AN ANALYSIS OF ILLOCUTIONARY ACTS PERFORMED BY NEMO

IN "FINDING NEMO", A MOVIE BY ANDREW STANTON

THESIS

Submitted as Partial Fulfillment of the Requirements for the Sarjana

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DECLARATION

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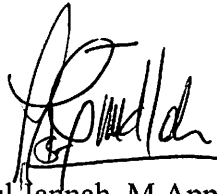
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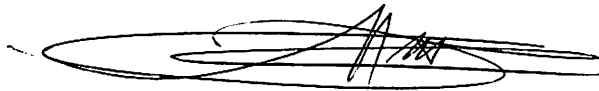
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ABSTRACT

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Advisor: Raudlotul Jannah, M.App.Ling.

Keywords: Speech Act, Context, Illocutionary Act, Finding Nemo.

Communication is the way of people to interact each other. By communicating people can convey information or expressing something to the addressee, such as ordering, requesting, stating, promising, thanking, asking, complaining, apologizing, declaring, etc. So, every utterance in communication contains meaning or purpose. In linguistic studies it is called speech act. There are three types of speech act, they are locutionary, illocutionary, and perlocutionary act. This thesis studies illocutionary act in *Finding Nemo* movie. This study analyzes about illocutionary acts performed by Nemo, the main character of *Finding Nemo* movie. In this study the writer wants to find out the context and types of illocutionary acts used by Nemo as the main character in this movie. The descriptive qualitative method is used to analyze the data in this study. The data are presented descriptively since it describes and explains illocutionary acts used by the main character in *Finding Nemo* such as describes the context and the types of illocutionary acts found in dialogue of Nemo. In analyzing the data, the writer uses speech act theory of John Searle. The findings show that there are four types of illocutionary acts found in this study; representative, directive, commissive, and expressive. The type of illocutionary acts found most in the dialogue of Nemo in this movie is directive.

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INTISARI

Sholihin, Muhammad Naf'an. 2015. *An Analysis of Illocutionary Acts Performed by Nemo in "Finding Nemo", a Movie by Andrew Stanton.* Jurusan Sastra Inggris, Fakultas Adab dan Humaniora, Universitas Islam Negeri Sunan Ampel Surabaya.

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Kata Kunci: Speech Act, Context, Illocutionary Act, Finding Nemo.

Komunikasi adalah cara orang berinteraksi dengan sesama. Dengan berkomunikasi orang bisa menyampaikan informasi atau hal lain seperti menyuruh, meminta, menyatakan, berjanji, berterima kasih, bertanya, mengeluh, meminta maaf, mengumumkan, dal lain sebagainya. Maka dari itu setiap ujaran di dalam komunikasi mengandung maksud dan tujuan. Di dalam kajian ilmu bahasa hal tersebut disebut sebagai tindak tutur *(speech act)*. Ada tiga jenis tindak tutur, yang pertama adalah tindak lokusi *(locutionary act)*, kemudian tindak ilokusi *(illocutionary act)* dan yang terakhir tindak perlokusi *(perlocutionary act)*. Skripsi ini meneliti tindak ilokusi yang terdapat di dalam film *Finding Nemo*. Penelitian ini menganalisa tindak ilokusi dari pemeran utama dalam film ini, yakni Nemo. Dalam penelitian ini peneliti bermaksud untuk mencari tau konteks dan dan tindak ilokusi jenis apa saja yang dipakai oleh Nemo. Penelitian ini dilakukan dengan menggunakan metode penelitian deskripsi kualitatif. Data dan hasil dari penelitian ini disajikan secara deskriptif. Data di dalam penelitian ini dianalisa berdasarkan teori tindak ilokusi dari John Searle. Hasil dari penelitian ini menunjukkan bahwa terdapat empat jenis tindak ilokusi yang digunakan oleh Nemo di dalam film *Finding Nemo*, yaitu representative, directive, commissive dan expressive. Dari keempat jenis tindak ilokusi ersebut yang paling sering ditemukan adalah tindak ilokusi directive.

CHAPTER I

INTRODUCTION

The chapter covers background, problems, objectives, significance of the study, scope and limitation and lastly definition of key terms.

1.1. Background of The Study

Communication is a very important aspect in daily activity. It is the way of people to interact each other. By communicating people can convey information or expressing something to the addressee, and the addressee (or the hearer) can get the information.

In communication a person has a certain purpose in what s/he said. That purpose is conveyed through sentences or utterances. In other words, every sentence or utterance which spoken by the speaker contains meaning or purpose.

The same utterance in communication might be containing different meaning. In other words, there are might be more than one meaning or force
in one utterance. For example an utterance "Your hair is so long". If the utterance is delivered by a teacher to the students at school, it can be understood that the teacher commands them to cut their hair in order to obey the school's rule. In the different situation, if this utterance is delivered by a woman to her friend, it can be meant as a praising of having long hair. Perhaps, that utterance has more than two meanings; it depends on the situation or context.

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Those kinds of actions performed through utterance above are known as speech act. Austin (1962: 94) states that speech acts is a theory in which to say something is to do something. It means that when someone says something, he or she is not only saying something but also uses it to do things or perform act. In simple word, speech act is the actions performed via utterances.

According to Austin in Yule (1996: 48), there are three types of speech act. The first is locutionary act (an act of saying something) which merely delivers the literal meaning of utterances. Or, it can be said that locutionary act is the textual meaning of utterance produced by a speaker. Second is illocutionary act (an act in saying something) which sets a function to perform the intended meaning in utterances. In other words, illocutionary act is the purpose or contextual meaning of utterance. It will decide the hearer's understanding or act (perlocution) as effect of the utterance. Third is perlocutionary act (a certain effect of utterances may have on the hearer) which is the effect of illocutionary act. It means that perlocutionary act is the effect of the utterance which is said by the speaker to the hearer. In order to understand more about it, bellow the writer gives the example:

"Be diligent boy…"

From the example above, the locutionary is (1) a group of sound, and (2) formed three words then formed an ordering. For the illocutionary is the speaker may be performing an illocutionary act of requesting/ordering the hearer to be diligent. Its perlocutionary is the hearer may comply the request/order to be diligent.

Not all utterances contain the three types of speech act. There are some utterances do not cause or make the hearer to act or do something. Perhaps, that is because there is a misunderstanding between hearer and speaker. For example a student in the library talks to the librarian "It's very cold". The librarian does not do something because s/he does not understand the student's intention, whereas the student wants the librarian to turn down the temperature of air conditioner (AC) in the library. The example shows that the perlocution (perlocutionary act) is not occurred because the addressee does not understand the illocution (illocutionary act) of the utterance.

Having said that, it can be understood that a successful communication is the one in which the locutionary and illocutionary act can be understood by the hearer, so that the perlocutionary act will appear and the hearer will act in such way as it is expected in the utterance. Therefore, understanding the text or the literal meaning is not enough, the hearer needs to know the intended meaning behind the utterance by knowing the situation when the utterance produced. So, the purpose of the communication will be reached.

Knowing such phenomena, the writer sees the importance to study about speech act. By speech acts, we know how to convey and understand the intention or purpose correctly, so that the goal of the communication can be reached. That is why the writer interested to take it for his study. But, here, he focuses his study on the illocutionary act only. Illocutionary act is a very important part of speech act because illocutionary act becomes the main central of communication. As Gunarwan (2007: 7) states that illocutionary

acts becomes the basic of analysis in pragmatic comprehension. It means that, the hearer will know the purpose of the speaker if s/he understands the illocutionary act of the utterance.

Illocutionary act is interesting to be analyzed in order to understand the function of utterances and the intended meaning of utterances. It includes context of situation in analyzing illocutionary act because context of situation can bring some information to understand the intended meaning of utterance. Illocutionary act has some different types. Searle (1976:10) proposed that there are five classification of illocutionary act; they are representative, directive, commissive, expressive and declarative.

Each type of illocutionary acts above has different context and meaning. First, representative, it states what the speaker believes to be the case or not. For example "The sun rests in the west", it shows a fact and general truth that the sun really rests in the west. Second is directive is condition when the speaker requests the hearer to carry out some actions or to bring out some states or affairs, for example "Don't be too noisy!", the utterance contains a prohibition which can make the hearer silent. Third, commissive, it makes the speaker to commit what s/he said. The example is "I promise to give you some money", it shows a promise of the speaker to the addressee/hearer. The fourth is expressive, it show what the speaker feels. For example "I am sorry to hear that", it shows the empathy of the speaker to the condition of the hearer at that time. The last is declarative, it changes world by the utterance which is produced. The example is "I declare you husband and wife", the utterance

changes the status of those two people. The man becomes a husband and the woman becomes a wife.

Illocutionary act can be found in the daily life conversation. As the example of conversation, movie script is a good example of conversation which can be taken as the object of the study. To study illocutionary act, the writer takes a movie entitled "Finding Nemo", an animation movie from US which is directed by Andrew Stanton.

"Finding Nemo" is a popular animation movie which was released in 2003. According to the official website of Pixar (ww.pixar.com), hundreds VCD of this movie sold out when it was released firstly. Besides, this movie still often played on television till now. The main character of this movie is Nemo, a little clown fish. Nemo is a son of Marlin. He is a kind little clown fish. This movie tells about the lost Nemo who was separated from his father when he was playing together with his friends at school. He was caught by a diver because he was swiming too near from the surface of the sea.

