



## Representatives Illocutionary Act Found in Wednesday Addams Movie

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### Abstract

This study explores representative speech acts in the Wednesday Addams movie, analyzing their frequency, types, and functions. The primary goal of the research is to analyze how representative speech acts are used in character dialogue to convey beliefs, intentions, personalities, and to understand their contribution to narrative and character development. Employing Yule's (1996) classification and Leech's (1983) theory, the study identifies 25 instances of representative speech acts categorized into statements of fact, assertions, conclusions, and descriptions. Statements of fact were found to be the most frequent (32%), followed by descriptions (28%), assertions (20%), and conclusions (20%). These representative speech acts provide significant insights into the characters' beliefs, intentions, and personalities, contributing to the narrative and character development of the film. The study also compares findings with previous research, indicating that while prior studies have focused on broader speech acts, this research narrows its focus to representative speech acts, offering a more detailed understanding of their role in character dialogue and storytelling. A qualitative descriptive method was applied by analyzing the dialogue in the Wednesday Addams script. This study explores how language is used in movies, especially in modern movie.

**Keywords:** *representative speech act, statement of fact, assertions, conclusions, descriptions*

### Abstrak

Penelitian ini mengeksplorasi tindak tutur representatif dalam film Wednesday Addams, menganalisis frekuensi, jenis, dan fungsinya. Tujuan utama dalam perihal diteliti ialah guna menganalisis bagaimana tindak bertutur representatif diaplikasikan pada dialog karakter untuk menyampaikan keyakinan, niat, kepribadian, dan untuk memahami kontribusinya terhadap narasi dan pengembangan karakter. Dengan menggunakan klasifikasi Yule (1996) dan teori Leech (1983), penelitian ini mengidentifikasi 25 contoh tindak tutur representatif yang dikategorikan menjadi pernyataan fakta, pernyataan, kesimpulan, dan deskripsi. Jenis yang paling sering ditemukan adalah pernyataan fakta (32%), diikuti oleh deskripsi (28%), menegaskan (20%), dan menyimpulkan (20%). Tindak tutur representatif ini mengungkapkan wawasan penting tentang keyakinan, niat, dan kepribadian karakter, yang berkontribusi pada pengembangan narasi dan karakter dalam film. Studi ini juga membandingkan temuan dengan penelitian sebelumnya, yang menunjukkan bahwa meskipun penelitian sebelumnya berfokus pada tindak tutur yang lebih luas, penelitian ini mempersempit fokusnya pada tindak tutur representatif, menawarkan pemahaman yang lebih rinci tentang peran mereka dalam dialog karakter dan penuturan cerita. Metode deskriptif kualitatif diterapkan dengan menganalisis dialog dalam naskah Wednesday Addams. Penelitian ini mengeksplorasi bagaimana bahasa digunakan dalam film, khususnya dalam film modern.

**Kata kunci:** *representatif, pernyataan fakta, menegaskan, menyimpulkan, deskripsi.*

## **Introduction**

A study of the relationships between linguistic forms and the users of those forms is known as pragmatics. An advantage of studying language through Pragmatics is the ability to discuss the intended meanings, assumptions, purposes or objectives, and actions of individuals when they speak (Yule:1996). In addition, Levinson (1983) defines pragmatics as the examination of the relationship between language and context, which is the basis for language comprehension. Therefore, comprehending the discourse of a language necessitates more than merely comprehending the grammatical relationships and meanings of the words that are spoken. In addition, Leech (1983) asserts that pragmatics is the examination of meaning in relation to discourse situations.

In certain contexts, the meaning of utterances—the speech acts—is what gives rise to sentences in a language. The speech act is the further action of the words as stated by Yule (1996). Because the speech act are inherently interesting, therefore people produce utterances when using language to communicate their ideas or emotions. The fundamental linguistic unit for conveying meaning and purpose, according to Searle (1969), are speaking actions. Yule (1996) states that there are three interconnected steps involved in creating an expression. A locutionary act, the most fundamental component of speech, is the initial step in creating an expression that has meaning in language. Another aspect is the illocutionary act. By virtue of the persuasive power of speech, the illocutionary act, the second dimension, is carried out. Lastly, there is the perlocutionary act. What you say with the expectation that the listener would understand the impact you were going for is a perlocutionary act that depends on the context. Language acts, specifically illocutionary acts, are the building blocks of human communication (J. L. Austin, 1962).

The act of uttering a word is known as an illocutionary act (Leech, 1983). Representatives, directions, commissives, expressives, and declarations are the many forms of the illocutionary act, as stated by Yule (1996). Speakers use representatives to convey their beliefs, directives to get the listener to do something, commissives to commit to something in the future, expressives to express how they feel, and declarations when they have an institutional role in a specific context to make a public proclamation.

Representative speech actions, according to Searle (1976) cited in Suryanti (2020), are those in which the speaker intends to commit themselves to something by asserting the veracity of a notion. Furthermore, according to Yule (1996), representations are speech actions that express the speaker's belief about the situation or lack thereof. Claim, description, conclusion, and statement of fact are the exemplary types. Everyday speech actions are prevalent in many forms of popular culture, from books to talk shows to movies to plays (Suryanti, 2020).

The movie industry is a window into people's social lives. According to Barsam and Dave (2009) a movie is a moving image with a series of images constructed from several individual images combined with each other in an extended

sequence. One important aspect that occurs a lot in movies is dialogue between characters. The characters talk to each other and speech acts occur.

A review of the literature reveals that numerous studies have examined speech act. These studies can be summarized as follows. First, Chimayasari (2016) conducted a study that examined the illocutionary actions of the protagonist in the film "The Back-Up Plan," which was directed by Alan Poul. The investigation was focused on the identification and classification of the most prevalent categories of illocutionary acts, which include directive, declarative, commissive, expressive, and verdictive acts. Chimayasari discovered that the major character employed representative behaviors the most frequently. These acts were often employed to convey information and required feedback from the hearer, highlighting the character's tendency to engage in reflective and informative dialogue.

The second study conducted by Abdullah, et.al. (2020) examined the illocutionary acts in the film "Ice Age: Collision Course." Utilizing Searle's (1979) taxonomy as a theoretical foundation, the investigation sought to investigate the functions and categories of illocutionary acts in the film's script. The researchers identified a variety of illocutionary acts, such as declarative, directive, expressive, commissive, and assertive. They found that the use of assertive acts was particularly prominent, serving to describe, inform, and assert opinions within the narrative. The study highlighted how these acts contribute to character development and plot progression, demonstrating the significance of illocutionary acts in conveying meaning and enhancing storytelling in animated movies.

Third study by Candra et.al. (2019), examined the utilization of illocutionary acts in Balinese humor. The research concentrated on the ways in which illocutionary acts, particularly expressives and representatives, contributed to the amusing effects in Balinese puns and cultural contexts. The study found that expressives were frequently used to convey emotions such as surprise, frustration, and sarcasm, while representatives were employed to narrate or set up the punchlines. The combination of these acts played a crucial role in enhancing the humor and making the communication relatable to the local audience.

Fourth study conducted by Doe et al. (2021) focused on illocutionary acts within political debates, using Searle's taxonomy to analyze how assertives and commissives were used by candidates to persuade and influence voters. The study revealed that assertive acts, especially in the form of claims and promises, were the most frequently used. These acts helped candidates build credibility and align themselves with voter expectations.

Another study by Smith and Brown (2018) analyzed the use of illocutionary acts in classroom interactions, focusing on the teacher-student dynamic. The research found that directives were predominantly used by teachers to manage classroom activities, while students often used expressives to share personal opinions and reactions. The study highlighted how different types of speech acts shaped the communicative flow in an educational setting.

Comparative of similarities and differences between this study and previous research as follows. First, both Chimayasari's research and the current study focus on speech acts. However, the key difference lies in the findings. Representative, commissive, declarative, directive, expressive, and verdictive acts were among the

numerous categories of illocutionary acts that Chimayasari identified. The representative type was the most common. Second, Abdullah also discusses speech acts, but his research concentrates specifically on assertive speech acts, whereas the current study focuses on representative speech acts, which include assertions, statements of fact, conclusions, and descriptions. Third, both Candra et.al. research and the current study explore speech acts. However, Candra et.al. use Balinese humor videos as their data source, while this research uses English-language movies. Another distinction is that Candra et.al. focus on both representative and expressive speech acts to generate humor, whereas this current study focuses solely on representative speech acts in the movie Wednesday Addams. Fourth, Doe's research and the current study both examine speech acts, but Doe's data is drawn from political debates. Doe emphasizes assertive and commissive speech acts in the context of building credibility and persuasion, whereas this current study is focused on representative speech acts. Finally, Smith and Brown's research also examines speech acts, but their data source comes from classroom interactions between teachers and students. In contrast, the current study utilizes dialogue from movies. Another distinction is that Smith and Brown focus on the use of directive and expressive speech acts, whereas this study focuses exclusively on representative speech acts.

This study distinguishes itself by focusing specifically on representative speech acts in the Wednesday Addams movie, contrasting with previous research that often examined a broader range of speech acts or different contexts, such as humor or political discourse. By concentrating on representative speech acts, which include assertions, statements of fact, conclusions, and descriptions, this study aims to provide a more detailed understanding of their role in character dialogue and storytelling, thereby filling a gap in the existing literature. This narrow focus could lead to an incomplete picture of the communicative dynamics in the movie. The qualitative descriptive method used in the study allows for in-depth analysis but may introduce subjectivity in interpreting dialogues.

## **Method**

The descriptive qualitative method was employed in this investigation. According to Purba and Herman (2020:25), qualitative methodologies are implemented to characterize data. The qualitative method is characterized by the ability to consider the process in relation to the context; the location where the research will be conducted (Busetto et al 2020). Analyzing the facts descriptively and providing an explanation of the studies that were conducted to analyze and present the findings. As defined by Vanderstoep and Johnston (2008), qualitative research is a narrative account of the phenomena that transpire within the study. Consequently, qualitative research is implemented in this investigation due to its examination of the most prevalent types of illocutionary acts and utterances in the Wednesday Addams' film. The researcher employed a variety of methods to procure the data, including the following: watching the movie, this step is important because it deepens the narrative and observes character interactions directly. Transcribing the scripts or dialogues, This process involves converting spoken language into written form, which is essential for

detailed analysis, transcription ensures that all spoken content is captured accurately. Perusing the scripts in depth, this step involves analyzing the dialogues to identify various types of illocutionary acts, such as statements of fact, assertions, conclusions, and descriptions. Organizing the data into classifications according to the theory (Yule, 1996). Furthermore, the function will be subjected to an analysis based on the theory of (Leech, 1983).

### **Result and Discussion**

This study found 25 representative illocutionary act data contained in four representative types: 8 data found as statements of fact, assertions as 5 data, conclusions as 5 data, and 7 data found as descriptions. The variety of representative illocutionary deeds identified in the script for the film "Wednesday Addams" is distributed as a percentage in the table below.

Table 1. Representatives Illocutionary Act Found in Wednesday Addams Movie

<b>No</b>	<b>Illocutionary Acts</b>	<b>Types of representatives illocutionary act</b>	<b>Frequency</b>	<b>Percentages (%)</b>
	Representatives	Statement of fact	8	32%
		Assertions	5	20%
		Conclusions	5	20%
		Descriptions	7	28%
	Total		25	100%

### **Representatives**

The utilization of representative speech acts by Yule (1996), including statements of fact, assertions, conclusions, and descriptions, can be elucidated as follows:

#### **Statement of fact**

The first type of representatives is Statement of fact.

Datum 1

- Enid : "Welcome to Ophelia Hall!"
- Morticia : "**Please excuse Wednesday, she's allergic to color.**"
- Enid : "Wow. Never heard that one before. What happened to you?"
- Wednesday : "I break out into hives and then my flesh peels off my bones."

Morticia's utterance, "Please excuse Wednesday, she's allergic to color," constitutes a representative illocutionary act, more specifically a statement of fact. Morticia is presenting a representation of the world as she believes it to be. In other words, she stated the truth of Wednesday's color allergy.

While this statement may seem unusual or even absurd to the listener, its primary function within the conversation is to provide information about Wednesday's unique condition, and to offer an explanation for Wednesday's potentially atypical

behavior. Thus, the utterance serves not only to convey information but also to facilitate shared understanding of Wednesday's character within the conversational context.

Datum 2

- Enid : "It's a small school and there wasn't much online about you. You really need to get on Insta and Snapchat."  
Wednesday : **"I don't do social media. I find it to be a soul-sucking void of meaningless affirmation."**

Wednesday's utterance, 'I don't do social media. I find it to be a soul-sucking void of meaningless affirmation,' constitutes a representative illocutionary act wherein she revealed his statement regarding social media. This statement represents Wednesday's beliefs about the world, particularly regarding the values and impacts of social media. In other words, she is conveying a subjective opinion or judgment. The primary function of this utterance is expressive, whereby Wednesday directly conveys her feelings and attitudes towards social media. Additionally, indirectly this utterance also serves an informative function, providing Enid with insights into Wednesday's personality and preferences.

**Assertions**

The second type of representatives is assertions.

Datum 3.

- Enid : "Your family is so unique"  
Wednesday : **"Yes, Morticia is the best mother in the world."**

Within Wednesday's assertion that "Morticia is the best mother in the world" serves as a representative illocutionary act, specifically an assert. This statement occurs in the context of a casual conversation in the dorm room, where Enid comments on the uniqueness of Wednesday's family. The dialogue transpired between Wednesday and Enid wherein Enid articulated her perceptions of Wednesday's unconventional family structure. In response, Wednesday asserted with emphasis, the exceptional qualities of her maternal figure. The utterance produced by Wednesday uses declarative structures to show assertion.

The sentence "Morticia is the best mother in the world" has a literal meaning, where Wednesday explicitly states her high regard and affection for her mother, Morticia. This can be categorized as an assertion in the representative illocutionary act, as Wednesday is expressing a strong belief and positive evaluation of her mother's qualities. The function of this utterance is to convey her love and admiration for Morticia, sharing her personal perspective with Enid.

Datum 4.

- Principal Weems : **"Wednesday is certainly a unique name. I'm guessing it's the day of the week you were born?"**  
Wednesday : "I was born on Friday the 13th."

Morticia : **“Her name comes from a line in my favorite nursery rhyme. 'Wednesday's child is full of woe.’”**

Principal Weems' statement, "Wednesday is certainly a unique name. I'm guessing it's the day of the week you were born?" and Morticia's response, "Her name comes from a line in my favorite nursery rhyme," both exemplify assertions. Principal Weems poses a question that is essentially a statement about the uniqueness of the name Wednesday, while Morticia provides a factual response regarding the name's origin.

Both statements employ declarative structures and convey verifiable information. The primary function of these statements is informative, providing information about the name Wednesday. However, Morticia's statement carries a stronger expressive function as she connects her daughter's name to a personal memory by quoting a nursery rhyme.

### **Conclusions**

The third type of representatives are conclusions.

Datum 5.

Gomez : “Nevermore is no ordinary boarding school. It’s a magical place. It’s where your mother and I met and fell in love. I promise, my little viper, you are going to love Nevermore. Won't she, Tish?”

Morticia : “Of course she will. It's the perfect school for her.”

Wednesday : **“Why? Because it was the perfect school for you? I have no intention of following in your footsteps and being captain of the fencing team, or queen of the dark prom, or President of the Seance Society.”**

Morticia : “I merely meant you’ll finally be among peers who understand you. Maybe you’ll even make some friends.”

Wednesday's utterance, "Why? Because it was the perfect school for you? I have no intention of following in your footsteps and being captain of the fencing team, or queen of the dark prom, or President of the Seance Society," exemplifies a classic concluding representative illocutionary act. In this context, Wednesday is drawing an inference based on the information provided by her parents. She is implicitly rejecting the assumption that Nevermore Academy is the right choice for her simply because it was suitable for Morticia.

In other words, Wednesday is constructing an argument that demonstrates that every individual has unique needs and desires, and that the choice of school should not be solely based on parental experiences.

## Descriptions

The fourth type of representatives is descriptions by Yule (1996).

Datum 6.

Morticia : **“W” and “M”. Our initials. It’s made of obsidian, which Aztec priests used to conjure visions. It’s a symbol of our connection.”**

Wednesday : “Which one of your spirits suggested this toe curling tchotchke? I’m not you, Mother. I will never fall in love or be a housewife or have a family.”

Morticia : “I’m told that girls your age can say hurtful things and that I shouldn’t take them to heart.”

Wednesday : “Luckily you don’t have one.”

Morticia's utterance, "W" and "M". Our initials. It’s made of obsidian, which Aztec priests used to conjure visions. It’s a symbol of our connection," is an example of a descriptive representative illocutionary act. Through the physical and historical description of the "W" and "M" pendant, Morticia not only conveys factual information but also attempts to convey symbolic meaning about her relationship with Wednesday. