

ILLOCUTIONARY ACTS USED IN THE DISNEY MOVIE THE GOOD DINOSAUR

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Abstract

This study aimed at finding the types of illocutionary acts and describing the meaning of illocutionary act used in the movie The Good Dinosaur. This study used the theory of Searle (1998). This research used descriptive qualitative method and the data collection method was documentation. The object of this research was all conversations in the movie The Good Dinosaur that contain types of illocutionary acts. The result of this research, was were 52 utterances as illocutionary acts. There were four types of illocutionary acts found in the movie namely: 19 assertives, 17 directives, 8 commissives, and 8 expressives. There was also found that each utterance of illocutionary act had the different meanings based on the context of the story. From the results of this study, it can be seen that illocutionary acts are widely used in daily life. Therefore, understanding the meaning of illocutionary acts is very important for smooth communication. It is hoped that this research can help English teachers to be able to improve their ability to communicate effectively and understand other cultures so that they can teach students how to use appropriate language, as well as English language learners to be able to better understand the context in speaking.

Keywords: *Illocutionary Act, Good Dinosaur; Movie*

Abstrak

Penelitian ini bertujuan untuk menemukan jenis-jenis tindak ilokusi dan mendeskripsikan makna dari tindak ilokusi yang digunakan dalam film The Good Dinosaur. Penelitian ini menggunakan teori Searle (1998). Penelitian ini menggunakan metode deskriptif kualitatif dan metode pengumpulan data adalah dokumentasi. Objek penelitian ini adalah semua percakapan dalam film The Good Dinosaur yang mengandung jenis-jenis tindak ilokusi. Hasil dari penelitian ini, terdapat 52 ujaran sebagai tindak ilokusi. Terdapat empat jenis tindak ilokusi yang ditemukan dalam film tersebut yaitu: 19 asertif, 17 direktif, 8 komisif, dan 8 ekspresif. Ditemukan juga bahwa setiap



ujaran sebagai tindak ilokusi memiliki makna yang berbeda berdasarkan konteks cerita. Dari hasil penelitian ini, dapat dilihat bahwa tindak ilokusi banyak digunakan dalam kehidupan sehari-hari. Oleh karena itu, memahami makna tindak ilokusi sangat penting untuk kelancaran komunikasi. Diharapkan penelitian ini dapat membantu para pengajar bahasa Inggris untuk dapat meningkatkan kemampuan mereka dalam berkomunikasi secara efektif dan memahami budaya lain sehingga dapat mengajarkan siswa bagaimana menggunakan bahasa yang tepat, serta pembelajar bahasa Inggris untuk dapat lebih memahami konteks dalam berbicara.

Kata kunci: Tindak Ilokusi, film *The Good; Dinosaur*

A. Introduction

Language is a powerful tool that can be used to achieve a variety of goals. It is important to be aware of the potential impact of our words, and to use them responsibly. Vanderveken and Kubo (2001:100) said “Language is itself an institution, and it is sufficient to empower speakers to perform such declarations as promising to come and see someone or ordering someone to leave the room”. Based on that statement, in speaking language there must be a meaning and purpose that you want to convey to the listener.

When people talk to each other, they are using language to perform actions. For example, we can use language to request, order, thank, promise, refuse, state something, as a fact, or treat someone in a certain way. In speaking in everyday life, there are times when the purpose of our speech is to ask someone to do something or have to do it. Therefore, the recipient of the speech must be able to understand the meaning of the

speaker’s language by understanding the context and situation when the speaker speaks.

To have successful communication, people need to be able to understand what the speaker means. To do this, they need to consider the context of the utterance, or the situation in which it is spoken. The study of how people use language in context is called pragmatics. Pragmatics is a subfield of linguistics that deals with the study of language in context, focusing on how people use language in real life situations to convey meaning effectively, as O’Keefe, Clancy, and Adolphs (2011:3) said “pragmatic can be defined as the study of the relationship between context and meaning”.

Context is essential for understanding the speaker’s intended meaning and the social impact of their words. There are several definitions about context. Mey (2001:41) “context is about understanding what things are for; it also what gives our utterances their true pragmatic meaning and allows them to be



counted as true pragmatic acts".
Yule(1996:21) "context is simply means the physical environment in which it is uttered".

According to Cutting (2002:4-5) stated that there are three sorts of contexts:

- a. Situational context: the immediate physical copresence, the situation where the interaction is taking place at the moment of speaking.

Example:

A male lecturer from London is explaining a mathematical problem to a male Pupil from London, named Berkam:

Lecturer : forty-nine? Why do you say forty-nine?

Pupil : Cos there's another one here.

