

A PRAGMATIC STUDY ON THE ILLOCUTIONARY FORCE OF EXPRESSIVE UTTERANCES IN “THE KING’S SPEECH” MOVIE TRANSCRIPT

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Abstract: This is a descriptive qualitative research. The goals of this research are, (1) to describe the contexts of expressive utterances that are used by the characters of the movie entitled “The King’s Speech”, (2) to explain the illocutionary forces of expressive utterances used by the characters of the movie entitled “The King’s Speech”. The data of this research are expressive utterances taken from “The King’s Speech” movie transcript. The researcher found 55 data of expressive utterances in the transcript. In classifying the kinds of expressive utterances, the researcher refers to Leech and Cutting’s theory. And in explaining the illocutionary forces of the utterances employed by the characters in the movie, the researcher used Thomas’ concept of illocutionary forces. The results of this research are: (1) there are four kinds of expressive utterances that are used in “The King’s Speech” film transcript, made up of declaratives (30%), interrogatives (2.5%), imperatives (5%) and ellipsis (62.5%), (2) The function of expressive utterances found in “The King’s Speech” film transcript were divided into four categories: apologizing that covers eleven data (27.5%), eleven data of congratulating (27.5%), ten data of thanking (25%) and the rest is eight data of welcoming (20%).

Keywords: *Pragmatics, speech act, illocution, expressive*

INTRODUCTION

In communicating, people use language. And many of the utterances which they use do not consist of full sentences yet are entirely understandable in context. According to Griffiths (2006: 132), “Pragmatics is the study of how senders and addressees, in acts of communication, rely on context to elaborate on literal meaning.” Thus, in spoken language, the speaker should express their thoughts clearly to prevent ambiguity. Besides, the hearer should be able to convey the speakers’ meaning based on the situation and condition of the environment as well. In line

with Griffiths, Peccei (1999: 2) states that Pragmatics concentrates on those aspects of meaning that cannot be predicted by linguistic knowledge alone and takes into account knowledge about the physical and social world.

In the study of Pragmatics, an utterance is automatically related to some features of Pragmatics introduced by Cutting (2008: 3) such as context, text and function. Pragmatics studies the meaning of words in context, analyzing the parts of the physical and social world, and the socio-psychological factors influencing communication, as well as the knowledge of

the time and place in which the words are uttered or written (Stilwell Peccei; Yule in Cutting, 2008: 2). Malinowski in Halliday and Hasan (1985: 5-6) introduces the notion of context of situation. Malinowski's context of situation mostly tends to the social process.

Thomas (1995) states that a speaker means more than the words say, and to be able to convey the speaker's meaning and to get the response from the hearer, there are three kinds of speech acts that people may use. The researcher is using a speech act classification based on Searle's theory of speech act, they are locution, illocution and perlocution. There are five types of speech act; they are representatives, directives, commissives, expressives, and declaration. Those are the types of speech act that can be used to understand the speakers' meaning. The researcher chooses to be focusing on the expressive ones. According to Searle's categories of illocutionary acts in Leech (1983: 106), expressive utterances have the function of expressing, or making known, the speaker's psychological attitude towards a state of affairs which the illocution presupposes; *e.g. thanking, congratulating, pardoning, blaming, praising, and condoling.*

"The King's Speech" is a 2010 British historical drama film directed by Tom Hooper and written by David Seidler. This is a film about King George VI of the United Kingdom of Great Britain and Northern Ireland, his impromptu ascension to the throne and the speech therapist who helped the unsure monarch become worthy of it. The researcher analyzed the illocutionary force of the expressive utterances expressed by the character of this film.

Various utterances containing various kinds speech acts are uttered by the characters in "The King's Speech" film. The characters' intention in the film are affected by their circumstances and sociality. The forms of utterances of expressive speech acts are declarative, interrogative, imperative and ellipsis. The characters of film "The Iron Lady" are using those forms of expressive utterances in contexts and causing some other acts taken as the main focus in this research. The researcher focused on what illocutionary force occurs in expressive utterances of "The King's Speech" film.

Illocutionary act is considered the core of speech act theory. It is the action performed by the speaker in producing given utterances, which are closely related to the speaker's intention *e.g. stating, questioning, requesting, commanding, etc.* Yule (1996: 48) claims the illocutionary act is thus performed by the communicative force of an utterance which is also generally known as the illocutionary force of the utterance. In line with Yule, Thomas (1995: 18) also claims that the speaker's communicative intention is called illocutionary force.

In order to correctly decode the illocutionary force uses by a speaker, it is also necessary for the hearer to be familiar with the context of the speech act occurs in. This statement is supported by Mey (1993: 139) who says that one should not believe a speech act to be taking place, before one has considered, or possibly created, the appropriate context.

