



**A DISCOURSE ANALYSIS ON CHARACTERS' UTTERANCES
IN THE *ICE AGE 4* MOVIE BY USING
AUSTIN'S SPEECH ACT THEORY**

THESIS

**MUHAMAD ZAINURI
NIM.110210401052**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY**

2016



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Presented as One of the Requirements to Obtain the Degree of S1 of the English
Language Education Study Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, Jember University

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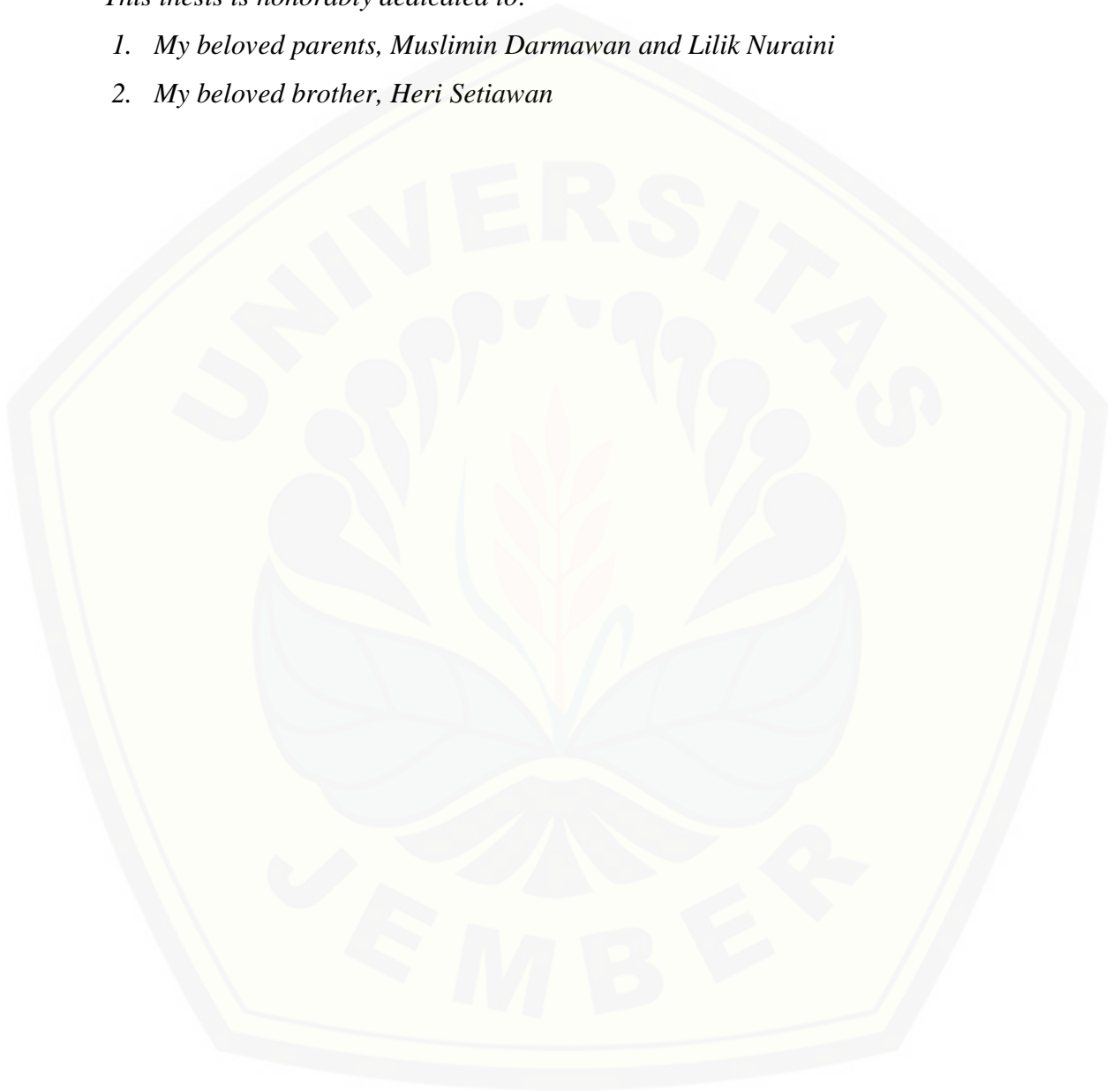
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DEDICATION

This thesis is honorably dedicated to:

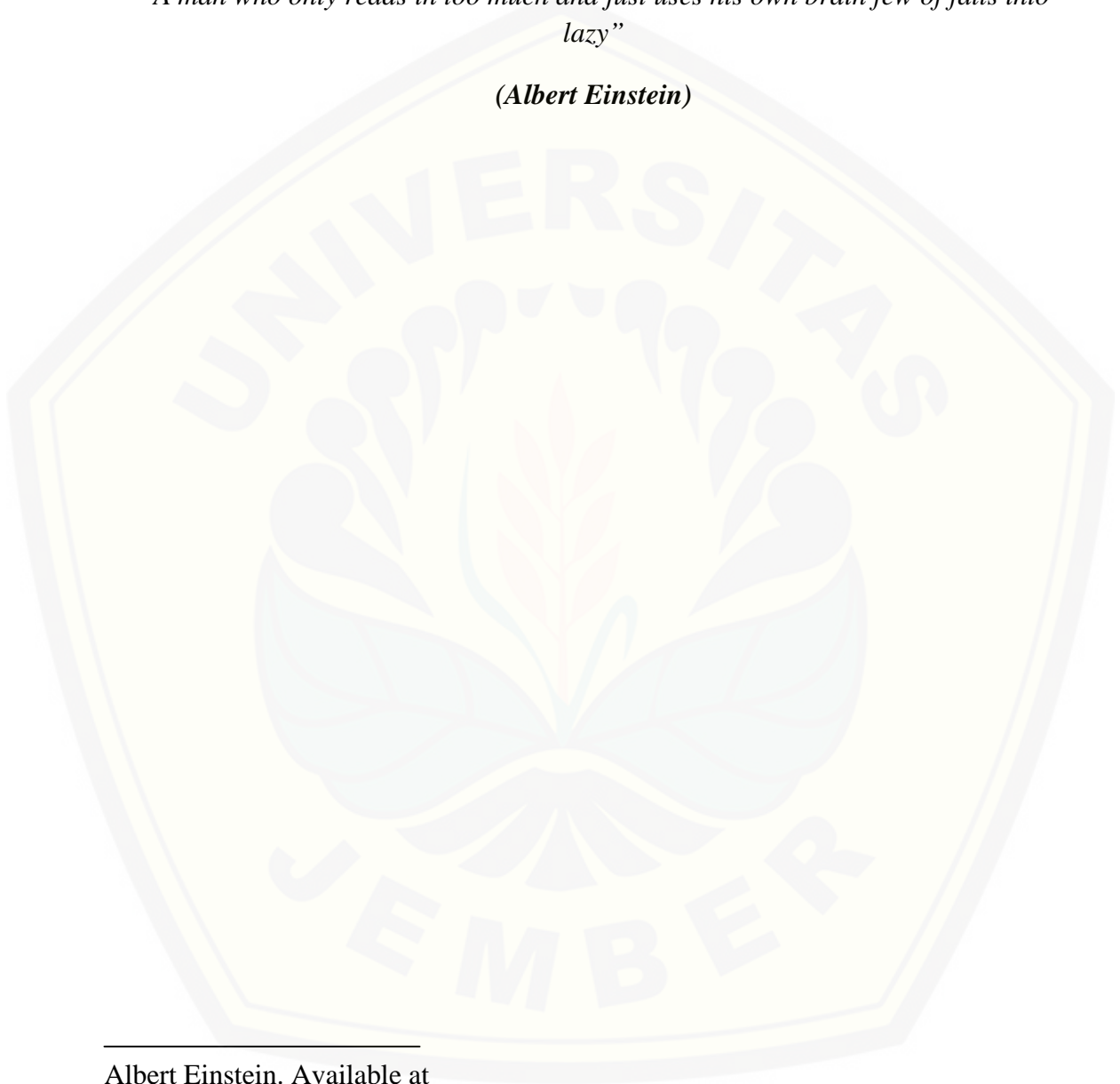
- 1. My beloved parents, Muslimin Darmawan and Lilik Nuraini*
- 2. My beloved brother, Heri Setiawan*



