AN ANALYSIS OF ILLOCUTIONARY AND PERLOCUTIONARY ACT OF DIRECTIVES UTTERANCE USED IN DIGITAL STORYTELLING OF LITTLE RED RIDING HOOD

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ABSTRACT

The research which is entitled *An Analysis of Illocutionary and Perlocutionary Act of Directives Utterance Used in Digital Storytelling of Little Red Riding Hood* focused on analyzing the Illocutionary and the perlocutionary act based on the theory of Austin and Searle. The method of this research is descriptive qualitative and the data taken is utterances from digital storytelling video. The writer transcribed utterances from the written form and analyzed by applying the theory of speech acts. The writer found 8 directives utterances which comprises into three asking acts, one ordering acts, three advising acts, and one requesting acts. Furthermore, the result showed that the illocutionary act of directives utterances of Little Red Riding Hood has some intention in making an utterance (implied meaning), and perlocutionary act shows the effect of the utterance.

Keywords: Illocutionary, Perlocutionary, Digital Storytelling**,** Speech Act, Utterance

1. INTRODUCTION

Language as a tool for communication has an important role for human being. English language as an international language has a function to connect people around the world. Learning language needs more than grammar and vocabulary. The communicative act or utterances of the speaker represent verbal communication. When people communicate each other, it is not only a matter of grammatical structure of the utterances. It has also to do with the way they perform the utterance. Thus, the knowledge of linguistic which is a study of language is very significance since it has a pragmatic study as one of branch of linguistic that concerns about how contex contributes to the meaning. Pragmatics explains how to use language in context, and the way people produce and understanding the meaning, the assumptions, the purposes or goals, and the kinds of actions. Pragmatics comprises of speech act, deixis, conversational implicature, cooperative principles, and politeness principles. Furthermore, a speech act is the study of intended meaning of the utterances both spoken and written. People do not only produce utterance which consists of grammatical structure and words but also perform actions through those utterances. Moreover, the message of the speaker intention is the main purpose so, the hearer understands a message from the speaker. Speech act has principal components that is stated by Austin (1969). The principle components of speech act comprises into locutionary, illocutionary and perlocutionary act. Locutionary discusses about utterance which is represented by a sentence with a grammatical

structure and a linguistic meaning. Illocutionary means the speakers have some intention in making an utterance, and what they intend to accomplish. Perlocutionary act is the effect of the act on the hearer.

The study of speech act is significant for language learners mainly to make comprehend what message that discovered in every utterance. The research concerning speech act has been conducted by researchers such as Tutuarima (2018) about An Analysis of Speech Act Used in London Has Fallen Movie, Praditya (2014) about An Analysis of Speech Act in the Conversation Between Habibie and Ainun in the Film Entitled Habibie and Ainun 2012. Considering the siginfince of analyzing the speech act, the writer will analyze the speech act entitled The Analysis of Illocutionary and Perlocutionary Act of Directives Utterance Used in Digital Storytelling of Little Red Riding Hood.

2.   LITERATURE REVIEW

Pragmatic is the study of meaning which is communicated by a speaker and interpreted by a listener. According to Yule (1996:3), It has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Pragmatic is the study of relations between language and context that are grammatical, or encoded in the structure of a language (Levinson, 1983:9). Thus, pragmatic is study of the relationship between language and context which is relevant to the writing of grammars. The meaning and purpose of the language can be interpreted suitably if the use of language is relevant to the context. Paltridge (2006:53) stated pragmatic as the study of meaning in relation to the context in which a person is speaking or writing. This includes social situational and textual context and the background knowledge context. Thus, pragmatic is the study about how context contributes to the meaning and how meaning in communication works, such as some utterance delivered by the speaker and interpreted by the listener.

According to Levinson (1983), pragmatics consists of deixis, implicature, presupposition, speech acts and conversational structure.

Speech act is an actions performed via utterances (Austin, 1962:22). When people produce utterances containing grammatical structures and words, they perform actions via those utterances. The speaker normally expects that their communicative intention will be known by the hearer. The speaker and the hearer are usually assisted by the circumstances surrounding the utterance in this process. According to Yule (1996:47) 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. Searle (1969:18) stated that the speech act performed the utterance of a sentence in general function of the meaning of the sentence. Parker (1968:14) stated that 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. We perform verbal actions of different types, such as in face-to-face conversation, telephone calls, job application letters, notes scribbled to a roommate and

other speech events. Thus, speech act is the study of intended meaning of the utterances spoken and written.