This movie contains utterances describing context and illocutionary act analysis, for example, "Dad, it's time for you to go now". The utterance can be meant as reminding, requesting, or ordering, it depends on the context. It will be discussed deeper in the chapter of finding and discussion. The example shows that an utterance may have more than one meaning or purpose. The dialogue of this movie contains many utterances like that. Hence, from this movie the writer can learn how to understand and use speech act correctly.

That is why the writer interested to take this movie to be analyzed. He wants to explore those utterances or illocutionary acts which uttered by the little Nemo. From those reasons the writer intends to conduct a research entitled **"AN ANALYSIS OF ILLOCUTIONARY ACTS PERFORMED BY NEMO IN** *FINDING NEMO*, **A MOVIE BY ANDREW STANTON".**

1.2. Statement of the Problems

Based on the background above, the problems of this study are:

1. What illocutionary acts are implied in Nemo's utterances in "Finding Nemo" movie?

2. What contexts underly illocutionary acts performed by Nemo in "Finding Nemo" movie?

1.3. Objectives of the Study

In accordance with the problem of the study above, the objectives of the study are:

1. Identifying illocutionary acts which are implied in Nemo's utterances in "Finding Nemo" movie.

2. Identifying contexts underly illocutionary acts performed by Nemo in "Finding Nemo" movie.

1.4. Significance of the Study

This study is useful for the following parties:

1. The writer

This study is useful for the writer since the study is concerned with linguistic, the discipline which the writer is learning. This study is expected to improve the writer's knowledge in understanding the speech act, especially the illocutionary act behind the natural conversation.

2. The English Department of Sunan Ampel State Islamic University

    This study is useful for the English Department of State Islamic University Sunan Ampel since it can add the collection of the literature on the way of analyzing illocutionary act.

3. The Next Researcher

    This study can be used as a reference for the students who want to conduct the similar study.

1.5.Scope and Limitation

The writer limits his study only on illocutionary acts. He focused his study on illocutionary acts of the arguments or sentences which uttered by the main character in "Finding Nemo" movie. The main character of this movie is Nemo. So, here the writer focus only on the arguments or sentences which uttered by Nemo. The illocutionary acts which analyzed here are those uttered by Nemo only.

1.6.Definition of Key Terms

1. Speech Act   : The way or an utterance which show the action or

intent of the speaker. As Searle in Yule (1996: 47) stated that speech act is the action performed via

utterances.

2. Context : Context is situation or condition when the utterance produced, or, it can be said that context is thing that underly the utterance uttered. As Leech (1983: 13) stated that context is background of knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means by given utterance.

3. Illocutionary Act : An act which is performed by saying something e.g. warning and asking. Austin (1962:99) stated that illocutionary act is "performance of an act in saying something".

4. Finding Nemo : An animation movie of US which is directed by

Andrew Stanton. This movie released in 2003, and distributed by Walt Disney Pictures.

5. Nemo : The main character in "Finding Nemo" movie.

CHAPTER II

REVIEW OF RELATED LITERATURE

The writer is going to review some theories related to the study in this chapter. They are the theories of pragmatic, context, speech act, illocutionary act, and the review of related study.

2.1. Theoretical Framework

2.1.1. Pragmatics

The meaning of utterance in communication is discussed in pragmatic study. As Yule (1996: 3) states that pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. This definition shows that meaning is important to be known or to be understood by everyone in doing communication. The communication will be success if the hearer (or reader) understands what the speaker (or writer) said.

Pragmatics not only focus on the sentence which uttered by the speaker or written by the writer. It also pay attention to how, when, where, who are the participants, and why an utterance stated. As Mey (2001: 5) states that pragmatics is interested in the process of producing language and in its producers, not only in the end-product, language.

From two statements above, the writer can grasp that pragmatics is the study of contextual meaning which also considers the process of producing an utterance.

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2.1.2. Context

Context has important role in interpreting an utterance or sentence. It is needed to understand the intended meaning of utterance. Leech (1983: 13) states that context is background of knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means by given utterance. It means that context is situation or condition when the utterance produced. By understanding the situation or condition when the utterance produced, the hearer can guess or catch what the speaker means by his/her utterance.

The same utterance will have different meaning if the context of each utterance is different. Below the writer gives the example.

"Your hair is so long!"

(a) If the utterance above is delivered by a teacher to the students at school, it can be understood that the teacher commands them to cut their hair in order to obey the school's rule.

(b) In the different situation, if this utterance is delivered by a woman to her friend, it can be meant as a praising of having long hair.

From that example, it can be concluded that revealing the intended meaning only based on the speaker and the hearer is not enough. We also need to know the situation when the utterance produced. Hymes in Brown and Yule (1983: 38) states that there are nine components in exploring the intended meaning from the context, they are participants, topic, setting, channel, code, message-form, event, key, and purpose.

The first is participant. Participant can be divided into three subcategory; addresser, addressee, and audience. The addresser refer to a

person who produces the utterance, the addressee refers to the hearer and the audience is the over hearer. Second is topic. The topic of conversation determines the choice of language. Some topics most likely discussed in a certain language rather than the others. Third is setting. It refers to the time and place in which the conversation occurs. Usually, formal and informal setting are viewed as the important factors to language choice. Such as between at house and at work place, the language which used would be different. Fourth is channel. It deals with how the interaction is maintained. Fifth is code. It code deals with what language, dialect or style is being used in the conversation. Message form, as the sixth component is also important feature of context. It deals with the form intended to transfer the message. Seventh component is event. It is the nature communicative event within which genre may be embedded. The eight feature is key.

Key involves the evaluation of a conversation, whether a sermon is good or confusing. The last is purpose. Purpose deals with intention of the participants in the conversation. Whether, the speaker wants to ask for something or giving an order.

2.1.3. Speech Act

Every utterance is performing actions or means of the speaker. As Yule (1996: 47) states that in attempting to express themselves, people do

not only produce utterance containing grammatical structures and words, they perform action via those utterances. From Yule's statement, it can be grasped that an utterance not only consists of grammatical structure and words, but also has actions or meaning.

Speech act is the actions performed via utterances. Austin (1962:94) states that speech acts is a theory in which to say something is to do something. It means that when someone says something, he or she is not only saying something but also uses it to do things or perform act.

Austin differs the kind of speech act in three kinds, while Searle differs it into five kinds of speech act. Austin divides the kinds of speech act into locutionary act, illocutionary act, and perlocutionary act. In other sides, Searle divides the kind of speech acts into representative, directive, commissive, expressive and declarative.

The following are the explanation of kinds of speech act according to Austin. The kinds of speech act of Searle will be explained in the next point of this chapter.

1. Locutionary Act

   A locutionary act is an act of how a person produces the utterance or to produce a meaningful linguistic expression. When the user uses his/her organ of speech to produce utterance, then, indirectly there is the locutionary act in his/her utterance. In other word, locutionary act is the act of the speaker in using his/her organ of speech to produce utterances. For example, "I promise to give you some money", the

moment when the utterance is being said by the speaker by using the

organ of speech is called locutionary act.

2. Illocutionary Act

In every utterance, there must be a function in it. The function or

meaning which is found in the utterance is called illocutionary act. For

utterance, "I promise to give you some money", the utterance is not

only a statement, but also binds the speaker to what s/he has just said.

This is because that utterance intention is the fact that the speaker will

do something in the future or we can say, the speaker promising

something. Therefore, the illocutionary act of an utterance above is the

act of promising.

3. Perlocutionary Act

Perlocutionary act is the effect of the utterance which the speaker

said to the hearer. The example "I promise to give you some money",

the effect of that utterance can be a happy one. This is a result of the

fact that the hearer really needs some money. But, it can also give the

opposite effect to the hearer. If the hearer is a very rich person who

does not need any money from the speaker, s/he (the hearer) may feel

angry because of the utterance. The hearer will feel as if s/he is being

mocked.

2.1.4. Types of Illocutionary Act

This study uses the speech acts theory from Searle. The categorization of the five types of speech acts (especially illocutionary acts) that Searle develops are as follows:

1. Representative

    Representative is kinds of speech acts that state or express what the speaker believes to be the case or not (Searle in Yule, 1996: 53). It shows the truth condition of the meaning of the utterance. The example of this type are agree, deny, affirm, allege, announce, believe, boast, complain, conclude, forecast, inform, insist, predict, report, state, and suggest. The following is the example:

    The sun rises in the east.

    That utterance shows a fact and general truth that the sun really rises in the east. This is an absolute fact which is trusted by everyone.

2. Directive

    Directive is speech act that speakers use to get someone else to do something (Searle in Yule, 1996: 54). It is a condition when the speaker requests the hearer to carry out some actions or to bring out some states or affairs. Directive illocutionary act used by the speaker to get someone else to do something. This directive can make the hearer under an obligation. Verbs denoting members of this type are advise, ask, beg, bid, command, demand, forbid, order, recommend, and request. The following is the example of directive:

Don't be too noisy!

That utterance contains a prohibition which can make the hearer silent. This is usually done when someone/the speaker feels annoyed with the crowded made by the hearer or people around.

3. Commissive

Commissive is kind of speech acts that speakers use to commit themselves to do some in the future (Searle in Yule, 1996: 54). Commissive express what the speaker's intends. Including in this type is offer, promise, swear, threat, and volunteer. Below the example:

I promise to give you some money.

The utterance above shows a promise of the speaker to the addressee/hearer. It shows what the speaker has to do in the future.

