

ILLOCUTIONARY ACTS IN THE MOVIE MIDWAY (2019): A CULTURAL AND PRAGMATIC PERSPECTIVE

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Abstract

This study observes the illocutionary acts in the film "Midway" (2019) through the point of view of pragmatics and cultural context. By applying Austin's and Leech's speech act theory, the research identifies and categorizes various illocutionary acts and their functions performed by characters throughout the film. This research uses qualitative method in analyzing the movie. The analysis highlights how these acts contribute to the narrative and character development. In addition, the study examines the cultural and historical settings depicted in the film, considering how they influence and shape the illocutionary acts. This dual approach uncovers the interplay between language, culture, and context, providing a deeper understanding of communication dynamics in "Midway." With the types of illocutionary acts proposed by Austin, based on 8 data found, 3 data are Behabitive (37.5%), 1 data is Commissive (12.5%), 4 data are Exercitive (50%), 0 data is Verdictive (0%), and 0 data is Expositive (0%). With the functions of illocutionary acts proposed by Leech, based on 8 data found, 1 data is collaborative (12.5%), 4 data are convivial (50%), 3 data are competitive (37.5%), and 0 data is conflictive (0%). The research also brings 8 data contain practice (100%), 8 data contain perspective (100%), and 0 data contains product (0%).

Keywords: *illocutionary acts, cultural and historical settings, pragmatics*

1. Introduction

In human life, communication is very important. Without communication, humans will experience difficulties in interacting with each other. Humans have various ways of communicating. In ancient times, before language was invented, humans communicated through pictures, symbols, and movements. Then, as time went on, from era to era, humans began to communicate using words and created various languages that continue to develop and are used today. According to (Nugraha in Nabila et al., 2022), language is an essential instrument for social communication. Language serving as a medium of communication, also serves as a form of expression, allowing people to convey their thoughts and feelings. In conclusion, language is a unique and intricate vehicle for human expression, weaving together symbols, sounds, and gestures to create a tapestry of communication. With language as a way to communicate, humans can have conversations with fellow humans, express their thoughts and feelings (Herman, 2017). Applying language as a way to communicate can not only be done through conversation, but can also be done through writing such as reading books, audio, and audio-visual such as movies. Conversations that are applied to various media certainly have meaning. To understand the meanings contained in expressions in conversations, an understanding of pragmatics is needed.

Pragmatics is a branch of linguistics that studies the use of language in specific communication contexts. The study of pragmatics has various branches, one of which is the Speech Act. In human communication activities, they can communicate, ask questions, make promises, greet others, apologize, give advice, and also give orders. This event is called Speech Act. Speech act is an action that produces an expression automatically to create a meaningful utterance. Speech act is found in the utterance in a sentence that determines the meaning of the expressed utterance.

Learning speech acts is very important to apply actions and make it easier for someone to recognize the meaning of the utterance conveyed. Learning speech acts is also interesting to be studied to avoid misunderstandings in a communication process between people. According to Yule in Edo (2018), studying pragmatics can help humans to understand the meaning and intent of speech acts. The actual expression of the speaker. Searle (1969) revealed that the reason for studying speech acts is because speech acts are the producers of sentences in certain conditions and are the basic units in linguistics.

According to Austin in Novianti (2022), speech acts are divided into three broad categories, namely Locution, Illocution, and Perlocution. Locution speech act is a speech act to give a statement, illocutionary speech act is a speech act that aims to perform an action with a specific purpose, and perlocutionary speech act is the effect of the expression conveyed by the speaker. The three elements are interrelated and created during the communication between one speaker and another.

This research will examine more deeply one of the three categories of speech acts, illocution. Besides dividing speech acts into three categories, Austin in Galih (2021) also divides illocutionary speech acts into five categories, namely verdictives, Exercitive, Commissive, Behabitive, and Expositive. Austin's theory of speech acts was later developed by Searle, who divided speech acts into five categories. They are assertive, directive, commissive, expressive, and declarative. Leech also divided functions of illocutionary acts into four functions. They are convivial, competitive, conflictive, and collaborative. This research will identify the use of the five categories of illocutionary speech acts proposed by Austin and four functions of illocutionary acts proposed by Leech.

