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ILLOCUTIONARY ACTS IN “THE FAULT IN OUR STARS” MOVIE

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A B S T R A C T

This research entitled “An Analysis of Illocutionary Acts in The Fault in Our Stars” proposed by John R. Searle. However, this thesis limits the study of illocutionary acts only to directive and commissive type. Directive is illocutionary act which by uttering this type, a speaker gets the hearer to do certain action, for example ordering, asking, requesting, etc. While commissive is illocutionary act which by uttering this type, a speaker commits himself to do certain action, for example promising, threatening, guaranteeing, etc. This research used quotations of The Fault in Our Stars movie taken from a website as data to be analyzed. The research used descriptive qualitative research as method to do the research. The Fault in Our Stars movie character uses directive type to request, to implore, to advise, to order, to demand, to command, or to challenge the hearers to do certain actions, to forbid the hearers of doing something, and to ask questions so that the other characters of the movie provide information, give confirmation, give opinion, further explanation, etc. While by uttering commissive type, they promise the hearers that they as speakers will do certain future action, for example promising to do something.

INTRODUCTION

Communication is utilized by human creatures as the way to connected with others and it has reason to precise their contemplations, sentiments, thoughts, and so on. Essentially, there are two sorts of communication: verbal communication and non-verbal communication (Verawati, 2019; Meirisa, 2017). Verbal communication is communication through words which makes faculties and is done by expressing the words to the listener. Non-verbal communication can be seen by non-word messages, such as kinesics, paralanguage, haptics, etc. In doing such verbal communication, as the reason of expression, a speaker passes on his or her eagerly to the listener. When speaker does it, he or she performs an activity

through the articulation which makes advance impact to the listener, which is called discourse act.

Speech act is any acts that will be performed by a speaker in making articulations, such as expressing, inquiring, asking, prompting, caution, promising, or influencing, considered in terms of the setting of the message, the purposeful of the speaker, and the impact on the audience (Rizky Dian Safitri, 2021). It was firstly presented by (Austin, 1962) in his arrangement of "Speech Act Theory" addresses and was booked by J. O. Urmson entitled *How to Do Things with Words* within. The hypothesis was at that point created by Austin's understudy, (J. R. Searle, 1969), who created the hypothesis and composed it on Discourse Acts:

An Exposition within the Logic of Dialect. There are three sorts of discourse act to be specific locutionary act, illocutionary act, and perlocutionary act. Locutionary act is the lexical meaning of an articulation, too called as the act of saying something. For occurrence, when a instructor tells a understudy, "Keep on your great work!" The understudy must comprehend the sentence meaning lexically which contains 'keep on', 'your', 'good', and 'work', and it is additionally justifiable from the linguistic sense. Illocutionary act is the act of doing something by saying something. For instance, "keep on your great work!" which is expressed by the instructor contains a few eagerly depending on the setting. In case the context is the student's demeanors were terrible, at that point the teacher's articulation may be a complaint with incongruity that the educator needs the understudy to halt doing certain things. The instructor may too be making a risk by the expression that in the event that the understudy keeps on doing the great thing in citation marks, the understudy will get certain results. While in the event that the student's states of mind were good as truly said, at that point the instructor is giving a compliment and an counsel to the student that he or she has done something great and must keep on doing that.

Perlocutionary act is the impact of articulation to the listener, too called as the act of influencing somebody. Hence from the perlocutionary side, the teacher's articulation will allow a few impacts to the understudy. In case it is articulated since of awful things, the understudy may feel pitiful, too bad, remorseful, or he or she may disregard it. Whereas on the other hand, in the event that it is uttered since of great states of mind or great accomplishment made by the understudy, he or she may feel cheerful. Among these three sorts of discourse act, the one which is appropriate to the analysis of performing acts made by speakers through their expressions in arrange to communicate their intentions is illocutionary act. When an expression is expressed by a speaker, the listener must not disregard the

significance of knowing the setting of the expression or discourse occasion which is the circumstance encompassing when the expression is being expressed (Tantra, 2022; Akbar, 2018). By knowing the discourse occasion or the setting that speaker is talking about, the listener is anticipated to comprehend the deliberate of the expression. The accidental of the context may lead to misconception or error so as the result, the reason of the communication itself may not be accomplished. Be that as it may, the speaker ought to make a clear expression as well. For occasion, there's a portion within *The Blame in Our Stars* motion picture where Augustus Waters, the male lead, expressed his purposeful unclearly:

