

**AN ANALYSIS OF SPEECH ACT PRODUCED BY THE MAIN
CHARACTERS IN *THE BLIND SIDE* MOVIE**

THESIS

**BY
LINA DWI WIJAYANTI
NIM 0811110055**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURE STUDIES
UNIVERSITAS BRAWIJAYA
2012**

**AN ANALYSIS OF SPEECH ACT PRODUCED BY THE MAIN
CHARACTERS IN *THE BLIND SIDE* MOVIE**

THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
For the degree of *Sarjana Sastra***

**BY
LINA DWI WIJAYANTI
NIM 0811110055**

**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURE STUDIES
UNIVERSITAS BRAWIJAYA
2012**

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Lina Dwi Wijayanti

NIM : 0811110055

Address : Ds. Ngunut RT.10/ RW.02, Dander, Bojonegoro

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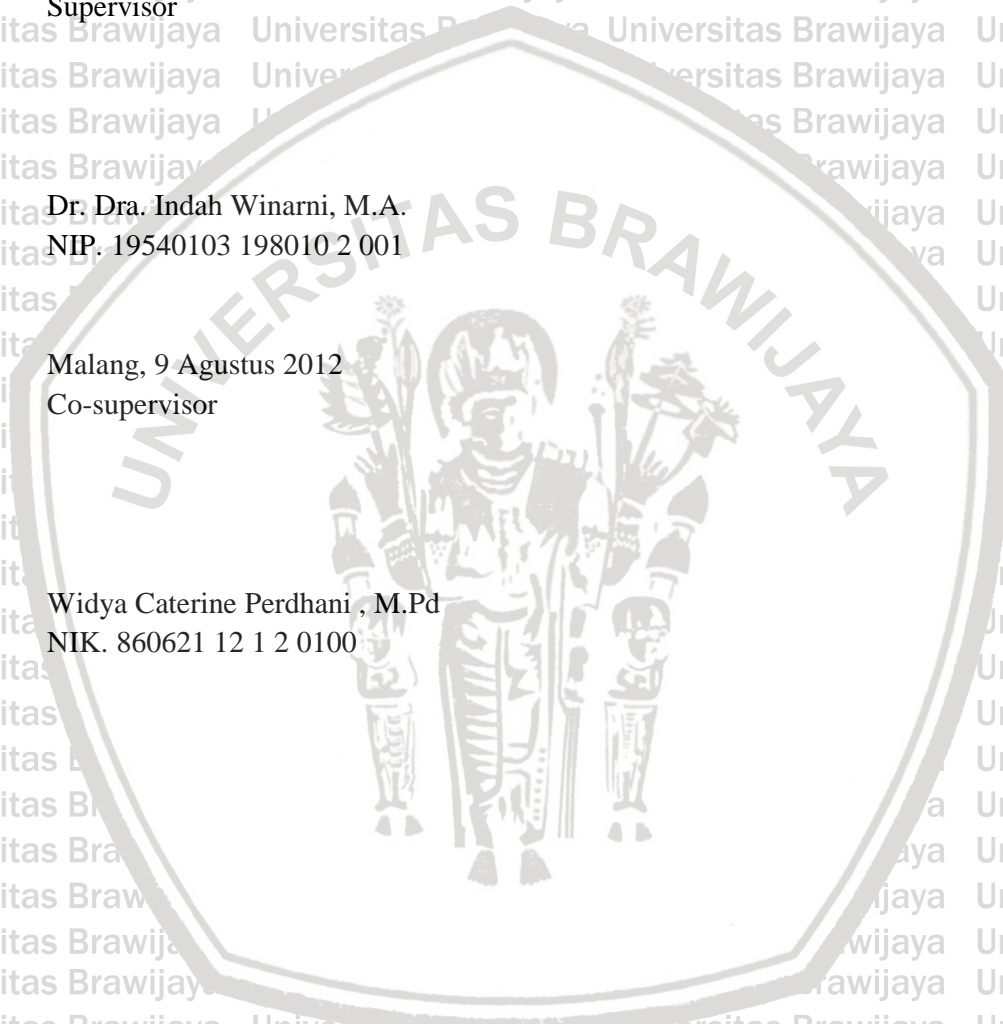
This is to certify that the *Sarjana* thesis of Lina Dwi Wijayanti has been approved
by the Board of Supervisors.

Malang, 9 Agustus 2012
Supervisor

Dr. Dra. Indah Winarni, M.A.
NIP. 19540103 198010 2 001

Malang, 9 Agustus 2012
Co-supervisor

Widya Caterine Perdhani , M.Pd
NIK. 860621 12 1 2 0100



This is to certify that the *Sarjana* thesis of Lina Dwi Wijayanti has been approved
by the Board of Examiners as one of the requirements for the degree of *Sarjana*
Sastra.

Dr. Dra. Indah Winarni, M.A., Chair
NIP. 19540103 198010 2 001

Sahiruddin, M.A., Member
NIP. 19790116 200912 1 001

Widya Caterine Perdhani, M. Pd, Member
NIK. 860621 12 1 2 0100

Acknowledged by,
Head of Study Program of English

Sighted by,
Head of Department of Languages and
Literature

Fatimah, M. Appl. Ling.
NIP. 19751125 200212 2 002

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

ABSTRACT

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Keywords: pragmatics, speech acts, direct and indirect speech act, *the blind side movie*.

Language is one of important part of human in everyday lives. In communication people use language to deliver their intention toward others. When people say something, there is an action behind it. In pragmatics, that term is called as speech act. Speech act is important to be understood to have a comprehensive communication. In this study, the writer analyzes speech acts in *The Blind Side* movie produced by the main characters. There are three problems of the study, namely: (1) what are the locutionary, illocutionary and perlocutionary acts produced by the main characters in *The Blind Side* movie, (2) what types of illocutionary acts are performed by the main characters in *The Blind Side* movie and (3) how are the illocutionary acts performed by the main characters in *The Blind Side* movie conveyed.

This study uses qualitative approach used to understand the phenomena being studied. Document analysis is used in this study to analyze the elements of speech act covering the locutionary acts, illocutionary acts, types of illocutionary acts, perlocutionary acts, and types of speech act of the main characters' utterances through the script of *The Blind Side* movie.

This study reveals the three speech act elements (locutionary, illocutionary and perlocutionary acts) containing each types of those three elements are applied in the movie. The dominant used types of locutionary acts produced by the main characters are declarative sentence since the main characters try to inform something to the hearer based on the context of the conversation built. Moreover, mostly used illocutionary act is expositives because the main characters are arguing or stating something toward others. Then the mostly used perlocutionary acts is showing emotion, in which the hearer shown anger, happy, agree, disagree toward the speaker. Furthermore, the most used of speech act is direct speech act in which the speaker intend to state the intention clear to be understood by the hearer.

The writer suggests that the next researchers are expected to find others subjects of the study such as talk show or commercial in the form of two way communication with included more than one person to enlarge the study variety of speech act. The next researcher are hoped to look for more theories concerning speech act and other aspect related to speech act.

ABSTRAK

Wijayanti, Lina Dwi. 2012. **Analisis Tentang Tindak Tutur yang digunakan oleh Para Tokoh Utama Dalam Film *The Blind Side***. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Indah Winarni (II) Widya Catherine Perdhani.
Kata Kunci: pragmatik, tindak tutur, tindak tutur langsung dan tidak langsung, film *the blind side*.

Bahasa merupakan salah satu hal terpenting dalam kehidupan manusia sehari-hari. Dalam berkomunikasi seseorang menggunakan bahasa untuk menyampaikan maksud atau tujuan mereka kepada orang lain. Ketika seseorang mengatakan sesuatu, ada suatu tindakan atau maksud dibelakang ujaran tersebut. Dalam kajian pragmatik hal tersebut disebut dengan tindak tutur. Dalam berkomunikasi, tindak tutur penting untuk dimengerti agar tercipta komunikasi yang lancar dan bisa dipahami. Dalam penelitian ini, penulis meneliti tindak tutur yang dilakukan oleh para tokoh utama dalam film *The Blind Side*. Ada tiga rumusan masalah dalam penelitian ini yaitu (1) tindak lokusi, ilokusi, perlokusi (2) tipe tindak ilokusi dan (3) bagaimana tindak ilokusi tersebut dinyatakan oleh para tokoh utama dalam film *The Blind Side*.

Penelitian ini menggunakan pendekatan kualitatif untuk memahami fenomena yang dipelajari. Penelitian deskripsi dalam bentuk analisis teks diaplikasikan dalam penelitian ini untuk memahami tindak tutur yang meliputi tindak lokusi, ilokusi, perlokusi, tipe tindak ilokusi dan tipe dari tindak tutur dari ujaran para tokoh utama dari naskah film *The Blind Side*.

Hasil penelitian ini menunjukkan bahwa ketiga elemen dari tindak tutur termasuk tipe tindak ilokusi serta tipe tindak tutur tersebut diterapkan dalam film *The Blind Side*. Tindak lokusi yang sering digunakan oleh para tokoh utama adalah kalimat deklaratif karena ujaran yang digunakan bertujuan untuk menginformasikan sesuatu kepada pendengar. Selain itu, tindak ilokusi yang sering digunakan adalah expositives karena tokoh utama menggunakan ujaran untuk berpendapat tentang sesuatu kepada pendengar. Kemudian, tindak perlokusi yang sering digunakan yaitu tindak tutur yang menunjukkan perasaan emosi seperti marah, bahagia serta ungkapan setuju maupun tidak setuju kepada pembicara. Selanjutnya, jenis tindak tutur yang sering digunakan oleh para tokoh utama adalah tindak tutur secara langsung dimana pembicara menyampaikan maksud dan tujuan dari ujaran secara jelas sehingga dapat dimengerti secara langsung oleh pendengar.

Penulis menyarankan kepada peneliti selanjutnya agar mencari subyek penelitian lain misalnya dalam suatu dialog khusus ataupun iklan dalam komunikasi dua arah yang melibatkan lebih dari satu orang untuk memperluas keragaman kajian tentang tindak tutur. Penulis juga berharap bahwa peneliti selanjutnya dapat mencari teori-teori yang berhubungan dengan tindak tutur dan aspek lain yang berkaitan dengan tindak tutur.

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The writer



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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

Language is an inseparable part of human everyday lives. People create and use language to communicate each other. However, nowadays language is not only functioning as a tool of communication but also a media to transfer and share ideas, thoughts, and emotions. Through language, people can share their feeling about someone or something. In daily life, people can communicate each other verbally or non-verbally. Some people like to share something verbally, but some of them chose to share it non-verbally because they have many considerations such as they do not feel confident to say it directly, afraid of hurting someone's feeling or they do not understand how to say it. However, there are also some people who choose to say it verbally because they want the message can be delivered clearly and directly. Also, they want to minimize the time being used. Thus, language is important for people to share their idea or thought in communication.

Moreover, in delivering messages, information, or ideas people are attempted to produce some utterances containing grammatical structures and words. The words we uttered should be clear and have a meaning, so both the speaker and the hearer can have a comprehensive communication. However, when

we say something, somehow we make others sad, happy, disappointed or maybe unpleasant. It seems that there is something else lies in the utterances or words we said which can have an effect to others.

Austin (1975) in his book entitled "*How to do things with words*" assumed that when we say something we also perform an action such as thanking, requesting, apologizing, warning, etc. That is what he called as speech act. Mey (2001, p.95) stated that speech acts are verbal actions which happen in the world.

He also argued that when we utter a speech act, we do something with our words; we perform an activity that brings about a change in the existing state of affairs. In other words, when we say something, what we said can also represent an action that we want the hearer does something although it is stated directly or indirectly.

Yule (1996, p.47) also stated that people do not only produce utterances when they have communication, but they also perform actions via those utterances. One case in point is that when a boss said to his employee "You're fired". That utterance is not merely a boss statement but it is more than that. It can be used to perform the act of ending an employment. In addition, Aitchison (2003, p. 106) argued that when a person utters a sequence of words, the speaker often tries to achieve some effects with those words. An effect which might in some cases has been accomplished by an alternative action. It is obvious that the utterances people said can perform an action although they may do not need to do something else. For instance, by moving their body to make people understand the intentions that they want to deliver.

Speech acts have three basic elements. Austin divided them into locutionary, illocutionary, and perlocutionary act. First element of speech act is locutionary act. Locutionary act is the act of saying something or producing a meaningful linguistic expression that makes sense in a language for instance follows the rules of pronunciation and grammar. Locutionary act can be said as the literal meaning or semantic meaning of the utterances. Second element of speech act is illocutionary act which means the action or force that lie behind the utterances or the action intended by the speaker. We might say something to make a statement, an offer, an explanation, etc through the utterances we said. Third elements of speech act is perlocutionary act, the impact or the effect of the illocutionary act to the hearer. These three basic elements of act are important to be understood because it will determine a good and comprehensive communication with others.

Speech acts can be uttered directly or indirectly based on the structure (Yule, 1996, p. 54). In English there are three basic sentence types or three structural forms of sentences namely declarative, interrogative, and imperative with its general communicative functions as statement, question, and command or request. If there is a direct relationship between a structure and a function, it is called a direct speech act but if there is an indirect relationship between a structure and a function, it is called an indirect speech act. However, the sentence type could not only function as its basic function, but also it might have different function.

Speech act is usually found in daily conversation both in one way communication or two way communication. Beside those areas, speech act also can be found in one of literary work called as movie. A movie or a film is a story recorded as a set of moving pictures to be shown on television or at the cinema (Oxford Advanced learner's dictionary). One of the characteristics of a movie is a dialogue. A movie has a dialogue which is uttered by the characters. A dialogue contains utterances which can have different meaning or intention whether it is stated by the character's themselves or when they take a turn in a conversation. Moreover, through the utterances uttered by the characters, we can understand the intentions which try to be delivered by the speaker to the hearer.

The story in a movie is usually the reflection of human's life. We can also learn something from a movie, such as some values of life or teaching how to act with others well in society. The movie contains dialogues or conversation uttered by the characters which have different intention in different context. The characters play an important role in delivered the message to the audience especially the main characters. The main character or protagonist is a major character in a story or real event. If we do not understand the intentions of the main character, we can not get the intended message of the movie. It is like in daily conversation for instance if we do not understand the opponents' intentions, we can have misconception and we can not build the intensive communication.

In this research the writer observed the existence and the application of speech acts uttered by the main characters in the movie. In a movie, main

characters are also an important thing to determine the plot of the story because they are the center or the core of the changing or the success of the story.

The Blind Side movie is a biographical drama movie which is directed by John Lee Hancock. It tells about an African-american boy named Michael Oher who is adopted by The Tuohys, a rich and well-thought white family in Memphis.

Michael who was a poor and come from a broken family really appreciate and respect Tuohys family. They taking care of him, give a place to stay, good education and find out his athletic ability especially in football game which lead him to become a best and famous player although he has to face many bad things.

This is a biographical movie based on the true story. The main characters in *The Blind Side* movie are Mrs. Leigh Anne Tuohy played by Sandra Bullock and Michael Oher played by Quinton Aaron.

The writer uses *The Blind Side* Movie to reveal the application of speech act because this movie contains the conversation which produced by the characters that might have intended meaning toward others. There are some good messages for audience to be learned in the movie such as how we respect others no matter from who they are, where they live and their status. This movie is also a motivation movie for someone who feels to be ignored or may be discriminated by others to make up his mind that he or she can do something good and meaningful to others. This movie also won many awards. Sandra Bullock for example won the Academy Award for Best Actress, as well as the Golden Globe Award for Best Actress and the Screen Actors Guild Award for Outstanding Performance by a Female Actor in a Leading Role. The film itself also received

an Academy Award nomination for Best Picture. Because of those reasons above and the consideration of how important to understand people's intentions especially the main characters in *The Blind Side* Movie, the writer takes the main topic of the research focusing on the analysis of speech act of the main characters' utterances in *The Blind Side* movie.

By conducting this study, theoretically, the writer expects that it can add and enrich the understanding of the usage of language in a communication especially the application of speech act like portrayed in a movie. Practically, the writer also expects that this study can be useful for other students who want to analyze deeper about Pragmatics study. In addition, this study may give an insight about how important to understand speech act which found in a movie or in another area to be analyzed since it will determine the success of communication.

1.1 Problems of the Study

Based on the background of the study above, this study is going to find out:

1. What are the locutionary, illocutionary, and perlocutionary acts produced by the main characters in *The Blind Side* movie?
2. What types of illocutionary acts are performed by the main characters in *The Blind Side* movie?
3. How are the illocutionary acts performed by the main characters in *The Blind Side* movie conveyed?

1.2 Objectives of the Study

As the problems of the study stated above, the objectives of the study are:

1. To find out the locutionary, illocutionary, and perlocutionary acts produced by the main characters in *The Blind Side* movie.
2. To identify the types illocutionary acts performed by the main characters in *The Blind Side* movie.
3. To investigate the way illocutionary acts are performed by the main characters in *The Blind Side* movie.

1.3 Definition of Key terms

These terms below are aimed to avoid ambiguity used in this study.

1. **Pragmatics** : The study of intended speaker meaning (Yule, 1996, p.3).
2. **Speech Acts** : The action performed through utterances (Yule, 1996, p. 47).
3. **Locutionary Acts** : The act of saying something (Austin, 1975).
4. **Illocutionary Acts** : The act of performing some particular acts within the utterances (Austin, 1975).
5. **Perlocutionary Acts** : The effect of saying something to the hearer (Austin, 1975).
5. **Direct Speech Act** : Speech act in which the form of sentence and the function of utterance match (Grundy, 2000, p.59).

6. Indirect Speech Act

: Speech act in which the form of sentence and the function of utterance do not match (Grundy, 2000, p.59).

7. Movie

: A story recorded as a set of moving pictures to be shown on television or at the cinema (Oxford Advanced Learner's dictionary).

8. Scene

: A real or imagined place where something happens (Oxford Advanced Learner's dictionary).

9. *The Blind Side* Movie

: An American drama movie which is written and directed by John Lee Hancock based on the 2006 book *The Blind Side: Evolution of a Game* by Michael Lewis. It tells about Michael Oher, an offensive lineman who plays for the Baltimore Ravens of the NFL. (www.theblindsidemovie.com)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter exposes some review of related literatures focusing on the basic notion of pragmatics, speech act and previous study.

2.1 Theoretical Frameworks

Theoretical frameworks include the theories used in this study. Those theories are pragmatics, the theory of speech act, locutionary act, illocutionary act, perlocutionary act, direct and indirect speech act and context.

2.1.1 Pragmatics

Communication in society happens particularly by means of language. Language becomes very important thing for people in having communication with others. The way people use their language in communication is various which have many kinds of effect to the hearers also. Linguistics branches which studies about how humans use language in their daily communication is called pragmatics. Besides, pragmatics is also defined as “the study of intended speaker meaning” (Yule, 1996, p.3). It means that when we read or hear pieces of language, we normally try to understand not only what the words mean, but also the intended meaning of the words or utterances. In many ways, Yule also add that pragmatics also means a study of ‘invisible’ meaning, or how we recognize what is meant even when it is not actually said or written.