Lecturer : Right, we've got forty-nine there, haven't? but there's two, okay? Now, what is it? That we've got two of? Well, let me give you a clue. Erm, this here is forty, that's four tens, four tens are forty.

- b. Background knowledge context

The second type of context is that of assumed background knowledge. This can be either:

- 1) Cultural general knowledge that most people carry with them in their minds, about areas of life.
- 2) Interpersonal knowledge, specific and private knowledge about the history of the speakers themselves.

Example:

Her : How are you?

Him : Ok

Her : Did you have friends in and get a video last night?

Him : Oh, I had friends in but we just watched a title TV

Her : All right

Him : That was great, how do you feel?

Her : Ok

- 3) Co-textual context

Co-textual refers to the what they know about what they have been saying.

Speech act is an action that is performed by saying something. Speech acts can be used to make statements, ask question, give commands, make promises, make apologies, and so on. Speech acts are performed in a context, and the meaning of a speech act is determined by the context in which it is performed. For example, the utterance "can you pass the salt" can be used to make a request, a suggestion, or even a joke, depending on the context in which it is spoken. There are three categories of speech act. According to Austin (1955:102-103), "linguistics fall into three categories, which he called 'locutionary', 'perlocutionary', and 'illocutionary' acts.

Illocutionary acts are the actions that perform with our words. They are the things that we do when we say something, such as



making a statement, asking a question, or giving a command. Illocutionary acts are determined by the speaker's intentions and the context in which the utterance is produced. For example, the illocutionary act of the utterance "can you please pass the salt?" is a request.

Perlocutionary acts are the effects that our words have on the listener. They are the changes that we bring about in the world with our speech. Perlocutionary acts can be intended or unintended, and they can be positive or negative. For example, the perlocutionary act of the utterance "I am hungry" maybe that the listener offers the speaker food. The perlocutionary acts of the utterance "can you please pass the salt?" maybe that the listener passes the salt to the speaker. However, the perlocutionary effect of a speech act is not always predictable or intended. For example, if the speaker says "can you please pass the salt?" to someone who is already holding the salt shaker, the perlocutionary effect maybe that the listener feels annoyed or frustrated.

Understanding the locutionary acts helps us to observe how word are uttered , illocutionary act help us to grasp the meaning or intention behind the utterance, and perlocutionary acts includes the responses or impact generated by the communication. From the three categories above, researcher focused on the illocutionary act.

The three categories of speech acts are useful ways to understand how language works to communicate meaning and achieve communication goals. By understanding the different types of speech acts, we can communicate more effectively and better understand the intentions of others. From the three categories above, researcher focused on the illocutionary act.

Illocutionary acts are actions performed by speakers through utterances that convey a specific communicative intent, such as warning, thanking, congratulating, or advising. These actions are interpreted and responded to by the hearer, who completes the illocutionary act. In communications, people use their own unique way of speaking, which can lead to misunderstandings. It is therefore important for people to understand the meaning of utterances when they are delivered. When a speaker says a sentence, it does not always have the same meaning as the literal meaning of the words. Instead, the illocutionary act of the utterance is what the speaker means to convey. The illocutionary act can be understood by the hearer if they are aware of the context in which the utterance is made and the speaker's intent.

There are also other types of illocutionary acts, according to Searle (1998: 148-150) namely: (1) Assertives, is to commit the hearer to the truth of the proposition. It is to present the proposition, as representing a state



of affairs in the world. Example statements, descriptions, classifications, explanations. For example: he looks at the sky and says “the day be raining and we must go now” (2) directives is to try to get the hearer to be have in such a way as make his behavior match the proposition content of directive. Examples of directives are orders, commands, and requests. For example: He put his bottom at the adge of chair “why do you come late?” he bent his body towards me. (3) Commisives is a commitment by the speaker to undertake the course of action represented in the propositional content. Examples of commisives are promises, vows, pledge, contracts, and guarantees. For example: She stands beside her mother in kitchen “I promise to pay you the money”? (4) Expressives is simply to express the sincerity condition of the speech. Examples of expressives are apologies, thanks, congratulations, welcomes, condolences, for example: I receive a letter from my father. “thank a lot” I say to the post men. (5) Declaratives is to bring about a changed in the world by representing it as having been changed. Performatives as well as other declarations create a state of affairs just by representing it as created. The favorite example are utterances like “I pronounce you man and wife”, war is here by declared”, “you and fired”, and “I resign”.

