

CHAPTER II

THEORY AND METHOD

2.1. Theoretical Framework

2.1.1. Speech Act

Speech act is the act carried out by speaking that has a purpose or intention within communication. In performing a speech act, the speaker aims to deliver their intentions with utterances. According to the Austin (1962), speech acts can be categorized into three levels of acts, such as locutionary acts, illocutionary acts, and perlocutionary acts. The locutionary act is the act of making meaningful sounds with a specific sense and reference to communicate. The illocutionary act is the act of saying something with an intention behind it. In addition, the perlocutionary act is the outcome or result of the locutionary and illocutionary acts.

2.1.2. Illocutionary Act

Illocutionary acts are actions carried out by the speaker when speaking. According to Searle (1979), illocutionary acts can be categorized into five types, such as assertives, directives, commissives, expressives, and declarations. The assertives illocutionary act is the act of conveying information, truth, or the speaker's beliefs, which includes the act of stating, claiming, asserting, informing, etc (Searle & Vanderveken, 1985). The directives illocutionary act refers to the act of making someone do something, which by using order, command, suggestion, request, ask, etc. The commissives illocutionary act is the act of expressing

intention to do something, such as making a promise, threat, dare, etc. The expressive illocutionary act is the act of saying something that reflects the mental state of the speaker, which includes the act of apologizing, congratulating, etc. In addition, the declarations illocutionary acts refer to the act of making a change with a speech act, which is performed using the act of pronouncing, declaring, baptizing, etc.

2.1.3. Directive Illocutionary Act

Directive illocutionary act is the act that is used to make the hearer do a specific action. The direction of fit of the directive is world-fit-word, which means the act's point is to "...get the world to match the words" (Searle, 1979, p. 3). In addition, in terms of felicity conditions, the directives' sincerity condition is want, and the propositional content is the future action of the hearer (Searle, 1979). Furthermore, Searle and Vanderveken (1985, p. 198) explained that the classification of English directives falls into 24 categories, such as direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray. However, I limit the analysis of directive speech acts to order, request, forbid, advise, and command, since I could not find any other types of directive illocutionary acts in the movie *Leap Year* (2010).

2.1.3.1. Order

Order refers to the act of telling someone to do something, where in this case, the speaker holds power over the hearer (Searle & Vanderveken, 1985). The felicity condition of order is similar to the request. The difference lies in the preparatory condition, where there is an additional preparatory condition of order, which states that the speaker must have authority over the hearer (Searle, 1969). Searle and Vanderveken (1985) later states order, tell, and command are similar. However, the act of ordering is heavier than telling and different from a command. Both order and command oblige the hearer to follow, but the act of ordering differentiates itself by only requiring the speaker to have higher power than the hearer. Therefore, the felicity conditions of order are: (1) the propositional content is the future action of the hearer, (2) the preparatory conditions are that the hearer is able to do the specific action, the speaker believes that the hearer is able to do the action, not obvious whether the hearer will do the action on their own, and the speaker has power or authority over the hearer, (3) the sincerity condition is the speaker wants the hearer to do the action, and (4) the essential condition is an attempt to get the hearer do the action (Searle, 1969). Thus, the sentence “I order you to leave” belongs to the classification of order (Searle, 1969; Searle & Vanderveken, 1985).

2.1.3.2. Request

Request refers to when the speaker asks someone to do something. In performing a request, the speaker assumes that the listener has the capacity and

willingness to fulfill the speaker's need (Searle, 1969). Furthermore, a request is a type of directive "...allows for the possibility of refusal" (Searle & Vanderveken, 1985, p. 199). Thus, the felicity conditions for a request are: (1) the propositional content is the future action of the hearer, (2) the preparatory conditions are that the hearer is able to do the specific action, and the speaker believes that the hearer is able to do the action, not obvious whether the hearer will do the action on their own, (3) the sincerity condition is the speaker's want for the hearer to do a specific action, and (4) the essential condition is an attempt by the speaker to make the hearer do the action (Searle, 1969). For instance, the phrase "Could you do this for me?" (Searle, 1969, p. 68) is a request. Another example of a request is, "I wish you wouldn't do that" (Searle, 1969, p. 68), where the essential condition is shown by the speaker's attempt to stop the hearer from doing something.

