

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. The Definition of Pragmatic

There are so many definitions of pragmatics, According Gibson's pragmatics is the science of language seen in relation to its users. The science of language as it is used by real, live people, for their own purposes and within their limitations and affordances.

According to Abd. Syukur Ibrahim, that pragmatics: first related to the use of language in communication. Second, in the use of language depends on the context. The use of language in communication involves speakers and speech partners. The speaker in conveying something is the same as wanting the intention so that the speech partner responds to the speaker's speech as a reason to believe that the speaker has an attitude ¹

There are kinds of pragmatics by George Yule ²

a. Pragmatic is the study of speaker meaning

The study of meaning as it is conveyed by a speaker (or writer) and understood by a listener (or reader) is the focus of pragmatics. Thus, it involves analysing what individuals mean when they speak rather to simply determining what the words or phrases signify on their own.

b. Pragmatics is the study of contextual meaning

The interpretation of what individuals mean in a given situation and how the context affects what is said is a necessary component of this type of research. It necessitates thinking about how speakers' structure what they wish to say in light of who they are speaking to, where they are speaking, when they are speaking, and under what circumstances.

¹ Agus Yuliantoro, *Analisis Pragmatik*, Unwida Press, Klaten, (2020) pg.

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² Maria Olivia Christina Sianipar, "An Analysis of Pragmatics Presupposition in Maturity Episode on Golden Ways Show," *SALTeL Journal* (Southeast Asia Language Teaching and Learning) 3, no. 2 (2020) 51 – 57, <https://doi.org/10.35307/saltel.v3i2.56>

- c. Pragmatics is the study of how more gets communicated than is said

This method also necessarily examines how listeners can make inferences meaning from what is said in order to determine what the speaker meant. This type of study explores how great deal of what is unsaid is recognized as part what is communicated. We could describe it as the study of hidden significance.

- d. Pragmatics is the study of expression of relative distance

This perspective then raises the question of what influences the choice between the said and unsaid. The concept of distance, whether it be physical, social, or intellectual, implies shared experience, and this is the fundamental response. Speakers determine how much needs to be based on the premise that the audience is the study of how relative distance is expressed is known as pragmatics.

The researcher concluded that pragmatics is the study of meaning that varies depending on the context in the following paragraphs. It can communicate information about people's intended meaning, goals, and behaviours.

2. Scope of Pragmatics

a. Deixis

Deixis focuses in analysing word, phrase and or utterances which directly relates to a person, time, place, social and discourse. According Levinson's³ explain that deixis concerns the ways in which languages encode or grammaticalize features of the contexts of utterance or speech event, and thus also concerns ways in which the interpretation of utterances depends on the analysis of that context of utterance. Mention in the previous section in which there are five types of deixis, that are person deixis, spatial deixis, time deixis, discourse deixis, and social deixis.

³ Levinson,S.C, *Pragmatic – Cambridge*: Cambridge University pages) 1983.

Example using from Person Deixis in the grammatical categories:⁴

- 1) *I'm gonna move to Zootopia*
- 2) *She reaches for a hidden ketchup bottle*
- 3) *He bared his teeth first.*

b. Presupposition

Presuppositions are alleged or estimate in the process of communication between speakers and opponents said, however, the speakers considered that opponents said would also understand what is meant or at the assumption by the speakers.⁵

Types of presupposition by George Yule:⁶

1) The existential presupposition

Existential presupposition is the assumption that something exists not only in the present tense of possessive constructions but also, more broadly, in any definite noun phrase. It meant that, the speaker assumes to the existence of something the entities named. For example, when a speaker says "Jason's car is new", we can presuppose that Jason exists and that he has a car, also when someone says "Adam's dog is cute", we can presuppose that Adam exists and he has a dog.

2) The factive presupposition

Factive presupposition is assuming something true which followed by some verb such as "know", "realize", "regret". Factive meant that something that happened but the speaker did not realize it and it also could be true. Example:

I am glad that it's over >> It's over.

3) The lexical presupposition

Lexical presupposition is the use of particular expression by speaker which takes to

⁴ I Wayan Budiarta & Rahmat Gaho, "Deixis Analysis on Zootopia Movie Script: A Pragmatic Study" IJOTL-TL (2021,September), 6(3): 261-274. DOI: [10.30957/ijotl-tl.v6i3.682](https://doi.org/10.30957/ijotl-tl.v6i3.682).

