

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher will explain the data that collected through documentation which discusses based on theory and concept from the previous chapter, this chapter presents based on the research focuses stated in the first chapter. It covers The Analysis of Speech Act on *The Translator* Movie. This chapter consists of result and discussion section.

A. Research Finding

In the process of collecting data, the researcher uses George Yule theory of speech act to analyze and find the data. This case is focus on knowing the classification of speech act in *the Translator* movie. This research belongs to descriptive qualitative study. It means that this research uses descriptive method which emphasis on describing the data used in the research.

In conducting the research, the researcher only examines the data and it is not propose any hyphothesis as it started from a phenomenon. In qualitative research, the data can be in the form of words; sentences, and terminology. Creswell, state that qualitative research is inquiry approach useful for exploring and understanding a central phenomenon.¹ This research does not include any calculation or enumeration, since the data produced are in form of word. It is like what it stated by Bogdan and

¹ Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edc (Boston: Pearson, 2012), p. 626.

Taylor in Moleong at research is a research that produces descriptive data consisting of written and spoken words and also behavior.²

In this research, the researcher finds the phenomena which are in the form of subtitle of original *The Translator* movie. There are some utterances to be analyzed. There for, the researcher is interested in conducting a research to analyze the classification of speech act in the *The Translator* movie; what are types of speech act are found in *The Translator* movie? And what is the function of the speech acts in *The Translator* Movie?

By observing the movie, the researcher found several speech acts that will be illustrated below:

1. Some types of speech act are found in *The Translator* movie

Based on observing the movie, the researcher found 14 locutions acts, 21 illocutionary acts, and 16 perlocutionary acts that occurred in the dialog on “The translator” movie. Based on the data obtained from documentary provides some screen shoots of the scenes showing the speech act and the researcher shows the data by reinforcing the utterances. Those are:

a. Locutionary act

1) Duration : 00:00:38-00:00:40

² Lexi J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2017), pg.4.



Ben : **“Oh, hi, Rachel, right?”**

Context of situation : Rachel come to Ben, she wants to talk with Ben. Because Ben does not recognize Rachel, so Ben verifying that she is Rachel.

2) Duration : 00:00:44-00:00:45,



Ben : **“We have a class together, don’t we?”**

Context of situation : Next dialog, Ben verifying they are a class together, so Ben asks to Rachel.

3) Duration : 00:00:57-00:00:59



Ben : **”Well, how are you doing Rachel?”**

Context of situation : Ben asking about Rachel

4) Duration : 00:01:46-00:01:49



Ben : “The other day in class, you were bragging about how you knew the language of love. **Would you be translator for me please?**”

Context of situation : Ben look a France girl who makes Ben wants to talk with her. But Ben cannot speak France. Then Ben remembers that Rachel ever speaks France in their class. So Ben asks to Rachel to help Ben in order to be a translator for Ben and Franc Girl.

5) Duration : 00.02.30-000.02.33



Rachel : “Helo, he wanted to talk to you. I will be the translator. **Understand?**”

Context of situation : Rachel asking to Claire about can Claire understand what Rachel mean.

6) Duration : 00.02.41-00.02.43



Ben : **“Ask her how she’s doing?”**

Context of situation : Ben ordering Rachel to ask about Claire.

7) Duration : 00.02.35-00.02.37



Rachel : **“Of course, sure.”**

8) Duration : 00:08:09-00:08:18



Claire : **“Sweetheart I’m for an exchange student I speak English.”**

Context of situation: the situation is Rachel feels regret about Rachel done. So Rachel talk about what Rachel has done in the dialog between Ben and Claire. Then Claire tells to Rachel that she is an exchange student, so Claire knows speak English well.

9) Duration : 00.01.26-00-01.29



Rachel : **“I knew all French people were jerks.”**

Context of situation : Rachel closes the dialog by the utterances, because Claire can understand English.

10) Duration : 00.02.51-00.02.53



Claire : **“Tell him** I think he’s cute.”