MOTTO

“A man who only reads in too much and just uses his own brain few of falls into lazy”

(Albert Einstein)



Albert Einstein. Available at

<http://www.sekolahbahasainggris.com/1000-kata-mutiara-albert-einstein-dalam-bahasa-inggrisartinya/>

[December 05, 2015].

APPROVAL SHEET

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Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:

Name : Muhamad Zainuri
Identification Number : 110210401052
Level of Class : 2011
Department : Language and Arts
Place of Birth : Jember
Date of Birth : January 17th, 1994

Approved by:

The First Consultant

The Second Consultant

Dra.Musli Ariani, M.App.Ling
NIP. 19680602 199403 2 001

Drs. Sugeng Ariyanto, M.A
NIP. 19590412 198702 1 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date : January 12th 2016

Place : The Faculty of Teacher Training and Education, Jember University

The Chairperson

The Secretary

Dra. Wiwiek Istianah, M.Kes., M.Ed.
NIP. 195010171985032001

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001

The Members

- | | |
|---|----|
| 1. Asih Santihastuti, S.Pd., M.Pd.
NIP. 198007282006042002 | 1. |
| 2. Dra. Musli Ariani, M.App.Ling.
NIP. 19680602 199403 2 001 | 2. |

The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 195405011983031005

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, April 07th 2016

Muhamad Zainuri
NIM. 110210401052

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2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. My advisor, Drs. Sugeng Ariyanto, M.A. for his advice and guidance since I started studying in the English Education Program.
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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, April 2016

The Writer

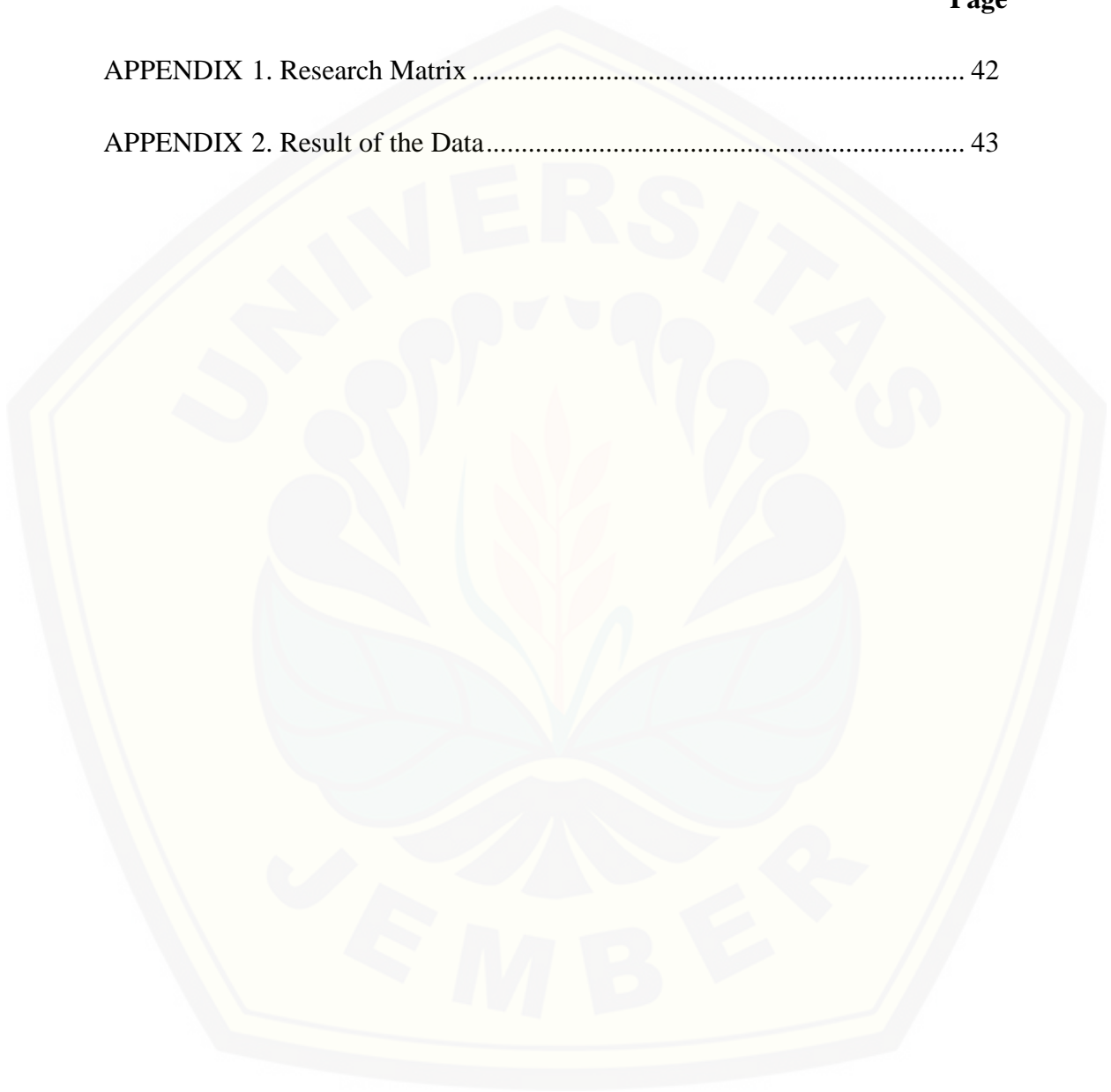
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SUMMARY

