AN ANALYSIS OF LOCUTIONARY AND ILLOCUTIONARY ACT OF REPRESENTATIVE UTTERANCES USED IN DIGITAL STORYTELLING: I'M AN ANIMAL SERIES BY BROWN BAG FILMS

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ABSTRACT

The research entitled *An Analysis of Locutionary and Illocutionary Act of Representative Utterances Used in Digital Storytelling: I'm an Animal Series by Brown Bag Films* aims to analyze the locutionary and Illocutionary act based on Austin's theory and Searle's theory in digital storytelling videos I'm an Animal series directed by Brown Bag Films. The research used descriptive qualitative method and the data were taken in the form of utterances spoken by the animals in digital storytelling videos, transcribed into the written form and then analyzed by using the theory of speech acts. The research focus on a representatives utterances as the animals mainly talk about their life. The findings showed that there were several locutionary and Illocutionary act of representative utterances in the Digital Storytelling video of I'm an Animal Series by Brown Bag Film.

Key words: Speech Acts, Utterance, Locutionary Act, Illocutionary Act, Representatives

1. INTRODUCTION

Language influences human life as the bridge to communicate within society or other people. Nowadays, using language for communication is necessary when the speaker and the hearer understand what they are talking about. The communicative act or called as the utterances of the speaker commonly represent verbal communication. It means that people do not only produce utterance which is focused on grammatical structure and every word but also the way they perform the utterance.

For many people, learning English is a way to get access to a broader range of information, connections, and opportunities hence the importance of English is very clear especially in this era. The use of technologies has also become a crucial part of learning as well as teaching English. Technology in learning has become a buzz in the education industry and nowadays, it caters to the needs of modern-day learners and industrial revolution. Using technologies and other online media has added to enhance the English learner. Digital storytelling differs from conventional storytelling because it is ensures interaction of individuals with the stories and enables them to shape their stories on the other.

Linguistics is the study of language and how the language put together as well as how it functions. Pragmatics (the study of context affects meaning) is a branch of linguistics which is a study about how context contributes to the meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they're talking to, where, when, and under what circumstances. Pragmatics explains how to use language in context, and the way in people produce and understanding the meanings, their assumptions, their purposes or goals, and the kinds of actions. Pragmatics consists of speech act, deixis, conversational implicature, cooperative principles, and politeness principles.

A speech acts are the study of intended meaning of the utterances spoken and written. In attempting to express themselves, people do not only produce utterance containing grammatical structure and words but also perform actions through those utterances. Moreover, the most significant things in speech acts are the message of the speaker intention, so the hearer understands a message from the speaker. One general classification system lists five types of general functions performed by speech acts: representatives (assertions, statements, claims, descriptions, and etc), expressives (greetings, apologies, congratulations, condolences and etc), directives (commands, requests, challenges, invitations and etc), commissives (promises, pledges, threats, vows and etc), and declarations (blessings, hirings, firings, baptism, arrest and etc). On the other hand, every speech act has also several principal components which are directly concern at the utterance itself and the intention of the speaker. According to Austin (1969), the principle components of speech act divide into three parts; First, It is Locution. every utterance is represented by a sentence with a grammatical structure and a linguistic meaning. Second, It is Illocution. Speakers have some intention in making an utterance, or what they intend to accomplish. Third It is Perlocution or the "uptake". The component of a speech act is the effect of the act on the hearer. The study of speech act is significant for language learners. The importance of studying speech act is to make comprehend what message that discovered in every utterance. We should be able to aware and understand of the speech acts in the utterance, therefore there won't be a misunderstanding between the speaker and hearer. A speech act can be classified a success if the audience can identifies by the speaker's intention and the attitude being expressive.

