Illocutionary Speech Acts in The Short Movie "The Translator": Pragmatic Study

Ayun Lestari Widyawanti
STKIP PGRI Sidoarjo, Indonesia

Siti Aisyah
STKIP PGRI Sidoarjo, Indonesia

Yudy Prasetyo
STKIP PGRI Sidoarjo, Indonesia

Abstract

Speech acts are a rich category with several pragmatic phenomena that can be studied. The aims of this research are (i) to investigate the types of illocutionary acts and (ii) its functions of illocutionary acts in the short movie "The Translator". This study used Searle's theory to classified the types of illocutionary act and Leech's theory to classified the functions of illocutinary. The research method that researchers used was a qualitative descriptive method, because this research seeks to describe data objectively based on the data or facts found. The findings of this study indicated that (i) found 5 types of illocutionary speech acts in inter-player conversations in The Translator short movie, There are 4 assertive illocutionary data, 9 directive data, 13 expressive data, and 1 declarative data, so that the total number of data in the illocutionary type short film "The Translator" is 27 data, (ii) found 4 illocutionary functions in inter-player conversations in The Translator short movie, there are competitive functions is 5 data, convivial is 4 data, collaborative is 1 data and conflictive is 2 data.

Corresponding author:
Ayun Lestari Widyawanti, STKIP PGRI Sidoarjo, Sidoarjo, Indonesia
Email: ayunlestari48@gmail.com

INTRODUCTION

Speech acts are a rich category with several pragmatic phenomena that can be studied. The significance of a speech act lies in its ability to help us understand the message conveyed in each utterance (Hutajulu & Herman, 2019). Misunderstanding during a conversation can evoke a range of emotional responses in the listener, such as experiencing happiness, amusement, embarrassment, remorse, or forming personal assumptions and impressions based on the speaker's statements (Macora, 2020). Speech acts are formulated as three action events that take place at once, such as locutionary act, illocutionary act, and perlocutionary act. Locutionary speech acts act is a speech act that expresses something in the sense of "saying" or a speech act in the form of a meaningful and understandable sentence. Illocutionary speech acts are usually related to giving permission, saying thank you, asking to offer, and promising. Perlocutionary speech acts are speech acts related to the speech of other people in relation to the attitudes and non-linguistic behavior of other people.

Movie is one of the literary works that often contains illocutionary speech acts in it. Movie film is a literary work that has a duration however, the meaning to be conveyed to the audience is conveyed properly (Purwati et al., 2018). Movies always capture the reality that grows and develops within a society and then project it onto the screen (Sobur, 2006). The movie's narrative wouldn't hold significance without the presence of its characters (Salsabila et al., 2022). The study of illocutionary speech acts in the film is relevant to the previous study on illocutionary speech acts has been carried out in several studies, including the first study conducted by Indah Aprianti Kusumaningsih (2016) and Sardi et al (2017) with the title "Ilocutionary Speech Acts in the Hors De Prix Film by Pierre Salvadori". The results of this study indicate that the researcher found four types of illocutionary speech acts in inter-player conversations in Hors de Prix films, namely assertive speech acts, directive speech acts, commissive speech acts, and expressive speech acts. The reseacher also found four illocutionary functions in inter-player conversations in Hors de Prix films, namely competitive, convivial functions, collaborative and conflictive.

The second study was conducted by Friska Sari Luksiana Hutajulu and Herman (2019) with the title "Analysis Of Ilocutionary Act In The Movie "You Are My Home" English Subtitle". The results of this study indicate that in the analysis it is only four types of locutionary acts (Representatives, Directives, Expressives, Commissives) that occur in this movie subtitle. In this video, researchers do not find the declarative act. Based on the film subtitle, the researchers found that the dominant type of illocutionary act found in the film subtitle is directive action.

The third study by Siti Sarah Fitriani, Diana Achmad, Fitria Rasmita (Fitriani et al., 2020) with the title "An Analysis of Illocutionary Acts in a Fantasy Movie". The results of this study indicated that only four types of illocutionary acts were found in the movie, they are representative, directive, expressive, and commissive. The most frequently used illocutionary act is directive (47.64%), while the least frequently used is commissive (4.19%). This results that the different types of illocutionary acts performed

by the main character help viewers understand better his situation and feelings while interacting with other characters in the film. It highlights the significance of these acts in helping viewers understand the main character's situation and emotions during interactions with other characters, enriching the viewer's understanding of the movie's narrative and character development.

Continuing from the phenomenon of illocutionary speech acts in a film, the researchers have strategically selected the short movie "The Translator" as the focal point of this study due to its unique narrative structure and rich dialogues. The importance of using "The Translator" as an object of study lies in its potential to offer a nuanced exploration of various illocutionary speech acts that contribute to the film's overall communicative impact. In this study, the researchers examined what types of illocutionary speech acts and what is the function of illocutionary speech acts contained in the short movie "The Translator". The researchers use Searle's theory to identify the types of illocutionary speech acts and the researchers use Leech's theory to identify function of illocutionary speech acts in the short movie "The Translator". The researchers hope that this investigation will not only deepen the scholarly understanding of illocutionary speech acts in film but also provide valuable insights for filmmakers, linguists, and communication scholars. The findings may pave the way for enhanced cinematic storytelling techniques, cross-cultural communication studies, and a more profound appreciation of the intricate ways in which language functions within the realm of visual storytelling.