It is different from semantics which studies about the literal meaning or sentence meaning. Pragmatics seeks deeper in understanding utterances based on the context. Context is important in pragmatics because it will define what the intended meaning of the speaker. For instance, *what time is it?* This example could be interpreted semantically and pragmatically. Semantically, the meaning of the sentence is the speaker asking a time to someone. Meanwhile, pragmatically, the sentence can mean anything based on the situation and condition of the speaker and the hearer. For example, it can have a meaning that someone feels bored when it is said in a class and the teacher teaches a boring lesson, etc.

Moreover, Levinson (1983, p. 9) defined pragmatics as “the study of relation between language and context that are grammaticalized in the structure of language”. In other words, pragmatics based on Levinson can be said as a study concerned with the interpretation of what people mean in a particular context of communication and also how the context influences what is said. It is obvious that if we want to interpret other utterances in communication, we have to know the context to understand the intended meaning of the speakers.

In addition, based on the description above, it is obvious that pragmatics is a study which deals with people’s intended meaning. In order to understand people’s intention in the communication, we need to understand the context in which we have communication, the place, the time, and the situation. If we can understand the context well we also will understand people’s real intentions to us.

2.1.2 The Theory of Speech Act

In daily communication, people use some utterances to transfer their intentions. Those utterances used containing function such as asking others to do something, ordering, commanding, etc. That kind of phenomenon is called as speech act. Austin (1975, p.94) stated that speech act is the act of performing some particular acts within the utterances. He assumed that there is an action in human communication such as thanking, requesting, apologizing, warning, etc. In his famous work, "*How to do Things with Words*," J. L. Austin outlined his theory of speech acts and the concept of performative verbs, in which to say something is to do something. For example, "I promise that I will come to your house". That sentence containing performative verb that is 'promise'. Performative verb is a verb which explicitly names the illocutionary act being performed. It is a clear way for indicating the illocutionary act. In that example the speaker perform something that he or she will come to his or her friend's house.

The way to test performative verb is using the word *hereby* to stress the function, for instance, *I tell you that I cook this cake*. We tested with the word *hereby*; *I hereby tell you that I cook this cake*. From the sentence the word *tell* is a performative verb because the subject performs an action that is telling that he or she cooks the cake, it is the first characteristic of performative verb that the subject is the first person pronoun, it could be I or We followed by the word *hereby*, indicating that the utterance 'count as' an action by being uttered (Yule, 1996, p. 51). The second is stated in simple present tense and it should be in simple present tense not simple past because it is already done in the past.

Austin (1975, p. 25) argued that it is not useful to ask whether performative verbs are true or false, rather we should ask whether they work or not; do they constitute a successful telling, warning, naming etc. A performative that works is called *felicitous* and one that does not is *infelicitous*. For them to work, such performative verbs have to fulfill the requirement. For example, I cannot cook the cake if the cake is already done so in order to be performed successfully, the cake must not be cooked. Austin's name for the enabling conditions for a performative is *felicity conditions*.

Moreover, Austin (1975, p. 78) also stated that not all action is performed in performative verb but it can be performed by the verb containing action which has the same meaning. For examples, the utterance "I promise to pick you up at 8". This utterance can have the same meaning with "I will pick you up at 8". While the utterance "I request..." can has the same meaning with "Can you..." "I warn..." has the same meaning with "Be careful" and "I disagree..." has the same meaning with "Sorry, I'm not sure..."

Furthermore, Austin proposed that communicating a speech act consists of three elementss: the speaker says something, the speaker signals an associated speech act, and the speech act causes an effect on her listeners or the participants.

Those three elementss are locutionary act , illocutionary act, and perlocutionary act. Locutionary act or locution is the act *of* saying something that makes sense in a language. Illocutionary act or locution is the action or the force intended by the speaker. In other words, the illocutionary act also means as performance of an act *in* saying something as opposed to performance of an act *of* saying something.

Perlocutionary act or perlocution is the effect or impact of an illocutionary act to the hearer. In saying something we will often or normally produce some effects upon the feelings, thought or actions of the hearer, and that is called as perlocution or perlocutionary act.

In addition, to the three elements of speech act above, it is clear that those three elements are important things that should be understood by both the speaker and the hearer in a communication. It is because those elements will determine the successfulness of the communication itself.

2.1.3 Locutionary Act

Austin (1975, p.94) stated that the act of 'saying something' is called locutionary act. The locution or locutionary act can be said as the literal meaning of the utterances said by the speaker to the hearer containing grammatical structures and words. Locutionary act is the basic act of utterances, or producing a meaningful linguistics expression (Yule, 1996, p.48). It is obvious that locutionary act means the act with words, phrases, and sentences based on the meaning of those words, phrases and sentences themselves. In locutionary act, the intentions and the function uttered by the speaker are not questioned because it just tells the information about what the speaker said. For instance, there is someone said "*Get out*". The locutionary act of this utterance is "*He or She told me to get out*". This utterance means that the speaker just wants the hearer to get out and he or she does not have others intentions. Another example, *I am sorry, I am absent*. The locutionary act of the utterance means that the speaker feels sorry of being absent.

The other example is when someone said *I am hungry*, the locutionary act is the speaker said that he or she is hungry or needs something to eat.

2.1.4 Illocutionary Act

Illocutionary act is the second elements of speech act. The definition and the types of illocutionary act are explained below.

2.1.4.1 Definition

Illocutionary acts are considered the core of the theory of speech acts. As already suggested above, an illocutionary act is the action performed related by the speaker in producing a given utterance. The illocutionary act is closely connected with speaker's intentions, e.g. stating, questioning, promising, requesting, and giving commands, threatening, and many others. Sometimes, it is not easy to determine what kind of illocutionary act the speaker performs. In order to understand the illocutionary act performed by the speaker, it is also necessary for the hearer to know the context of the speech act occurs.

Moreover, Yule (1996, p. 48) said that illocutionary act is the act performed via the communicative force of utterance. It is obvious that people might utter to make a statement, an offer, an explanation, or for some other communicative purpose. For instance, *the door is there*. This is a declarative sentence. This sentence can be interpreted in at least two ways. It can be either understood literally as a reply to the question 'Where is the way out?' or possibly 'Where is the door?' or it can be taken as an *indirect request* to ask somebody to leave.

2.1.4.2 Types of Illocutionary Act

Illocutionary acts have many types of acts. In his book *How to Do Things with Words*, Austin (1975) classified illocutionary act into five categories namely *verdictives*, *exercitives*, *commissives*, *behabitivities*, and *expositives*. While Searle (cited in Leech, 1993, p. 164-165) also classify illocutionary act into five categories, *assertive*, *directives*, *expressive*, *commisives*, and *declaration*. Both the classification of illocutionary act between Austin and Searle remain the same in meaning but different in naming because Searle reformulated what Austin done.

The definitions of each type of illocutionary acts are explained below.

Austin's classification of illocutionary acts:

a. Verdictives

This type of illocutionary acts are typified by giving of a verdict, as the name implies, by a jury, arbitrator or umpire. However, they need not be final because they may be, for instance an appraisal, an estimate or reckoning. Verdictives have connection to fact and value which is for different reasons hard to be certain about. Some proposition indicating verdictives are dismissing, christening, naming, grading, characterizing, etc. For example: "*You're out!*" said by a referee because the player for instance get a red card in football game.

b. Exercitives

This type of illocutionary act is exercising of powers, rights, or influence. This kind of illocutionary act is used to get someone else to do

something. For examples: commanding, ordering, requesting warning, etc.

Example, *Could you lend me a pen, please?*

c. Commisives

This kind of illocutionary act points out that the speakers use to commit to a certain course of action. Examples are: promising, threatening, vowing, dedicating, etc. For instance, *I'll be back.*

d. Behabitives

This type of illocutionary act has to do with attitudes and social behavior or psychological state. Examples are apologizing, congratulating, commending, condoling, cursing and challenging. Example, *I'm really sorry!*

e. Expositives

This type of illocutionary act is related to how our utterances fit into the course of an argument or conversation, how we use words, or in general are expository such as *I reply, I illustrate, I argue, I assume, I postulate, etc.* For example, *It was a warm sunny day.*

2.1.5 Perlocutionary Act

Austin (1975,p.101) stated that when someone says something , he or she will often or even normally produces certain consequential effects upon the feelings, thoughts or actions of the audience or the speaker or other persons and it also may be done with the design, intention or certain purpose of producing them.

Austin then called it as perlocutionary act. Renkema (1993, p. 22) defines

perlocutionary act as a production of an effect through locution and illocution to the hearer or audience. For example, in the utterance *can you drop me in the library?* This utterance could have the locution of someone who asks her friend to drop her in the library. The illocution is the speaker intends to request other to drop the speaker in the library. The perlocution could be that the hearer will drop his friend in front of the library or that the hearer also will accompany his friend into the library.

In addition, the perlocutionary act may be either the achievement of a perlocutionary object (request) or the production of a perlocutionary sequel (Austin, 1975, p. 118). Thus the act of requesting in the example above may achieve its perlocutionary object of hoping and also have the perlocutionary sequel of expecting that the speaker will drop the hearer in the library. From the explanation, it can be concluded that perlocutionary act or perlocution is the effect or the achievement a perlocutionary object or the production or a perlocutionary sequel to the hearer of anything being uttered by the speaker as the result of the utterances. The effect given by the hearer can be seen from the action or the behavior of the hearer toward the speaker or it also can be seen from the production of the perlocutionary sequel. Related to the subject of the study which is movie, the perlocution can be seen not only from the effect given by the speaker in the conversation in the script, but also from the scene in the movie.

2.1.6 Direct and Indirect Speech Act

Speech act can be divided into two kinds namely direct and indirect speech act. Thus, direct and indirect speech act are the way of people performing the

illocutionary act of the utterance. In defining whether people perform direct or indirect speech act, they need to know about the sentence type and its functions.

Yule (1996, p. 54) stated that in English, there are three sentence forms called declarative, interrogative and imperative with three general communicative functions known as statement, question, and command or request. There is a close relationship between sentence form and the function which can determine a speech act. Yule (1996, p. 55) stated that whenever there is a direct relationship between a structure or form and a function, it is called as a *direct speech act*.

While, whenever there is an indirect relationship between a structure and a function, it is called as *indirect speech act*. Examples:

1. *I'll never sell her.*
2. *Can you open the door for me?*

The examples above describe the direct and indirect speech act. Example number one is a declarative sentence and functioning as a statement. It is a direct speech act because the sentence form and its function match each other. While in number two, it is an indirect speech act because the sentence form and the function do not match each other. The interrogative sentence should be functioned to ask a question but in the example above it is functioning as a request.

Moreover, Grundy (2000, p.59) argued that actually every sentence type can be used for every utterance function. The example above shows that the interrogative sentence can be taken not only as a question, but also as an indirect request or order or as an indirect assertion. Another example *Have a good journey*. This example, as can be seen it is an imperative sentence but the function

is not for ordering or requesting, but as an assertion or a statement in which the speaker hopes that the hearer will have a good journey. From the examples above, it can be concluded that every sentence type whatever it is declarative, imperative and interrogative sentence, they can be used also for every utterances functioned as a assertion, order or request or a question. In fact, as can be seen in everyday life, when people make a request or order, they almost do it indirectly by using the interrogative sentence.

2.1.7 Context

Context could refer to the knowledge about the world. It could cover the knowledge of which the speaker and the hearer are, when the communication takes place, where the communication happens and what topic is being discussed. Hymes, 1974 (cited in Kramsch, 1993, p. 37) defined a set of factors to describe contexts. They are setting, participants, ends, act sequence, key, and instrumentalities, norms of interaction and interpretation and genre. The further explanation about the factors of context could be seen below.

1. **Setting** refers to the time and place.
2. **Participants** include the speaker and the hearer in a communication.
3. **Ends** refer to the purpose of the activities and what participants seek to accomplish.
4. **Act sequence** refers both to the form and the content of utterances, both to what is said and what is meant by the way it is said.
5. **Key** refers to the tone, manner or spirit in which a particular message is conveyed.

6. **Instrumentalities** refer to the choice of channel for example oral or written.

7. **Norms of Interaction and interpretation** refers to the way participants interact and interpret what is said.

8. **Genre** refers to the type of oral or written activity speaker and hearer are engaged in: casual conversation, discussion etc.

Those factors or elements of context are important to interpret a discourse because a discourse is a context-bound, meaning that we cannot interpret the meaning by just looking at the literal meaning, but non-literal meaning. In other words, in utterances what is said is not necessarily what is meant because it could be anything. Therefore, we should understand the context before interpreting the message given by the speaker in a communication. In this research, the theory of context here explains or describes the illocution, perlocution, and also the way the illocution is conveyed by the main characters in *The Blind Side* movie.

2.2 Previous Studies

Ulfa (2010) carried out a study on speech act entitled A Study of Speech Act in the Main Character's utterances containing conflicts in *Slumdog Millionaire* movie. She tried to figure out the types of locutionary acts and illocutionary acts in the main characters' utterances which contain verbal conflict in *Slumdog Millionaire* movie. The study focused on how those acts can be applied in the utterances which contain conflicts between Jamal and Salim in *Slumdog Millionaire* movie. The result of the study showed that there were 57

utterances containing speech act of 10 conversations. There are 36 declarative sentences of the locutionary act and 19 representatives of the illocutionary act.

Wijayati (2012) conducted a study entitled A Study of Speech Acts used by the Main Character in *The Social Networks* movie. She investigated speech act used by the main characters turns in *The Social Networks* movie. The study was aimed to find out the locutionary acts, illocutionary acts, and how the illocutionary acts affected the listeners of the main characters in *The Social Networks* movie in taking turns. The result of the study pointed out that there were 21 turns on the main characters utterances. She found all types of locutionary acts.

The mostly used type of locutionary acts produced by the main characters was declarative sentence. It was used 11 times. Then, interrogative sentences were used six times and imperative sentences were used five times. She also found all types of illocutionary acts (verdictives, exercitives, commissives, behabitiveas and expositives). The main characters often used exercitives in the conversation as the type of illocution. She found nine turns which contained exercitives (requesting).

For the perlocution, she found that the main characters often showed emotion, such as the expression of angry when the listener spoke toward the speaker in the conversation.

Based on the two previous studies above, the writer aims to figure out the locutionary acts, illocutionary acts, and the way the main characters conveyed the utterances in *The Blind Side* movie. The writer uses the speech act theory by

Austin (1975) since Austin is the first person who reveals the theory of speech act and also it has more explanation about speech act and the classification of

illocutionary acts. The data of the study are the main characters' utterances in *The Blind Side* movie dialogues. The differences between the writer research and the two previous studies are she uses not only Austin theory but also Grundy and Yule to answer the research problems. The writer also adds a theory of context by Hymes to reveal the context in which the conversation happens and takes place to help in understanding the speech act and how it is conveyed.



CHAPTER III

RESEARCH METHOD

This chapter exposes the methodology that is used in this study. It comprises the research design, data sources, data collection, and data analysis.

3.1 Research Design

In this research the writer examined the speech act produced by the main characters in *The Blind Side* movie. The study is aimed to find out the locutionary act, illocutionary act, and perlocutionary act; type of illocutionary act; and the way the main characters conveyed the speech act. The writer uses the theory of speech act proposed by Austin (1975) to reveal the locutionary, illocutionary, and perlocutionary; and types of illocutionary acts produced by the main characters's utterances. The writer also uses theory by Grundy (2000) and Yule (1996) to find out the way the main characters conveyed the speech act in *The Blind Side* Movie.

This research used qualitative approach to the type of research. "Qualitative approach is seen as a natural phenomenon where the writer works as the instrument of data collection that compiles, analyzes, concerns with the meaning of participants, and describes the language processes" (Creswell, 1998). The writer is aimed to investigate the phenomenon of speech act which used by the main characters in *The Blind Side* Movie. The writer collected the data from the movie script which is downloaded from the internet. The writer used document analysis to conduct the research since the data source of the research is the main characters' utterances in *The Blind Side* movie script which is included

as recorded material. As stated by Ary *et al* (2002) “content analysis focuses on analyzing and interpreting recorded material within its own context. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports and so on”.

3.2 Data Sources

The data source for this research was the script of *The Blind Side* movie.

The script is downloaded from <http://www.mediafire.com/?njknjdjl2n5h> since it provides a complete version and suitable with the movie.

Data used in this research was the main characters’ utterances of *The Blind Side* movie’s dialogue. The movie contains 91 scenes but the writer only used certain scenes in the movie to get deep understanding about the existence and the application of speech act and type of speech act uttered by the main characters in the movie. In this research, the writer used 10 scenes; they are scene 80 – 89.

Those 10 scenes were investigated since the data had an enough understanding about the application of speech act and all its elements uttered by the two main characters in the conversation.

3.3 Data Collection

The writer elaborated the speech act found on the main character’s utterances of *The Blind Side* movie by conducting the following steps:

1. Watching *The Blind Side* Movie to understand the story and the utterances produced by the characters especially the main characters.

2. Downloading the script from <http://www.mediafire.com/?njknjdj12n5h> to fitting the utterances in the script and the movie.
3. Selecting 10 of 91 scenes of *The Blind Side* movie containing speech act uttered by the main characters based on the valuable of the data.

3.4 Data Analysis

According to Miles & Huberman (1994) there are three steps in analyzing the data namely data reduction, data display and drawing conclusion. Data analysis activity and the activity of data collection are form as an interactive, cyclical process. “The researcher steadily moves among these four parts during data collection and then shuttles among reduction, display, and drawing conclusion or verification for the remainder of the study” (Miles & Huberman, 1994, p.12). This process can be shown in Figure.3.4.1 below.

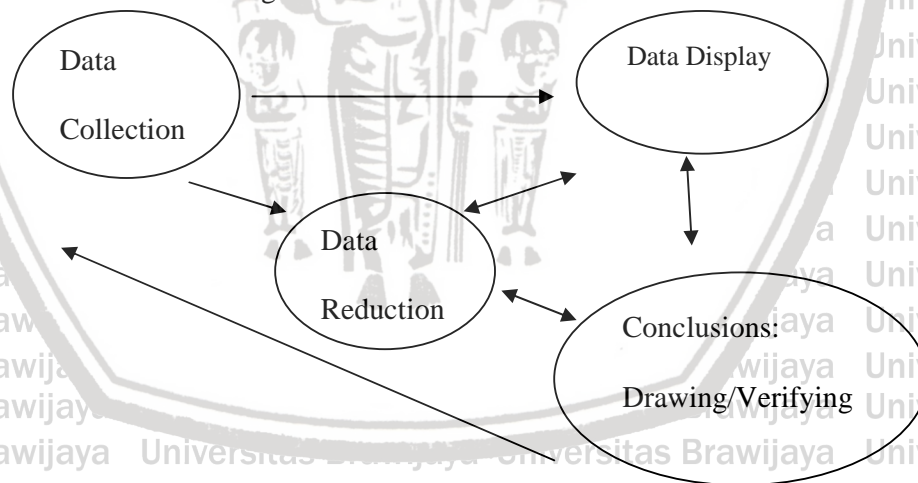


Figure 3.4.1 Elementss of Data Analysis: Interactive Model

Source: Miles & Huberman, 1994, p. 12

In this research, the writer used three steps of data analysis proposed by Miles & Huberman to analyze the data. The explanations of the three steps of data analysis in this research are stated below.