The study of speech act has been conducted by many researchers. Speech act study conducted by Rumaria (2014) titled An Analysis of Speech Acts in *The Dead Poet Society*. In her study, she focused on the speech acts from the movie dialogue and aimed at identifying only at the illocutionary and perlocutionary of the main character's utterance when teaching. Another study belongs to Umar (2016) title The Analysis of Speech Act of President Joko Widodo's Speech in APEC Forum. In this study, she used data from real speech spoken by someone and aimed to find out the kinds of communication function types in the speech of President Joko Widodo. Another study conducted by Sholawat (2017) titled An Analysis Types of Speech Act Used By English

Teaching Learning Process at MTS Al-Wahhab Bago Kradenan. This study used the utterances uttered by the English teacher during teaching and learning practices and aims to identify the most dominant kind of speech act. The next study belongs to Ramayanti & Marlina (2018) titled The Analysis of Types Illocutionary Acts in *"Tangled"* Movie. In their study, they used the forms of utterances that involved illocutionary acts used by each character in the movie then classify them into categories of illocutionary acts based on Searle's theory. The last study belongs to Sameer (2017) title Analysis of Speech Act Patterns in Two Egyptian Inaugural Speeches. In his study, he used two Egyptian inaugural speeches from El-Sadat and El-sisi that belong to different periods. It was analyzed to find out whether there were differences within this genre in the same culture or not according to Serale's theory of speech acts. Based on all the explanations above, the writer intended to make an analysis about how the implementation of speech act which is focused on representative utterances of locutionary and Illocutionary act in a digital story telling media of animation videos. The writer choose animation videos from I'm An Animal Series by Brown Bag Film as a primary data that will be analyzed. Since the data is a video, the writer already make the transcript from the videos. From the reasons that already listed, the writer will make a study with title: *An Analysis of Locutionary and Illocutionary Act of Representative Utterances Used in Digital Storytelling: I'm an Animal Series by Brown Bag Films*.

2. LITERATURE REVIEW

Levinson (1983:9) refers pragmatic to the study of relations between language and context that are grammatical, or encoded in the structure of a language. It means that pragmatic is study of the relationship between language and context that are relevant to the writing of grammars. In the grammatical study, there is no relevancy between language and context of utterance, but in the pragmatics, absolutely there is relevancy between language and context. The meaning and purpose of the language can interpreted suitably if the use of language is relevant to the context. Pragmatic is the study about how context contributes to the meaning or investigating the meaning of language which links closely to the context and how is meaning in communication works, such as some utterance delivered by the speaker and interpreted by the listener.

Pragmatic has several branches that should be known. According to Levinson (1983), pragmatics would include the study of deixis, implicature, presupposition, speech acts and conversational structure.

The terminology of such function of language is called speech act (Austin, 1962:22). In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances. Actions performed via utterances are generally called speech act and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request. These descriptive terms for different kinds of speech acts apply to the speaker's

communicative intention in producing the utterance. The speaker normally expects that their communicative intention will be recognize by the hearer. Both speaker and the hearer are usually helped in this process by the circumstances surrounding the utterance. Speech act theory generally explains utterances and used by people in conversation to deliver message or thoughts.

Speech act is a phrase that consist of two words, speech and acts. Speech act is originally present by philosopher Austin (1962) on his book *How to Do Things with Words* and developed by Searle. People perform various actions through the use of words and when utterances are made, a particular act is performed. That is called speech act.

Speech act defined as the action performed via utterance and in English, are commonly given more specific labels such as apology, complaint, compliment, invitation, promise or request (Yule, 1996:47). Searle (1969:18) says the speech act performed the utterance of a sentence in general function of the meaning of the sentence. The reason for concentrating on the study of speech acts is simply because all linguistic communication involves linguistic acts, therefore studying speech act is very important because every day we concern with linguistic communication.

According to Parker (1968:14) speech act as every utterance of speech constitutes some sort of act. Speech act is a part of social interactive behavior and must be interpreted as an aspect of social interaction. In face-to-face conversation, telephone calls, job application letters, notes scribbled to a roommate and other speech events, we perform verbal actions of different types. In fact, language is the principal means that we have to greet, compliment, and insult one another, to plead or flirt, to seek and supply information and to accomplish hundreds of other tasks. Actions that carried out through language are called speech act.

Thus, speech act is the study of intended meaning of the utterances spoken and written as well as an acts that refer to the action performed by produced utterances. It means that people can perform an action by saying something.

Every speech act has several principal components which are mainly concern to the utterance itself and the intention of the speaker in making it. First component is the locutionary act and the second and third are illocutionary and perlocutionary act.