“Gus:

Let's go observe a motion picture. (a)

Hazel:

What? (b)

Gus:

Hm? (c)

Hazel:

Huh? (d)

[she chuckles in astonish]

Hazel:

Um...I'm...I'm free afterward this week, we may... (e)

Gus:

No, I cruel presently. (f)” (Quotation 13)

Gus here does not clarify the specific time in his invitation because he expect that Hazel will comprehend his intent that he needs to observe it presently and not the other day. Shockingly, Hazel misconstrues the invitation's time since somebody ordinarily welcomes other young lady to go on date or to observe a motion picture together on end of the week. Another primary things need to be taken note concerning illocutionary act that's getting to be analyzed further in this consider are the characters' expressions. Sentence (a) isn't fair a straightforward explanation but moreover contains illocutionary force of a ask in it that Gus is asking Hazel to go watches a motion picture with him. Sentence (b), (c), and (d) appear that both characters are performing act of communicating astonish and disarray. Sentence (e) and (f) appear that both characters are performing act of expressing something. Subsequently listeners have to be get it illocutionary acts and its sorts so that they can distinguish the performing acts of utterances made by speakers so that the messages or eagerly of the utterances can be comprehended.

The Blame in Our Stars is a 2014 sentimental comedy dramatization motion picture composed by Scott Neustadter and Michael H. Weber and coordinated by Josh Boone. This motion picture is based on novel by the same title authorized by John Green. The story tells almost a seventeen year-old young lady who endures arrange four thyroid cancer and is constrained by her guardians to go to a back bunch where she at that point meets Augustus Waters, an eighteen year-old boy who endures osteosarcoma. The motion picture was premiered on June 2014 featuring Shailene Woodley as Hazel Grace Lancaster and Ansel Elgort as Augustus Waters.

METHOD

Fundamentally, investigate (Nawawi, 2015) could be a strategy of which think about by which, through the cautious and thorough of all certainable prove bearing upon a determinable issue, coming to a arrangement to the issue. Besides, (Nawawi, 2015) says that inquire about is an exertion to discover, create, and look at the truth of science, an exertion of which is done by utilizing logical strategies. This investigate is utilizing graphic subjective inquire about. Subjective investigate (Nawawi, 2015) employments information which verbally and hypothetically qualified. Information utilized as the prove to look at the truth or the lie of speculation and isn't handled through numerical calculation utilizing measurable equation but utilizing specific framework of considering taking after the rationale law. Clear inquire about (Nawawi, 2015) is restricted to the exertion of uncovering a issue or circumstance or occasion as the truth so it is as it were to uncover the reality or reality finding. The result of clear inquire about is centered to grant an objective portrayal of the genuine circumstance of the question that's inspected. Based on the put in arrange to pick up the information, this investigate is classified as library inquire about, which is done by picking up the information of all sorts of scholarly works in library or other places. The writing isn't constrained to books but too any sorts of documentation composed such as daily papers, magazines, etc., in which through it, can be found any sorts of hypotheses, laws, standards, thoughts, and so on, which can be utilized to analyze and unravel the issues. The citations contain the lines of each character along the motion picture counting a few developments and expressions with add up to of one hundred twenty one cites. The citations and the lines are not script or screenplay but the actual lines utilized within the movie. Data in this inquire about are quotations of the motion picture taken from web site i.e. <http://www.moviequotesandmore.com/fault-in-our-stars-quotes.html>.

The citations and the lines have been taken either from unique inquire about by observing the motion pictures to confirm the lines or from cites that guests have sent in to

the site. There's an clarification concerning the term of cite and citation as retrieved from (Frاندika, 2020). The reason of citations as the information source are best than script is that citations are much simpler and more reasonable to be analyzed since they centered on the discoursed of the characters within the motion picture which those are the focuses to be centered on the investigation. This examination employments documentation as the technique to collect the subjective information. Narrative strategy (Nawawi, 2015) is method of collecting information by categorizing and classifying the composed information related to the issue of inquire about, such as narrative sources, books, daily papers, magazines, etc.

RESULTS AND DISCUSSION

1. Hazel: *[voice over]* ... I like that version as much as the next girl does, believe me. It's just not the truth.

...

