

**An Analysis of Illocutionary Speech Act in Video of Drama Performance
Entitled Aladdin by English Language Education Study Program Students**

*(A Descriptive Study of Illocutionary Speech Acts in English Language Education
Study Program Students' Theatrical Performances)*

A THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ART EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS TANJUNGPURA

PONTIANAK

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*Submitted to fulfill one of the requirements for the Undergraduate Degree
Examination at English Language Education Study Program, Language and Art
Education Department, Teacher Training and Education Faculty, Universitas
Tanjungpura Pontianak*

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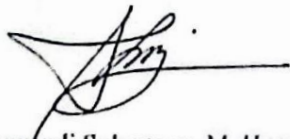
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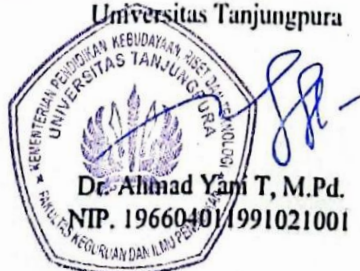
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Wiku Pramasta

ABSTRACT

Pramasta, Wiku (2023) **An Analysis of Illocutionary Speech Act in Video of Drama Performance Entitled Aladdin by English Language Education Study Program Students** (*A Descriptive Study of Illocutionary Speech Act in English Language Education Study Program Students' Theatrical Performance*)

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This study explores how illocutionary speech act is utilized within the video of drama performance entitled Aladdin by English language education study program students. Illocutionary speech act refers to the kinds of functions or actions that the speaker intends to carry out when making an utterance. The study aims to identify illocutionary types, determine dominance, and describe communicative functions of illocutionary speech act that is being used within the drama performance entitled Aladdin. Building upon prior research, the study surpasses the scope of aspects previously studied, which encompassing the expressions, intonations, and body language. Utilizing qualitative descriptive research and content analysis, the researcher identifies five illocutionary speech act taxonomies: assertives (45,1%), directives (30,3%), commissives (6,6%), expressive (14,7%), and declaration (3,3%). The dominance of assertive speech act indicates that assertive plays an important role in this drama performance. The results contribute to deeper understanding of the use illocutionary speech act in language learning, highlight its pragmatic significance. And since illocutionary speech act could be occurs anywhere, the use of illocutionary speech act in this drama performance can be used as material to enhance students' language understanding. Makes teachers could consider choosing this drama performance as media to use in their classroom.

Keywords: Pragmatics, Illocutionary Speech Act, Drama Performance

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In conclusion, the researcher acknowledges that this thesis is far from perfect. Therefore, the researcher sincerely welcomes constructive criticism and suggestions, aiming to utilize them as valuable insights for conducting more refined research in the future. Hopefully, this thesis will contribute to the ongoing and future advancements in education.

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CHAPTER 1

INTRODUCTION

1.1. Research Background

Individuals utilize language as a tool to communicate with one another and to express themselves. As social beings, individuals must rely on language daily to interact with other people and convey their thoughts, feelings and ideas. Language has two different forms, spoken form and written form. Spoken form is a form where individuals use their speech and hearing organs. On the contrary, the written form is a form that uses symbols, like letters and characters, to represent spoken words. It is visual which makes individuals need to rely on their ability to see and understand written symbols. While spoken and written forms both function as tools for communication, there are things that make the two different. The spoken form allows individuals to use language for direct interaction. In contrast, the written form is a form where individuals make indirect interactions because the written form allows people to interact without meeting face to face. This form can be accessed at any time since it is in written form. It's crucial to comprehend these differences in order to communicate effectively in a variety of contexts.

In language, an element plays an essential role in conducting communication which is called Pragmatics. Pragmatics is the study of how context, social cues, and common knowledge affect the way language is

interpreted and used in everyday interactions. As Yule (1996) said that “This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said”. We need to be acquainted with pragmatics in order to handle complex social interactions, adjust our communication methods to different audiences, and prevent potential misunderstandings. By comprehending pragmatics, individuals can interpret a literal meaning of an utterance and reveal implied messages from the conversation. This pragmatic study covers speech acts, conversational implicatures, and interpretation of non-literal language.