⁵ Riskiana Widi Astuti, Herman J Waluyo, and Muhammad Rohmadi, "The Value of Presuppositions in the Animated Film Nussa And Rara (A Study of Pragmatics)," SEWORD FRESSH 2019, April 27 ,

⁶ George Yule, *Pragmatics* .(New York: Oxford University Press).

presuppose another concept. It meant that the speaker could act as if another meaning or word would be understood. Example :

Wahyu stopped smoking >> He used to smoke.

4) Structural presupposition

Structural presupposition can lead the hearers believe that the information presented is true, rather than preposition that asking the question. This kind of presupposition is just like to persuade the people to believe what the speakers say, from the utterance, it does not make asking the question.

Example:

When did he leave? >> He left.

5) A non factive presupposition

Non-factive presupposition is assuming something not to be true. It meant that the assumption by the speaker is not true, but they still assume something. This presupposition is followed by some verbs, such as dream or imagine that not real. Non factive presupposition also can be called as assuming in imaginary. Example:

I dreamed that I wash rich >> I was not rich.

6) The counter factual presupposition

The meaning in counterfactual presupposition was the opposite from the actual. It meant that something assumed was opposite from what was true. This presupposition is presupposing the information in if clause. Example:

Where did you buy the book?>> you bought the book.⁷

c. Implicature

Implicature is a concept of utterance meaning as opposed to sentence meaning. As discussed previously, conversation may include two or more persons. Both speaker and listener should cooperate

⁷ Luciyana, “ *An Analysis of Presupposition in the Fault in our Stars Movie: Pragmatics Approach*”, (thesis, Putera Batam University). 10- 11.

with each other to understand the implicit meaning or the implicature. According Yule⁸ states, implicature is an additional unstated meaning that has to be assumed in order to maintain the cooperative principle. There are three categories under one or another of which will fall certain some maxim and sub maxim. Maxim quantity, Maxim quality, Maxim manner.⁹

In a conversation, the speaker adheres to the maxim or chooses not to participate in the conversation. Rejecting or violating this maxim is what causes the emergence of conversational implications in speech. Researcher will explain and give examples of each maxim.

Maxim Quantity

Edward : So, how come Jacob Black gets to give you a gift but I don't?

Bella : Because I have nothing to give back to you.

Edward : Bella, you give everything just by breathing.

Bella : See? Thankyou. That's all want.

At the time, when Edward and Bella were walking to the class, Edward said that he did not give Bella a gift in her birthday. Bella answered, the reason was that she had nothing to give back to Edward. Then Edward said again, "Bella, you give me everything just by breathing". The statement had implied meaning. Edward should explain clearly how Bella could give him everything just by her being alive. The conversation had a deal with maxim of quantity which Edward did not give complete information.¹⁰

Maxim Quality

A: Where have you been?

B: I have been to the Muria Hotel

Based on the conversation above, it can be said that the speaker B tells the information as informative as required. Maxim of quality is one of maxims which

⁸ George Yule, *Pragmatics* .(New York: Oxford University Press).

⁹ Eka Prastyaningsih, Ratri Hariti, "The Analysis of Conversational Implicature in New Moon Movie", *Salience Journal* 1(2), November 2021., 62-63

¹⁰ Eka Prastyaningsih and Ratri Harida, "The Analysis of Conversational Implicature in New Moon Movie ", *Salience Journal* 1(2), November 2021., 64

expects the speaker to deliver information based on the fact or evidence.. The speaker is not allowed to lie to the addressee in this maxim.

Maxim Manner

A: What do you want to eat?

B: I want to eat fried rice.

Based on the conversation above, it fulfills the maxim of manner because the speaker's answer is clear and not ambiguity. Maxim is flouted if the speakers disobey the rule of the maxims. In this case, four maxims which have been mentioned in the previous explanation can be flouted by the speakers. The explanation of those flouts are as follows.¹¹

d. Politeness

Politeness is a form of kind action carried out by someone towards another person, such as a form of politeness or politeness towards an elder. There are 3 types of politeness in English, namely *would*, *could* and *Might*. *Would* is the past form of *will*, but *would* is not only used for past sentences but also expresses politeness example "*Would you help me?*". *Could* is a form of the past tense of *Can*, but it does not only identify the past example *Could they do it?*. *Might* also included in the past tense form, *might* can also be used to convey politeness, *Might* comes from the word *May*, Example *might I sleep now ?*.

