CHAPTER I
INTRODUCTION

A. The Background of Study

Communication is the way of human having interactions with one another by using language. People communicate to the other people not only about words, but also about language that deals with social context and social values. People do not always communicate smoothly because of some factors such as the misunderstanding of the topic due to their lack of information, both the speaker and hearer can't get what each other intended to say because they don't have the same knowledge to be able to get the communicative goals of the topics they discussed. This communication will be more effectively if it is followed by its communicative goals between the speaker and hearer which is associated with every utterance that has performative function in it. That is what we called speech acts.

Speech acts are termed as locutionary act, illocutionary act, and perlocutionary act. Speech act in linguistics and the philosophy of language is an utterance that has performative function in language and communication. Searle (1975: 56) divided illocutionary acts into five types of general function, they are declaration, representatives, expressive, directives and commisives. Assertives are speech acts that commit a speaker to the truth of the expressed proposition e.g. reciting a creed. Directives are speech acts that are to cause the hearer to take a particular action e.g. requests, commands and advice. Commissives are speech acts that commit a speaker to some future action e.g. promises and oaths. Expressives are speech acts that express the speaker's attitudes and emotions

towards the proposition, e.g. congratulations, excuses and thanks and declaratives is speech acts that change the reality in accord with the proposition of the declaration, e.g. baptisms, pronouncing someone guilty or pronouncing someone husband and wife. We cannot account for meaning in the absence of the context of a speech act especially in the terms of illocutionary acts.

Ernawati (2005) made study analysis the using illocutionary acts in the Platoon movie. The movie was categorized as historical movie specification in a war era. By using Searle's theory, she found only three types of illocutionary acts in the movie. There were representatives, directives, and expressives. The dominant type she found was directives from the dialogs that mostly performed using positive imperatives.

The use of illocutionary acts can persuade someone to produce performing act by using some form of communication. This performing act of the illocutionary acts later had the impacts of perlocutionary acts that was found in declaratives, assertives, expressive, directives, commissives and the impact of perlocutionary act - to achieve their understanding how the communication does only focuss on the form but also the context of utterance. (Nurhayati and Yuwartatik: 2016)

Faradila and Hamzah (2013) analyzed how illocutionary act occur in the utterance of *The Blind Side'* movie by combine Searle and Leech theory. The results were about both representatives and rogatives were found as the dominant types of illocutionary acts, and they also found that there was only one utterance used for declaratves and only six utterances of the expressive.

According to the previous study the writer found that it was interesting to analyze the using of illocutionary acts of the movie, and to compare them whether the illocutionary acts that uttered by the main character were interpreted well. This study also made to know how the illocutionary acts analyzed from the context of situation of the main character had.

In analyzing a movie, a dialogue cannot be separated from the topic of speech acts. People can understand what happened in the movie and the meaning of the speaker through the dialogue. To make it easier, transcription is also available. From this transcription, the utterances can be analyzed. There are some particular kinds of action performed such as promising, warning, stating, and etc.

The reason of choosing illocutionary acts in the movie *Sherlock Holmes: A Game of Shadow* is because this movie is based on the very popular novel of Arthur Conan Doyle by times. The Sherlock Holmes itself has lots of series and has been adapted to the drama, radio drama, and movie. Besides entertaining, this movie taught us to broad our analysis by creating a variety of point of view of a vision. This movie situated to the old term where mysterious and horrific murdered happened among the government officials and when there's a detective with his intelligence logical analysis tries to reveal the murderer. *Sherlock Holmes: A Game of* Shadows' movie is drama movie genre filled by the series of action mystery film. This movie was about in a related to the situation nowadays, where there some phenomenon of bombings, accidentally killed due to some purpose. Some of the actors were named as terrorist.

The illocutionary acts teach us to interpret every single sentence that the main character used or uttered, not by translating it literally. It is also important to know what type of illocutionary acts are used by the main character in this movie.

Sherlock Holmes: A Game of Shadows is an action mystery film, released on Desember 2011. This movie is a story that sets in 1891 where the murders, terrorist attacks and business acquisitions around the globe happened and Sherlock Holmes the smart and professional detective of many cases came to investigate. He has connected those cases to Moriarty a criminal mastermind whom Holmes describes as the "Napoleon of crime". It will be interesting to analyze the five types of illocutionary acts by the main character in this movie to get the goal of his speech. In addition, it is important to classify illocutionary acts found in the movie *Sherlock Holmes: A Game of Shadow*. In this case, this research is limited in analyzing illocutionary acts that said by Robert Downey as the main character because he has more important information and take the most part during the movie.

B. Problem of the Study

Based on the background of the study, the problems of this study were formulated as the following.

1. What type of speech act that is dominantly used by the main character in *Sherlock Holmes: A Game of Shadows*?

2. Why is it as the dominant type of illocutionary in *Sherlock Holmes: A Game of Shadows* movie?

C. Objective of the Study

In relation to the problem of the study, the objective of the study were:

1. To find out the dominant type of speech act that is used in the "*Sherlock Holmes: A Game of Shadows*" movie script.

2. To explain the interpretation of the dominant type of illocutionary acts in *Sherlock Holmes: A Game of Shadows*.

D. Scope of the Study

The writer chose dialogue of *Sherlock Holmes: A Game of Shadows*'s Script as the object of her study because there were so many dialogues in this script and the researcher thought that there were also illocutionary acts in this movie script which were used by the player.

In this study, the data analysis was limited by discussing the movie script of "*Sherlock Holmes: A Game of Shadows*" movie and the writer were concerned with the illocutionary acts that were uttered by the main character role as the protagonist character in the "*Sherlock Holmes: A Game of Shadows*" movie, Sherlock Holmes. This was analyzed by Illocutionary acts based on Searle's theory. They were declarations, representatives, expressive, directives, and commisives.

E. Significance of the Study

Findings of the study were expected to be useful for theoretically and practically.

1. Theoretically, it was expected to be useful for expanding the knowledge for other students who were attracted in learning speech acts.

2. Practically, the findings potentially clarified speech acts for student's learning language. This finding also potentially made the other researcher took this as a reference for the next research that uses speech acts as his/her analysis about comedy film. For the teachers, this was used as a teaching material and for the other researchers this was as an inspiration to conduct a more in-depth research in order to have a better knowledge in understanding the meaning and message contained in a talk exchange.