One of the aspects in pragmatics is the analysis of speech acts. According to Christianto (2020) speech act can be defined as an action which is performed by the use of an utterance to communicate. It means speech act is an utterance that represents individual's action. In a speech act, words are used to do something, not just to say something. Speech act can also be defined as idea that language contains meaning beyond the definition of the words that are used. So, the meaning of what we say is influenced by the type of speech we use, the structure of the utterance, and the context in which we use it. Understanding speech actions is important for good communication because it allows individuals to discern the intended meaning behind the words they use, recognize the speaker's intentions, respond appropriately and avoid misunderstanding. Developing pragmatic competence in comprehending and applying speech acts

improves communicative efficacy, smooth interactions, and promotes effective interpersonal communication.

According to Austin (1962) speech act consists of three dimensions which is locutionary act, illocutionary act, and perlocutionary act. In line with Austin, Grundy (2013) explained that when people say something, they may involve the three dimensions, which are locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary act is simple utterance made by individuals who use proper language and vocabulary. Illocutionary act is almost same with locutionary, but the utterance have literal meaning behind it. So, what speaker mean could not same with what they say. In other hand, perlocutionary act is an utterance that could make listener does what speaker say. Misunderstanding can arise if illocutionary and perlocutionary is not accurately understood, leading to communication breakdowns or unintended consequences.

Searle (1979) classified illocutionary act into five different micro classes; assertive/representative, directive, commissive, expressive, and declarative. Representative/assertive is a statement that is used by speaker to state what the speaker's believe to be the case or not the case. Directive is a speech act which is means that speaker want to get someone to do something, basically like a command or an order. Commissive is an utterance that makes people commit to do something in the future. Expressive is an utterance that express speaker feeling about particular situation. And declarative is an utterance that could change situation around

the speaker. By understanding these micro classes of illocutionary act, individuals could interpret what others' utterance mean. So there will be no misunderstanding could happen among individuals.

Understanding speech act could enables individuals who watching drama performance interpret what is happening in that drama. To understand drama, besides listening to what the actor say, audiences also need to watch what the actor do in the stage. In line with it, in speech act words are used to do something, not just to say something. In drama, words are used by actors in their utterances that will be responded by other actors' action. Comprehend speech act that is used in drama performance could make audiences easily grasp the content in drama performance that they watching. This could help the audiences grasp the educational moral value that would like to share by the actors/actress through their drama performance. Understanding speech act will be beneficial for the audience, since speech act is not only occur in drama performance, audience will also face speech act in their daily life. Based on that reason, the researcher would like to conduct this research to make other people truly understand what speech act is and enable people to avoid misunderstanding when communicating with others.

The drama that researcher choose is entitled Aladdin which is performed by English language students study program in their event named Dafestication. In this event there are many drama titles that are shown for example, "The Show Must Go On", "The Three Lions and Tiny Animals,

“Super Dead Man”, “Aladdin”, and etc. The reason why researcher choose Aladdin for this research is because this title is the most known story than other titles and Aladdin also has more screen time than other titles that make it has more utterances that can be analyzed. Many of the audience enjoyed the performance, however many of them were not aware that the utterances that occurred within the drama had been improvised by the actors, which made the conversations richer with a variety of vocabulary that can be analyzed pragmatically.

There are some studies that have been conducted in the field of speech act analysis, such as the research by Salih (2022) titled “A Discourse-Pragmatic Analysis of Illocutionary Speech Acts in Dickens 'Hard Times'”. The aim of this study is to see what kind of illocutionary speech acts are used in novel entitled “Hard Times”. The finding shows that 473 speech acts are utilized and distributed as follow: 174 speech acts are Expressive, accounting for 31% of the total, followed by Representative acts, accounting for 19%, and 85 Commissive, accounting for 18%. The remaining speech acts are declarative and directive, which both are only occasionally used by 77 and 75 both have 16% of accounting.