LITERATURE REVIEW

1. The Illocutionary Speech Acts

Pragmatics is a linguistic study that specifically examines the relationship between language and language context. Yule (1996) define that pragmatics is a field of study that investigates the nuanced relationships that exist between linguistic structures and their respective users. Pragmatics is a branch of linguistics that studies the external structure of language, which is concerned with how language is used in communication and depending on the context. Zufferey (2014) explain that there is a tendency in pragmatics to be divided into two parts, namely social perspective and cognitive perspective. From a social perspective, gaining pragmatic skills involves being able to adjust language use based on the interpersonal relationship between the speaker and the listener. Looking at it from a cognitive perspective, pragmatics aims to clarify how listeners connect the meaning encoded in words and sentences with the complete intention of the speaker.

Pragmatics comprises five areas of investigation, which are deixis, implicature, presuppositions, speech acts, and discourse structure (Musarrofah, 2023). One of the pragmatic parts is speech act. Yule (2020) define a speech act is an action performed by a speaker with an utterance. A speaker usually carries out one or more of these acts by uttering a sentence or a various of sentences (Radhi et al., 2022). There are three types

of speech acts: locutionary, illocutionary, and perlocutionary (Yule, 1996). Illocutionary speech acts are acts performed while speaking (hence the term illocutionary), including and especially those that serve the obvious purpose of using a performative sentence (Austin, 1962; Horn & Ward, 2006).

Searle (1979) classified five types of illocutionary speech acts, namely assertive, directive, expressive, commissive, and declarative. Assertive a form of speech that binds the speaker to the truth of the proposition being expressed. Directive the form of speech intended by the speaker to make an impact so that the speech partner takes action. Expressive is a form of speech that functions to express or show the speaker's psychological attitude towards a situation. Commissive a speech act that binds the speaker to carry out what is stated in the speech. Declarative the form of speech that connects the contents of the speech with reality. Illocutionary functions can be classified into four types according to the relationship between these functions and social goals in accordance with the maintenance of polite and respectful behavior (Nurkhalizah et al., 2020). Leech (1983) classified four function of illocutionary act, such as competitive, convivial, collaborative, and conflivtive. The competitive function is speech that is not polite, for example borrowing in a demanding tone, so that politeness is involved here. Convivial or fun fungi are polite speech. In this function politeness is more positive in form and aims to find opportunities to be friendly, The collaborative or cooperative function involves courtesy because, in this function, courtesy is irrelevant. The conflictive or conflicting function is not included in the element of courtesy, because this function is basically aimed at causing anger.

2. "The Translator" Short Movie

The movie "The Translator" is short comedy movie. This film was written and directed by Graham Burell and premiered on YouTube on May 25, 2015. This film has received more than 4.6 million views on Youtube. This film discusses a situation where a teenage girl, who has a crush on a boy, has to translate between him and a French girl who has caught his attention. In the process, she chooses to modify their conversation to her advantage. This film uses a fairly simple premise, namely Rachel who acts as a translator so that Ben and Claire can chat. However, out of jealousy, Rachel actually sabotages their conversation. However, some of the effects of this film seem a bit exaggerated, maybe the goal is to add to the mood of the audience.

RESEARCH METHOD

The research method that researchers used was a qualitative approach. The qualitative approach had the aim of gaining meaning and understanding of an event or human behavior (Rukajat, 2018). This study used content analyzed method. The content analyst saw the data as representations of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be

analyzed with such uses in mind (Krippendorff, 2018). In the context of analyzing illocutionary acts in movies, content analysis would involve examining dialogues, actions, and interactions within the film to understand how illocutionary acts are used to convey meaning and contribute to the overall narrative. The qualitative approach, with its focus on meaning and understanding, aligns well with content analysis, which seeks to interpret and derive meaning from the data being analyzed.

The object of this study was speech acts illocutionary and illocutionary functions in the film "The Translator" script. The research instrument used in this research was the researcher himself who acted as a human instrument, namely data collection and data analysis. The knowledge and insight into the language of the researcher was the main key in the success of the research. The researchers also used observational fill notes and illocutionary rubrics as supporting instruments. The short film "The Translator" was used to watch the film as a source of research data.

In the data collection procedure, researchers involved an in-depth understanding of the research objectives, with a particular focus on the types of illocutionary speech acts to be identified in the context of the short film "The Translator." The film selection process was meticulous, with arguments that corroborated the relevance and suitability of the film for research. In the development of the research instrument, researchers detailed observational fill notes and illocutionary rubrics as the main tools of data collection, with pilot testing to ensure the reliability and accuracy of the instrument. Engaging as a human instrument, intensive monitoring and note-taking was carried out during the filming, focusing on recording timestamps, context, and relevant elements related to illocutionary speech acts.

The data analysis technique of this study used descriptive analysis techniques. The data analysis procedure was described in the following steps (1) collecting data from each speech or conversation in the film "The Translator", (2) identifying and studying each speech or conversation of the actors in the film "The Translator" which has been changed in written form, (3) classifying utterances or conversations based on the types of illocutionary speech acts and their functions into table, and (4) making conclusions from the results obtained after all research or data analysis had been completed.

FINDINGS AND DISCUSSION

The findings of this study describe the illocutionary speech acts found in the short film "The Translator". The description of the results of this study is adapted to the research objectives, such as to describe the types of illocutionary speech acts in the short film "The Translator" script, and to describe the functions of illocutionary speech acts in the short film "The Translator" script.