4. Expressive

Expressive is speech acts that stated what the speaker feels (Searle in Yule, 1996: 53). It expresses the psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow. They can be caused by something the speaker does or the hearer does, but they are about the speaker's experience. Apologize, appreciate, blame, commiserate, congratulate, mock, pardon, praise, thank, and welcome are the example of expressive. The example of it is below:

I am sorry to hear that.

The sentence above is an utterance that shows the empathy of the speaker to the condition of the hearer at that time. The speaker tries to

feel what the hearer feel. Therefore, the hearer will at least lose a bit of their tension.

5. Declarative

Declarative is kind of illocutionary acts that can changes world by the utterance which is produced. As Searle in Yule (1996:53) states that declarative is kinds of speech acts that change the world via their utterance. The word 'change' which is intended here refers to any situation. It can be the changing of the status of a person or, the ownership of something. The verbs which belong to declaration are; adjourn, appoint, baptize, christen, declare, communicate, name, resign, sentence, and veto. Below is an example of declaration:

I declare you husband and wife.

The utterance above changes the status of those two people. The man becomes a husband and has right and responsibility to the woman. The woman also, she becomes a wife and has right and responsibility to the man.

2.1.4. Verbs of Illocutionary Act

Bellow the definition or meaning of verbs which belong to illocutionary act according to Hornby (1995) in Oxford Advanced Learner's Dictionary:

1. Representative

   a. Agree: to say yes; to say that one is willing to do something or for something to happen. The example is; He agreed to let me go (Hornby, 1995: 24).

   b. Deny: to say that something is not true. The example is; she denied knowing anything about it (Hornby, 1995: 311).

   c. Affirms: to state formally or confidently that something is true or correct. The example is; He affirmed that he was responsible (Hornby, 1995: 20).

   d. Allege: to state something as a fact but without proof; to give as an argument or excuse. The example is; It is alleged that a number of unauthorized payments were mad (Hornby, 1995: 30).

   e. Announce: to make something known publicly. The example is; The director announced that she would resign (Hornby, 1995: 41).

   f. Believe: to feel sure of the truth of something. The example is; She believed everything he told her (Hornby, 1995: 97).

   g. Boast: to talk about one's own achievements, abilities, etc with too much pride and satisfaction. The example is; She boasted of her skill at chess (Hornby, 1995: 120).

   h. Complain: to say that one is annoyed, unhappy or not satisfied. The example is; 'I cannot see a thing,' she complained (Hornby, 1995: 232).

i. Conclude: to reach a decision about what one believes as a result of reasoning. The example is; The jury concluded that she was guilty (Hornby, 1995: 237).

j. Forecast: to say in advance what is expected to happen; to predict something with the help of information. The example is; he forecasts that it will be rain tomorrow (Hornby, 1995: 461).

k. Inform: to give somebody facts or information about something; to tell somebody. The example is; We are pleased to inform you that you have been accepted for a place on our MBA course (Hornby, 1995: 611).

l. Insist: to demand something forcefully, not accepting a refusal. The example is; 'You really must tell him!' (Hornby, 1995: 617).

m. Predict: to say in advance that something will happen; to forecast something. The example is; She predict that the election result would be close (Hornby, 1995: 908).

n. Report: to give a spoken or written account of something heard, seen, done, studied, etc; to describe something; to announce something. The example is; The doctor reported the patient fit and well (Hornby, 1995: 993).

o. State: to express something in spoken or written words, especially carefully, fully and clearly. The example is; A police surgeon stated that the man had died from wounds to the chest and head (Hornby, 1995: 1165).

p. Suggest: to put something or somebody forward as an idea or a candidate to be considered; to propose something or somebody. The example is; There is something I want suggest to you (Hornby, 1995: 1195).

2. Directive

a. Advise: to give advice to somebody; to recommend something to somebody; to inform somebody officially. The example is; We were advised not to drink the water (Hornby, 1995: 18-19.

b. Ask: to request information by means of a question; to request permission to do something; to invite somebody. The example is; Where are you going? (Hornby, 1995: 59)

c. Beg: to ask for money, food, clothes, etc as a gift or as charity; to ask somebody for something in anxious or humble. The example is; May I beg a favor of you? (Hornby, 1995: 95)

d. Bid: to offer a price in order to buy something, especially at an auction. The example is; She bid $500 for the painting (Hornby, 1995: 105).

e. Command: to tell somebody that they must to do something; to order. The example is; The officer commanded his men to fire (Hornby, 1995: 227)

f. Demand: to ask for something very strongly, or as if one has a right to do so. The example is; The worker are demanding better pay (Hornby, 1995: 309).

g. Forbid: to order somebody not to do something, make something difficult or impossible; to prevent or not to allow something. The

example is; He was forbidden to talk to her (Hornby, 1995: 460).

h. Order: to give an order, to request somebody or something. The example is; 'Sit down!' she ordered (Hornby, 1995: 816).

i. Recommend: to praise somebody or something and say that they are suitable for a purpose; to speak favorably of somebody or something, to suggest a course of action. The example is; The hotel is highly recommended for its excellent facilities (Hornby, 1995: 974).

j. Request: to ask politely for something. The example is; He requested a loan from the bank (Hornby, 1995: 996).

3. Commissive

a. Offer: to put forward something to be considered, so it can then be either accepted or refused; to present something. The example is; I have been offered a job in Japan (Hornby, 1995: 803).

b. Promise: to make a promise to somebody; to tell somebody that one will definitely give or do or not do something. The example is; He promised to give me money (Hornby, 1995: 927).

c. Swear: to use offensive words, especially when angry, to say or promise something very seriously or solemnly. The example is; I have never seen him before, I swear it (Hornby, 1995: 1206).

d. Volunteer: to offer to do or give something without being forced, to suggest something without being asked. The example is She volunteered her services for the summer fair (Hornby, 1995: 1333).

e. Vow: to swear, promise or declare something solemnly; to make a vow about something. The example is; They vowed revenge (Hornby, 1995: 1334).

4. Expressive

a. Apologize: to say one is sorry, especially for having done something wrong. The example is; There is no need to apologize (Hornby, 1995: 46).

b. Appreciate: to recognize and enjoy to good qualities of something; to recognize or show awareness of somebody's good qualities; to understand something and show consideration or sympathy. The example is; I appreciate that you may have prior commitments (Hornby, 1995: 49).

c. Blame; to consider or say that somebody is responsible for something bad. The example is; I don't blame you (Hornby, 1995: 111).

d. Commiserate: to feel or say that one feels sympathy. The example is; I commiserated with her on the death of her pet dog (Hornby, 1995: 228).

e. Congratulate: to tell somebody that one is pleased about their good luck or achievement. The example is; I congratulate you on having done on excellent job (Hornby, 1995: 242).

f. Mock: to laugh at somebody/something in an unkind way; to make somebody seem ridiculous. The example is; The heavy steel doors seemed to mock our attempts to open them (Hornby, 1995: 749).

g. Pardon: to forgive or excuse somebody for something. The example is; He begged her to pardon him for his rudeness (Hornby, 1995: 841).

h. Praise: to express approval or admiration for somebody or something. The example is; He praised her for all her hard work (Hornby, 1995: 906).

i. Thank: to express gratitude to somebody. The example is; We thanked them for all their help (Hornby, 1995: 1235).

Welcome: to great somebody's arriving in a place; to be glad to have something; to receive something with pleasure or satisfaction. The example is; The changes were welcomed by everybody (Hornby, 1995: 1352).

5. Declaration

a. Adjourn: to stop a meeting, etc for a period of time. The example is; The trial was adjourned for a week/until the following week (Hornby, 1995: 15).

b. Appoint: to choose somebody for a job or position of responsibility. The example is; He was appointed to the vacant post (Hornby, 1995: 48).

c. Baptize: to give baptism to somebody. The example is; She was baptized Mary (Hornby, 1995: 81).

d. Christen: to give a name to somebody or something. The example is; Because of his tough policies he has been christened 'the Man of Iron' by the popular press (Hornby, 1995: 196).

e. Declare: to announce something formally or officially; to make something known clearly. The example is; They declared him (to be) the winner (Hornby, 1995: 302).

f. Communicate: to make something known; to exchange information, news, ideas, etc with somebody. The example is; This poem communicates the author's despair (Hornby, 1995: 229).

g. Name: to give a name to somebody or something; to state something exactly; to specify something. The example is; Police have named a man they would like to question (Hornby, 1995: 772).

h. Resign: to give up one's job, position, etc. the example is; I resigned (my post) as chairman (Hornby, 1995: 998).

i. Sentence: to state that somebody is to have a certain punishment. The example is; The ringleaders were sentenced to be shot by a firing squad (Hornby, 1995: 1071).

j. Veto: to use one's right to reject or forbid something. The example

is; The President vetoed the tax cuts (Hornby, 1995: 1326).

2.2. Previous Studies

In accomplishing this research the writer needs to read some previous studies with the same topic about speech act. The first study is *The Speech Act and Communication Strategy in Children of 3-5 Years Old* which was conducted by Dyah Anita D (2009). From the research, the writer learned that Dyah's study was focused on the all types of speech acts. Besides, her study also focused on the communication strategy. In the research method, she used descriptive qualitative method.

Between Dyah's study and this study are different in the focus of study. Dyah's study focused on all types of speech act. While this study only focused on one type of speech act, it is illocutionary act. Besides, Dyah's study also focused on the communication strategy.