(Quotation 1)

The underlined sentence is categorized into **directive** type because it contains illocutionary force of requesting. By saying “believe me”, Hazel is requesting the hearers, in this case are movie viewers, to believe the propositional content of the utterance.

2. Dr. Maria: I may switch you to Zoloft...or Lexapro...and twice a day instead of once. (a)

Hazel: Why stop there? (b)

Dr. Maria: Hmm?

Hazel: Really, just keep 'em coming. (c) I'm like the Keith Richards of cancer kids.

Dr. Maria: Have you been going to that support group I suggested? (d)

Hazel: Yeah, it's not my thing.

Dr. Maria: Support group can be a great way for you to connect with people who are...

Hazel: Who are...what? (e)

Dr. Maria: On the same journey.

Hazel: "Journey?" Really?

Dr. Maria: Give it a chance. (f) Who knows, you might even find it enlightening. (g)

(Quotation 3)

Sentence (a) is categorized into **commissive** type because it contains illocutionary force of committing. By saying “I may switch you to...”, Dr. Maria is committing herself to give Hazel the new prescription. Sentence (b), (c), (d), (e), (f), and (g) are categorized into

directive type. Sentence (b), (d), and (e) contain illocutionary force of asking a question. By saying (b), (d), and (e), the speakers get the hearers to provide some information or further explanation. Sentence (c) and (f) contain illocutionary force of ordering. By saying (c), Hazel is ironically ordering Dr. Maria to add more prescription while by saying (f), Dr. Maria is ordering Hazel to try on joining support group. Sentence (g) contains illocutionary force of challenging. By saying (g), Dr. Maria is challenging Hazel that if Hazel joins support group, Hazel may find it enlightening.

3. Patrick: Alright. You guys ready? (a)

...

Patrick: Who wants to share their story with the group? (b)

(Quotation 4)

Sentence (a) and (b) are categorized into **directive** type because sentence (a) and (b) contain illocutionary force of asking. By saying (a), Patrick is asking for confirmation of the support group's members whether they are ready or not to start the meeting. By saying (b), Patrick is asking the members' will to do the propositional content of utterance.

4. Patrick: Who's next? (a)

[no response so he looks across at Hazel]

Patrick: Hazel? (b)

[Hazel reluctantly stands]

...

Patrick: And...and...and how are you doing? (c)

(Quotation 5)

Sentence (a), (b), and (c) are categorized into **directive** type. Sentence (a) and (b) contain illocutionary force of demanding because by saying (a) Patrick is demanding next members to share their story while by saying (b), since there is no response at all, Patrick is demanding Hazel to share her story to the group. Sentence (c) contains illocutionary force of asking which by uttering it, Patrick gets the hearer to provide some information.

5. Frannie: So? (a) Was it awesome? (b)

...

Hazel: You cannot make me. (c)

Michael: Of course we can, we're your parents.

Frannie: Come on, we've been through this. (d) You need to go, you need to make friends and be a teenager. (e)

...

Frannie: Can you just get in the car, please. (f)

(Quotation 6)

Sentence (a), (b), (c), (d), (e) and (f) are categorized into **directive** type. Sentence (a) and (b) contain illocutionary force of asking a question which by uttering those, Frannie is getting Hazel to give some information that she (Frannie) needs. Sentence (c) contains illocutionary force of imploring which by saying sentence (c), Hazel is imploring her parents to let her not going to support group. Sentence (d) and (e) contain illocutionary force of advising which by saying those, Frannie is advising Hazel to stop whining and how Hazel needs to go to support group. Sentence (f) contains illocutionary force of ordering which by saying (f), Frannie is ordering Hazel to get in the car.

6. Frannie: Of course I'm not. No, I'm...I got stuff to do. I'm gonna do errands.

(a)

...

Frannie: Have fun. (b)

...

Frannie: Hey, make some friends. (c)

(Quotation 7)

Sentence (a) is categorized into **commissive** type because it contains illocutionary force of committing which Frannie is committing to do errands. Sentence (b) and (c) are categorized into **directive** type because sentence (b) and (c) contain illocutionary force of advising. By saying (b) and (c), Frannie is advising Hazel to have fun and make some friends.

7. *[inside the support group building Hazel walks towards the elevator and as a the elevator doors are about to close a boy in a wheelchair holds it open for her]*

Hazel: Oh, sorry. I'll take the stairs.

...