After collecting data, the researchers analyzed the findings by sorting them into a table. The outcomes shared in this chapter stem from the study's main focus, which involves explaining the various types of illocutionary speech acts in the script of the

short film "The Translator" and outlining the functions of illocutionary speech acts in the dialogues between actors. The data, gathered through the researcher's observations using Searle's theory (1979) to investigate the types of illocutionary speech acts and the researchers used Leech's theory (1983) to investigate the functions of illocutionary speech acts.

Table 1. Analysis of Types and Functions of Illocutionary Speech Act in "The Translator" film

Dialogue	Types of Illocutionary Acts					Functions of Illocutionary Acts			
	T1	T2	T3	T4	T5	F1	F2	F3	F4
Rachel: *"Ah, Hi ben"* (00.35)									
Ben: *"Oh, Hi rachel, right?"* (00.36)					✓				
Rachel: *"Yes um i'm rachel, Hi.. "* (00.41)	✓				✓				
Ben: *"We have a class together don't we isn't it"* (00.43)									
Rachel: *"Geometry, we have geometry together"* (00.45)									
Ben: *"That's, that's it"* (00.49)									
Ben: *"I said to rose behind you."* (00.51)									
Ben: *"Well, uh how are you doing Rachel ?"* (00.55)									
Rachel: *"Oh well I'm actually.."* (00.58)									
Ben: *"Beautiful.."* (01.01)			✓						
Rachel: *"Oh well if you say so, i mean, I guess, I'm not the least attractive girl.."* (01.04)									
Ben: *"I'm sorry, sorry about that. I just, I just saw that girl who moved here from france, claire."* (01.08)			✓						
Rachel: *"Claire!. "* (01.15)	✓								
Ben: *"She's so hot.."* (01.22)	✓		✓						
Rachel: *"Uh.. all french people are jerks. it's a known fact."* (01.25)	✓								
Ben: *"I just wish I could talk to her"* (01.31)									
Rachel: *"Yeah I mean it's too bad you don't speak the same language right I mean it's so...*									

Dialogue				
tragic" (01.33)				
Ben: *"If only I had a translator"* (01.38)				
Rachel: *"So.. so... tragic"* (01.39)				
Ben: *"Wait a minute don't you speak french..?"* (01.42)				
Rachel: Huh (01.45)				
Ben: *"The other day in class you were bragging about how you knew the language of love"* (01.46)				
Rachel: *"Oh well.."* (01.49)				
Ben: *"Would you translate for me? Please.."* (01.50)	✓			✓
Rachel: *"I..."* (01.53)				✓
Ben: *"You would be like the best person in the world you'd be like my favoritest person that I've ever knew in the whole wide world"* (01.55)		✓		✓
Rachel: *"fine, I'll be your translator"* (02.02)				✓
Ben: *"Thank You so much you're the best"* (02.05)		✓		✓
Rachel: *"yeah.. yeah.."* (02.07)				
Ben: *"Claire, hey, hey claire..."* (02.11)				✓
Rachel: *"Hello, He wanted to talk to you. I will be the translator. Understand?"* (02.27)	✓			✓
Claire: *"Oh..oh..yes."* (02.35)				
Rachel: *"She understands"* (02.38)				
Ben: *"Ask her, how she's doing?"* (02.40)	✓			
Rachel: *"How are you?"* (02.44)				
Calire: *"Very well!"* (02.46)				
Rachel: *"She's doing very well"* (02.48)				
Claire: *"Tell him, I think he's cute...(Dis-lui, je pense qu'il est mignon..)"* (02.51)	✓	✓	✓	
Rachel: *"She said, that, she thinks you look stupid!"* (03.06)			✓	
Ben: *"Really?"* (03.14)			✓	

Rachel: *"Yep.. She did"* (03.16)				
Ben: *"She really said that?"* (03.24)				
Rachel: *"Yes"* (03.30)				
Ben: *"Okay, well tell her, I think she's really pretty."* (03.32)	✓	✓		✓
Rachel: *"He said you look...pale."* (03.43)				✓
Claire: *"Really?"* (03.49)				✓
Rachel: *"Yes"* (03.51)				✓
Claire: *"He really said that?"* (03.58)				
Rachel: *"Yes"* (04.02)				
Claire: *"Well… I like his American accent!"* (04.05)		✓		✓
Rachel: *"It's she thinks your voice sounds weird"* (04.09)				✓
Ben: *"Uh well, tell her I think she has really beautiful eyes and her hair is really nice too"* (04.12)	✓	✓		✓
Rachel: *"Your eyes are dark and soulless. And your hair is greasy!"* (04.22)				✓
Claire: *"Well, I really like his smile."* (04.30)		✓		
Rachel: *"And uh you've got something uh.., stuck in your teeth"* (04.35)				
Ben: *"I.., you know, I really, I..I.. just, I want, I want to ask her out on a date."* (04.39)			✓	
Rachel: *"He called you a @##$% "* (04.55)				
Claire: *"He said what?!?"* (04.59)				
Rachel: *"She said sorry, but she is not interested, she said he would never, ever, ever work out between you two, ever in fact she said that uh...da..da.., you and I would make a pretty amazing couple and um.. that you should seriously, seriously, think about asking me out, instead of wasting your time on some*		✓		