Context of situation : Claire orders Rachel to tell what Claire said

11) Duration : 00.03.36-00.03.28



Ben : “Well, okay... **Tell her I think she’s pretty.**”

Context of situation : Ben orders Rachel to tell what Ben said

12) Duration : 00.04.06-00.04.08



Claire : “Please **I like his American accent.**”

Context of situation : Claire orders Rachel to tell what Claire said

13) Duration : 00.04.13-00.04.17



Ben : “Well, **tell her** I think she has really beautiful eyes and her hair is really nice too.”

Context of situation : The dialog which said by actors is clear. It means that the meaning and the sentence is relate, and nothing hidden meaning.

14) Duration : 00.06.48-00.06.49



Ben : “**You were right!**”

Context of situation : Ben said that, because Ben feel sad when Claire does not want to go out with Ben

b. Illocutionary Act

1) Duration : 00.00.42-00.00.43



Rachel : “**Ya, I’m Rachel.**”

Context of the situation : Rachel says it means that Rachel justifying that she is Rachel, and Rachel wants to continue the dialog with Ben.

2) Duration : 00:00:48-00:00:49



Rachel : **“Isn’t it Joey no we have geometry together that’s it said two rows behind you.”**

Context of situation: in the situation, Rachel wants to make Ben to remember and believe that they are classmates. And it is statement of fact. And in fact, they are classmates.

3) Duration : 00:01:08-00:01:14



Ben : **“So sorry about that I just saw the girl who moved here from France. Claire...”**

Context of the situation : When Rachel talking with Ben, Ben looks Franc girl and coincidence Ben likes her, she is Claire. Ben says sorry, it means that what Ben say not to for Rachel, but actually Ben say to Claire

4) Duration : 00.01.44-00.01.45



Ben : “If only had a translator... wait a minute,
don’t you speak French?”

Context of the situation : It means that Ben wants to
Rachel to be a translator for Ben and Claire.

5) Duration : 00.01.46-00.01.47



Rachel : “**Hemm?**”

Context of the situation : Rachel tries to pretend that
Rachel knows speak Franc.

6) Duration : 00:02:51-00:02:53



Ben : “**Claire, hei Claire**”

Context of situation : Rachel have wanted to be a translator.
Then Ben calls Claire to join with them.

7) Duration : 00.03.14



Ben : **“Really?”**

Context of the situation : Ben unbelievable and Ben asks certainly to Rachel

8) Duration : 00.03.17-00.03.18



Ben : **“She really said that?”**

Context of situation : Ben unbelievable and Ben asks certainly to Rachel

9) Duration : 00.04.31-00.04.33



Claire : **“Well, I really like his smile.”**

Context of situation : Claire orders Rachel to tells to Ben that Claire like Ben's smile

10) Duration : 00.03-59-00.03.61



Claire : **“He really said that?”**

Context of the situation : Claire unbelievable and Ben asks certainly to Rachel

11) Duration : 00.04.39-00.04.52



Ben : **“I you know, I really just I want I want to ask her out on a date.”**

Context of the situation : Ben says to Rachel, that Ben just to wants Claire to date with him

12) Duration : 00.04.59-00.05.00



Claire : **“He said what?”**

Context of the situation : Claire unbelievable and Ben asks certainly to Rachel

13) Duration : 00:05:02-00:05:23



Rachel : **“She said sorry, but she’s not interested, she said he would never ever worked out between you two ever in fact she said that you and I would make a pretty amazing couple and then that you should seriously, seriously and think about asking me out instead of wasting your time on some stupid girl from another stupid country. If she said all that.”**

Context of situation : In the situation, Rachel is very jealous to Ben and Claire. So Rachel translate what Claire said which is shows that Claire ask to Ben to be a couple with Rachel.

14) Duration : 00.05.31-00.05.35



Ben : **“Rachel can I talk to you for a minute in private?”**

Context of the situation : Ben asks to Rachel to follow ben to talk about something

15) Duration : 00.05.45



Rachel : **“But I...”**

Context of the situation : Rachel wants to explain something, but Ben refuses Rachel sentence

16) Duration : 00.05.58-00.06.00



Rachel : **“Sorry about that.”**

Context of the situation : Rachel asks apologize because Rachel and Ben leave Claire alone

17) Duration : 00.06.03-00.06.08



Claire : **“I can’t believe he called me that! The stupid is American swine!”**

Context of the situation : Claire is angry because Claire believes what Rachel said from just now

18) Duration : 00.06.17-00.06.18



Claire : **“The dirty, pathetic \$#%&”**

Context of the situation : Claire still angry, and Claire dislike Ben

19) Duration : 00.06.27-00.06.44



Ben : **“You are unbelievable you know that absolutely unbelievable. Came on Claire, let’s go!”**

Context of the situation : Ben cannot believe Rachel, so Ben wants to leave the library and invites Claire to go with hin.