2.1.3.3. Forbid

Forbid is the act of disallowing the hearer to do something, which can be said as a negative command (Searle & Vanderveken, 1985). In performing the act of forbidding, the speaker explicitly expresses their disapproval or rejection of the hearer's future actions. The main function of forbidding is to prevent the hearer from performing an action, either because the hearer wants to do it or because the speaker considers it important to forbid (Searle et al., 1980). Although forbidding and prohibiting seem similar, the difference lies in the period of time that the order applies (Searle & Vanderveken, 1985). Therefore, forbid is only temporary, while prohibition is applied continuously. In addition, the felicity condition of forbid is

similar to an order. However, the difference lies with the propositional content where the content is negated, which means that the propositional content of forbid is the future action of the hearer to not do the action (Searle & Vanderveken, 1985).

2.1.3.4. Advise

Advise refers to the act of making the hearer do an action that is considered beneficial for the hearer. Unlike requests, advise functions as a recommendation that is best for the hearer (Searle, 1969). The main purpose of advise is to guide the hearer by suggesting the action that should be done for the sake of the hearer's benefit (Searle, 1979). Therefore, the felicity conditions of advise are: (1) the propositional content is the future action of the hearer, (2) the preparatory conditions are "H has some reason to believe A will benefit H and It is not obvious to both S and H that H will do A in the normal course of events" (Searle, 1969, p. 67), (3) the sincerity condition is the speaker believes that the action is beneficial for the hearer, and (4) the essential conditions is the speaker is making a commitment that the action is beneficial for the hearer (Searle, 1969). For example, the utterance "I advise you to leave" is an act of advise because it shows how the speaker believes that leaving would be good for the hearer's situation (Searle, 1979).

2.1.3.5. Command

Command is an act where the speaker oblige the hearer to do a specific action. A command wields a greater degree of force than a request and require an

institutional authority (Searle, 1979; Searle & Vanderveken, 1985). Thus, to perform a command, the speaker requires a power or higher authority than the listener (Searle, 1969). Therefore, the felicity conditions of command are similar to request, with the difference in the preparatory condition. The felicity conditions of command are the same as order, with a slight difference in the position that the speaker has. This means that in order to command the hearer, the speaker must have the authority to command the hearer (Searle & Vanderveken, 1985). For example, the phrase, “I command you to stand at attention,” is a command. The sentence shows that the speaker have power and expected the hearer to oblige (Searle, 1979).

2.1.4. Direct and Indirect Speech Act

In the theory of speech acts, Searle (1979) defines the types of realization of utterances. In this case, there are two types of realization, such as direct and indirect. The direct speech act is achieved when the speaker says something that means the thing they said. However, there are some cases where the speaker says something that they intended to mean another thing. This case can be categorized as an indirect speech act. In an indirect speech act, there are two speech acts being performed on the same utterance, such as the primary illocutionary act and the secondary illocutionary act. The primary illocutionary act is the intended meaning of the utterance, while the secondary illocutionary act is the literal meaning of the utterance (Searle, 1979). In order for the hearer to understand the speaker’s intended meaning, the speaker and the hearer need to have shared background information, understanding of the theory of speech acts, and principles of

cooperative conversation (Searle, 1979). He further states that the directive speech act is the most useful speech act to study the indirect form, and that the reason why directives are performed indirectly is because of politeness.

Searle (1979) then organizes 6 groups that could be used to make indirect speech acts, which are (1) the hearer's ability to perform an action, which refers to the preparatory condition, (2) the speaker's want for the hearer to do an action, which refers to the sincerity condition, (3) the speaker's predication of an action of the hearer, which refers to the propositional content condition, (4) the speaker's want for the hearer's desire and willingness to do an action, (5) reasons for doing an action, and (6) combination of previous groups layered on each other (Searle, 1979).

2.1.5. Social Factors (SPEAKING)

The speech community is a group of people who share knowledge of rules to conduct and interpret speech (Hymes, 2013). Within the speech community, there are three levels of hierarchy, which are speech situation, speech event, and speech act. In a speech situation, there is a speech event, and in a speech event, there is a speech act. A speech event is the activity or part of activities that has norms and rules of the use of speech (Hymes, 2013). A speech event may contain one speech act or several speech acts, and the speech act might be the whole speech event. Speech events and speech acts are the focus of writing formal rules for their occurrences and characteristics (Hymes, 2013). In addition, the same

speech act can appear in different speech events, and the same speech events can occur in different speech situations.

There is an analytical tool for analyzing the speech event, which is a mnemonic code word SPEAKING. There are sixteen components of speaking that can be grouped into eight components, such as setting and scene, participants, ends, act sequence, key, instrumentalities, norms, and genre. According to Hymes (1974, p. 55), “Setting refers to the time and place of a speech act”, while scene (S) is the psychological setting or cultural definition of an occasion. On the other hand, participants (P) refer to the people who are engaged in the speech event, such as the speaker, sender, addressor, hearer, receiver, audience, and addressee. Ends (E) refer to the purpose (outcomes) and purpose (goals). The outcomes mean the expected results of the speech event, while the goals are the personal intentions of each participant that can be different from the expected results. In addition, the act sequence (A) refers to the message form and the message content, which are the form of speech and the topic of the speech.