Illocutionary acts can be applied in various forms of literature. It is able to be found in songs, poems, and movies. Studying illocutionary acts in a movie is interesting. This is happened because not only movie gives people entertainment, but also it gives people chances to conduct a research regarding to dialogues contained that have possibilities in reflecting people's social life in the real world. By this reason, this writing is going to study illocutionary acts with a movie as the main source of the data.

This research will analyze the use of kinds and functions of illocutionary acts performed in the film Midway. The script of Midway movie contains various dialogs and expressions that are part of speech acts. Midway movie is also chosen as the source of this research because the language use in the movie is easy to understand and since the movie tells a story that takes place in World War II era, the movie gives insight to the researcher on how the characters use language, especially the illocutionary acts, to communicate each other in that era. This reason makes the researcher is interested to study the movie. In this research, the types and functions of illocutionary acts that are found will be analyzed and how they are used in the movie Midway.

Not only the use of illocutionary acts, this research will also identify cultures contained in the movie Midway. Similar to illocutionary acts, cultures are able to be identified in a movie. Cultures contained in a movie shares interest to the researcher as it is a part of humans' life and it has a possibility to influence the use of language spoken by the characters in the movie. Not only due to the use of language which makes the movie Midway is interesting to be studied, but also it contains cultures throughout the story. The setting in the movie Midway is in World War II era. The movie tells a story about a battle between the United States and the Imperial Japan. Since the story

involves two parties, the U.S. and the Imperial Japan, the movie contains some cultures of both the U.S. and the Japanese in World War II era. The availability of cultures of different parties increases the interest of the researcher to study this movie.

Considering the intricate details elucidated earlier, delving into this research offers an intellectually stimulating opportunity to delve into the realm of illocutionary speech acts. The study delves into a comprehensive analysis of how illocutionary speech acts are employed within the context of the Midway film. Titled "Illocutionary Speech Acts in Midway Film: A Pragmatics Study," the thesis aims to explore the nuanced ways in which speech acts shape communication dynamics within the film.

Pragmatics

According to Yule in Tiyas (2022), pragmatics is divided into three definitions. The first is the science of expressions communicated by the speaker and interpreted by the listener. The second is the science of understanding context which requires attention to how the speaker organizes what he wants to say. The third is the study of how listeners find the implicit meaning of what the speaker conveys. And the fourth is the study of expressions in relative distance. Meanwhile, according to Leech (1983), pragmatics is the study of meaning related to speech situations. Cruse in Lestari (2023) also states that pragmatics is the study of context-dependent features of meaning.

Speech Acts

Speech acts are language processes that take the form of utterances or conversations between speakers and their audiences that produce certain actions (Haryani & Utomo, 2020). According to Austin (1962), speech acts can be divided into three categories: locutionary, illocutionary, and perlocutionary speech acts. A locutionary act is an action which involves speaking, or creating speech. The basis of any theory of action speech is the illocutionary act. Unlike locutionary, perlocutionary has an impact on the hearer's or listener's emotions, ideas, or behavior. Inspiring, convincing, entertaining, promising, encouraging are examples of perlocutionary activities. It impacts the recipient's attitudes, beliefs, or behavior.

Illocutionary Acts

Illocutionary speech acts are speech acts that contain meaning where the speaker's words have a specific purpose or intention and act in accordance with his words. In general, the use of illocutionary speech acts is related to making offers, making promises, giving permission, and saying thank you (Chaer, 2004: 73). There is an example of the use of illocutionary speech acts: "These are wild animals"

Based on the example above, this sentence was uttered by the speaker with the aim of not only providing information that the animal in question is a wild animal, but also asking the audience to be careful when in contact with the animal.