Locutionary Act is that every utterance is represented by a sentence with a grammatical structure and a linguistic meaning. The locutionary act is the literal meaning of the utterance. In other word, locutionary act is the act of saying something. The interpretation of locutionary act is concerned with the literal meaning.

The locutionary act is the basic of utterance, or producing a meaningful linguistic expression. There is no intention of the speaker when they utter the utterance. Thus, The difficulty of forming the sounds and words to create a meaningful utterance in a language (for example, because it's foreign), then it means that it might fail to produce a locutionary act. The examples are as follows:

    (1) **I have just closed the window.**
    (2) **Can you close the door?**

In (1), the utterance has a good structure but the speaker does not have any goals or any intention. The speaker just want to say that they have just closed the door. The locutionary act in (1) is performing a representative utterance that can be thought as the act of

stating. Moreover, in (2), the locution is a yes/no question about the hearer's ability to close a window, as such, the utterance would require an answer of yes or no.

The second component of speech act is the illocutionary act. Illocutionary act is an act of doing something with a purpose and a specific function. As mentioned earlier, people also use language to perform such actions. There must be an intention behind the utterance. This particular aspects of speech act is regarded as illocutionary act.

The illocutionary act is performed via communicative force of an utterance which is generally known as illocutionary force. Illocutionary act is also the act of saying, which is committed with the indents of speaker by uttering a sentence such as asking, stating, questioning and etc. Someone might utter to make statement, an offer, an explanation for some other communicative purpose. This means that in every utterance that we produced, it is also another act that performed inside the utterance. The example are as follows:

> (3) **It is going to rain.**
> (4) **Five minute again.**
> (5) **Can you close the door?**

the locutionary act of the utterance in (3) might only be interpreted as informing the hearer about the weather that it is going to rain. However, if it is analyzed based on the in the illocutionary force, the utterance can be regarded as a warning from the speaker to hearer. The speaker may warn the hearer not to go outside since it is going to be rain. Otherwise, he or she wants the hearer to bring an umbrella if the hearer wants to go outside. For the example in (4), the context can be in an exam and that utterance is uttered by teacher when the students was doing exam. In saying this, the teacher is performing the illocutionary act of stating that the exam will be done five minutes again or perhaps the exam should be done because the time is almost out. Whereas the result of the illocutionary acts is the understanding on the part of the hearer. In (5), It is assumed that the speaker's intention is to request the hearer to shut the door as such the convention would enable the hearer to recognize the structural question as a request for action and to comply or not. Another assumption is that the speaker want to close the door because perhaps on the outside is really noisy so the speaker want to close the door to prevent the noise come to the room.

Perlocution act is the effect of an utterance. It is what people bring about to achieve by saying something such as to get hearer to know, get hearer to do something, show pleasant and unpleasant feeling and etc. This is in line with Yule (1996) who says that we produce utterance with some intention to have some effect. It is also a follow-growing influence (effect) to the hearer. This component of speech act can be called by the act of affecting someone. In perlocutionary, there is an influence affect because the speaker tries to influence the hearer or listeners to do what they want to do.

We do not simply create an utterance with a function without intending it to have an effect. Depending on the circumstances, you will utter utterance on the assumption that the hearer will recognize the effect that you intended. The examples are as follows:

> (6) **I have just made some coffee.**
> (7) **Can you close the door?**

In (6), it can be used to regenerate some effect to the hearer. One of the effect is perhaps to get the hearer to do something which in this case is to drink or to make some coffee too or the effect can make the hearer to smell the coffee. Another effect is it can make the hearer to say something such as *"Oh, you do?"* or *"What kind of coffee do you made?"*. For example in (7), we already know the locution and illocution act, therefore, the perlocutionary act of (8) is to get the hearer to do something which resulting the hearer will close the door if the hearer want to. If the speaker did not oblige, the effect can make the hearer says *"I can't."* or *"I don't want to."* or another reply like *"I'm busy."*

Searle classify five types of general functions performed by speech acts in performing the locutionary and illocutionary act. Those types are representatives, expressives (kinds of speech acts that state what the speakers feels), directives (kinds of speech acts that the speakers use to get someone else to do something), commissives (kinds of speech acts that speakers use to commit themselves to some future action), and declaratives (kinds of speech acts that 'change the world' via their utterance such as betting, naming, baptizing, marrying).