20) Duration : 00.06.42.-00.06.44



Claire : **“Get your hands off of me!”**

Context of the situation : Claire does not want to leave with him, so Claire asks to get Ben’s hand from her

21) Duration : 00.08.09-00.08.17



Claire : **“Sweetheart I’m for an exchange student so I can speak English so I know I was going on the entire time but it’s no fun to mess with you Americans.”**

Context of the situation : Here, Claire tell that she understand what Rachel or Ben said, but Claire really does not like Americans

c. Perlocutionary Act

1) Duration : 00:01:02-00:01:07



Ben : “Oh, beautiful...”

Context of the situation: when Ben ask about Rachel, suddenly Ben see a Franc girl, she is Claire. Ben praises Claire, but at the time Ben is talking with rachel, rachel feels that she has praised by Ben.

2) Duration : 00:01:08-00:01:10



Ben : “She is so hot.”

Context of the situation : Ben praising a girl from Franc, and it makes Rachel feels jealous

3) Duration : 00.01.26-00.01.27



Rachel : “And all France people are jerks, **it’s a known fact.**”

Context of the situation : Rachel say it, because Rachel does not like a girl who Ben likes

4) Duration : 00.01.31-00.01.33



Ben : **“I just wish I could talk to her.”**

Context of the situation : Ben wants to talk with a girl from Franc

5) Duration : 00.06.34-00.06.36



Rachel : “Yah I mean it’s too bad, you don’t speak the same language right? **I mean it’s so tragic.**”

Context of the situation : Rachel say it because Rachel wants to Ben dislike a girl from Franc

6) Duration : 00:01:55-00:02:05



Ben : “You would be like the best person in the world, do you like my favorite person that I’ve ever knew in the whole wide world.”

Context of situation: In the situation, Ben wants to talk with Claire, because Ben cannot speak Franc so Ben asks help to Rachel. First, Rachel does not want to do that, so Ben praising Rachel to wants to do that.

7) duration : 00.02.05-00.02.07



Ben : “Thank you so much. You’re the best.”

Context of situation : Ben apologies to Rachel because Rachel wants to be a translator

8) Duration : 00.02.38-00.02.39



Rachel : “She understands.”

Context of the situation : Rachel says it because Rachel wants to say that Claire wants to talk with Ben and understand what Rachel says

9) Duration : 00.05.46-00.05.48



Ben : **“For me please just give me a chance with this girl.”**

Context of the situation : Ben wants to Rachel say the real meaning and Ben ask a chance with Claire to know each other

10) Duration : 00.05.49-00.05.52



Rachel : **“Fine okay, I’ll translate for real.”**

Context of situation : Rachel promises to Ben to translate for real

11) Duration : 00.06.13-00.06.17



Ben : “Rachel, I told you to cut this out and needs to stop, **it’s not funny.**”

Context of the situation : Ben forces Rachel to say the truth, and Ben feels annoyed to Rachel

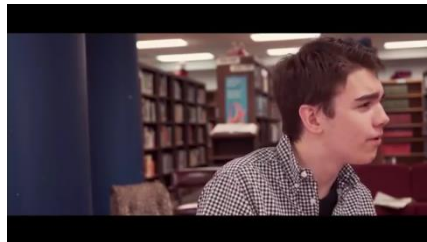
12) Duration : 00:06:18-00:06:20



Rachel : “**I’m being serious.**”

Context of the situation : Rachel affirm that Rachel have said the truth

13) Duration : 00:06:27-00:06:34



Ben : “**You are unbelievable you know that absolutely unbelievable.** Came on Claire, let’s go!”

Context of situation: The situation, Ben cannot believe what Rachel said.