1. Data reduction.

Data reduction is “the process of selecting, focusing, simplifying, abstracting, and transforming the data” (Miles & Huberman, 1994, p.10).

In this research, the writer reduced the data by selecting them from 91 scenes into 10 scenes that have enough explanation and understanding to answer the problems of the study.

2. Data display.

Data display is “an organized, compressed assembly of information that permits conclusion drawing and action” (Miles & Huberman, 1994, p. 11).

The steps conducted were presenting the conversation uttered by the main characters in *The Blind Side* movie. Then, describing the context in the conversation based on the theory of context proposed by Hymes (1974).

After that analyzing the data based on the theory of Austin to find out the locutionary, illocutionary, and perlocutionry; and types of illocutionary acts. In order to figure out the way the illocutionary act conveyed by the main characters, the writer used the theory proposed by Grundy and Yule.

The data display in this research was in descriptive form to be analysed.

3. Drawing Conclusion.

The writer drew a conclusion based on the result of data analysis of locutionary, illocutionary, and perlocutionary; types of illocutionary acts

and the way speech act is conveyed by the main characters' utterances in

The Blind Side movie.



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the writer presents findings and discussions from the data obtained. In findings, there are four stages in analyzing the data, namely data reduction, data display, data analysis, and conclusion drawing. It covers the utterances of the two main characters in *The Blind Side* movie in which they have conversation in specific scenes. The data analysis is then investigate the locutionary, illocutionary, types of illocutionary, and perlocutionary act and also the way the illocutionary acts conveyed by the main characters in *The Blind Side* movie by using Austin, Yule and Grundy theory. In the discussion, the writer discussed the data found based on the theoretical frameworks and the previous studies.

4.1 Findings

In this subchapter, the writer presented the findings derived from the three research problems in which the first question is concerned with the locutionary act, illocutionary act, perlocutionary act. The second question concerns the types of illocutionary act and the third question is concerned with the types of speech act of the main characters' utterances in *The Blind Side* movie. The theory which is used to reveal the research question number one and two is based on Austin's speech act theory (1975) since Austin has further explanation about speech act and more examples of types of illocutionary act. While the theory from Yule

(1996) and Grundy (2000) are used to answer the research question number three because it is applicable to define the direct or indirect speech act.

4.1.1 Data Description

There were 74 utterances of the two main characters of *The Blind Side* movie containing locutionary act, illocutionary act and perlocutionary act. Those utterances were obtained from the 10 scenes of *The Blind Side* movie script which are regarded as focusing on the two main characters in conversation. The data were presented in the following table.

Table 4.1 Utterances Containing Speech Act Performed by the Main Characters in *The Blind Side* Movie.

No	Scenes	Utterances
1	80 th (Interrogation room)	Leigh Anne: He just want to ask you a couple of questions, Michael. You have nothing to hide. (1) Leigh Anne: Please, call me Leigh Anne. (2) Leigh Anne: And how long is that gonna take? (3) Leigh Anne: Go, Mike. Okay? Go. Michael? Michael! I'll be waiting for you in the lobby, alright? (4)
2	81 st (Government Building)	Leigh Anne: I don't know, Sean. I just have a bad feeling about this one. This woman is tough, tough. (<i>Hold on. Hey. The client wants what?</i>) on the phone. (5)
3	82 nd (Interrogation room)	Michael: No. (6) Michael: He played basketball. (7) Michael: She was a cheerleader. (8) Michael: No. They can't stand Tennessee. (9) Michael: To investigate. (10) Michael: I don't know. Can I... can I leave now? (11) Michael: What do you want, ma'am? (12) Michael: I didn't lie! (13) Michael: THINK ABOUT WHAT?! (14) Michael: No. (15)
4	83 rd (Government Building)	Leigh Anne: It's not available. Just like I told you three months ago. So why don't we go with the canvas. The low napa, it's a beautiful--- Oh, I'll call you back. Bye. (on the phone) Michael. So what happened? (16) Michael : Why'd you do it? (17) Leigh Anne: What? (18) Michael : All along you wanted me to go to Ole Miss. (19) Leigh Anne: Of course, I did. We love Ole Miss! (20) Michael : Why did you do this for me? (21) Michael : Everything! Was it for you or was it for me? Was it so I

Continued Table 4.1 Utterances Containing Locutionary, Illocutionary, and Perlocutionary acts Performed by the Main Characters in The Blind Side Movie.

No	Scenes	Utterances
		would go to school where you wanted?! Was it so I would do what you wanted?! (22) Leigh Anne: Michael, no... (23) Michael : That's what she thinks. Is she right? (24) Leigh Anne: Michael, honey, I need for you please, listen to me, alright? (25) Michael : Don't you dare to lie to me. I'm not stupid! (26) Leigh Anne: Michael?! Michael, of course, you're not stupid. Michael?! Come on. (27)
5	84 th (Sean and Leigh Anne Bedroom)	Leigh Anne: I should have followed him. (28) Leigh Anne: Was he right? What he said about us? (29) Leigh Anne: What about all the rest of it - all the stuff we did to make sure that he got a scholarship? A scholarship at Ole Miss. (30) Leigh Anne: Oh, did he? Did you ask him? 'Cause I sure as I know I never did. (31) Leigh Anne: Am I a good person? Not a joke. Not rhetorical. (32) Leigh Anne: I have not a clue. But you obviously get some sort of sick satisfaction out of it.- Sean...(33) Leigh Anne: What if he never comes back? (34)
6	85 th (Hurt Village – Alton's apartment)	Michael: I'm looking for my Moms. (35) Michael: Yeah, I heard. (36) Michael: What about you, Dave? You still playing ball over at JC? (37) Michael: Going to wait my mom to the apartment. (38) Michael: Shut up! (39)
7	86 th (Hurt Village)	Leigh Anne: Michael was here? (40) Leigh Anne: So Michael was here? (41) Leigh Anne: No, you hear me, bitch! You threaten my son you threaten me. You so much as cross downtown you will be sorry. I'm in a prayer group with the D.A., I'm a member of the NRA and I'm always packing. (42) Leigh Anne: And it shoots just fine all the other days, too. (43)
8	87 th (Laundromat)	Michael : Mama? You think the police is gonna come and get me? (44) Leigh Anne: I'd imagine the last thing they want at Hurt Village is bunch of cops snooping around. I swore I'd never ask this, but how'd you get out of there, Michael? (45) Michael : When I was little and something awful was happening my Mama would tell me to close my eyes. She was tryin' to keep me from seeing her do drugs or other bad things. And then when she was finished or the bad things were over she'd say, "now when I count to three, you open your eyes and the past is gone, the world is a good place, and it's all gonna be okay." (46) Leigh Anne: You closed your eyes. You know, when I was driving all over Kingdom Come looking for you I kept thinking about one thing, Ferdinand the bull. I know I should have asked this a long time ago, Michael. Do you even wanna play football? I mean do you even like it? (47) Michael : I'm pretty good at it. (48) Leigh Anne: Yeah, you are. Sean and I have been talking and...

Continued Table 4.1 Utterances Containing Locutionary, Illocutionary, and Perlocutionary acts Performed by the Main Characters in The Blind Side Movie.

No	Scenes	Utterances
		Michael, if you're gonna accept the football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you.(49) Michael : Every game? (50) Leigh Anne: Every game. But I will not wear that gaudy orange. I will not. It is not in my color wheel and I'm not gonna wear it. (51) Michael : So you want me to go to Tennessee? (52) Leigh Anne: I want you to do whatever you want. It is your decision, Michael. It's your life. (53) Michael : What if I want to flip burgers? (54) Leigh Anne: It's your decision; it's your life. (55) Michael : Okay. (56) Leigh Anne: Okay, what? (57)
9	88 th (Interrogation room)	Michael: I'm sorry I left the other day. (58) Michael: You ask a lot of questions. I'm just trying to get to the bottom of this. But all questions you asked were about why everybody else wanted me to go to Ole Miss. (59) Michael: Not once did you ask why did I want to go there. (60) Michael: Because it's where my family goes to school. It's where they've always gone to school.(61)
10	89 th (Ole Miss College)	Leigh Anne: College is going to be different experience for you, Michael.SJ, stop it. - There are lots of distractions. (62) Leigh Anne: There's gonna be some nimrod in the dorm who wants to play video games all night, or goof on the internet.(63) Leigh Anne: And you will spend a lot of time at practice, which means... which means you have to be very dedicated to your studies, alright? SJ, if you don't stop it right--- - Come here. (64) Leigh anne: Thank you, Miss Sue. (65) Leigh Anne: Let's see what you've got: College's Writing, good, psychology, math lab... It's gonna be good. Just... know why. A lot of good classes. You'll have a lot of fun. SJ! Michael Oher, you listen to me, alright? I want you to enjoy yourself, but if you get a girl pregnant out of wedlock I'll crawl in the car, drive up here to Oxford and cut off your penis. (66) Michael : Yes ma'am. (67) Leigh Anne: Alright Now, 78's gonna be a parking lot. So we should be going. Or everyone... Say the goodbyes, alright? Here. Bye, baby. (68) Michael : Thank you, Mama. (69) Leigh Anne: You're welcome. (70) Michael : Why'd she always do that? (71) Michael : I'll be back. (72) Leigh Anne: What? What, Michael? (73) Michael : I need a proper hug. (74)

4.1.2 Data Analysis

This sub chapter presents the data which were taken from *The Blind Side* movie script in scene 80 until 89 to answer the research problems. The analysis was divided into three parts. First, the writer presented the dialogue of the main characters in the certain scene. Second, the writer presented the context of the dialogues to get more understanding about the setting of the scenes. Third, the writer presented the analysis to answer the three research problems.

4.1.2.1 The Analysis of Speech Act and Type of Speech Act in *The Blind Side*

Movie

4.1.2.1.1 The Analysis of Speech act and Type of Speech Act in scene 80

Leigh Anne	: He just wants to ask you a couple of questions, Michael. You have nothing to hide. (1)
Granger	: Mrs. Tuohy? Mr. Oher? My name is Jocelyn Granger, and I'm the Assistant Director of Enforcement for the NCAA.
Leigh Anne	: Please, call me Leigh Anne. So, let's do this. Shall we? (2)
Granger	: Mrs. Tuohy, if you wouldn't mind I'd prefer to speak with Michael alone.
Leigh Anne	: And how long is that gonna take? (3)
Granger	: Awhile.
Leigh Anne	: Go, Mike. Okay? Go. Michael? Michael! I'll be waiting for you in the lobby, alright? (4)

Table 4.2 Context of Scene 80

Setting	Day, in the investigator's office
Participants	Michael : Black African - american boy (17 years old) Leigh Anne: Michael's foster mom (29 years old) Granger : Government's employee (30 years old)
Ends	Mrs. Granger wanted to investigate Michael's situation when he become the part of Tuohys family, a family who adopt him as a son.
Act Sequence	Mrs. Granger, the Assistant Director of Enforcement for NCAA called Leigh Anne the day before that she wanted to meet Michael to ask some question about his odd situation. Granger thought that when Michael was adopted by Tuohys family and he was take care of them, fed by them and got good education until he graduated and become a famous football player in famous university. Thus government's organization thought that Michael condition was odd in which they thought that Tuohys family use Michael who have good athletic skill for their own interest. So that Michael was called to have the investigation accompanied by Leigh Anne. Meanwhile, Leigh Anne could not enter the room and what she can do was waiting for the

	investigation although Michael expect her to accompany him because he was afraid.
Key	The tone of the conversation between Michael, Leigh Anne and Granger was a serious conversation because it related to Michael who considered having an odd situation.
Instrumentalities	Oral way or spoken language.
Norms of Interaction and interpretation	Leigh Anne and Michael was a mother and a son so that Michael tried to believe what she said including in convincing him to not tell lie in the investigation because he did not have something to hide about his situation. While, Leigh Anne and Granger was never met before so that in the first meeting, Leigh Anne tried to soften the conversation but Granger did not give a good respon and tend to focus on Michael.
Genre	Serious conversation.

Analysis:

1. Leigh Anne: He just wants to ask you a couple of questions, Michael. You have nothing to hide.

Three elements of speech act:

The locutionary act or the literal meaning of the utterance above was that Leigh Anne said to Michael that the investigator would not ask many questions to him and she also told him to tell the truth. (Declarative sentence). While, **the illocutionary act** performed by Leigh Anne was to ask and to argue. **The perlocutionary act** which is given by Michael was not stated in the form of words or utterances but from the context of the conversation and Leigh Anne utterances to Michael. It can be interpreted that Michael was actually afraid of the investigation because he had never been investigated before.

Type of illocutionary act:

There were two types of illocutionary act in the utterance, exercitives and expositives. The exercitives shown by Leigh Anne who asked Michael not to be afraid of the questions that Granger gave to him. While, the expositives performed

in which Leigh Anne also asked Michael not to tell lie because he did not have a secret.

Type of speech act:

Indirect speech act was performed by Leigh Anne in the utterances. Although the sentence type was declarative sentence but the function is not to make a statement but to ask or to request in which Michael was asked to be relax and brave in facing the investigation.

2. Leigh Anne: Please, call me Leigh Anne. So, let's do this. Shall we?

Three elements of speech act:

The locutionary act of the utterances above means that Leigh Anne did not want to be called in formal way by using 'Mrs'. She also said to Granger whether the investigation could be started. (Imperative sentence). **The illocutionary act** performed by Leigh Anne was to request. It is shown with the existence the words 'please' and 'let's' in which to ask or request someone to do something. While **the perlocutionary act** showed by Granger can be seen from the conversation that she ignored Leigh Anne request because she never met Leigh Anne before so that she tried to speak formally to her although Leigh Anne tried to make a good relation to her and she tried to be professional to her job in investigating Michael.

Type of illocutionary act:

The utterances above belong to the categories of exercitives as the type of illocutionary act because Leigh Anne ask or commit someone (Granger) to do something to her in which Leigh Anne ask her to call her "Leigh Anne" without "Mrs". Leigh Anne tried to make the situation not so formal.

Type of speech act:

The direct speech act was performed in that utterance because the imperative sentence functions as a request.

3. Leigh Anne: And how long is that gonna take?**Three elements of speech act:**

The locutionary act of the utterances said by Leigh Anne was that about the time

Michael being investigated whether it would take a long time or not. (Interrogative sentence). **The illocutionary act** intended by Leigh Anne was to ask in which

Leigh Anne asked information to Granger about the investigation time.

Moreover, **the perlocutionary act** which is given by Granger as the hearer was that she tried to make sure Leigh Anne that the investigation would not take a long time so that she should not be worried about Michael because he would be fine. This effect could be seen from the context in which Granger take her turn in the conversation.

Type of illocutionary act:

The type of illocutionary act performed by Leigh Anne was exercitives in which she asked Granger to give her information about Michael's investigation.

Type of speech act:

The direct speech act was performed by Leigh Anne because the interrogative sentence functions as a question.

4. *Leigh Anne: Go, Mike. Okay? Go. Michael? Michael! I'll be waiting for you in the lobby, alright?*

Three elements of speech act:

Locutionary act said by Leigh Anne in the utterances above explained that she asked Michael to enter the investigation room. Besides, she also said that she would not leave Michael alone because she would wait him outside. (Imperative and declarative sentence). Moreover, **Illocutionary act** or the intended meaning performed by Leigh Anne was to command and to promise. The **perlocutionary act** which is given by Michael was not stated in words but it could be interpreted from the context in which Leigh Anne was worried. It meant that in that condition as a boy who had never been investigated before, Michael would still afraid of the investigation although Leigh Anne asked him to relax.

Type of illocutionary act:

There were two types of illocutionary act namely exercitives and commissives. Exercitives was performed when Leigh Anne commanded Michael to enter the room. The commissives was performed when Leigh Anne promised to Michael that she would not leave Michael alone. Although the word “I promise” did not use in the utterances as the indication of performative verb but the word “I will” also had the same meaning so that the utterance could categorized as commissives.

Type of speech act:

The type of speech act in the utterances above was in the form of direct speech act because the imperative sentence functions as an order or command while the declarative sentence functions as a statement.

4.1.2.1.2 The Analysis of Speech Act and Types of Speech Act in Scene 81

Leigh Anne : I don't know, Sean. I just have a bad feeling about this one. This woman is tough, tough. Hold on. Hey. The client wants what? on the phone. (5)

Table 4.3 Context of Scene 81

Setting	Day, Government Building
Participants	Sean : A rich businessman, Leigh Anne's husband (30 years old) Leigh Anne: Sean's wife (29 years old)
Ends	Talked about Granger.
Act Sequence	Leigh Anne talked to Sean by phone about Granger that she is really serious in investigating Michael. Leigh Anne become worried about Michael. She did not know what might Granger told to Michael.
Key	In Leigh Anne and Sean conversation about Granger it was a serious conversation but not formal because they are husband and wife.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Leigh Anne gave her opinion about Granger that she did not easy to be defeat or compromise. She was afraid and worried about Michael so that she called Sean.
Genre	serious conversation.

Analysis:

5. *Leigh Anne: I don't know, Sean. I just have a bad feeling about this one. This woman is tough, tough. Hold On.*

Three elements of speech act:

Locutionary act of the utterance produced by Leigh Anne was meant that she was afraid about Michael's investigation because Granger was serious to investigate Michael's situation. (Declarative and imperative sentence). While, **the**

Illocutionary act intended by Leigh Anne in the utterances was to argue and to command. Moreover, the **perlocutionary act** or the effect from the hearer (Sean) that there were no specific reaction of Sean because they were on the phone.

However, it could be predicted and interpreted that Sean as Michael's foster parents would also felt worried about Michael's condition.

Type of illocutionary act:

There were two types of illocutionary act namely expositives and exercitives.

Expositives was shown when Leigh Anne tried to argue about Michael and Granger's condition. While, exercitives also performed by Leigh Anne because she command or order Sean to hold on the phone because there is another phone call.

Type of speech act:

That utterance above was performed as direct speech act because the declarative sentence functions as statement and the imperative functions as an order.

