

An Analysis of Speech Act Used In “Butterfly Effect” Movie

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Abstrak

Penelitian ini mendeskripsikan dan merekomendasikan sebuah film yang relevan untuk digunakan sebagai pembelajaran bahasa Inggris. Film tersebut berjudul "Butterfly Effect". Film "Butterfly Effect" menggunakan bahasa Inggris yang mudah dimengerti. Cerita singkat dari film ini menggambarkan kisah perjuangan, kejujuran, kerja keras dan motivasi. Penelitian ini juga akan berguna bagi penerjemah film karena film ini masih baru dirilis dan belum ada terjemahannya. Penelitian ini diharapkan dapat menjadi rekomendasi bagi para guru untuk mendapatkan media pembelajaran yang sederhana dan menarik bagi para siswa. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Penelitian ini menganalisis tindak tutur dalam film "Butterfly Effect". Peneliti menganalisis data dengan menggunakan teori (Searle, 1969) dan (Austin, 1975) yang membahas tentang jenis-jenis tindak tutur. Kedua, peneliti menganalisis faktor/alasan terjadinya tindak tutur dengan menggunakan teori (Searle, 1969) dan (Austin, 1975). Ada empat puluh enam data yang terkumpul yang ditemukan dalam film ini oleh peneliti. Sebelas termasuk dalam tindak tutur lokusi, dua puluh tindak tutur ilokusi, dan sembilan tindak tutur perlokusi. Peneliti menyarankan kepada peneliti lain untuk mempelajari tindak tutur tidak hanya pada film tetapi juga dapat mempelajarinya menggunakan video apa saja yang menarik untuk dianalisis.

Kata kunci: *Linguistik, Tindak Tutur, Film “Butterfly Effect”*

Abstract

This research describes and recommends a relevant film to be used as an English language learning. The movie is titled "Butterfly Effect". The "Butterfly Effect" movie uses English that is easy to understand. The storyline of the movie describes the story of struggle, honesty, hard work and motivation. This research will also be useful for movie translators because this movie is still newly released and there is no translation yet. This research is expected to be a recommendation for teachers to get simple and interesting learning media for students. This study uses a qualitative descriptive research method. This study analyzed the speech acts in the movie "Butterfly Effect". The researcher analyzed the data by using the theory of (Searle, 1969) and (Austin, 1975) which discussed the types of speech acts. Second, the researcher analyzed the factors / reasons

for speech acts using the theory of (Searle, 1969) and (Austin, 1975). There are forty-six collected data that were found in this film by the researcher. Eleven belong to locutionary, twenty illocutionary, and nine perlocutionary. The researcher suggested other researchers to study speech acts not only in movies but can also study them using any videos that are interesting to analyze.

Keywords: *Linguistic, Speech Act, "Butterfly Effect" Movie*

Introduction

Education in Indonesia needs to be considered and improved because the quality of the nation's generation is determined by the education process. Many problems in the world of education are still often ignored by the actors of education and those involved ranging from parents, students, teachers, principals, supervisors, committees and administrators of educational foundations. According to Wilsa (2019), most teachers in teaching use textbook media because they feel that textbook media is very simple, practical and not complicated. Learning by using textbooks makes students feel bored. They think that learning is an activity that they are forced to follow for fear of not passing. In fact, according to an independent curriculum development education expert, teachers are expected to bring fun learning. Teachers are expected to encourage students to become lifelong learners. This means that students learn out of their own willingness and enthusiasm. Here is the teacher's challenge, how can teachers foster strong enthusiasm for student learning. The problem or obstacle that teachers often face is the limited ability, insight and opportunity of teachers to prepare relevant and enjoyable media for students other than textbooks. Teachers still think and believe that textbook media is the mainstay media because media other than textbooks such as videos, interactive applications are difficult to obtain.

According to Permendikbudristek (2022), the government has established the independent curriculum as a national curriculum in which all schools in Indonesia are directed to implement the independent curriculum in stages. In the independent curriculum, learning emphasizes the formation of student character through the project of strengthening the Pancasila student profile. In implementing the independent

curriculum, in principle it is student-centered. Teachers bring learning in accordance with student characteristics. If the characteristics of students are diverse, then the material, methods and student assignments must also vary. In an independent curriculum, teachers cannot teach solely using textbooks. Teachers must adjust to learning interests and learning styles so that the learning presented can be interesting and easily accepted by students. Teachers must open their mind; follow the trend of the times. To get relevant learning materials and media, teachers must look at what students often watch and often follow.