Classifications of Illocutionary Acts

The Speech Act Theory proposed by Austin was then developed by Searle (1969) by categorizing illocutionary acts into five classifications. Yule in Hendar (2021) also divides illocutionary speech acts into five categories, namely declarative, assertive, expressive, directive and commissive. According to Leech in Tyas (2022), Assertive is an expressed utterance that shows a truth. Directive is an act that produces some effect through action performed by the listener. Commissive is an act that indicates the speaker's action in the future. Expressive is a type of illocutionary act that shows speaker's psychological attitude towards an event. Declarative is an act that indicates a new status towards its listener. But on the other hand, before being developed by Searle, Austin in Galih (2021) divided illocutionary speech acts into five categories, namely verdictives, Exercitive, Commissive, Behabitive, and Expositive. This writing will conduct a research the use of types of illocutionary acts proposed by Austin.

a. Verdictives

Verdictives are claims that describe situations in the world or facts. This speech act binds the speaker to the truth of the idea expressed. Examples of Verdictives illocutionary speech acts are reckon, assess, grade, value, diagnose, and finds. An example in form of utterance of Verdictives is: "The jury finds the defendant guilty." - The utterance performed by the speaker is a verdict because it contains a finding which shows that the defendant is proven guilty.

b. Exercitive

Exercitive are words or phrases that can influence other people's behavior to fulfill the speaker's desires because these speech acts have the power to influence other people. This speech act is usually used to convey instructions so that the listener will take action, for example, order, direct, decision, appoint, grant, warn, and advice. An example in form of utterance of Exercitive is: "Don't push us into a corner. You must give those of us who are more reasonable a chance to carry the day." - The utterance delivered by the speaker is an exercitive because the speaker is advising its listener that if it is not obeyed, a disadvantageous event may occur.

c. Commissive

Commissive speech acts are speech acts that bind the speaker and his audience to a certain action in the future. The form of this speech act can be a promise. Examples of Commissive illocutionary speech acts are making plans, intentions, and promises. An example in form of utterance of Commissive is: "Then I'll take it upstairs to the old man." - The expression showed by the speaker is a commissive as the utterance delivered by the speaker indicates an intention of what commitment of the speaker about his action in the future.

d. Behabitive

Behabitive are speech acts used to convey the sincerity of a speech action, such as an apology or expression of affection. This illocutionary speech act functions to express the speaker's psychological attitude regarding the implied situation of the speaker to his audience. Examples of these speech acts are apologize, thank, congratulate, and grumble. An example in form of utterance of Behabitive is: "I wish to thank Admiral Yamamoto for this invitation." - The utterance spoken by the speaker is an example of Behabitive because it contains an expression. The expression showed is a gratitude.

e. Expositive

Expositive speech acts are speech acts that occur where the speaker provides opinions, arguments and clarification of something from a certain point of view. Examples include providing information, clarifications, and opinions. An example in form of utterance of Expositive is: "I said we couldn't win a long war." - The speaker is trying to correct or specify the content of the rumor by detailing what was actually said.

Functions of Illocutionary Acts

In discussing illocutionary speech acts, it is important to acknowledge the various functions that come into play. When it comes to polite and respectful behavior, understanding how speech acts are involved is crucial, as noted by Leech in Megawati (2022). Leech further elaborated on this concept by categorizing the functions of speech acts into four distinct categories, providing a comprehensive framework for analyzing how language is used in social interactions.

a. Competitive

The competitive function is a function of speech acts that are not polite, the purpose of this function is to compete with social goals. Examples of this function are making demands, giving orders, and giving requests. An example of a sentence from this function is: "You have to be here tomorrow morning." The utterance is an example of competitive. This is occurred because the utterance performed contains an order. By giving an order, the speaker makes itself looked as he has an authority.

b. Convivial

The convivial function is a speech act function that has etiquette because this function has a positive value where the speaker shows respect when speaking this function. Examples of this function are offering, wishing, thanking, and congratulating. An example of a sentence from this function is: "Congratulations on your achievements, friend.". The utterance delivered by the speaker is a convivial because it gives a positive value and a respect to its listener. The positive value is in form of congratulation.

c. Collaborative

Collaborative functions are functions that have no relationship with polite or respectful behavior because in this function, the speaker only provides information. Examples of this function are stating, reporting, and providing information. An example of a sentence from this function is: "maybe he is busy." The function used in the utterance is a collaborative because the utterance performed indicates an information from the speaker to its listener.

d. Conflictive

The conflictive function is a function that does not have good manners because in its application, this function causes anger and can lead to conflict. Examples of this function are threats, accusations, and scolding. An example of a sentence from this function is: "Don't mess with me, or I'll keep bothering you". The utterance is a conflictive because the speaker uses the utterance to threat its listener. The utterance can lead to a conflict if it is not obeyed by the listener. As a result, it is categorized as conflictive.