Representatives are those kinds of speech that state what the speaker believes to be the case or not. Representatives can be called assertive. It can generally be characterized as true or false. The speaker's purpose in performing representatives is to commit themselves to the belief that the propositional content of the utterance is true. The examples are as follows:

        (8)   **The earth is flat**

As for example above, the utterances can be a statements of fact, assertions, conclusions or descriptions. All of the example (8), illustrated that the speaker representing the world as he or she believes it is. In (8), the utterance is uttered because the speaker want to the hearer believe that the earth is flat or perhaps she or he just stating a fact that the earth is flat. In using a representatives, the speaker makes words fit the world of belief (Yule, 1996:54). Representatives also said to be the form that binds speaker at the truth of a proposition disclosed.

The type of representative can be take form of stating, describing, explaining, claiming, hypothesizing, suggestions, boasting, complaining, announcing and concluding.

1. Stating is an action done to express an opinion or to express the particulars of especially in words, for example: *"It aims to develop students skill in art"*.
2. Describing is to represent or give an account of in words, for example: *"The new building next to my house is so huge and full of color."*
3. Explaining is to give the reason for or the cause of, for example: *"I've got sick because of the unpredictable weather in Bandung."*
4. Claiming is to say that something is true or is a fact although you can not prove it and other people might not believe it, for example: *"The car is mine not yours."*
5. Hypothesizing is to put something forwards as a hypothesis, for example: *"It was reasonable to hypothesize a viral causality"*.

6. Suggesting is to mention an idea, possible plan, or action for other people to consider, for example: "*Why don't you sit down and relax for a while? It must be tiring day for you*".

7. Boasting is to speak too proudly or happily about what you have done or what you own, for example: "*In 2010 alone, we already won three international awards*".

8. Complaining is to say that something is wrong or not satisfactory, for example: "*I can't believe the price of this tea is so pricey*".

9. Announcing is to make known publicly and to give notice of arrival, presence, or readiness of something, for example: *"Mary and I are going to be married this year."*

10. Concluding is to reach as a logically necessary end by reasoning, for example: *"In conclusion, there are five types of speech act based from Searle's theory."*

These five general functions of speech acts, with their key features, are summarized in Table below:

Speech act type	Direction of fit	S = Speaker & X = Situation
Representatives (*No one makes a better cake than me*)	Make words fit the world	S believes X
Expressives (*I'm really sorry*)	Make words fit the world	S feels X
Directives (*Could you close the door?*)	Make the world fit words	S wants X
Commissives (*I'm going to Bali*)	Make the worlds fit words	S intends X
Declaratives (*You're fired*)	Words change the world	S causes X

The five general functions of speech acts (following Searle 1979)

As mentioned in the previous part, context is somehow one of the important parts in discourse and pragmatics. In other words it can be said that speech acts are context dependent since the context also influences the illocutionary functions. David Nunan states that "context refers to the situation giving rise to the discourse and within which the discourse is embedded." (1993:7). From that statement, context is simply defined as the circumstance or situation around which influences the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions. Nunan categorizes the context into two types which are linguistic and nonlinguistic context. Meanwhile, according to Hymes (1974), context consists of eight components.

3. Methodology of the Study

In conducting this study, the writer used descriptive qualitative research method. Descriptive method is used to describe, explain, and analyze the phenomenon which occurred behind the data. Sutopo (2002:33) states that in descriptive method, the analysis of the data id done naturally objective, and factual. It means that the researcher applies a set of procedures used for problem solving based on the factual data. According to Creswell in Sugiyono (2014:347) that qualitative research is a means for exploring and understanding the meaning individuals or group ascribe to a social or human problem. Meanwhile, as Bogdan and Biklen say in Sugiyono (2014:21) that qualitative descriptive method is the method that used to collect the data in the form of words of pictures rather than number. It is also called qualitative since the collected data were in the form of sentences, and in this case were the dialogue from videos.

The writer used some procedures of collecting the data. First, the writer watched the videos and write the transcript of the videos for the primary data. The writer is also checking the accuracy of the transcript by watching the videos time after time. After that, the writer selecting the data and then classified them. The writer then transferring the data into table, analyzing and interpreting the data. Finally, the writer will draw some conclusion.