To help you understanding the illocutionary force, the researcher presents an example of the use of illocutionary force by a speaker that might happen in a daily conversation.

A speaker says, *'Do you know what time it is?'*

The utterance above is in a form of yes-no question. However, the speaker means more when uttering it than merely expecting a 'yes' answer from the addressee. The speaker tries to perform an act of requesting. He/she wants to know the exact time politely to the addressee. And, if we identify the context of that utterance, for instance, the speaker is someone who has already made an appointment with the addressee in a specific place and time that they both have already approved but for some reasons the addressee have to come an hour late without giving any prior information via telephone or text message to the speaker. Fortunately, when the addressee comes to the speaker, he/she is still there waiting for the addressee to come. And the speaker says, *'Do you know what time it is?'* to the addressee with high volume expressing his/her anger because he/she has had a long wait for the addressee to come.

So, from the above example the researcher concludes that illocutionary force is the intentions of a speaker's utterances. And an utterance may have more than one illocutionary forces. The hearer's interpretation can be determined by the context of situation and many other factors influencing illocutionary force.

RESEARCH METHODS

This research has been done to find out the forms, meanings, and illocutionary forces of expressive utterances in the film entitled "The King's Speech" by using speech act theory under Pragmatic study. "The King's Speech", as the object of this study, is a film directed by Tom Hooper with the script written by David Seidler.

This film is based on the true story of King George VI of Great Britain.

This research has been conducted using descriptive qualitative research. Arikunto (1998: 243) states that descriptive research is a research to clarify or explain a phenomenon. She also states that generally a descriptive method is non-hypothesis. It collects the data, analyzes them, and draws a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used in this research, not for others (Hadi, 1983: 3). While, Moleong (2007: 3) states that qualitative research is a research which does not include any calculation or numeration.

This research belongs to qualitative research because there is no numerical measurement or statistical procedure used in this research. The data used in this research are in the form of words and sentences. According to Surakhmad (2004: 139), descriptive method is a kind of research method using the technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing conclusion. By using descriptive method, the researcher is going to describe the pragmatic condition of the utterances that occur in the movie manuscript, namely the illocutionary forces of expressive utterances. Therefore, the researcher collects the data, analyzes and interprets them, and then finally draws conclusion about the pragmatic phenomenon occurring in the data.

In conducting this research, the researcher uses a film entitled "The King's Speech" and the film transcript found on the internet as the source of the data. The transcript consists of 156 pages containing expressive utterances produced by the characters in the film that the researcher has

been analyzed. The researcher is supported by some equipment, such as VCD of film entitled “The King’s Speech”, a set of VCD player, the transcript of film “The King’s Speech”, and internet connection. By using those equipments, the researcher can produce an accurate result.

According to Goetz & LeCompte in Sutopo (2002: 58), there are two strategies of collecting data in qualitative research. They are interactive method and non-interactive method. In this research, the researcher uses non-interactive method to collect the data. The technique used is document analysis as one of the forms of data collection in non-interactive method. The documents could be in the form of the private documents, field notes, statues, formal documents and video tapes, transcript as long as the data give information for the research (Moleong, 2006: 35). The sources of data being observed are in the form of film and its transcript.

The processes of data collecting in this research were, 1) watching the film entitled “The King’s Speech” for several times in order to understand the whole story, 2) reading the whole transcript of the film, 3) matching the dialogue in the transcript with the utterances expressed by the characters in the film, 4) giving codes to each dialogue containing expressive utterances from the characters in the film.

To make classification and analysis of the data easier, the researcher uses coding technique. The data coding used covers: 1) numbering each datum, 2) numbering the disc in which the expressive utterances occur, whether it occurs in Disc I or Disc II, and also the page number in the transcript, 3) grouping the expressive utterances to their linguistic form based on Leech and

Cutting’s theory; declarative (DEC), interrogative (INT), imperative (IMP) and ellipsis (ELL), 4) classifying the expressive utterances into their function based on Leech’s classification of speech acts; apologize (APOL), thanking (THAN), congratulating (CONG), and welcome (WELC).

The data of this research is analyzed by using descriptive qualitative method. The researcher uses a non-interactive model that consists of three steps as mentioned by Miles and Huberman (1992: 16), that is, data reduction, data display and conclusion drawing and verification.

Miles and Huberman (1992: 16) state that data reduction can be interpreted as the process of selection, simplification, and transformation of the data. In this research, the data reduction has been done by these steps: 1) watching ‘The King’s Speech’ film to understand its story, plot, condition, context and circumstances, 2) searching for the original transcript of ‘The King’s Speech’ via internet and reading it for several times, 3) matching the transcript downloaded from internet with the utterances produced by the characters in the film, 4) finding and collecting the expressive utterances in ‘The King’s Speech’ film transcript based on Leech’s theory and then giving codes to the data.