The second is a study entitled *Speech Acts Analysis Used by the Main Character in "A Walk to Remember" Movie* which was conducted by Faricha Dewi Kholid (2011). Her study focused on the types and function of speech acts. She used descriptive qualitative research method to describe and explain the speech acts used by the main character.

The difference between Faricha's study and this study is in the focus of the study. This study only focused on one type of speech acts, it is illocutionary act. While, Faricha's study focused on all types of speech act and their function.

The other study was conducted by Mochamad Habibi (2014). His study entitled *A Study of Speech Acts Used by The Main Character in "Man of Steel".* In his study, Habibi focused on all types of speech act; locution, illocution and perlocution. He wanted to know the speech acts used by the main characters of *Man of steel,* especially the aspects in their utterances. In analyzing the data he used qualitative inductive to describe the locutionary acts used by the main character and the situation when the utterances are uttered, then he tried to interpret the possible illocutionary and perlocutionary acts.

Actually, the related studies above are similar to this study that is discussed about speech act, but they had a different object. However, this study differs from those previous studies above, this study only concern on illocutionary acts and contexts. The objective of this study is to find out the contexts and types of illocutionary acts used by Nemo.

The last study is *Directive Illocutionary Acts in Relation to Politeness Strategy in the Historical Movie "The King's Speech"* which was conducted by Garnis Trisnawati (2011). In her study, she focused on the directive illocutionary act which related to the politeness strategy. Trisnawati used descriptive qualitative research method to describe how politeness strategy influences the reason of the usage of directive illocutionary act.

Both of Trisnawati's study and this study analyze illocutionary act. But, they have difference in the focus of study. Trisnawati's study focused on directive illocutionary act, while this study focused on context and all types of illocutionary act.

CHAPTER III

RESEARCH METHOD

The chapter consists of research design, research focus, data instruments, data and data sources, data collection, data analysis and research time frame.

3.1. Research Design

This study conducted by using qualitative approach since it was intended to analyze and find out the kinds, meaning, and context of illocutionary acts used by Nemo in "Finding Nemo" movie. Qualitative approach involved description and analysis rather than, for example, the counting of features (Wray and Bloomer, 2006: 97). Or, in other words, qualitative approach is usually used to describe or analyze the data in a research. Hence, in this study, the writer used qualitative approach because he described the illocutionary acts used by Nemo in "Finding Nemo" movie.

3.2. Research Focus

This study focused on the illocutionary act used by the main character, Nemo, in "Finding Nemo" movie. This movie produced by US which is directed by Andrew Stanton. It was released in 2003, and distributed by Walt Disney Pictures. Illocutionary act analysis in this study focused only on Nemo's utterances.

3.3. Data Instruments

The key instrument of the data collection used in this qualitative study was the writer (or researcher) himself. As Sugiyono (2008: 222) stated that in qualitative research, the researcher is the key instrument. In addition to this, several steps to collect the data were watching the movie and reading the script. Then, the writer took some notes to construct the analysis based on the data obtained. All those steps were done by the writer. So, here, the writer was the key instrument of this study.

3.4. Data and Data Source

The data of this study were Nemo's utterances related to the illocutionary acts. While, the data source of this research was the "Finding Nemo" movie script. The script was taken from the internet. The duration of this movie is 01.41 minutes (one hour and forty one minutes).

3.5. Data Collection

The writer took four steps in collecting the data:

1. Watching the movie.

2. Reading the script.

3. Watching the movie while reading the script and take some notes to construct the analysis based on the data obtained.

4. Collecting Nemo's utterances from dialogues on the script.

3.6. Data Analysis

In analyzing the data the writer used three steps as follow:

1. Identifying the data related to illocutionary acts.

Here, the writer analyzed Nemo's utterances based on the illocutionary acts theory of John Searle. The writer determined and classified the types of illocutionary acts of Nemo's utterance.

2. Identifying the data based on the context.

In this step the writer analyzed the context which underlying Nemo's utterances, such as the participant (addresser and addressee), setting, and the situation or topic.

To do those steps the writer used table to classify Nemo's illocutionary acts and their context. Then, the result of this tabulation described in paragraph. The following is the table that used:

No.	Types of Illocution	Data	Meaning	Context

3. Drawing conclusion.

After the writer finished the research, he made a conclusion. The conclusion explains the result of the research.

3.7.Research Time Frame

No.	Activities	Week											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	Fixing the proposal	■											
2.	Reviewing literature		■	■	■	■	■	■	■	■	■	■	■
3.	Designing research instruments		■										
4.	Data collection			■	■	■							
5.	Data analysis			■	■	■	■	■					
6.	Writing the report						■	■	■	■	■	■	■

CHAPTER IV

FINDING AND DISCUSSION

The chapter covers the research findings and data analysis (or discussion).

4.1. Research Findings

In these research findings, the writer would like to present the classification of illocutionary act from Nemo's utterance and the context in *Finding Nemo* movie as described below:

Table 4.1 Research Findings

No.	Types of Illocutionary Act	Data	Meaning	Context
1	Representative	00:06:20 --> 00:06:27	Affirm	In the morning Marlin asks Nemo whether he really want to start school this year or not.
		1:27:35 --> 1:27:37	Believe	Marlin forbids Nemo who want to save Dory to get out from fishing net.
		00:07:17 --> 00:07:21	Forecast	Nemo hopes will meet a shark when he is on the way to school.
		00:06:33 --> 00:06:35	Informing	Marlin orders Nemo to brush his body before go to school.
		00:13:01 --> 00:13:05		Tad invites Nemo to follow him swim to the ocean.
		00:30:03 --> 00:30:11		Nemo is sucked up into a pipe in

30

				the aquarium. He asks help but Gill does not want to help him.
		1:32:07 --> 1:32:12		Class is going to be started. Marlin has to leave Nemo sonly.
		00:13:09 --> 00:13:12	Denying	Marlin thinks that Nemo was swim into open water. Nemo tries to explain that he does not do it.
		00:13:17 --> 00:13:24	Stating	Marlin is angry to Nemo. He is very worry if he swims into open water because with his little fin he cannot swim well.
		00:40:12 --> 00:40:19	Agreeing	Gill offers Nemo a plan to escape from the aquarium by taking a pebble inside of the filter and jam the gears.
		00:48:30 --> 00:48:38	Concluding	Gill thinks that Nemo's father is looking for him. But, Nemo does not sure about it.
2	Directive	00:05:34 --> 00:05:42	Ordering	First day of school. Nemo wakes his father up to drive him to school.
		00:05:44 ---> 00:05:49		For the twice Nemo wakes his father up because he still stay with his sleep.

		00:08:57 --> 00:09:02	Asking	Nemo asks permission to his father to play with his friends.
		00:26:50 --> 00:26:54		Nemo is scared in the aquarium. He is confused and want to go home.
		00:29:21 --> 00:29:25		The dentist said that Nemo will be given to Darla as a present. The sea animals in the aquarium are shocked hear that. Hence, Nemo curious ask what's wrong with Darla.
		1:24:49 --> 1:24:58		Nemo meets Dory when he is swimming in the sea of Sydney. She looks sad and confused.
		00:10:23 --> 00:10:30	Requesting	Nemo invited by his friends to playing swimming away. But, his father clearly tries to explain them that Nemo has a trouble in swimming, his fin was little and defect.
		00:12:17 --> 00:12:26		Tad and his two friends swim to the ocean. Nemo follows them, but they swim quickly. He wants them to wait him.

		00:29:34 --> 00:29:44		Peach tells Nemo that Darla is a fish killer. Nemo is very afraid hear that. He does not want to go with her.
		00:29:57 --> 00:30:02		Nemo is pulled up into the pipe in the aquarium. He asks help to pull him out from the pipe.
		1:15:53 --> 1:15:56		The dentist caught Nemo by a seine from the aquarium. He was going to put Nemo in a bag as a present for his niece, Darla.
		1:27:37 --> 1:27:45		Nemo tries to get into the fishing net to help Dory get out from there. But, his father does not let him because he does not want lost him again.
		1:27:54 --> 1:28:00		Marlin permits Nemo to get into the fishing net. Immediately, Nemo commands Dory and all fish in the fishing net to swim down.
		1:28:16 --> 1:28:18	Commanding	To escape from the fishing net, Dory and other fish have to swim down. Therefore, Nemo directs them to continue swim down.

3	Commissive	1:24:54 --> 1:25:05	Offering	Dory is confused because she lost somebody and she cannot remember it. At that time Nemo also looking for someone.
4	Expressive	00:13:24 --> 00:13:33	Mocking	Marlin angry with Nemo because he plays in the ocean which it is far from the school.
		00:13:33 --> 00:13:41	Disappointing	Marlin is very sure that Nemo does not ready to start school yet. He thinks Nemo does not understand well yet about the danger of the ocean.
		00:58:31 --> 00:58:51	Apologizing	Nemo has been successfully enters in to the filter pipe, but he cannot stop the fan inside it.
		1:29:56 --> 1:30:12		Nemo ever said that he hates his father. He has back to his father after they are separated. They are happy and apologizing each other.