14) Duration : 00.07.05.-00.07.08



Ben : **“I’m sorry, I’m such an idiot”**

Context of situation : Ben feels guilty because Ben is not sure what Rachel said

15) Duration : 00.07.13-00.07.19



Ben : **“It’s just you know I thought I had a chance with her. I actually thought I had a chance with her. I guess I should have known better.”**

Context of the situation : Ben feels sad, because the fact is not relate what Ben wants. And it makes Rachel feels guilty

16) Duration :00.07.39-00.07.51



Rachel : “I listen, **that boy really likes you I was jealous so I sabotaged your conversation. I’m so sorry, please forgive me. He is very nice boy and really likes you a lot. Please give him a second chance.**”

Context of the situation : Rachel explains what Rachel has done, and Rachel wants to Claire to apologize Ben, and Rachel hopes that Claire wants to talk again with Ben.

2. **The function of the speech act on *The Translator* Movie**

The second research question proposed in this research what is the function of the speech acts in *The Translator* movie? So, to answer the question the researcher will analyze the utterance that occur in the actors’ dialog on subtitle of *the Translator* movie based on survice speech act by George Yule’s perspectives.

This research, the researcher presents each types and classifications of speech act by George Yule’s perspectives. Based on the data, the researcher shows the data by reinforcing the utterances. It will be described bellow.

- a. Representative: statements of fact, assertions, conclusions, and descriptions.
 - 1) Assertions
 - a) Rachel : “**Ya, I’m Rachel.**”

b) Rachel : **“I sit two rows behind you.”**

c) Rachel : **“I’m being serious.”**

d) Rachel : **“She understands”**

2) Description

a) Claire : **“Sweetheart I’m for an exchange student I speak English so I know I was going on the entire time but it’s no fun to mess with you Americans.”**

b) Rachel : **“that boy really likes you I was jealous so I sabotaged your conversation. I’m so sorry, please forgive me. He is very nice boy and really likes you a lot. Please give him a second chance.”**

3) Conclusions

a) Rachel : **“I knew all French people were jerks.”**

4) Statements of fact

a) Rachel : **“She’s doing very well.”**

b. Expressive: statements of pleasure, pain, likes, dislikes, or sorrow.

1) Statement of pleasure

a) Ben : **“Thank you so much. You’re the best.”**

b) Claire : **“Of course, sure.”**

2) Likes

a) Ben : **“Oh, beautiful...”**

b) Ben : **“She is so hot.”**

c) Claire : **“Well, I really like his smile.”**

3) Dislike

- a) Rachel : **“And all France people are jerks, it’s a known fact.”**
- b) Rachel : **“Yah I mean it’s too bad, you don’t speak the same language right? I mean it’s so tragic.”**
- c) Rachel : **“He said you look pale.”**
- d) Rachel : **“Your eyes are dark and soulless and your hair is greasy!”**
- e) Rachel : **“You’ve got something up stuck in your teeth.”**
- f) Rachel : **“He called you a %\$@#&.”**
- g) Rachel : **“She said sorry, but she’s not interested, she said he would never ever worked out between you two ever in fact she said that you and I would make a pretty amazing couple and then that you should seriously, seriously and think about asking me opt instead of wasting your time on Some stupid girl from another stupid country. If she said all that.”**
- h) Claire : **“I can’t believe he called me that! The stupid is American swine!”**
- i) Claire : **“The dirty, pathetic \$#%&”**
- j) Ben : **“Rachel, I told you to cut this out and needs to stop, it’s not funny.”**

k) Ben : **“You are unbelievable you know that absolutely unbelievable.”**

4) Sorrow

a) Ben : **“You were right.”**

b) Ben : **“She actually said that. I’m sorry, I’m such an idiot.”**

c) Ben : **“It’s just you know I thought I had a chance with her. I actually thought I had a chance with her. I guess I should have known better.”**

c. Directives: commands, asking, suggestions, ordering and verifying

1) Commands

a) Claire : **“Get your hands off of me!”**

b) Ben : **“You’re sabotaging our conversation and I’m asking you to stop, please.”**