In this research, the researcher chose the expressive utterances and classified the data based on the illocutionary force that the expressive utterances produced. Then the researcher filtered the data based on the theory and make conclusion.

Miles and Huberman (1992: 17) state that data display is a set of information which have been classified and organized based on the data reduction which leads to conclusion. In this research, the data display

is conducted in several stages, such as: 1) describing the context of the datum containing expressive utterances. For example, in the dialogue between Lionel and Elizabeth, Lionel says, **“I thought the appointment was for Johnson? Forgive me, Your ...?”**

The expressive utterance above is uttered by Lionel Logue, in his private clinic. He asks his guest about who has set an appointment with him. Lionel was caught in an awkward situation after knowing the guest's answer that the one who has made an appointment with him was The Duke of York. It is uttered in the first disc and the eleventh page in the movie transcript.

The illocutionary force of Lionel's utterance is that he asks for Elizabeth's apology and make sure how to address her properly. From that utterance, he expects the hearer, who is Elizabeth, to forgive him and tell him how to address her husband properly since he is the member of the British monarch.

The expressive utterance is in form of imperative and its function of apologizing requires the addressee to provide information. The illocutionary force of this utterance is to get the addressee's confirmation, in this case Lionel's guest. The situational context is used in this utterance.

The result of this research was the description of the illocutionary force of expressive utterances uttered by the characters in *The King's Speech* film transcript, and its context.

RESEARCH FINDINGS AND DISCUSSION

“*The King's Speech*” is a 118 minutes movie and is divided into two fragments of

VCD. There are many kinds of speech acts employed in the movie, one of them was the expressive speech act. The expressive utterances that are produced by the characters of this movie have different intentions based on its contexts. The researcher analyzed 86 pages of “*The King's Speech*” movie transcript consisting of 55 expressive utterances in 53 data.

While analyzing the data, the researcher used Leech and Cutting's theory to define the linguistic forms of expressive utterances. The researcher analyzed the data based on the context and classifies the data to Thomas' explanation of illocutionary force.

Based on the data that the researcher analyzed, there are four kinds of linguistic forms of expressive utterances in the transcript, they are declarative, interrogative, imperative and ellipsis. One of the declarative expressive utterances occurred in datum 16/I/DEC/APOL. Lionel says, “My next patient must have been here so early. You'd better go, lads. **I'm sorry.**” It uttered when Lionel is mucking around with his kids in his room when suddenly they hear the door knocked. Lionel does not expect that his patient, Clifford, will come so early that day. And then Lionel asks his kids to leave the room and opens the door. Surprisingly, the man who has just knocked his door is not Clifford but Bertie. This utterance in bold has the intention of asking for apology and Lionel wishes that his kids will leave the room soon because he has to treat his patient who has just knocked the door.

Interrogative expressive utterance occurred in another utterance, which is in datum 03/I/INT/WELC. Lionel says, “I'm just in the loo. **Ah, Mrs. Johnson there you are.** I'm sorry, I don't have receptionist. I

like to keep things simple. “Poor and content is rich and rich enough.” Shakespeare. **How are you?**”. The situation of when this sentence produced is Lionel Logue gets a new guest, Mrs. Johnson (Queen Elizabeth), at his private clinic which has no receptionist. He has just come from the toilet and tells his reason of not providing a receptionist in the lobby to his new guest by shaking the guest’s hand and asking ‘How are you?’. The speaker’s intention of saying that sentence is that she welcomes the new guest and tries to make the guest feel comfortable. He asks the new guest ‘How are you?’ instead of ‘How do you do?’ as if he has known the guest for a long time, well in fact, he has just met the guest in his clinic.

There are some imperatives expressive utterances found in the transcript, one of them was in datum 07/I/IMP/APOL. Lionel says, “I thought the appointment was for ‘Johnson’. **Forgive me**, Your...?”. This utterance uttered at Lionel’s clinic. Lionel is about to end the conversation and leave Elizabeth by saying thank you. But then Elizabeth tells him that her husband is The Duke of York. Lionel then turn back to Elizabeth and with guilty feeling, he apologize about his unaware behavior. Lionel’s intention in this utterance is that he really asks for an apology since he does not

realize that he is about to treat a Royal family. He was first told to have an appointment with the Johnson. So, he says ‘forgive me’ and waits for Elizabeth to mention the proper way to address her.