In this case, speech act has three principal components namely locutionary act, illocutionary act and perlocutionary act.

1. Locutionary Act

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. Furthermore, 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. The examples are as follows:

Example: (1) "Close the window, please"

In sentence (1), the locutionary act is that the speaker said '*Close the window, please*'. It means that the speaker is ordering or asking the hearer or anyone to close the window.

2. Illocutionary Act

Illocutionary act is an act of doing something with a purpose and a specific function. There must be an intention behind the utterance. 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. The example are as follows:

(2) Five minutes again.

In sentence (2), the context can be in an exam situation and the utterance is uttered by the teacher when the students are doing the exam. In this case the teacher is performing the illocutionary act of stating that the exam will be done in five minutes again or perhaps the exam should be done since the time is almost over. Furthermore, the result of the illocutionary acts is the understanding on the part of the hearer.

3. Perlocutionary Act

According to Yule (1996) we produce utterance with some intention to have some effect. Perlocutionary act is the effect of an utterance. It is what people want to achieve by uttering something as to get hearer to know, get hearer to do something, show pleasant and unpleasant feeling. There is also a follow-growing influence (effect) to the hearer or the act of affecting someone. Thus, there is an influence affect as the speaker tries to influence the hearer or listener to do what the speaker wants to do.

The examples are as follows:

(3) Where is your homework?

Sentence (3) may cause the hearer to do an action such as looking or searching for their book. It is usually uttered by the teacher to the students in the class. The perlocutionary effect is to get the hearer or the student to do something, therefore, the student will look for his or her book and then give it to the speaker.

In the otherhand, Austin (1962) stated that there are some effects of the perlocutionary act. They are as follows:

a. To convince the hearer

Convincing the hearer is a condition when the speaker tries to make the hearer believe that what the speaker said is the case and thus, the hearer feel sure about that through what the speaker says.

Example (4)**:** "I really dislike someone who chewed loudly when they're eating"

The effect of the utterance above is to convince the hearer that the speaker dislike someone who chewed loudly when they are eating.

b. To surprise the hearer

Surprising the hearer is a term when the speaker brings the hearer to the emotions aroused by something sudden or unexpected.

Example (5): "I bought this car for you as your birthday present."

The effect of the utterance above is to surprise the hearer about the speaker's birthday gift to the hearer. The term 'you' in the utterance above refer to the hearer.

c. To bore the hearer

To bore the hearer is a condition when the speaker brings the hearer into the conditions of boredom through the statement she or he said.

Example (6): "Rather than bore you with all the details, I'll hit some of the bright spots"

The effect of the utterance above is to bore the hearer about the details of something. The term 'you' in the utterance refer to the hearer.

d. To annoy the hearer

Annoying the hearer is a condition in which the speaker says something which cause some irritation to the hearer and thus, the hearer feels annoyed.

Example (7): "Your damned complain has always annoyed me."

The effect of the utterance above is to annoy the hearer about their complain. The term 'your' is refer to the hearer's complain.

e. To frighten the hearer

To frighten the hearer is a condition when the speaker influences the hearer by frightening him through his statements.

Example (8): "Run away or I'll punch you!"

The effect of the utterance above is to frighten the hearer, therefore, the hearer will be back away from the speaker. The term 'you' in the utterance refer to the hearer.

f. To cause the hearer

To cause the hearer means that what the speaker says can cause some effect of cause to the hearer. Austin states that when it's causing the hearer, the speaker expects some action or consequences at the hearer's state through his utterances.

Example (9): "You are fired!"

The effect of the utterance above is to causing the hearer some consequences or action which in this case is the hearer's state of being fired by the speaker. The term 'you' in the utterance refer to the hearer.

g. To insult the hearer

In insulting, the hearer through the sentence said, the speaker says some statements or acts something so as to offend his hearer.

Example (10): "Don't you have an eyes to see? You can't see me?"