(Quotation 8)

The underlined sentence is categorized into **commissive** type because it contains illocutionary force of committing. By saying it, Hazel is committing to take the stairs instead of elevator.

8. Patrick: Isaac, I know you're facing challenges right now. Do you want to share with the group? (a) Or maybe your friend here? (b)

Isaac: No, I'll share. (c)

...

(Quotation 9)

Sentence (a) and (b) are categorized into **directive** type because sentence (a) and (b) contain illocutionary force of requesting which by saying those, Patrick is requesting

Isaac to share story with the group or if Isaac doesn't want to, maybe his friend wants to. Sentence (c) is categorized into **commissive** type because sentence (c) contains illocutionary force of volunteering. By saying (c), Isaac is volunteering himself to take the first turn of sharing story with the group.

9. Patrick: Your turn, Gus. (a)

...

Patrick: And uh...how are you feeling, Gus? (b)

Gus: I'm grand, yeah. I'm on a roller coaster that only goes up, my friend.

Patrick: Maybe you'd like to share your fears with the group. (c)

...

Gus: Oblivion.

Patrick: Oblivion? (d)

Gus: Yeah, see I intend to live an extraordinary life. To be remembered. So I'd say if I had any fears it would be to not do that.

(Quotation 10)

Sentence (a), (b), (c) and (d) are categorized into **directive** type because sentence (a) contains illocutionary force of ordering, sentence (b) and (d) contain illocutionary force of asking a question, and sentence (c) contains illocutionary force of challenging. By saying (a), Patrick is ordering Gus to share his story because it has come to Gus' turn to share story with the group. By saying (b), Patrick is asking Gus' feeling about his condition while by saying (d), Patrick is asking Gus to give further explanation. By saying (c), Patrick is challenging Gus to share his fears with the group.

10. Patrick: Would anyone else in the group like to speak to that? (a)

...

[looking at Gus]

Hazel: Oblivion's inevitable. And if that scared you, then I suggest you ignore it. (b)

...

(Quotation 11)

Sentence (a) and (b) are categorized into **directive** type. Sentence (a) contains illocutionary force of requesting which by uttering it, Patrick is requesting the hearers to give some words to previous statement and sentence (b) contains illocutionary force of suggesting which by saying (b), Hazel is suggesting Gus to ignore his fear.

11....

Gus: What's your name? (a)

Hazel: Hazel.

Gus: No, what's your full name? (b)

Hazel: Hazel Grace Lancaster.

[Gus looks at her and smiles]

Hazel: What? (c)

Gus: I didn't say anything.

Hazel: Why are you looking at me like that? (d)

...

(Quotation

12)

Sentence (a), (b), (c), and (d) are categorized into **directive** type because those sentences contain illocutionary force of asking a question which get the hearer to provide some information or further explanation to the speaker.

12. Hazel: What's with the "always?" (a)

...

Gus: Let's go watch a movie. (b)

...

(Quotation 13)

Sentence (a) and (b) are categorized into **directive** type. By saying (a), Hazel is asking the hearer to provide some information hence (a) contains illocutionary force of asking a question. By saying (b), Gus is requesting Hazel to go watch a movie with him hence the sentence contains illocutionary force of requesting.

13. Gus: Come on Hazel Grace, take a risk. (a)

...

Hazel: Really?! That is disgusting!

Gus: What? (b)

Hazel: What, do you think that that's cool or something? (c) You just ruined this whole thing.

Gus: The whole thing? (d)

Hazel: Yes! This whole thing!

[Gus watches her reaction with amusement]

Gus: Oh, man.

Hazel: You were doing really well too. God! There's always a hamartia, isn't there? (e)

And yours is, even though you had freaking cancer, you're willing to give money to a corporation for the chance to acquire even more cancer? (f) Let me just tell you that not being able to breathe sucks! It totally sucks!

Gus: Hamartia? (g)

Hazel: It's a fatal flaw.

(Quotation 14)

Sentence (a), (b), (c), (d), (e), (f), and (g) are categorized into **directive** type. Sentence (a) contains illocutionary force of suggesting hence by saying it, Gus is suggesting Hazel to

take a risk. Sentence (b), (c), (d), (e), (f) and (g) contain illocutionary force of asking a question hence by saying those, the speakers are asking questions which get the hearer to provide some information or give any agreement.

14. Gus: I never lit one. It's a metaphor, see? (a) You put the thing that does the killing right between your teeth.

...