A Discourse Analysis on characters' utterances in the *Ice Age 4* Movie by Using Austin's Speech Act Theory; 110210401052; 2016; 44 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

When people say something they may do something. In the study of language use, what the people do in saying something is called speech act. Austin (1962:94) says that to say something, or in saying something we do something, and even by saying something we do something. This means that during the process of communication in a certain context, the speakers will give actions as well as their utterances in harmony in order to make the hearers understand what the speakers want the hearers to do.

To be able to comprehend spoken utterances, it is not as easy as what we heard. In saying something, the speaker has an intention for the hearer. Therefore, the theory of speech act which learns about the speaker's meaning in producing utterances, is appropriate to be learnt by the students at the English Department program. It is because a language spoken might have a meaning that totally different with what is being spoken. By using the Austin's speech act theory, it will enable them in recognizing all the utterances that will come to them later in their daily life. The researcher choose utterances from this movie because they presents the language phenomena called speech acts in their utterances to perform some expressions such as, warning, ordering, commanding, etc. Therefore, this movie is an appropriate choice to be used for this research.

The data used in the research were taken from the utterances coming from the characters in *Ice Age 4* Movie. In analyzing the data, the Austin's theory is used as it first theory of speech act proposed. It has a clear classification of speech act: locutionary act, illocutionary act, and perlocutionary act, that are easy to be analysed.

Based on the result of the analysis, the steps to reveal the meaning of the characters' utterances ice Ice Age 4 Movie by using Austin's speech act theory are as follows:

1. Finding the utterances that considered as speech act.
2. Analyzing those utterances by using Austin's speech act theory that concerned of three layers: locutionary, illocutionary, and perlocutionary act.
3. Analyzing those utterances by focusing on the felicity conditions whether or not they achieve their goal.

The result of the analysis showed that in delivering intentions, the characters stated their intentions implicitly. Based on those 11 data taken from the movie, they have an intended meaning inside of the utterances. Therefore, most of the characters delivered their intentions implicitly by saying utterances that has a specific meaning. In delivering their intentions, some of them are failed to achieve their goal to the hearer. Some of the participants could not carry out the meaning implied in the utterances. Finally, it is important to learn Austin's speech act theory especially for the students in the English Department Program, because by knowing this theory it will make them understand how to use language especially English carefully and well. Every words they will hear might have a meaning that totally different with what is being spoken.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects underlining the topics of the study. It covers the background, the problems, the objectives, the significance, and the scope of the research.

1.1 The Background of the Study

Language is very important for all aspects of human life. People use language to interact and communicate each other. They can share feeling and ideas by using language. There are two kinds of language; spoken and written language. In their daily life, compared to written language, spoken language is more broadly used by people than written language. They do speaking more than do writing. They speak everywhere and everytime. In order to be able to show what they intend to do to others, they produce utterances directly to other people. It is also pointed out by Thornburry (2005:1) that the average person produces tens of thousands words a day. It means people more spend their time for speaking than writing.

When people say something they may do something. In the study of language use, what the people do in saying something is called speech act. Austin (1962:94) says that to say something, or in saying something we do something, and even by saying something we do something. This means that during the process of communication in a certain context, the speakers will give actions as wells as their utterances in harmony in order to make the hearers understand what the speakers want the hearers to do. See one example as I read in Austin's book *How to do things with words* page 11:

'I name this ship the *Queen Elizabeth*' -
as uttered when smashing the bottle against the stern.

In saying 'I name this ship the *Queen Elizabeth*' the speaker is not *describing* what he is doing, nor stating that he is doing it, but actually performing the action of naming the ship (Austin, 1962:12). Based on the example above, it is clear that to say something, or in saying something we do something.

The term context is understood to cover the identities of participants, the temporal and spatial parameters of the speech event and beliefs, knowledge, and intentions of the participants in that speech event, and no doubt much besides (Levinson, 1983:5). It means that, people do not only need to have a good disposition in conversation but also the knowledge in comprehending the conversation. It is because a language spoken might have a meaning that totally different with what is being spoken. People can interpret the language by analyzing the context. It is supported by Levinson (1983:13), he restricts that context covers the participants' identity, role, location, assumptions about knowledge. What he means is that the term context will show people how to interpret other people meaning. Context factors are needed in interpreting what people mean to communicate successfully both in written and spoken language.

Furthermore, in relation with interpreting language from its context, the study of language use and meaning dealt to the context that might belong to pragmatics. In addition, George (1996:3) states that pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It is also confirmed by Cook (1989:92), he says that pragmatics provides us with a means of relating stretches of language to the physical, social, and psychological world in which they take place.

According to Levinson (1983:226), from all of the issues in the general theory of language usage, speech act theory has aroused the largest interest. It is a theory in pragmatics which focuses on what people say through the language by looking at the context. It is not only talking about people's meaning in their speech, but also about some acts produced behind the speech. Yule (2010:133) says that speech acts is the actions performed by a speaker along with his utterances.

There are some researchers who have already conducted research about speech act, they are:

The first previous study has been conducted by Lestari (2014) about comprehending the conversation in the movie of "Spongebob Squarepants". There are some differences between the previous study and this research. The first

difference is that the use of media in the research, the previous study has used movie of Spongebob Squarepants, while this research uses movie of *Ice Age 4*. The last is the contribution of the previous study was to comprehend the intended meaning of the conversation in the movie, while this research is to give another dialogue as a medium that help the teachers to teach English.

The second previous study has been done by Rohmah (2009) about speech act analysis in three selected folktales from Indonesian folktales. The result of the research was about analyzing speech act produced by the characters in three selected folktales. Meanwhile this research concerns with analyzing the utterances spoken by characters in *Ice Age 4* movie by using speech act theory. On the other hand, this research is never conducted before.