stupid girl... from another stupid country!, she said all that." (05.01)			
Claire: *"Why would he called me that?!?"* (05.28)			
Ben: *"Rachel can I talk to you for a minute in private?"* (05.30)			
Rachel: *"Of course, sure thanks.."* (05.33)	✓		
Ben: *"I know what you're doing here,"* (05.37)			✓
Rachel: *"I don't know what you're talking about"* (05.39)			✓
Ben: *"You're sabotaging our conversation and I'm asking you to stop, please.."* (05.41)	✓		✓
Rachel: *"But I.."* (05.45)			✓
Ben: *"For me, please.. just give me a chance with this girl"* (05.46)	✓		
Rachel: *"Fine, okay I'll translate for real"* (05.50)			
Rachel: *"Sorry about that.."* (06.00)	✓		
Claire: *"I can't believe he called me that!. The stupid, American swine!"* (06.01)			✓
Rachel: *"uh... She just called you a stupid american swine"* (06.08)			✓
Ben: *"Rachel, I told you to cut this out, it needs to stop. it's not funny"* (06.11)	✓		✓
Rachel: *"I'm being serious"* (06.15)			✓
Claire: *"Poussette pathetic péter {The dirty, pathetic @#@% } "* (06.18)		✓	✓
Rachel: *"Okay.."* (06.21)		✓	✓
Rachel: *"Um.. now she just did a word that uh...da..da.. I can't say out loud"* (06.23)		✓	✓
Ben: *"You are unbelievable, you know that absolutely unbelievable!"* (06.28)	✓		✓
Ben: *"Come on Claire, let's go.."* (06.38)			

Claire: *"obtain a vulmar oz de moisture {Get your hands off of me!}"* (06.41)	✓			
Ben: *"You were right."* (06.50)				
Rachel: *"yep"* (06.51)				
Ben: *"She actually said that"* (06.53)				
Rachel: *"uh...huh.."* (06.56)				
Ben: *"um.. I'm sorry, i'm such an idiot. (Regret)"* (07.04)		✓		
Rachel: *"there there."* (07.09)		✓		
Ben: *"it's just you know, I thought I had a chance with her, I actually thought I had a chance with her, I guess I should have known better"* (07.13)				
Rachel: *"uhh... I guess I'm gonna have to do the right thing here."* (07.24)				
Rachel: *"Listen..that boy really likes you. I was jealous so I sabotaged your conversation. I'm so sorry. Please forgive me. He is a very nice boy and he really likes you a lot. Please give him a second chance."* (07.39)	✓	✓		✓
Claire: *"Sweetheart I'm a foreign exchange student I speak english so I know it was going on the entire time but um it's still fun to mess with you Americans"* (08.08)				✓
Rachel: *"I knew all french people were jerks"* (08.22)				

Note: T1 = Assertive; T2 = Directive; T3 = Expressive; T4 = Comissive; T5 = Declaration
F1 = Competitive; F2 = Convivial; F3 = Collaborative; F4 = Conflictive

1. The Types of Illocutionary Speech Act in the short film "The Translator"

Based on Table 1, it is evident that the short film "The Translator" has fulfilled all types of illocutionary speech acts. In the type of illocutionary speech there are five categories, the following is an explanation along with example sentences according to the conversation in the short film "The Translator".

a. Assertive namely a form of speech that binds the speaker to the truth of the proposition being expressed, for example stating, reporting, boasting, complaining, and claiming.

(Data 1)
Rachel: *"Yes um.. I'm Rachel, Hi.."* (00.41)

The quote includes assertive illocutionary stating that her name is actually Rachel.

(Data 2)
Rachel: *"Hello, He wanted to talk to you. I will be the translator. Understood?"* (02.27)

The excerpt includes an illocutionary report, Rachel being the interpreter for Ben and Claire's conversation. Rachel shares information or reports that Ben wants to speak to Claire, and Rachel acts as their conversation interpreter.

(Data 3)
Rachel: "*uh.. all French people are jerks. it's a known fact.*" (01.25)

The quote includes the illocution of complaining. After Ben praised Claire who was in the corner of the bookshelf behind Rachel, then Rachel angrily said her complaint ".. all French people are jerks". And can also be classified as assertive illocutionary claims "all French people are jerks. it's a known fact". Rachel claims that all French people are bad.

(Data 4)
Ben: *"Beautiful.."* (01.01)
Ben: *"She's so hot.."* (01.22)

The quote includes assertive illocutionary claims. Ben said that Claire was beautiful and sexy in front of Rachel.

b. Directive namely the form of speech intended by the speaker to make an impact so that the speech partner takes action, for example, ordering, suggesting, commanding, begging, advising and recommending.
(Data 5)
Ben: *"Would you translate for Me? Please.. "* (01.50)

The quote is included in the category of directive illocutionary begging, Ben begs Rachel to become a translator between Claire French and Ben in English.

(Data 6)
Ben: *"Ask her, how she's doing?"* (02.40)

The quote includes directive illocutionary orders. Ben ordered Rachel to convey his message to Claire "Ask her".

(Data 7)
Claire: *"Tell him, I think he's cute...(tits luike ponski le mignon..)"* (02.51)

The quote includes directive illocutionary orders. Claire asks Rachel to convey her message to Ben "Tell him".

(Data 8)
Ben: *"Okay, well tell her, I think she's really pretty."* (03.32)
Ben: *"uh well, tell her i think she has really beautiful eyes and her hair is really nice too"* (04.12)

The quote includes directive illocutionary orders. Ben asks Rachel to pass on her message to Claire "Well, Tell her".

(Data 9)
Ben: *"You're sabotaging our conversation and I'm asking you to stop, please.."* (05.41)
Ben: *"For me, please.. just give me a chance with this girl"* (05.46)

The quote includes directive illocutionary pleading. Ben begs Rachel to stop sabotaging the conversation between Claire and Ben "Please".