Frannie: Hi, sweetheart. Is it "Top Model" time? (b)

(Quotation 15)

Sentence (a) and (b) are categorized into **directive** type. Both sentences contain illocutionary force of asking a question which by saying (a), Gus is asking for Hazel's confirmation if Hazel understands his statement while by saying (b), Frannie is asking Hazel's confirmation that it is time to go home and watch "Top Model".

15. Gus: So, tell me about you. (a)

...

Michael: Nurse! We need a nurse right now! (b)

...

Frannie: You can let go, sweetie. (c) Don't be afraid. (d)

(Quotation 17)

Sentence (a), (b), (c), and (d) are categorized into **directive** type. By saying (a), Gus is ordering the Hazel to tell him about herself hence it contains illocutionary force ordering. By saying (b), Michael is commanding that they need a nurse at that time hence it contains illocutionary force of commanding. By saying (c), Frannie is permitting her daughter to let go hence it contains illocutionary force of permitting. By saying (d), Frannie is advising her daughter that she needs not to be afraid hence it contains illocutionary force of advising.

16...

Gus: So are you back to school?

...

(Quotation 18)

This sentence is categorized into **directive** type because it contains illocutionary force of asking a question which gets the hearer to provide some information.

17. Gus: My folks call them "encouragements."

[Hazel chuckles as she notices another plaque]

Gus: Don't ask. (a)

...

Gus' Mom: Augustus, hi. New friend? (b)

...

(Quotation 19)

Sentence (a) and (b) are categorized into **directive** type. Sentence (a) contains illocutionary force of ordering because by saying (a), Gus is ordering Hazel to not asking him any questions about the plaque. By saying (b), Gus' Mom is asking Gus a question that gets him to provide some information hence it contains illocutionary force of asking a question.

18. Hazel: Do you mind if I sit down? (a)

Gus: Yeah, make yourself at home. (b) Mi casa es tu casa.

...

Gus: Yeah, yeah. I understand. Uh...seriously, you okay? (c)

(Quotation 20)

Sentence (a), (b), and (c) are categorized into **directive** type. Sentence (a) contains illocutionary force of requesting which by saying it, Hazel is asking Gus' permission to sit down. Sentence (b) contains illocutionary force of permitting which by uttering sentence (b), Gus is permitting Hazel to sit down and also suggesting her to make herself at home. Sentence (c) contains illocutionary force of asking a question which by saying it, Gus is asking Hazel whether she is okay or not.

19. Gus: Alright. What's your story? (a)

...

Gus: Come on, just think of something. (b) The first thing that pops into your head, something you love.

Hazel: "An Imperial Affliction."

Gus: Okay. What's that? (c)

Hazel: It's a novel. It's my favorite novel.

Gus: Wait, wait, wait. Does it have zombies in it? (d)

Hazel: Zombies? No!

Gus: Stormtroopers? (e)

(Quotation 21)

Sentence (a), (b), (c), (d), and (e) are categorized into **directive** type. Sentence (a), (c), (d), and (e) contain illocutionary force of asking a question which by saying those, the speaker gets the hearer to provide some information or further explanation. Sentence (b) contains illocutionary force of ordering which by saying (b), the Gus is ordering Hazel to think of something concerning her story.

20. Gus: Okay, what's it about? (a)

Hazel: Uh...cancer.

Gus: About cancer? (b)

Hazel: But not like that, trust me. (c)

...

Gus: Okay, I will read this horrible book with its very boring title that does not include zombies or stormtroopers. (d) And in exchange...

[he gets up and grabs a book from the shelf]

Gus: You will read this. (e) This haunting yet brilliant novelization of my favorite video game.

Hazel: "Counterinsurgence."

[Hazel looks at Gus and laughs]

Gus: Okay, don't laugh. (f) It's awesome. It's about honor and sacrifice and bravery and heroism. It's about embracing your destiny and leaving a mark on the world.

...

(Quotation 22)

Sentence (a), (b), (c), (e), and (f) are categorized into **directive** type while sentence (d) is categorized into **commissive** type. Sentence (a) and (b) contain illocutionary force of asking a question which by uttering those, the speaker gets the hearer to provide some information or further explanation. Sentence (c), (e), and (f) contain illocutionary force of ordering which by uttering those, the speaker is ordering the hearer to do certain things. Sentence (d) contains illocutionary force of promising which by saying "I will", the speaker is promising to do propositional content of the sentence.