Culture

According to Tyler in Spencer-Oatey (2012), culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. Culture can be inferred as a practice or system that instills a population's specific values, beliefs, daily routines, and customary behaviors according to Barker in Sutiyono (2023). Pennycook in Kramsch (2014) stated that culture is a process of language use that is integrated with other semiotic systems such as "ritual, dance, music, graffiti, beat-boxing, clothing, gestures, posture, ways of walking and talking". According to National Standards in Foreign Language Education Project in Prathoomthin (2009), culture is divided into three types: Products can be anything from concrete things like clothing, tools, written papers, or buildings to more intricate but nevertheless noticeable structures like music, spoken and written language, or intricate organizations.

Practice is behaviors and exchanges that individuals within a culture engage in, either alone or in groups. These include behaviors connected to social groupings and product use, as well as language and other kinds of self-expression and communication. These behaviors, which encompass both spoken and nonverbal forms, involve interpreting location, time, and the social communication context.

Perspectives are the views, attitudes, values, and beliefs that inform the products and direct individuals and groups through cultural activities. While some of these viewpoints are implicit and exist outside of human consciousness, others may be explicit. When considered collectively, viewpoints give life meaning and form a distinct perspective, or worldview.

Movie Midway

Released in 2019, Midway is a highly acclaimed war movie directed by renowned filmmaker Roland Emmerich and written by talented screenwriter Wes Tooke. Set during the pivotal Battle of Midway in World War II, the film offers a gripping portrayal of bravery, sacrifice, and determination as seen through the eyes of real-life naval heroes. With its stunning visuals and compelling storytelling, Midway has earned widespread praise for its accurate depiction of historical events and the skilled execution of its creative team.

In the movie, "Midway," we see an intense battle between the United States Navy and the Imperial Japanese Navy. The characters portrayed by talented actors and actresses reflect the brave soldiers

of both navies, as they engage in fierce military operations. Through their dialogue and actions, the audience is transported into the dynamic world of naval warfare during World War II.

As the story unfolds, we are exposed to two distinct cultures - that of the United States and Imperial Japan. These two factions not only clash on the battlefield, but also showcase their unique customs and traditions through their mannerisms and language. The movie "Midway" effectively captures these cultural differences, contributing to a more immersive viewing experience for its audience.

Through its vivid portrayal of historical events and accurate representation of different nations, "Midway" serves as a powerful reminder of our past struggles and triumphs. It is a testament to the bravery and sacrifices made by all involved in this pivotal moment in history.

2. Method

This writing analyzes the dialogues contained in the movie Midway with the use of Qualitative approach. Ary in Sihombing (2021) states a claim that in conducting a qualitative research, studying at the big picture is more suitable rather than dissecting a phenomenon into its component parts. Rather than a quantitative study of the facts, the objective of conducting a qualitative research is a comprehensive picture and depth of knowledge. Qualitative approach method is a research method where a researcher describes data and explains the findings and conclusions of the data obtained (Mirhosseini & Bagheri-Lori, 2015). According to Sandelowski in Kahlke (2014), Qualitative description is defined as research designed to produce a low-inference description of a phenomenon. Qualitative approach is used in this study as it focuses more on inference than numerics. In order to conduct the research, there were several steps taken. First, the dialogs were collected from the internet site <https://subslikescript.com>. Besides collecting the dialogs, the movie Midway was also watched to deepen the dialogues as well as the context of the dialogues. Next, the dialogues contained in the movie were selected. Selected dialogues were the dialogues which contain cultures. Finally, the data were re-examined to be analyzed and classified based on Austin's theory for types of illocutionary acts, Leech's theory for functions of illocutionary acts and cultures contained in the dialogues according to National Standards in Foreign Language Education Project in Prathoomthin (2009).