In Persian, *adab* (politeness) is defined as the knowledge by which man can avoid any fault in speech, according to Dehkhoda dictionary. Jorjani, however, extends the realm of politeness to the knowledge of any affair through which man is able to abstain from any kind of fault which would result in a peaceful and brotherly relationship among people.¹²

¹¹ Syafryadin, Dian Eka Chandra Wardhana, Eka Apriani, and Noermanzah, "*Maxim Variation, Conventional and Particularized Implicature on Students' Conversation*", International Journal of Scientific & Technology Research Vol 9, Issue 02 February 2020. 3270-3271.

¹² Mohen Shahrokhi, Farinaz Shirani Bidabadi, "*An Overview of Politeness Theories : Current Status, Futere Orientations*". American Journal of Linguistics 2013, 2(2): 17-27 , 17.

e. **Speech act**

Speech acts are utterances that serve a purpose in communication. Pragmatics includes the subcategory of speech activities. Speech acts are a combination of speech and acts. It is intended that act refers to activity and speech refers to utterances. Theorists of speech acts attempt to describe what people say when they speak. For instance, a speaker may say "Shut the door," The speaker issues an order and also anticipates that the listener will I go to shut the door after recognizing the speaker's intention. Speech acts are deeds carried out by speakers use phrases when they speak.

This idea shows that when people communicate, they not only produce sounds or words with grammar, but they also carry out a variety of other tasks. throughout the speaking process, actions. According Yule A speech act is another action brought about by utterances, and it is commonly described as a request, an expression of regret, an invitation, a compliment, or a promise. In their daily lives, people use utterance phrases to act after they speak. and demonstrate something by using their body, such as their fingers, head, hands, eyes, etc.¹³

3. **Theories of Speech Act**

a. **Definition of Speech Act**

Speech act is the term used in the study of language to describe what people do when they speak. Speech act refers to speech that is spoken. Speech acts are activities that are displayed through speech, according to George Yule, Speech acts are actions that are displayed through speech. It means that, using speech act we will study how we can understand the speaker's meaning from what they are saying. Furthermore, Simbolon says, "Speech act can be defined as act which the speaker intends to his or her

¹³ Muji Dwi Indrayani, Rahmawati Sukmaningrum , and Ajeng Setyorini, "An Analysis of Directive Speech Act Used in Little Women (2019) Movie", The 2nd Undergraduate Conference on applied Linguistics, Linguistic, and Literature Vol. 2(1), August, 2022. 136

hearer by express their selves in producing utterances”.¹⁴

Based on the explanation, The researcher can conclude that one area of linguistics called speech act studies how we might deduce a speaker's meaning from what they are saying by doing something. In other terms, a speech act is an utterance in which there is an action. The speaker not only speaks, but also acts.

b. Types of Speech Act

Action performed by producing the utterance will consist of three related acts. It is appropriate with Austin a cited Yule book that isolates three basic senses in which in saying something one is doing something.¹⁵

There are several types of speech acts in pragmatic studies, according Yule The following are included as speech acts:¹⁶

1) Locutionary Act

Locutionary act is the basic act of utterance, or producing meaningfully linguistic expression. In other words, locutionary act can be defined as the act of making meaningful utterance and using a referring expression. The speaker usually uses the identifiable expression to produce a meaningful expression to the hearer. Every utterance expressed is meaningful and understandable so the utterance will be identified further to decide if it is illocutionary act or perlocutionary act. The speaker who tongues tied cannot speak properly so he or she failed making locutionary act because the language is not understandable.

Example: *Please come to my birthday party.*
This is an example of locutionary act of inviting.