Normally, speech acts can be found in conversation. The conversation of the movie can be a good example of speech acts because it represents the complex case of speech acts in order to find out what the characters do by saying something. In this case, a movie is an essential medium because movie contains the dialogues spoken by the characters on the movie. Based on the explanations, the researcher chooses a movie of *Ice Age 4*. *Ice Age 4* Movie by Michael Thumeier contains the story of fables. Some selected utterances of selected characters both from major and minor characters will be interpreted pragmatically based on speech act theory proposed by J.L Austin (1962). The researcher choose utterances from this movie because they presents the language phenomena called speech acts in their utterances to perform some expressions such as, warning, ordering, commanding, etc. Therefore, this movie is an appropriate choice to be used for this research.

Austin's (1962) speech act theory was applied in this research as the main theory. This theory is needed as tools to analyze and describe the meaning of characters' utterances. Thus, the study proposed by the title "**A Discourse Analysis on characters' utterances in the *Ice Age 4* Movie by Using Austin's Speech Act Theory**"

1.2 The Problem of the Study

Based on the background above, the problem of the study is designed as follows:

How does the use of Austin's speech act theory reveal meaning of Manny's utterances in the *Ice Age 4* Movie?

1.3 The Objective of the Study

Based on the problem of the study above, the objective of the study is formulated as follows:

To reveal meaning of Manny's utterances by using Austin's speech act theory in the *Ice Age 4* Movie.

1.4 The Significance of the Study

The researcher expects this research will give significance as follows:

a. The Researcher

This research gives more understanding to the researcher about the meaning from the characters' utterances by using Austin's speech act theory.

b. The Students of English Department Program

The students of English Department Program can use this research as the reference to learn more about the knowledge of language meaning. It will be useful for them to enlarge their knowledge about how to reveal meaning behind someone's utterances, because what they hear might have a different meaning from what is being spoken, especially for them who are as an English teacher to be. As a teacher to be, they must have a knowledge about how to understand what their students said to him, also how to speak clearly.

c. The Future Researchers

The result of this research can be used as the reference for others who want to conduct a further research related to the pragmatic study in the use of speech act.

1.5 The Scope of Study

The researcher derived a limitation of the study to avoid larger area of analysis. The analysis is focused on revealing meaning of characters' utterances by using Austin's Speech Act Theory. Revealing meaning of characters' utterances will be the main objective in this study. Then, Austin's speech act theory will be used as the tools to reveal meaning of characters' utterances, based on its Locutionary, Illocutionary, and Perlocutionary act.

1.6 Implication to the English Language Teaching.

This study has some benefit towards the field of English language teaching. By learning this study, it will enable the English teacher to be to use language clearly both in their daily life and their English class. In English class, they can use language that will have no double meaning because it can make their students confused. Also, this study can help him to understand what their students saying to them, because a language that heard can have different meanings from what is being said. They will not misunderstand with people who have chatting with them. They know what the speaker means and they know what to do next or response.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents the literature review related to the problems of the research. It covers: discourse analysis, speech acts theory, type of speech acts, felicity condition, literature in language teaching, and review of the language in *Ice age 4 Movie*. There will be presented as follows:

2.1. Discourse Analysis

Discourse analysis deals with how a language is used. It is one of methods for studying language. Yule (2010:142) says that the word 'discourse' is usually defined as 'language beyond the sentence' and so the analysis of discourse is typically focused on the study of language texts and conversation. Based on Paltridge (2012:2), discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. It means that discourse analysis also considers the ways that the use of language present different views of the world and different understandings. Language teaching itself is divided into two categories, written and spoken discourse. Cook (1989:5) says that spoken discourse is often considered to be less planned and orderly more open to intervention by the receiver. The examples of spoken discourse are speech, debate, lecture, seminar, sermon, dialogue, chat, gossip, interview, etc. Besides, the researcher chose the movie of *Ice Age 4* because it has the characteristics of spoken discourse above. It also contains one of the language phenomena, speech act. Thus, the researcher chose this movie as a source of data for this research.

2.2. Speech Act

Speech act theory involves in the field of pragmatics that first proposed by John L. Austin (1962) in his book *How to Do Things with Words*. Then, it was elaborated by his student, John R. Searle (1969). One aspect of pragmatics is the phenomenon of speech act. Particularly associated with the work of Austin (1962) and Searle (1969), it is a theory which focuses on the act of speech. It is also added by Austin (in Coulthard, 1985), he explains that speech act theory provides

us with a means of probing beneath the surface of discourse and establishing the function of what is being said. The term of speech act is also considered as the whole communicative situation including the context of the utterance which is related to the meaning of the interaction. Searle (1969:16) says that speaking a language is engaging in a rule-governed form of behavior. It refers to actions being performed by the speaker through the sentence that they produce. Also, it is not only about the meaning of what the speaker says, but also about the performing some actions behind the utterances.

Austin (in Levinson, 1983:236) divides three basic acts that in saying something, we do something. He explains the three acts as follows:

1. Locutionary act: the utterance of a sentence with determinate sense and reference.
2. Illocutionary act: the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase).
3. Perlocutionary act: the bringing about the effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

The example (cited in Austin, 1962:102)

“You can’t do that”

1. Locution : He said to me, “You can’t do that”.
2. Illocution : He protested against my doing.
3. Perlocution : He pulled me up, checked me or he stopped me, he brought me to my senses and he annoyed me.

Based on the three dimensions of acts above, they show that every utterance has meaning. It means that speech acts are the acts of communication which is technical term used in linguistics and through learning about speech acts, we can make many expressions, such as questioning, ordering, making promises, offering, apologizing, etc.

2.3. The Type of Speech Acts

Austin (1962:101) reconsiders the speakers can perform three acts simultaneously. A *locutionary* act which is the act of saying something in the full sense of 'say'. Then, an *illocutionary* act which is an act performed in saying something, and a *perlocutionary* act, the act performed by or as a result of saying.

2.2.1. Locutionary Act

“Locutionary act is the act of saying something in the full normal sense.” (Austin, 1962:94). The full normal sense includes the utterance of certain noises, the utterance of certain words in a certain construction, and the utterance of them with a certain sense and reference. Similarly, Yule (1996:48) states that locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. It means that locutionary act refers to the referential or factual meaning of the sentence which is literal meaning of the actual words.

The example of locutionary act is:

He said to me “shoot her!” meaning by *shoot*, kill a person with a bullet and referring by *her*. (Austin, 1962:101)

The example above is the locutionary act. The main focus here is to clarify the example of locutionary act. The utterance ‘Shoot her!’ is locutionary act. The speaker is thereby performing the locutionary act of producing those sounds and saying ‘Shoot her!’. It is clear that the utterance ‘Shoot her!’ is an act of pronouncing sound or produces certain sounds with a certain intonation. Shortly, locutionary act is an actual utterance with its obvious meaning.