Data and analysis found then were purposed to answer research questions as mentioned below:

1. What types of illocutionary speech acts are found in the movie Midway?
2. What functions of illocutionary speech acts are contained in the movie Midway?
3. What cultures are found in the movie Midway?

3. Result and Discussion

In order to answer the research questions of this writing, this analysis uses Austin's theory of illocutionary acts classifications and Leech's theory of illocutionary acts functions. This writing analyses the classifications of Austin's illocutionary acts including verdictives, Exercitive, Behabitive, Commissive, and Expositive, Leech's illocutionary acts function including competitive, convivial, collaborative, and conflicting, and cultures contained in the movie. Since the data is limited that only dialogues that contain culture are going to be analyzed, this writing found 8 data taken from the dialogues in the movie Midway. From 8 data found, 4 data are Exercitive (50%), 3 data are Behabitive (38%), and 1 data is a commissive (13%). However, three of four illocutionary act functions were found in the movie, they are collaborative, convivial, and competitive. From 8 data found, 1 data is a collaborative (13%), 4 data are convivial (50%), and 3 data are competitive (38%). As the result, the classifications used in the movie are Exercitive, Behabitive, and Commissive, and the most classification used is exercitive and the functions used are collaborative, convivial, and competitive, with convivial as the highest number of use. Based on the 8 data found, 8 data are practices (100%), 0 data is products (0%), and 8 data are perspectives (100%).

Data 1:

Situation context:

(Layton, Rawling, and two Japanese officers were catching ducks on a lake. While Rawling was unable to net one, the Japanese officers successfully netted a duck. Layton then congratulated them.)

LAYTON: *Well done, Kimura-san.* (0:02:35)
(KIMURA-SAN TURNED AND STIFFLY BOWED)
(Midway 0:02:34-0:02:37)

Analysis:

The phrase in bold, “Well done, Kimura-san” is a Behabitive. The categorization of the utterance is because the expression conveyed is a sympathy, which is an example of Behabitive. In the scene, the expression is delivered by Layton to congratulate the Japanese officers after they has netted a duck on a lake. The speech given by Layton, as it expresses a sympathy, is considered as Behabitive. The function used in the bolded utterance is Convivial. The reason this expression is classified as a convivial is because the utterance contains a congratulation, where Layton shares a positive value to his listener (in this case, the Japanese officer), which is an example of convivial function. In the scene, Layton congratulates a Japanese officer after he netted a duck on a pond by saying “well done, Kimura-san”. As a result, the utterance is categorized as convivial.

A culture element shapes the illocutionary act used by the Japanese officer. Instead of saying “thank you”, the Japanese officer gives a respond to Layton’s congratulation by stiffly bowing, which symbolizes a gratitude towards Layton’s congratulation. This is a Practice in culture. The perspective of this form of respond relates to a Japanese culture where people bow to show respect and gratitude.



Figure 1. Bowing stiffly

Data 2:

Situation context:

(At that time there was a joint dinner between the Allied Navy and the Japanese Navy. Rawlings, who was a representative of the allies, expressed his gratitude to the Japanese Navy for the invitation to dinner. His thanks was then closed with a toast.)

RAWLINGS: *Gentlemen, on behalf of the British Empire, I wish to thank Admiral Yamamoto for this invitation. **May our nations work together to maintain peace on the seas.*** (0:02:41)
(Midway 0:02:39 – 0:02:52)

Analysis:

The phrase in bold, "May our nations work together to maintain peace on the seas." included in the Behabitive category because the expression conveyed was a wish, an example of Behabitive. The wish is expressed by Rawlings with happiness to wish that Japan and The Allied will cooperate to maintain peace, avoid war on the seas. According to this characterization, the utterance is categorized as Behabitive.