¹⁴ Isra Mariana Harahap, Asriani Hasibuan and Nina Nurbaidah, “An Analysis Of Speech Act Used In Habibie & Ainun Movie Script” Jurnal Liner, Institut Pendidikan Tapanuli Selatan, Vol.5 No. 3 (2022)

¹⁵ George Yule, *Pragmatics* .(New York: Oxford University Press),.48

¹⁶ Ehsan Namaziandost, Arash Hashemifardnia and Syed Esmail Hosseini, “A Survey of High Schools English Textbooks in Terms of Using Varying Types of Speech Acts”, Applied Linguistics Research Journal, ALR Journal 2019;3(4):24-32. <https://doi:10.14744/alrj.2019.74429>

2) Illocutionary Act

Illocutionary act is a complete speech act, an act of doing something which means, the specific purpose of the speaker's intention in mind such as promising stating, commanding, denial, prediction, request, confirming, etc. Then Yule said that we form an utterance with some kind of function in mind. It means in every utterance that stated by speaker then action is performed. It can be concluded that locutionary act is the original meaning of the sentence without context influences, it means context hasn't got connection between the meaning and where/when the utterance is stated. For example, *I buy a car*, the meaning of that utterance is *I buy a car* of the literal meaning.¹⁷

This study uses the speech art theory from Searle, especially the illocutionary act. The five classifications of illocutionary acts that Searle develops are as follows:¹⁸

a) Representative

Representative is a type of speech act in which the speaker states or expresses what he or she believes to be true or false. It reveals the underlying condition of the utterance's. Examples include concurred, denied, affirming, alleging, announcing, believing, boasting, complaining, concluding, forecasting, informing, insisting, predicting, reporting, and suggesting. For example, *"I'm a good guy"* indicates that the speaker is attempting to convince the listener that he or she is a good guy.

b) Directive

A directive is a speech act used by speakers to persuade others to take action. It is

¹⁷ Rani Violeta, *"Speech Acts Analysis of The Main Character in Maleficent Movie Script By Jane McTee"*, (thesis, UIN Raden Intan Lampung), p. 13.

¹⁸ Raviona Annida, Bahing and Joni Bungai, *"An Analysis of Speech Act in Award-Winning Short Movie (The English Teacher -2020)"*, (Journal on Education Vol 05 No 04 2023), 16220- 16221.

condition when the speaker asks the listener to take action or reveal certain circumstances or affairs. Directive illocutionary act used by the speaker to compel another person to act. Directives to show commanding, ordering, requesting, warning, suggesting, inviting, and etc. for example, because the bedroom was mess. Mom said to ella "*clean it up!*" it's mean that Ed commanding ella to clean up the bedroom.

c) Commissive

Commissive is a type of speech act used by speakers to make a commitment to do something in the future. Searle is quoted in Yule. The passive voice conveys the speaker's intent. This category includes an offer, a vow, a swear, a threat, and a volunteer. For instance, "I will come to your home tonight" indicates that the speaker intends to visit the hearer at night when the utterance is spoken. Therefore, the speaker promises to visit the speaker's residence at night. The prevalent term for this speech act in simple English is promised. It indicates what the speaker must accomplish in the future.

d) Expressive

Speech activities that express the speaker's emotions are considered expressive. It's a way to put into words feelings like happiness, sadness, joy, and everything in between. They are about the speaker's experience and might be brought on by either the speaker or the listener. Expressions like this include apologizing, blaming someone, commiserating, applauding, ridiculing, forgiving, praising, thanking, and welcoming someone. Examples are "*I'm sorry,*" "*I like it,*" and "*Thank you.*" The speaker's emotions towards the situation are illustrated by the instances given.

e) Declarative

A declaration is an illocutionary act with the potential to effect positive change in the

external world. Declarative speech, according to Yule. Declarative statements have the power to alter reality just by being spoken. Any given circumstance can be thought of as a "change" in this context. Transferring someone's or something's ownership is an example of this. Words like "adjourn," "appoint," "baptize," "christen," "declare," "communicate," "name," "resign," "punishment," and "veto" appear in the declaration. If a priest were to proclaim, "I declare you husband and wife," This utterance by a priest to declare a man and a woman marriage and become a husband and wife.

3) Perlocutionary Act

Perlocutionary act is the reaction of the hearer, the consequences of saying something, intended or not. The effect after the speaker says something to the hearer, an act is performed as a reaction. The action of the hearer depends on what the speaker says. The effect may be actions, thoughts or feelings. Example: There is something walking on your hair. These utterances may cause a panic situation to the hearer. This perlocutionary act is to cause an emotional and panic situation. Example *Hey, you've just won a match!* This utterances of perlocutionary act may cause a happy and shocking situation to the hearer.

c. Function of Illocutionary act

In terms of the function of illocutionary speech acts, Leech¹⁹ stated that illocutionary speech acts have a function in everyday life. Based on how it relates to social goals in determining and maintaining feelings and attitudes of respect. Meanwhile, the function of illocutionary speech is divided into four types, namely, competitive, convivial, collaborative, conflictive.²⁰

1) Competitive

¹⁹ Geoffrey Leech, *Principles of Pragmatic*, Longman Singapore Publisher Pte Ltd, Singapore 1983.