2.3.2. Illocutionary Act

In saying something, people always have intentions on it. Austin (1962:98) says that illocutionary act refers to the fact that when saying something, we usually say it with some purposes in our mind. It is also the act of doing something, such as offering, apologizing, promising, etc. there are two kinds of utterances in illocutionary act, they are utterance that is uttered explicitly (explicit performative) and utterance uttered implicitly (implicit performative). Explicit performative uses performative words in uttering words, while implicit performative does not use performative words in uttering words.

2.3.3. Perlocutionary Act

There is yet a further sense in which to perform a locutionary act and an illocutionary act may also be to perform an act of another kind. Saying something often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience or the speakers (Austin, 1962:99). He calls the performance of an act in this kind the performance of a perlocutionary act or perlocution (Austin, 1962:99).

Perlocutionary act is simply defined as the effects of the utterance made by the speaker to the listener. It is the achieving of certain effects by saying something. It means that perlocutionary act is an act performed by saying something that can give some effects to the hearer. It can persuade someone to do something. Austin (cited in Levinson, 1983:236) states that perlocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance. This means that perlocutionary act is the effect of illocutionary act, and it produces a certain effect or influence on the hearer. For example, in the utterance:

“It’s cold here” (Paltridge, 2000:15)

The speaker’s utterance contains such a double meaning. It may mean that the speaker inform that the temperature is cold, but for the hearer it may perform an act as the request to do something, such as turn off the AC. In conclusion, the perlocutionary act refers to the effect of the utterance has on the thoughts or actions of the other person.

2.4. Felicity Conditions

The utterance of speech act only succeeds to achieve its intended main goal if certain external conditions are fulfilled. This called *felicity conditions*. Further explanations of felicity conditions (for speech act to be 'happy', or successfully performed) can be seen on Austin's theory, cited in Duranti (2000-224-225). The felicity conditions are presented as follows:

A1. *Conventionality of procedure*

In the conventionality of procedure, there must be an accepted conventional procedure having conventional effect, including the uttering of certain words by certain people in a certain circumstances.

A2. *Appropriate number and types of participants and circumstances*

The first two conditions mean, for example, that a husband saying to his wife *I divorce you* in many countries would not be considered as a declaratives speech act whereby the two of them would be from that point on considered divorce. There is usually a need for a special procedure, including the pronouncement of the speech act by a person (e.g. judge) who has the institutional authority, in the appropriate place to give the words the power to be effective.

BI. *Complete execution of procedure*

In this case, the procedure should complete, for example the wedding's procedure. The procedure will not appropriate if there is no complete procedure, such as there is no statement of wedding's vow

B2. *Complete participation*

In this conditions, it means that for a speech act to be successful all required participants must correctly whatever task they have been assigned as a part of the conventional procedure.

For example: my attempt to make a bet by saying "I bet sixpence" is abortive unless you say "I take you on" or words to that effect; my attempt to marry by saying "I will" is abortive if the woman says "I will not" (taken from Austin 1962:37)

C1. *Sincerity conditions*

Participants must have certain thoughts, feelings, and intentions. For instance, when performing a bet speakers are expected to sincerely think that they will be willing to pay if proven wrong or when expressing condolences speakers are expected to sympathize with their addressees. These conditions are meant to capture the commitments and expectations produced by a speech act and hence be a measure of the responsibility implicit in the uttering of certain words under certain conditions.

C2. *Consequence behavior*

The participants must carry out whatever actions are specified or implied by the force of speech act.

The violation of conditions A and B makes the utterance becomes misfire, not achieved, or without effect. Whereas a violation of condition C will result in abuse of the procedure.

The felicity conditions for sentencing someone to death are:

1. The word must be uttered with someone with the necessary authority.
2. The word must be uttered in a country in which there is a death penalty.
3. The word must be uttered to a person who has been convicted of a particular crime.
4. The word must be spoken, not written.
5. The word must be uttered at the right time (at the end of a trial) and in the right place (in court).

Another example is the best act of ordering someone to do something 'Clean your boots'. The felicity conditions of ordering are (cited in Cook, 1989:36):

1. The sender believes the action to be done.
2. The receiver has the ability to do the action.
3. The receiver has the obligation to do the action.
4. The sender has the right to tell the receiver to do the action.

If any one of these conditions is not fulfilled, the utterance is not function as an order. If I order someone to clean their boots when I do not really believe

that this should be done, then my order is insincere, and flawed condition C1. Then, the utterance regards as infelicitous. On the other hand, when the order is done sincerely, it regards as felicitous.

Felicity conditions consist of the situation in uttering some words that can be seen of its context. Thus the speech situations of utterance are represented in the analysis of felicity conditions.

2.5. Context

Context is an important concept in language analysis. By knowing the context, people can interpret what the speaker means from the utterances produced. Nunan (1993: 7-8) says that context refers to the situation giving rise to the discourse and within which the discourse is embedded. It means that the situation as well as the environment in which the text occurred influences the way to interpret the text so that people can understand what the speakers intend to say through the utterances produced in the text. Nunan also declares two types of context quoted as follows:

There are two types of context [sic]. The first is the linguistic context - the language that surrounds or accompanies the piece of discourse under analysis. The second is the non - linguistic or experimental context include : the type of communicative event (for example, joke, story, lecture, greeting, and conversation); the topic ; the purpose of the event; the setting, including the location, time of the day, season of the year and physical aspects of the situation (for example, size of room, arrangement of furniture); the participants, and the relationship between them; and the background knowledge and assumptions underlying the communicative event. (Nunan, 1993: 8)

According to Nunan above, there are two different types of context. The first type is the linguistic context which refers to the language that surrounds or accompanies the piece of discourse under analysis. It can be indicated that linguistic context is the language contained in the text. Meanwhile, the second type is the non - linguistic context, including the type communicative event, the topic, the purpose of the event, the setting, the participants and the relationship between them, and the background knowledge of the participants. The type of

communicative event refers to the text itself in a form of oral language (spoken language) or written language. The topic means what is being talked in the event while the setting consists of the time as well as the place where the event takes place. The participants and the relationship between them can be considered as the speakers and the hearers along with the relationship between the speakers and the hearers, for instance, a lecturer and students, a boss and a worker, etc. the background knowledge makes a successful communication between the speakers and the hearers so that the misunderstanding can be avoided. As the explanation above, it can be concluded that knowing the context is significant to understand the text or the data. Moreover, identifying the context is not only useful for the process of interpreting and understanding the data but also the ability to get the meaning of the speakers through the utterances produced.