The bolded utterance contains Convivial function. The utterance is categorized as convivial as in the utterance, Rawlings expresses a wish that the Allied and the Japan will work together in the future. His wish, as it expresses positive feelings, is an example of Convivial.

The illocutionary act is shaped by performing a practice culture element to support Rawlings’ wish. Rawlings’ wish then is followed with a toast, raising a glass of whiskey in a dinner. This gives a perspective that the action represents a culture in western countries, which symbolizes a wish for unity.



Figure 2. Toasting

Data 3:

Situation context:

(After successfully sank a Japanese aircraft carrier, Dick Best returned to his ship. Once the plane landed, Dickinson gave Best a flask drink to celebrate his success. However, Best rejected the drink.)

DICKINSON: (**giving a flask drink to Best**) *Admiral's orders.* (1:58:36)

BEST: *Give it to Murray, he deserves it.*

(MURRAY REJECTS THE DRINK BY SHAKING HIS HANDS)

(Midway 1:58:35 – 1:58:42)

Analysis:

The phrase in bold, "Admiral's orders." included is an Exercitive category because in the scene, while giving Best a flask drink, Dickinson expresses command. By invoking the fictional rank of an admiral, Dickinson humorously directs Best to accept the drink. Since the speech shows command towards Best to receive the drink, the speech is an Exercitive.

The function found in the scene is Competitive. In the scene, Dickinson gives Dick Best a flask drink after his return. While giving a flask drink, Dickinson also expresses command by saying "Admiral's orders.", so Dick Best may accept the drink, but he doesn't. As the utterance contains an order, it is categorized as competitive.

Dickinson shows a Practice culture by giving a flask drink to Best represents a culture in western countries. The perspective of this is to celebrate after a success.



Figure 3. Giving flask drink

Data 4:

Situation context:

(A fighter plane was about to hit the American aircraft carrier, but this was prevented by Bruno who shot the plane so it fell in the other direction. Bruno was then called to meet Admiral Halsey. Halsey then promoted Bruno for his bravery and was greeted with a salute.)

HALSEY: *That's the bravest damn thing I think I've ever seen. What's your name, son?*

GAIDO: *Bruno Gaido, Sir. Aviation Machinist's Mate, Third Class.*

HALSEY: **Well, Bruno, you are now an Aviation Machinist's Mate, First Class.**(0:42:23)

(BRUNO THEN GIVES SALUTE IN FRONT OF ADMIRAL HALSEY)

(Midway 0:42:12 – 0:42:29)

Analysis:

The bolded utterance is classified as Exercitive because Admiral Halsey is using his authority to promote Bruno Gaido on the spot. Bruno Gaido performed his bravery by shooting a Japanese plane that will hit the ship so the plane falls to other direction. Admiral Halsey then promotes Gaido. Halsey has the authority to appoint Gaido as he is the commanding officer in the ship. When Halsey appoints Gaido, he elevates Guido's individual status or position. As the utterance involves an

authority and makes an appointment (in this scene, the promotion of Gaido), the utterance is an Exercitive.

The function found in the utterance is Convivial. In the scene, Bruno Gaido bravely shoots an incoming Japanese aircraft. This leads Halsey, his commander, to be proud of him. As a reward, Halsey promotes Gaido. This promotion serves to reward Gaido and enhance the morale within the ranks.

Gaido then gives the admiral a salute as a symbol of gratitude and respect towards his superior. Instead of saying “thank you”, salutation is preferred as it is a tradition in the military, especially for enlisted personnel towards officers. The perspective is that the action honors the higher rank. In the scene, Bruno Gaido is an enlisted man and Admiral Halsey is a commanding officer.



Figure 4. Saluting

Data 5:

Situation context:

(A Japanese officer reported an enemy sighting to Admiral Nagumo. Nagumo then ordered him to rearm the planes so they will be able to fight ships.)

NAGUMO: We have to destroy the enemy fleet. Rearm the planes that were going to attack Midway with torpedoes and armor-piercing bombs.(1:25:43)

OFFICER: But sir, we will be vulnerable while we change weapons.