Based on Kismoko's research, high school students are very fond of watching movies. In this case, movies are a very relevant learning media. A good movie can teach character values needed by students and can also help deepen the material. Students will enthusiastically enjoy learning when the media they learn from is their favorite media. In English language learning, western movies can help students in mastering vocabulary, expressions and pronunciation.

This research will discuss a movie that is very good to be used as a learning media. This movie is titled "Butterfly Effect". The "Butterfly Effect" movie uses English that is easy to understand. The storyline of the movie describes the story of struggle, honesty, hard work and motivation. The movie uses various languages discourse. Therefore, it is really interesting to analyze this movie using theory speech act. This research will also be useful for movie translators because this movie is still newly released and there is no translation yet. On this occasion, the researcher will raise a study entitled "Analysis of Speech Acts Used in the film "Butterfly Effect"". This research is expected to be a recommendation for teachers to get simple and interesting learning media for students.

Speech act discusses the meaning of language based on the relationship between speakers and listeners. According to Searle (1969), the speech act is a theory that examines the meaning of language based on the relationship between the action and the speech of the speaker. As stated by Chaer & Leonie (2010) in his sociolinguistics book, speech acts can be said as activities, because they can have specific aims and objectives.

Speech is the main communication tool and has a real meaning in communication, with a form of speech involving two words under certain conditions.

According to Searle (1969), speech acts can also be interpreted as actions in speech which are divided into 3 types, first locutionary act, locutionary act namely the act of saying something that prioritizes the content of the utterance conveyed by the speaker. The second is illocutionary, illocutionary act is the act of doing something with a specific purpose and function in actual speaking activities. The last type of speech act is the perlocutionary speech act. Perlocutionary is an action that results from the speech uttered by the speaker or it can be said that the speaker wants the listener to do something.

The theory of speech act is important because it help people to communicate well. Speech act helps us understand what messages are contained in each utterance so that we can clearly understand the meaning of the utterance. Based on Chaer & Leonie (2010), the psychological characteristics and continuity of speech act are determined by the speaker's language ability in dealing with certain situations are said to be speech acts. Then, based on Searle (1969), various types of speech acts express many functions such as providing information about facts, educational information, courtesy, flattery, and associations. According to Austin (1975), speech acts can occur anywhere, in movies, in novels, or the process of learning or teaching. In other words, speech acts are essential for efficient communication as they allow individuals to perform various tasks such as asserting, stating, blaming, concluding, explaining, informing, praising, and others.

In this day and age, many people like to watch movies, some watch movies on television, in cinemas, and now it's very easy to watch movies on cellphones, etc. Film is entertainment, stories or events recorded with a camera as a collection of moving images and shown in theaters or on television, moving images that use moving images and sound to provide ideas, inspiration, and information to people (Patridge, n.d.). Films can also give us new ideas. In Hamid (2016), the meaning of the word film is the most famous entertainment medium in the world. Films have many interesting sides that we

can see starting from action, audio, visuals, locations, situations, technology, and much more. Moving pictures are a combination of movement, words, music, and color.

This research analyzes and elaborates a movie entitled "Butterfly effect". The "Butterfly effect" got 96.8 million at the box office. It means that this film has a lot of audiences. The most important thing in this film teaches that small things done now have a big impact on something that will happen in the future because this film tells a story about teenagers who are trying to change the things they usually do.

This film teaches relaxed communication because it uses a lot of relaxed languages so it can inspire teenagers. The film does not have subtitles, so the results of this research can be used to help translators. The writer focuses on the main characters, namely Evan, Kayleigh, Tommy, and Treborn, because most of the speech acts are mostly used by teenagers to speak every day, and the speech acts are more updated. Therefore, the writer is interested in analyzing the speech acts used by Evan, Kayleigh, Tommy, and Treborn in the film "Butterfly Effect". Thus, this research is entitled "Analysis of Speech Acts Used in the film "Butterfly Effect".