4.1.2.1.3 The Analysis of Speech Act and Types of Speech Act in Scene 82

- | | |
|---------|--|
| Granger | : Were you aware that Coach Cotton is accepting a job at Ole Miss? |
| Michael | : No. (6) |
| Granger | : And that this job offer came after you signed with them? Sean Tuohy, your legal guardian went to Ole Miss. |
| Michael | : He played basketball. (7) |
| Granger | : And Mrs. Tuohy went to Ole Miss as well. |
| Michael | : She was a cheerleader. (8) |
| Granger | : Is this safe to say that Ole Miss is their favorite school? Did they like any other Universities? What about, say Tennessee? |
| Michael | : No. They can't stand Tennessee. (9) |
| Granger | : And your tutor... |
| Michael | : Miss Sue. |
| Granger | : Miss Sue. Miss Sue is an Ole Miss grad, too. Miss Sue ever tried to persuade you to attend Ole Miss? Did you know that the Tuohys make generous donations to Ole Miss? That even Miss Sue makes donations? That the Tuohys, they have a condo in Oxford so they can attend as many athletic events as possible? That, in fact, Sean and Leigh Anne Tuohy are by our definition... "boosters." Mr. Oher. Mr. Oher? Do you understand... Do you know, why am I here? |
| Michael | : To... investigate. (10) |
| Granger | : Yes. To investigate. I'm here to investigate your odd... predicament. Do you find it odd? Your predicament? Michael?... |
| Michael | : I don't know. Can I... can I leave now? (11) |
| Granger | : No. You can't. |
| Michael | : What do you want, ma'am? (12) |
| Granger | : I want the facts! - I need the truth. |
| Michael | : I didn't lie! (13) |
| Granger | : And I want to know what you think about all this. |
| Michael | : THINK ABOUT WHAT?! (14) |

Granger : The NCAA fears that with your recruitment a door might be opened - that boosters from lots of schools in the south will become legal guardians for young athletes without means and funnels them to their Alma Maters. I'm not saying I believe it and I'm not saying I don't, but there're many people involved with this case who would argue that Tuohys they took you in, - they clothes you, they fed you,

Michael : No. (15)

Granger : They paid for your private education,

Michael : No.

Granger : They bought you a car,

Michael : No!

Granger : and paid for your tutor,

Michael : No.

Granger : all as part of a plan to insure that you play football for the University of Mississippi. Michael! We're not finished.

Table 4. 4 Context of Scene 82

Setting	Day, Granger's room
Participants	Michael: Leigh Anne and Sean Tuohy's foster kid (17 years old) Granger: Government employee (30 years old)
Ends	Granger wanted Michael to explain his thruth condition related to Tuohys family.
Act Sequence	Granger started the investigation by asked about some people which have relation with Tuohys family and University of Missipi (Ole Miss) Granger tried to tell Michael that all the people around him ,who help him was the graduate of ole Miss and Michael did not know about that. Granger kept on asking about other things related to the reasons why tuohys family wanted him to go to Ole Miss rather than other university for example Tennessee. And then Michael said that the Tuohys did not like Tennessee. Michael was really confused of having the investigation so that he wanted to leave the room but Granger did not give permission however Michael insist to leave the room with anger.
Key	The conversation in the scene was in the form of serious conversation because Granger was a government employee while Michael was a boy but granger tried to speak not so formally to Michael so that he will not e afraid.
Instrumentalities	Spoken language or oral.
Norms of Interaction and Interpretation	Although Granger asked Michael many questions in which he did not know to answer then Michael chose to leave the room because he refused to believe what Granger said about his family.
Genre	Serious conversation.

Analysis:**6. Michael: No.****Three elements of speech act:**

The locutionary act of the utterance uttered by Michael was that Michael said to Granger that he did not know about Coach Cotton who was accepted a job at Ole Miss. (Declarative). Whereas, **the illocutionary act** or the intended meaning performed by Michael was to argue, in which he did not know about Coach Cotton new job. **The perlocutionary act** performed by Granger as the hearer shown that she was rather not sure about Michael's answer or in other words she was doubtful about Michael's statement.

Type of Illocutionary act:

The utterance was performed as an expositives in which Michael stated that he did not know that Coach Cotton was also the graduate of Ole Miss.

Type of speech act:

Direct speech act was performed by Michael in the utterance because the declarative sentence functions as a statement.

7. Michael: He played basketball.**Three elements of speech act:**

The locutionary act of the utterances produced by Michael was meant that Sean had been gone to Ole Miss and he played basketball there. (Declarative). For the intended meaning or **the illocution** performed by Michael was to argue. **The effect or perlocutionary act** which is shown by Granger was that she agreed with

Michael's answer because Granger also had the information about Sean and Leigh Anne Tuohy.

Type of illocutionary act:

The type of illocutionary act was expositives or bearing the fact that Sean had ever played basketball in Ole Miss.

Type of speech act:

The type of speech act of the utterance produced by Michael was direct speech act since the declarative sentence functions as statement.

8. Michael: *She was a cheerleader.*

Three elements of speech act:

Locutionary act of the utterance uttered by Michael to Granger was that Leigh Anne also went to Ole Miss, she was a cheerleader at that time. (Declarative). **The illocutionary act** or the intended meaning of Michael was to argue. **The perlocutionary act** which is shown by Granger, she was also sure about Michael's answers.

Type of illocutionary act:

The type of illocutionary act was expositives in which Michael told Granger that Leigh Anne was a cheerleader in Ole Miss.

Type of speech act:

Direct speech act was the type of speech act in the utterance uttered by Michael because the declarative sentence functions as statement.

9. Michael: No. They can't stand Tennessee.

Three elements of speech act:

Locutionary act of the utterance above was that Michael said to Granger that the Tuohys did not like Tennessee. (Declarative). **Illocutionary act** performed by Michael to Granger was to protest and to state. While, the **perlocutionary act** which is given by Granger, she was more assured that the Tuohys pushed Michael to go to Ole Miss rather than other university.

Type of illocutionary act:

Expositives was performed by Michael in the utterances in which he stated that the Tuohys did not like Tennessee. They preferred to take Ole Miss to study, whereas Sean, Leigh Anne were school at Ole Miss.

Type of speech act:

Direct speech act was performed in which the declarative sentence functions as statement.

10. Michael: to investigate.

Locutionary act of the utterance was to state that the reason why Granger asked many question about Michael was that because she wanted to investigate Michael's situation. (Declarative). The force or **the illocutionary act** performed by Michael was to state. **Perlocutionary act** shown by Granger was that she justified Michael's answer and it made Granger though that Michael could understand what she meant.

Type of illocutionary act:

The type of illocutionary act was expositives in which Michael stated his mind that Granger asked him to come to investigate him.

Type of speech act:

Direct speech act was the type of speech in the utterance produced by Michael since the declarative sentence functions as statement.

11. Michael: *I don't know. Can I... can I leave now?***Three elements of speech act:**

The locutionary act of the utterance was that Michael stated that he did not know about Granger's words and he was confused and wanted to leave the room. (Declarative and interrogative sentence). **Illocutionary act** performed by Michael toward Granger was to state and to request. While, the **perlocutionary act** given by Granger was that she did not give permission for Michael to leave the room.

Type of illocutionary act:

There were two types of illocutionary act, expositives and exercitives. The exercitives was that Michael stated that he did not know about what Granger was talking about while; the exercitives he was also asked to leave the room because he was confused and refused to hear Granger.

Type of speech act:

There were two types of speech act, direct and indirect speech act. The first utterance was direct because the declarative functions as statement while the second utterance was interrogative but functions as a request.

12. Michael: What do you want, ma'am?

Three elements of speech act:

Locutionary act or the literal meaning of the utterance uttered by Michael meant that he asked Granger about her purposes of having investigation. (Interrogative sentence). **The Illocutionary act** of the utterance uttered by Michael was to ask.

Perlocutionary act of the utterance toward listener (Granger), she answered directly the reason she investigated Michael.

Type of illocutionary act:

Exercitives was performed by Michael to ask information about Granger's desire with high voice because Michael felt that he had already tell the truth but Granger still asked many question that made Michael did not feel comfort in the room.

Type of speech act:

Direct speech act was the type of speech act in the utterance produced by Michael in which the interrogative sentence functions as a question.

13. Michael: I didn't lie!

Three elements of speech act:

The locutionary act of the utterance above was that Michael said to Granger that he did not lie about what he had been said. (Declarative). **The illocutionary act** performed by Michael in the utterance was to state. While, **the perlocutionary act** given by Granger toward Michael who was in anger was that she still stayed calm and tried not to make Michael more upset.

Type of illocutionary act:

Expositives was performed by Michael that he had already told the truth to Granger about his family that she asked to him. He said it with high voice because Michael was also annoyed by Granger that she did not believe in Michael.

Type of speech act:

The type of speech act of the utterance above was direct speech act because the declarative sentence functions as statement.

14. Michael: *THINK ABOUT WHAT?!***Three elements of speech act:**

The locutionary act of the utterance was that Michael shouted to Granger that he did not want to think about what Granger said about his family because everything about his family was good. (Interrogative sentence). **The illocutionary act** performed by Michael in the utterance was to request. While, the **perlocutionary act** shown by Granger could be seen from the conversation that she did not get influence in Michael's anger but she still tried to seek the truth about the Tuohys.

Type of illocutionary act:

The utterance performed was the expositives in which Michael asked Granger not to ask him to answer again because he had already answered what he knew. And with high voice also Michael stated that he was really upset.

Type of speech act:

Indirect speech act was performed by Michael since the interrogative sentence functions as a request.

15. Michael: No.**Three elements of speech act:**

The locutionary act was meant that Michael did not believe about Granger's words about the Tuohys. (Declarative). **The illocutionary act** performed by Michael was to state. Moreover, the **perlocutionary act** given by Granger as the hearer was that she disagreed with Michael's words. It could be seen from the context in which Granger took the turn in the conversation.

Type of illocutionary act:

Expositives was performed by Michael that did not believe about everything that Granger said about the Tuohys or he tried to deny about all Granger said about his family.

Type of speech act:

Direct speech act was performed by Michael in the utterance above because the declarative sentence functions as statement.

4.1.2.1.4 The Analysis of Speech Act and Types of Speech Act in Scene 83

Leigh Anne : It's not available. Just like I told you three months ago. So why don't we go with the *Ticking*. The low napa, it's a beautiful--- Oh, I'll call you back. Bye. (on the phone)

Michael : **Michael. So what happened? (16)**

Leigh Anne : **Why'd you do it? (17)**

Michael : **What? (18)**

Leigh Anne : **All along you wanted me to go to Ole Miss.(19)**

Leigh Anne : **Of course, I did. We love Ole Miss!(20)**

Michael : **Why did you do this for me? (21)**

Leigh Anne : What?
 Michael : Everything! Was it for you or was it for me? Was it so I would go to school where you wanted?! Was it so I would do what you wanted?! (22)
 Leigh Anne : Michael, no...(23)
 Michael : That's what she thinks. Is she right? (24)
 Leigh Anne : Michael, honey, I need for you please, listen to me, alright?(25)
 Michael : Don't you dare to lie to me. I'm not stupid! (26)
 Leigh Anne : Michael?! Michael, of course, you're not stupid. Michael?! Come on.(27)

4.5 Context of Scene 83

Setting	Day, Government Building
Participants	Michael : A black African-american boy, leigh Anne foster kid (17 years old Leigh Anne: Michael's foster mom, an attractive woman who is fiercely protective at her children.
Ends	Michael was really disappointed and angry to Leigh Anne and he decided to leave.
Act Sequence	Michael came up from the office with anger than he and Leigh Anne fight. Michael was really angry but leigh Anne did not know what was Michael talking about. Then Michael left Leigh Anne alone.
Key	The tone was serious in which Michael seek the truth from Leigh Anne about Granger's thinking.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Michael really disappointed of Leigh Anne and he did not want to hear everything and leave Leigh Anne while Leigh Anne did not know what to do and she just listen Michael's said.
Genre	Serious conversation.

Analysis:

16. Leigh Anne: Michael. So what happened?

Three elements of speech act:

The locutionary act or the literal meaning of the utterance uttered by Leigh Anne was related to Michael's investigation whether it was run well or not.

(Interrogative sentence). **The illocutionary act** of the utterance performed by Leigh Anne was to ask. **The perlocutionary act** or the effect that Michael shown to Leigh Anne described that Michael was angry because he thought that Leigh Anne lied to him.

The type of illocutionary act:

The exercitives was performed by Leigh Anne because she needed information from Michael about the investigation. Leigh Anne wanted to know whether Granger did not do anything wrong to him.

Type of speech act:

The type of speech act of the utterance was direct speech act, the interrogative sentence functions as a question.

17. Michael: Why'd you do it?**Three elements of speech act:**

The locutionary act of the utterance was that Michael asked to Michael about the reasons of everything that Leigh Anne had done. **The illocutionary act** performed by Michael toward Leigh Anne was to ask or to request.

Perlocutionary act given by Leigh Anne was surprised and did not know about Michael's words.

Type of illocutionary act:

Exercitives was performed by Michael because Michael tried to ask or confirm whether what Granger said about Leigh Anne and her family related to Michael was true or not. Here, Michael asked it angrily.

Type of speech act:

Direct speech act was the type of speech act in which the interrogative sentence functions as a question.

18. Leigh Anne: What?

Three elements of speech act:

The locutionary act of the utterance produced by Leigh Anne was that she was questioning about Michael judgement to her. (Interrogative). Whereas, **the illocutionary act** intended by Leigh Anne was to ask. **Perlocutionary act** given by the hearer (Michael) was giving statement about Leigh Anne's interest in supporting Michael to go to Ole Miss. This could be seen from Michael's utterances in taking turn in the conversation.

Type of illocutionary act:

Exercitives was performed by Leigh Anne in which she asked information about what Michael meant to her because Michael did not tell the result of the investigation first but he directly asked Leigh Anne so that she also got confused.

Type of speech act:

Direct speech act was performed by Michael whereas the interrogative sentence functions as question.

19. Michael: All along you wanted me to go to Ole Miss.

Three elements of speech act:

Locutionary act or the literal meaning of the utterance was that Michael said to Leigh Anne that for the first time she wanted Michael to go to Ole Miss. (Declarative sentence). **Illocutionary act** performed by Michael toward Leigh Anne was to ask. **Perlocutionary act** of the utterances was Leigh Anne said that she really wanted Michael to go to Ole Miss because she and her family loved the

university. Leigh Anne was really sad why Michael said that she lied to him. This effect or impact could be seen from Leigh Anne utterances in the conversation.

Type of illocutionary act:

Expositives was performed by Michael because Michael thought that Leigh Anne wanted him to go to school which they loved than the other university which used him because of his athletic ability.

Type of speech act:

Indirect speech act was performed in the utterance since the declarative sentence did not function as statement but functions as a question.

20. Leigh Anne: of course, I did. We love Ole Miss!

Three elements of speech act:

Locutionary act of the utterance said by Leigh Anne to Michael was meant that she was really wanted Michael to go to Ole Miss than other universities because she and her family loved Ole miss. (Declarative). The force or **the illocutionary act** performed by Leigh Anne was to assume. While, the **perlocutionary act** given by Michael was anger because from the utterance stated by leigh Anne, it stated that Leigh Anne used Michael for their own interest as it was stated by Granger in the investigation.

Type of illocutionary act:

Expositives was performed because Michael thought that Leigh Anne wanted him to go to school in which they loved than the other university and she and her family did not use Michael for their own interest, they purely loved Ole Miss.

Type of speech act:

Direct speech act was performed in which the declarative sentence functions as a statement.

21. Michael: Why did you do this for me?**Three elements of speech act:**

Locutionary act or the literal meaning was Michael said to Leigh Anne the reason why she did everything for him. The **illocutionary act** or the force performed by Michael toward Leigh Anne was to ask. **Perlocutionary act** of the utterance was that Leigh Anne was surprised and did not know Michael's intention. This could be seen from the context in which Leigh Anne did not give many responses to Michael's question because she wanted Michael to take it calmly not in anger.

Type of illocutionary act:

Exercitives was performed by Michael by questioning about all the things that Leigh Anne had done to him whether she did it purely or not.

Type of speech act:

Direct speech was performed by the main character. It was an interrogative sentence functioning as a statement.

22. Michael: Everything! Was it for you or was it for me? Was it so I would go to school where you wanted?! Was it so I would do what you wanted?!**Three elements of speech act:**

The locutionary act of the utterances uttered by Michael toward Leigh Anne was that he questioned about all the things that Leigh Anne's family did to him,

whether they did it honestly or not. Whereas, the **illocutionary act** performed or intended by Michael were to argue and to ask. The **perlocutionary act** shown by Leigh Anne was denied about what Michael thought about her and her family to him. This effect could be seen from Leigh Anne's utterance in which she tried to convince Michael that all he thought about her family was wrong.

Type of illocutionary act:

There were two types of illocutionary acts, expositives and exercitives. Expositives was performed in which Michael stated that all the things Leigh Anne gave to him was not purely from her heart, there were other intensions. The exercitives was performed because he questioned all the things that Leigh Anne had done for him.

Type of speech act:

Direct speech act was performed in which the declarative functions as statement and interrogative sentence functions as question.

23. Leigh Anne: Michael, no..

Three elements of speech act:

Locutionary act or the literal meaning of the utterance uttered by Leigh Anne was she said to Michael that he misunderstood about everything. (Declarative sentence). While, the **illocutionary act** performed by Leigh Anne toward Michael was to assume. The **perlocutionary act** given by Michael was that he was still confused and felt angry with Leigh Anne. This could be shown in the conversation that Michael refused to believe what Leigh Anne said.

Type of illocutionary act:

Expositives was performed by Leigh Anne in which all the things that Granger said to him was not true and she tried to convince Michael softly like a mother tried to explain something to his son because Leigh Anne really loved Michael.

Type of speech act:

Direct speech act was performed in which the declarative sentence functions as statement.

24. Michael: *That's what she thinks. Is she right?***Three elements of speech act:**

Locutionary act or the literal meaning of the utterance produced by Michael was that Granger thought Leigh Anne and her family only used him for their own sake, not Michael. He also asked Leigh Anne whether Granger's statements true or not. (Declarative and interrogative sentence). The **illocutionary act** performed by Michael was to assume and to ask. Whereas, the **perlocutionary act** given by Leigh Anne was that she tried to calm Michael down. It could be seen from Leigh Anne's utterances which tried to deny Michael's judgement.

Type of illocutionary act:

The types of illocutionary act were expositives ad exercitives. The expositives performed in which Michael stated that Granger though that Leigh Anne and her family only used him for their own sake not Michael's. The exercitives meant that she was questioning whether Granger statement was true or not.

Type of speech act:

Direct speech act was performed by Michael since the declarative sentence functions as statement, interrogative sentence functions as question.

25. Leigh Anne: Michael, honey, I need for you please, listen to me, alright?**Three elements of speech act:**

The locutionary act of the utterance produced by Leigh Anne toward Michael was that she begged Michael to listen to her explanation first. Leigh Anne wanted Michael not to only listen from one point of view but other's also. (Imperative sentence). While, the **illocutionary act** performed by Leigh Anne was to ask or request. **Perlocutionary act** shown by Michael as the hearer was that he did not want to listen to Leigh Anne anymore. This could be seen from the context in which Michael left Leigh Anne.