NAGUMO: Our fighters will keep us safe!

OFFICER: Yes! (WHILE BOWING BEHIND NAGUMO)

(Midway 1:25:43 – 1:25:53)

Analysis:

The bolded utterance is classified as Exercitive because Admiral Nagumo is using his authority to order his officer due to an enemy sighting. The officer then replied with telling that the ship will be vulnerable. Nagumo then insists that the fighters will keep them safe. The officer then obeys the order while bowing towards Nagumo. Due to the involvement of an authority from a superior, the utterance is an Exercitive.

The bolded utterance, “Rearm the planes that were going to attack Midway with torpedoes and armor-piercing bombs.”, is an example of Competitive. This is occurred because the utterance is an order given to a Japanese officer from Admiral Nagumo. In the scene, Admiral Nagumo is given a report of an enemy sighting. He then gives order to his officer. Furthermore, the utterance is a competitive.

After receiving the order, the officer then bow towards Nagumo. This action represents a culture of Japanese military discipline. The perspective of bowing is a respect for authority towards a person with higher rank.



Figure 5. Bowing

Data 6:

Situation context:

(A Japanese aircraft carrier has been heavily damaged. Before it sank, ship crews and officers gathered on the ship's deck. The commander, Admiral Yamaguchi, shares them a final briefing, gives his decision, and ordered them to leave the ship before he sunk with the ship.)

YAMAGUCHI: *You have all fought valiantly. But we must scuttle this ship so that it doesn't fall into enemy hands. The loss of this battle falls on the heads of your commanders, not you. **For this reason I have decided to go down with the ship.** I command you to carry on your loyal service to the Emperor. (1:59:26)*

(Midway 1:59:43 – 1:59:37)

Analysis:

The bolded utterance is classified as Commissive because Admiral Yamaguchi intended himself to sink with the ship after it was heavily bombed by the U.S. Navy planes. The decision of Admiral Yamaguchi represents an intention of what will he do in the future. The utterance shows an intention of an action in the future, so the utterance is a Commissive.

The utterance delivered uses collaborative function. The use of the function is supported with Admiral Yamaguchi tells his fellow ship crews his intention to sink together with the ship. His action is a providing information. Furthermore, the utterance is a collaborative.

Instead of evacuating with the ship's crews, Admiral Yamaguchi decided to go down with the ship. The decision he made has a relationship with culture. During crisis situations, the captain is expected to remain on board until all crew have evacuated safely. This tradition symbolizes sacrifice, loyalty, and leadership.

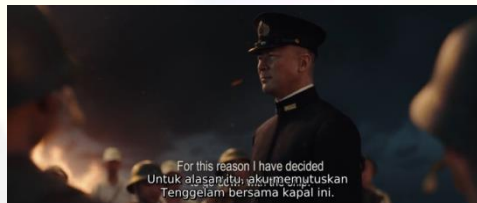


Figure 6. Decision to sink with the ship

Data 7:

Situation context:

(After they had returned from battle, Dick Best and McClusky reported to Admiral Spruance. After reporting, Spruance then gave Best an order to assign more pilots before flying again.)

SPRUANCE: ***Put the pilots you trust in any plane that can fly.** (1:48:22)*

BEST: *Yes, sir.*

(Midway 1:48:22 – 1:48:27)

Analysis:

The bolded utterance is classified as Exercitive because the speech delivered by Admiral Spruance indicates an order of what should Dick Best do. Admiral Spruance, uses his authority as a commanding officer. The classification of the speech is also supported by the structure of the utterance in which it begins with a verb, indicating that it is a directive in sentence. The utterance shows an order and the use of authority of the superior, furthermore, the utterance is an Exercitive.

The utterance performed by Admiral Spruance, "Put the pilots you trust in any plane that can fly" is a Competitive. In the scene, Admiral Spruance uses his authority as a commander to give an order to Dick Best. Since the utterance indicates giving order, the utterance is an example of competitive. As a respond to the order given by Spruance, Dick Best gives a salute. This practice is a culture in a military. Giving salute represents respect for the rank rather than the individual. Saluting is a sign of acknowledgment and recognition of authority or status, and showing honor to the chain of command.



