenting this information as true or valid. They are asserting the fact that the concert will indeed take place at 8 p.m. on Saturday.

5. The Allowing Function

The Allowing Function of declarative illocutionary speech act is one that is intended to allow the hearer or someone to performing a certain action or set of actions. This function is to express something that is specifically permissible. For example:

Situation: A Person A asks their friend if they can use their laptop.

Person A: *"I don't have laptop to finish my homework"*

Person B: *"Oohh I have, **feel free to use my laptop**; it's on the desk."*

In this example, Person B is using a declarative speech act to provide information about the location and availability of their laptop. While the primary function of the statement is to convey information, it indirectly allows or grants permission to the person to use the laptop.

By saying "Feel free to use my laptop," Person B is expressing their willingness to let the person utilize the laptop without explicitly using a Declarative illocutionary speech act. The statement implies permission or allowance for the person to use the laptop.

6. The Appointing Function

The appointing function of a declarative illocutionary speech act involves appointing, assigning, or designating someone to a position, task, or responsibility. In this type of speech act, the speaker conveys information directly and explicitly without any request or question implied. When using the appointing function, the speaker aims to communicate a decision or make an authoritative statement regarding someone's assignment or role. The declarative form of speech is employed to express certainty and assert the speaker's authority in the matter.

Situation: A company executive is addressing a group of employees during a meeting.

Executive: *"Effective immediately, Jane Smith will be the new Vice President of Sales."*

In this example, the executive is using a declarative illocutionary speech act to convey information about Jane Smith's appointment to the position of Vice President of Sales. Although the primary purpose of the executive's statement is to provide information, it indirectly involves an appointment or designation.

7. The Naming Function

The naming function is an important aspect of declarative illocutionary speech acts. When someone performs a declarative speech act, they have the ability to name or identify something, whether it's an object, a concept, a person, a place, or any other entity. The naming function allows individuals to assign labels, designations, or titles to refer to specific entities in a communicative context. For example:

Situation: A parent introduces their newborn baby to a group of friends.

Parent: *"This is our daughter, Emily."*

In this example, the parent is using a declarative speech act to name or identify their newborn baby. By saying, *"This is our daughter, Emily,"* the parent is providing a label or designation ("Emily") to refer to the specific individual in question.

The naming function of this declarative speech act is evident as the parent is assigning a name to their child and presenting it as a fact. The act of naming

allows the parent to introduce the baby and facilitate communication by providing a specific identifier.

8. The Forgiving Function

The forgiving function of a declarative speech act is indeed to express forgiveness and indicate that a wrong or offense is being overlooked or forgiven. When someone performs a declarative speech act with the intention of forgiveness, they are making a statement that communicates their decision to let go of the resentment, blame, or negative feelings associated with a past offense. For Example:

Situation: Two friends have had a falling out, but they want to reconcile.

Friend A: *"I forgive you for what happened between us. Let's move forward and rebuild our friendship."*

In this example, Friend A is using a declarative illocutionary speech act to express forgiveness. The statement, *"I forgive you for what happened between us,"* directly communicates Friend A's decision to overlook the offense and let go of any negative feelings associated with it. The declarative speech act serves the purpose of expressing forgiveness, reconciling the relationship, and moving forward. The forgiving function of a declarative speech act is essential in repairing damaged relationships, fostering understanding, and promoting emotional healing between individuals.

9. The Classifying Function

The classifying function in these declarative illocutionary speech acts serves to frame the issues at hand and to establish the speaker's perspective on them. When someone performs a declarative speech act that involves classifying or categorizing, they are not only providing information but also shaping the understanding and interpretation of the subject matter. By classifying or categorizing entities or phenomena, the speaker is framing the discussion, setting boundaries, and establishing their perspective or point of view. For Example:

Situation: A teacher is giving a lecture about different musical instruments.

Teacher: "The violin belongs to the string family of musical instruments."

In this example, the teacher is using a declarative speech act to classify the violin as a member of the string family of musical instruments. By making this statement, the teacher is providing information that categorizes or classifies the violin based on its characteristics and the group to which it belongs.

The classifying function of this declarative speech act is evident as the statement helps frame the discussion and establish the perspective on musical instruments. By classifying the violin as part of the string family, the teacher is providing a framework for understanding the instrument and its relationship to other instruments in that category. This classification allows listeners to categorize the violin and gain a better understanding of its characteristics and role within the broader context of musical instruments.

10. The Canceling Function

The canceling function refers to the ability of a speaker to negate or nullify the effects of a previous statement through a subsequent declarative speech act. When someone performs a declarative speech act with the intention of canceling, they are essentially retracting or disavowing a previous statement, indicating that it is no longer valid or should not be considered accurate. For example:

Situation: A person makes a statement about their availability for a meeting but later realizes they have a conflicting appointment.

Person A: *"I previously said that I could attend the meeting on Friday, but I just realized that I have a scheduling conflict. I won't be able to make it."*

In this example, Person A is using a declarative speech act to cancel their previous statement about attending the meeting on Friday. By acknowledging the scheduling conflict and indicating their inability to attend, Person A is canceling the effects of their initial statement.

The canceling function of this declarative speech act is evident as Person A is negating their earlier commitment to attend the meeting. By providing the updated information and expressing their inability to participate, Person A is canceling their previous statement's effects and alerting others to the change in their availability.

11. The Sentencing Function

The sentencing function of a declarative illocutionary speech act refers to the act of imposing a legal punishment or penalty on an individual who has been found guilty of a crime. When a judge or a legal authority delivers a sentence, they are using declarative speech acts to announce the punishment that will be imposed on the convicted individual. For example:

Situation: A judge presiding over a criminal trial is ready to announce the punishment for the defendant.

Judge: *"Based on the evidence presented and the gravity of the offense, **I hereby sentence you to five years in prison.**"*

In this example, the judge is using a declarative speech act to deliver the sentence to the defendant by saying "***I hereby sentence you to five years in prison.***". By making this statement, the judge is imposing a legal punishment and declaring the specific duration of imprisonment as the consequence of the defendant's actions.

The sentencing function of this declarative speech act is evident as the judge is announcing the punishment and making it official. This declarative statement carries legal weight and establishes the consequences that the convicted individual will face as a result of their criminal behavior.

12. The excommunicating function

The excommunicating function of a declarative illocutionary speech act refers to the act of formally excluding someone from a religious community or organization. It involves declaring that an individual is no longer a member of the religious group and is barred from participating in its activities and receiving its sacraments.

Situation: A religious leader is addressing the congregation regarding a member's severe misconduct.

Religious Leader: *"Based on the findings of our investigation and in accordance with our religious teachings, we hereby declare that John Doe is excommunicated from our church. He is no longer a member of our religious community."*

In this example, the religious leader is using a declarative speech act to announce the excommunication of John Doe. By making this statement, the religious leader is formally excluding John Doe from the religious community, revoking his membership, and denying him access to the church's sacraments and spiritual guidance.

The excommunicating function of this declarative speech act is evident as it communicates the severe consequences imposed on John Doe due to his actions. The declaration of excommunication is a significant step taken by religious authorities to maintain the integrity of their faith and enforce disciplinary measures.