Key (K) refers to the tone, manner, or spirit of the act, while instrumentalities (I) are the channel and form of speech. The channel means the “medium of transmission of speech” (Hymes, 2013, p. 58), such as oral, written, telegraphic, semaphore, and others. On the other hand, the form of speech is the language or variety that is used in the act. In addition, the norms (N) consist of norms of interaction and norms of interpretation. The norms of interaction are the rules about how to behave in action, while the norms of interpretation refer to the rules about what behaviors mean in action. Lastly, genre (G) refers to the

categories of speech, such as “poem, myth, tale, proverb, riddle, curse, prayer, oration, lecture, commercial, form letter, editorial, etc.” (Hymes, 2013, p. 61).

2.2. Research Method

2.2.1. Type of Research

This study uses a descriptive qualitative research method. As stated by Kothari (2004), a descriptive research method is a method that includes surveys and analyzing facts that function to show the current conditions. In addition, qualitative research is research that focuses on understanding the phenomena and examining the motivations and reasons, which are usually conducted through interviews. This method is suitable for behavioral sciences because it seeks to understand human behavior. Therefore, this study uses this methodology to analyze directive speech acts by analyzing the types of directive speech acts, the realization forms, and the influence of the social factors of their directness.

2.2.2. Research Approach

This study uses a socio-pragmatic approach to analyze the directive illocutionary acts used by Anna Brady in *Leap Year* (2010). Socio-pragmatic is a study that analyzes the language use in a social context that is influenced by the social factors, such as social distance, social rules and norms, discourse practices, and accepted behaviours (Marmaridou, 2011). This approach is appropriate for this study because it analyzes the types of directive speech acts, the realization in direct

or indirect speech acts, and the influence of the social factors in the speaker's choice of language use.

To analyze the data, I used three theories. The first theory that I use is Searle's (1979) theory of directive illocutionary acts to identify and categorize the types of directive illocutionary acts, such as order, request, forbid, advise, and command. The second theory that I use is Searle's (1979) theory of direct and indirect speech acts to determine the realization of each directive. In addition, the third theory that I used is Hymes's (1974) theory of SPEAKING components, which includes setting and scene, participants, ends, act sequence, key, instrumentalities, norms, and genre, to determine the influence of directive choices.

2.2.3. Data Source

The primary data for the analysis were obtained from the utterances spoken by Anna Brady in the movie *Leap Year* (2010), watched on Netflix. In addition, the secondary data was the subtitle downloaded from Subdl. For instance, the subtitles are presented below:

Timestamp	Utterance
00:05:47,178 --> 00:05:50,481	Packing. He has a cardiology convention in Dublin.
00:09:52,104 --> 00:09:55,273	I'm going to propose to my boyfriend on leap day.

Table 1. Examples of subtitles downloaded from Subdl

From the subtitles downloaded from Subdl, I added a new column for the name of the speaker(s) to focus only on Anna Brady's utterances. For instance:

Speaker(s)	Timestamp	Utterance
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Anna Brady	00:05:47,178 --> 00:05:50,481	Packing. He has a cardiology convention in Dublin.
Anna Brady	00:09:52,104 --> 00:09:55,273	I'm going to propose to my boyfriend on leap day.

Table 2. Speaker(s)' name added for detailed information

2.2.4. Population and Sample

The population of this study is all utterances from the movie *Leap Year* (2010). Furthermore, the sample includes Anna Brady's utterances of directive illocutionary acts that are chosen with purposive sampling. The criteria of the sampling are the utterances that are spoken by Anna Brady, the utterances that function as a directive illocutionary act based on Searle's (1979) definition, and the felicity conditions of the utterances can be identified using Searle's (1969) theory.

2.2.5. Method and Data Collection

To collect the data, I use a non-participant observation method because this method allows me to focus on the behavior and utterances of the subject (Kothari, 2004). In this case, the data are collected from the dialogue delivered by Anna Brady in the movie *Leap Year* (2010). I observed this dialogue by watching the movie and analyzing its subtitles. The data collection process involved the following steps:

1. Watched and listened to the movie on Netflix to ensure a comprehensive understanding of the context and character.
2. Downloaded the movie subtitle from Subdl and checked if the subtitle is aligned with the utterance of the movie on Netflix.