Figure 7. Saluting

Data 8:

Situation context:

(Dick Best, Dickinson, and other U.S. Navy officers were gathering in a pub. They were going to honor their fallen friend, Lieutenant Pearce Roy, who was died in the attack of Pearl Harbor. Dick Best told stories about Roy and ended the story with a toast.)

DICK BEST: *To Roy. (toasting glass of whiskey)*

DICKINSON: *To Roy. (toasting glass of whiskey)*

OFFICERS: ***To Roy. (toasting glass of whiskey then drink)*** (0:32:06)

(Midway 0:32:03 – 0:32:07)

Analysis:

The bolded utterance is classified as Behabitive as the speech delivered by Dick Best shows a sympathy regarding to his fallen friend, Lieutenant Roy Pearce. The expression, “To Roy”, while toasting glass of whiskey, is done with Dick Best, Dickinson, and the rest of the officers to honor a fallen friend. The utterance contains a sympathy to a friend, so the utterance is a Behabitive.

The expression expressed by Dick Best and the officers is an example of Convivial. The utterance “To Roy” while toasting a glass in the scene indicates an expression of honor to a fallen soldier. This honor leads the utterance to be categorized as convivial.

In this scene, a culture element is shown by toasting a glass of drink for a friend who has passed away. This tradition is to honor a fallen friend by symbolizing sharing a drink with him, as if he was still alive and taking a sip.



Figure 8. Toasting

4. Conclusion

This writing analyses the use of illocutionary acts proposed by Austin, functions proposed by Leech contained in the dialogues of Midway movie, and cultures contained in the movie according to National Standards in Foreign Language Education Project in Prathoomthin (2009). This research uses Qualitative approach. data analyzed are dialogues that contain cultures in the movie. There are five kinds of illocutionary acts proposed by Austin which are used as theories in this research. They are verdictives, Behabitive, Commissive, Exercitive, and Expositive. Based on the 8 data found, 3 data are Behabitive, 1 data is Commissive, and 4 data are Exercitive. This writing shows that the purposes of utterances found in the movie are various based on what types of illocutionary acts found in the movie. In the dialogues, Behabitive is used by the characters to express their feelings, such as thanking and grumbling. Exercitive is also used in the dialogues to advise and appoint. Characters in the movie also use Commissive to express intention. The analysis indicates that only three types of illocutionary acts proposed by Austin are used in the movie dialogues which contain cultures. They are Behabitive, Commissive, and Exercitive.

Moreover, four kinds of illocutionary acts functions proposed by Leech are also used in the analysis. They are conflictive, convivial, competitive, and collaborative. However, according to 8 data found, 1 data is collaborative, 4 data are convivial, and 3 data are competitive. In the analysis, dialogues show competitive as they shows demands, collaborative as they show providing information, and convivial as they show positive value. Based on the analysis, it is concluded that only three of four functions of illocutionary acts proposed by Leech are found in the dialogues that contain culture. They are convivial, competitive, and collaborative.

In this comprehensive research study, the scope extends beyond merely delineating the kinds and functions of illocutionary acts. Alongside this exploration, the analysis delves into the rich tapestry of various cultures depicted within the movie. There are three kinds of cultures, they are products, practices, and perspectives. Based on the 8 data found, 8 data are practices, 0 data is products, and 8 data are perspectives. The cultural nuances prevalent in the film encompass a range of practices, including the profound symbolism of bowing, the camaraderie embodied in toasting, the ritualistic significance of sharing a flask drink, the displays of respect through saluting, and the monumental decision-making process exemplified by choosing to sink with the ship. These practices also share perspectives as the background of the practices.

Finally, with the analyzed dialogues, this research is hoped to provide contribution to the readers in expanding knowledge about the use of illocutionary acts types and functions. This is also hoped to provide support as a reference to learn further about illocutionary acts or similar topic. The researcher hopes that through this research, the study about illocutionary acts will be kept continue.

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