²⁰ Kusumaningsih, *Tindak Tutur Ilokusi dalam Film Hors de prix karya Plerre Salvadori*, (Thesis, Universitas Negeri Yogyakarta (2016)).

The function of this speech is speech that has no manners because its aim competes with social goals. An utterance can be said to be impolite if the utterance is capable of causing inconvenience, distress and harm to the person being spoken to. According to Leech, the competitive function has a goal, namely competing with social goals. In the competitive function, the elements contained in this speech are devoid of politeness and manners. For example, commanding, requesting, demanding, begging and so on.

2) Conviviality

The convivial function is speech that displays politeness. Politeness in this speech has a more positive form in seeking various opportunities to be respectful. This function coincides with social goals. For example, offering, inviting, welcoming, greeting, thanking and congratulating.

3) Collaborative

Collaborative function is speech that does not involve politeness because this suggestion is not related to politeness. For example, reporting, announcing, instructing and ordering

4) Conflictive

The function of conflictive speech has a goal that is contrary to social goals. This statement has no manners because its aim is to cause anger. For example, threatening, accusing, cursing, swearing, reprimanding, reviling and scolding.

4. Theories of Movies

a. Definition of Movie

According to Thomson, movie also called a film, motion pictures, moving picture, or photo play is a series of still images that, when shown on a screen, create the illusion of moving images. This optical illusion causes the audience to perceive continuous motion between separate objects viewed in rapid succession. Movie is not only a form art and

expressions, movies also provide a promising career opportunity.

Because movie industry is one of the biggest industry in the world this industry has produced a large number of successful and popular moviemakers and movie stars. In term of commercial success, a movie can earned over 1.5 billion of dollars worldwide. Even a classic movie like Titanic still earns money to this day, making it the second highest grossing movie of all time with over 2 billion dollars. Movies like Star Wars franchise, do not only earn money from ticket sales, but also the sales of merchandise like action figures and costumes.²¹

Movies become so familiar in this era. Movie can make people enjoy when people watching it. By movies, people can get inspiration, ideas, knowledge, learn some new from the movies, and many other things. By watching the movies the audience can begin to feel, enjoy, angry, happy, fear, sad and many emotion. That will be interest when somebody too seriously to understanding the movies by watching the setting, plot, dialogue, and characters of the movie.²²

So it can be concluded here that the film does not only show images, but rather the speech acts contained in the characters are played by the characters and the benefits that can be taken from the filmmakers and the audience.

b. Movie as a Learning Tool

Movies can be good authentic learning materials for listening skill, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. The basis of using a learning tool in

²¹ Yahfenel Evi Fussalam, Renda Lestari, and Rensi Yu Anggelia, "A Study of Listening Skills Through Movie: A Review of The Current Literature", analysis Journal of Language Education Development, Vol.1No.2 (2019).
ejournal.stkip-mmb.ac.id/index.php/pbi . 163

²² Rani Violeta, "Speech Acts Analysis of The Main Character in Maleficent Movie Script By Jane McTee", (thesis, UIN Raden Intan Lampung).

teaching and learning process can be found in Qur'an Surah An-Nahl 44:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ
وَلَعَلَّهُمْ يَتَفَكَّرُونَ

Translation : We sent them` with clear proofs and divine Books. And We have sent down to you `O Prophet` the Reminder, so that you may explain to people what has been revealed for them, and perhaps they will reflect.²³

Movies allow student to access to more information in listening. That is, the learners can listen and see what is happening at the same time. Related to asking students to watch and make the movie report in listening class, it needs students to understands the movie. To able to understand the movie, the students need to watch the movie several times. It is needed because the students have to report the movie they watched written and spoken.²⁴

It is considered that movies may stimulate children's motivation in learning as what Oemar Hamalik states "*the right movie in the right place at the right time used in the right way.*"²⁵

The following general characteristics contained in the sense of the media as a learning tool are:

- 1) Media as a learning tool has a means of aiding the learning process both inside and outside the classroom.