3. Identified Anna Brady's utterances. The directive speech act utterances are then highlighted to divide the directive illocutionary acts and the other speech acts.
4. Re-watched the movie *Leap Year* (2010) on Netflix while checking Anna Brady's highlighted utterances to ensure there are no missed utterances.

2.2.6. Method of Analyzing Data

I analyzed the data by identifying and highlighting Anna Brady's utterances while looking at the context of the movie. I used the following steps to analyze the data:

1. I chose Anna Brady's utterances including directive speech acts, based on the subtitle downloaded from Subdl and in Table 2. For instance:

Speaker(s)	Timestamp	Utterance
Anna Brady	00:23:46,184 --> 00:23:49,554	Can you be careful with that?
Anna Brady	00:43:12,824 --> 00:43:14,959	Wait! Wait, I have a ticket!

Table 3. Anna Brady's utterances including directive speech acts

2. The chosen utterances were analyzed using Searle's (1969) theory of felicity conditions to determine the types of directive speech acts.

Speaker(s)	Timestamp	Utterance	Felicity Conditions	Type of Directive Speech Acts
Anna Brady	00:23:46,184 --> 00:23:49,554	Can you be careful with that?	Preparatory conditions: a. The hearers are able to do the action b. Anna knows that the hearers can do the action	Request

Anna Brady	00:33:23,266 --> 00:33:27,603	I am calling a real taxi. You leave me alone.	Preparatory conditions: a. Declan is able to do the action b. Anna knows that Declan can do the action c. Anna is in a position of power	Order
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Table 4. Analysis of the types of directive speech acts in Anna Brady's utterances

3. After grouping the data into each type, I analyzed the realization of each utterance and grouped them into two types of speech acts, using Searle's (1979) theory of direct and indirect speech acts.

Speaker(s)	Timestamp	Utterance	Direct/indirect analysis	Realization
Anna Brady	00:23:46,184 --> 00:23:49,554	Can you be careful with that?	a. The primary illocutionary act is a request for the hearer to treat the luggage carefully b. The secondary illocutionary act is a question about the hearer's ability to do something c. Group 1 of indirect speech act which relates to the preparatory condition	Indirect
Anna Brady	00:43:12,824 --> 00:43:14,959	Wait! Wait, I have a ticket!	The utterance means exactly what Anna say. She tells the train to stop and wait for her.	Direct

Table 5. Analysis of direct/indirect in Anna Brady's utterances

4. Therefore, I grouped the results of the analysis in felicity conditions and direct/indirect on Anna Brady's utterances:

Speaker(s)	Timestamp	Utterance	Type of Directive Speech Acts	Direct/indirect
Anna Brady	00:23:46,184 --> 00:23:49,554	Can you be careful with that?	Request	Indirect
Anna Brady	00:43:12,824 --> 00:43:14,959	Wait! Wait, I have a ticket!	Order	Direct

Table 6. Type of directive speech acts and direct/indirect in Anna Brady's utterances

5. After combining the types of directive speech acts and the realization in direct/indirect forms, I analyzed the social factors using Hymes's (1974) theory of SPEAKING to determine the reasons for Anna's choice in using direct/indirect form, as follows:

Speaker(s)	Timestamp	Utterance	Type of Directive Speech Acts	Direct/indirect	SPEAKING components
Anna Brady	00:23:46,184 --> 00:23:49,554	Can you be careful with that?	Request	Indirect	(S): the setting is outside the bar in Dingle, the scene is before departing to Dublin. (P): The addressor is Anna, the addressee is Declan, the audience are three local men. (E): the end as goals is Declan treat Anna's luggage carefully, the end of outcome is Anna's luggage is safe.

					(K): Annoyed. (N): Politeness when requesting to stranger. (G): requesting conversation.
Anna Brady	00:43:12,824 --> 00:43:14,959	Wait! Wait, I have a ticket!	Order	Direct	(S): the setting is at a train station in Tipperary, the scene is Anna missed her train. (P): Anna is the one who wants to go to Dublin, Declan is the one who accompanies her, and Frank is the ticket clerk. (E): the end as goal is to stop the train, while the end as outcome is to get on the train. (K): Desperate and in a hurry. (N): It is normal for someone who is late to performs a direct speech act for convenience. (G): attracting attention.

Table 7. The analysis of SPEAKING components in Anna Brady's utterances

6. The occurrence of each type of directive speech acts and direct/indirect is presented in this table:

Type of Directive Illocutionary Act	Direct	Indirect	Total
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Table 8. The occurrence of directive illocutionary act and its realization used by Anna Brady in *Leap Year* (2010)