The effect of the utterance above is to insult the hearer about the hearer's eye. The speaker is mocking the hearer about their eyes and their ability to see. The term 'you' in the utterance refer to the hearer.

h. To alarm the hearer

According to Austin, alarming the hearer is when the speaker tries to tell the hearer about his fear which is caused by some danger and thus he expects the hearer to understand the situation.

Example (11): "Please be careful if you walk alone at night."

The effect of the utterance is to alarm the hearer that they have to be careful if they want to walk alone at night. The term 'you' in the utterance refer to the hearer.

i. To enlighten the hearer

When we enlighten someone, we give them some new information which enriches his knowledge. It is a condition when the speaker gives some intellectual insight to the hearer.

Example (12): "I think vegetables are good for our health"

The effect of the utterance is to enlighten the hearer that vegetables are good for our health.

j. To inspire the hearer

To inspire the hearer is to make the hearer encouraged and motivated about something. This is in accordance to Austin who stated that when inspiring the hearer, the speaker produces utterances by which he encourages the hearer and gives some spirit.

Example (13): "I hope that next semester will be better for students"

The effect of the utterance is to inspire the hearer about next semester. The speaker hope that next semester will be better for students.

k. To get the hearer to do something

To get hearer to do something means that we want someone to do something after hearing our statement. It is a condition when the speaker expects the hearer to do something through the statement said by the speaker.

Example (14): "Can you open the door, please?"

The effect of the utterance above is to get the hearer to do something which in this case is to open the door for the speaker. The term 'you' in the utterance refer to the hearer.

l. To get the hearer to say something

To get hearer to say something means that we want someone to say something after hearing our statement. It is a condition when the speaker expects the hearer to say something through the statement said by the speaker.

Example (15): "What are you doing here?"

The effect of the utterance above is to get the hearer to say something which in this case is to answer the question from the speaker. The term 'you' in the utterance refer to the hearer.

m. To get hearer realize something

This term defines how the speaker tries to make the hearer know or think deeper about the statement said by the speaker.

Example (16): "I hope you realize that there is no day off again until next year."

The effect of the utterance above is to get the hearer realize something which in this case is no day off again for the hearer until next year.

In addition, Searle (1969) also classify five types of general functions performed by speech acts in performing the illocutionary act. Those types are representatives (kinds of speech that state what the speaker believes to be the case or not), 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 and so on). In this case, Leech (1983:53) stated that expressive can be in the forms of greetings, apologizing, condoling, praising, excusing, mocking, worrying, congratulating, thanking and many kind of expressions.

Directives states that the speakers use to get someone else to do something. They express what the speaker wants and the utterance can be positive or negative. It is intended to get the listener to carry out an action. Furthermore, directives speech acts mostly contain a verb, an object and a requested task that performed by the speaker and the hearer. The examples are as follows:

(17)   Could you lend me a pen, please?

As illustrated in (17) the speaker is intended to get the hearer to carry out an action. Example (17), the utterance shows that the speaker request something from someone else. He or she indirectly order the other person to do something which is to lend her or his a pen. The intention of these utterances is to make the hearer to perform the action conveyed in the utterance itself. In using directive, the speaker attempts to make the world fit the words via the hearer (Yule, 1996:54).

The types of directives are utterances of asking, ordering, requesting, advising, inviting, challenging, recommending, begging, warning, and kind of instructions.

1. Asking is to call on for an answer or put a question about. Example (18): *"What are you looking for?"*
2. Ordering is to give an order to and to request (something) to be made, supplied, done or served. Example (19): *"Stay away from me!"*
3. Requesting is the act of politely or officially asking for something. Example (20): "*Can you lend me you book, please?*".
4. Advising is to give someone advice. Example (21): "*You should go to the doctor if you have consequence bad headache*".

5. Inviting is to ask or invite someone to go to an event, Example (22): *"My birthday party is on tomorrow night at SoHo, you should come!"*

6. Challenging is to offer a challenge to someone and to test one's ability or endurance. Example (23): *"Come to class tomorrow and let's show everyone who is a better singer."*

7. Recommending is to suggest that someone or something would be good or suitable for a particular job or purpose, or to suggest that a particular action should be done. Example (24): "*We recommend that all application letters be submitted before November 2019*".