(Data 10)
Ben: *"Rachel, I told you to cut this out, it needs to stop. it's not funny"* (06.11)

The quote includes directive illocutionary. Ben orders Rachel to stop to continue sabotaging his conversation with Claire.

(Data 11)
Claire: *"obtain a vulgar oz de moisture (Get your hands off of me!)"* (06.41)

The quote includes directive illocutionary orders. Claire was angry with Ben who when he was about to ask her to leave the place while holding Claire's hand then, Claire ordered Ben to remove his hand from Claire's hand.

(Data 12)
Rachel: *"Listen..that boy really likes you. I was jealous so I sabotaged your conversation. I'm so sorry. Please forgive me. He is a very nice boy and he really likes you a lot. Please give him a second chance."* (07.39)

The quote includes directive illocutionary orders. Rachel ordered Claire to listen to the reason for her sabotage act "Listen.." and also included the directive illocution begging because Rachel apologized to Claire for her actions *"Please..forgive me"* and begged Claire to give a second chance to Ben *"Please.. give him a second chance".*

c. Expressive is a form of speech that functions to express or show the speaker's psychological attitude towards a situation, for example thanking, congratulating, apologizing, blaming, praising, condolences.

(Data 13)

Ben: *"Beautiful.."* (01.01)

Ben: *"She's so hot.."* (01.22)

Ben: *"Okay, well tell her, I think she's really pretty."* (03.32)

Ben: *"uh well, tell her i think she has really beautiful eyes and her hair is really nice too"* (04.12)

The conversation quote above is a type of expressive illocutionary praising. In the conversation excerpt that sentence shows Ben praising Claire.

(Data 14)

Ben: *"I'm sorry, sorry about that. i just, i just saw that girl who moved here from France, Claire."* (01.08)

The quote includes expressive illocutionary apologies. Ben apologized to Rachel because he misunderstood the compliment Ben gave to Claire who was in the corner of the bookshelf behind Rachel however, Ben complimented Claire while sitting in front of Rachel. Even though the praise Ben addressed to Claire.

(Data 15)

Ben: *"You would be like the best person in the world you'd be like my favorite person that I've ever known in the whole wide world"* (01.55)

The quote includes expressive illocutionary praise. Ben complimented Rachel for being a translator for him.

(Data 16)

Ben: *"Thank you so much you're the best"* (02.05)

The quote includes expressive illocutionary expressions of gratitude. Ben thanked Rachel for agreeing to help Ben to communicate with Claire as his interpreter.

(Data 17)

Claire: *"Tell him, I think he's cute...(tits luike ponski le mignon..)"* (02.51)

Claire: *"well.. I like his American accent!"* (04.05)

Claire: *"Well, I really like his smile."* (04.30)

The conversation excerpt above shows expressive illocutionary praise. Claire complimented Ben.

(Data 18)

Rachel: *"she said sorry, but she is not interested, she said he would never, ever, ever work out between you two, ever in fact she said that uh...da..da.., you and i would make a pretty amazing couple and um.. that you should seriously, seriously, think about asking me out, instead of wasting your time on some stupid girl... from another country!, she said all that."* (05.01)

The quote is an expressive illocutionary apology. Rachel delivers a message from Claire but the results of her sabotage, in which Claire refuses to date Ben and apologizes for turning down the offer of a date with Ben.

(Data 19)
Rachel: *"of course, sure thanks.."* (05.33)

The quote includes expressive illocutionary expressions of gratitude. Rachel thanked Ben for wanting to talk to Rachel behind the bookshelves for a moment alone. Rachel willingly agreed to talk alone with Ben because Rachel liked Ben.

(Data 20)
Ben: *"you're sabotaging our conversation and i'm asking you to stop, please.."* (05.41)

The quote includes an expressive illocution of blame. Ben blames Rachel because Ben had found out that Rachel had sabotaged the conversation between Claire and Ben.

(Data 21)
Rachel: *"Sorry about that.."* (06.00)

The quote includes expressive illocutionary apologies. Rachel apologizes to Claire for making her wait for Rachel and Ben to talk in the background.

(Data 22)
Ben: *"You are unbelievable, you know that absolutely unbelievable!"* (06.28)

The quote includes an expressive illocution of blame. Ben again blames Rachel that Rachel can't be trusted for sabotaging the conversation again.

(Data 23)
Ben: *"um.. i'm sorry, i'm such an idiot. (regress)"* (07.04)

The quote includes expressive illocutionary apologies. Ben apologizes to Rachel for accusing Rachel of still sabotaging his conversation with Claire but no, Ben feels sorry and guilty towards Rachel.

(Data 24)
Rachel: *"there there."* (07.09)

The quote includes expressive illocutionary condolences or showing sympathy for Ben who has failed to approach Claire, so Rachel tries to comfort Ben's feelings.

(Data 25)

Rachel: *"Listen..that boy really likes you. I was jealous so I sabotaged your conversation. I'm so sorry. Please forgive me. He is a very nice boy and he really likes you a lot. Please give him a second chance."* (07.39)

The quote includes expressive illocutionary apologies. Rachel explains the truth to Claire for sabotaging their conversation.

d. Commissive namely a speech act that binds the speaker to carry out what is stated in the speech, for example promises, swears, offers, and threatens.