The writer took the data from the dialogue of Nemo as main character in "Finding Nemo", an animation movie by Andrew Stanton. First, he identified the illocutionary act classification in Nemo's utterance. Second, he observed the

context which supported the analysis. Below the explanation of research findings in the table above:

1. **Representative**

Representative shows the truth condition of the meaning of the utterance. Searle in Yule (1996: 53) states that representative is kinds of speech acts that state or express what the speaker believes to be the case or not. The example of this type are agree, deny, affirm, allege, announce, believe, boast, complain, conclude, forecast, inform, insist, predict, report, state, and suggest. The following are Nemo's utterances that included in representative illocutionary act:

1) **Affirm**

Nemo's utterances involved in affirm of representative illocutionary act is as follow:

Data 3

A conversation between Nemo and Marlin (his father) in minutes 00:06:20--> 00:06:27, as follows:

> MARLIN : Are you sure you wanna go to school this year? 'Cause there's no problem if you don't. You can wait 5 or 6 years.
> **NEMO : Come on, dad. It's time for school.**

a. Meaning

From the dialogue, Marlin asks to his son whether he really want to start school this year or not. Then Nemo answers, *"Come on, dad. It's time for school"*. From the utterance, Nemo affirms that he is really want to start school this year. He conveys it by invite his father to go to school soonly.

Nemo's illocutionary act above is **representative**. Representative describe some state of affairs. Nemo conveys his believe that he is really want to start

school from this year. It is clear that this utterance is **affirm**. Here, the speaker affirms that he really want to start school this year.

b. Context

Participants in the dialogue above are Nemo and Marlin. That dialogue took place in Nemo's house. In that morning, before going to school, Marlin asks Nemo whether he really want to start school this year or not. Marlin does not want force his son to go to school if he is not already yet. But, surely Nemo affirms that he is really believe want to start school this year.

2) **Believe**

Nemo's utterances involved in believe of representative illocutionary act are as follow:

Data 25

A conversation between Nemo and Marlin (his father) in minutes 1:27:35 --> 1:27:37, as follows:

MARLIN   : Get out of there, now!
NEMO   : I know this will work!

a. Meaning

From the dialogue, Marlin orders Nemo to get out of the fishing net. But, Nemo ignores his order. He does not want to get out of the fishing net because he believes his plan will success, as he said *"I know this will work!"*. It is obvious that Nemo's illocutionary act is **representative**. The speaker, Nemo,

states his believe that his plan will be success. By swimming down they will

free from the fishing net. It is clear that this utterance is **believe**.

b. Context

The participants in the dialogue are Nemo and Marlin. It occurs in the

ocean. At that moment Nemo and Dory have met with Marlin. But,

immediately, they are caught by fishing nets together with hundreds of other

fish. Nemo and Marlin lucky, they are not caught. However, Dory is caught in

the fishing net. Nemo swim into the fishing net in order to save them by

inviting them to swim down. Marlin worries about what Nemo doing, he is

scared lost him again.

3) **Forecast**

Nemo's utterances involved in forecast of representative illocutionary act are

as follow:

Data 5

A conversation between Nemo and Marlin (his father) in minutes 00:07:17

--> 00:07:21, as follows:

NEMO : **Dad, maybe while I'm at school, I'll see a shark!**
MARLIN : I highly doubt that.

a. Meaning

From the dialogue, Nemo tells to his father that he hope will meet a shark

at the school. By saying *"Dad, maybe while I'm at school, I'll see a shark!"*,

Nemo conveys his hope that he is really want to see a shark.

Nemo's illocutionary act above is **representative**. Nemo conveys a hope

that he want to see a shark. It is clear that this utterance is **forecast**. Forecast is

b. Context

In the dialogue above the participants are Nemo and Marlin. The setting of place is in Nemo's house. At that time Nemo and Marlin will go to school. Before they go, Marlin reminds Nemo to brush his body. Then, Nemo do it by himself.

Data 9

A conversation between Nemo and Tad in minutes 00:13:01 --> 00:13:05, as follows:

TAD   : Come on, Nemo. How far can you go?
NEMO   **: Uh, my dad says it's not safe.**

a. Meaning

From the utterance above, Tad invites and challenges Nemo how far he can swim. By saying *"Uh, my dad says it's not safe."*, he tells what his father ever said; that is swimming far in the ocean is not safe.

Nemo's illocutionary act above is **representative**. Nemo informs Ted, Pearl and Sheldon that his father ever said that the ocean is not safe. So, this utterance includes **informing** because here the speaker gives information or tells something to somebody.

b. Context

In the dialogue above, Nemo and Tad are the participants. It took place in the ocean. At that moment Nemo is playing together with his friends; they are Tad, Pearl and Sheldon. They are amazed by the beauty of the ocean. They look a boat upon the sea, they call it a butt. Tad, Pearl and Sheldon swim into the ocean and they invite Nemo to follow them.

Data 18

A conversation between Nemo and Marlin (his father) in minutes 00:30:03

GILL	: I just wanna see him do it, okay? Calm down. Alternate wiggling your fins and your tail.
NEMO	**: I can't. I have a bad fin.**

a. Meaning

From the dialogue, Gill does not want to help Nemo get out from the pipe. He also forbids anybody help him because he believes Nemo can do it by himself. But Nemo said that he cannot do it by himself. He told that his fin is bad *(I can't. I have a bad fin)*.

Based on the context, Nemo's illocutionary act is **representative**. Nemo tells that he has a bad fin. Tell about something to somebody is called informing. So, Nemo's utterance includes **informing**.

b. Context

Participants of the dialogue are Nemo and Gill (and friends). The dialogue above occurs at an aquarium in the dentist's room. At that time Nemo is sucked up into a pipe in the aquarium because he panic and afraid to Darla. He asks help to Gill and all sea animals in the aquarium to pull him out of the pipe. Gill forbids anyone to help him because he believes that he can do it by himself.

Data 30

A conversation between Nemo and Marlin (his father) in minutes 1:32:07 -

-> 1:32:12, as follows:

NEMO : **Uh, dad, you can let go now.**

MARLIN : Sorry! Now go have an adventure!

a. Meaning

From the dialogue, Nemo tells his father that it is time for him to go, as

Nemo said, *"Uh, dad, you can let go now"*. By that utterance Nemo wants his

father to go and let him study with his teacher and friends. That is because

based on the context learning process will be started immediately. In this

dialogue, Nemo's illocutionary act is **representative,** and the illocutionary

force is **informing.** Indirectly, Nemo's utterance in this dialogue is informing

his father that learning process will be started immediately. So, his father has

to go and let him together with his teacher and friends.

b. Context

Nemo and Marlin are the participants in the dialogue above. It takes place

in school. At that moment, Nemo is back to school. He is driven by his father

and Dory. Marlin has to leave and let his son together with his teacher and

friends.

5) **Denying**

Nemo's utterances involved in denying of representative illocutionary act are

as follow:

Data 10

A conversation between Nemo and Marlin (his father) in minutes 00:13:09

--> 00:13:12, as follows:

MARLIN : You were about to swim into open water!
NEMO : **No, I wasn't go out.**

a. Meaning

Marlin worries about Nemo's safety. He thinks that Nemo was swim into open water. Nemo tries to explain that he does not swim into open water. He explains by saying *"No, I wasn't go out"*. By the utterance Nemo denying clearly that he does not swim into open water.

Nemo's illocutionary act above is **representative**. Nemo denies his father's statement that suppose he has swam into open water. This utterance includes **denying**. Denying is an illocutionary verb used to say that something is not true.

b. Context

Participants of the dialogue above are Nemo and Marlin. It took place at school. In the dialogue, Nemo is invited by his friends to swim up close to the boat. Before he swim follow his friends, his father come and avoid him to not do it. Marlin worries his son will swim into open water.

6) **Stating**

Nemo's utterances involved in stating of representative illocutionary act are as follow:

Data 11

A conversation between Nemo and Marlin (his father) in minutes 00:13:17 --> 00:13:24, as follows:

MARLIN : This does not concern you, kids. And you're lucky I don't tell your parents you were out there. You know you can't swim well.

NEMO : **I can swim fine, dad, okay?**

a. Meaning

The dialogue above shows that Marlin angry with Nemo and his friends.
Even, he states that Nemo cannot swim well. But, Nemo denies it by saying *"I
can swim fine, dad, okay"*. He states his believe to his father that he can swim
well. It is obvious that Nemo's illocutionary act is **representative**. The
utterance includes **stating** because he states clearly that he can swim well.

b. Context

Nemo and Marlin are the participants in the dialogue above. It occurs in
the ocean. At that moment, Marlin is angry. He advises Nemo. Marlin is very
worry about him because with his little fin he cannot swim well.

7) **Agreeing**

Nemo's utterances involved in agreeing of representative illocutionary act are
as follow:

Data 19

A conversation between Nemo and Marlin (his father) in minutes 00:40:12
--> 00:40:19, as follows:

GILL   : He's fine, he can do this. So Sharkbait, what do you think?
NEMO   : **Let's do it.**

a. Meaning

From the dialogue, Gill request Nemo to get in to the filter and take a
pebble inside it. He agrees with Gill's request. His agreement can be known
from his utterance, *"Let's do it"*. What Nemo said is not only an inviting but a
statement of agreement. It is obvious that Nemo's illocutionary act is
representative. Nemo states his believe that he can do it by agreeing Gill's

request. It is clear that this utterance is **agreeing**. Agree is an illocutionary

verb used to say yes or to say that one is willing to do something or for

something to happen.

b. Context

Nemo and Gill are the participants of the dialogue. It takes place at

aquarium in the dentist's room. At that moment, Gill plans to escape from the

aquarium. To do that plan, he needs one of them to take a pebble inside of the

filter and jam the gears. According to him, Nemo is the only one who can get

in and out of that filter because his body is the most little of them.