2.6. Literature in Language Teaching

Based on Khatib, Hossein, and Rahimi (2012:32), the use of literature in language teaching traces back to the nineteenth century. It means that the use of literature in language teaching has been implemented since a long time ago. Povey (1972:187) argues that literature in language teaching will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, complex and exact syntax. Pardede (2011: 17) explains that literature has some different formats such as picture books, newspaper, novel, poetry, drama, and short stories. In this research, the researcher chooses a film of *Ice Age 4* in analyzing speech act. Film can be used as a media for language teaching because it contains of authentic materials. It has moral value which can motivate the teachers and the students and it gives some knowledge about culture. In films, there so many kinds of English expression that can be learnt. It will make the students easy to study about expression from the film.

2.7. Ice Age 4 Description

Ice Age: Continental Drift is a 2012 American 3D computer-animated comedy adventure film directed by Steve Martino and Mike Thurmeier. It was written by Jason Fuchs and Michael Berg, and features the voices of Ray Romano, John Leguizamo, Denis Leary, Nicki Minaj, Drake, with Jennifer Lopez,

and Queen Latifah. It is the fourth installment of the *Ice Age* series, produced by Blue Sky Studios and distributed by 20th Century Fox. It is the first sequel in the series not directed by Carlos Saldanha, and the second *Ice Age* installment that utilizes Digital 3D. It was released in the US on July 13, 2012, three to six years after its predecessors *The Meltdown* and *Dawn of the Dinosaurs*, and ten years after the release of the original *Ice Age*. Despite receiving mixed reviews from critics, the film became a box office success, with a worldwide gross of over \$877 million, marking it the highest grossing animated film of 2012. A fifth film, as of now titled *Ice Age 5* is scheduled for release July 15, 2016. (taken from: <http://iceage4.wikia.com>)

2.7.1. The Story of *Ice Age 4*

While Scrat inadvertently caused the breakup of Pangaea, Manny and Ellie were forced to deal with the trials and tribulations of their teenage daughter Peaches, who had trouble fitting in with her peers. Ellie tried to support her daughter, but Manny became exceedingly over-protective. Peaches' friend Louis, a molehog, tried to warn her as she tried to approach a mammoth named Ethan on whom she had a crush. Meanwhile, Sid's family returned, but only long enough to drop off the elderly Granny before abandoning them both. Manny caught Peaches sneaking off to meet Ethan, and leading to an argument and their estrangement. Shortly after, a continental break-up separated Manny from the herd. Trapped on a moving chunk of ice with Sid, Granny, and Diego, Manny had no choice but to ride out the current. Meanwhile, a giant land shift encroached on Ellie, Peaches, and those remaining on land, causing them to make their way toward the land bridge. (taken from: <http://iceage4.wikia.com>)

Meanwhile, Scrat found an acorn that has a treasure map on it that directed him towards an island. After violent weather pushed them further away from land, Manny's group was captured by a band of pirates sailing on a floating iceberg led by a Gigantopithecus, Captain Gutt, who attempted to press them into his crew. When they refused, Gutt tried to execute them, leading to their escape, which inadvertently caused the ship to sink. Gutt's first mate, a female sabretooth named Shira, joined them after Shira is left for dead.

The herd washed ashore on Switchback Cove, which Gutt's crew had earlier mentioned had a current that could let them returned home. However, Shira, still loyal to Gutt, warned him of their presence, but was punished for not attacking the herd. Manny coordinated a plan to steal Gutt's new ship to return home, and enlist the aid of the hyrax inhabitants of the island. The plan worked, and Diego convinced Shira to leave with them, but she stayed behind to ensure Gutt did not catch the herd. Gutt quickly constructed a new ship, the *Sweet Revenge*, and sailed after the herd, determined to get revenge. Meanwhile, on the continent, Peaches finally began to fit in with the mammoths her age, but when she told them that she was not friends with Louis, the molehog was estranged from her. When she realized the other teens' careless disregard for danger, she turned her back on them, warning that their extinction would come sooner than they think.

After narrowly escaping a pack of sirens, Manny, Sid, Diego, and Granny returned home only to find the land bridge destroyed and that Gutt had beaten them and taken Ellie, Peaches, and the rest of the herd hostage. Louis stood up for Peaches and a battle ensues between the herd and the pirates. Shira freed Ellie and helped fend off her former comrades, while Granny's "imaginary" pet whale, Precious, appeared and defeated the majority of Gutt's crew. Gutt then attempted to kill Ellie but Peaches managed to save her mother. Manny defeated Gutt in a final duel on an ice floe and reunited with his family and friends.

2. 7. 2 The Characters in *Ice Age 4 Movie*

There are many characters play in Ice Age 4 Movie. They are Manny, Sid, Diego, Ellie, Peaches, Captain Gutt that belong to major characters. Shira and grandmother belong to minor characters. The utterances were analysed by using Austin's speech act theory are coming from both major and minor characters that play in the movie. Their characteristics were explained below (taken from: <http://iceage4.wikia.com>).

1. Manny

Manny is a woolly mammoth. He can be cold and emotional, but is otherwise caring and friendly. He has best friends Sid and Diego. He also has a wife, Ellie, and a daughter, Peaches.



2. Sid

Sid is a ground sloth who is clumsy, annoying, slow moving, fast-talking, naive, clumsy, loyal and funny member with a good heart, and is voiced with a lateral lisp.



3. Diego

Diego is a saber-toothed cat. He has a somewhat sarcastic personality, although it is not intended as malicious.



4. Ellie

Ellie is a female woolly mammoth. She is Manny's wife. She is an understanding wife and a mother. Ellie supports her daughter, when she had an argument with Manny.



5. Peaches

Peaches is the daughter of Manny and Ellie. She is self-taught to do some possum moves just like her mother.



6. Captain Gutt

Gutt is a *Gigantopithecus* who is a self-styled master and pirate captain of the high seas. He captures Manny, Sid, Diego, Scrat and Granny and attempts to make them part of his crew.



7. Shira

Shira acts as part of Gutt's crew, and is Captain Gutt's pawn. She is a dazzlingly beautiful, female saber-toothed cat and Diego's lover resembling a snow leopard.



8. Granny

Granny is a ground sloth and also Sid's grandmother. Granny is loud, abrasive, tough, sarcastic, somewhat crazy. She has a pet that everyone will not believe, a whale.



CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents about the research design, source of the data, type of the data, data collection method, data analysis method, and operational definition of the terms. It will be explained as follows.

3.1. Research Design

The researcher chose descriptive qualitative research as the research design. They were written in the form of words or sentences rather than numbers. Blaxter *et al.* (2006:64) states that qualitative research focuses on collecting and analyzing information in as many forms, chiefly non-numeric, as possible. It means that the qualitative research is concerned with analyzing the document materials as well. This research was aimed to analyze the utterances of the characters in *Ice age 4* Movie by using Austin's speech act theory that consists, locutionary, illocutionary, and perlocutionary act.