(Data 26)

Ben: *"I.., you know, I really, I..I.. just, I want, I want to ask her.. out on a date."* (04.39)

The quote above includes commissive illocutionary offers. Ben asked Rachel to convey his message to Claire to ask her out on a date together. But not delivered by Rachel to Claire on the contrary is sabotage.

e. Declaration namely the form of speech that connects the contents of the speech with reality, for example surrendering, firing, naming, appointing, isolating, and punishing.

(Data 27)

Ben: *"oh hi Rachel, right?"* (00.36)

Rachel: *"Yes um... I'm Rachel, Hi.."* (00.41)

The utterance contains information that the speaker gives to the speech partner. The utterance is an illocutionary act of declaration in the category of giving a name. Questions from Ben and answered by Rachel stated an actual answer that her name was Rachel.

From these findings, the researchers found 27 data that were included as the types of illocutionary speech acts in the short film "The Translator" directed by Graham Burell, listed in the table below:

Table 2. Types of Illocutionary Speech Acts

Types of Illocutionary Speech Acts	Number of Data
Assertive	4 Data
Directive	8 Data

Expressive	13 Data
Commissive	1 Data
Declarative	1 Data
TOTAL	27 Data

The findings of this study indicate that the researchers found 5 types of illocutionary speech acts in inter-player conversations in The Translator short movie, there are 4 assertive illocutionary data, 8 directive data, 13 expressive data, and 1 declarative data, so that the total number of data of the illocutionary type in the short film "The Translator" is 27 data.

2. Illocutionary Acts Function in the short movie "The Translator"

Based on Table 1, it is evident that the short film "The Translator" has fulfilled all functions of illocutionary speech acts. The short film "The Translator" encompasses four functions of illocutionary speech acts, including competitive, convivial, collaborative, and conflictive roles within the illocutionary act.

a. The competitive function is speech that is not polite, for example borrowing in a demanding tone, so that politeness is involved here. Illocutionary goals are the same as social goals. In illocutionary functions that are competitive, politeness has a negative nature and its aim is to reduce disharmony, namely: ordering, asking, demanding, and grimacing.

(Data 1)
Claire: *"Tell him, I think he's cute..."* (Dis-lui, je pense qu'il est mignon..) (02.51)
Rachel: *"she said, that, she thinks you look stupid!"* (03.06)
Ben: *"really?"* (03.14)

The conversation quote above is a competitive function of commanding or asking. Claire orders Rachel to *"Tell him"* to convey her message to Ben, but Rachel sabotages the conversation between Claire and Ben because Rachel is jealous. As a result of Rachel's jealous attitude, she sabotaged the message to be impolite by saying *"You look stupid!".*

(Data 2)
Ben: *"Okay, well tell her, I think she's really pretty."* (03.32)
Rachel: *"He said you look...pale."* (03.43)
Claire: *"Really?"* (03.49)
Rachel: *"Yes"* (03.51)

The conversation quote above is a competitive function of commanding or asking. Ben orders Rachel "Tell her" to convey her message to Claire, but Rachel sabotages the conversation between Claire and Ben because Rachel is

jealous. As a result of Rachel's jealous attitude, she sabotaged the message to be impolite by saying "You look pale".

(Data 3)
Claire: *"well...I like his American accent!"* (04.03 – 04.05)
Rachel: *"it's she thinks your voice sounds weird"* (04.09)
Ben: *"uh well, tell her i think she has really beautiful eyes and her hair is really nice too"* (04.12)
Rachel: *"Your eyes are dark and soulless. And your hair is greasy!"* (04.22)

The conversation quote above is a competitive function of commanding or asking. Claire tells Rachel that Claire likes Ben's American accent, but Rachel sabotages the conversation between Claire and Ben because she is jealous. As a result of Rachel's jealousy, she sabotaged the message to be impolite by saying *"it's she thinks your voice sounds weird"*.

(Data 4)
Rachel: *"She said sorry, but she is not interested, she said she would never, ever, ever work out between you two, ever in fact she said that uh...da..da.., you and i would make a pretty amazing couple and um.. that you should seriously, seriously, think about asking me out, instead of wasting your time on some stupid girl... from another country!, she said all that."* (05.01)

The quote from Rachel's words when relaying a message from Claire to Ben who she sabotaged is disrespectful for purposely insulting Claire as a stupid woman and from a stupid country. Rachel didn't realize that Claire actually spoke English, so Rachel's ridicule could offend Claire.

(Data 5)
Claire: *"Poussette pathetic péter {The dirty, pathetic @#@% }"* (06.18)
Rachel: *"okay.."* (06.21)
Rachel: *"Um.. now she just did a word that uh...da..da.. I can't say out loud"* (06.23)

The conversation quote above is a competitive function of commanding or asking. Claire chatters about Ben using rude French for dirty words, Rachel relays her ramblings to Ben.

b. Convivial or fun fungi are polite speech. Illocutionary purposes parallel to social speech. In this function politeness is more positive in form and aims to find opportunities to be friendly, namely: offering, inviting or inviting, greeting, thanking, and congratulating.
(Data 6)
Ben: *"would you translate for me? Please.."* (01.50)
Rachel: *"I..."* (01.53)

Ben: *"You would be like the best person in the world you'd be like my favorite person that I've ever known in the whole wide world"* (01.55)

Rachel: *"fine, i'll be your translator"* (02.02)

Ben: *"Thank You so much you're the best"* (02.05)

Rachel: *"yeah.. yeah.."* (02.07)

The conversation excerpt above includes the convivial function of saying thank you. Ben thanks Rachel for agreeing to help him as a translator.