Type of illocutionary act:

Exercitives was performed in which Leigh Anne wanted Michael listen to her explanation first before judged her and her family. Leigh Anne tried to say it in low intonation because Leigh Anne did not want everything to turn bad.

Type of speech act:

Indirect speech act was the type of speech act since the imperative sentence functions as a request.

26. Michael: Don't you dare to lie to me. I'm not stupid!

Three elements of speech act:

Locutionary act of the utterance above was Michael said to Leigh Anne to tell the truth because he was not a stupid person. (Imperative and Declarative sentence). The **illocutionary act** or the force performed by Michael was to warn and to assume. Moreover, the **perlocutionary act** of Leigh Anne was that she was really sad and stated that Michael was not a stupid person.

Type of illocutionary act:

Expositives and exercitives were performed in the utterances. Expositives was meant that Michael warned Leigh Anne not to tell lie to him. The exercitives was performed in order to state that Michael was not a stupid person.

Type of speech act:

Direct speech act was performed in which the declarative sentence functions as statement and imperative functions as an order.

27. Leigh Anne: Michael?!Michael, of course, you're not stupid. Michael?! Come on.

Three elements of speech act:

The locutionary act of the utterance above meant that Leigh Anne said to Michael that he was not stupid and asked him to listen to her. (Declarative and imperative sentence). The **illocutionary act** or the force of the utterances was to assess and to ask. **Perlocutionary act** shown by Michael was that he left Leigh Anne because he did not want to listen to her again. Michael left Leigh Anne with anger and Leigh Anne could not stop him.

Type of illocutionary act:

Verdictives and exercitives were the types of illocutionary of the utterances.

Verdictives performed in which Leigh Anne assessed Michael that he was not a stupid person and the exercitives performed when Leigh Anne asked him to listen to her explanation.

Type of speech act:

Direct speech act was performed in which the declarative sentence functions as statement and the imperative sentence functions as a request.

4.1.2.1.5 The Analysis of Speech Act and Type of Speech Act in Scene 84

Leigh Anne	: I should have followed him. (28)
Sean	: You had no way of knowing he'd disappear.
Leigh Anne	: Was he right? What he said about us?(29)
Sean	: Leigh Anne, be reasonable. We gave clothes to a boy who had one pair of shorts. We gave him a bed. To hell with the NCAA, I'd do it again tomorrow.
Leigh Anne	: What about all the rest of it - all the stuff we did to make sure that he got a scholarship? A scholarship at Ole Miss. (30)
Sean	: He could go whenever he wanted, he knew that.
Leigh Anne	: Oh, did he? Did you ask him? 'Cause I sure as I know I never did. (31)
Sean	: Hey. Come here.
Leigh Anne	: Am I a good person? Not a joke. Not rhetorical. (32)
Sean	: You're the best person I know. Everything you do, you do for others. And why is that?
Leigh Anne	: I have not a clue. But you obviously get some sort of sick satisfaction out of it.- Sean...(33)
Sean	: Yeah?
Leigh Anne	: What if he never comes back? (34)

4.6 Context of Scene 84

Setting	Night, Leigh Anne and Sean bedroom.
Participants	Sean: Leigh Anne's husband, very lovely husband and good dad (30 years old) Leigh Anne: Sean's wife, good wife and really care mom (29 years old).
Ends	Discussed Michael who got angry with her and thought about him who want to come back or not to them.
Act Sequence	Leigh Anne asked to Sean that she should follow Michael so that he did not leave. They discussed about all the things that they done to

	Michael. Leigh Anne is questioning about their threat to Michael all the times. However, Sean tried to convince her that she did not do something wrong to Michael.
Key	The tone was rather serious between Sean and Leigh Anne as husband and wife talked about Michael.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Sean understood Leigh Anne feels about the situation and he tried to convince her that she was right.
Genre	Serious conversation.

Analysis:

28. Leigh Anne: I should have followed him.

Three elements of speech act:

Locutionary act of the utterance above was that Leigh Anne said that she should have followed Michael when he was angry. (Declarative). **Illocutionary act** performed by Leigh Anne was to blame. **Perlocutionary act** shown by Sean was that he wanted Leigh Anne not to blame herself because it was not her fault. This effect could be seen from Sean utterances toward Leigh Anne in the conversation.

Type of illocutionary act:

Behabitives was performed by Leigh Anne in which Leigh Anne blamed herself to not follow Michael when he was angry. She felt that she was not a good person.

Type of speech act:

Direct speech act was the type of speech act in which the declarative sentence functions as statement.

29. Leigh Anne: Was he right? What he said about us?

Three elements of speech act:

The locutionary act of the utterances above was that Leigh Anne questioned about Michael's thinking about her and her family. (Interrogative sentence). **The**

illocutionary act performed by Leigh Anne were to ask and to state.

Perlocutionary act shown by Sean toward Leigh Anne was he did not want

Leigh Anne to take the problems seriously and asked her not to think about

Granger's words.

Type of illocutionary act:

There were exercitives and expositives types of illocutionary act. The exercitives

performed in which Leigh Anne asked Sean's opinion about Michael's thinking

about her and her family. While the expositives performed was in which Leigh

Anne and her family only used him for their own purposes.

Type of speech act:

There were two types of speech act, direct and indirect speech act. Direct speech

act was performed in which the interrogative sentence functions as question while

indirect speech act was performed in the utterance "What he said about us?", is

interrogative sentence but functions as statement.

30. Leigh Anne: What about all the rest of it – all the stuff we did to make sure that he got a scholarship? A scholarship at Ole Miss.

Three elements of speech act:

Locutionary act of the utterance was that Leigh Anne said to Sean about all the

things that they did to Michael included a scholarship to Ole Miss, she questioned

it to Sean. (Interrogative and declarative sentence). While the **illocutionary act**

performed by Leigh Anne were to ask and to state. **Perlocutionary act** shown by

Sean was that he believed that Michael was mature enough to decide his own

future.

Type of illocutionary act:

Exercitives and expositives were the types of illocutionary act. The exercitives explained in which Leigh Anne asked for Sean's opinion about all the things that she had done to Michael and stated that they also prepared Michael to get the scholarship at Ole Miss.

Type of speech act:

Direct speech act (interrogative sentence functions as question and declarative functions as statement).

31. Leigh Anne: Oh, did he? Did you ask him? 'Cause I sure as I know I never did.

Three elements of speech act:

Locutionary act of the utterance above was Leigh Anne said that she never asked Michael about his feeling. (Interrogative and declarative sentence). **Illocutionary act** or the force intended by Leigh Anne was to ask and argue. **Perlocutionary act** given by Sean was he tried to calm Leigh Anne by giving a hug.

Type of illocutionary act:

Exercitives and expositives were the types of illocutionary act in the utterances.

The exercitives performed was when Leigh Anne asked for Sean that he had ever asked Michael about his interest or not and the expositives performed in which Leigh Anne stated to Sean that she had never asked Michael related to his interest.

Type of speech act:

Direct speech act (interrogative sentence functions as question and declarative functions as a statement).

32. Leigh Anne: *Am I a good person? Not a joke. Not rhetorical.*

Three elements of speech act:

Locutionary act of the utterance uttered by Leigh Anne was that she said to Sean whether she was a good person or not. (Interrogative sentence). **Illocutionary act**

performed by Leigh Anne was to ask. While the **perlocutionary act** shown by Sean described that Leigh Anne was a good person. All she did was for other's sake. The effect could be seen from the utterances produced by Sean in the conversation.

Types of Illocutionary act:

Exercitives was performed by Leigh Anne in which she asked Sean to give an opinion about her whether she was a good person or not because she had already tried to be a good person and a good woman for her family and other.

Type of speech act:

Direct speech act, (interrogative sentence functions as question).

33. Leigh Anne: *I have not a clue. But you obviously get some sort of sick satisfaction out of it.- Sean...*

Three elements of speech act:

Locutionary act of the utterance 33 was Leigh Anne said to Sean that she was confused, she had not a clue what she had to do to make Michael back.

(Declarative sentence). **The illocutionary act** of the utterance performed by Leigh Anne was to assume. **The effect or perlocutionary act** was then Sean tried to calm Leigh Anne that everything would be alright. It could be interpreted from the conversation between Leigh Anne and Sean.

Type of illocutionary act:

Expositive was performed because Leigh Anne tried to explain the situation between her and Michael.

Type of speech act:

Direct speech act, (declarative sentence functions as statement).

34. Leigh Anne: What if he never comes back?**Three elements of speech act:**

Locutionary act or the literal meaning of the utterance 34 was Leigh Anne said to Sean his worried about Michael that he would come back or not. (Interrogative sentence). The force or the **illocutionary act** intended by Leigh Anne was to ask.

Perlocutionary act or the effect given by Sean was to just keep quiet; he also did not know what to do. It could be interpreted that in one point they were also wrong because Leigh Anne and Sean did not ask Michael about his will.

Type of illocutionary act:

Exercitives was performed in which Michael would come back home or not, she was afraid if Michael did not come back and she would feel sad about that.

Type of speech act:

Direct speech act was performed by Leigh Anne because the interrogative sentence functions as question.

4.1.2.1.6 The Analysis of Speech Act and Types of Speech Act in Scene 85

Alton : Oh, shit! Big Mike? Hey, get your ass in here, man.
 Michael : I'm looking for my Moms. (35)
 Alton : Your Mama? Yeah, I seen Dee Dee around. As a matter of fact... Oh, yeah. She usually stop by for a taste around this time. But I tell you what. Why don't you just come inside I'll get you a forty and we're gonna chop

- it up like real fo, just 'til she get here. Come on, man. Nobody gonna bite you, man. Hey! Big Mike! Man, go down and have a seat. Yeah, bitch! Hey, baby, gimme a couple of cold beers from the refrigerator! Sit down, man. Big Mike. What? I'm so glad to see you. Yeah. You lookin' good. Too, you lookin' fit.
- Alton : I heard you playin' little ball. But you know that rich kid football ain't like the public school league. Niggers packing knives in their socks. Hey, I played little ball myself. Back in the day, you know that, alright?
- Michael : **Yeah, I heard. (36)**
- Alton : A quarterback. Up there at MLK. Thank you, baby.
- Michael : **What about you, Dave? You still playing ball over at JC? (37)**
- Dave : Naw.
- Alton : No, man. Dave no longer a student. He with me now! As a matter of fact... Look, I can open a spot for you, too. I got tired of going to class. People are tryin' tell me what to do. Well, in that case, Dave, look here... Turn it up, like that little bit of bitch! Bitch!
- Man : Hey, man. Don't mess with D, man.
- Alton : I heard you stayin' on the other side of town. Yeah, that what Dee Dee said. Said you got a new Mama now.
- Michael : Yeah?
- Alton : Oh yeah! She fine too. Yeah. She's fine.
- Alton : She got other kids? She got a daughter? You tap that? Yeah, you taped that! Yeah, yeah, yeah! Big Mike! Big Mike got his white babes! Hey, Big Mike! You should enjoy them, man. Hey, where you going?
- Michael : **Going to wait my mom to the apartment. (38)**
- Alton : Hey, man, just don't go away now. Hey, sit down, man. I'm just trying to find out little bit about your fine white sister. Because I like me some mommy/daughter action.
- Michael : **Shut up! (39)**
- Alton : Shut up? Who the hell is you telling to shut up? I will bust and cap your fat ass. And then drive east and pay a visit to your cracker Mom! And her sweet little daughter.

4.7 Context of Scene 85

Setting	Day, Alton's apartment, Hurt village.
Participants	Michael: black African – American boy (17 years old) Alton : black African –american boy, bad boy (20 years old) Dave : Michael's brother, included in Alton's gang (18 years old) Man : Alton's friend. (19 years old)
Ends	Alton talked about The Tuohys which hurt Michael's feeling because Alton humiliated his sister, Collins.
Act Sequence	After the investigation, Michael believed that the Tuohys only use him for their own interest. He believe what Granger said about them although it was not true but because of the condition, Michael got confused and leave Leigh Anne and family and then he went to his own home in hurt village to find his mom. Then, he met Alton and he was asked to wait his mother in Alton's apartment. In the apartment Michael also met his brother, Dave and they talked about basketball and also Michael's new family. Michael then offended by Alton's words about his family and then they fight and Michael leave Alton's apartment.
Key	Michael, Dave, Alton, and Alton's friend are friend but they have different behavior. Michael was a good boy but the others were not, they are bad boy who always make trouble and do crime.

Instrumentalities	Spoken language
Norms of Interaction and interpretation	Michael did not want to have problem with Alton so that he tried to behave well by accepting Alton's request to wait his mom in his apartment but then Michael got angry because Alton humiliate his new family.
Genre	Casual conversation but then becomes serious conversation.

Analysis:

35. Michael: I'm looking for my Mom.

Three elements of speech act:

Locutionary act or the literal meaning of the utterance produced by Michael was that he was looking for his mom. (Declarative sentence). **Illocutionary act** performed by Michael was to state. **Perlocutionary act** given by Alton was that he gave information Michael's mom was not at home and he offered Michael to wait for his mom in Alton's apartment. This effect could be seen from Alton's utterances toward Michael in the conversation.

Type of illocutionary act:

Type of illocutionary act of the utterance above was expositives in which Michael arrival to Hurt Village was for looking for his mom.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

36. Michael: Yeah, I heard.

Three elements of speech act:

The locutionary act or the literal meaning of the utterance above was that Michael said that he also heard that Alton also played football a little. (Declarative sentence) **The illocutionary act** or the intended meaning intended by Michael

was to state. **The perlocutionary act** which is given by Alton was expressing happiness because Michael still recognized about his friend although Michael did not live in Hurt Village again.

Type of illocutionary act:

The type of illocutionary act was expositives in which Michael stated his mind that he also heard about Alton who played football camly.

Type of speech act:

Direct speech act, (decalorative sentence functions as statement).

37. Michael: What about you, Dave? You still playing ball over at JC?

Three elements of speech act:

The literal meaning of the utterance or the locution was that Michael asked to Dave whether he still played football at JC or not. (Interrogative sentence). **The illocution** performed by Michael toward Dave was to ask. **The perlocutionary act** given by Dave stated that he did not play at JC anymore. It was stated in the utterances produced by Dave in the conversation.

Type of illocutionary act:

The type of illocutionary act was exercitives whereas Michael needed information about Dave wether he still played football at JC or not. Michael tried to find out what his brother did because they rarely met each other.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

38. Michael: Going to wait my mom to the apartment.

Three elements of speech act:

Locutionary act was Michael said to Alton that he would wait for his mom in her apartment. (Declarative sentence). **Illocutionary act** performed by Michael was to plan. **Perlocutionary act** shown by Alton was that he did not allow Michael to leave his apartment and asked him to stay because he wanted to talk a lot with Michael. Here, Alton tried to show his disagreement about Michael's decision to leave his apartment verbally.

Type of illocutionary act:

The type of illocutionary act was commissives in which Michael would wait his mom in her apartment because he did not feel comfort in Alton's apartment, with Alton himself, and also his friends.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

39. Michael: Shut up!

Three elements of speech act:

Locutionary act of the utterance produced by Michael was that he said to Alton to be quiet and did not talk something bad about his family. (Imperative sentence).

Illocutionary act performed by Michael toward Alton was to command.

Perlocutionary act shown by Alton was that he got angry to Michael because there was no one who commanded or asked him to shut up. This could be seen from Alton's utterances which indicated his dislikeness toward Michael.

Type of illocutionary act:

The utterance performed by Michael above was in the form of exercitives, whereas he commanded or gave an order to Alton not to humiliate his family because they were a good person. He said it in low voice in order not to make trouble with Alton.

Type of speech act:

Direct speech act (imperative sentence functions as an order or command)

4.1.2.1.7 The Analysis of Speech Act and Type of Speech Act in Scene 86

Alton : He gone, snowflake.
 Leigh Anne : **Michael was here? (40)**
 Alton : Yeah, but you tell him, I'll be seeing him around. Or he gonna get this.
 Leigh Anne : **So Michael was here? (41)**
 Alton : Last night. He come by here. Sneaked me then run off. Yeah. Tell him, sleep with one eye open. You hear me, bitch?
 Leigh Anne : **No, you hear me, bitch! You threaten my son you threaten me. You so much as cross downtown you will be sorry. I'm in a prayer group with the D.A., I'm a member of the NRA and I'm always packing. (42)**
 Alton : What you got in there, a .22? A Saturday Night Special?
 Leigh Anne : **And it shoots just fine all the other days, too. (43)**

4.8 Context of Scene 86

Setting	Day, Hurt Village
Participants	Leigh Anne: Michael's foster mom, protective mother (29 years old) Alton : bad boy, trouble maker, civilian (200 years old)
Ends	Leigh Anne tried to give warning to Alton and other boy to not disturb Michael because she will protect Michael as much as possible.
Act Sequence	Leigh Anne who worried about Michael then she tried to find him everywhere even in Hurt Village. She came to Hurt Village looking for Michael but then she met Alton and his gang that said Michael was there yesterday night. Alton tried to threaten Michael because Michael was striving against him. Leigh Anne did not accept Alton attitude and his word in threatening Michael so she threatens him to not disturb her son or her family or he will be sorry in the future.
Key	Leigh Anne and Alton was in serious conversation. Leigh Anne was a mother and Alton was a bad boy. Leigh Anne got angry when Alton did not bahhave well to her and even threat her son so that leigh Anne also did not have to respect him.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Alton did not behave well to Leigh Anne, he threaten Michael and Leigh Anne was angry and threaten him back because as a mother she

	did not want other humiliate her son.
Genre	Serious conversation.

Analysis:

40. Leigh Anne: Michael was here?

Three elements of speech act:

The locutionary act of the utterance uttered by Leigh Anne was asking about Michael's presence. (Interrogative sentence). **The illocutionary act** performed by Leigh Anne toward Alton was to ask. **The perlocutionary act** shown by Alton and his friends was expressing angry because Michael was ruin his apartment last night. This could be seen from the context of the conversation in which Alton even tried to threat Michael.

Type of illocutionary act:

Type of illocutionary act performed by Leigh Anne was exercitives since Leigh Anne needed some information about Michael's presence.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

41. Leigh Anne: So Michael was here?

Three elements of speech act:

The locutionary act of the utterance was concluded that Michael was in Hurt Village last night. (Interrogative sentence). **The Illocutionary act** intended by Leigh Anne was to argue. **The perlocutionary act** shown by Alton was that he theat Michael because he did not obey what Alton's said to him in the night where Michael wait for his mom in Alton's apartment.

Type of illocutionary act:

Expositives was performed by Leigh Anne since Leigh Anne knew that actually Michael was at Alton's apartment the night before.

Type of speech act:

Indirect speech act was performed by Leigh Anne since the interrogative sentence functions as statement.