c) Ben : **“For me please. Just give me a chance with this girl.”**

2) Order

a) Ben : **“Would you be translator for me please?”**

b) Ben : **“Ask her how she’s doing?”**

c) Ben : **“I just saw the girl who moved here from France. Claire...”**

d) Claire : **“Tell him I think he’s cute.”**

e) Ben : **“Well, okay... Tell her I think she’s pretty.”**

- f) Ben : **“Claire, hei Claire”**
- g) Claire : **“Please say that I like his American accent.”**
- h) Ben : **“Well, tell her I think she has really beautiful eyes and her hair is really nice too.”**
- i) Claire : **“Well, I really like his smile.”**
- j) Claire : **“I like his American accent.”**
- k) Ben : **“Rachel can I talk to you for a minute in private?”**
- l) Ben : **“Come on Claire, let’s go!”**

3) Suggestion

- a) Rachel : **“Yah I mean it’s too bad, you don’t speak the same language right? I mean it’s so tragic.”**

4) Verifying

- a) Ben : **“Oh, hi, Rachel, right?”**
- b) Ben : **“We have a class together, don’t we?”**
- c) Ben : **“Don’t you speak French?”**
- d) Rachel : **“Hemm?”**
- e) Claire : **“He really said that?”**

5) Asking

- a) Ben : **“Well, how are you doing Rachel?”**
- b) Rachel : **“Understand?”**
- c) Claire : **“He said what?”**
- d) Rachel : **“But I...”**

- e) Rachel : **“Sorry about that”**
 - f) Ben : **“I just wish I could talk to her.”**
- d. Commissives: promises, threats, refusals, pledges**
- 1) Threats
 - a) Ben : **“it’s not funny.”**
 - 2) Promises
 - a) Rachel : **“Fine okay, I’ll translate for real.”**

Table 3.1. The Types of Speech Act

Types of Speech Act	Utterances	Functions
Locutionary Act	1) Oh, hi, Rachel, right? 2) We have a class together, don’t we? 3) Well, how are you doing Rachel? 4) Would you be translator for me please? 5) Understand? 6) Ask her how she’s doing? 7) Of course, sure. 8) Sweetheart I’m for an exchange student I speak English. 9) I knew all French people were jerks. 10) Tell him, I think he’s cute 11) Tell her, I think she’s pretty. 12) I like his American accent.	1) Verifying 2) Verifying 3) Asking 4) Ordering 5) Asking 6) Ordering 7) Pleasure 8) Description 9) Conclusion 10) Ordering

	<p>13) Tell her I think she has really beautiful eyes and her hair is really nice too.”</p> <p>14) You were right</p>	<p>11) Ordering</p> <p>12) Ordering</p> <p>13) Ordering</p> <p>14) Sorrowing</p>
Illocutionary Act	<p>1) Ya, I’m Rachel.”</p> <p>2) Isn’t it Joey no we have geometry together that’s it said two rows behind you.”</p> <p>3) I just saw the girl who moved here from France. Claire...</p> <p>4) Don’t you speak French?</p> <p>5) Hemm?</p> <p>6) Claire, hei Claire</p> <p>7) Really?</p> <p>8) She really said that?</p> <p>9) I really like his smile.</p> <p>10) He really said that?</p> <p>11) I you know, I really just I want I want to ask her out on a date.</p> <p>12) He said what?</p> <p>13) She said sorry, but she’s not interested, she said he would never ever worked out between you two ever in fact she said that you and I would make a pretty amazing couple and them that you should seriously, seriously and think about asking me opt instead of wasting your time on some stupid girl from another stupid country.</p>	<p>1) Assertion</p> <p>2) Assertion</p> <p>3) Ordering</p> <p>4) Verifying</p> <p>5) Verifying</p> <p>6) Ordering</p> <p>7) Verifying</p> <p>8) Verifying</p> <p>9) Likes</p> <p>10) Verifying</p> <p>11) Requesting</p> <p>12) Asking</p> <p>13) Dislike</p> <p>14) Ordering</p> <p>15) Asking</p> <p>16) Asking</p> <p>17) Dislike</p>