(Data 7)

Ben: *"Claire, hey, hey claire..."* (02.11)

The conversation excerpt above includes the convivial function of greeting and inviting or inviting Claire to chat with Ben and Rachel.

(Data 8)

Rachel: *"Hello, He wanted to talk to you. I will be the translator. Understood?"* (02.27)

The conversation excerpt above includes the convivial function of offering. Rachel greets Claire later, saying that Rachel is acting as a translator between Ben and Claire because Ben doesn't speak French, so Ben asks Rachel for help as his interpreter. Rachel relays Ben's offer to speak to Claire. Would Claire be willing to talk to Ben.

(Data 9)

Ben: *"I.., you know, I really, I..I.. just, I want, I want to ask her, out on a date."* (04.39)

The quote includes the convivial function of offering, soliciting or inviting. Ben wants to ask Claire out on a date.

c. The collaborative or cooperative function involves courtesy because, in this function, courtesy is irrelevant. Illocutionary goals do not involve social goals, namely: stating, reporting, announcing and teaching.

(Data 10)

Rachel: *"Listen..that boy really likes you. I was jealous so I sabotaged your conversation. I'm so sorry. Please forgive me. He is a very nice boy and he really likes you a lot. Please give him a second chance."* (07.39)

Claire: *"Sweetheart, I'm a foreign exchange student and I speak English, so I know it was going on throughout the entire time, but um, it's still fun to mess with you Americans."* (08.08)

The conversation excerpt above includes the collaborative reporting and stating functions. Rachel came over to Claire to declare or report the true

incident during the conversation, that Rachel had sabotaged the conversation between Claire and Ben.

Claire stated that she was an exchange student who also spoke English. So that Claire knows all the events that took place at that time, and Claire likes to play games with the Americans.

d. The conflictive or conflicting function is not included in the element of courtesy, because this function is basically aimed at causing anger. Illocutionary goals conflict with social goals. Namely: threatening, accusing, scolding, cursing, cursing, reprimanding, reviling, and nagging .

(Data 11)

Ben: *"I know what you're doing here,"* (05.37)

Rachel: *"I don't know what you're talking about"* (05.39)

Ben: *"you're sabotaging our conversation and i'm asking you to stop, please.."* (05.41)

Rachel: *"but I"* (05.45)

The conversation quote above is a conflictive function of admonishing. Ben rebukes Rachel for sabotaging his conversation with Claire.

(Data 12)

Claire: *"I can't believe he called me that!. The stupid, American swine!"* (06.01)

Rachel: *"uh... she just called you a stupid american swine"* (06.08)

Ben: *"Rachel, I told you to cut this out, it needs to stop. it's not funny"* (06.11)

Rachel: *"I'm being serious"* (06.15)

Claire: *"Poussette pathetic péter {The dirty, pathetic @#@% }"* (06.18)

Rachel: *"okay.."* (06.21)

Rachel: *"Um.. now she just did a word that uh...da..da.. I can't say out loud"* (06.23)

Ben: *"You are unbelievable, you know that absolutely unbelievable!"* (06.28)

The excerpt of the conversation includes the conflictive function of railing, Claire lambastes Ben by babbling in French " Poussette pathetic péter". As well as including a conflictive accusatory function, Ben accuses Rachel of sabotaging his conversation with Claire again " Rachel, I told you to cut this out, it needs to stop. it's not funny."

From these findings, the researchers also found 12 data that included as the functions of illocutionary speech acts in the short film "The Translator" directed by Graham Burell, listed in the table below:

Table 3. Functions of Illocutionary Speech Acts

Speech Act Function	Number of Data
Competitive	5 Data
Convivial	4 Data
Collaborative	1 Data
Conflictive	2 Data
TOTAL	12 Data

From these findings, the researchers also found 4 illocutionary functions in inter-player conversations in "The Translator" short movie, there are competitive functions is 5 data, convivial is 4 data, collaborative is 1 data and conflictive is 2 data.

The illocutionary act is performed via the communicative force of an utterance (Yule, 1996). The illocutionary acts analysis is similar to that conducted by Liska (2021) by examining the speech acts from the short movie "The Translator" using Yule's perspective. Yule (1996) mentions the types of speech acts, including Directives, Expressives, Representatives, Commissives, and Declaration. This has not been made clear by Yule, that according to Searle (1979), some types such as Assertives, Directive, Expressive, Commissive, and Declarative are part of the illocutionary act types. However, there are similarities between the findings of Liska and this study when each researcher found directives, expressives, and commissions in the short movie "The Translator".

Liska discovers that the characters in "The Translator" use a variety of acts that belong to directives. Yule asserted that directives represent a form of speech act employed by speakers to capture someone's attention and prompt them to take specific actions. In Ben's dialogue that says *"Would you translate for Me? Please.. "* is part of the directives. Liska stated that this dialogue was aimed at ordering. In this study, it was found that Ben asked Rachel to become a translator between Claire French and Ben in English.

Expressives are also identified in this study. In the context of this movie, characters utilize expressives to convey psychological expressions, employing this type of speech act to articulate their genuine emotions. Liska found in the dialogue *"Oh, beautiful"* which has the purpose of Likes. In this study, the phrase *"Oh beautiful"* is also part of expressive because the context in this dialogue Ben said that Claire was beautiful in front of Rachel. Commisives were also found in this study.