The last linguistic form of expressive utterances employed in the movie transcript is ellipsis, which occurred in datum 01/I/ELL/THAN. Elizabeth says, “**Thank you so much**, Doctor. It’s been most hmmm... interesting”. This utterance uttered at the palace. Bertie (King George VI) accompanied by his wife, Elizabeth (Queen Elizabeth), is not so pleased with the ‘special’ treatment by the doctor. Bertie leaves the room before the therapy finished. Elizabeth notices her husband’s anger and then she thanks the doctor by shaking his hand and leaves the room. The illocutionary force of this utterance is that Elizabeth asks the doctor to stop the treatment by saying “thank you” and leaves the room immediately. She also shows a facial expression of disappointment when she thanks the doctor.

The expressive utterances were divided into four types according to Leech and Cutting’s theory, they are; declarative (DEC), interrogative (INT), imperative (IMP) and ellipsis (ELL). Those can be presented on the table.

Table 1: The data of expressive utterances.

No.	Kind of Expressive Utterances	Σ Data	Percentage
1.	Declarative	12	30%
2.	Interrogative	1	2.5%
3.	Imperative	2	5%
4.	Ellipsis	25	62.5%
	Total	40	100%

The researcher used Leech’s theory to define the function of each expressive utterances uttered by some characters in “The King’s Speech” film. Those can be presented on the table.

Table 2: The data of expressive utterances.

No	Function	∑ Data	Percentage
1	Apologizing	11	27.5%
2	Congratulating	11	27.5%
3	Thanking	10	25%
4	Welcoming	8	20%
Total		40	100%

CONCLUSION, IMPLICATION AND SUGGESTION

The conclusions drawn from this research were: 1) there are four kinds of expressive utterances that are employed in “The King’s Speech” film transcript, including 30% of declaratives, 2.5% of interrogatives, 5% of imperatives and the rest is 62.5% of ellipsis, 2) the expressive utterances found in “The King’s Speech” film transcript are divided into four categories, they are apologizing that covers eleven data (27.5%), eleven data of congratulating (27.5%), ten data of thanking (25%) and the rest is eight data of welcoming (20%).

The context of situation plays a very big role in determining the lexical meaning to the speaker’s meaning of the utterances. All the utterances uttered by the characters in “The King’s Speech” are connected with certain contexts that make the utterances have more intentions than merely what the speaker says in the film or what is written in the film transcript. Thus, the researcher concludes that the contexts are obviously effects the illocutionary force intended by the speakers or the characters in “The King’s Speech” film.

The result of this research can be implemented both in daily activity by people in general and in the English teaching learning activity by teacher and his or her students in particular. In daily activity, people tend to express their personal

feelings about something by uttering expressive utterances in various linguistic forms. And the illocutionary forces of the expressive utterances may be vary as well based on its context.

In conducting a teaching learning process, a teacher of every subject needs to have a classroom interaction with his or her students. That way requires teacher to be able to make interactions with his or her students using certain contexts. The classroom interactions can be performed between teacher to students and student to the other students. When the teacher and students are having in an interaction using various linguistic forms of utterances, their intention can be vary or simply implies their real intention by uttering the expressive utterances.

An expressive utterance in the form of declarative can be used both by the teacher and students, for example when there is a student who comes late and he or she says “I’m sorry Sir, I’m late because I missed the bus.” or it can also be used by the teacher when there is one of his or her students who is absent due to sickness, the teacher may say “I’m sorry to hear that” to respond the information about the student’s condition. However, the interrogative expressive utterance can be used by the teacher to welcome his or her students by asking “How are you?” at the beginning of the lesson or “Where have you been?” when there is a students who comes late. Furthermore, the

imperative expressive utterances can also be used by both teacher and students to express their apology, for example when there is a student who forgets to do his or her homework he or she says “forgive me, Ma’am”. And the last is the expressive utterances in the form of ellipsis. This type of utterance is the most applicable utterance in the classroom interaction. Both teacher and students can use this utterance in the classroom interaction. The illocutionary forces of this utterance also vary, for example in opening the class teacher welcomes his or her students by saying “Hello, everybody” or “Hi, guys”. Or in different situation, when the teacher is explaining a lesson material but there is one of his or her students who have not understood about the explanation, the student may say “Sorry, Sir. Would you please repeat your explanation?”

Therefore, from the above explanation the researcher concludes that all of the illocutionary forces of expressive utterances are possible to be implemented in the classroom interaction based on its contexts.

Besides its function which is to be implemented in daily classroom interaction. The illocutionary force of expressive utterance can also be used as a lesson material in English teaching learning process. In the syllabus of teaching English for the XII grade students of high school mentioned some indicators that are closely related to this research, they are, the students are expected to be able to use appropriate words, phrases or utterances to express apology, thank, welcome and congratulation.

The researcher hopes that this research will give such a contribution or recommendations for learners and other researchers to find the differences of

illocutionary force of expressive utterances as well as to implement the expressive utterances in the English class. And for the high school students are expected to understand early and more about how the context effects on sentences and they are also expected to be able to apply the contexts while they are talking in their daily activity.

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