Research Method

In this research, the researcher analyzes the film "Butterfly Effect" descriptively which emphasizes the speech acts of the four main characters in the film. Mack et al. (n.d.) said that qualitative descriptive emphasizes more on the depiction in the film played by the main character in the film. Then, analyzing the real data in it in the form of dialogue and analyzed. Butterfly effect film is interesting to analyze because this is a new film and has never been analyzed yet by any other researcher. Furthermore, this film contains characters' values that are necessary to understand by any students. Besides, this film uses various language discourses. The researcher analyzes the reasons for the speech acts played by the four main characters in the Butterfly Effect film. This study aims to obtain accurate data about the use of speech acts. In addition, the data source in this film is the dialog used in the Butterfly Effect film. The researcher took the spoken speech acts of the four main characters: Evan, Kayleigh, Tommy, and Treborn speech

act characteristic theory. As Hymes (1974) said that using Situation, participant, end, action, key, instrumental, and norm, tools with it make language analysis easier.

Findings and Discussions

Findings

This sub-chapter will present the results of the analysis found through data in the form of tables and narratives. The researcher analyzes the conversation played by the main character in the Butterfly Effect movie. The results of data analysis were taken from the analysis process through relevant speech act data found in the Butterfly Effect film and analyzed according to theory. After the researcher collected data from the films used by the main characters of the Butterfly Effect film, then they analyzed and categorized them based on Searle (1969) theory. Forty-six data found consisting of eleven locutionary, twenty one illocutionary and fourteen perlocutionary.

Table 1: Expressions of locutionary acts

<i>Minutes</i>	Expressions	Interpretations
00:09	Treborn: what are you doing with that knife? Evan: (He's Listening and Not Replaying)	Treborn passed in front of the kitchen then saw Evan secretly holding a knife. When Evan was questioned by Treborn, he did not respond to what Treborn said. The conversation is a locutionary act because it's just a message from the speaker and the listener doesn't give any response.
00:24	Kayleigh: Evan, Evan, guess what? Dad got a new video camera Evan : (He listens and doesn't respond)	Kayleigh informs him that his father has a new video camera and Evan is just listening and looking at the new video camera. The Kayleigh expression was Locution because Evan didn't respond to Kayleigh's words and had no other meaning.
00:39	Tommy: I know dad had a blockbuster there. Evan, Kayleigh, and Lenny: (they listen and don't	Tommy is looking for something. Then Tommy set up dynamite and told his friends. His friends were silent watching Tommy holding the dynamite. Tommy's punishment was put in

	respond)	Locution because his friends were silent and didn't respond.
00:45	Treborn: Don't try to use your blackout to get out of this one. Evan: (He listens and then he cries)	Treborn's sentence is a locutionary sentence because in this context, Treborn asks what happened and then says "Don't try to use your blackout to get out of this one." But Evan didn't answer Treborn's words and he just cried. It was said to be a locutionary because Evan didn't respond to Treborn's words.
00:54	Kayleigh: So what were you doing there? Tommy: That's terrible. You can't sleep because everyone is screaming all night long. I never want to come back. Kayleigh: (Chasing Evan)	Kayleigh and Tommy are walking through a junkyard. Then Kayleigh asked Tommy what he was doing. Tommy also answered. After Tommy answered, Kayleigh didn't respond to Tommy's words. Kayleigh immediately ran and chased Evan. Therefore the sentence enters into locutionary
01:05	Evan: Wake up, please! Wake up! Tommy: Why don't you kiss him, Prince Charming? Evan: (Speechless and just stares at Tommy)	Tommy's sentence was a locutionary act because there was no response after Tommy's words. In this context, Kayleigh is knocked out by Tommy's punch. Then Tommy said to Evan "Why don't you kiss him, Prince Charming?". Evan didn't even respond because Evan was in pain from losing to Tommy.
01:11	Evan: Yeah, you did that, Lenny. Tommy: You make one peek and I swear it'll be the last, motherfucker. Lenny: (He listens and looks at the mailbox)	Tommy's sentence is locutionary because there is no response. In this context, Evan, Tommy, Lenny, and Kayleigh are waiting for the dynamite placed in the post box to explode. However, after waiting, it did not explode. Evan also wanted Lenny to check it out. Tommy also warned Lenny but Lenny just kept quiet and didn't respond and just looked at the post box.
01:22	Kayleigh: You know, if I'm so amazing, Evan, why don't you give me a call? Why did you just leave me here to rot? Evan: (He didn't respond and he just watched Kayleigh walk away from him)	Kayleigh was angry at Evan for leaving Kayleigh and not trying to find her. Evan even reminded him of bad memories so Kayleigh left Evan. This line was a locutionary act as Evan didn't respond and just watched Kayleigh walk away.
01:42	Kayleigh: No, go back to when I was seven years old and fuck me on my dad's video camera. Evan: (Speechless and just	The sentences are locutionary because there was no response from Evan to Kayleigh's anger. In this context, Kayleigh and Evan are in the dining room and Kayleigh is mad at Evan because of what Evan said. Evan couldn't even respond to

	staring at Kayleigh who was angry)	Kayleigh because Evan knew he was wrong.
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Table 2: Expressions of illocutionary acts