Commissives are the category of speech acts employed by speakers to pledge themselves to forthcoming actions. Ben and Rachel utilize this type because they intend to carry out an action in the future. Liska found in a dialogue Rachel *"Fine okay, I'll translate for real."* As a commisive form that has a purpose as promises. But in this study, what Liska did not mention was that in Ben's dialogue that says "I.., *you know, I really, I.. I.. just, I want, I want to ask her.. out on a date"* as a commisive form with

context Ben asked Rachel to convey his message to Claire to ask her out on a date together but not delivered by Rachel to Claire on the contrary is sabotage.

CONCLUSION

From this finding, it can be concluded that the study contributes to the topic of illocutionary acts in movies by providing a detailed analysis of the types and functions of illocutionary speech acts in the short film "The Translator," thus expanding our understanding of how illocutionary acts are used in film narratives. After explaining and analyzing the data presented, this study can be conclude that the researchers found five types of illocutionary speech acts in the short film "The Translator" using Searle's theory, such as assertive, directive, expressive, commissive, and declarative. The reseachers found 4 assertive illocutionary data, 9 directive data, 13 expressive data, and 1 declarative data, so that the total number of data in the illocutionary type short film "The Translator" is 28 data. The researchers also found four illocutionary functions in the short film "The Translator" using Leech's theory, namely, competitive, convivial, collaborative and conflictive. The number of competitive functions is 5 data, convivial is 4 data, collaborative is 1 data and conflictive is 2 data.

Based on the findings of this study, it would be valuable for future study to delve deeper into the impact and nuances of the identified illocutionary speech acts in the short film "The Translator." Further investigation could explore the effectiveness of each illocutionary function, particularly examining how assertive, directive, expressive, commissive, and declarative acts contribute to the overall narrative. Additionally, a more in-depth analysis of the illocutionary functions, including competitive, convivial, collaborative, and conflictive, could provide insights into their significance within the context of the film's storyline and character interactions. This could enhance our understanding of the communicative dynamics and contribute to a more comprehensive interpretation of illocutionary elements in cinematic discourse.

REFERENCES

Austin, J. L. (1962). *How to Do Things with Words*. Oxford University Press.

Fitriani, S. S., Achmad, D., & Rasmita, F. (2020). An analysis of illocutionary acts in a fantasy movie." Studies in English Language and Education. *Studies in English Language and Education*, *7*(1), 170–180.

Horn, L. R., & Ward, G. (2006). *Handbook of Pragmatics*. Blackwell Publishing.

Hutajulu, F. S. L., & Herman, H. (2019). Analysis Of Illocutionary Act In The Movie "You Are My Home" English Subtitle. *JEES: Journal of English Educational Study*, *2*(1), 29–36. https://doi.org/10.31932/jees.v2i1.371

Krippendorff, K. (2018). *Content Analysis: An Introduction to Its Methodology*. Sage Publication.

Kusumaningsih, I. A. (2016). *Tindak Tutur Ilokusi dalam Film Hors De Prix Karya Pierre Salvadori*. Universitas Negeri Yogyakarta.

Leech, G. N. (1983). *Principles of Pragmatics*. Longman.

Liska. (2021). *The Analysis of Speech Act on "The Translator" Movie*. Institut Agama

Islam Negeri Madura.

Macora, Y. D. (2020). Misunderstanding in Speech Act Performed by Speaker and Hearer from Different Cultures. *Sintuwu Maroso Journal of English Teaching*, *3*(1), 1–6.

Musarrofah, S. (2023). Perlocutionary Act Analysis inthe Indonesia Version of Tesla Electric Car Advertisement Video. *JELITA: Journal of English Language Teaching and Literature*, *4*(1), 24–32.

Nurkhalizah, S., Simpen, I. W., & N Widarsini, N. P. (2020). Bentuk Tindak Tutur Ilokusi dalam Program Ini Talk Show NET TV. *Humanis: Journal of Arts and Humanities*, *24*(1), 39–45. https://doi.org/10.24843/JH.2020.v24.i01.p05

Purwati, Rosdiani, R., Lestari, R. D., & Firmansyah, D. (2018). Menganalisis Gaya Bahasa Metafora Dalam Novel "Laskar Pelangi" Karya Andrea Hirata. *Parole: Jurnal Pendidikan Dan Sastra Indonesia*, *1*(3), 291–302.

Radhi, Z. M., Ibrahim, A. H., & Al-Obaydi, L. H. (2022). A Pragmatic Study of Gestural Strategies in English Sport TV Interviews. *JELITA: Journal of English Language Teaching and Literature*, *3*(2), 109–128.

Rukajat, A. (2018). *Pendekatan penelitian kualitatif (Qualitative research approach)*. Deepublish.

Salsabila, D., Simanjuntak, M. B., & Sutrisno, S. (2022). The Personality Of The Main Characters In The Film "mulan" Director Niki Caro. *Prosiding Seminar Nasional Inovasi Pendidikan*.

Sardi, A., Haryanto, A., & Weda, S. (2017). The Distinct types of diction used by the efl teachers in the classroom interaction. International Journal Of Science and Research (IJSR), 6(3), 1061-1066.

Searle, J. R. (1979). *Expression and Meaning Studies in the Theory of Speech Acts*. Cambridge University Press.

Sobur, A. (2006). *Semiotika Komunikasi*. Remaja Rosdakarya.

Yule, G. (1996). *Pragmatics*. Oxford University Press.

Yule, G. (2020). *The Study of Language* (7th ed.). Cambridge University Press.

Zufferey, S. (2014). *Acquiring pragmatics: Social and cognitive perspectives*. Routledge.