13. The Approving function

The approving function of a declarative illocutionary speech act refers to the act of expressing agreement, acceptance, or endorsement of a particular proposition or action. When someone performs a declarative speech act with the intention of approving, they are affirming the truth, validity, or desirability of a statement or behavior. For example:

Situation: A supervisor is evaluating an employee's performance during a meeting.

Employee: *"I think that my performance in working has been good, sir."*

Supervisor: *"Your performance this quarter has been outstanding. Your dedication, attention to detail, and timely completion of tasks are commendable."*

In this example, the supervisor is using a declarative speech act to express approval of the employee's performance. By making this statement, the supervisor is affirming and endorsing the employee's exemplary work and acknowledging their positive attributes and achievements.

The approving function of this declarative speech act is evident as the supervisor is conveying their agreement and acceptance of the employee's performance. The statement communicates the supervisor's endorsement of the employee's efforts and serves to motivate and reinforce positive behavior.

14. The Disapproving function

The disapproving function of a declarative illocutionary speech act refers to the act of expressing disagreement, disapproval, or criticism towards a particular proposition, behavior, or action. When someone performs a declarative speech act with the intention of disapproving, they are expressing their negative assessment or rejection of a statement or behavior.

Situation: Two friends are discussing a mutual acquaintance who has been spreading rumors.

Friend A: *"I heard that Sarah has been spreading false rumors about our friend Lisa. I can't believe she would stoop so low."*

Friend B: *"That's really disappointing. Lisa doesn't deserve that kind of treatment. Spreading rumors is hurtful and unfair."*

In this example, both Friend A and Friend B are using declarative speech acts to express their disapproval of Sarah's behavior. By making their statements, they are conveying their disagreement and criticism of Sarah's actions, emphasizing the negative impact of spreading rumors.

The disapproving function of these declarative speech acts is evident as both friends express their negative assessment and express their disappointment in Sarah's behavior. The dialogue communicates their disagreement with the rumors being spread, their support for Lisa, and their disapproval of Sarah's actions.

V. Expressives

It is a type of speech act that serves to communicate or show the mental disposition of the speaker towards a circumstance, for example, saying thanks to, saluting, exculpating, accusing, applauding, mourning.

3. Perlocutionary act

It develops (impact) to speech accomplices. This demonstration is known as the demonstration of influencing somebody. an example of a perlocutionary speech act is in the result and discussion section of the journal entitled An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie by Tutuarima et al. (2018).

Staff: Sir, I got your son on video chat. (speaker)

President Asher: Excellent. He had his first date last night. (hearer)

B. Synopsis of film Lincoln

The film tells the story of President Abraham Lincoln's efforts during January 1865 to pass the Thirteenth Amendment to the United States Constitution in the United States House of Representatives that would abolish Slavery in the United States. Lincoln desired that the Civil War would run out in one month, but he was also concerned that the Emancipation Proclamation he passed in 1863 would be stopped by the courts after the war broke up and the 13th Amendment would fail with the re-establishment of a slave state. On this, Lincoln felt that it was imperative for him to pass amendments until the end of January 1865, so as to eliminate the possibility that freed slaves could be re-enslaved. Radical Republicans feared that

this amendment would fail and some in their lapse deliberately delayed it; support for amendments from Republicans in border member states has not been sufficiently detached altogether from danger, because their priority is to end the war. Even if they all support an amendment, it would still need the support of some Democratic members of Congress in order to be passed. Because democrats had just been "paralyzed" after losing the 1864 general election, some of Lincoln's advisers suggested that he should wait until the new Republican Congress won the seat, which would likely ease the way for amendments. However, Lincoln still insisted on passing amendments as soon as possible so that the issue of slavery could be resolved before the war broke up and southern member states integrated into the Union.

CHAPTER III

RESEARCH METHOD

This chapter describes the method used in this research. They are research design, research instrument, data source, data collection, and data analysis.

A. Research Design

The research design of this research used descriptive qualitative. It is because it requires a more detailed understanding and a more updated approach to a phenomenon. According to Williams (1995), qualitative research is the collection of data on a natural setting using the scientific method and carried out by people or researchers who are naturally interested. This research used qualitative because it can easily help the researcher to dig deeper into information related to a research topic.

This research used descriptive research. Descriptive research is to accumulate data about the present existing circumstances (Calderon, 2006). According to Williams (2007), descriptive research is an examination strategy that can decide what is happening in current peculiarity. Therefore, the object of research of research seeks to describe a social symptom and an event that occurs at the present moment or an actual problem. The purpose of descriptive research is to describe, research at the initial stage, namely describing research findings based on the analyzed data and then conducting research in detail and explaining in this case is to provide an explanation regarding the results of the research description that

has been found based on these data. This research describes the data about Declarative illocutionary speech act in the film “Lincoln”.

B. Research Instrument

Instruments in research are very important and must be thought of because instruments serve as tools to collect the necessary data. In this research, the type of research instrument used is the *human instrument*. According to Maykul and Morehouse (1994), a human instrument is a multifunctional device for revealing phenomena that occur. The researcher made himself a research instrument because the researcher is as a planner, implementer of data collection, implementer of data analysis, interpretation of his findings. As a research instrument, the researcher was assisted by the theory of the speech act by Searle (1969). Success in the research largely depends on the ability of the researcher himself, in collecting and analyzing data. Therefore, the ability of the researcher is needed.

C. Data Source

The data source used in this research is the film script ‘Lincoln’. The films and script can be accessed through <https://www.scriptslug.com/script/lincoln-2012> (script) links. The data are in the forms sentences containing Declarative illocutionary speech act of all characters in the film.

D. Data Collection

In getting the data, firstly the researcher downloaded the script of the film dialogue at <https://www.scriptslug.com/script/lincoln-2012> site. Secondly is

finding the data from the film script. In this case, the researcher used Searle's (1969) theory of speech acts to assist me in selecting data contained declarative illocutionary acts. For this reason, the researcher only focused on conversations in the film that contain elements of the Declarative illocutionary speech act based on the theory of Searle (1969).

E. Data Analysis

The data analysis process was carried out after the process of collecting data from data sources regarding the Declarative illocution speech act in the Lincoln's film. First, the data were analyzed using the theory of Searle (1969), whether it can be referred to as the Declarative Illocutionary Speech Act. The Second, the data in the form of Declarative illocutionary speech act were categorized based on the functions, namely: forcing, deciding, forbidding, allowing, declaring, appointing, naming, forgiving, classifying, canceling, sentencing, excommunicating, approving, disapproving. In the end, the researcher re-examined the results of the analysis and immediately correct them if there are errors in the results of the analysis, and that leads to the conclusion of the analysis results.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains findings and discussions about the functions of the Declarative illocutionary speech act in the film 'Lincoln'. The findings present the analysis of the data. The discussion contains a description of the answer to the question contained in the research questions.