8) **Concluding**

Nemo's utterances involved in concluding of representative illocutionary act

are as follow:

Data 20

A conversation between Nemo and Gill in minutes 00:48:30 --> 00:48:38,

as follows:

GILL   : Well, you're lucky to have someone out there who's
              lookin' for you.
NEMO   : **He's not looking for me. He's scared of the ocean.**

a. Meaning

From the dialogue, Gill said that Nemo is lucky because his father must be

looking for him. But, Nemo does not believe that his father will look for him

because he is scared with the ocean as he said *"He's not looking for me. He's*

scared of the ocean".

Nemo's illocutionary act above is **representative**. Nemo does not believe

that his father will look for him. Because his father is scared with the ocean,

so he concludes that he will not look for him. It is clear that this utterance is

concluding.

b. Context

Participants in the dialogue above are Nemo and Gill. The setting of place

is at aquarium in the dentist's room. At that time, Nemo is missing his father;

he is very want to back to him. Gill understands what Nemo feel. Gill thinks

that Nemo's father is looking for him. But, according to Nemo, his father is

scared with the ocean, so he will not be able to look for him.

2. Directive

Directive is a condition when the speaker requests the hearer to carry out some

actions or to bring out some states or affairs. Directive illocutionary act used by

the speaker to get someone else to do something. As Searle in Yule (1996: 54)

stated that directive is speech act that speakers use to get someone else to do

something. This directive can make the hearer under an obligation. Verbs

denoting members of this type are advise, ask, beg, bid, command, demand,

forbid, order, recommend, and request. Below Nemo's utterances that included in

directive illocutionary act:

1) Ordering

Nemo's utterances involved in ordering of directive illocutionary act are as

follow:

Data 1

A conversation between Nemo and Marlin (his father) in minutes 00:05:34

--> 00:05:42, as follows:

> **NEMO** : **First day of school! First day of school! Wake up,**
> **wake up! C'mon, first day of school!**
> Marlin : I don't wanna go to school. Five more minutes.

a. Meaning

From the dialogue, Nemo vonveys an order to his father. By saying *"First day of school! First day of school! Wake up, wake up! C'mon, first day of school!"*, he requests the hearer to wake up. It is obvious that Nemo's illocutionary act is **directive**, and the illocutionary force is **ordering**. It can be known because Nemo utters the utterance while beating his father. Directive describe the speaker's represent to get the someone to do something. Someone in this context is Marlin, Nemo's father. So, in that utterance, Nemo orders his father to wake up.

b. Context

In dialogue above, context of participants are Nemo and Marlin. Then, the setting of place is in Nemo's house. At that moment is the first day of school for Nemo. He wakes up early morning, and then makes noisy while beating his father with his tail.

Data 2

A conversation between Nemo and Marlin (his father) in minutes 00:05:44

--> 00:05:49, as follows:

NEMO : **Get up, get up! It's time for school! It's time for school! It's time for school! It's time for school! Oh boy! Oh boy!**

MARLIN : All right, I'm up.

a. Meaning

From the dialogue, Nemo vonveys his request to his father. By saying *"Get up, get up! It's time for school! It's time for school! It's time for school! It's time for school! Oh boy! Oh boy!"*, he requests his father to get up from his sleeping. He asks her father to get up soonly by informing to his father that now is time for school (*"It's time for school!"*).

Nemo's illocutionary act above is **directive**. Directive describe the speaker's represent to get the adressee to do something. In that utterance, Nemo describe his represent to get his father to do something. It is clear that the utterance is **ordering**.

b. Context

The dialogue above occurs in Nemo's house with the participants Nemo and Marlin. In that dialogue, one day, Nemo will go to school for the first day. He wakes up early morning happily. His happiness expressed by singing an absurd song. He makes a noisy which cause his father wake up from his sleep. In his song he request his father to get up and then drive him to school.

2) **Asking**

Nemo's utterances involved in asking of directive illocutionary act are as follow:

Data 6

A conversation between Nemo and Marlin (his father) in minutes 00:08:57 --> 00:09:02, as follows:

NEMO : **Dad, dad...can I go play too? Can I?**
MARLIN : I would feel better if you go play over on the sponge beds.

a. Meaning

From the dialogue, Nemo conveys his desire to join playing with his friends. By saying *"Dad, dad...can I go play too? Can I?"*, he asks permission to his father to play with his friends. Nemo's illocutionary act above is **directive**. Nemo wants to play with his friends. Before join them, he asks his father whether he can join them or not. It is clear that this utterance is **asking**. Ask is an illocutionary verb used to request permission to do something.

b. Context

In dialogue above, Nemo is the addresser, and Marlin is the addressee. That dialogue occurs in Nemo's school. At that time, Nemo has arrived at school, he finds his friends playing swimming here and there. As a little fish, he has a desire to join playing with them.

Data 14

A conversation between Nemo and Deb in minutes 00:26:50 --> 00:26:54, as follows:

DEB : Oh, he's scared to death.
NEMO : **I wanna go home. Do you know where my dad is?**

a. Meaning

From the dialogue, Nemo wants to go home and back together with his

father, Marlin. He tries to ask the sea animals in the aquarium about his father.

He asks *"I wanna go home. Do you know where my dad is?"* to them.

Nemo's illocutionary act above is **directive**. Nemo asks the sea animals in

the aquarium whether they know where his father is or not. This utterance

includes **asking**. The speaker here requests information to the hearer through a

question.

b. Context

The dialogue between Nemo and Deb above occurs in an aquarium in the

dentist's room. At that moment, after caught by a diver, Nemo is placed in an

aquarium in the dentist's room. He is a new comer in the aquarium. There are

some sea animals there, one of them is Deb. At that time Nemo is scared and

he wants to go home.

Data 15

A conversation between Nemo and Gurgle in minutes 00:29:21 -->

00:29:25, as follows:

NEMO	: **What? What's wrong with her?**
GURGLE	: She wouldn't stop shaking the bag.

a. Meaning

Nemo was curious why all animals in the aquarium are shocked when they

hear name of Darla. He tries to get an answer by asking them, *"What? What's*

wrong with her?". He is very curious and wants to know what is wrong with

Darla.

Nemo's illocutionary act above is **directive**. Nemo requests information to the animals in the aquarium about Darla. So, this utterance includes **asking**. Ask is a verb of illocutionary act used to requests information to the hearer through a question.

b. Context

The conversation above occurs in an aquarium in the dentist's room with participants Nemo and Gurgle. The situation at that time is the dentist will give Nemo as a present to his niece, Darla. Darla will come to pick and bring Nemo home. Darla is known as a daughter who likes playing fish as she want; she likes shaking fish in the bag. Hence, the sea animals in the aquarium (except Nemo) are shocked when hear a name Darla.

Data 23

A conversation between Nemo and Dory in minutes 1:24:49 --> 1:24:58, as follows:

> **NEMO** : **Um, excuse me. Are you all right?**
> DORY : I don't know where I am! I don't know what's going on, I
> think I lost somebody but I, I can't remember.

a. Meaning

From the dialogue, Nemo asks about Dory condition. He looks Dory in confusion, so he asks her, *"Um, excuse me. Are you all right?"*, He wants to know whether Dory fine or not.

Nemo's illocutionary act above is **directive**. The speaker requests information to the speaker. So, Nemo's utterance is **asking**. Ask is an illocutionary verb used to request information by a question.

b. Context

The conversation above occurs in the ocean with the participants Nemo

and Dory, the situation at that time is Nemo has succeed escape from the

aquarium. When he is looking for his father in the ocean he meets Dory. Dory

is a fish who help Marlin looking for Nemo, but Marlin has gone leaving her.

He gives up and thinks that the searching process of Nemo has finished.

3) **Requesting**

Nemo's utterances involved in requesting of directive illocutionary act are as

follow:

Data 7

A conversation between Nemo and Marlin (his father) in minutes 00:10:23

--> 00:10:20, as follows:

MARLIN : Just so you know, he's got a little fin. I find if he's having trouble swimming, let him take a break. Ten, fifteen minutes.

NEMO : **Dad, it's time for you to go now.**

a. Meaning

From the dialogue, Marlin tries to explain that Nemo has trouble in

swimming because he has little and defect fin. He explains by saying *"Just so*

you know, he's got a little fin. I find if he's having trouble swimming, let him

take a break. Ten, fifteen minutes". Nemo fell shy. By saying *"Dad, it's time*

for you to go now", he requests his father to leave and go home. He thinks if

his father gives explanation more he will feel shyer. So, is better for him if his

father leaves and goes home. It is obvious that Nemo's illocutionary act is

directive. Nemo request his father to leave him and go home. It is clear that

this utterance is **requesting**. Request is an illocutionary verb used to ask politely for something.

b. Context

The dialogue between Nemo and Marlin above occurs in Nemo's school. At that moment, Nemo was a clown fish which born from an egg of Coral, the wife of Marlin. Nemo is the only egg which is left from some eggs that eaten by a shark. Nemo was born with abnormal fin. One of his fins was defect. When he was at school, his friends invited him to playing swimming away. His father tried to explain them that Nemo has a trouble in swimming, his fin was little and defect.