Minutes	Expressions	Interpretations
00:03	Treborn: Evan! Evan: We're going to be late again. Treborn: When have you ever cared about getting to school on time? Don't worry, you'll have plenty of time.	This sentence is part of the illocutionary act of the assertive type of complaining because the statement put forward "again too late" implies a late time. The context is when Evan talked to Treborn that Evan was late for school because Treborn was late for him.
00:06	Evan: Can't he just go out for one day? Treborn: We've discussed this 100 times. It's too dangerous for him. Evan: OK, I get the point.	The context of this sentence when Evan asks Treborn "is his father coming?" And Treborn replies, "It's too dangerous for him." is an illocutionary form that states assertiveness because what Treborn said had the power to confirm it.
00:12	Evan: I think it's creepy. I promise not to make bad pictures. Treborn: You're going to be fine, okay? He just wanted to do some tests, that's all.	This line is Illocutionary because Evan says "I promise I won't make a bad picture." It was a promise Evan said and this sentence is Commission Illocutionary Oath because it is a promise.
00:15	Mrs. Bosswell: Mrs Treborn, I need to speak to you. Treborn: Can you wait until tonight? I'm already late for work Mrs. Bosswell: I think you need to look into this.	This sentence is illocutionary because there is a request. This action is called Requesting Directive because of the request. Because within the context of the conversation, Treborn was saying "Could it wait until tonight? and intends to delay Mrs. Bosswell because Treborn is late for work.
00:18	Treborn: Evan did this? Can I save this image? Mrs. Bosswell: Oh, of course. Hmm, there's one	This sentence is illocutionary because there is a request. In this context, Treborn is being told by Mrs. Bosswell that Evan is drawing what the future will do when Treborn saw Evan's picture

	more thing,	and immediately said "Can I save this picture?" to save it. This action is called Requesting Directive because of the request.
00:21	Treborn: Here's my hospital number in case something goes wrong. And please keep an eye on him. George: What, are you kidding me? We're going to have fun today, right?	This illocutionary sentence suggests emphatically. The line "please watch over him" is a suggestion. In the context of the story, Treborn advises George to keep an eye on Evan because Evan has memory problems. And George thought it was a joke.
00:27	George: Yes, Evan And you will be the star. Tommy: I think I'm the star. George: Hey, what did I say? This sentence is Illocutionary Complaining Assertive.	In the context of the story, Tommy says, "I thought I was the star." George protested because Tommy thought Tommy would be the main character but the main character was Evan. It was said to be a firm lament because Tommy's sentence had the power to refute.
00:30	George: that this will be our little secret, you think you can do it? Evan: Um-hmm. "Um-hmm."	What Evan said was included in the promise, as George asked to keep it a secret and Evan responded by indicating that he agreed to keep his promise. This sentence includes the illocutionary commissive oath.
00:33	Doctor: If I were to guess, I'd say the blackout is stress-related. Treborn: But he's seven years old. What kind of stress can a seven-year-old be under?	This sentence belongs to the assertive type of Illocutionary complaining because Treborn complained about the doctor's statement that Evan was experiencing stress and Treborn replied "But he's seven years old." What Treborn meant was that he was only seven years old, and didn't believe any child would experience stress.
00:36	Jason: That's okay. I won't bite. You've seen my photos, right? Evan: Uh-huh. Mom says I have your smile and hair.	This line is an Illocutionary because Evan goes "Uh-huh, Mom said I have your smile and your hair." is the claim that he owns. In this context, Evan had never met Jason. This illocutionary type is included in the assertive type because it has an element of claiming it.
00:48	Kayleigh: I deserve worse. Evan: What are you talking about? What you deserve is a better father and brother. All they do is make you feel like crap.	The line "You have no idea how beautiful you are" is an illocutionary expressive compliment because what Evan said was a compliment given to Kayleigh.

