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Discourse Analysis in Sitcom Victorious Using Speech Act Theory

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Abstract

This research analyzes short conversations taken from the Sitcom Teens series in 2010 entitled Victorious. This research uses speech act theory as the main basis in understanding one of the short scenes in this series. In this case, the author focuses on the three classifications of speech acts expressed by Austin (1962) regarding the three classifications of speech acts, namely locutionary acts, illocutionary acts and perlocutionary acts. The total utterances analyzed were 19 utterances expressed by three actors. The results of this analysis have concluded as a whole the types of illocutionary acts used in the conversation, which have been explained clearly using the Findings column. There are several results from this analysis, there are five locutionary acts and four illocutionary acts in the first scene. Then in the next scene, nine locutionary acts, three illocutionary acts and six perlocutionary acts were found.

Keywords: Speech Acts; Short Conversation; Discourse

INTRODUCTION

Humans are social creatures who cannot live alone and of course need other people to be able to do everything in life. If humans need other people, then humans must communicate in order to connect with other people. In this era, communication can occur in various ways and in various situations, various communication tools today make it easier for humans to connect with other humans. But as we know, despite the development of the times, the main and most important means of communication is "Language". Various communication tools that exist, will not be able to function properly if there is no "Language".

Language plays an important role in conveying ideas, desires, feelings, and information directly. Language can be a liaison between the speaker and the listener which is directly related to the response that will be given by the listener to the language conveyed by the speaker. So it can be said that language is actually able to express an action. Actions expressed through this language are known as speech acts.

The discussion about speech act is very popular delivered by John L. Austin, a professor at Harvard University in 1962 in the article "How to do something with words). Austin explains, He believes that when we say something, we are actually doing an action. He believes that language is not only used to inform something or explain something to others, but language actually shows an action that the speaker wants to convey and the listener wants to respond to.

In this article, the author will describe speech analysis in communication in the form of a short conversation that the author quoted from the youth series. In this conversation there are interesting things that really need to be discussed, namely about the implied meanings that are behind every speech that has been spoken. In general, we have conversations with explicit speech, this speech certainly makes the listener understand the intent and purpose of the speaker. However, in this conversation, the author found some things that were conveyed implicitly, so this is very interesting to analyze so that the listener can understand the speaker's intent and purpose. This conversation is taken from a Teen Sitcom series, so there are many speeches that cannot be taken for granted because there are actions implied in it.

The author used a theory that can support the results of this analysis. Reflecting on the type of speech that the writer analyzes, which is a conversation, the writer decides to use Speech Acts Theory to be able to understand each speaker's true meaning. In speech acts, speakers try to use different ways to express the intended idea, but listeners are expected to fulfill the needs of the speaker's implicit meaning. In general, this speech act occurs when the speaker and listener have different cultures, ages, professions, or other things. Other causes can also occur if the speaker wants to convey his ideas in a more polite, wise or sympathetic way (Yule, 1996). Austin (1962) explained that there are three categories of speech acts, namely locutionary, perlocutionary, and illocutionary

METHOD

The method used in this analysis is descriptive qualitative. The data obtained comes from the conversations of four actors in Sitcom Victorious. In this analysis, the writer observes each speech act delivered by the actor, and then it will be classified according to Austin's (1962) theory regarding the category of speech acts. In this case, the writer observes every word used along with the context in the conversation as well as understands the underlying cultural factors. This study will be classified as a discourse analysis study in the form of a conversation using speech act theory. The method used is expected to be able to achieve the objectives of this analysis.

There are several steps taken in the process of analyzing this discourse: (a) The author first looks for a conversation that has an implicit meaning. (b) Then the author identifies each utterance from each speaker to find the elements of the Speech Act. (c) Classify each utterance into the type of speech act. (d) Understand the true meaning of each type of utterance.

FINDINGS AND DISCUSSIONS

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There are 19 conversations played by 3 characters. The video of the conversation can be accessed at the following link https://youtu.be/8n_h85xPRv4. This conversation consists of three categories of speech acts. Conversation analysis will be divided into two scenes, namely scene 1 and scene 2

Context:

Tori, a student from a science school, has a sister who studies at an art school. One day, the two of them simultaneously have a project that they need to complete for their school needs.

Scene 1

Tori : "Let's see! The Bread Mold"
 Tori's friend : "Bread Mold"
 Tori : "Furry"
 Tori's friend : "Furry"
 Tori : "Mushy"
 Tori's friend : "Mushy"
 Tori : "Next, The fish mold"
 Tori's friend : "Fish Mold"
 Tori : "Stinky"

In this scene, there are only locutionary and perlocutionary from two characters.

Table1. Locutionary

No	Characters	Utterance	Locutionary
1.	Tori	Let's see!	Let's see: Invite someone to look at something.
		The Bread Mold	The bread mold: Name of scientific
2	Tori	Furry	Furry: something covered by a lot of hair

In this section, there three two locutionaries, namely Tori's sentence stating "Let's see" and also "The bread mold" and "Furry". In the locutionary "Let's see", the meaning is that Tori speaks as if she is about to start something. In the second locutionary "The bread mold", she speaks in a tone that suggests that her friend should take notes of what she has said. Tori mentions "Furry". In this case she still refers to the first thing she mentioned. But this time she tries to describe the characteristics of the object, which is covered with a lot of hair.