Data 8

A conversation between Nemo and Tad in minutes 00:12:17 --> 00:12:26, as follows:

NEMO : **Hey guys, wait up! Whoa.**
TAD : Cool.

a. Meaning

Based on the context, Nemo swims following Tad and his two friends who swim to the ocean. But, they swim quickly, so Nemo left behind them. Then, Nemo requests them to wait him as he utters in the dialogue, *"Hey guys, wait up! Whoa"*. From the dialogue, Nemo's illocutionary act is **directive**. Here, the speaker intends to get someone to do something. Nemo asks the hearer to wait him. So, the illocutionary force of this utterance is **requesting**.

b. Context

The conversation above is dialogue between Nemo and Tad which occurs in the ocean. At that time, Tad and his two friends swam to the ocean. Nemo followed them, but they swam quickly. He wanted them to wait him.

Data 16

A conversation between Nemo and Peach in minutes 00:29:34 --> 00:29:44, as follows:

PEACH   : She's a fish killer.
NEMO   **: I can't go with that girl! I have to get back to my dad! Aaah! Daddy! Help me!**

a. Meaning

From the dialogue, Nemo paniced when he know that Darla is a fish killer. He is afraid and hopes his father will help him. He said *"I can't go with that girl! I have to get back to my dad! Aaah! Daddy! Help me!"*.

Actually, by this utterance Nemo requests a help to his father. But, based on the context, his father is not with him. Therefore, according to the researcher, here Nemo asks help to the animals in the aquarium. He wants them to help him back to his father (*I can't go with that girl! I have to get back to my dad!).* From that utterance, Nemo's illocutionary act is **directive.** He asks for something to someone. So, it is clear that his utterance is **requesting.**

b. Context

The conversation between Nemo and Peach above occurs in an aquarium in the dentist room. In that conversation, Peach is one of animals in the

aquarium that has been living long time enough. He tells Nemo that Darla is a

fish killer. Nemo is very afraid hear that. He does not want to go with her.

Data 17

A conversation between Nemo and Gill in minutes 00:29:57 --> 00:30:02,

as follows:

> **NEMO** : **Can you help me?**
> GILL : No. you got yourself in there, you can get yourself out.

a. Meaning

In the dialogue, Nemo asks for help. Based on the context, Nemo pulled

into a pipe in the aquarium. He feels cannot get out from the pipe, so he asks a

help. Nemo's illocutionary act above is **directive**. Here, the speaker intends to

get someone to do something. He asks the hearer to help him get out from the

pipe. So, the illocutionary force of this utterance is **requesting**.

b. Context

The dialogue above is conversation between Nemo and Gill. It occurs in

aquarium in the dnetist's room. At that moment, Nemo is pulled up into the

pipe in the aquarium. He asks help to pull him out from the pipe.

Data 22

A conversation between Nemo and Gill in minutes 00:15:53 --> 00:15:56,

as follows:

> **NEMO** : **Gill! Don't let me go belly up!**
> GILL : Just calm down, Nemo.

a. Meaning

From the dialogue, Nemo asks Gill to do not let him caught by the dentist,

as he said *"Gill! Don't let me go belly up!"*. He does not want to be the

present for Darla, so he asks help to Gill. It is obvious that Nemo's

illocutionary act is **directive**. Nemo request Gill to help him out from the

dentist's seine. It is clear that this utterance is **requesting**. Requesting is an

illocutionary verb used to ask politely for something.

b. Context

The conversation between Nemo and Gill above occurs in aquarium in the

dentist's room. At that time, the dentist caught Nemo by a seine from the

aquarium. He was going to put Nemo in a bag as a present for his niece, Darla.

Data 26

A conversation between Nemo and Marlin (his father) in minutes 1:27:37 -

-> 1:27:45, as follows:

MARLIN   : No, I am not gonna lose you again!
NEMO   **: Dad, there's no time! It's the only way we can save Dory! I can do this!**

a. Meaning

From the dialogue, Marlin said that he does not want lost Nemo again. He

worries Nemo willd be caught by the fisherman. But, Nemo trises to explain

that there is no time and it was the only way to save Dory. He said *"Dad,*

there's no time! It's the only way we can save Dory! I can do this!".

Nemo's illocutionary act above is **directive**. By that utterance, the speaker

explains that there is no time and it is the only way to save Dory. Through the

utterance the speaker wants the hearer to believe in him. It is clear that this

utterance is **requesting**. Request is an illocutionary verb used to ask politely for something.

b. Context

The dialogue between Nemo and Marlin above occurs in the ocean. At that moment, Marlin does not want lost Nemo again. Therefore, he forbids Nemo get in to the fishing net. But, continuously Nemo tries to make his father believe that it is the only way to save Dory, and Nemo will be okay.

Data 27

A conversation between Nemo and Marlin (his father) in minutes 1:27:54 -
-> 1:28:00, as follows:

NEMO   : **Tell all the fish to swim down!**
MARLIN   : Well, you hear my son? Come on!

a. Meaning

The dialogue above shows that Nemo wants all fish in the fishing net swim down. It can be known from· his utterance, *"Tell all the fish to swim down!"*. Nemo's utterance above is **directive** because he intends to get someone to do something. The illocutionary force of his utterance is **requesting**. He requests his father to tell all fish to swim down.

b. Context

The dialogue above is conversation between Nemo and Marlin which occurs in the sea of Sydney. At that time, Nemo can make his father believe that he can help Dory get out of the fishing net. Immediately, he commands Dory and all fish in the fishing net to swim down

4) Commanding

Nemo's utterances involved in commanding of directive illocutionary act are as follow:

Data 28

A conversation between Nemo and Dory in minutes 1:28:16 --> 1:28:18, as follows:

NEMO   **: Come on! You have to swim down!**
DORY   : Swim down, okay.

a. Meaning

From the dialogue, Nemo gives a direction to Dory and other fish to swim down. It is known from his utterance, *"Come on! You have to swim down!"*, Nemo's illocutionary act above is **directive**. Here, the speaker intends to get someone (the hearer) to do something. The illocutionary force of his utterance is **commanding**. Nemo commands Dory and all fish in the fishing net to swim down.

b. Context

The dialogue between Nemo and Dory above occurs in the sea of Sydney. At that moment is known that to escape from the fishing net, Dory and other fish have to swim down. Therefore, Nemo directs them to continue swim down.

3. Commissive

Commissive express what the speaker's intends. Searle in Yule (1996: 54) states that commissive is a kind of speech acts that speakers use to commit

themselves to do some in the future. Including in this type is offer, promise, swear, threat, and volunteer. The following is commissive illocutionary act in

Nemo's utterances:

1) Offering

Nemo's utterances involved in offering of commissive illocutionary act are as follow:

Data 24

A conversation between Nemo and Dory in minutes 1:24:54 --> 1:25:05, as follows:

DORY   : I don't know where I am! I don't know what's going on, I think I lost somebody but I, I can't remember.
NEMO   : **It's okay, it's okay. I'm looking for someone too. Hey, we can look together.**

a. Meaning

From the dialogue, Dory look sad and confused. Dory said that she lost somebody, while at the same time Nemo is looking for his father. Because both of them are looking for somebody, by this utterance, *"It's okay, it's okay. I'm looking for someone too. Hey, we can look together"* Nemo offers Dory to

look for together. They do not know that somebody who they looking for is same, Marlin.

Nemo's illocutionary act above is **commissive**. The speaker offers a help to the speaker. So, Nemo's utterance is **offering**. He offers a help to Dory to look for somebody who they mean together.

a. Context

The conversation above takes place in the ocean with Nemo and Dory as the participants. At that moment, Nemo looks Dory is confusing. When he asks her condition, she answers that she does not know where she is, she does not know what is going on, she lost somebody and she cannot remember it.

4. Expressive

Expressive is used to express feeling. As Searle in Yule (1996: 53) stated that speech acts that stated what the speaker feels. It expresses the psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow. They can be caused by something the speaker does or the hearer does, but they are about the speaker's experience. Apologize, appreciate, blame, commiserate, congratulate, mock, pardon, praise, thank, and welcome are the example of expressive. Below the expressive illocutionary act in Nemo's utterance:

1) Mocking

Nemo's utterances involved in mocking of expressive illocutionary act are as follow:

Data 12

A conversation between Nemo and Marlin (his father) in minutes 00:13:24 --> 00:13:33, as follows:

MARLIN   : No, it's not okay. You shouldn't be anywhere near here. Okay, I was right. You'll start school in a year or two.

NEMO   **: No, dad! Just because you're scared of the ocean—**

a. Meaning

Nemo does not want start school one or two years later. He tries to refuse his father's suggestion by saying *"No, dad! Just because you're scared of the ocean"*. He refuses it by mocking his father as an expression of his disappointment of the statement of his father.

Nemo's illocutionary act above is **expressive**. Nemo expresses his feel, his disappointment by mocking his father. So, this utterance is **mocking**. Mocking is an illocutionary verb used to make somebody seem ridiculous.

b. Context

The dialogue between Nemo and Marlin above occurs in Nemo's school. At that moment, Marlin angry with Nemo because he plays in the ocean which it is far from the school. Although Nemo states that he can swim well but his father still worries about him. Therefore, he states that Nemo should not be anywhere near the ocean and start school in one till two years later.

2) **Disappointing**

Nemo's utterances involved in disappointing of expressive illocutionary act are as follow:

Data 13

A conversation between Nemo and Marlin (his father) in minutes 00:13:33 --> 00:13:41, as follows:

MARLIN	: Clearly, you're not ready. And you're not coming back until you are. You think you can do these things but you just can't, Nemo!
NEMO	**: I hate you.**

a. Meaning

From the dialogue, Marlin is very angry and worry about Nemo. Even, he said that Nemo cannot swim well and does not ready yet to start school. Nemo feels disappointed with his father utterance, so he state *"I hate you"* to his father.