	You have no idea how beautiful you are, do you?	
00:59	Evan: Oh, my God, it smells like patchouli and ass in here. Thumper: Cricket, this is my polite roommate, Evan.	This sentence is Illocutionary Complaining Assertive. In this context, Thumper had just finished dating her boyfriend, and then Evan was dating. Evan complained about the smell in his room by saying "it smells like patchouli and ass in here." Evan complains about the actions of Thmper and his girlfriend.
01:13	Evan: No, it's your first time, so please be gentle. Fortune teller: You don't have a lifeline. You don't belong here.	This sentence is a request. This sentence includes illocutionary asking explicitly. In this context, Evan and Treborn go to a fortune teller. The Fortune teller asks whether it is the first time. Then Evan answered and asked to be gentle. After hearing Evan's words, the Fortune Teller immediately said what Evan had predicted.
01:15	Evan: When did you start smoking again? Treborn: Stop it, Evan. This sentence is illocutionary. In context, Evan asked when he started smoking Back. Then Treborn answered while lighting a cigarette.	This sentence is a strongly suggestive illocutionary because when Evan saw Treborn light a cigarette, after that Evan also lit a cigarette so Evan was suggestive.
01:18	Treborn: Before you were born, I was pregnant twice, and they were both still being born. Evan: How come you never told me that? Treborn: It's not something I want to remember.	This sentence is an illocutionary complaining assertively. In this context, Evan and Treborn were sitting on a roadside bench. Then Treborn tells his past because what Treborn told was never told to Evan, Evan immediately complained to Treborn because Evan was disappointed. This illocutionary sentence is a type of assertive sentence that has the power to complain.
01:20	Evan: When we were kids, your daddy made a movie about Robin Hood or Something. Kayleigh: What do you want to know, Evan?! Evan: What happened in the basement?	This sentence is illocutionary act because after Evan talked when they were kids about making a Robin Hood movie, Kayleigh already knew what Evan meant. Then Kayleigh replied, "What do you want to know, Evan?!" This sentence is a type of commissive illocution that has a bidding action because it was clear what Kayleigh wanted to offer Evan.

01:28	Kayleigh: I should have told you he was released a few weeks ago. Evan: Yeah, it might be fun. Like this, it would be of no use.	This sentence is illocutionary. Kayleigh blamed herself for Kayleigh not telling Evan that Tommy had been released from prison 2 weeks ago. This sentence is a type of expressive illocutionary that has the power of blaming.
01:30	Kayleigh: Tommy! You stay away from us Evan: Try to kill me now. Kayleigh: No Tommy!	This sentence includes Perlocutionary because Evan ordered Tommy to try to kill him. In this context, Evan and Kayleigh are walking and suddenly meet Tommy who just got out of prison and is carrying a gun for revenge. Hearing Evan's words, Tommy immediately tried to hit Evan with his gun. It was said to be perlocutionary because of the effect of the actions taken after Evan's words.
01:32	Evan: I need everything, everything. Treborn: And I'll give it to you. The line that Treborn said was a promise.	In this context, Evan is in prison. Just then Treborn Visits him. Later, Evan went through his diary and asked for all of his diaries. Treborn replied he would bring it to Evan. The phrase "I'll give it to you." Includes the type of commissive illocutionary which has the power of promise.
01:44	Kayleigh: What do you want? Evan: I just need to see a friendly face. "I just need to see a friendly face." It's a word of flattery.	The sentence is Illocutionary because in this context, Evan goes to where Kayleigh is. Then Kayleigh asked what Evan wanted. Then Evan returned with a compliment to calm Kayleigh down. This sentence is an Expressive Illocutionary that has the power of praise.
01:50	Kayleigh: Would you like a granola bar? Evan: Well, I have to fix these things or something.	Kayleigh's line said, "Would you like a granola bar?" is illocutionary. In this context, Kayleigh made an offer to Evan, "Does Evan want granola?" Then Evan picked it up with a tool but the granola fell off. This sentence is a commissive type of illocutionary sentence that has bargaining power.