A. Findings

The findings presented in this chapter are based on the research question stated in Chapter I. To answer research question, the findings are classified based on Searle's theory (1969) about the functions of Declarative Illocutionary Speech acts, as presented in Chapter II. The data of the form of utterances of all characters on the film "Lincoln" containing Declarative illocutionary speech acts. The functions of Declarative illocutionary speech acts uttered by Abraham Lincoln, Thaddeus Steven, Mary, Ashley. In this film, 26 utterances contained declarative illocutionary were found which were divided into 10 functions, namely Forcing function, deciding function, forbidding function, allowing function, declaring function, appointing function, naming function, forgiving function, classifying function, canceling function. While the sentencing function, excommunicating function, approving function, disapproving function are not found in this film.

1. Forcing

The forcing function of the Declarative illocutionary speech acts in "Lincoln" is to inspire and motivate the listeners to take action and work towards a

common goal. In this function, 2 utterances containing Forcing functions were found.

Datum 1.1

[Lincoln meets with a group of influential politicians and shares his thoughts on the abolition of slavery]

Lincoln: We must abolish slavery by constitutional amendment.

[The politicians looked at each other in surprise]

A meeting between Lincoln and a group of influential politicians, including his Secretary of State William Seward and a few other congressmen. The purpose of the meeting was to discuss the possibility of passing a constitutional amendment to abolish slavery in the United States. Lincoln was speaking to his cabinet members. Lincoln was urging his cabinet members to support a constitutional amendment to abolish slavery. In this scene, Lincoln made a passionate argument for the importance of ending slavery, stating that as long as there was even one slave in the country, true freedom could not be achieved.

This statement has the forcing function of urging Lincoln's interlocutors to take action to abolish slavery through a constitutional amendment. He was attempting to convince the other politicians in the room to support his proposal for a constitutional amendment. By using the word "must", Lincoln was emphasizing the urgency and necessity of the action he was proposing, and was attempting to persuade his audience that this was the only way to achieve the moral imperative of ending slavery.

Datum 1.2

Fernando Wood: "I rise in opposition to the amendment."

*Thaddeus Stevens: "Mr. Wood, you have always been a Democrat. What does that mean? I'll tell you what it means. It means you're owned. You're a slave, as much as any Negro in this country. **Don't you stand up there and tell me that I'm fighting for the Negro. I'm fighting for myself. Don't you understand that? You, Mr. Wood, are a symbol of everything that's wrong with this country.**"*

Fernando Wood: "How dare you!"

The scene was taken place in the House of Representatives during the debate over the 13th Amendment to the Constitution, which would abolish slavery throughout the United States. Thaddeus Stevens was speaking to Fernando Wood, a vocal opponent of the amendment. Thaddeus Stevens forced Fernando Wood to vote but Fernando still did not want to.

The forcing declarative illocutionary speech act in this quote is a command. with the statement "*Don't you stand up there and tell me that I'm fighting for the Negro. I'm fighting for myself. Don't you understand that? You, Mr. Wood, are a symbol of everything that's wrong with this country.*" Thaddeus Stevens was using forceful language and tone to assert his authority over Fernando Wood and to demand that Wood listened to him and vote in favor of the 13th Amendment. This command is forceful and unambiguous, leaving no room for interpretation or negotiation. Overall, Stevens' language and tone in this quote demonstrate his strong conviction and determination to see the amendment passed, and his willingness to use forceful language to achieve his goals.

2. Deciding

A declarative illocutionary speech act's deciding function is to make a statement or assert something as true. To put it another way, the speaker is attempting to convey information, describe a situation, or assert something. In this function, 4 utterances containing deciding functions were found.

Datum 2.1

John Usher: I'm afraid I don't -

Lincoln: "I decided that the Constitution gives me war powers, but no one knows just exactly what those powers are"

[He looked around the table. Everyone's listening.]

This utterance was uttered by Lincoln to John Usher. This happened during a cabinet gathering. In the dialogue, Lincoln decided that the constitution gave him a war force, but did not yet know what that power would look like.

This utterance is considered as deciding because there was a decision made by the character, namely Lincoln, which has a function of declarative illocutionary speech acts. By using the word "decided," Lincoln indicated that he had come to a conclusion about his authority based on his understanding of the Constitution. He was not seeking input or agreement from anyone else, but rather asserting his own interpretation of the law.

Datum 2.2

Alexander Stephens: *"Negotiate what, Sir?"*

Abraham Lincoln: *"The terms of your surrender."*

[Stephens looked shocked]

Abraham Lincoln: *“I have decided that peace is worth it”*

Alexander Stephens: *“Surrender?”*

Abraham Lincoln: *“Terms of surrender.”*

This statement *“I have decided that peace is worth it”* was uttered by Lincoln in a conversation with Confederate Vice President Alexander Stephens. He highlighted his decision to negotiate for peace despite the opposition of some of his Cabinet members. The scene was taken place during the Civil War when President Lincoln was working at the end of the war and achieving peace. In the scene, Lincoln met with Alexander Stephens, the Vice President of the Confederacy, to discuss the possibility of peace negotiation.

The Declarative illocutionary of the statement is "deciding," which means that Lincoln was announcing his decision to pursue peace. The proposition is that "peace is worth it," which means that Lincoln believed that the benefits of achieving peace were worth the concessions that might be required to achieve it.

Datum 2.3

Lincoln: *“I decided I needed them to exist to uphold my oath to protect the Constitution, which I decided meant that I could take the rebels' slaves from `em as property confiscated in war.”*

This utterance was uttered by Lincoln to John Usher. This happened during a cabinet gathering. Lincoln stated that he needed them (the rebels) to uphold his oath to protect the Constitution.

The utterance is considered as deciding because there was a decision taken by the character, namely Lincoln to John Usher, which has a function of Declarative illocutionary speech acts.

Datum 2.4

Thaddeus Stevens: “*What's the law, Mr. President?*”

Abraham Lincoln: “*I am the President of the United States, clothed with great power. And the abolition of slavery by Constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come. Two votes stand in its way. These votes must be procured. You leave nothing to chance. All you have to do is persuade.*”

Thaddeus Stevens: “*I can do whatever I want, sir. I don't gotta convince nobody, 'cause I'm the power behind the damn thing.*”

Abraham Lincoln: “*No, Mr. Stevens, you're not. The amendment's gonna pass or fail based on the votes of the men whose convictions could be changed.*”

Lincoln was trying to convince Stevens and other members of the House of Representatives to support the amendment, which would end slavery permanently. Stevens was skeptical that they could convince enough members to vote in favor of the amendment, and Lincoln was trying to persuade him that it is possible. Lincoln said that as the President of the United States, he had great power, and that the abolition of slavery by Constitutional provision would have a lasting impact on the fate of millions of people, both those currently in bondage and those who were yet to be born.

Abraham Lincoln was using the deciding function of Declarative illocutionary speech act. Lincoln used this statement, “*I am the President of the United States, clothed with great power. And the abolition of slavery by Constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come. Two votes stand in its way. These votes must be procured. You leave nothing to chance. All you have to do is persuade*” to assert his authority and influence over the conversation, as he was

trying to convince Thaddeus Stevens and others to support the abolition of slavery through the passing of the Thirteenth Amendment.

3. Forbidding

A forbidding illocutionary speech act is one that is intended to prevent the hearer from performing a certain action or set of actions. In this function, 6 utterances containing forbidding functions were found.

Datum 3.1

Edwin Stanton: *“Yes, I am, Mr. President. Euclid's first common notion is this: "Things which are equal to the same thing are equal to each other." That's a rule of mathematical reasoning. It's true because it works. Has done and always will do.”*

Lincoln: *“Look, I am not asking you to vote for this amendment. I'm asking you to look at the faces of the people who are going to be affected by it. I'm asking you to look at the marks on their backs, their suffering, and their sense of hopelessness. And I'm asking you to measure that against something.”*

Lincoln: “You're going to stay in this room until you've reached a decision.”

[The Democrats looked at each other in disbelief as Lincoln stared them down.]

The scene was taken place in a room where President Lincoln was meeting with a group of politicians, including several Democrats who were undecided on whether to support the Thirteenth Amendment to abolish slavery, Lincoln responded to their objections by appealing to their sense of morality and justice. He told them that slavery was a moral evil and that it is the duty of the government to end it. When the Democrats continued to resist, Lincoln taken a tougher approach, telling them that they would not leave the room until they had reached a decision.

The sentence ***“You're going to stay in this room until you've reached a decision”*** has forbidding function. In this sentence there is no word "forbid" but this sentence

has the meaning of "forbid" when Lincoln said "***You're going to stay in this room until you've reached a decision***" to Edwin Stanton, he tells Edwin to stay indoors, in other words that Lincoln forbids Edwin to leave the room until the meeting reaches a decision. Lincoln told the importance of reaching a decision and the consequences of leaving before a decision was made.

Datum 3.2

Lincoln: "*Yes, but that was a different time. This war is far worse than anything we could have imagined. The casualties are staggering.*"

Robert: "*I understand that, Father, but I want to do my part.*"

Lincoln: "*Robert, I forbade it. I forbade you to join the army.*"

Robert: [in disbelief] "*You forbade it?*"

Lincoln: "*Yes, I forbade it.*"

[Robert looked down, disappointed]

Robert Lincoln, the president's oldest son, would join the Union Army and fight in the Civil War. Lincoln was initially supportive of his son's desire to serve his country, but as the war dragged on and the casualties mount, he became increasingly concerned about the danger that Robert would be putting himself in.

This utterance speech act, "***Robert, I forbade it. I forbade you to join the army***" has forbidding function. The word "forbade" is particularly strong and indicates that Lincoln was not simply expressing an opinion, but rather making a definitive statement that he expected to obey.

Datum 3.3

Lincoln: "*Plenty of boys younger than Robert signing up.*"

Mary: "*Don't take Robbie. Don't let me lose my son.*"

In this particular scene, Lincoln was sitting with his wife Mary Todd Lincoln and a group of soldiers who had just returned from the front lines of the war. They were discussing the brutal conditions that they had faced and the toll that the war had taken on them. Mary told Lincoln that she forbade Robert, her son, from joining the army. This statement was intended to prevent Robert from risking his life in the war. The utterance speech act “*Don’t take Robbie. Don’t let me lose my son*” has forbidding function, conveying Mary's concern for his son's safety and well-being, so she forbade Lincoln to let her son join the army and prevent an action from happening.

Datum 3.4

[There is a moment of celebration, but it is cut short as news comes that Fernando Wood has left the House without voting]

Thaddeus Stevens: “*Mr. Wood. You will not leave this House until you vote on this amendment.*”

[Fernando Wood tries to leave, but Thaddeus blocks his way]

Fernando Wood: “*Let me pass.*”

The House of Representatives was debating and voting on the 13th Amendment to the US Constitution, which would abolish slavery. The amendment had passed, but Thaddeus Stevens noticed that Fernando Wood, a Democratic representative from New York City who opposed the amendment, had left the House without voting. Stevens confronted Wood and insisted that he returned to the chamber to vote on the amendment.

This utterance speech act “*Mr. Wood. You will not leave this House until you vote on this amendment*” has forbidding function because Thaddeus forbade

Fernando to not to leave the House of Representatives. He intended to prevent Wood from sabotaging the amendment by leaving before the vote and to assert Stevens' authority as a powerful and influential politician.

Datum 3.5

President Lincoln: “*And what if that involves breaking the law?*”

Thaddeus Stevens: “*Forbade it, Sir! I absolutely forbade it!*”

[President Lincoln pauses for a moment, then nods]

President Lincoln: “*How are we doing in the House?*”

Thaddeus Stevens was urging President Lincoln to do whatever it was taken to ensure the passage of the 13th Amendment, which would abolish slavery in the United States. Lincoln was hesitant to break the law to achieve this goal, but Stevens was insistent that it had to be done. When Lincoln mentioned the possibility of breaking the law, Stevens strongly objected and forbade it, showing his deep commitment to the cause of abolishing slavery.

Thaddeus Stevens' utterance "Forbade it, Sir! I absolutely forbade it!" can be interpreted as a forbidding declarative illocutionary speech act. A forbidding speech act is an attempt to prohibit or prevent an action from taking place. Thaddeus Stevens was expressing his strong disapproval of the idea of breaking the law in order to ensure the passage of the 13th Amendment. By saying "forbade it" he was indicating that he forbade President Lincoln from taking any action that would involve breaking the law.

Datum 3.6

Thaddeus Stevens: “We are stepped out upon the world's stage now. The fate of human dignity is in our hands. Blood's been spilled to afford us this moment, now, now, now! And

you grouse so and heckle and dodge about like some Crotalus [a venomous snake]. You! You are Abraham Lincoln. You are not only the president of the United States, but you're also the best chance we have of getting this amendment through the House. You cannot afford to lose. You, I goddamn near you blew us all to hell! You, including yourself!"
[Stevens begins to cough]

Abraham Lincoln: "Thaddeus, you must not make unsupported statements on the floor."

Thaddeus Stevens: "I have not made an unsupported statement on the floor in my life."

This expression happened when Lincoln called Thaddeus Steven to the White House to examine the abolish of slavery. Stevens became fomented and started to make allegations against Lincoln and his organization. Lincoln would make sense that he could not stand to have Stevens making unsupported cases that could harm his capacity to get the essential decisions in favor of the amendment.

Lincoln was using a declarative illocutionary speech act of forbidding to communicate to Stevens that his behavior on the House floor could harm their efforts to pass the 13th Amendment. He forbade Stevens from making unsupported statements *"We are stepped out upon the world's stage now. The fate of human dignity is in our hands. Blood's been spilled to afford us this moment, now, now, now! And you grouse so and heckle and dodge about like some Crotalus [a venomous snake]. You! You are Abraham Lincoln. You are not only the president of the United States, but you're also the best chance we have of getting this amendment through the House. You cannot afford to lose. You, I goddamn near you blew us all to hell! You, including yourself!"*
[Stevens begins to cough]

4. Allowing

In this specific circumstance, the allowing function alludes to the illocutionary utterance of a revelatory discourse act that awards consent or approval to the recipient to complete a specific activity or conduct. In this function, 2 utterances containing allowing functions were found.

Datum 4.1

Thaddeus Stevens: "I... withdraw my objections. You have my vote."

Abraham Lincoln: "I want your advice, Thaddeus, not your consent."

Thaddeus Stevens: "Then I advise you to become more radical in your methods, sir. Rally your people to your cause. There is no substitute for it."

The scene was taken place in the midst of a political struggle to pass the 13th Amendment to the United States Constitution, which would abolish slavery throughout the country. Lincoln was meeting Thaddeus Stevens, a congressman from Pennsylvania who was a fierce abolitionist and a vocal supporter of the amendment. Stevens was concerned that Lincoln was not doing enough to really support for the amendment and was simply relying on the votes of moderate Republicans and War Democrats.

The utterance ***"I want your advice, Thaddeus, not your consent"*** belongs to the function of allowing in declarative statement. Lincoln's utterance can be categorized as an allowing declarative speech act, which means that he was allowing Thaddeus Stevens to offer his advice while indicating that he did not necessarily require his consent on a particular matter.

Datum 4.2

Thaddeus Stevens: "Mr. President, you cannot negotiate with these people."

Abraham Lincoln: "I intend to."

Thaddeus Stevens: "You cannot –"

Abraham Lincoln: "I intend to. I'm willing to receive these Southern envoys, and I'm willing to listen to their proposals."

Edwin Stanton: "But, Sir, these men are traitors."

The scene was taken place during the final months of the American Civil War when Lincoln was working to negotiate a peace settlement with the Confederacy. A group of political advisors and military officers were discussing a proposal from Confederate representatives who were seeking a peace agreement with the Union. Lincoln allowed two Confederates envoys to come to Washington D.C. to discuss peace negotiations. At that time Thaddeus Steven forbade Abraham Lincoln to negotiate with the Confederates because he thought they were traitors.

The utterance ***"I intend to. I'm willing to receive these Southern envoys, and I'm willing to listen to their proposals"*** belongs to the function of allowing in declarative statement because Lincoln allowed the envoys to come to Washington and began negotiations. By saying "I'm willing to receive these Southern envoys," Lincoln was indicating that he was open to hearing what they (two Confederate) had to say and was willing to engage in a dialogue with them. However, he was not making any promises or commitments regarding their demands or proposals.

5. Declaring

The declaring function of declarative illocutionary speech acts is essential in conveying information, making statements, and asserting beliefs or convictions. In this function, 5 utterances containing declaring functions were found.

Datum 5.1

Lobbyist: *"We have reason to believe you're against us, Mr. President."*

Abraham Lincoln: *"I am against you, and I will continue to be against you. I don't want to hear any more from you, because I know what you're doing. I know you're meeting with our people, and I know you're giving them money. And I'm warning you, with everything I have, I'm gonna fight you every step of the way. I'm gonna block you, and I'm gonna spend every last dime of the treasury to do it. And when I'm finished, you'll be lucky just to live in some of the meanest shanties in Galveston."*

Lobbyist: *"Mr. President, have you ever heard of the expression 'political capital'?"*

Abraham Lincoln: *"No, I haven't. But I have heard of 'money'. And you should go back to New York and tell your employers that Abraham Lincoln will not be bought."*

Abraham Lincoln declared a statement to a group of lobbyists that he would not support their efforts to block the passage of the Thirteenth Amendment, which would abolish slavery. In the scene, the lobbyists confronted Lincoln and accused him of working against their interests. They offered to make a deal with him, promised to use their influence to help him win re-election in exchange for his opposition to the amendment, but Lincoln refused to be swayed by their offer and declared his support for the amendment and told the lobbyists that he would ensure that the amendment passed.

The declarative illocutionary speech act in this scene is a powerful assertion of Lincoln's beliefs and intentions, and a call to action for his supporters. Through this declaration, Lincoln asserted his position and intention to support the Thirteenth Amendment, which would abolish slavery, and his rejection of the

lobbyists' offer to work against the amendment. This declaration served to convey his unwavering commitment to ending slavery and his determination to use all the resources at his disposal to ensure that the amendment passes. Furthermore, this declaration was also a warning to the lobbyists and those who sought to block the passage of the Thirteenth Amendment.

Datum 5.2

W. N. Bilbo: *But to secure 20 votes, you need at least 25 more yeses.*

Abraham Lincoln: *“I am the President of the United States of America, clothed in immense power! You will procure me these votes.”*

[The three men look at each other, taken aback by Lincoln's forceful tone.]

Lincoln: (continued) *“Now, please excuse me. I have a funeral to attend.”*

The scene was in the White House, where Lincoln was meeting with three political operatives to discuss the passage of the Thirteenth Amendment. The amendment, which would abolish slavery, had already passed the Senate, but Lincoln needed to secure enough votes in the House of Representatives to ensure its passage. During the meeting, the operatives informed Lincoln that they did not have enough support to guarantee the passage of the amendment. They explained that many members of the House were opposed to the amendment, either because they feared it would upset the balance of power between the North and South or because they did not believe in the abolition of slavery.

The utterance **“I am the President of the United States of America, clothed in immense power! You will procure me these votes”** belongs to the function of declaring in declarative statement. He was declaring that he had the ability to demand that the necessary votes be procured in order to secure the passage of the

13th Amendment. The declarative part is "I am the President of the United States of America, clothed in immense power!", which is a statement of fact about Lincoln's position and authority as the President. The declaring function of this statement was to assert his authority and to establish his position as the highest-ranking official in the land.

Datum 5.3

Thaddeus Stevens: *"No one's ever been loved so much by the people. Don't waste that power."*

Abraham Lincoln: "The Constitution of the United States must be amended."

Thaddeus Stevens: *"The amendment won't pass."*

Abraham Lincoln: *"No, the amendment will pass because it is the act of a great nation. Conferring upon an individual the status of citizen of that nation."*

This dialogue was between President Lincoln and Thaddeus Stevens, as they examined the issue of passing the Thirteenth Amendment to annul slavery. Thaddeus was worried that Lincoln would not have the option to prevail over the individuals from Congress who were against the change and encouraged him not to squander his political capital on an losing a conflict.

The declarative illocutionary speech act in this statement ***"The Constitution of the United States must be amended"*** served to declare a need for legal change and to assert Lincoln's authority and determination to achieve that change. The obligation to amend the Constitution, from the statement of amendments proposed or advocated by Lincoln.

Datum 5.4

Abraham Lincoln: *"I know how difficult this amendment will be to secure. But you must stand with me."*

Thaddeus Stevens: *"I have fought for these rights my entire life, and I will not roll over now."*

Abraham Lincoln: *"I am confident that you will amend the Constitution."*

Thaddeus Stevens: *"You cannot fight for the Union without fighting for the ending of slavery."*

In this scene, Lincoln was talking to Thaddeus Steven, about the approaching decision on the thirteenth Amendment. Lincoln communicated his certainty that the alteration would be passed, yet additionally recognized that his experience as a President was reaching a conclusion. Lincoln then, at that point, requested Seward's help in the last snapshots of his administration, to get triumph in the vote, yet in addition to legitimizing the penances made during the Civil conflict. Abraham Lincoln stated *"I am confident that you will amend the Constitution"* to members of his cabinet. It reflected Lincoln's determination and conviction, and sets the stage for the political maneuvering that followed in the film.

The declarative illocutionary speech act in this statement *"I am confident that you will amend the Constitution"* effectively declared his conviction that the thirteenth Amendment would be able and should be passed. A statement of Lincoln's faith in the capacity of his bureau individuals to cooperate to pass the Thirteenth Amendment. It likewise stressed his administration and trusted in his group.

Datum 5.5

Lincoln: [reading from a telegram] *"The amendment had passed."* [Everyone cheered and clapped.]

Mrs. Lincoln: *"It's over."*

Lincoln: *"No, it's not over. The war's still raging, and I've got to finish it. But this is a new day. A day that will live in infamy, but a new day nonetheless. It's done. We've done it."*

[Everyone cheered and clapped again.]

After the House of Representatives passed the Thirteenth Amendment, Lincoln walked out of the White House and walked into the streets, where he was greeted by a jubilant crowd. He was then walked into a telegraph office, where he anxiously awaited news from the battlegrounds of the Civil War. The telegraph operator handed him a slip of paper with the news that the Confederate army had surrendered. Lincoln smiled and exclaimed, "It's done. We've done it."

The utterance *"No, it's not over. The war's still raging, and I've got to finish it. But this is a new day. A day that will live in infamy, but a new day nonetheless. It's done. We've done it"* belongs to the function of declaring in declarative statement and highlighted the importance of persistence and hard work in achieving political goals. It also underscored the importance of collaboration and teamwork in achieving success.

6. Appointing

The appointing function of a declarative illocutionary speech act is to appoint, assign, or designate someone to a position, task, or responsibility. This type of speech act is used to convey information in a straightforward manner, without any request or question implied. In this function, 2 utterances containing appointing functions were found.

Datum 6.1

Stanton: *"No, no, it's fine. (pauses) What can I do for you?"*

Lincoln: (pauses) "I am appointing you Secretary of War."

Stanton: *"You want me to be your Secretary of War?"*

Lincoln: *"Yes".*

The scene was when Lincoln appointed Edwin M. Stanton as Secretary of War during the American Civil War, in early 1865. In the scene, Lincoln had already read Stanton's report on the defenses of Washington and was impressed with it. He then decided to appoint Stanton as the new Secretary of War, a key cabinet position responsible for overseeing the Union's military operations. Stanton was surprised and honored by the appointment, and immediately agreed to take on the role.

The appointing declarative illocutionary speech act when Lincoln said, "I am appointing you Secretary of War" is the act of appointing or nominating someone to a particular position. By making this statement, Lincoln was performing the illocutionary act of appointing Stanton as the Secretary of War. This statement is a direct, clear and authoritative expression of Lincoln's intention to nominate and make Stanton the Secretary of War.

Datum 6.2

Lincoln: (nodding) "I agree with you, Wells. We need to act. And we need to act now. (pauses) (to the telegraph operator) Get me General Grant."

Telegraph Operator: "Yes, Sir".

Lincoln: (to his staff) "Gentlemen, we need to tell Grant to move south, and do it fast. If we can take Richmond, the war will be over."

Hayward: (surprised) "You think we can take Richmond?"

Lincoln: (confidently) "Yes, I do. With Grant in command, I believe we can take Richmond."

Lincoln was meeting with his staff, including Secretary of the Navy Gideon Welles, Private Secretary John Hay, and John Nicolay, his personal secretary. They were discussing the current state of the war and the need to take action. Lincoln agreed with Wells that they needed to act immediately and given a command to his telegraph operator to contact General Grant, the commander of the Union Army, to order him to move his troops south towards Richmond. The utterance in the dialog was taken in 1865 during the American Civil War.

The illocutionary point of the speech act was to appoint or assign a task to Lincoln's staff. Lincoln was instructing his staff to tell General Grant to move to south, with a task that he wanted them to accomplish.

7. Naming

The use of the naming function serves to clarify language and frame the political debate. By labeling and classifying concepts, people, or groups, characters in the film are able to communicate their positions more clearly and persuade others to see their point of view. In this function, only 1 utterance containing naming Function was found.

Datum 7.1

Thaddeus Stevens: "Let us stop passing notes like schoolchildren. Let us decide here and now which direction we shall go in".

Fernando Wood: "And what direction would that be, Mr. Stevens?"

Thaddeus Stevens: "Let us not mince words. The Constitution was amended to abolish slavery. The Thirteenth Amendment accomplishes the same, but without vastly prolonging the war."

Fernando Wood: "And what of the Supreme Court?"

Thaddeus Stevens: "The Supreme Court, as you know, Mr. Wood, is notoriously incompetent when it comes to interpreting the Constitution, as I believe they've recently illustrated."

Fernando Wood: (scoffs) "So now you're going to lecture me on the Constitution."

Thaddeus Stevens made this statement during a heated debate in the House of Representatives over the passage of the Thirteenth Amendment, which would abolish slavery in the United States and urged his fellow representatives to support the amendment and end the practice of slavery in the United States. By referring to the Confederacy as traitors in defense of slavery, Stevens made clear that he saw the institution of slavery as an abomination and a threat to the principles of freedom and democracy that the United States was founded on.

The utterance in the dialog serves as a naming declarative illocutionary speech act. A naming function is a type of speech act that is used to identify, classify, or name something. In this case, Stevens was using declarative speech to name and identify the Confederacy as a group of traitors who are defending slavery.

8. Forgiving

The forgiving function of a declarative illocutionary speech act is to express forgiveness or to indicate that a wrong or offense is being overlooked or forgiven. This type of speech act can be used to release someone from a debt, obligation, or blame, and to restore or strengthen a relationship. In this function, only 1 utterance containing forgiving function was found.

Datum 8.1

Soldier 2: "But what about the rebels who deserted us? Do we forgive them?"

Lincoln: *“But I know that he deeply regrets what he did. And if he were here, he would ask for your forgiveness. So go ahead and forgive him.” And the man said, ‘I forgive him.’ And the pastor said, ‘That’s good.’”*

The soldiers were expressing their concerns about a Confederate soldier who had deserted and were being held for execution. The soldiers were questioning whether it was right to forgive someone who had committed such a serious offense against their own army. Lincoln entered the room where the soldiers were gathered and heard their conversation. He began to speak to them about the importance of forgiveness and remembering the good, as well as the bad, in people.

The illocutionary forgiveness of Lincoln's speech act was to encourage the soldiers to consider the possibility of forgiving the Confederate soldier who had deserted and were facing execution, despite the seriousness of his offense. By modeling forgiveness and emphasizing its benefits, Lincoln was trying to persuade the soldiers to let go of their anger and hatred towards their enemies.

9. Classifying

The classifying function in these declarative illocutionary speech acts serves to frame the issues at hand and to establish the speaker's perspective on them. In this function, only 1 utterance containing classifying function was found.

Datum 9.1

Bilbo: "We need two votes that we know of, perhaps as many as ten. Can we count on you, Mr. Ashley?"

Ashley: [answering the door] "Oh, well, why didn't you say so? Come in, come in. The Emancipation Proclamation, it's a class act of the war, isn't it? But, of course, it's a temporary measure. Congress must do more."

Latham: "Exactly, Sir."

This utterance happened when Ashley visited by a lobbyist named Bilbo who had been hired to secure votes for the proposed 13th Amendment to the Constitution, which would abolish slavery in the United States. Ashley then made the statement about the Emancipation Proclamation being "a class act of the war," which his way of praising the Proclamation for its significance in the war effort. He then went on to qualify his statement by noting a temporary measure, and that Congress had to do more to permanently abolish slavery. This dialogue exchanged sets the stage for the conversation between Ashley and Bilbo about the votes for the 13th Amendment and the challenges they faced in securing them.

Ashley's use of the classifying declarative illocutionary speech act in this dialogue helped to convey his admiration and respect for the Emancipation Proclamation as a significant achievement of the war. This classification helped to establish Ashley's positive view of the Emancipation Proclamation and laid the foundation for his later statements about the temporary nature of the Proclamation and the need for Congress to take further action to abolish slavery.

10. Canceling

The canceling function of declarative illocutionary speech acts refers to the ability of a speaker to negate or cancel out the effects of a previous statement. In this function, only 1 utterance containing naming Function was found.

Datum 10.1

President Abraham Lincoln: "Excuse me, gentlemen. I have some business to attend to outside of this chamber."

[The Congressmen start to leave the room]

President Abraham Lincoln: *[to the Congressmen]* “**Oh, and by the way, you're not going to Lincoln's Birthday ball.**”

[The Congressmen stop and turn around]

James Ashley: *[to Lincoln]* What do you mean?

When Lincoln was negotiating with members of Congress to pass the 13th Amendment, he used his rhetorical skills to persuade them to support the amendment. However, when one of the Congressmen threatened to withdraw his support, Lincoln canceled out his previous statement by making a new one that appealed to the Congressman's moral conscience. The new Lincoln's statement to the congressman was "Oh, and by the way, you're not going to Lincoln's Birthday ball.

Lincoln engaged in canceling declarative illocutionary speech acts when he was negotiating with members of Congress to pass the 13th Amendment. A canceling declarative speech act involves negating a previous statement or proposition and replacing it with a new one.

Datum 10.2

President Abraham Lincoln: *[pausing]* “We'll deal with that when the time comes.

Edwin Stanton : *When will that be, Sir?*”

President Abraham Lincoln: “**I don't know. But the war is the only thing that's kept it from passage. It's the only thing. Look, I'm sorry, gentlemen. I've made up my mind. It's done.**”

[The Cabinet members start to leave the room]

President Abraham Lincoln: *[to himself]* But wait. Wait.

[The Cabinet members turn back around]

Lincoln was discussing about the end of the war with his Cabinet. After initially agreeing to a proposal to offer a peace settlement to the Confederacy, Lincoln changed his mind and canceled out his previous statement by arguing that the Confederacy would not accept any settlement that did not include slavery.

Lincoln canceled out his previous statement by making a new one. The new statement is *“It's a trap. It's a trap. If we offer peace without slavery, and they reject it, you cannot say that we've exhausted every possibility. And if we pursue this and it fails, and the war truly ends, and the Thirteenth Amendment's not passed, we've made the war about nothing. We've lost. We've lost the war because we've left it about slavery. We have to make it about something.”*

From the analysis of all the data it is found that the forbidding function is function that mostly used by the characters in the film Lincoln. The total of 6 utterances containing the forbidding function of declarative illocutionary act.

B. Discussion

In this research, 26 utterances containing the Declarative Illocutionary Speech Act which are divided into 10 functions (forcing, deciding, forbidding, allowing, declaring, appointing, naming, forgiving, classifying, canceling), While 4 other functions such as Sentencing, Excommunicating, Approving, Disapproving were not found. There are several interesting things in the research that have been found. Abraham Lincoln is the person who is the most use of Declarative Illocutionary speech act compared to other characters. He used 18 utterances containing the Declarative illocutionary speech acts because of his role as the main protagonist and as the President of the United States during a crucial moment in history. As the leader of the nation, he had to make many important statements and declarations, which would naturally involve using Declarative illocutionary speech acts. Additionally, Lincoln was known for his powerful and persuasive oratory

skills, and Declarative illocutionary speech acts can be as an effective tool for conveying one's ideas and persuading others. In the film, Lincoln used his skills as a communicator to gain support for his policies and to convince others to support the abolition of slavery.

There are 3 least functions of the Declarative Illocutionary speech act found in 'Lincoln' film, including 1 utterance of naming function, 1 utterance of forgiving function, and 1 utterance of classifying function. These functions are less prominent in the Lincoln' film due to the historical context and themes of the films. The film focuses primarily on the political and social struggles of the time, such as the fight to abolish slavery and preserve the Union, rather than individual relationships or personal issues. The classifying function of Declarative illocutionary speech acts are often used to categorize or identify things or people, and this may not be as relevant to the broader societal issues explored in the Lincoln film. Similarly, the naming function may not be as necessary because the characters and events depicted in the films are already well-known and do not require much introduction or identification.

The forgiving function is not as prominent in the Lincoln film because forgiveness may not have been a significant part of Lincoln's public persona, as he was known more for his leadership and communication skills, rather than his ability to forgive others. Additionally, the focus of the film on political and social issues, rather than personal relationships, and forgiveness may not have been a central theme in the films.

In the film *Lincoln*', the forbidding function is the most dominant

Declarative illocutionary speech act among other functions. The Lincoln film is set during a time of great political and social turmoil in the United States, with issues such as slavery and the preservation of the Union at the forefront of public discourse. In this context, it is possible that the forbidding function of Declarative illocutionary speech acts, which is used to prohibit or command someone not to do something, is more relevant and necessary than other functions. For example, in the Lincoln film, we see characters forbade others from engaging in activities that could be harmful or detrimental to the cause of abolition or the preservation of the Union. President Lincoln was shown using the forbidding function in some instances, such as when he forbade den members of his cabinet from pursuing certain courses of action that he believed would be detrimental to the war effort.

This research has similar and difference findings with the previous studies. One of which is the research of Sartika et al. (2018) which examined the Declarative illocutionary speech acts in a Korean - English film called "I Hear Your Voice". The sentencing function is dominant function in film "*I Hear Your Voice*". The reason sentencing function became dominant in the movie "I Hear Your Voice" because of the grounds that the story spins around a law enforcement framework, where characters like legal counselors, judges, and examiners are continually going with decisions and choices that essentially affect individuals' lives, in contrast to the film in this research which is dominated by the forbidding function. The similarity in these two studies are they found 2 functions of the same Declarative illocutionary speech act, namely naming and appointing.

The findings of this research also have difference with the research studied

by Sandi et al. (2022) which determines the declarative illocutionary speech act in the "Hansel and Gretel: Witch Hunter" Movie. The command function is dominant in this movie because the story is based on the main characters and the protagonists, Hansel and Gretel, witch trackers.

In the research conducted by Pulungan and Ambalegin (2022), they found utterances that contained declarative illocutionary speech acts in the film "Cruella". There is difference with this study on the findings. The dominant function of Declarative illocutionary speech acts in "Cruella" is the approving function. The approving function is dominant in "Cruella" because the story is based on the hero, Estella/Cruella, and her excursion to turn into a fashion designer.

The differences and similarities in the last previous study were research conducted by Murtini and Ambelgin (2022). They researched Declarative illocutionary speech acts in Steven Spielberg's "Ready Player One. The film is dominated by 2 declarative functions (Declaring and Disapproving). The reason for that is because the characters had a lot of disagreement in the film with others character. Unlike the film 'Lincoln' which is dominated by the forbidding function. For the similarity, both of them found 2 declarative functions, namely the declaring and appointing functions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusions of all the data that have been collected and analyzed by the researcher and suggestions for future research.

A. Conclusion

The Declarative Illocutionary Speech Act can be found in a wide variety of films, including the history film. In the film of Lincoln, it was found that many utterances contain the Declarative Illocutionary Speech Act. There are 26 utterances containing the Declarative Illocutionary Speech Act which are divided into 10 functions (forcing, deciding, forbidding, allowing, declaring, appointing, naming, forgiving, classifying, canceling), including: 2 utterances of function forcing, 4 utterances of deciding functions, 6 utterances of forbidding functions, 2 utterances of allowing functions, 5 utterances of declaring functions, 2 utterances of appointing functions, 1 utterance of naming functions, 1 utterance of forgiving functions, 1 utterance of classifying functions and 2 utterances of canceling functions. The forbidding function is the most dominant function in the film 'Lincoln' because there are 6 utterances that contain the forbidding function. There are 3 utterances which are the least functions of the Declarative Illocutionary speech act in this film, including 1 utterance of naming function, 1 utterance of forgiving function, and 1 utterance of classifying. Abraham Lincoln is the one who has the most utterances containing the Declarative Illocutionary Speech Act, he used 18 utterances.

B. Suggestion

For future research, the next researchers can take different films so that the next researcher can find more and more varied utterances that contain the Declarative illocutionary speech act.

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APPENDIX

TABLE OF DATA CLASSIFICATION OF FUNCTIONS OF DECLARATIVE ILLOCUTIONARY SPEECH ACT IN THE FILM 'LINCOLN'

No	Functions	Characters	Utterances
1	Forcing	Abraham Lincoln	<i>"We must abolish slavery by constitutional amendment."</i>
		Thaddeus Steven	<i>"Mr. Wood, you have always been a Democrat. What does that mean? I'll tell you what it means. It means you're owned. You're a slave, as much as any Negro in this country. Don't you stand up there and tell me that I'm fighting for the Negro. I'm fighting for myself. Don't you understand that? You, Mr. Wood, are a symbol of everything that's wrong with this country."</i>
2	Deciding	Abraham Lincoln	<i>"I decided that the Constitution gives me war powers, but no one knows just exactly what those powers are"</i>
		Abraham Lincoln	<i>"I have decided that peace is worth it"</i>
		Abraham Lincoln	<i>"I decided I needed them to exist to uphold my oath to protect the Constitution, which I decided meant that I could take the rebels' slaves from `em as property confiscated in war."</i>
		Abraham Lincoln	<i>"I am the President of the United States, clothed with great power. And the abolition of slavery by Constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come. Two</i>

			<i>votes stand in its way. These votes must be procured. You leave nothing to chance. All you have to do is persuade."</i>
3	Forbidding	Abraham Lincoln	<i>"You're going to stay in this room until you've reached a decision."</i>
		Abraham Lincoln	<i>"Robert, I forbid it. I forbid you to join the army."</i>
		Mary	<i>"Don't take Robbie. Don't let me lose my son."</i>
		Thaddeus Steven	<i>"Mr. Wood. You will not leave this House until you vote on this amendment."</i>
		Thaddeus Steven	<i>"Forbid it, Sir! I absolutely forbid it!"</i>
		Abraham Lincoln	<i>"Thaddeus, you must not make unsupported statements on the floor."</i>
4	Allowing	Abraham Lincoln	<i>"I want your advice, Thaddeus, not your consent."</i>
		Abraham Lincoln	<i>"I intend to. I'm willing to receive these Southern envoys, and I'm willing to listen to their proposals."</i>
5	Declaring	Abraham Lincoln	<i>"I am against you, and I will continue to be against you. I don't want to hear any more from you, because I know what you're doing. I know you're meeting with our people, and I know you're giving them money. And I'm warning you, with everything I have, I'm gonna fight you every step of the way. I'm gonna block you, and I'm gonna spend every last dime of the treasury to do it. And when I'm finished, you'll be lucky just to live in some of the meanest shanties in Galveston."</i>

		Abraham Lincoln	<i>"I am the President of the United States of America, clothed in immense power! You will procure me these votes."</i>
		Abraham Lincoln	<i>"The Constitution of the United States must be amended."</i>
		Abraham Lincoln	<i>"I am confident that you will amend the Constitution."</i>
		Abraham Lincoln	<i>"No, it's not over. The war's still raging, and I've got to finish it. But this is a new day. A day that will live in infamy, but a new day nonetheless. It's done. We've done it."</i>
6	Appointing	Abraham Lincoln	<i>(pauses) "I am appointing you Secretary of War."</i>
		Abraham Lincoln	<i>(to his staff) "Gentlemen, we need to tell Grant to move south, and do it fast. If we can take Richmond, the war will be over."</i>
7	Naming	Thaddeus Steven	<i>"Let us not mince words. The Constitution was amended to abolish slavery. The Thirteenth Amendment accomplishes the same, but without vastly prolonging the war."</i>
8	Forgiving	Abraham Lincoln	<i>"But I know that he deeply regrets what he did. And if he were here, he would ask for your forgiveness. So go ahead and forgive him.' And the man said, 'I forgive him.' And the pastor said, 'That's good.'"</i>
9	Classifying	Abraham Lincoln	<i>[answering the door] "Oh, well, why didn't you say so? Come in, come in. The Emancipation Proclamation, it's a class act of the war, isn't it? But, of course, it's a temporary measure. Congress must do more."</i>

10	Canceling	Abraham Lincoln	<i>[to the Congressmen] “Oh, and by the way, you're not going to Lincoln's Birthday ball.”</i>
		Abraham Lincoln	<i>“I don't know. But the war is the only thing that's kept it from passage. It's the only thing. Look, I'm sorry, gentlemen. I've made up my mind. It's done.”</i> <i>[The Cabinet members start to leave the room]</i>

CURRICULUM VITAE



Furqaan Nur Ardhi was born in East Jakarta on September 27, 1999. He completed his elementary school at Parang 1 State Elementary School, Magetan Regency in 2006, junior high school at Parang 1 State Junior High School in 2015, and senior high school at Senior State High School 1 Parang in 2018. In the same year, 2018, he was registered as a student majoring in English Literature Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang and finished in 2023.