Nemo's illocutionary act above is **expressive**. Nemo expresses his disappointment of his father. This utterance includes in verb of illocutionary act **disappointing**. Disappoint is an illocutionary verb used to fail to be or do something as good, interesting, etc as was hoped for or desired or expected by somebody.

b. Context

The dialogue above is the conversation between Nemo and Marlin which occurs in Nemo's school. At that time, Marlin is very sure that Nemo does not ready to start school yet. He thinks Nemo does not understand well yet about the danger of the ocean. He also thinks that Nemo cannot swim well.

3) **Apologizing**

Nemo's utterances involved in apologizing of expressive illocutionary act are as follow:

Data 21

A conversation between Nemo and Gill in minutes 00:58:31 --> 00:58:51, as follows:

NEMO   **: I'm sorry I couldn't stop the--**
GILL   : No, I'm the one who should be sorry. I was so ready to get

out, so ready to taste that ocean. I was willing to put you in harm's way to

get there. Nothing should be worth that. I'm sorry I couldn't get you back to your father, kid.

a. Meaning

From the dialogue, Nemo apologizes to Gill and all animals in the aquarium because he cannot stop the fan. He feels regret and says *"I'm sorry I couldn't stop the--"*.

Nemo's illocutionary act above is **expressive**. He states what he fells. He is regret and then apologizes to gill and friends because he cannot stop the fan. It is clear that this utterance is **apologizing.**

b. Context

The dialogue between Nemo and Gill above takes place in aquarium in the dentist's room. At that moment, the situation is Nemo has been successfully enters in to the filter pipe, but he cannot stop the fan inside it. He is regret and apologized to Gill and all the animals in the aquarium.

Data 29

A conversation between Nemo and Marlin (his father) in minutes 1:29:56 -

-> 1:30:12, as follows:

NEMO	: [coughs] Daddy?
MARLIN	: Oh, thank goodness.
NEMO	**: Dad...I don't hate you.**
MARLIN	: No, no, no. I'm so sorry, Nemo.

a. Meaning

Based on the context, Nemo's illocutionary act is **expressive**. He states what he fells. He felt guilty to his father because he ever said that he hated him (look data 42). Through his words, *"Dad...I don't hate you"*, he intends to

express his apologies to his father. So, the illocutionary force of Nemo's utterance is **apologizing**.

b. Context

The conversation with participants Nemo and Marlin above occurs in the sea of Sydney. At that time, Nemo faints after helped Dory and other fish escape from the fishing net. He is dropped under the fishing net on the seabed. Immediately Marlin and Dory help him.

4.2. Discussion

After analyzing the whole data based on statement of the problem, the next part is the discussion of illocutionary acts used by Nemo and the context.

4.2.1. Types of Illocutionary Acts used by Nemo

In Nemo's utterances there are four kinds of illocutionary act are used, the discussion as follows:

1. Representative

One of four illocutionary acts which founded in Nemo's utterances is representative. Types of representative used by Nemo are affirm, believe, forecast, informing, denying, stating, agreeing and concluding. The data can be identified as representative is number 3, 4, 5, 9, 10, 11, 18, 19, 20, 25, 30.

Affirm used by Nemo in data 3 when he makes sure his father that he really want to start school. Believe appears in data 25 when Nemo helps Dory get out from the fishing net. Data number 5 identified as forecast because in his utterance Nemo hopes or imagines that he will meet a shark. Informing is founded in four data, they are data number 4, 9, 18 and 30. Then, for denying,

stating, agreeing and concluding each of them appear once in data number 10, 11, 19 and 20.

2. Directive

The point of this illocutionary act is an utterance used to get the hearer to do something. The speaker intends to produce some effect through action of the hearer. Directive illocutionary act which is founded in Nemo's utterances are ordering, asking, requesting and commanding. The data which identified as directive illocutionary act are number 1, 2, 6, 7, 8, 14, 15, 16, 17, 22, 13, 26, 27, 30.

Data number 1 and 2 are identified as ordering because in those data Nemo orders his father to wake up. Asking of directive illocutionary act identified appears in data number 6, 14, 15 and 23. In data 6 Nemo asks a permission,while in data 14, 15 and 23 he asks for information. Data number 7, 8, 16, 17, 22, 26 and 27 identified as requesting. In those data, Nemo wants the hearer to do something for him. He mostly uses it to ask a help. Commanding appears one in data number 28. It is used by Nemo when he

saves Dory and other fishes from the fisherman's fishing net. He commands them to swim down to the bottom of the sea.

3. Commissive

This illocutionary act is an act which the speaker commits to do something in the future. The example of this point are promising (e.g. "I will give you some money"), threatening (e.g. "I will kill you"), and offering (e.g. "Would you mind go to school together with me tomorrow?"). One of those examples

identified appears in Nemo's utterance, it is offering. It appears in data number 24 when Nemo offers Dory to look for someone who they mean.

4. **Expressive**

Expressive act is the types of illocutionary act that state or express what the speaker feels. Such as thanking (e.g. "Thanks a lot"), apologizing (e.g. "I am sorry"), congratulating (e.g. "Happy wedding, my friend"), etc. The data can be identified as expressive is number 12, 13, 21 and 29.

Systematically those data identified as mocking, disappointing and apologizing. Mocking and disappointing each of them appear once in data 12 and 13, they used by Nemo in expressing his unpleasant to his father. While apologizing, it appears twice in data 21 and 29. Nemo uses it to ask sorry to Gill and his father.

4.2.2. Context

There are some contexts of illocutionary acts used by Nemo. He uses to other characters. It includes the participants, setting and event (or situation).

In the participant there are three subcategory, addresser, addressee, and audience. The addresser is a person who speaks the utterance, the addressee is a hearer and the audience is the over hearer. Then, setting is the time and place when they do a dialogue. Next, event is something that occurs in a certain place.

In Nemo's utterances, the setting of place that used is in Nemo's house, school, ocean, aquarium and the sea of Sydney. While for the addressee of Nemo's utterances, they are Marlin, Tad, Gill, Deb, Gurgle and Dory. The

next, there are many context of event (or situation) that used in Nemo's utterances, such as when Nemo is shucked up into a pipe in the aquarium, when Nemo meets Dory who looks sad and confused, when Nemo wakes his father up to drive him to school, and so on as described in the research findings.

Context is needed to know the intended meaning of the utterance. Context has an important role in interpreting a sentence. The same utterance will have different meaning if the context of each utterance is different. For example in data 6 and data 11 below:

Data 6

NEMO   **: Dad, dad...can I go play too? Can I?**
MARLIN   : I would feel better if you go play over on the sponge beds.

Data 11

MARLIN   : This does not concern you, kids. And you're lucky I don't tell your parents you were out there. You know you can't swim well.
NEMO   **: I can swim fine, dad, okay?**

Both of those dialogues above show that the participants are Nemo and Marlin. Nemo is the addresser, and Marlin is the addressee. But, they have different setting and event (situation).

The first dialogue (data 6), it happens in Nemo's school. At that time, Nemo has arrived at school, he finds his friends playing swimming here and there. As a little fish, he has a desire to join playing with them.

The second dialogue (data 11) occurs in the ocean. At that moment, Marlin is angry. He advises Nemo. Marlin is very worry about him because with his little fin he cannot swim well.

Both of Nemo's utterances above ended by question mark. But, they have different meaning because the context of event is different. Based on the context, data 6 is involved in **asking** of **directive** illocutionary act. In that dialogue, Nemo asks permission to his father to play with his friends. While data 11, it is involved in **stating** of **representative** illocutionary act. Nemo states his believe to his father that he can swim well.

CHAPTER V

CONCLUSION

5.1 Conclusion

The result of this research can be concluded that there are four of five categories of illocutionary acts appear in Nemo's utterances in *Finding Nemo* movie. They are representative, directive, commissive, and expressive. Those categories identified appear in thirty data which analyzed in this research.

Representative that appear in Nemo's utterances are affirm, believe, forecast, informing, denying, stating, agreeing and concluding. Those representative that mostly used by Nemo is informing. It is used four times by Nemo. Then, directive illocutionary act which founded in Nemo's utterances are ordering, asking, requesting and commanding. Requesting appears seven times in Nemo's utterances. It is directive that mostly used by Nemo.

One type of commissive founded in Nemo's utterances. It is offering. It is used once by Nemo. The last, there are three types of expressive founded in

Nemo's utterance. They are mocking, disappointing and apologizing. Apologizing is mostly used. It is used twice by Nemo.

From those four categories of illocutionary acts which founded, directive illocutionary act mostly used in Nemo's utterances. It appears fourteen times in Nemo's utterances. The next is representative; it is used eleven times by Nemo. Then, expressive and commissive, each of them is founded four times and once appears in Nemo's utterances.

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Nemo mostly use directive because he wants someone else to do something. However, he has not used the illocutionary act of declaration yet. Since his egocentric thinking predominates.

In addition, from this research can be known that context is needed to know the intended meaning of the utterance. Context has an important role in interpreting a sentence. The same utterance will have different meaning if the context of each utterance is different.

5.2 Suggestion

For the next researchers who want to analyze speech acts, especially illocutionary acts, the writer suggests them to more creative by combining the speech act theory with other theory, such as polite and impolite strategies, or others which related or possible to combined. Finally, the writer hopes that this study will benefit for the English Department, especially to students in State Islamic University Sunan Ampel Surabaya.

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