

## Illocutionary Acts In The Movie Entitled *All The Bright Places*

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### Article History:

Received: 10 Juni 2023

Revised: 19 Juni 2023

Accepted: 20 Juni 2023

**Keywords:** *Illocutionary Acts, Context of Situations, Movie*

**Abstract:** *This study is entitled “Illocutionary Acts in the Movie Entitled All the Bright Places. Two problems of study are formulated, specifically types of illocutionary acts used in the dialogue of the main characters in All the Bright Places movie and the context of situations used in the dialogue of the main characters in All the Bright Places Movie. The script of All the Bright Places movie served as the research data resource. This study used observation methods and note taking as a technique of collecting data. The steps of collecting data were to watch the movie, read the dialogue script in order to find the types of illocutionary acts and context of the situations of All the Bright Places movie, grouping the types of illocutionary acts and context of situations that were found in the movie script based on Searle’s (1979:12) theory and Leech’s (1983:6) theory. The findings show five types of illocutionary acts found in the dialogue of the main characters in All the Bright Places movie. From the analysis, there are data of representative illocutionary acts, data of directive illocutionary acts, data of expressive illocutionary acts, data of commissive illocutionary acts, and declarative illocutionary acts is not appearing any single time in the script of All the Bright Places movie. The purpose of context of situations is to consider the situational factors such as the speaker, the listener, the setting, and the cultural background, in order to accurately interpret the meaning of illocutionary acts in conversation.*

### INTRODUCTION

Linguistics is a discipline that deals with language, encompassing various branches such as syntax, morphology, phonology, pragmatics, and semantics. Among these branches, pragmatics holds significant importance. Pragmatics consists of several subfields, including deictic, presupposition, context, speech acts, and implicature. It focuses on how the context of communication influences the meaning of language, exploring how language is employed in specific situations to convey meanings that extend beyond the literal interpretation of words. Language serves as a social tool for communication, involving a minimum of two participants. Multiple factors, such as social status, age, gender, and the participants themselves, contribute to

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the occurrence of language. Humans utilize language to convey information, make requests, give orders, and engage in various forms of communication.

Misunderstandings can arise when the intended message of a speaker's utterance is not clear to the listeners. For example, the phrase "the duck is ready to eat" can be ambiguous, having two possible interpretations: people may think that the duck is cooked and ready for them to eat, or they may think that the duck is about to eat something. Understanding the meaning of someone's utterances is crucial to ensure both the speaker and the listener interpret the message correctly and avoid misunderstandings. In communication, there exists a relationship between language and the context in which utterances are made, which is referred to as pragmatics according to Levinson (1983: 5). When people communicate, they are performing speech acts, which occur in both verbal and nonverbal communication.

According to Yule (1996: 47), speech acts are a study of how the speakers and listeners use language. The use of speech acts can be applied in linguistics and literary works like movies, novels, poems, songs. The dialogues in the literature can be analysed by speech acts. The main point of the speech acts is the utterance or conversation. When people have a conversation, they use different ways to express what they want in their minds. Sometimes, when they request something indirectly, they do not use a command expression or the purpose of what they say to each other is not clear. Speech acts are an important part of communication, because these represent the point of linguistic and non-verbal expression when the speaker's intention must be communicated properly within a cultural context.

Speech acts can be categorized into two types: direct speech acts and indirect speech acts. According to Yule (1996), a direct speech act occurs when there is a clear relationship between the structure of the utterance and its intended function. In this case, a specific sentence type is used to convey its expected meaning. Direct speech acts explicitly convey the speaker's intended meaning behind the utterance. On the other hand, an indirect speech act occurs when there is no direct correlation between the structure of the utterance and its intended function. The speaker does not explicitly state their intended meaning, and it is the listener's responsibility to analyse the utterance and understand its meaning. Indirect speech acts are often used for purposes of politeness and to maintain the interlocutor's dignity. The listener can utilize the context and conversational assumptions to discern the speaker's indirect communicative intention.