Other study is conducted by Giyatmi, Astuti, & Wijayava (2021) with title “Speech Acts Found in English Tourism Slogans Used in Indonesia”. The aim of this study is to describe the types and functions of speech acts in the tourism slogan in Indonesia. The finding shows that there are four types of speech acts that is often used in tourism slogan, namely

representative speech acts, directive speech acts, commissive speech acts, and expressive speech acts. And there are three functions of speech acts used in tourism slogans, namely giving information, dealing with the historical background, name, and hopes of certain town. And the other functions are asking and promising.

There is another study entitled “Illocutionary Speech Acts of Ustadz Salim A. Fillah Lecture Video in The Culture Edition” by Hastuti & Rohmadi (2023). The aim of this study is to describe the illocutionary speech acts in Ustadz Salim A. Fillah’s lecture video especially in culture edition. The finding shows that the most usable illocutionary speech act in Ustadz Salim’s video is assertive which is 12 times used in the video with 38,7% counting. Followed by directive with 29,03% counting, expressive, declarative both have 12,9% counting and the least used is commissive with 6,45% counting.

Based on the previous studies, the researcher sees a distinct gap that is the previous studies are analyzing speech acts in a novel entitled “Hard Times”, tourism slogan in Indonesia and lecture video by Ustadz Salim, but the study that would like conducted by researcher will focus on the illocutionary speech act in video drama performance by English language study program students. This research aims to explore the use of illocutionary speech act within the video of drama performance by university students. By analyzing how illocutionary speech act is used in drama performance, the study intends to provide valuable insight into the

use of illocutionary speech acts in theatrical performance by university students, so other students could use this the video as the material to learn more about illocutionary speech act. The investigation of illocutionary speech act in video drama performance by university students fills a gap in existing research, which primarily focused on speech act in other media such as novel, slogan, and lecture video. Researcher hope that through this research, a deeper understanding of the pragmatic functions of speech acts in the context of video drama performance can be gained, contributing to the field of pragmatics and language education.

1.2. Research Questions

Based on the research background above, the research questions are formulated as follows:

- 1.2.1. What are the taxonomies of illocutionary speech act used in the video of drama performance by English language education study program students?
- 1.2.2. What are the dominant taxonomies of illocutionary speech act used in video of drama performance by English language education study program students?

1.3. Research Purposes

Based on the research questions above, the research purposes of this research are:

- 1.3.1. Identified the taxonomies of illocutionary speech act used in the video of drama performance by English language education study program students.

- 1.3.2. To find out the dominant taxonomies of illocutionary speech act used in video of drama performance by university students.

1.4. Scope of the Research

The scope of this research includes analyzing the taxonomies of illocutionary speech act used in the video of drama performance by university students. The analysis focused on identifying and examining the pragmatic functions of illocutionary speech act within this video of drama performance context. The research explored how illocutionary speech act is utilized in the video of drama performance to convey belief, establish reference, and facilitate effective communication. The investigation considered various illocutionary speech acts taxonomies, including assertive/representative, directive, commissive, expressive, and declarative. The research aims to provide valuable insight into the use of speech acts in drama performance by university students.

1.5. Research Significance

1.5.1. For Students

The researcher hopes this study can give valuable insight of what micro classes of illocutionary speech act that is used in drama performance. The researcher expects the result of this study can be used by students to help them learn more about illocutionary speech act. And by doing it, the implied message from the story can be found easily.

1.5.2. For Other Researcher

The researcher hopes this study can give valuable insight of how illocutionary speech act is used in drama performance. The researcher also hopes that the result of this study can be used by other researcher in their own study about illocutionary speech act.

1.6. Research Terminology

1.6.1. Illocutionary Speech Acts

Illocutionary speech act is utterances that have intended meaning behind it. The meaning of what people say is influenced by context around the speaker. Illocutionary speech act in this study uses Searle's taxonomy which divided into five micro classes, including assertive/representative, directive, commissive, expressive, and declarative.

1.6.2. Drama

Drama in this study is a drama with title Aladdin. This drama is performed by English Study Program. Aladdin is a story that originates from the Middle East, where the story itself is well known among young people today. The storyline of Aladdin in this drama performance has been cut a lot due to insufficient time to show the whole story. Even so this drama does not lose the essence of the well-known Aladdin story.