The data sources of the study are the transcript of the I'm An Animal series videos made by Brown Bag Film. Brown Bag Film is Canadian-owned Irish animation production studio, based in Dublin, Ireland with many branch based in Manchester, UK and Toronto, Canada. One of the original productions that Brown Bag Film has made is I'm An Animal series. It is a colorful animated preschool video series featuring short, funny interviews with animals in their natural habitat that occasionally used to teach preschooler about animal. It is also one of the example of digital storytelling uses where the educator use videos to teach the students. Targeted at children aged 3-6 years old, these 2 minutes videos series was produced by Brown Bag Films for RTE and the Irish Film Board, and has been distributed to over 160 countries worldwide. These videos are uploaded to You Tube from their very own channel. There are so many videos that the writer can choose from this series, therefore, the writer choose the videos titled I'm A Hyena, I'm A Wolf, I'm A Black Rhinoceros, I'm A Chicken, I'm A Flamingo, I'm a Vampire Bat, I'm a Skunk and I'm a Bear as a primary data. The writer downloaded the videos from You Tube on Wednesday, April 28th 2019. All of the videos length is 2.10.

The use of digital storytelling media as a data is interesting since the writer must have to make the transcript of the video first before analyzed them because not many of digital storytelling video have the transcript of dialogue already. It is also one of the reason why the writer choose the different data to analyzed. Along with the fact that these video series are quite short and targeted to preschooler which make these videos series are simple and easy to listen and understand. Considering the length of the videos, the researcher intents to choose more than one videos to be the primary data.

4. RESULT AND DISCUSSION

According to Searle in Rahardi (2005:35), there are ten types of representative utterances however, the writer found seven types of representative utterances in I'm an Animal series digital storytelling videos that comprise into seven stating acts, six describing acts, four explaining acts, four boasting acts, two claiming acts, three complaining acts and two suggesting acts.

The data analysis are as follows:

(1) **I smell human.** *(I'm a Hyena; Line 2)*

The utterance above happens in the video titled I'm a Hyena on the second line. I'm a Hyena tells the audience about two hyenas who talking about themselves. They are talking about how many kind of hyenas, where is their habitat, how they live in group, their society, their foods and their strengths.

The utterance above belongs to a representative utterance because it states what the speaker believes to be the case. Its type is stating act because it is used by the speaker to state an opinion or fact. As for the context for the utterance above, the setting and scene happen at the savannah. The participants are two hyenas and they are talking about their life and suddenly one of the hyena smell something, therefore, the utterance above uttered. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The hyena is stating about smelling something which is 'human'
Illocutionary Act (Implied Meaning)	The hyena is performing an act of stating and informing that there is human nearby.

Principal Components of Data in Representative as Stating Act.

(2) **We hunt big preys like gazelles, zebras and even rhinoceros.** *(I'm a Hyena; Line 28)*

The utterance above also happens in the video titled I'm a Hyena but on the twenty-eighth line. The utterance above belongs to a representative utterance because it states what the speaker believes to be the case. Its type is describing act because it is used by the speaker to represent or describe something which in this case is the hyena's food. As for the context for the utterance above, the setting and scene happens at the savannas. The participants are two hyenas and they are talking about their preys. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The hyena is describing about their preys.
Illocutionary Act (Implied Meaning)	The hyena is performing an act of describing and informing that the hyena can hunt bigger prey than their like gazelles, zebras and even rhinoceros.

Principal Component of Data in Representative as Describing Act

(3) Our society is matriarchal, which mean female rules and male follows. *(I'm a Hyena; Line 23)*

The utterance above happens in the video titled I'm a Hyena on the twenty-third lines. The utterance above belongs to a representative utterance because it states what the

speaker believes to be the case. Its type is explaining act because it is used by the speaker to give the reason for something or the cause of something which in this case is hyena's matriarchal society. As for the context, the setting and scene happen at the savannah in the afternoon. The participant is still two hyenas and they are explaining about their life and their society. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The hyena is explaining about their society called matriarchal.
Illocutionary Act (Implied Meaning)	The hyena is performing an act of explaining and informing that the female hyena is more respectable than male hyena because of their matriarchal society.

Principal Component of Data in Representative of Explaining Act.