Illocutionary acts are common in our daily lifes. Some utterance are meant to get the hearer to do something, depending on the context . these utterance must be understood and interpreted in order from communication to be successful. Illocutionary acts are used not only in spoken communication, but also in written forms such as newspapers, literature, and movie dialogue. Movie dialogues can be object of study for analyzing illocutionary acts. The importance of language and communication in the world of movies can not be ignored. movie is powerful medium for telling stories, developing characters, and stimulating emotions of the audience. In this context, aspects of language and communication, particularly illocutionary, play a key role in shaping the viewing experience. People watch movies all the time, but some people may not understand the meaning behind the utterances and let them go by without thinking about them. This is where studying illocutionary acts can be helpful.

Movie or motion picture is a visual art form that uses moving image to tell a story, convey a message, or record events. Movies are often used as a means of entertainment, education, artistic expression, and storytelling across various genres and formats. Movies often contain linguistic elements, including illocutionary acts which are the ways characters in the movie speak and



communicate in various situations to achieve specific communicative goals.

Researcher used the movie "The Good Dinosaur" as an object of this study because in this movie there are many dialogs by each character that interacted with each other. The film features characters with different backgrounds, personalities, and goals. This provides an opportunity to analyze different types of illocutionary acts in different communication contexts.

B. Research Method

The design of this research was descriptive qualitative approach. The qualitative approach is employed by the researcher since in this study every information described by compiling the statements made by every character during the entire dialogue in The Good Dinosaur Movie. Since the researcher found phenomena or statements made by each character involved in the illocutionary act as well as the forms of illocutionary acts found in the movie The Good Dinosaur this investigation is also included in the category of phenomenological research. Technique of data collection in this study is documentation.

Documentation in data collection is the process of recording and storing important information about the data collected. In analyzing data, researcher used theory from Creswell (2009:185-189) which says that that

are several steps of analyzing data: (1) Organize and prepare the data for analysis. In the first step, the researcher prepares the movie "The Good Dinosaur" which has been watched repeatedly and provides the film script that has been printed. This stage is useful to facilitate researcher in analyzing each illocution acts in the movie. (2) Read through all the data. The next step is to ascertain whether the data obtained is in accordance with the needs of the researcher. The method used by the researcher is to read the entire script while watching the film "The Good Dinosaur" to ensure that the script matches the dialogue in the film so that the data analysis stage can be continued. (3) Begin detailed analysis with a coding process. To start the analysis process, the researcher reread the script while coding each illocutionary act utterance found. The researcher gave a different code to each different type of illocutionary act. This is done to facilitate the researcher in grouping the types of illocutionary acts. (4) Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. After coding the script of the film "The Good Dinosaur", the researcher conducted more in-depth research by re-watching the film while paying attention to the codes that have been carried out by analyzing the patterns and relationships between coded and categories, for example



how the river setting affects the character's reflection in the film or how Arlo's age setting and his relationship with his family. (5) Advance how the description and themes was be represented in the qualitative narrative. In this stage, the researcher grouped each type of illocutionary act in a table which includes the type of illocutionary act and the background of the story to clarify the context of the speech. (6) A final step in data analysis involved making an interpretation or meaning of the data. In this last step, the researcher combined all types of illocutionary acts in a table that was be neatly arranged according to the sequence of scenes in the movie "The Good Dinosaur" and included the types of illocutionary acts and the context of the story. Thus, the researcher provided an explanation of the meaning of the utterance.

C. Research Finding and Discussion

At this stage, the researcher has analyzed the utterances in the movie "The Good Dinosaur" by focusing on the speaker's intended meaning behind their words, known as illocutionary acts. Based on theory of Searle (1998:148-150) which categorizes speech acts into five types: assertives, directives, commissives, expressives, and declaratives. The researcher analyzed the whole utterances in the movie The Good Dinosaur, and found 52 utterances which were categorize as illocutionary acts.

The movie The Good Dinosaur includes four illocutionary types including 19 assertives, 17 directives, 8 commissives, and 8 expressives. These utterances have their own meanings that make the listeners believe in the truth of their understanding.

For the type of assertives, the researcher found 19 utterances which are divided into three kinds: 9 are statements, 2 are descriptions, and 8 are explanations. No classifications were found in the utterances. For examples;

- 1). *Poppa, Henrietta is the worst one in the coop.* In this sentence "*Poppa, Henrietta is the worst one in the coop*" is statement. Arlo, who had been running scared because he was chased by a chicken, told Poppa that the chicken was the scariest thing in the coop.
- 2). *Alright cluckers, you're about to ger fed.* In this sentences "*Alright cluckers, you're about to ger fed*" is statement. Arlo was determined to finish the job, so he boldly entered the cage and emphasized to the ungags that he would give them food.
- 3). *You're me and more.* In this sentence "*You're me and more*" is a statement. Poppa reassured Arlo that he was just like Poppa who was strong and brave enough to face problems and that Arlo was even better than him.