42. Leigh Anne: No, you hear me, bitch! You threaten my son you threaten me. You so much as cross downtown you will be sorry. I'm in a prayer group with the D.A., I'm a member of the NRA and I'm always packing.

Three elements of speech act:

Locutionary act of the utterance was Leigh Anne said to Alton not to threaten her son and he better watched over his words. (Imperative and declarative sentence).

Illocutionary act performed by Leigh Anne were to command, to warn and to argue. **Perlocutionary act** given by Alton could be seen from the conversation in which Alton underestimated Leigh Anne and all the things that she said. He also did not believe about Leigh Anne's words and still theated her and her family.

Type of illocutionary act:

There were two illocutionary acts in the utterances namely exercitives and expositives. The exercitives performed when Leigh Anne commanded Alton to listen to her and she also warned him to stay away from Michael because if he still made trouble with Michael she would do everything to protect Michael. The expositives was performed by Leigh Anne was that she tried to give explanation to Alton that she was an important person in town; she explained her position in the organization so that Alton would not disturb her or her family.

Type of speech act:

Direct speech acts (imperative sentence functions as an order, declarative sentence functions as statement).

43. Leigh Anne: and it shoots just fine all the other days, too.

Three elements of speech act:

Locutionary act or the literal meaning of the utterance was that Leigh Anne said that she was really serious with her words. (Declarative sentence). **Illocutionary act** performed by Leigh Anne was to argue. **Perlocutionary act** performed by Alton could be seen from the conversation and also the movie that he did not talk against Leigh Anne. It was because he was afraid to Leigh Anne and her gun.

Type of illocutionary act:

Expositives was performed by Leigh Anne that she also brought a gun for protection and it also worked well.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

4.1.2.1.8 The Analysis of Speech Act and Type of Speech Act in Scene 87

Leigh Anne	: Michael?! (on phone)
Michael	: Mama?... You think the police is gonna come and get me? (44)
Leigh Anne	: I'd imagine the last thing they want at Hurt Village is bunch of cops snooping around. I swore I'd never ask this, but how'd you get out of there, Michael? (45)
Michael	: When I was little and something awful was happening my Mama would tell me to close my eyes. She was tryin' to keep me from seeing her do drugs or other bad things. And then when she was finished or the bad things were over she'd say, "now when I count to three, you open your eyes and the past is gone, the world is a good place, and it's all gonna be okay." (46)
Leigh Anne	: You closed your eyes. You know, when I was driving all over Kingdom Come looking for you I kept thinking about one thing, Ferdinand the bull. I know I should have asked this a long time ago,

Michael. Do you even wanna play football? I mean do you even like it? (47)

Michael : I'm pretty good at it. (48)

Leigh Anne : Yeah, you are. Sean and I have been talking and... Michael, if you're gonna accept the football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you. (49)

Michael : Every game? (50)

Leigh Anne : Every game. But I will not wear that gaudy orange. I will not. It is not in my color wheel and I'm not gonna wear it. (51)

Michael : So you want me to go to Tennessee? (52)

Leigh Anne : I want you to do whatever you want. It is your decision, Michael. It's your life. (53)

Michael : What if I want to flip burgers? (54)

Leigh Anne : It's your decision; it's your life. (55)

Michael : Okay. (56)

Leigh Anne : Okay, what? (57)

4.9 Context of Scene 87

Setting	Day, Laundromat
Participants	Michael: Leigh Anne foster kid, good boy (17 years old) Leigh Anne: Michael's foster mom, good mother (29 years old)
Ends	Leigh Anne asked about Michael's past and she finally come to the conclusion that Michael deserve to have a better life and good family.
Act Sequence	After looking for Michael everywhere finally Leigh Anne received phone call from Michael and then she came to him. They met in the Laundromat, a place where Michael used to stay for night. Leigh Anne was happy to see Michael and so did Michael. However, Michael said that he was afraid because of the fight with Alton and his gang. But then Leigh Anne told him to not be afraid because she will protect him. Leigh Anne did not imagine how hard Michael's life in hurt village, with the environment and the people around him. She did not even think how Michael can pass that situation. Michael explain all and Leigh Anne really proud of him. Leigh Anne then asked Michael about his passion in football. She let Michael to choose his future by himself because it was his life. Because he deserve to have a better life.
Key	The conversation between Leigh Anne and Michael was in the form of enjoy conversation between a mother and a son. They shared the feeling together so that Michael also feel comfort around Leigh Anne.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Leigh Anne was really love Michael and she did not want Michael suffer so that she wanted Michael to pick up the choices for his own good.
Genre	Rather serious conversation

Analysis:

44. Michael: *Mama?... You think the police is gonna come and get me?*

Three elements of speech act:

Locutionary act of the utterance was that Michael was afraid whether the police would arrest him because of the fight in Alton's apartment or not. (Interrogative sentence). **The illocutionary act** of the utterance produced by Michael was to ask.

The perlocutionary act given by Leigh Anne was that she tried to explain that the police would not arrest him but the boys in the Hurt Village that would arrest by the police. She showed his careness to Michael that anyone would not disturb him again.

Type of illocutionary act:

The type of illocutionary act was exercitives whereas Michael afraid that the police would arrest him because of the fight in Alton's apartment.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

45. Leigh Anne: *I'd imagine the last thing they want at Hurt Village is bunch of cops snooping around. I swore I'd never ask this, but how'd you get out of there, Michael?*

Three elements of speech act:

Locutionary act was Leigh Anne tried to explain to Michael that he would not be arrested but Alton and his gang would be arrested because they always made trouble. She also asked Michael how he passed his days in Hurt Village. (Declarative and interrogative sentence). **Illocutionary act** or the intended meaning produced by Leigh Anne was to argue and to ask. **Perlocutionary act**

given by Michael was that he was really enthusiastic about Leigh Anne's question concerning about Michael's past. He explained it bravely that her mom also protected him like Leigh Anne did, so that he could face his days there. This could be seen and understood from Michael's utterances in the conversation.

Type of illocutionary act:

The types of illocutionary act were expositives and exercitives. The expositives was performed in which Leigh Anne explained to Michael that the one who would be arrested by the police was Alton and his gang not Michael. The exercitives was performed when Leigh Anne asked about Michael's ability to live in Hurt Village with all the bad things happened there.

Type of speech act:

Direct speech act was performed in the utterance produced by Leigh Anne in which the declarative and interrogative sentence functioning as a statement and a question.

46. Michael: *When I was little and something awful was happening my Mama would tell me to close my eyes. She was tryin' to keep me from seeing her do drugs or other bad things. And then when she was finished or the bad things were over she'd say, "now when I count to three, you open your eyes and the past is gone, the world is a good place, and it's all gonna be okay."*

Three elements of speech act:

The locutionary act of the utterance was that Michael's explanations that he could live in Hurt Village because his mom protected him from the bad things that his mom did. Michael's mom asked him to close his eyes when his mom did something bad. (Declarative sentence). **The illocutionary act** or the force performed by Michael was to illustrate. **The perlocutionary act** given by Leigh

Anne was that she was very proud of Michael of being brave. This perlocutionary act could be seen from Leigh Anne's utterances in the conversation.

Type of illocutionary act:

Expositives was performed by Michael by illustrated his life with his mother in Hurt Village.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

47. Leigh Anne: You closed your eyes. You know, when I was driving all over Kingdom Come looking for you I kept thinking about one thing, Ferdinand the bull. I know I should have asked this a long time ago, Michael. Do you even wanna play football? I mean do you even like it?

Three elements of speech act:

Locutionary act of the utterance said by Leigh Anne was that stated that Michael was like Ferdinand the bull, whereas Michael had different behavior although in fact he was born on hard place but he had never be someone who acted brutal like his other friends in Hurt village. Leigh Anne also asked Michael about his interest in football. (Declarative sentence). **The illocutionary act** of the utterance performed by Leigh Anne was to sympathize. **The perlocutionary act** given by Michael was that he expressing happiness and stated that he loved football. The perlocutionary act could be interpreted from the conversation between Leigh Anne and Michael.

Type of illocutionary act:

Behabitives and exercitives were performed by Leigh Anne in the utterances.

Behabitives was performed by Leigh Anne that she believed that Michael was a

great boy and the executives performed by Leigh Anne was concerned with Michael's interest in playing football whether he liked to play football or not.

Type of speech act:

Direct speech act was the type of speech act in the utterance produced by Leigh Anne since the declarative sentence functions as statement and interrogative sentence functions as question.

48. Michael: *I'm pretty good at it.*

Three elements of speech act:

The locutionary act of the utterance said by Michael was that he stated that he was good in playing football. (Declarative). **The illocutionary act** or the intended meaning performed by Michael was to state. **The perlocutionary act** shown by Leigh Anne was that she agreed about Michael's words that he was good in playing football. It was proved because Michael won some of football games.

Type of illocutionary act:

The illocutionary act of the utterances produced by Michael was expositives in which Michael stated that he really loved football.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

49. Leigh Anne: Yeah, you are. Sean and I have been talking and... Michael, if you're gonna accept the football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you.

Three elements of speech act:

Locutionary act said by Leigh Anne toward Michael was stated that she and Sean agreed that Michael should accept the offer from Tennessee not Ole Miss and she also promised that she would always support Michael in every game. (Declarative sentence). The force or the **illocutionary acts** performed by Leigh Anne were to argue and to promise. **Perlocutionary act** given by Michael was that he expressed that he was very happy because Leigh Anne gave him freedom to choose his decision about his future. Although, Michael did not said in the form of words but it could be interpreted from the conversation that Michael was happy about Leigh Anne's decision to give him his right.

Type of illocutionary act:

There were two types of illocutionary act in the utterances, expositives and commissives. The expositives was performed that Michael was really good in football and she also gave suggestion to Michael to choose Tennessee. Meanwhile, the commissives was performed when Leigh Anne promised Michael that she would come to Michael's football games.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

50. Michael: Every game?

Three elements of speech act:

The literal meaning or the locutionary act of the utterance uttered by Michael was to ask whether Leigh Anne would support him in every game or not. (Interrogative sentence). **The illocutionary act** performed by Michael toward Leigh Anne was to ask. **The perlocutionary act** given by Leigh Anne said that she would support Michael in every game and she was happy about that. The perlocution was shown from the context of the conversation.

Type of illocutionary act:

Exercitives was performed by Michael in which he asked Leigh Anne whether she would really come to Michael's football game or not.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

51. Leigh Anne: Every game. But I will not wear that gaudy orange. I will not. It is not in my color wheel and I'm not gonna wear it.

Three elements of speech act:

Locutionary act of the utterance was Leigh Anne said that she would come to Michael's football games but she would never wear Tennessee shirt because she did not like the color. (Declarative sentence). **Illocutionary act** performed by Leigh Anne was to promise. **Perlocutionary act** given by Michael was that he understood and agreed about Leigh Anne's promise. This perlocution could be seen from Michael's utterances which indicated happiness.

Type of Illocutionary act:

Commissives was performed by Leigh Anne whereas she would not wear Tennessee's costume since she did not like the color.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

52. Michael: So you want me to go to Tennessee?**Three elements of speech act:**

The locutionary act of the utterance produced by Michael above was that he said to Leigh Anne that she wanted Michael to go to Tennessee. (Interrogative sentence). **The illocutionary act** or the force of the utterance performed by Michael was to ask. **The perlocutionary act** given by Leigh Anne was that she asked Michael to do whatever he wanted. Leigh Anne showed that she would not ask Michael to do something that he did not like.

Type of illocutionary act:

Exercitives was performed in the utterance in which Michael asked Leigh Anne about her decision to ask Michael to study at Tennessee.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

53. Leigh Anne: I want you to do whatever you want. It is your decision, Michael. It's your life.**Three elements of speech act:**

Locutionary act produced by Leigh Anne was that she said that she wanted Michael to do whatever he wanted because it was his life. (Declarative sentence).

Illocutionary act performed by Leigh Anne toward Michael was to argue.

Perlocutionary act given by Michael to Leigh Anne could be seen from the conversation that Michael was happy about Leigh Anne's words. It could be seen that Michael stated his thankfulness to Leigh Anne.

Type of illocutionary act:

Expositives was performed that Leigh Anne wanted Michael to have his own choice without got influence from others.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

54. Michael: What if I want to flip burgers?

Three elements of speech act:

The locutionary act of the utterance above uttered by Michael was about his choice that he wanted a flip burger. (Interrogative sentence). **The illocutionary act** performed by Michael was to ask. **The perlocutionary act** shown by Leigh Anne was that she expressed her willing that Michael could do everything he wanted.

Type of illocutionary act:

Exercitives was performed by Michael whereas he wanted to confirm whether he was free to do whatever he wanted to do.

Type of speech act:

Direct speech act (interrogative sentence functions as question)

55. Leigh Anne: *It's your decision; it's your life.*

Three elements of speech act:

Locutionary act was Leigh Anne said to Michael that whatever he would do, it was his decision and his life. (Declarative sentence). **The illocutionary act** intended by Leigh Anne was to state. **The perlocutionary act** expressed by Michael was that he felt happy about it. It could be seen from the utterances in the conversation.

Type of illocutionary act:

Expositives was performed by Leigh Anne in which she wanted Michael to do whatever he wants for her life because it was his own life.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

56. Michael: *Okay.*

Three elements of speech act:

The locutionary act of the utterance was stated that Michael would do everything he wanted. (Declarative sentence). **The illocutionary act** performed by Michael was to state. **The perlocutionary act** given by Leigh Anne was that she was curious about what Michael might do next. This could be seen by Leigh Anne utterances that she did not know what Michael would do.

Type of illocutionary act:

Expositives was performed by Michael that he would do everything he liked in his life based on his own interest.

Type of speech act:

Direct speech act (Declarative sentence functions as statement).

57. Leigh Anne: Okay, what?

Three elements of speech act:

The locutionary act of the utterance was Leigh Anne said to Michael what would he might do in the future. (Interrogative sentence). **The illocutionary act** or the force of the utterance produced by Leigh Anne was to ask. **The perlocutionary act** expressed by Michael was that he just smiles to Leigh Anne which indicated that he would not tell Leigh Anne about his decision. The perlocution could be interpreted from utterances in the conversation

Type of illocutionary act:

Exercitives was performed by Leigh Anne who felt curious about Michael decision in the future.

Type of speech act:

Direct speech act (interrogative functions as question).

4.1.2.1.9 The Analysis of Speech Act and Type of Speech Act in Scene 88

Michael	: I'm sorry I left the other day. (58)
Granger	: You were pretty upset.
Michael	: You ask a lot of questions. I'm just trying to get to the bottom of this.
	But all questions you asked were about why everybody else wanted
	me to go to Ole Miss. (59)
Granger	: Okay...
Michael	: Not once did you ask why did I want to go there. (60)
Granger	: Alright, fine, Michael... Why do you want to go to Ole Miss?
Michael	: Because it's where my family goes to school. It's were they've always
	gone to school. (61)

4.10 Context of Scene 88

Setting	Day, in the investigator's office
Participants	Michael: Leigh Anne foster kid (17 years old) Granger: Government employee, tough woman (30 years old)
Ends	Michael explain his situation related to the Tuohys including why he wanted go to Ole Miss rather than other university.
Act Sequence	After talked with Leigh Anne. The next day, Michael went to Granger office and said he was sorry because she left the other day. He tried to answer Granger question about him to choose Ole Miss a place to study. He explained that his family was the reason he wanted to go there and Granger accepted Michael reason and it proves that her analyses about him and the Tuohys are wrong.
Key	The conversation between Granger and Michael was rather serious in which Michael did not angry to Granger because she asked many questions the other day.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Michael expressing sorry to Granger because he left with no permission and Granger understand and accepted Michael apologizes. He appreciate that Michael wanted to come back to finish the investigation.
Genre	Rather serious conversation.

Analysis:

58. Michael: I'm sorry I left the other day.

Three elements of speech act:

Locutionary act of the utterance above was Michael said that he was sorry because left the other day. (Declarative sentence). **Illocutionary act** performed by Michael was to apologize. **Perlocutionary act** given by Granger was that she accepted Michael's apology and she also appreciated his good attitude to come back. This perlocution could be seen from Granger utterances in the conversation.

Type of illocutionary act:

Behabitives was performed by Michael that he was sorry to behave unpolitely by leaving the room without Granger permission.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

59. Michael: *You ask a lot of questions. I'm just trying to get to the bottom of this. But all questions you asked were about why everybody else wanted me to go to Ole Miss.*

Three elements of speech act:

Locutionary act of the utterance was that Michael said that Granger asked many questions and it made Michael confused. He said that the entire question was all about other's opinion not his opinion. (Declarative sentence). **Illocutionary act** performed by Michael toward Granger was to argue. **Perlocutionary act** given by Granger was that she accepted Michael's statement that he was sorry.

Type of Illocutionary act:

Expositives was performed by Michael in which Granger asked a lot of question to him without giving him a chance to explain based on his own opinion not others.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

60. Michael: *Not once did you ask why did I want to go there.*

Three elements of speech act:

Locutionary act stated by Michael to Granger, who he believed to be a smart and had high education was that why Granger did not listen to him but listen to other's opinion related to the reasons why he wanted to go to Ole Miss. **Illocutionary act** performed by Michael was to ask. (Declarative sentence). **Perlocutionary act** given by Granger was that she realized that he forgot the point that she had to ask Michael's opinion before judging his family.

Type of illocutionary act:

Exercitives was performed in the utterance in which Michael asked Granger about his opinion about the reasons why he wanted to go to Ole Miss. He wanted Granger not only to listen to others' opinion but also Michael's opinion.

Type of speech act:

Indirect speech act (Declarative sentence functions as question).

61. Michael: Because it's where my family goes to school. It's were they've always gone to school.

Three elements of speech act:

Locutionary act was Michael said that the reasons why he chose Ole Miss because his family also went to Ole Miss to study. (Declarative sentence).

Illocutionary act or the force performed by Michael was to argue.

Perlocutionary act shown by Granger was that she kept quiet which is meant that she was wrong about all the assessment about Tuohys' family. Granger then also accepted Michael's reasons to go study at Ole Miss.