(4) Hyenas have the strongest jaws in the animal kingdom which mean we eat most of our prey, including bond, hound, even teeth. *(I'm a Hyena; Line 29)*

The utterance above also happens in the video title I'm a Hyena but on twenty-ninth line. The utterance above belongs to a representative utterance because it states what the speaker believes to be the case. Its type is boasting act because it is used by the speaker to speak or talk proudly about something which in this case is the strong jaws of hyenas. As for the context, the settings and scene still happen at the savannah in the noon. The participants are two hyena which talking about their strength and their habit of eating. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The hyena is boasting about her strong jaw.
Illocutionary Act (Implied Meaning)	The hyena is performing an act of boasting and informing that hyenas usually eat most of their food because of their strong jaws.

Principal Component of Data in Representative of Boasting Act

(5) Listen, I know I'm aggressive but that's not the point. The point is you trespass. *(I'm a Black Rhinoceros; Lines 11-12)*

The utterance above also happens in the video titled I'm a Black Rhinoceros but on the eleventh – twelfth lines. The utterance above belongs to a representative utterance because it states what the speaker believes to be the case. Its type is claiming act because it is used by the speaker to say that something is true or fact although other people might not believe. As for the context, it is when the black rhinoceros is talking about his life and he think that the hearer or the term 'you' in the utterance is invading his space, therefore, he uttered the utterance above to make a point. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The black rhinoceros is claiming that the hearer is trespassing his space.
Illocutionary Act (Implied Meaning)	The black rhinoceros is performing an act of claiming and informing that rhinoceros is an aggressive animal and doesn't like people invading their space.

Principal Component of Data in Representative of Claiming Act.

(6) You want to know who are driving me mad? Other animals and you! You people!
(I'm a Black Rhinoceros; Line 7)

The utterance above also happens in the video title I'm a Black Rhinoceros but on the seventh line. The utterance above belongs to a representative utterance because it states what the speaker believes to be the case. Its type is complaining act because it is used by the speaker to say that something is wrong or not satisfactory. As for the context, it is when the black rhinoceros is talking about his life and who is driving him mad. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The black rhinoceros is complaining about who are driving them mad.
Illocutionary Act (Implied Meaning)	The black rhinoceros is performing an act of complaining and informing how rhinoceros doesn't like other animals and human kinds.

Principal Component of Data in Representative of Complaining Act.

(7) Maybe, it's over there. *(I'm a Chicken; Line 8)*

The utterance above also happens in the video titled I'm a Chicken but on the eighth line. The utterance above belongs to a representative utterance because it states what the speaker believes to be the case. Its type is complaining act because it is used by the speaker to mention an idea, possible plan, or action for other people to consider something.

As for the context, it is when the chicken is talking about her life and her egg which the one she looking for. She also asked the chick about the egg and then she assumes the egg is over there, therefore, she uttered the utterance above. On the other hand, the utterance above also has three principal components that are listed on the table below:

Locutionary Act (Literal Meaning)	The chicken is suggesting that her egg is over there.
Illocutionary Act (Implied Meaning)	The chicken is performing an act of suggesting and informing that her egg is not here.

Principal Component of Data in Representative of Suggesting Act.

5. Conclusion

This research is concerned with the pragmatic analysis of the used of speech act in digital storytelling I'm an Animal series. Speech act is the study of intended meaning of the utterances spoken and written as well as an acts that refer to the action performed by produced utterances. It means that people can perform an action by saying something. The action performed by producing utterance will consist of several related acts comprise into locutionary act, illocutionary act and perlocutionary act. The research focused on locutionary act and illocutionary act in representative utterances.

The writer found that every speech act has principal components which are mainly concern to the utterance itself and the intention of the speaker in making it. First component is the locutionary act which is the literal meaning of the utterance, the second component is illocutionary which is the implied meaning of the utterance.

Furthermore the research focused on representatives as the types of general functions performed by speech acts in performing the locutionary and illocutionary act found in the data. There are 37 representative utterances found in the data. Hence, after concluding the analysis from data, the writer conclude that representative utterance is frequently used and appear. This is because the animals in the video series are mainly talking about their life.

They are stating, describing, explaining, about their habitat, kinds, food and many other things related to them.

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