This study is discussing illocutionary acts in the movie *All the Bright Places*. This movie is adapted from a novel written by Jennifer Niven. The novel *All the Bright Places* becomes popular in 2015 because it presents the story about a teenager who is in love and the mental problems experienced by one of the main characters. With the same storyline, the director of the movie decided to make the novel into a movie and it was released on February 28, 2020 on Netflix. *All the Bright Places* movie script and the movie itself become the data source because this movie has some intended meaning in the conversation of the characters. *All the Bright Places* raises sensitive and important themes, such as suicide, mental health, depression. The dialogues between the main characters often not only convey meanings, but also perform certain actions or have an impact on the viewers. Many viewers praise the performances of the main characters, Finch and Violet, for their ability to convey the emotional turmoil of their characters resonated with some audiences. The data was taken from observation method and note taking technique. The techniques of collecting the data were divided into several steps, as follows, Watch the movie to find the type of illocutionary acts and context of the situation, read the script of the main characters in the movie *All the Bright Places*, taking note to classify the illocutionary acts and the context of the situations in the *All the Bright Places* movie.

Illocutionary acts refer to the intended meanings or messages conveyed by a speaker through their use of language, which can have a significant impact on the listener or audience. These intended meanings can take different forms, such as promises, commands, requests, threats, praises, criticisms, and other types of language functions. In essence, illocutionary acts involve more than just the literal meaning of the words being spoken; they also encompass the speaker's communicative intentions and the effect that these intentions have on the listener.

## RESULTS AND DISCUSSION

Based on the analysis, show five types of illocutionary acts found in the dialogue of the main characters in *All the Bright Places* movie. From the analysis, there are 15 data of representative illocutionary acts, 24 data of directive illocutionary acts, 38 data of expressive illocutionary acts, 3 data of commissive illocutionary acts, and declarative illocutionary acts is not appearing any single time in the script of *All the Bright Places* movie. Here are some detailed analyses of the data:

### 1. Directive

In speech act theory, the term directive illocutionary act refers to an act where the speaker intends to get the listener to do something. It can be a command, request, question, order, suggestion, give advice, forbid.

Time : (01.59-02.16)  
 Finch : Violet Markey?  
 Violet : Oh, my God. **Please go.**  
 Finch : Well, I don't think that's...  
 Violet : **Just go**

In the data above, the speaker; Violet Markey performs directive illocutionary acts by saying "Please go" and "Just go" as a command. Command is an act which is given by someone to another, requiring the recipient to perform a specific action or behave in a certain way. According to Searle (1979:13), command is a type of directive illocutionary acts that is intended to make the hearers do something by virtue of the fact that the speaker has some kind of legitimate authority or power over them. The dialogue above appears in the scene when Finch saw Violet Markey standing on the edge of the bridge. Finch is shocked because he does not expect the girl who stands on the edge of the bridge to be Violet Markey. Violet Markey commands Finch to go because she does not want to make Finch ask what she is doing on the edge of the bridge.

#### a. Context of Situations

These are aspects which support analysis of the context:

- 1) Addresser & Addressee  
Violet & Finch
- 2) Setting  
On the edge of the bridge in Indiana
- 3) Context

Violet is shocked because someone sees her standing on the edge of the bridge. She stands there because she is still mourning about her sister's death which happened on that bridge. Finch accidentally sees a girl standing on the edge of the bridge while he is jogging, and he stops by to make sure who the girl is. Knowing that the girl is Violet Markey, his school mate, Finch comes closer and calls her name. Violet commands Finch to go because she does not expect someone sees her standing there. Finch understands the seriousness of

the situation and fears for her well-being. However, he also recognizes that Violet needs space and autonomy in that moment, as she is the one standing on the ledge.

Violet's request for Finch to go may be driven by her desire to face her pain alone and take ownership of her choices, even though Finch wants to be there to support and help her. It is a complex situation where Violet's need for solitude clashes with Finch's concern and protective instincts.

## 2. Representative

Representative is an illocutionary act which points stating the fact and opinion of speaker's utterance to the listeners. It can include some speech acts verbs, such as, remind, tell, deny, assert, guess, agree, claim, describe.

Time : (06.37-06.40)

A girl : What are you looking at?

Finch : **Just admiring the social norms of teenage angst.**

The sentence "Just admiring the social norms of teenage angst" above is uttered by Finch as the answer to his friend's question. In this case, Finch shows his interest in Violet Markey by telling his opinion using an uncommon idiom. He keeps looking at Violet who sits across from him while he is at the canteen with his friends. His friend is wondering about something that Finch is looking at. According to Searle (1979:8), telling an opinion is a representative illocutionary act because the speaker is representing their belief or knowledge about a particular topic.