Table 3: Expressions of perlocutionary acts

<i>Minutes</i>	Expressions	Interpretations
00:42	Evan: This is it. This will give you at least two minutes. Lenny: Wow thanks, man. This line is Perlocutionary because it takes effect after Evan says "You should at least spend two minutes."	In this context, Lenny protested because the dynamite fuse was too small so it only had time to explode briefly. Then Evan put a cigarette in the dynamite to buy it some time. Then Lenny did the order to put the dynamite in the post box.
00:51	Tommy: What are you doing?! Strangers: Buying popcorn. Tommy's sentences are perlocutionary.	Evan and Kayleigh are making out on the side of a building, then Tommy says "What are you doing?!" that causes the effect and stops the activity. Then Evan and Kayleigh hurried off.
00:57	Evan: Ducks, they're coming! Kayleigh: Did your mom say Lenny was okay? Evan: He has to. I mean, they let him out, right? This line "Duck, here they come!" is Perlocutionary.	Evan and Kayleigh are walking by, when they see Lenny's mother's car and Evan immediately goes "Duck, this is it!". After that, there is an action or effect to make them run and hide so as not to be seen.
01:01	Evan: uh, hmm, I guess this is your game. Fat: let's see	This sentence is Perlocutionary. The context shows that Evan and Thumper are playing pool at a bar. At the same time, there was a group of people harassing the two of them. Evan said, "I guess it's your game." Then Thumper took a stick and banged it on the table. After that, the intruders immediately shut up and left. It was said to be perlocutionary because after Evan said the sentence, it immediately affected an effect on Thumper's actions.
01:03	Keith: Do you have any incense or scented candles or something? Evan: Boy, no.	This sentence is Perlocutionary because after Evan said "Well, no." directly affects the action on Keith. In this context, Keith was checking under Evan's mattress. Keith finds some of Evan's diaries. Evan immediately went "Whoa, no." and Keith quickly returned Evan's diary.
01:07	Lenny: I can't open it! Tommy: Drop it or I'll slit your mother's throat while	The sentence "Take it off or I'll slit your mother's throat in her sleep." is an instruction sentence. In this context, Lenny tries to untie

	sleeping. Evan: Eh! I got it, Lenny. Save Crockett!	the rope of the sack containing Evan's dog. Tommy immediately snapped at Lenny. Lenny backed away immediately and didn't try to open the sack. It was said to be perlocutionary because after Tommy shouted at Lenny there was an action effect from Tommy's words with Lenny taking off the sack.
01:09	Evan: Maybe it's off. Tommy: Should someone check it out?	This sentence is satire. The context is where after waiting for the dynamite to be placed in Lenny's post box. However, after a while nothing was happened. Then Tommy quipped with "Maybe it's off. Should someone check it out?" Lenny's boiling chili. This sentence is perlocutionary because after Tommy looked at Lenny, Lenny made an action effect by walking towards the post box.
01:24	George: come on, let's make a movie here Evan: don't listen to this	This sentence is very important. It belongs in perlocutionary because the Evan's words "Don't listen to this" is meant for Kayleigh. After saying that, Kayleigh immediately covered her ears with her hands. So it is called perlocutionary because there are actions that are carried out after the utterance.
01:26	Jake: Oh my! Is this the answer? Evan: Damn, put it on the DL	This sentence is perlocutionary. Evan ordered Jake to hide the answer. In this context, Jake and Evan are about to take a test and then Jake asks Evan if he has studied it. Then Evan gave the paper with the answers. Jake was surprised and pushed his answer onto the table. The sentence was said to be perlocutionary because Evan ordered Jake to put down the answer. And there was an effect of the action taken by Jake after hearing Evan's words.
01:36	Tommy: I don't want you to see Kayleigh again. Evan: Fine, just let Crockett go. Besides, if you killed him now, they'd put you in juvenile detention.	The sentence above is perlocutionary because after Evan answered Tommy's words, it affected Tommy's actions. In this context, Tommy is going to burn Evan's dog out of frustration that Evan is getting too close to Kayleigh and he didn't kill Evan's dog.
01: 38	Doctor: Thank you, Evan Treborn: Evan, you can wait outside. Evan: yes.	The line Treborn said, "you can wait outside." is an imperative sentence and includes a perlocutionary sentence because when the doctor was explaining to Treborn, Evan interrupted their conversation and explained as if Evan were a doctor. Then Treborn ordered Evan to wait outside. It is said as Perlocution