	<p>14) Rachel can I talk to you for a minute in private?</p> <p>15) But I...</p> <p>16) Sorry about that.</p> <p>17) The stupid is American swine!</p> <p>18) The dirty, pathetic \$#%&</p> <p>19) Came on Claire, let's go!</p> <p>20) Get your hands off of me!</p> <p>21) But it's no fun to mess with you Americans."</p>	<p>18) Dislike</p> <p>19) Ordering</p> <p>20) Command</p> <p>21) Dislike</p>
<p>Perlocutionary Act</p>	<p>1) Oh, beautiful...</p> <p>2) She is so hot.</p> <p>3) And all France people are jerks, it's a known fact.</p> <p>4) I just wish I could talk to her.</p> <p>5) Yah I mean it's too bad, you don't speak the same language right? I mean it's so tragic.</p> <p>6) You would be like the best person in the world, do you like my favorite person that I've ever knew in the whole wide world."</p> <p>7) Thank you so much. You're the best</p> <p>8) She understands.</p> <p>9) For me please just give me a chance with this girl.</p> <p>10) Fine okay, I'll translate for real</p> <p>11) It's not funny.</p> <p>12) I'm being serious.</p> <p>13) You are unbelievable you know that absolutely unbelievable.</p>	<p>1) Likes</p> <p>2) Likes</p> <p>3) Dislike</p> <p>4) Asking</p> <p>5) Suggestion</p> <p>6) Requesting</p> <p>7) Pleasure</p> <p>8) Assertion</p> <p>9) Command</p> <p>10) Promising</p> <p>11) Threatening</p> <p>12) Requesting</p> <p>13) Dislike</p> <p>14) Sorrowing</p> <p>15) Sorrowing</p> <p>16) Description</p>

	<p>14) I'm sorry, I'm such an idiot</p> <p>15) It's just you know I thought I had a chance with her. I actually thought I had a chance with her. I guess I should have known better.</p> <p>16) that boy really likes you I was jealous so I sabotaged your conversation. I'm so sorry, please forgive me. He is very nice boy and really likes you a lot. Please give him a second chance.</p>	
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B. Discussion of Research

In making clear description based on the result above, the researcher analyzed deeply in the following discussion through showing the picture which was captured by screen shoot and by table. This discussion is divided into two points. What types of speech act are found in *The Translator* movie? And what is the function of the speech act in *The Translator* Movie?

1. Types of Speech Act are Found In *The Translator* Movie

Based on observing the movie, the researcher found 14 locutions acts, 21 illocutionary acts, and 16 perlocutionary acts that occurred in the dialog on “The translator” movie.

a. Illocutionary act

Illocutionary is utterance that not only to give information but also it refers to do something as far as the situation of the speaker is carefully considered.³ In this case, Ben and Claire use a variety of acts that belong to illocutionary acts. Ben uses 8 utterances of illocutionary act, Claire uses 7 utterances of illocutionary act, whereas Rachel uses 6 utterances of illocutionary act. Related the story, Ben, Claire, and Rachel tend to use illocutionary act because they want to make the hearer do something. They use this type of acts because they want to express what they really want. As like Ben when said to Rachel;

Ben: **“Rachel can I talk to you for a minute in private?”**

In this situation, Ben wants to Rachel to follow him, because Ben wants to talk something that Claire cannot to know about what Ben wants to say.

Then another example, when Claire says to Rachel;

Claire: **“Well, I really like his smile.”**

Rachel as a translator between Ben and Claire, so when Ben says something, Rachel will translate to Franc and delivery to Claire. And also Rachel does that too when Claire says something. So that is the situation, Claire wants to Rachel to delivery to Ben what Claire says.

³ George Yule, *Pragmatics*, (New York: Oxford University Press, 1996), pg. 48

The analysis finds that Ben tends to use illocutionary act more often than other character because Ben wants to talk with Claire but Ben cannot understand and cannot to speak Franc, so Ben asks to Rachel to delivery what Bens says and Rachel must translate what Claire says.

b. Locutionary act

In this case, Ben uses locutionary act more often than other character, aspecially Ben uses 8 utterances of locutionary act, Claire and Rachel 3 utterances of locutionary acts. Locutionary act is the basic of utterance. It means that utterance which produced by someone is clear, correct, and not any other sense.⁴

As like when Ben says to Rachel;

Ben : **“Oh, hi, Rachel, right?”**

In the situation, Ben just one to verifying that she is Rachel. And it is so clear because in the dialog Ben add **right** word, it makes more clear that Ben just wants to verifying that she is Rachel.

c. Perlocutionary act

In this type only Ben and Rachel uses utterances of perlocutionary acts, especially Ben 10 utterances and Rachel 6 utterances. Perlocutionary act is utterance which gives effect to the

⁴ George Yule, *Pragmatics*, (New York: Oxford University Press, 1996), pg. 48.

hearer.⁵ It means that the hearer can feel the effect of what the speaker saying.

As like when ben says;

Ben: “oh Beautiful”

In the situation, Ben is talking with Rachel. Suddenly Ben looks Franc girl behind Rachel that beautiful who is reading a book in the library. So ben says “beautiful” it is not for Rachel, but that is for Franc girl. In other side, because Ben says it in front of Rachel, so Rachel feels pleasure.

2. The Function of The Speech Act In *The Translator* Movie

The second research question proposed in this research what is the function of the speech acts in *The Translator* movie? So, to answer the question the researcher will analyze the utterance that occur in the actors' dialog on subtitle of *the Translator* movie based on surfaces speech act by Yule's perspectives.

This research, the researcher presents each types and classifications of speech act by Yule's perspectives. Based on the data obtained from documentary provides some screen shoots of the scenes showing the error sentences will be described bellow.

a. Directives

⁵ George Yule, *Pragmatics*, (New York: Oxford University Press, 1996), pg.49

The analysis illustrates that the characters in the movie tends to use directives than the other types of speech acts. As Yule stated that directives is kind of speech act that speakers use to get someone attention to do something. The hearer expresses what the speaker wants.⁶ In this case, the characters use a variety of acts that belong to directives. They are 3 utterances of commands, 12 utterances of ordering, 6 utterances of asking, 1 utterance of suggestions, 5 utterance of verifying.

Related the story, in the movie the characters tend to produce utterances of directives especially in ordering act. Because in this movie tells about Ben who asking for help to Rachel to be a translator between ben and Claire who Franc girl.

b. Expressives

Expressives are also found in this analysis. The characters of this movie use expressives in order to represent psychological expression. The characters use this kind of speech acts to state what they really feel. As George Yule argued that expressive is kind of speech acts that states what the speaker feels.⁷

In this movie, the characters use some kinds of acts that belong to expressive. There are 19 utterances that belong to expressive. It consists of 2 utterances belonging to the expression of

⁶ George Yule, pg. 51

⁷ Ibid, pg.51

pleasure, 3 utterances belonging to the expression of likes, 11 utterance of dislike, and 3 utterances of sorrowing.

The characters use expressive form to represent his psychological expression. Rachel who tends produces expressives especially utterances of dislike, it is related with the story that Rachel likes Ben, but Ben likes Claire. And in this case, Ben who does not understand and cannot speak Franc asks to Rachel to be a translator for Ben and Claire. In order that, Rachel feels jealous and Rachel sabotages the dialog and sometime Rachel produces dislike utterances.

c. Representatives

Representatives are also found in this analysis because the characters also try to represent a situation or condition which can be assumed as truth or falsity. As George yule stated that representative is those kinds of speech act that state what the speaker believes to be the case or not.⁸ In this research the researcher found 8 representatives, those are 4 of assertions, 2 utterances of description, 1 utterance of fact, and 1 utterance of conclusion.

In this case, the most dominant act uses by the characters are assertions which presented by Rachel. Rachel uses assertions to emphasize to the truth. From the analysis, the researcher finds that

⁸ Ibid, pg.50

the characters use some acts that belong to representatives are to state or express his beliefs and the truth.

d. Commissives

Commissives is those kinds of speech act that speaker use to commit themselves to some future actions. The hearer expresses what the speaker intends.⁹ In this case, Ben and Rachel use these kinds of speech acts because they want to perform an action in the future. It consists of 1 utterances of threatening and 1 utterances of promising.

Rachel uses commissives especially of promising to make sure to Ben that Rachel stop sabotaging the dialog. Ben uses an act of threatening to make Rachel stop to sabotaging the dialog.

⁹ Ibid, pg.51