Type of illocutionary act:

Expositives was performed in which Michael tried to explain Granger the reasons why he wanted to go to Ole miss was because his family also did the same things.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

4.1.2.1.10 The Analysis of Speech Act and Type of Speech Act in Scene 89

- Leigh Anne : College is going to be different experience for you, Michael.SJ, stop it.
 - There are lots of distractions. (62)
- Sean : Have a fun.
- Leigh Anne : There's gonna be some nimrod in the dorm who wants to play video games all night, or goof on the internet. (63)
- Sean : Just have fun.
- Leigh Anne : And you will spend a lot of time at practice, which means... which means you have to be very dedicated to your studies, alright? SJ, if you don't stop it right--- - Come here. (64)
- SJ : No.
- Miss Sue : Relax, Mama. I just got back from the library I reserved a private cubicle for the semester. Here's your class schedule and our study hall hours. Now, if y'all don't mind I'm gonna go move into my new apartment.
- Leigh Anne : Thank you, Miss Sue. (65)
- The Tuoy's : "Thank you, Miss Sue"
- Miss Sue : Yeah, yeah, yeah....
- Leigh Anne : Let's see what you've got: College's Writing, good, psychology, math lab... It's gonna be good. Just... know why. A lot of good classes. You'll have a lot of fun. SJ! Michael Oher, you listen to me, alright? I want you to enjoy yourself, but if you get a girl pregnant out of wedlock I'll crawl in the car, drive up here to Oxford and cut off your penis. (66)
- SJ : She means it.
- Michael : Yes ma'am. (67)
- Leigh Anne : Alright Now, 78's gonna be a parking lot. So we should be going. Or everyone... Say the goodbyes, alright? Here. Bye, baby. (68)
- Michael : Thank you, Mama.(69)
- Leigh Anne : You're welcome. (70)
- Michael : Why'd she always do that? (71)
- Sean : She's an onion. Michael. You have to peel her back one layer at a time.
- Michael : I'll be back. (72)
- Leigh Anne : What? What, Michael?(73)
- Michael : I need a proper hug. (74)

4. 11 Context of Scene 89

Setting	Day, in the investigator's office
Participants	<p>Sean : Leigh Anne husband, businessman, good daddy (30 years old)</p> <p>Leigh Anne: Sean's wife, protective mother (29 years old)</p> <p>Michael : Sean and Leigh Anne Tuohy's foster kid, black boy, (17 years old)</p> <p>SJ : Sean and Leigh Anne Tuohy's son (11 years old)</p> <p>Collins : Sean and Leigh Anne Tuohys's daughter (18 years old)</p> <p>Miss. Sue. : Michael's loyal tutor (35 years old)</p>
Ends	Talked about Michael activities in the campus because he was a student of college in Ole Miss University.
Act Sequence	After met Granger and explain everything, finally Michael decided his choice to choose Ole Miss as a place for him to study as his family did. They were talked about all things related to Michael's study. Leigh

	Anne was very worried and she gave many rule for Michael and to study hard in the college. Michael then live in the dorm in the campus so that they will rare to meet Michael. Miss Sue also help Michael in giving his schedule for his study.
Key	The conversation between Tuohys family was in casual conversation and enjoyfull conversation between part of the family.The situation was very enjoyfull.
Instrumentalities	Spoken language
Norms of Interaction and interpretation	Michael was really glad of having a happy family so that he could start his life well. He really love his family and he will also responsible to his study.
Genre	Enjoyful conversation.

Analysis:

62. Leigh Anne : *College is going to be different experience for you, Michael. SJ, stop it. - There are lots of distractions.*

Three elements of speech act:

The locutionary act of the utterance above was Leigh Anne explained to Michael that College would be different experience for him to study because it was his new world. Leigh Anne also said to SJ not to run. (Declarative sentence). **The illocutionary acts** performed by Leigh Anne were to assume, to command and to order. **The perlocutionary act** shown by Michael was that he looked very enthusiastic about Leigh Anne explanation; this could be seen from the utterance in the conversation.

Type of illocutionary act:

The types of illocutionary act were expositives and exercitives. The expositives was performed in which Leigh Anne tried to give Michael's description about college's situation while the exercitives was performed when Leigh Anne ordered SJ to stop running because it was disturbing.

Type of speech act:

Direct and Indirect speech act were the type of speech act in the utterances above.

Direct speech act was shown by the utterance '*SJ, stop it*', it was an imperative sentence functions as command or order while '*College is going to be different experience for you, Michael. There are lots of distractions*' was indirect because the declarative sentence functions as a request.

63. Leigh Anne : *There's gonna be some nimrod in the dorm who wants to play video games all night, or goof on the internet.*

Three elements of speech act:

The locutionary act of the utterance was Leigh Anne said to Michael that there would be some people who distracted his concentration by offering to play videogame and others. (Declarative sentence). **The illocutionary act** was performed by Leigh Anne was to illustrate. **The perlocutionary act** given by Sean was said that Michael should have fun about that. Sean showed his happiness for Michael. This could be seen from the utterances uttered by Sean.

Type of illocutionary act:

Expositives was performed by Leigh Anne in which she tried to illustrate about the activity of the boy the college.

Type of speech act:

Indirect speech act was performed as the type of speech act because Leigh Anne tried to ask Michael not to get influence by other kids who would teach him something bad (declarative sentence functions as request).

64. Leigh Anne : *And you will spend a lot of time at practice, which means... which means you have to be very dedicated to your studies, alright? SJ, if you don't stop it right--- - Come here.*

Three elements of speech act:

The locutionary act of the utterance above was Leigh Anne said to Michael that he had to study hard and she also warned SJ to stop running. **The illocutionary acts** performed by Leigh Anne toward Michael were to assume, to command and to warn. **The perlocutionary act** shown by SJ was that he rejected Leigh Anne's order or command. He showed his joyful because of Michael.

Type of illocutionary act:

Expositives was performed by Michael that he should responsible with his study. Commisives was performed by Leigh Anne warned SJ to stop running. The exercitives was performed by Leigh Anne to give command to SJ to stop running and come to her.

Type of speech act:

There were two types of speech act, direct and indirect speech act. Direct speech act in the utterance "*And you will spend a lot of time at practice, which means... which means you have to be very dedicated to your studies, alright?*" interrogative sentence functions as statement. Indirect speech act in the utterance "*SJ, if you don't stop it right*" meant that declarative sentence functions as an order or command. While "*Come here*" also a direct speech act because imperative sentence function as an order.

65. *Leigh Anne : Thank you, Miss Sue.*

Three elements of speech act:

The locutionary act of the utterance above was Leigh Anne said thank to Miss Sue about giving Michael's schedule. (Declarative sentence). **The illocutionary act** of the utterance performed by Leigh Anne was to thank. **The perlocutionary act** was Miss sue also grateful that she could help Michael. The perlocution could be seen from the utterances produced by the characters.

Type of illocutionary act:

Behabitives was performed whereas Leigh Anne really appreciated and thanks of Miss sue kindness and all the things she had done for Michael.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

66. *Leigh Anne: Let's see what you've got: College's Writing, good, psychology, math lab... It's gonna be good. Just... know why. A lot of good classes. You'll have a lot of fun. SJ! Michael Oher, you listen to me, alright? I want you to enjoy yourself, but if you get a girl pregnant out of wedlock I'll crawl in the car, drive up here to Oxford and cut off your penis.*

Three elements of speech act:

Locutionary act of the utterance above was Leigh Anne said to Michael that he had good schedule but he also remembered that he had to be a good boy and asked him not to make a girl got pregnant or she would cut his penis off. (Declarative and interrogative sentence). **The illocutionary acts** performed by Leigh Anne were to explain, to agree, to ask and to promise. **The perlocutionary act** given by SJ was that he shown an expression that Leigh Anne was serious about that so

Michael should listen to her. The perlocution could be interpreted from the context in the conversation.

Type of illocutionary act:

There were three illocutionary acts namely expositives, exercitives and commissives. Expositives was performed related to Michael's schedule.

Commissives was performed that Michael would have a good time studying. While the exercitive was performed by Michael that he must enjoyed the study. The last type was commissives performed that Leigh Anne would cut Michael's penis if he make a girl pregnant.

Type of speech act:

The types of speech acts performed by Leigh Anne were direct and indirect speech act. Direct speech act *"Let's see what you've got: College's Writing, good, psychology, math lab... It's gonna be good. Just... know why. A lot of good classes.*

You'll have a lot of fun. was in the form declarative sentence functions as a statement, *"SJ!"* also direct speech act whereas the imperative sentence functions

as an order. Indirect speech act was shown in the utterance *"Michael Oher, you listen to me, alright?",* this was interrogative sentence functions as request. Direct

speech act also shown in the utterance, *"I want you to enjoy yourself, but if you get a girl pregnant out of wedlock I'll crawl in the car, drive up here to Oxford and cut off your penis."* This was declarative sentence functions as statement.

67. Michael: Yes ma'am.

Three elements of speech act:

Locutionary act of the utterance was Michael stated that he would obey Leigh Anne order. **Illocutionary act** of the utterance performed by Michael was to state.

Perlocutionary act given by Leigh Anne expressed that she did not to be worried about Michael because he could take care of himself. This could be seen from the utterances between Leigh Anne and other characters in the conversation.

Type of illocutionary act:

The type was expositives since Michael stated that he would not break Leigh Anne's words.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

68. Leigh Anne: Alright Now, 78's gonna be a parking lot. So we should be going. OK everyone... Say the goodbyes, alright? Here. Bye, baby.

Three elements of speech act:

The locutionary act of the utterance was Leigh Anne said that it was the time to leave and to say goodbye to Michael. (Declarative and imperative sentence). **The**

illocutionary acts performed by Leigh Anne were to state, to plan, to order, and to say goodbye. **The perlocutionary act** given by Michael was he really thanks to

Leigh Anne. It was seen from the utterances produced by Michael in the conversation.

Type of illocutionary act:

The types of illocutionary were expositives, commissives, exercitives, and behabitives. Expositives was shown by Leigh Anne that she explained the place in which Sean parked the car. The commissives performed that Leigh Anne and her family had to go home and left Michael to study. The exercitives was performed whereas Leigh Anne asked Sean, SJ and Collins to say goodbye to Michael. And behabitives was performed when Leigh Anne said her goodbye to Michael.

Type of speech act:

The type of speech act of the utterance produced by Leigh Anne was direct speech act. Direct speech act, declarative sentence functions as statement as stated in the utterance “*Alright Now, 78's gonna be a parking lot. So we should be going.*” And the utterance “*Here. Bye, baby*”. While the utterance “*OK everyone... Say the goodbyes, alright?*”, the imperative sentence functions as a command.

69. Michael: Thank you, Mama.

Three elements of speech act:

The locutionary act of the utterance above was Michael said that he really thanks to Leigh Anne. (Declarative sentence). **The illocutionary act** or the force performed by Michael was to thanks. **The perlocutionary act** given by Leigh Anne was flat because she was sad to be apart from him.

Type of illocutionary act:

Behabitives was performed in the utterances. This was kind of Michael gratefulness of having such a good family and best mother like Leigh Anne who

would do anything for her children. This was Michael's deep feeling of Leigh Anne.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

70. Leigh Anne: You're welcome.

Three elements of speech act:

The locutionary act of the utterance was that Leigh Anne really glad could help Michael for all the time. **The illocutionary act** performed by Leigh Anne toward Michael was to acknowledge. **The perlocutionary act** given by Michael was that he did not understand why Leigh Anne kept her feeling by herself.

Type of illocutionary act:

Behabitives was performed in order to acknowledge Michael.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

71. Michael: Why'd she always do that?

Three elements of speech act:

The locutionary act of the utterance was Michael did not understand Leigh Anne behave who said goodbye without gave a hug to him. (interrogative sentence).

The illocutionary act performed by Michael toward Sean was to ask. **The perlocutionary act** was Michael then came forward to her in ther car to say goodbye properly.

Type of illocutionary act:

Exercitives was performed by Michael that he was little bit confused of Leigh Anne's behavior.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

72. Michael: I'll be back.

Three elements of speech act:

The locutionary act was Michael said to Sean and the other that he would ask a proper goodbye from Leigh Anne and came back to them again. (Declarative sentence). **The illocutionary act** or the intended meaning of Michael toward Sean was to promise. **The perlocutionary act** given by Sean and others members of the family were happy at that moment and touched of the moment.

Type of illocutionary act:

Commissives was performed by Michael that after Michael got Leigh Anne proper hug he would gather with Sean and the other again.

Type of speech act:

Direct speech act (declarative sentence functions as statement).

73. Leigh Anne: What? What, Michael?

Three elements of speech act:

The locutionary act of the utterance was Leigh Anne said to Michael what he wanted by coming to her in the car. (Interrogative sentence). **The illocutionary**

act performed by Leigh Anne was to ask. **The perlocutionary act** given by Michael was he hoped that Leigh Anne wanted to come out from the car.

Type of illocutionary act:

Exercitives was showed that Michael should not ask Leigh Anne to come out from the car.

Type of speech act:

Direct speech act (interrogative sentence functions as question).

74. Michael: *I need a proper hug.*

Three elements of speech act:

The locutionary act of the utterance was said to Leigh Anne that Michael needed a proper hug for goodbye. **The illocutionary act** or the intended meaning of Micahel toward Leigh Anne was to ask. **Perlocutionary act** given by Leigh Anne, she was very sad and she cried because she would far from Michael.

Type of illocutionary act:

Exercitives was performed that Michael really wanted to have a proper hug from Leigh Anne as the goodbye.

Type of speech act:

Indirect speech act (declarative sentence functions as a request).

4.2 Discussions

After analyzing the main characters's utterances of *The Blind Side* movie by using speech act theory proposed by Austin (1975), Yule (1996) and Grundy (2000), the writer found that the locutionary act, illocutionary act and

perlocutionary act were performed by the two main characters (Michael and Leigh Anne) in the conversation. The writer found that the locutionary act of utterances was in the form of declarative sentence, interrogative sentence and imperative sentence. The illocutionary acts are performed in the movie's dialogues, namely verdictives, exercitives, commissives, behabitives and expositives. While perlocutionary acts were given by the hearer in the form of expressing anger, happy, sad and sympathy.

From the finding above, the writer found the locutionary acts based on the sentence type used by the two main characters in *The Blind Side* movie. The writer found 52 declarative sentences in the main characters utterances in the conversation. The declarative sentence was used to make a statement and to give information to the hearer. One of the examples of declarative sentence of the main character (Leigh Anne) in the conversation showing locutionary act was in the utterance "He just want ask you a couple of question, Michael" in scene 80 which means that the speaker (Leigh Anne) tried to give information about the investigation that Michael will face.

Furthermore, the writer also find imperative sentence. The imperatives used 11 times in the dialogues. Imperative sentence was a sentence that used to make an order or command for instance, "Shut up!" in scene 85; this utterance was said by Michael when he was in Alton's apartment. He said that because Alton was humiliate The Tuohys so that he order or command Alton to be quiet. The interrogative sentence also found in the main characters' utterances. There were 25 interrogative sentences in the dialogues. The interrogative sentence which

used for questioning also shown in the dialogues for example “Why did you do this for me?”, it means that the speaker needed some information by questioning such question. In the scenes used of *The Blind Side* movie, the writer found that the main characters often used declarative sentence in stating in statement or opinion or giving information to the hearer then followed by interrogative sentence in which the speaker send some question to get some information and the least was imperative in which the speakers are requesting or ordering something to others.

In the case of illocutionary acts, the writer found the types of illocutionary acts namely verdictives, exercitives, commissives, behabitives and expositives in the main characters utterances of *The Blind Side* movie. By using Austin’s classification of illocutionary act (1975), the writer found that expositives was performed 45 times in the main characters utterances. Expositives was a type of illocutionary act used to state that the utterances uttered by the main characters were fit into the course of an argument of conversation. Exercitives was also performed in the dialogues which typified by an order, command, request and warning intend by the speaker that asking someone to do something. This type can be indicated by the use of the words “please”. The writer found 39 exercitives type of illocutionary act in the dialogue, in which the main characters used it to ask information also gave an order to the hearer.

Moreover, behabitives was also performed by the main characters when they thank, apologizes, protest, etc. There are 8 behabitives performed by the main characters in the dialogues whereas to thank, apologise to the hearer,

Commissives was typified when the main characters was commit to do something in the future such as promising, agreeing, planning, etc. There are 7 commissives found in the dialogues of the main characters. And verdictives was performed when the main characters assest other because of his behavior. In the scenes chosen the writer only found 1 verdictives performed by the main character in which use to assess the other. In addition, based on the finding, the utterance produced by the main characters not only consist one type of illocutionary act but also more than one illocutionary acts.

For the perlocutionary act, the writer found that the effect given by the hearer in *The Blind Side* movie was diverse such as giving an information, showing emotion such as angry, sad, happy and sympathy, agree and disagreement also found as the perlocutionary act. This perlocutionary act could be found based on the context in the conversation that was why the writer also defined the context first in order to get more understanding about setting, participants, ends, act sequence, key, instrumentalities, norms of interaction and interpretation and genre which also help to define the perlocutionary act. Besides, the writer not only saw from the utterances or the context in the conversation, but the writer also refered to the movie to find out the effect which did not express verbally by the hearer.

In addition, after analyzing the three elements of speech act, the writer then found the speech act types whether it is direct speech act or indirect speech act based on Yule (1996) and Grundy (2000) theory. Austin's theory of speech act which revealed the illocutionary acts of the utterances support also in defining

whether the utterances performed in direct speech act or in indirect speech act. As stated above that there are three types of sentence and those three types of sentences were applied in main characters of *The Blind Side* movie. However, not all sentence type was function as the original one, for instance the interrogative sentence in the utterance “Can I leave now?” in scene 82, this utterance was not function as a question but a request because it asked someone to do something for the speaker. From the finding the writer found 10 indirect speech act and 64 direct speech act. Direct speech act was often used because this movie is a kind of family drama movie which told about daily life so that the utterances used was the utterances that usually used in the daily activity.

Related to the two previous studies, there were some similarities and differences between this study and the two previous studies. Ulfa (2010) found that the most dominant locutionary act in the verbal conflict between Salim and Jamal in *Slumdog Millionaire* movie was declarative sentence which have the same result as the current study. While, for the illocutionary acts, she found that the most dominant types was representatives or expositives which tried to inform or to state an argument or statement. It was also the same with the current study where as expositives were used often than other types illocutionary act. However, the previous study did not analyze the perlocutionary act given by the hearer in the movie but the current study did since it also an important thing to be analyzed to see what the effect might be given by the hearer toward the speaker.

Meanwhile, the writer found that the perlocutionary acts given by the hearer were mostly expressing emotion such as angry, happy, sad, etc. Besides,

Wijayati found that declarative was also the most dominant used as the locutionary act. This is also the same with the current study. While, expositives was mostly used the main character of *The Social Network* movie as a request of the illocutionary act. This is different with current study which found expositives was performed mostly to state or to assume or give information to the hearer. The perlocutionary act used was mostly expressing or showing emotion.

From the discussion above, the writer draw a conclusion that the theory of speech act by Austin (1975), Yule (1996) and Grundy (2000) supported and revealed speech act including locutionary, illocutionary, types of illocutionary and perlocutionary act and also types of speech act that is direct and indirect speech act of the two main characters in *The Blind Side* movie. By understanding the context in every scene of the conversation, the writer also could understand more about the intended meaning of the main characters. Moreover, the two previous studies also help in understanding the theory of speech act which was used in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is aimed to state the result of analysis of the study. It includes both conclusion and suggestion.

