

CHAPTER I

INTRODUCTION

1.1 Background of The Study

As part of entertainment media, most people watch movie especially when bored or have free time. Kumala (2018) states movie is a media that reflects the social life of human. It can express someone's thought, feeling, and meaning sense. However, movie does not only brings entertainment to the audience but also provides specific information. By watching and learning movies, people can also improve their vocabulary, moral values, educational values, and others.

There are various genres in the movie, one of the most popular movie genres is fantasy. Fantasy movies refer to movies related to magical elements such as myths, fairy tales, imagination, hallucinations, and dream worlds which contain magic swords, magical spells, dragons, giants, flying horses, flying carpets, gods, witches, and so on. According to Agustin & Styati (2022) fantasy always contradicts realism; unreal, supernatural or fantastic elements. It can be conclude that fantasy movie tells about everything that does not make sense, such as supernatural events, magic, fairy tale creatures, other worlds, other souls and magical objects. Some examples of famous fantasy movies include Harry Potter, Twilight, Maleficient, Spider-Man, The Marvels, The Lord of The Ring, The School for Good and Evil and others.

Many people watched fantasy movies, but not all of them understood the form or the function of language that was used in the movie. Commonly, people found it difficult to get the meaning of an utterance, sometimes people did not understand what the meaning of every speech was, people just watched the movie without understanding the meaning of expressions that had certain meanings. Furthermore, people had to know what their conversational purposes were. According to Amelia, D., Afrianto, A., Samanik, S., Suprayogi, S., Pranoto, B. E., & Gulo, I. (2022), understanding the meaning of language was needed in order to avoid misunderstanding.

Meanings are closely related to the study of pragmatics. According to Yule (1996) pragmatics is the study of speaker meaning, the study of contextual meaning, the study of how more gets communicated than is said, and the study of expression of relative distance. Pragmatic is one of language components used to interpret the meaning of an utterance. By studying pragmatics, people can understand other people intended meanings, their assumptions, their goals, and the kinds of action (request, refusal, agreement, disagreement, thanking, apologizing, and so on). There are many aspects of pragmatics such as speech act, conversational implicature and rhetorical structure. Among those aspect, in this study the researcher focused on speech acts.

Speech act was originally by philosopher J. L Austin (1962) on his book *How to Do Things with Words* and developed by John R. Searle (1969). Austin (1962) states that most utterances whether or not they contain a performative verb, are used to perform speech acts and as a result to convey the speaker's intention. Speech act is an action performed in saying something. According to Tsui (1994) established speech acts as actions performed by generated words. In line with this, Yule (1996) states that speech acts is the action performed by a speaker with an utterance. It means that speech act is the utterance that yield effect for listener to do something. Speech act is the study of meaning and function of an utterance, it is used to clarify what the speaker does. Speech acts focus on how meaning and action are related to language, it can be performed into some expression such as apology, greeting, request, complain, invitation, compliment, or refusal.

Austin (1962) describes three types of speech acts; locutionary act, illocutionary act and perlocutionary act. Besides Searle (1969) describes five types of illocutionary acts; declaration, representative/assertive, expressive, directive and commissive. Studying speech act is very important to make people comprehend what message that is discovered in every utterance. Juvrianto (2018) states that when people speak with other people in the communication or conversation, the speaker not only speaks the source (the utterance that have no intention and goal), but also interprets the speaker's meaning to the hearer. Consequently, the speaker can make the hearer understand the meaning of that

utterance. Therefore, the researcher conducted the study about speech act so people could understand speech act without misunderstandings.

In this study, the researcher analyzed speech act in the movie of *The School for Good and Evil* by Soman Chainani. This movie tells the story of two best friends, Sophie and Agatha who live in Gavaldon. The feminine Sophie dreams of a life like a fairy princess. Meanwhile, Agatha wants to channel her talent as a witch. Unexpectedly, when they arrived at the school their positions were reversed from each other's expectations. The two of them were placed in a different school than they had dreamed of, where Sophie who was supposed to be placed in a good school was placed in a school of evil, and Agatha was placed in a school of good. The two of them then accidentally get involved in a fight to help maintain the balance between good and evil in a fairy tale world. Same as *Harry Potter* and *Fantastic Beasts*, *The School for Good and Evil* depicts life in a wizarding school. It's just that the students are trained to continue the story of a fairy tale world and divided into good and evil camps.

Besides having an interesting storyline, there were some scenes when the characters could not interpret the true meaning of utterances implied by the other characters in the movie. For example in Shopie's line "Hort? That sounds like something you cough up." In this sentence, Shopie mocks Hort's name, but Hort laughs and thinks it is something funny and said "That is the nicest thing anyone's ever said to me". The research for this movie is relatively limited, especially in the aspect of speech act. For that reason, the researcher decided to examine speech act in the *School for Good and Evil* movie by Soman Chainani.

The movie was analyzed by using various concepts related to speech acts. The data was classified using John Roger Searle's theory (1969) of illocutionary act and John Langshaw Austin's theory (1962) of locutionary act and perlocutionary act used by the characters in conveying their purpose. The classification of illocutionary acts by Searle was representative, directive, commissive, expressive, and declarative. The use of both theories according to Austin and Searle in this study is to help researchers obtain more detailed research results regarding to speech acts.

Based on the explanation above, to find out the speech act in The School For Good and Evil movie by Soman Chainani, the researcher conducted the analysis entitled:

‘‘Speech Act in The Movie of The School for Good and Evil By Soman Chainani’’

1.2 Problems of The Study

The problems of the study were formulated in the following questions :

1. What were the classifications of speech act implied by the seventeen characters in The School for Good and Evil movie?
2. How were the functions and the meanings of speech act implied by the seventeen characters in The School for Good and Evil movie?

1.3 Objectives of The Study

Based on the problems of the study, the objectives of the study were formulated :

1. To classify types of speech act implied by the seventeen characters in The School for Good and Evil movie.
2. To analyze the functions and the meanings of speech act implied by the seventeen characters in The School for Good and Evil movie.

1.4 Significance of The Study

1. Theoretically, this research is expected to contribute in enriching literary research about pragmatics, especially in the field of speech acts that mostly found in literary work.
2. Practically, this research is expected for the readers of novel The School For Good And Evil by Soman Chainani as a source of knowledge. This research is also expected to be used as a reference and evidence to other researchers to guide them in conducting additional research related to speech act analysis, especially in illocutionary act and perlocutionary act. After that, this research is expected as a reference for teachers and lecturers to facilitate learning in teaching methods. And then, this research

is expected to recognize the meaning of the sentences or utterance implied by the speaker easily.

1.5 Limitation of The Study

In this research, the researcher focused on the gestures and utterances implied by the characters in The School for Good and Evil movie by Soman Chainani. The movie was analyzed by using John Roger Searle's theory (1969) of illocutionary act and John Langshaw Austin's theory (1962) of locutionary act and perlocutionary act. There were thirty-two characters in The School For Good And Evil movie. From all the characters the researcher only analyzed the seventeen characters because they appeared in more scenes in the movie, and their gestures and utterances may have contained speech acts. The characters were; Agatha, Sophie, Tedros, Laddy Lasso, Clarissa Dovey and Raffal, Rhian, Hort, Hester, Emma Anemone, Prof. Billious Manley, Gregor, Beatrix, Tristan, Cayla, fairy and wolf guards.