21. Frannie: That's different. Did he give it to you? (a)

Hazel: By "it" do you mean herpes? (b)

...

[Frannie laughs, then Hazel notices her phone buzzing, she checks it, sees that it's not from Gus and puts her phone aside]

Frannie: Hey, don't worry. (c)

(Quotation 23)

Sentence (a), (b), and (c) are categorized into **directive** type. Sentence (a) and (b) contain illocutionary force of asking which the speaker needs the hearer to give some information. Sentence (c) contains illocutionary force of suggesting which by saying (c), Frannie is suggesting Hazel not to worry since Hazel keeps checking on her phone.

22. Frannie: Isn't that great? (a)

...

Frannie: They're good, right? (b)

Michael: Mm-hmm.

[just then Hazel gets a text from Gus and she reads the message]

"Tell me my copy is missing the last ten pages or something." (c)

Michael: So do they eat a lot of Goji berries on Goji Berry Day? (d)

Frannie: We do.

Michael: We must. We do. We're gonna do it for 'em. (e)

Frannie: Yeah.

Michael: We're gonna decide. (f)

(Quotation 24)

Sentence (a), (b), (c), and (d) are categorized into **directive** type while sentence (e) and (f) are categorized into **commissive** type. Sentence (a), (b), and (d) contain illocutionary force of asking which get the hearer to give agreement or some information. Sentence (c) contains illocutionary force of demanding which by saying that, Gus is sarcastically demanding Hazel to tell him the propositional content of the sentence. Sentence (e) and (f) contain illocutionary force of committing hence by saying those, the speaker is committing to do certain future action.

23. Michael: Then we should do it every year. (a)

Frannie: Every year.

Michael: We should do it every year. (b)

...

Michael: Honey, would you like to be excused? (c)

[Hazel, completely distracted, looks up]

Hazel: What?

(Quotation 25)

Sentence (a), (b), and (c) are categorized into **directive** type. Sentence (a) and (b) contain illocutionary force of suggesting hence by saying those, Michael is suggesting his family to eat Goji berries on Goji Berry Day every year. Sentence (c) contains illocutionary force of asking a question which by saying (c), Michael is asking Hazel indirectly to stop being busy with her phone because they are having conversation about Goji Berry Day and also because they are still having dinner.

24. ...

Hazel: What is...? Are you okay? (a)

...

Gus: Isaac, does Support Group Hazel make this better or worse? (b)

...

Gus: Isaac! Focus on me! (c)

...

[to Hazel]

Gus: How fast can you get here? (d)

...

(Quotation 26)

Sentence (a), (b), (c), and (d) are categorized into **directive** type. Sentence (a), (b), and (d) contain illocutionary force of asking which by uttering those, the speakers get the hearers to provide some information. Sentence (c) contains illocutionary force of ordering which by saying it, Gus is ordering Isaac to pay attention.

25. Hazel: How are you doing? (a)

...

Hazel: Oh, Isaac, I'm so sorry. Do you want to talk about it? (b)

[Isaac starts sobbing again]

Isaac: No, I just want to cry and play video games. (c)

...

Hazel: Take it off. (d)

Gus: Dude, take that off! (e)

[Isaac grabs the necklace and pulls it off his neck, snapping the chain]

...

(Quotation 28)

Sentence (a), (b), (d), and (e) are categorized into **directive** type while sentence (c) is categorized into **commissive** type. By uttering (a) and (b), Hazel is asking Isaac questions which get Isaac to give required information to her hence those sentences contain illocutionary force of asking. By uttering (d) and (e), Hazel and Gus are commanding Isaac to take the necklace off hence those sentences contain illocutionary force of commanding. By uttering (c), Isaac is refusing to talk about his problem and he also is committing himself to do what he wants hence sentence (c) contains illocutionary force of refusing and committing.

26....

[Isaac gets up and goes to the TV and kicks the TV unit]

Gus: Don't hit that! (a) Don't hit that! (b) Hey, dude. Hey, uh...

[Gus grabs a pillow and offers it to Isaac]

Gus: Hit this. (c)

...

[he goes over to Isaac]

Gus: Isaac! Pillows don't break. You need to break something. (d)

[he goes over to his trophy shelf and offers Isaac one]

Gus: Try this. (e)

Isaac: The trophy? (f)

Gus: Yeah.