		because Evan left which meant Treborn's words had an active effect.
01:40	George: Good guess Evan: Where can I find your daughter?	The sentence that Evan uttered was perlocutionary because the context shows that Evan came to George's house and asked where Kayleigh was while choking George's neck. It was said to be perlocutionary punishment because George immediately rebelled and escorted Evan to where Kayleigh was.
01:46	Evan: I just need to see a friendly face. Kayleigh: Well, time is money, Evan, you know? Evan: Money.	The sentence above is perlocutionary because when Kayleigh said "time is money" Evan immediately took out his money and gave it to Kayleigh. The sentence is said to be perlocutionary because of the action effect produced by Kayleigh's words.
01:48	Evan: You were in my bed. Go out! Thumper: Man, I think it's okay Evan: I'm not going to say anymore.	The line "I won't say it anymore." Includes perlocutionary. In this context, Evan ordered Thumper and his girlfriend to get out of his room. Then Thumper refuses to stay out. Evan also said, "I'm not going to say it again." while lifting a small chair. Thumper and his girlfriend immediately came out of the room. The reason of this sentence is included in the perlocutionary because there is an action effected from Evan's words.
01:34	Carlos: That's cool. Very nice. Evan: A pack of cigarettes says I can prove it to you. Carlos: (he only saw Rah Evan)	Evan was talking to Carlos to convince Carlos that what Evan said was true. Then Evan bets on Carlos saying, "A pack of cigarettes says I can prove it to you." Carlos didn't even respond to what Evan said and just stared at Evan. This utterance is perlocution because Evan affects the carlos's mind.
01:52	Tommy: Man, I know it's hard, but you can't give up. Evan: I can't even kill myself. Tommy: (he just silently stares at Evan)	In this context, Evan was soaking in the bath. Evan purposely let himself sink. Tommy, who saw the incident, rushed to help Evan. Tommy advised Evan but Evan also said, "I couldn't even kill myself". Tommy just kept quiet and helped Evan out of the tub. What Evan said shows the desperateness. It means that this conversation contains perlocution.

Discussion

On this occasion, the researcher will discuss what has been found in the findings sub-chapter. Based on the data obtained, found forty-four data that will be analyzed using speech act theory. The researcher analyzed the types of speech acts by using a theory that is following related literature studies. Based on the theory of Searle (1969) and Austin (1975), the researcher found forty-four speech acts in the film *Butterfly Effect*. From the analysis of speech acts of the *Butterfly Effect* film, there are similarities and differences with previous studies. The similarity of previous studies also analyzed types and found speech acts in the analyzed films. The difference is that previous researchers only examined one type of speech act usage. The researcher examines the conversation and the reasons for its use.

Based on the data that has been analyzed in the previous discussion, it can be concluded that the illocutionary act is the most dominant speech act found in the *Butterfly Effect* film. Based on the results of the forty-four data, there are eleven locutions, twenty illocutions, and nine perlocutions. This is in line with Dalimunthe (2020), Marbun (2020) & Novianti (2018). In Dalimunthe (2020), many illocutions were found because the object under study contained many orders uttered by Jokowi. Command sentences are included in illocutionary speech acts. In Marbun (2020), there are also many illocutionary expressions because many of them show expressions belonging to the illocutionary type. And in Novianti (2018), there are many illocutions because there are many promising statements and affirmations and many sentences that are declarative, expressive.

In contrast to Nasution (2019), Rahmat (2019) and Fariatunnisa (2020), there were many locutionary found because the sentences spoken by the presidential candidates used standard words that were immediately understood. Whereas in the study of fariatunnisa, many locutionary were found because many sentences were pronounced with descending or declarative intonation. On the other hand Nurrahim (2015), Sefriana (2019) and Azzura (2021) found that many perlocutionary findings were found because many of the speakers' utterances were fulfilled or carried out by speakers. The findings of the data indicate that the types of speech acts proposed by Searle (1969) and Austin

(1975) are performed by four main characters. Each of the findings is presented in the following analysis:

1. Locutionary

Locutionary is the original meaning of a sentence without any other meaning stored in the sentence. This means that the sentence is a sentence that has no real meaning. A sentence can also be said as a locutionary when the listener does not respond to the speaker. It can also be said only as a real message from the speaker.

One example of data that we have described in the previous sub-chapter. Datum 08 Kayleigh informs Evan that his father has a new camera. The sentence that Kayleigh said included Locution because Evan didn't respond to Kayleigh's words and the meaning that Kayleigh said had a clear meaning. The locutionary idea is applied to film.

Based on the analysis in the previous discussion, eleven locutions were found. Luckily, locutions are still found in the Butterfly Effect film. Because there are so many films, locutionary acts are rarely used. All conversations found in the film have the same conditions. When the listener only hears what the speaker said.