²³ Alquran and English Translation on 20 December 2023 , <https://quran.com/16/44>

²⁴ Yahfenel Evi Fussalam, Renda Lestari, and Rensi Yu Anggelia, "A Study of Listening Skills Through Movie: A Review of The Current Literature", Journal of Language Education Development, Vol.1No.2 (2019).ejournal.stkip-mmb.ac.id/index.php/pbi . 164

²⁵ Oemar Hamalik, *Media Pendidikan* (Bandung: Penerbit Alumni, 1985),

- 2) Media as a learning tool is employed in the context of teacher-student communication and interaction during the teaching and learning process.
- 3) Media as a learning tool has a physical understanding known as hardware, which is a tangible item that can be seen or handled using the five senses.
- 4) Media as a learning tool contains a non-physical understanding known as software, which is the message content included in the hardware that you wish to impart to pupils.

c. Advantages Using movie as a Learning Tool

The advantages of using movies as a learning tool is stated by Usman and Asnawir, such as:²⁶

- 1) A movie can explain a procedure, such how to get a scholarship.
- 2) A movie might provide the impression of time and space.
- 3) Three dimensions are used in the visualization.
- 4) The sound produced can produce pure expression in the form of reality in the image.
- 5) To make the teaching and learning process entertaining, audiences are able to see and hear the voice of the speaker or character in a movie.
- 6) The audience will appreciate the film if it is colored.
- 7) Science theory and animation can both be explained in a film.

d. Disadvantages Using movie as a Learning Tool

Another method that comes from Usman and Asnawir is using a movie as a teaching tool, they are:²⁷

- 1) If a movie moves too quickly, viewers won't be able to follow the plot.
- 2) Avoid cutting the movie off in the middle of a scene, as this will confuse the audience.
- 3) Expensive filmmaking and equipment.

²⁶ Usman, M. Basyiruddin, and Asnawir, *Media Pendidikan* (Jakarta: Ciputat Pers,2002), 196.

²⁷ Usman, M. Basyiruddin, and Asnawir, *Media Pendidikan* (Jakarta: Ciputat Pers,2002), 96.

5. Zootopia Movie

a. Synopsis of Zootopia Movie

Zootopia is written and directed by Byron Howard, Rich Moore, and Jared Bush. This movie is a 2016 American 3D computer-animated buddy cop comedy-adventure movie. This movie is the 55th animated feature in the Walt Disney Animated Classics series. This story begins , A rabbit named Judy Hoops from the idealistic Bunny burrow village, Judy is willing to leave her family to realize her dream of becoming part of the Zootopia Police Department (ZPD). Judy, who is indeed a species that is considered weak, tries to prove herself that she is worthy of being a police officer. Once when he was a traffic ticket clerk he met Nick Wilde, a cunning fox who took him into the case of the mysterious disappearance of several mammals which was full of conspiracy theories. This makes it his opportunity to prove himself that he is not a weak police officer.

Zootopia is able to provide a story with a classic theme for young audiences with a fairly solid composition. Zootopia succeeds in bringing to life the themes that are usually typical of Disney animation, namely the attitude of the main role in never giving up, chasing dreams, friendship with a bit of complexity and not taking other people for granted. Under the direction of Byron Howard, Jared Bush, and Rich Moore, this film provides a lesson about citizenship to audiences in the cinema. From a visual perspective, Disney's execution was quite successful in creating animals with physical charm. The quality of the animation is quite sweet, it has lots of gestures for the characters, which not only presents a combination of retro and modern, but also makes Zootopia successful in strengthening the content of the story. Apart from visuals, the performance of voice actors also plays an important role in filling out the characters of Zootopia.