### a. Context of Situations

These are aspects which support analysis of the context:

#### 1) Addresser & Addressee

Finch & his friend

#### 2) Setting

At the canteen

#### 3) Context

Finch keeps looking at Violet Markey who sits across from him. It makes his friends curious about something that Finch is looking at. Finch's statement, "just admiring the social norms of teenage angst," is a sarcastic remark he makes to his friend. It reflects Finch's viewpoint on the common behaviors and emotional challenges that are often linked to being a teenager.

Through this remark, Finch conveys a sense of cynicism and irony towards what he sees as the established expectations and patterns of teenage angst. His intention appears to be to convey his amusement or a sense of shallowness in how society often romanticizes or sensationalizes the challenges and emotional turmoil experienced by teenagers.

## 3. Commissive

Commissive is an illocutionary act which commits the speaker to do some action in the future. This can include threatening, refusal, promising, swear, pledges.

Time : (37:05-37:17)

Violet : I was only gonna do two, so...

Finch : I prefer Private Violet to... Public Violet. **Can you put her on? I'll wait.**

The utterance "I'll wait" is performed by Finch is considered as a commissive illocutionary acts, because Finch commits to do something in the future. The utterance can be interpreted as a commitment or promise of Finch to wait for someone or something. According to Searle (1979), promise is the way to not only convey information about future plans or intentions, but also create a new obligation to perform a specific action in the future.

- a. Context of Situations  
 These are aspects which support analysis of the context:

- 1) Addresser & Addressee  
 Finch & Violet
- 2) Setting  
 In front of Violet's locker
- 3) Context

The conversation is happening as Violet opens her locker and finds a rock with the inscription "your turn." Finch arrives and explains that sooner or later, Violet will have to continue with her own life without anyone else. Finch also states that he wants Violet to see life more broadly by saying that he prefers "public Violet" over "private Violet." As a result, Finch asks Violet to become public Violet, and he waits for that to happen.

#### 4. **Expressive**

Expressive illocutionary acts are speech acts that aim to communicate the speaker's emotional or psychological condition, rather than making a statement or taking a particular action.

Time : (11.56-12.03)

Teacher: If you're done, Mr. Finch?

Finch : Yes, I am done, and **can I just say you are doing a fine job teaching this class.** My young brain is plump with knowledge.

The dialogue above shows that Finch is expressing their positive feelings about his teacher's teaching skills by saying "you are doing a fine job teaching this class". This is considered as expressive illocutionary acts, where Finch is expressing their emotional or mental state through his words. According to Searle's (1979:15) theory, the speaker believes what they are saying is true and they are not trying to make the world fit their words or make their words fit to the world.

- a. Context of Situations  
 These are aspects which support analysis of the context:

- 1) Addresser & Addressee  
 Finch & his teacher
- 2) Setting  
 In the classroom
- 3) Context

In this case, Finch distracts everyone in the class after he flips his desk after Violet accidentally drops her book. He did it so people would not laugh at violet but him. Then the teacher asks if Finch's joke is over. Finch says he is done with his jokes and compliments his teacher's performance.

## CONCLUSION

Based on the analysis of the types of Illocutionary acts and context of situation that were used in the movie All the Bright Places, some conclusions are made related to the research problem. The types of illocutionary acts found in the All the Bright Places movie are directive, representative, commissive, expressive. From the analysis, there are 15 data of representative illocutionary acts, 24 data of directive illocutionary acts, 38 data of expressive illocutionary acts, 3 data of commissive illocutionary acts, and declarative illocutionary acts is not appearing any single time in the script of All the Bright Places movie. The types of illocutionary acts found in the movie are in the form of dialogue of the main characters dialogue.

Based on the examples provided, it can be concluded that the context of the situations plays

a crucial role in understanding illocutionary acts in conversation. The same words or utterance can have different illocutionary forces and interpretations depending on the context in which they are used. It is therefore important to consider the situational factors such as the speaker, the listener, the setting, and the cultural background, in order to accurately interpret the meaning of illocutionary acts in conversation.

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