2. Illocutionary

Illocutionary is a sentence that is not focused on its meaning. But focus on the context of the sentence. Or the sentence conveyed has an implied meaning which is conveyed indirectly to the listener. In the Butterfly Effect film, the most common illocutionary acts are found. In the analysis of the previous discussion, twenty illocutionary speech acts were found. Of the twenty data found, 9 are assertive, 5 are commissive, 3 are expressive, and 3 are directive.

a. Assertive

Assertive is a sentence uttered by the speaker where the speaker has the confidence to express it. This type of illocutionary denotes stating, suggesting, boasting, complaining, and claiming. Datum 01 Evan talked to his mother and hinted that he would be late for school. Because his mother was late to take Evan to school, the sentences Evan said to his mother were illocutionary, because what Evan said was a complaint to his mother and Evan confidently said it to his mother.

b. Commissive

A commission is a sentence that makes the speaker bind his words to do what is said. The commissive type indicates promising, swearing, and offering. Datum 30 is one example commission. In context, Evan asked Kayleigh about their childhood back. Kayleigh was annoyed with Evan and offered him what Evan wanted to know in a squeaky voice. The words spoken by Kayleigh are included in illocutionary commissive words because they have actions that show an offer.

c. Expressive

Expressive is a sentence that expresses the speaker's expression or feelings. Expressive sentences are used to express thoughts, congratulating, blaming, praising, and condolences. Datum 16 an expressive example. Evan tried to calm Kayleigh who was angry and sad. Evan spoke to Kayleigh complimenting him that Kayleigh was beautiful. The word "beautiful" uttered by Evan is a compliment and is included in the illocutionary show of praise. The idea of illocutionary expression is used in the film *Butterfly Effect*.

d. Directions

Directives are speech acts uttered by speakers with the aim that listeners can perform the actions expressed in their utterances. We, order, request, advise and recommend. An example of a Directive is found in Datum 06. Treborn is shocked when he is informed by Mrs. Bosswell about the drawing Evan made. Then Treborn asks to keep the picture for Mrs. Bosswell. It is said to be directive because it shows a request made by Treborn to Mrs. Bosswell

e. Declaration

A declaration is a speech act performed by a speaker to invite his listeners to do something. The declaration denotes resignation, dismissal, baptism, name, appoint, excommunicate, and sentence. From the results of the analysis above, there is not a single sentence that shows a declaration.

3. Perlocutionary

Perlocutionary is the effect caused by the speaker or the actions performed by the listener. Is that related to the intent of the speaker or not? When the speaker says a sentence sometimes there is an implied or explicit meaning. The effect given by the listener can be identified through the act of perlocution.

One example of perlocution is Datum 19. In context, Evan and Kayleigh are walking. Then saw Lenny's mother's car. Evan told Lenny, "Ducklings, they're coming!" and they immediately hastened to hide. The sentence is called perlocutionary because after Evan said to Kayleigh there was a consequence of the actions taken.

Conclusion

The conclusion after the writer analyzes the film "Butterfly Effect" is that the writer finds three types of speech acts based on the theory of Searle (1969) and Austin (1975) in the film. Eleven locutionaries, twenty illocutionaries, and nine perlocutionaries were found. This film tells the story of someone who wants to make life better for himself and the people who live around him.

The writer also finds several types of illocutionary which show assertive, directive, commissive and expressive. From the findings above, the writer tries to interpret the meaning of locutionary, illocutionary, and perlocutionary. Locutionary is the original meaning of a sentence without any other meaning stored in the sentence. This means that the sentence is a sentence that has no real meaning. A sentence can also be said as a locutionary when the listener does not respond to the speaker. It can also be said only as a real message from the speaker.

An Illocutionary is a sentence that is not focused on its meaning. But focus on the context of the sentence. Or the sentence conveyed has an implied meaning which is conveyed indirectly to the listener. Perlocutionary is the effect caused by the speaker or the actions performed by the listener whether it is related to the intent of the speaker or not.

The researcher wants to provide some suggestions to several educational agents to follow up on the research results. This suggestion is recommended for students majoring in language and other researchers. For students majoring in Languages, the researcher suggests that studying speech acts in movies is an easier way to learn the language. Speech acts as a theory that can explore pragmatics in speech acts. Several speech act terms have vulgar and crude meanings that must be avoided in everyday communication. This makes it very interesting to do further research.

For other researchers, the researcher suggests other researchers study speech acts using direct sources because it will be easier. Using action and comedy films are easier to understand and can be used to study speech acts of all ages. The hope is that if we study more speech acts on different objects, we will produce broader speech acts and learn more colorful speech acts. The researcher hopes that this research can be a good contribution to other researchers as a reference and become a spirit to study speech acts more deeply. In addition, researchers suggest that researchers look for references in several journals like this journal because it is easier to understand. If you look for it in a book it is very difficult because the language is very literary and difficult to understand.

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