For the type of directives, there are 17 utterances divided into three kinds, namely orders, commands, and requests. The researcher found 2 orders, 13 commands, and 2 requests. For examples;

- 1). *Whoa, the river is not something to mess around with there.* In this sentence “*Whoa, the river is not something to mess around with there*” is order. Poppa, who caught Arlo running, reminded Arlo to be careful and not to run around the river because it would be very dangerous.
- 2). *Hey kid, head ‘em off before those longhorns split!* In this sentence “*Hey kid, head ‘em off before those longhorns split!*” is command. Butch told Arlo to help direct the cattle so they wouldn't get separated.
- 3). *Buck, get back to Buck fumes.* In this sentence “*Buck, get back to Buck fumes*” is command. Momma tells to Buck to stop play and do her job.

For the type of commissives, there are 8 utterances which are divided into four kinds, namely promises, pledges, contracts, and guarantees. There are 2 utterances of promises, 2 utterances of contract, and 4 utterances of guarantees. In this movie there are no utterances that are vows and pledge. For examples;

- 1). *Don't worry momma. I won't let us starve.*
In this sentence “*Don't worry momma. I won't let us starve*” is promise. Arlo promised his mother that he would work harder so that they wouldn't run out of food in the winter
- 2). *Now hold on. It's not that easy, you gotta earn your mark by doin' something bigger than yourself.* In this sentence “*Now hold on. It's not that easy, you gotta earn your mark by doin' something bigger than yourself*” is contract. Poppa want children do something bigger first before they earn them mark.
- 3). *When that critter's takin' care of, you'll put your mark on the silo, right next to mine.* In this sentence “*when that critter's takin' care of, you'll put your mark on the silo, right next to mine*” is contract. Poppa expects Arlo to do a good job, so he promises that if Arlo completes the work he gives him, Arlo can put his mark next to his father's.

For expressives, there are 8 utterances which are divided into three kinds, namely apologies, thanks, and congratulations. There are 1 apologies, 1 thanks, 3 congratulations and 3 welcomes. There is no condolence in there. For examples;

- 1). *Thanks. I sure appreciate you lookin' out for me.* In this sentence “*Thanks. I sure appreciate you lookin' out for me*” is



thank. Arlo thanks the tyrannosaurs for helping him find his way home.

2). *You earn your mark sweetheart.* In this sentence “*You earn your mark sweetheart*” is congratulation. Momma appreciates Buck's achievement as he has earned his mark.

3). *You a little sneak. Hello Libby.* In this sentence “*you a little sneak. Hello Libby*” is welcomes. Libby, who had just hatched, immediately slipped onto her mother's back, then her mother took her off her back and welcomed her by defining Libby's behavior and saying her name.

From the findings of 52 illocutionary speech acts, it is found that the dominant type of assertive is assertive as many as 19 utterances.

This study discusses the types of illocutionary acts and the meaning of illocutionary acts spoken by each character in the movie *The Good Dinosaur*. The researcher used Searle's theory which reveals that illocutionary is divided into five types, namely assertives, directives, commissives, expressives, and declaratives. In this research, *The Good Dinosaur* movie only has four types

of illocutionary which are assertives, directives, commissives, and expressives.

Each utterance of the four illocutionary types above has its own meaning. Researcher saw the meaning of utterances based on context which is based on the situation, participants or background of the conversation. the situation of Arlo and friends who are in trouble, they must be able to understand every utterance uttered by others so that no problems occur. there are also a group of birds of prey who chase them and trick them with words, therefore Arlo and friends must be able to recognize who is talking to them. Therefore, knowing the meaning of speech is very important for Arlo and friends in completing their mission.

D. Conclusion and Suggestion

The researcher found that *The Good Dinosaur* movie uses a lot of illocutionary acts. Based on searle's theory, there are five types of illocutionary acts namely assertive, directive, commissive, expressive, and declarative. However, in this movie there are only four types of utterances namely assertive, directive, commissive, and expressive. Declarative type is not found in the movie.

From this study we can also see that in every utterance we have a meaning based on context. The dangerous situation Arlo and his friends faced made them use the right



language so that the meaning of the words could be understood properly. In other words, their ability to convey words and understand the meaning of an utterance is crucial to completing their mission.

Based on the research finding, the researcher give some suggestions were contribute for next researchers, English student, and English learner. The researcher hopes that this research will be helpful to future researchers who may undertake similar studies on illocutionary acts. Additionally, the researcher hopes that this research will provide students studying speech acts, particularly illocutionary acts, with insightful knowledge.

The researcher expects that this study will serve as a resource for students studying speech acts, particularly illocutionary acts. The researcher recommends that a future study expand on this research by providing a more comprehensive explanation of illocutionary acts in movies and other literary works.

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