3.2. Source of the Data

The source of the data in the research was coming from the utterances uttered by the selected characters that are coming from both major and minor characters in *Ice Age 4* Movie. *Ice age 4* Movie is a movie directed by Steve Martino and Michael Thumeier. The characters' utterances were analyzed based on Austin's speech act theory, locutionary, illocutionary, and perlocutionary act.

3.3 Data Collection Method

The data that were analyzed in the research is in the form of the characters' utterances taken from *Ice age 4* Movie. Before analyzing the data, we had to collect the data to provide the information dealing with the problems of the research. The data were collected by applying elicitation technique. It meant that the researcher purposively selected the utterances to be analyzed.

The steps in collecting the data were as follows:

1. Playing the movie
2. Selecting the utterances that contain speech acts based on Austin (1962)

3.4. Data Analysis Method

Analyzing data could be done both deductively and inductively. The research used inductive analysis in analysis the data. Creswell (2009:4) states that data analysis inductively builds from particulars to general themes and the researcher making interpretations of the meaning of the data. J. L. Austin's theory of speech act was used to categorize the characters' speech acts in the movie by using the following steps:

1. First, watching the movie. In this step, the researcher watched the film from the beginning up to the last to know the line story of the movie.
2. Second, searching for the text script in the internet. The researcher found the script in the form of word. The script was important because it provides the speech acts of the movie.
3. Third, selecting utterances that consist speech act uttered by the selected characters from both major and minor characters. There were a lot of utterances in the script. This step was intended only for picking the utterances that contain speech acts.
4. Fourth, analysing those selected utterances by using Austin's speech act theory. This step became the main part activity of the research. It is intended to reveal the meaning of the utterance by using Austin's speech act theory. At last, analysing the selected utterances whether or not they are successfully achieved their goal by considering the felicity conditions of speech act. The researcher analysed based on the felicity conditions whether or not the language has already achieved the goal.

The example of inductive analysis is presented as follows:

Speech Act Extract I (Scene 07)

- Manny : The falls? Where the delinquents go?
Ellie : Relax, it's just where the kids hangout
Manny : No, no, it's a gateway hangout. First it's the falls, then she's piercing her trunk and the next thing you know, she is addicted to berries.
Ellie : **Manny, you are overreacting. She is not going to be your little girl forever.**
Manny : I know. That's worries me.

The situation in which the utterance was expressed involves Manny and Ellie. Based on the dialogue above, the utterance *Manny, you are overreacting. She is not going to be your little girl forever* can be explained as follows:

1. Locutionary act

The utterance *Manny, you are overreacting. She is not going to be your little girl forever* uttered by Ellie, to her husband, Manny, that he was overreacting to his daughter.

2. Illocutionary act

By saying that utterance, Ellie order Manny not to be worried much about his daughter. Ellie wants Manny to perform an act that not to be worried about his daughter, because she is going to be fine after all. Too worried is bad. Therefore, it can be implied from the utterance that the speaker is ordering the hearer to keep calm.

3. Perlocutionary act

Manny listens to his wife and decreases his worry about his daughter. Because of that utterance, Manny tries to understand that worried too much is not good. Finally, he stops worrying his daughter and starts to understand that his daughter is not a kid anymore.

The utterance above is considered as a felicity conditions because it has reached its goals that Manny did what Ellie said to him.

3.5. Operational Definition of the Key Terms

The operational definition of the key terms is intended to avoid misunderstanding of the concept used in this research between the researchers and the readers. The terms needed to be operationally defined are as follows:

3.5.1. Speech Act Theory

Speech act theory intends to explain how the speakers use language to obtain intended actions and how the hearers infer intended meaning from what is being said. In this research, speech act theory is used to analyse the data in the form of spoken utterances from *Ice Age 4 Movie*.

3.5.2. Locutionary Act

Locutionary act is an act that represents the literal meaning of what is said by the speaker.

3.5.3. Illocutionary Act

Illocutionary act is an act that represents the speaker's intention implicitly or explicitly to the hearer.

3.5.4. Perlocutionary Act

Perlocutionary act is an act of the hearer as the consequence of the speaker's utterance.

CHAPTER 5. CONCLUSION AND SUGGESTION

Chapter five presents conclusions and suggestions of the research. The suggestions are addressed to the students of Senior High School and future researcher. They will be presented as follows:

5.1. Conclusion

Based on the result of the data analysis and discussion, it can be concluded that in revealing meaning of the characters' utterances in the Ice age 4 Movie, it is good to use the theory of speech act proposed by J. L. Austin (1962). There are three acts explained by Austin that also used by the researcher to reveal the meaning of the characters' utterance in Ice age 4 Movie : 1) The researcher finds the locutionary act from the utterances. This act focuses on the literal meaning. 2) Then, the researcher finds the illocutionary act from the utterances. It focuses on finding the intended meaning from the utterances. Illocutionary act can be interpreted based the context of the utterances. 3) The last is finding the perlocutionary act from the utterances. It focuses on the listener's respond to the speakers' utterance. By looking at the perlocutionary act, we can see how the listener react whether or not the listener agrees to the speaker.

5.2. Suggestion

According to the result of the analysis, the suggestions are dedicated to the the students of English Department program andthe future researchers.