There are some reasons why the researcher chooses illocutionary act to analyze Judy Hopps' utterances. Firstly, Judy Hopps is the main character in

this movie, mostly she uses the utterances refers to give an order, inform, promise, praise, question to make her hearer can understand, believe, and do something based on Judy's said by in her more utterances. Secondly, she is described as a brave police officer for Zootopia city. Although, she is a little rabbit from family carrot farmer she wants to be a police officer in Zootopia city and she can make her dreams come true in her life.

b. The Character on Zootopia Movie

1. Judy Hopps is an european rabbit
2. Nick Wilde is a red fox
3. Chief Bogo is a cape buffalo
4. Mayor Lionheart is a lion
5. Flash is a Sloth
6. Assistant Mayor Dawn Bellweather is a domestic sheep.
7. Benjamin Clawhauser is a cheetah
8. Stu Hopps is a European rabbit (Hopps's father)
9. Bonnie Hopps is a European rabbit (Hopps's mother)
10. Duke Weaselton is a least weasel
11. Gideon grey is a fox
12. Mr. Big is an arctic shrew
13. Fru Fru Shrew is arctic shrew
14. Yas is a domestic yax
15. Manchas is a Jaguar
16. Jesse is a sheep

B. Previous Study

This section, the researcher will discuss the previous studies related to this study that are identified as all the previous researches that have tackled the topic in which the researcher is digging through discussion and studying. There are 3 previous study related to research, as follows:

1. Rani Violeta (1411040331) , **Speech Acts Analysis of the Main Character in Maleficent Movie Script By Jane McTee**, a Thesis in Tarbiyah and Teacher Training Faculty

University of Islamic State Raden Intan Lampung, 2019.²⁸ Her study used descriptive qualitative method, has proposed the kinds of speech act term in theoretical framework and in the research findings, concludes that speech act often used in the movie above illocutionary act, such as representative, directives, commissives, expressive and declarative.

The writer can conclude the speech act in this movie script is to show that something belongs to a particular group, to express disappointment, to express that someone is out of control, to show or express friendliness, to reduce the seriousness of the conversation, to persuade someone in a conversation, to show it one belongs to a certain group, to express pleasure or just for fun.

2. Linah Herlina (1708110065) **Analisis Tindak Tutur Ilokusi Pada Film “Mekah I’m Coming”**, a thesis in Tarbiyah and Teacher Faculty Islamic State Institute of Syekh Nurjati Cirebon 2021²⁹. this thesis was used descriptive qualitative, the aim of this research is to describe speech acts in the dialogue of the film Mecca I'm Coming. There are 89 illocutionary speech acts in the film Mecca I'm Coming, 30 assertive speech acts, 28 directive speech acts, 5 commissive speech acts, and 26 expressive speech acts. What this research has in common is that it both examines film narratives originating from Indonesia. The difference lies in the problems that exist in the film regarding inappropriate and ambiguous words in the film's dialogue and also that not all types of speech are used. Meanwhile, this research describes and explains dialogue related to illocutions.
3. Magdalena Febriyati, Dyah Sunggingwati, Nita Maya Valiantien, **“An Analysis of Illocutionary act and Perlocutionary Act of Judy Hoops Utterances in Zootopia Movie”**, a journal of English Department

²⁸ Rani Violeta, *“Speech Acts Analysis of The Main Character in Maleficent Movie Script By Jane McTee”*, (thesis, UIN Raden Intan Lampung).

²⁹ Linah Herlina, *“Analisis Tindak Tutur Ilokusi Film Mekah I’m Coming”*, (thesis, IAIN Syekh Nurjati Cirebon).

,Faculty of Cultural Sciences 2017.³⁰. this thesis was used descriptive qualitative , the aim of this research is to describe speech acts in the dialogue of the film *Zootopia*. This research is applied George Yule's five categories of illocutionary acts to determine what kind of speech acts and perlocutionary acts used by Judy Hopps' character. Then, the researcher also used Hymes' theory to analyze the context of illocutionary acts used by Judy Hopps in *Zootopia* movie. The equation of the research with this research uses the same theory, Searle theory and the type of research using qualitative descriptive. The difference lies in the types of illocutionary used the study did not examine all 5 types of illocutionary only examined a few.

C. Theoretical Framework

To prevent misinterpretation in this study, the theory concept must be operational as a benchmark. In the *Zootopia* movie, the concept of operational is used to provide an explanation of the concept of the speech act focused illocutionary act theory.

The first question was answered using Leech and Searle' theory that divides verbal illocutionary into 5 types, they are : representatives, directives, commissives, expressives, and declaratives.

³⁰ Magdalena Febriyanti Nadeak, Dyah Sunggingwati, and Nita Maya Valientina. " *An Analysis of Illocutionary act and Perlocutionary act of Judy Hoops Utterances in Zootopia Movie (2016)*, journal Ilmu Budaya, Vol 1 No 4 ed October 2017.

Theoretical Framework