8. Begging is to ask earnestly for. Example (25): *"Please, don't take my children away. I'm begging you."*

9. Warning is to make a statement or event that indicates a possible danger, problem, or other unpleasant situation. Example (26): *"Anyone trespassing on this property will be prosecuted to the fullest extent of the laws."*

3. METHOD

In conducting the research, the writer applied descriptive qualitative research method as Sutopo (2002:33) stated that descriptive method is done naturally objective, and factual. It applies a set of procedures used for problem solving based on the factual data. The goal of descriptive research is to describe a phenomenon and its characteristics. According to Creswell in Sugiyono (2014:347) qualitative approaches is a means for exploring and understanding the meaning individuals or group ascribe to a social or human problem. Furthermore, Bogdan and Biklen stated in Sugiyono (2014:21) that qualitative descriptive method is used to collect the data in the form of words or pictures rather than number. The qualitative approaches applied when the collected data were in the form of sentences. In this research, the datas were the dialogue from digital storytelling. Thus, The writer transcribed the utterances, selected the data and then classified them.

4. RESULT AND DISCUSSION

The datas analysis below are utterances of asking act. Searle in Rahardi (2005;35) stated that there are eight type of directive utterances in general and the writer found four types of directives utterances from the data that catagorized into three asking acts, one ordering acts, three advising acts, and one requesting acts. The data analysis are as follows:

(1) What are you doing out here, little girl? The wolf asked in a voice as friendly as he could muster *(LRRH)*

The utterance above is a directive utterance since it intended to get the listener to perform an action. Furthermore, the type is asking act as it is used by the speaker to get someone else to call on for an answer. The context stated that the wolf that suddenly appeared beside the girl asked the little girl about what she was doing in the wood. In addition, the principal components of speech act of illocutionary and perlocutionary will be analyzed below.

Illocutionary Act (Implied Meaning)	The wolf is performing an act of asking in a friendly voices.
Perlocutionary Act (The Effect of the utterance)	The effect is to get the hearer to say something. Thus, the hearer will answer the speaker's question. The hearer can respond with the information of what she was doing or related to the question.

table 1 Data 01 Directive-Asking Act.

(2) Who is it? He called in a cackly voice *(LRRH)*

The utterance above belongs to a directive utterance since it intended to get the listener to perform an action. Furthermore, the type is asking act as it is used by the speaker to get someone else to call on for an answer. The context stated that the wolf that pretended to be a grandmother was asking to the guest who came to the house. In addition, the principal components of speech act of illocutionary and perlocutionary will be analyzed below.

Illocutionary Act (Implied Meaning)	The wolf that pretend to be a grandmother is performing an act of asking.
Perlocutionary Act (The effect of the utterance)	The effect is to get the hearer to say something. Thus, the hearer or the girl in this case will answer to the speaker's question. The hearer can respond with information answer or related to the question.

table 2 Data 02 Directive-Asking Act.

(3) Is something the matter? She asked *(LRRH)*

The utterance above belongs to a directive utterance because it intended to get the listener to carry out an action. Its type is asking act because it is used by the speaker to get someone else to call on for an answer. The context stated that the girl is asking to her grandmother when she entered the house and she could scarcely recognize her grandmother. In addition, the principal components will be analyzed below:

Illocutionary Act (Implied Meaning)	The girl or the little red riding hood is performing an act of asking.
Perlocutionary Act (The effect of the utterance)	The effect is to get the hearer to say something. Thus, the hearer will answer to the speaker's question. The hearer can respond with information answer or related to the question.

table 3 Data 03 Directive-Asking Act.

5. CONCLUSION

The research discussed about pragmatic which focused on speech act used in Digital Storytelling. Speech act can be defined as an actions performed via utterances and has a principal component such as locutionary (the act of saying something), illocutionary and perlocutionary act. In addition, the types of speech act are representatives, expressives, directives (kinds of speech acts that the speakers use to get someone else to do something), commissives and declaratives. The writer found 8 directives utterances that comprises into three asking acts, one ordering acts, three advising acts, and one requesting acts. The results

show that the illocutionary has an implied meaning of the utterances and perlocutionary act is the effect of the utterance.

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