Isaac: Are you sure? (g)

Gus: I've been looking for a way to tell my father I kind of hate basketball. Go to town!
(h)

...

(Quotation 29)

Sentence (a), (b), (c), (d), (e), (f), (g), and (h) are categorized into **directive** type. Sentence (a) and (b) contain illocutionary force of forbidding. Sentence (c) contains illocutionary force of ordering while sentence (d) and (e) contain illocutionary force of suggesting. Sentence (f) and (g) contain illocutionary force of asking a question while sentence (h) contains illocutionary force of commanding.

27....

Isaac: Gus?

Gus: Yeah?

Isaac: Cool? (a)

Gus: Sure.

[suddenly Isaac throws the trophy to the ground smashing it, Gus looks back to Hazel]

Gus: ...between author and reader. And I feel like ending your book in the middle of a sentence sort of violates that contract, don't you think? (b)

...

Hazel: Okay. Yes, I...I know what you mean, but to be completely honest, I think that it's just so truthful. You know? (c) You just die in the middle of life. You die in the middle of a sentence. And, I don't know. But I really would like what happens to the rest of it, you know, everyone after Anna dies.

(Quotation 30)

Sentence (a), (b), and (c) are categorized into **directive** type. Those sentences contain illocutionary force of asking which by uttering those, the speakers require the hearers to provide some information or give confirmation.

28. Gus: Have you tried contacting this Peter Van Houten fellow? (a)

...

[Gus turns to see Isaac sitting on the floor as he continues to smash up the trophies]

Gus: Isaac. You, uh...you feeling better, buddy? (b)

...

(Quotation 31)

Sentence (a) and (b) are categorized into **directive** type. By saying (a) and (b), Gus is asking questions to Hazel and Isaac which require the hearers to provide some information to Gus.

29....

Gus: However, we do need closure, don't you think? (a)

...

Hazel: What are you doing? (b)

...

Gus: She may have forwarded that email onto Van Houten. Shall I continue? (c)

Hazel: Oh, my God! Yeah, yeah! Go! (d)

(Quotation 32)

Sentence (a), (b), (c), and (d) are categorized into **directive** type. Sentence (a), (b), and (c) contain illocutionary force of asking a question which by saying those, the speakers get the hearers to provide some information or give agreement/disagreement. Sentence (d) contains illocutionary force of commanding hence by saying it, Hazel is commanding Gus to continue reading the email.

30....

Hazel: Augustus, keep reading! (a) Keep reading! (b)

...

Gus: Check you inbox. (c)

...

(Quotation 33)

Sentence (a), (b), and (c) are categorized into **directive** types. By saying (a) and (b), Hazel is demanding Gus to keep reading hence sentence (a) and (b) contain illocutionary force of demanding. By saying sentence (c), Gus is ordering Hazel to check her e-mail's inbox hence the sentence contains illocutionary force of ordering.

Sentence (a) and (b) are categorized into directive type because both sentences contain illocutionary force of asking which get the hearer to give confirmation or opinion.

CONCLUSION

By uttering a sentence, a speaker is performing an action to convey his or her intention to the hearer. Therefore, there is speech act contained in every utterance even in a one word sentence. There are three types of speech act which made by speakers when they utter a sentence. The first is locutionary act, which is the basic act of an utterance, a simple act of saying something. The second type is illocutionary act, which is the act of doing something by saying something. The last is perlocutionary act, which is the effect of an utterance to hearer. There are five types of illocutionary acts according to John R. Searle namely assertive (by this speech act, the speaker conveys his belief, gives information, etc), directive (speech act which gets the hearer to do certain thing as uttered by the speaker), commissive (speech act which gets the speaker to do future action), expressive (speech act which by uttering this type, the speaker expresses his feelings toward proposition), and

declarative (speech act which by uttering this type, the speaker declares something that change the reality). The finding of the analysis shows that directive type is more frequently used by the characters of the movie than commissive type. *The Fault in Our Stars* movie's characters use directive type to request, to advise, to order, to demand, to command, or to challenge the hearers to do certain actions or to fulfill certain necessities, to forbid the hearers of doing something, and to ask questions so that the other characters of the movie provide some information, give confirmation, give some opinion, further explanation, etc. While by uttering commissive type, they promise the hearers that they as speakers will do some certain future actions.

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