



Table 4.1 Types of Illocutionary Acts

Freq	Types of Illocutionary Acts		Some Example of Utterances on Dialogue	Frag
50	Directive	Ask	<p>1. Dr. Larabee : “New words get added to the dictionary every year. Look, I didn't get to the national bee until I was 14 years old. I had no help. I had no training. I had nothing. By the time I got to the third round, I was out. You have an opportunity to win this thing. Akeelah : “But all we've done for eight months is study words. <b>Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun?</b>” Dr. Larabee : “I told you, Denise, you can have fun after the bee.” Akeelah : “<b>Who's Denise?</b>” Dr. Larabee : “What?”</p>	F-23
			<p>2. Woman : “It's the suffix that would trip up most people.They would tend to spell it T-I-O-U-S, or C-I-O-U-S.” Akeelah : “<b>Is it derived from the Latin word argilla, meaning clay?</b>” Man: “That's correct.” Akeelah : “<b>A-R-G-I-L-L-A...Can I start over?</b>” Woman : “You may. But you cannot change the letters you've already spelled.” Keelah : “A-R-G-I-L-L-A-C-E-O-U-S, argillaceous.” Woman : “That's correct.”</p>	F-28
		Request	<p>3. Mrs. Anderson : “Hey. Baby, what are you still doing up? Akeelah : “I've gotta learn more words. <b>You gonna come see me in the district bee this Saturday?</b>” Mrs. Anderson : “What, is that at your school?”</p>	F-10
			<p>4. Man : “Psalmody.” Akeelah: “<b>Definition please.</b>” Man : “Psalmody means the</p>	F-19

			practice.....or art of of singing in psalms.” Akeelah : “P-S-A- L-M-O-D-Y, psalmody.” Man : “That's correct.”	
		Order	5. Man : “We're down to 11 spellers. The top 10 qualify for the Southern California regional finals. In the next round...” ( baby crying ) if you miss a word do not leave the stage.....as you may have an opportunity to compete for any remaining places.” Akeelah : “ <b>Kiana, get that baby out of here.</b> ”	F-11
			6. Kiana : “And baby, you should know that you ain't...” Akeelah : “ <b>Here it is, here it is. Stop stopstopstop.</b> ”	F-15
18	Assertive	Affirm	7. Akeelah’s friend: “everybody say you a brainiac.” Akeelah : “ <b>I ain’t no brainiac.</b> ”	F-3
			8. Dr. Larabee : “Do me a favor, leave the ghetto talk outside, all right? Akeelah : “ Ghetto talk? <b>I don't talk ghetto.</b> ”	F-9
			9. Georgia : “Cause people want to see you do good. I want to see you do good.” Akeelah : “You know what? <b>Georgia, you're my best friend.</b> And you always tell me I can do things even when I think I can't. But I gotta tell you something. If you want to be a flight attendant, you first gotta ride on a plane.” Georgia : “I will someday.”	F-26
		Believe	10. Dr. Larabee : “Ever since you found out there was such a thing as the national spelling bee you've seen yourself holding up that trophy, but if you can't say it, you can't win it. So say it.” Akeelah : “ <b>I want to win.</b> ”	F-16



			<p>the bee? Why not?"</p> <p>Akeelah : <b>"Dr. Larabee don't want to coach me no more, Georgia don't want to hang out with me and all these people are expecting me to win. And it's just too hard, Mama. I want it all to stop."</b></p> <p>Mrs. Anderson : "Baby, you worked so."</p>	
		Suggest	<p>15. Dr. Larabee : "You should be very well prepared then."</p> <p>Akeelah : "You know, Dr. Larabee, when I was a little girl...my daddy died. I used to cry all the time. But then...I found something that helped.</p> <p>Dr. Larabee : "What was that?"</p> <p>Akeelah : "I spelled-- over and over again. And I'd feel better. <b>Maybe when you're thinking of her...you can try spelling. It might help.</b>"</p>	F-25
12	Expressive	Apologize	<p>16. Mrs. Anderson : "You want to tell me what the heck is going on here? Because I never signed a consent form.</p> <p>Akeelah : "I signed Daddy's name."</p> <p>Mrs. Anderson : "You did what?! How do you think I felt when Javier's mother calls me to see if I need a ride to USC? I don't know who she is or what she's talking about.</p> <p>Akeelah : <b>"I'm sorry, Mama.</b> I just wanted to do the bee.</p>	F-20
		Pardon	<p>17. Dr. Larabee : "You can leave now."</p> <p>Akeelah : <b>"Excuse me?"</b></p> <p>Dr. Larabee : "I said you can leave."</p>	F-9
		Praise	<p>18. Dr. larabee: "Come in, come in."</p> <p>Akeelah : <b>"That's a very pretty lady.</b> Is she your wife?"</p>	F-14
		Thank	<p>19. Mrs. Anderson : "She still got time to get</p>	F-20















































**Data 1 in fragment 23 (Directives, Ask)**

- Dr. Larabee : “New words get added to the dictionary every year. Look, I didn't get to the national bee until I was 14 years old. I had no help. I had no training. I had nothing. By the time I got to the third round, I was out. You have an opportunity to win this thing.
- Akeelah : “But all we've done for eight months is study words. **Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun?**”
- Dr. Larabee : “I told you, Denise, you can have fun after the bee.”
- Akeelah : “**Who's Denise?**”
- Dr. Larabee : “What?”

From the dialogue above, it shows the participants are Akeelah as the addressor and Dr. Larabee as Addressee. The setting of the dialogue is in the Dr. Larabee's office especially at Dr. Larabee's house, at the afternoon. The event happens when Akeelah comes to Dr. Larabee's office at his house. After Akeelah cannot spell the word that is given by Dr. Larabee. Dr. Larabee thinks that Akeelah forgets the words and be arrogant after she becomes the winner. But Akeelah gives proof to Dr. Larabee with using the difficult words. Dr. Larabee orders her to learn more again, but Akeelah needs a rest or free time. Therefore she asks to Dr. Larabee about her free time. Then Dr. Larabee gives understanding to Akeelah with calling her name 'Denish'. Akeelah gets surprise with that name. Akeelah asks that name to Dr. Larabee in order to he wants to give the reason and the information about Denish. Akeelah feels worry with Dr. Larabee's condition. The topic are free time and Denish.

**Data 2 in fragment 28 (Directives, request)**

- Woman (ketic) : “It's the suffix that would trip up most people. They would tend to spell it T-I-O-U-S, or C-I-O-U-S.”
- Akeelah : **“Is it derived from the Latin word argilla, meaning clay?”**
- Man : “That's correct.”
- Akeelah : **“A-R-G-I-L-L-A...Can I start over?”**
- Woman : “You may. But you cannot change the letters you've already spelled.”
- Keelah : “A-R-G-I-L-L-A-C-E-O-U-S, argillaceous.”
- Woman : “That's correct.”

In the second dialogue, the participants are the addressor is Akeelah, the addressee is the juries (woman and man) and the audiences are all of the Spelling Bee audiences and contestants. The event happens on the stage, in the hall of regional spelling bee, at the afternoon. During the national spelling bee takes a place, Akeelah needs clues to spell the words. She requests to the jury about that clues politely until the contest finished. The topic is the word from the jury.

**Data 3 in fragment 10 (Directives, request)**

- Mrs. Anderson : “Hey. Baby, what are you still doing up?”
- Akeelah : **“I've gotta learn more words. You gonna come see me in the district bee this Saturday?”**
- Mrs. Anderson : “What, is that at your school?”

In the dialogue above, the event happens in the Akeelah's bed room at the night. When Akeelah learns the words, her mother comes to Akeelah's bedroom. Her mother asks what she does. Then Akeelah answers it. Akeelah says to her mother that she joins the district bee and she wants her mother to attend to the contest. She hopes with































uses directives types if she feels doubt or did not know about her answer. She asks the judges as the hearer to do something. Then, in this data is not found declarations types because the character of Akeelah in this movie.

Thus, this movie can be analyzed with context of situation based on Hymes' theory (1964). The context of the illocutionary acts that can be found in this movie are the participant, the setting, the event and the topic. All of the types of illocutionary acts contain the context of situation. So in every utterances has a context. Here, the context can identify the meaning of Akeelah's utterances. Therefore the writer knows the intended meaning of the Akeelah utterances, then she knows the topic what the speaker and hearer talking about.

This study is not the first research in the world. Many previous study had analyzed with same scope of theory, but this writer tries to different this study with previous study. The first previous study is Isanna A. Muskananfolo (2009), the title is Analysis of illocutionary acts in "Victory Speech" and "Inaugural Speech" of Barrack Obama. The writer wanted to know the classifications of illocutionary acts occurring the utterances in the speeches of Barrack Obama, the frequency occurred of each classification in the speeches. In analyzing "Victory Speech" and Inaugural Speech", the writer used Austin's theory of speech Acts, Illocutionary Acts of Searle (1976). Furthermore, it was revealed that the every classification was occurred in "Victory Speech" and "Inaugural Speech", they are Representatives, Directives, Commissives, Expressives

and Declarations. The second is Liana Salim (2009) in Faculty of Letters Petra Christian University Surabaya. The title is *The Study of Illocutionary Acts in 'Bed Cover' Program of DJ FM Radio presented by Julian*. Liana wants to analyze the illocutionary act types from presenter's speech. The writer chooses the theory of illocutionary act types categorized by Searle to analyze the illocutionary acts type of the utterance in the data. The analysis shows that the data have representative (29 of the data (36.7%)), directive (30 of the data (38%)), expressive (24 of the data (24%)), and commissive (one of the data (1.3%)) types of illocutionary acts, and directive is the most dominant type in the data.

This study is different with the previous study. For the first and second previous with this thesis are same theory about illocutionary but different purposes in identifying the data. The first and the second previous study, Issanna (2009) and Liana (2009) just identify the types and the frequently of the illocutionary acts types. They have not taken the context in their analysis. So the present study is different with the previous study. The writer analyzes and describes the types of illocutionary acts then interprets them in the context with using theory of Searle (1979) and Hymes (1964).

The writer can conclude that majority the types of illocutionary acts used by the main character is directive. The main character often used 'ask' in her utterances. Then the important to know the context of illocutionary acts with the participants, the setting, the events and the topic.