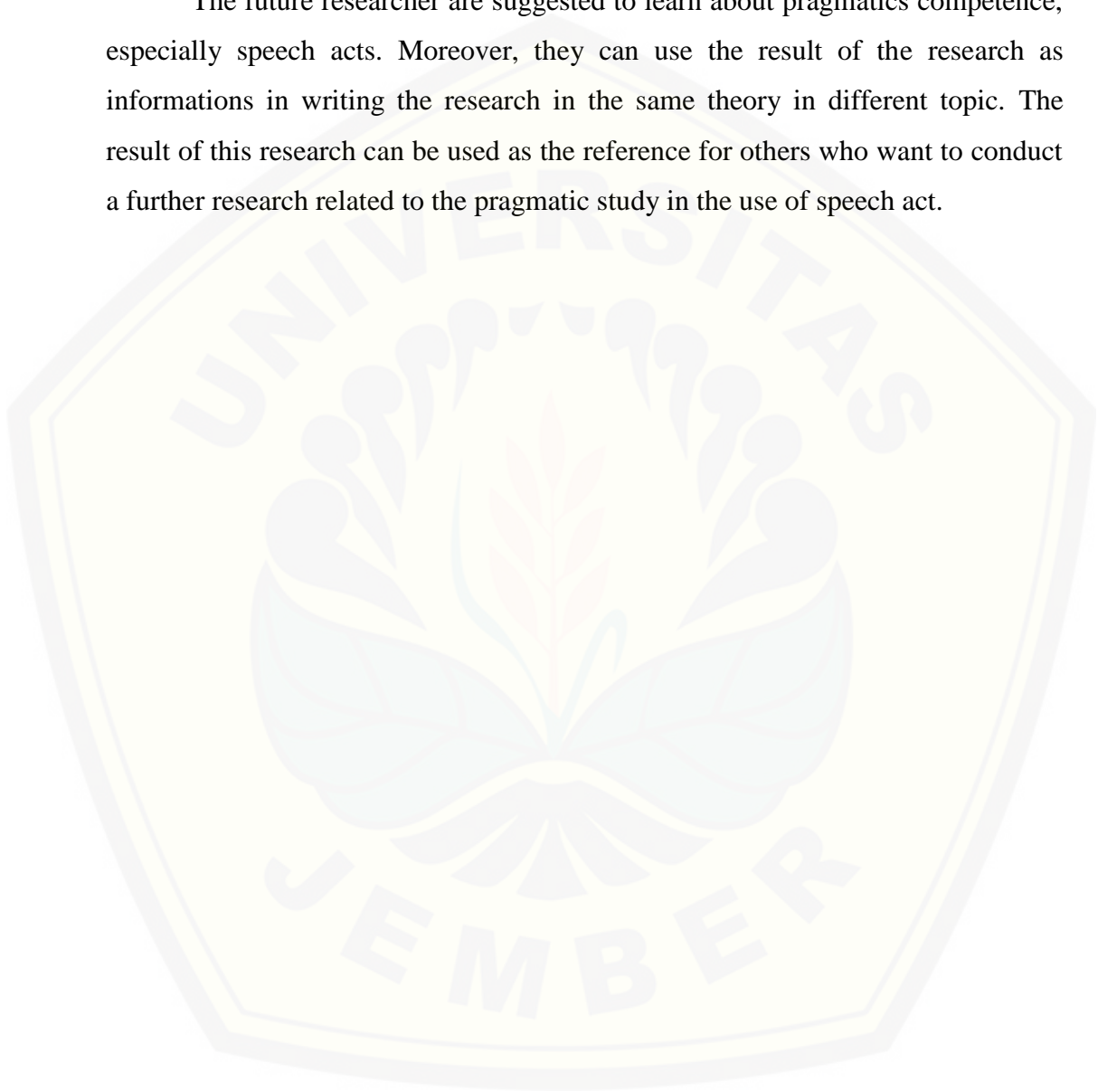
5.2.1. The Students of English Department Program

Learning about pragmatic competence is suggested for the students of English department program, especially with the topic of speech act. By learning speech act, they improve their comprehension in understanding meaning of any utterances in their daily life. Also, as a teacher to be, learning speech act can increase their sense in understanding their students saying in the class because every words saying might have different meaning from what is being said.

Learning speech act also can improve their quality of saying, so that they will speak clearly in the class.

5.2.2. The Future Researchers

The future researcher are suggested to learn about pragmatics competence, especially speech acts. Moreover, they can use the result of the research as informations in writing the research in the same theory in different topic. The result of this research can be used as the reference for others who want to conduct a further research related to the pragmatic study in the use of speech act.



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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	RESEARCH METHODOLOGY
A Discourse Analysis on characters' utterances in the <i>Ice Age 4</i> Movie by Using Austin's Speech Act Theory	How does the use of Austin's speech act theory reveal meaning of characters' utterances in the <i>Ice Age 4</i> Movie?	Austin's Speech Act Theory	<ol style="list-style-type: none"> 1. Locutionary act 2. Illocutionary act 3. Perlocutionary act 	<p>1. Research Design Descriptive qualitative</p> <p>2. Data Resource Characters' utterances in the <i>Ice Age 4</i> Movie by Steve Martino and Michael Thumeier</p> <p>3. Data Collection Method Elicitation technique</p> <p>4. Data Analysis Method: Inductive Method</p>

APPENDIX 2

The result of the Data

Speech Act Extract	Austin's Speech Act Theory		
	Locutionary Act	Illocutionary Act	Perlocutionary Act
SA Extract 01	Diego means that Manny would never made to jump across the broken ice.	Diego prohibited Manny to jump across the broken ice.	Manny stops jumping.
SA Extract 02	Manny means that he will always find his daughter and his wife, no matter how long he will take the time.	Manny ordered Peaches and his wife not to die and keep surviving.	Ellie and Peaches listen to what Manny said to keep wlaing and find a way to be safe.
SA Extract 03	Ellie said to her friends that the great wall that is walking behind them will keep moving and crush them.	Ellie urged her daughter and also her friends follow her guidance to go to the safe place, the landbridge.	All her friends follow her instruction.
SA Extract 04	Manny said to Gutt that he and his friends did not want any trouble	Manny requests to Gutt for releasing Manny and friends so that they can go back to continent to meet with their family.	Gutt didn't free Manny and friends.

SA Extract 05	Gutt told one of his crews, Shira, to launch attack and kill Manny.	Gutt ordered his crews to kill Manny with no mercy	Shira launched attack with furious to kill Manny.
SA Extract 06	Manny showed to his friends that he and his friends still have a ship for going to the landbridge in order to be able to rescue his family.	Manny persuades his friends and also the squirrels to pirate Gutt's ship.	Diego and other friends agree to take over Gutt's ship.
SA Extract 07	Manny tries to say to the squirrels that he and his mates are going to free the squirrels' buddies and work together to fight against Captain Gutt.	Manny persuades the squirrels for lending their power in fighting against Captain Gutt.	The squirrel agree to join in Manny's team.
SA Extract 08	Diego told Shira that she didnt't have to live undercontrolled by Gutt.	Diego asked Shira to leave her bad way of life undercontrolling of Gutt and start a new life with Diego and his family.	Shira rejected Diego's offer.

SA Extract 09	Manny tried to tell Granny that she could throw her imaginary food to her imaginary pet.	Manny prohibited Granny to stop throwing food into the ocean.	Granny still keep feeding her pet.
SA Extract 10	Ellie said to Captain Gutt to let her daughter go.	Ellie urged Gutt not to hurt her daughter anymore.	Gutt still hold Peaches harder.
SA Extract 11	Manny said to her daughter that he will get her mother.	Manny asked her daughter not to help her mother.	His daughter do not listen to him. His daughter directly jump to save her mother.