Table 2. Perlocutionary

No.	Characters	Utterance	Perlocutionary
1	Tori's friend	Bread Mold	Bread Mold: Name of scientific
2	Tori's friend	Furry	Furry: something covered by a lot of hair

In this part, Tori's friend is expressing perlocutionary in the word "Bread Mold". Tori's friend only repeats Tori's words as a form of response that she will do what Tori tells her to do, which is to ask her to write down what she said. She does not directly say that she has written. But expressing it using perlocutionary. Tori's friend is expressing perlocutionary in the word "Furry". Tori's friend only repeats Tori's words as a form of response that she will do what Tori tells her to do, which is to ask her to write down what she said. She does not directly say that she has written. But expressing it using perlocutionary.

In scene one, there are nine conversations, and all of these conversations have the similar meaning. This can be seen from what Tori said, which was then immediately repeated by his friend. So, the pattern of their conversation is similar, namely Tori gives a locutionary

act, namely mentioning the scientific name and characteristics of an object, then Tori's friend repeats it as a form of perlocutionary act with the aim of take a note of it.

Scene 2

Trina : "I am so upset ! (Open and slam the door). You won't believe who I got patnered with for the big show case"

Tori : "who ?"

Trina : "Andrew Harris, a tenth grader"

Tori's friend : "What's the big show case?"

Tori : "It's a performance they put on at her school every year where---"

Trina : "They invite agents and directors and producers and other super powerful people in show business and it's extremely important to me which is why I am very upset and good-bye .. (while dragging out Tori's friend)"

Tori : "Hey! He and I have a science project due tomorrow. I have to turn in my mold bush!"

Trina : "No—Andrew is coming over and you gotta help us figure out what we're gonna do in the big showcase. I definitely wanna sing! Nyhaaaa-- (singing) How was that?"

Tori : "Loud!"

Trina : "Awesome !"

In this scene there are locutionary acts, illocutionary acts and perlocutionary acts.

Table 5. Locutionary and Illocutionary

No.	Characters	Utterance	Locutionary	Illocutionary
1	Trina	I am so upset! You won't believe who I got patnered with for the big show case	So upset: feels angry and disappointed.	You won't believe: Her statement is nonsense.
2	Tori's friend	What's the big show case?	What: This word is a question word.	-
3	Tori	Hey! He and I have a science project due tomorrow. I have to turn in my mold bush.	Hey: Address friend	He and I have a science project due tomorrow
4	Trina	I definitely wanna sing! Nyhaaaa—How was that?"	Definitely: Strong desire	How was that: needed a validation

In data number 1 in Table 5, there are two speech acts, namely locutionary and illocutionary. In locutionary, Trina states "so upset". This sentence indicates that Trina is expressing her feelings of anger and disappointment. In illocutionary, Tina said that her friend would not believe what she said. This shows that it's as if her statement doesn't make sense. From data number 6, there is one speech act which is locutionary. The question word used is "what" which in this sentence is intended to request information. In this sentence, Tori's friend used this word to ask for an explanation of something she doesn't understand. In data number 7, there are two speech acts, they are locutionary and illocutionary. In locutionary, the word used is "Hey". This word is used to address the interlocutor. In this scene, it is used as a form

that Tori does not agree with the treatment of Tina who expelled her friend. And in illocutionary, Tori not only gives a statement, but emphasizes her purpose. She is trying to convey not to kick out her friend because it has something to do with her. In data number 8, there are two speech acts, they are locutionary and illocutionary. In locutionary, the word used is “definitely”. This word is used to show that the speaker have a strong desire to sing. Directively, this is the expression shown when Tina sings and asks, as if Trina wants a satisfactory answer from Tori.

From the results of the analysis that has been done, the conversation in the Teen Situation Comedy entitled *Victorious* in 2010, found several elements of speech acts. The first speech act found is a perlocutionary act. Perlocutionary conveyed in this conversation has a real literal meaning and is in accordance with the actual meaning of what the speaker wants to express, such as stating a name, stating a question, asking and other things that are conveyed according to the meaning of the literature. One example is ordering and requesting done by speakers in scene one which only mentions a name, but this possibility has been agreed in advance, so that listeners directly record what is said by the speaker. Then it also happens when a speaker asks asking for an explanation of something he doesn't understand in the second scene, then this can be said as a form of requesting.

The next speech act found is the illocutionary act. In this conversation, there are two types of illocutionary acts found in the second scene, namely representative and directive. In representative illocutionary acts, the speaker claims something from the listener, this claim is made to provoke the listener to give the response desired by the speaker. In this representative illocutionary, the speaker succeeds in making the listener respond according to the speaker's wishes. Other illocutionary acts are also found in this conversation, namely Dissertive acts where the speaker conveys ordering statements and questions to make the listener do something expected by the speaker.

The last type of speech act that was also found was perlocutionary acts. This speech act is a response to the speech delivered by the speaker. In this conversation, there are perlocutionary acts that occur as a result or response to locutionary and illocutionary acts. There are six perlocutionary acts that are found in various forms, both statements, questions and even expressions of emotion. Most perlocutionary acts are a form of intimidation conveyed by speakers through illocutionary acts. So these three speech acts are closely related and create a unique meaning in this conversation.

CONCLUSION

From the brief conversation, it can be concluded that in the Sitcom *Victorious* series there are three different speech acts if analyzed thoroughly. The way the characters convey speech acts is very interesting, especially with the background of a comedy story. This series is a good example to describe speech acts, the audience will begin to understand the structure of speech acts by observing some of the main points of speech. The author gives some input that this series can be used to learn good English for everyday use. This series can also be used for language use analysis, conversation analysis and other things. Moreover, with a light language nature, the analysis can be carried out more broadly and not too complicated.

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