5.1 Conclusion

After discussing the analysis, the writer found that three elements of speech act produced by the two main characters in *The Blind Side* movie namely Leigh Anne Tuohy and Michael Oher were performed in this study. Based on the study, the writer found 74 utterances from the main characters in the scene of *the Blind Side* movie. Using the theory of speech act by Austin (1975), the writer found all the elements of speech act. The writer found three type of locutionary act based on sentence type (declarative, interrogative, imperative). The most types of locutionary act found in the dialogues were declarative sentence, it was used **52** times. Then the interrogative sentence uses **25** times and the imperative used **11** times in the dialogues uttered by the main characters.

The witer also found all types of illocutionary act (verdictives, exeercitives, commisives, behabitives and expositives). Based on the finding, the utterance could have more than one type of illocutionary acts. The illocutionary act which used most was expositives, it used **45** times. It was used for giving information and states an argument or opinion about something. The exercitives then were used **39** times since the main chacracters use it to ask or order someone else to do something. Then, behabitives were used **8** times in which the main

characters tried to make apologizes to others and to thank. Commisives was used

7 times since the main characters commit to do something in the future.

Verdictives was used 1 because the main character tried to give value or asses someone.

Moreover, the perlocutionary act given was mostly showing emotion such as angry, happy, sad, agree, disagree, etc. While the type of speech act use was direct speech act but indirect speech act also performed when the form of the sentence did not match with the function of sentence. There are 64 direct speech act and 10 indirect speech act. Direct speech act was dominated in the conversation because this movie was a drama or family movie in which the audience could be anyone so that the writer argue that the director use an easy words or utterances in order to be understood by everyone who watch the movie so that direct speech act dominantly appear in the conversation than indirect speech act. In addition, context also took a big role in understanding the utterances in order to find the intended meaning of the speakers.

5.2 Suggestions

In this subheading, the writer is aimed to give some suggestions for the next researcher:

1. The next researchers are expected to look for the other subjects of the study, such as, talk show, commercial, comic, etc to enlarge the study variety of speech act.
2. The next researchers are hoped to find more theories concerning with Speech act.

3. The next researchers are suggested to conduct further study about speech act especially in two way communication among people in other media to find the various types of speech act.



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The logo of Universitas Brawijaya is a shield-shaped emblem. It features a central figure, likely a deity or a personification of knowledge, holding various symbolic objects. The figure is flanked by two smaller figures. The entire emblem is set against a background of the university's name, "UNIVERSITAS BRAWIJAYA", written in a semi-circle above the central figure.

APPENDICES

Appendix 1

The Blind Side Movie Script

77. Auditorium - Graduation

Sandstrom : Kevin Lynn. Good job.
 Leigh Anne : Excuse me.
 Sandstrom : Matthew Nicols.
 Leigh Anne : 2.52. Michael's final GPA. Got it off Paul's computer.
 Sandstrom : Jamie North.
 Leigh Anne : He did it, Sean. He did it!
 Sean : Baby, you've been broken to the principal's computer?
 Sandstrom : Michael Oher.
 Sean : Where in the world did you find a baby picture of Michael?
 Leigh Anne : Scanned it off an Internet ad for a toddler boutique.
 Sandstrom : Congratulations, Mike.

78. Outside the Auditorium

SJ : Michael, our great.
 Collins : Way to go, bro!
 Leigh Anne : Alright, that's enough. Young man... I think I need a proper hug.

79. Tuohy's house – kitchen – day

Leigh Anne : Alright. You're gonna be staying in Deaton Hall , where is it?
 109. It's right there. And you're gonna be on a meal plan so you're gonna be eating all the way here in Johnson Commons.
 Sean : Right there. Johnson Commons has all you can eat self-serve ice cream.
 Michael : As much as you want?
 Sean : Yes, that's how Mama put on her freshman ten.
 Leigh Anne : Stop it!
 Hello? This is Mrs. Tuohy.

80. Interrogation room – day

Leigh Anne : He just want ask you a couple of questions, Michael. You have nothing to hide.
 Granger : Ms. Tuohy? Mr. Oher? My name is Jocelyn Granger, and I'm the Assistant Director of Enforcement for the NCAA.
 Leigh Anne : Please, call me Leigh Anne.
 Granger : So, let's do this. Shall we? Ms. Tuohy, if you wouldn't mind I'd prefer to speak with Michael alone.

Leigh Anne : And how long is that gonna take?

Granger : Awhile.

Leigh Anne : Go, Mike. Okay? Go, Michael? Michael! I'll be waiting for you in the lobby, alright?

81. Government Building – day

Leigh Anne : I don't know, Sean. I just have a bad feeling about this one. This woman is tough, tough..Hold on. Hey. The client wants what?

82. Interrogation room

Granger : Were you aware that Coach Cotton is accepting a job at Ole Miss?

Michael : No.

Granger : And that this job offer came after you signed with them? Sean Tuohy, your legal guardian went to Ole Miss.

Michael : He played basketball.

Granger : And Mrs. Tuohy went to Ole Miss as well.

Michael : She was a cheerleader.

Granger : Is this safe to say that Ole Miss is their favorite school? Did they like any other Universities? What about, say Tennessee?

Michael : No. They can't stand Tennessee.

Granger : And your tutor...

Michael : Miss Sue.

Granger : Miss Sue. Miss Sue is an Ole Miss grad, too. Miss Sue ever tried to persuade you to attend Ole Miss? Did you know that the Tuohys make generous donations to Ole Miss? That even Miss Sue makes donations? That the Tuohys, they have a condo in Oxford so they can attend as many athletic events as possible? That, in fact, Sean and Leigh Anne Tuohy are by our definition... "boosters." Mr. Oher. Mr. Oher? Do you understand... Do you know, why am I here?

Michael : To... investigate.

Granger : Yes. To investigate. I'm here to investigate your odd... predicament. Do you find it odd? Your predicament? Michael?...

Michael : I don't know. Can I... can I leave now?

Granger : No. You can't.

Michael : What do you want, ma'am?

Granger : I want the facts! - I need the truth.

Michael : I didn't lie!

Granger : And I want to know what you think about all this.

Michael : THINK ABOUT WHAT?!

Granger : The NCAA fears that with your recruitment a door might be opened - that boosters from lots of schools in the south will become legal guardians for young athletes without means and funnel them to their Alma Maters. I'm not saying I believe it and I'm not saying I don't, but there're many people involved with this case who would argue that Tuohys they took you in, - they clothes you, they fed you,

Michael : No.

Granger : They paid for your private education,

Michael : No.

Granger : They bought you a car,

Michael : No!

Granger : and paid for your tutor,

Michael : No.

Granger : all as part of a plan to insure that you play football for the University of Mississippi. Michael! We're not finished.

83. Building – day

Leigh Anne : It's not available. Just like I told you three months ago. So why don't we go with the canvas. The low napa, it's a beautiful--- Oh, I'll call you back. Bye. Michael. So what happened?

Michael : Why'd you do it?

Leigh Anne : What?

Michael : All along you wanted me to go to Ole Miss.

Leigh Anne : Of course, I did. We love Ole Miss!

Michael : Why did you do this for me?

Leigh Anne : What?

Michael : Everything! Was it for you or was it for me? Was it so I would go to school where you wanted?! Was it so i would do what you wanted?!

Leigh Anne : Michael, no...

Michael : That's what she thinks. Is she right?

Leigh Anne : Michael, honey, I need for you please, listen to me, alright?

Michael : Don't you dare to lie to me. I'm not stupid!

Leigh Anne : Michael?! Michael, of course, you're not stupid. Michael?!

Come on.

84. Sean and Leigh Anne's bedroom - night

Leigh Anne : I should have followed him.

Sean : You had no way of knowing he'd disappear.

Leigh Anne : Was he right? What he said about us?

Sean : Leigh Anne, be reasonable. We gave clothes to a boy who had one pair of shorts. We gave him a bed. To hell with the NCAA, I'd do it again tomorrow.

Leigh Anne : What about all the rest of it - all the stuff we did to make sure that he got a scholarship? A scholarship at Ole Miss.

Sean : He could go whenever he wanted, he knew that.

Leigh Anne did. : Oh, did he? Did you ask him? 'Cause I sure as I know I never

Sean : Hey. Come here.

Leigh Anne : Am I a good person? Not a joke. Not rhetorical.

Sean : You're the best person I know. Everything you do, you do for others. And why is that?

Leigh Anne : I have not a clue. But you obviously get some sort of sick satisfaction out of it.- Sean...

Sean : Yeah?

Leigh Anne : What if he never comes back?

85. Hurt Village – Alton's apartment – night

Alton : Oh, shit! Big Mike? Hey, get your ass in here, man.

Michael : I'm looking for my Mom.

Alton : Your Mama? Yeah, I seen Dee Dee around. As a matter of fact... Oh, yeah. She usually stop by for a taste around this time. But I tell you what. Why don't you just come inside I'll get you a forty and we're gonna chop it up like real fo, just 'til she get here. Come on, man. Nobody gonna bite you, man. Hey! Big Mike! Man, go down and have a seat. Yeah, bitch! Hey, baby, gimme a couple of cold beers from the refrigerator! Sit down, man. Big Mike. What? I'm so glad to see you. Yeah. You lookin' good. Too, you lookin' fit.

Alton : I heard you playin' little ball. But you know that rich kid football ain't like the public school league. Niggers packing knives in their socks. Hey, I played little ball myself. Back in the day, you know that, alright?

Michael : Yeah, I heard.

Alton : A quarterback. Up there at MLK. Thank you, baby.

Michael : What about you, Dave? You still playing ball over at JC?

Dave : Naw.

Alton : No, man. Dave no longer a student. He with me now! As a matter of fact... Look, I can open a spot for you, too. I got tired of going to class. People are tryin' tell me what to do. Well, in that case, Dave, look here... Turn it up, like that little bit of bitch! Bitch!

Man : Hey, man. Don't mess with D, man.

Alton : I heard you stayin' on the other side of town. Yeah, that what Dee Dee said. Said you got a new Mama now. Yeah?

Alton : Oh yeah! She fine too.Yeah. She fine.

Alton : She got other kids? She got a daughter? You tap that? Yeah, you taped that! Yeah, yeah, yeah! Big Mike! Big Mike got his white babes! Hey, Big Mike! You should enjoy them, man. Hey, where you going?

Michael : Going to wait my mom in the apartment.

Alton : Hey, man, just don't go away now. Hey, sit down, man. I'm just trying to find out little bit about your fine white sister. Because I like me some mommy/daughter action.

Michael : Shut up!

Alton : Shut up? Who the hell is you telling to shut up? I will bust and cap your fat ass. And then drive east and pay a visit to your cracker Mom! And her sweet little daughter.

86. Hurt Village – day

Alton : He gone, snowflake.

Leigh Anne : Michael was here?

Alton : Yeah, but you tell him, I'll be seeing him around. Or he gonna get this.

Leigh Anne : So Michael was here?

Alton : Last night. He came by here. Sneaked me then run off. Yeah. Tell him, sleep with one eye open. You hear me, bitch?

Leigh Anne : No, you hear me, bitch! You threaten my son you threaten me. You so much as cross downtown you will be sorry. I'm in a prayer group with the D.A.,I'm a member of the NRA and I'm always packing.

Alton : What you got in there, a .22? A Saturday Night Special?

Leigh Anne : And it shoots just fine all the other days, too.

87. Laundromat - day

Leigh Anne : Michael?!

Michael : Mama?... You think the police is gonna come and get me?

Leigh Anne : I'd imagine the last thing they want at Hurt Village is bunch of cops snooping around. I swore I'd never ask this, but how'd you get out of there, Michael?

Michael : When I was little and something awful was happening my Mama would tell me to close my eyes. She was tryin' to keep me from seeing her do drugs or other bad things. And then when she was finished or the bad things were over she'd say, "now when I count to three, you open your eyes and the past is gone, the world is a good place, and it's all gonna be okay."

Leigh Anne : You closed your eyes. You know, when I was driving all over Kingdom Come looking for you I kept thinking about one thing. Ferdinand the Bull. I know I should have asked this a

long time ago, Michael. Do you even wanna play football? I mean do you even like it?

Michael : I'm pretty good at it.

Leigh Anne : Yeah, you are. Sean and I have been talking and... Michael, if you're gonna accept the football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you.

Michael : Every game?

Leigh Anne : Every game. But I will not wear that gaudy orange. I will not. It is not in my color wheel and I'm not gonna wear it.

Michael : So you want me to go to Tennessee?

Leigh Anne : I want you to do whatever you want. It is your decision, Michael. It's your life.

Michael : What if I want to flip burgers?

Leigh Anne : It's your decision; it's your life.

Michael : Okay.

Leigh Anne : Okay, what?

88. Interrogation room

Michael : I'm sorry I left the other day.

Granger : You were pretty upset.

Michael : You ask a lot of questions. I'm just trying to get to the bottom of this. But all questions you asked were about why everybody else wanted me to go to Ole Miss.

Granger : Okay...

Michael : Not once did you ask why did I want to go there.

Granger : Alright, fine, Michael... Why do you want to go to Ole Miss?

Michael : Because it's where my family goes to school. It's where they've always gone to school.

89. Ole Miss College

Leigh Anne : College is going to be different experience for you, Michael. SJ, stop it. - There are lots of distractions.

Sean : Have a fun.

Leigh Anne : There's gonna be some nimrod in the dorm who wants to play video games all night, or goof on the internet.

Sean : Just have fun.

Leigh Anne : And you will spend a lot of time at practice, which means... which means you have to be very dedicated to your studies, alright? SJ, if you don't stop it right--- - Come here.

SJ : No.

Miss Sue : Relax, Mama. I just got back from the library I reserved a private cubicle for the semester. Here's your class schedule

and our study hall hours. Now, if y'all don't mind I'm gonna go move into my new apartment.

Leigh Anne : Thank you, Miss Sue.

The Tuoyoys : "Thank you, Miss Sue"

Miss Sue : Yeah, yeah, yeah....

Leigh Anne : Let's see what you've got. College's Writing, good, psychology, math lab... It's gonna be good. Just... know why. A lot of good classes. You'll have a lot of fun. SJ! Michael Oher, you listen to me, alright? I want you to enjoy yourself, but if you get a girl pregnant out of wedlock I'll crawl in the car, drive up here to Oxford and cut off your penis.

SJ : She means it.

Michael : Yes ma'am.

Leigh Anne : Alright Now, 78's gonna be a parking lot. So we should be going. Or everyone... Say the goodbyes, alright? Here. Bye, baby.

Michael : Thank you, Mama.

Leigh Anne : You're welcome.

Michael : Why'd she always do that?

Sean : She's an onion, Michael. You have to peel her back one layer at a time.

Michael : I'll be back.

Leigh Anne : What? What, Michael?

Michael : I need a proper hug.

90. Shot of some people in the news

Leigh Anne : I read a story the other day about a boy from the projects. No daddy, in and out of foster care. He'd been killed in a gang fight at Hurt Village. In the last paragraph they talked about his superb athletic skills and how different his life might have been if he hadn't fallen behind and dropped out of school. He was twenty-one years old the day he died. It was his birthday. That could have been anyone. It could have been my son, Michael. But it wasn't. And I suppose I have God to thank for that. God and Lawrence Taylor. One Mississippi.

91. The Grove day

The New England Patriots have traded the twenty third pick to the Baltimore Ravens.

And with the twenty third pick in 2009 NFL draft

The Baltimore Raven select...

Michael Oher. Offensive tackle, Mississippi.

Appendix 2



**KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

Jalan Mayjen Haryono No. 169 Malang 65145

Telp. (0341) 551611 Pes.309

Telex. No. 31873 Fax. (0341) 565420

Telp. (0341) 575822 (direct) Fax. (0341) 575822 (direct)

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Lina Dwi Wijayanti
2. NIM : 0811110055
3. Program studi : Sastra Inggris
4. Judul Skripsi : An Analysis of Speech Act Produced By The Main Characters in *The Blind Side* Movie.
5. Tanggal Mengajukan : 31 Januari 2012
6. Tanggal Selesai Revisi : 15 Agustus 2012
7. Nama Pembimbing : I. Dr. Dra. Indah Winarni, M. A.
II. Widya Catherine Perdhani, M. Pd
8. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	22 Februari 2012	Pengajuan dan persetujuan judul skripsi	Pembimbing I	
2.	27 Februari 2012	Pengajuan dan persetujuan judul skripsi	Pembimbing II	
3.	12 Maret 2012	Pengajuan BAB I, II, dan III	Pembimbing I	
4.	16 Maret 2012	Revisi BAB I, II, dan III	Pembimbing I	
5.	22 Maret 2012	Revisi BAB I, II, dan III	Pembimbing I	
6.	13 April 2012	Konsultasi BAB IV	Pembimbing I	
7.	19 April 2012	Revisi BAB IV	Pembimbing I	
8.	24 April 2012	Revisi BAB IV	Pembimbing I	
9.	25 April 2012	Konsultasi BAB I, II, dan III	Pembimbing II	
10.	3 Mei 2012	Revisi BAB I, II, dan III	Pembimbing II	
11.	4 Mei 2012	Revisi BAB I, II, dan III	Pembimbing I	
12.	7 Mei 2012	Revisi BAB I, II, dan III dan acc seminar proposal	Pembimbing II	
13.	10 Mei 2012	Revisi BAB I, II, dan III	Pembimbing I	
14.	16 Mei 2012	Acc seminar proposal	Pembimbing I	
15.	25 Mei 2012	Seminar proposal	Pembimbing I	

16.	25 Mei 2012	Seminar proposal	Pembimbing II	
17.	7 Juni 2012	Revisi BAB III	Pembimbing I	
18.	9 Juli 2012	Pengajuan BAB IV dan V	Pembimbing I	
19.	16 Juli 2012	Revisi BAB IV dan V	Pembimbing I	
20.	18 Juli 2012	Acc Seminar hasil	Pembimbing I	
21.	19 Juli 2012	Acc Seminar hasil	Pembimbing II	
22.	24 Juli 2012	Seminar hasil	Pembimbing I	
23.	24 Juli 2012	Seminar hasil	Pembimbing II	
24.	26 Juli 2012	Revisi setelah seminar hasil dan acc ujian skripsi	Pembimbing I	
25.	26 Juli 2012	Revisi setelah seminar hasil dan acc ujian skripsi	Pembimbing II	
26.	9 Agustus 2012	Ujian skripsi	Pembimbing I	
27.	9 Agustus 2012	Ujian skripsi	Pembimbing II	
28.	10 Agustus 2012	Revisi setelah ujian skripsi	Pembimbing II	
29.	13 Agustus 2012	Revisi setelah ujian skripsi	Pembimbing I	
30.	15 Agustus 2012	Revisi setelah ujian skripsi	Pembimbing I	

9. Telah dievaluasi dan diuji dengan nilai :



Malang, 15 Agustus 2012

Dosen Pembimbing I

Dosen Pembimbing II

Dr. Dra. Indah Winarni, M. A.
NIP. 19540103 198010 2 001

Widya Caterine Perdhani, M.Pd
NIP. 860621 12 12 0100

Mengetahui,
Ketua Jurusan

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001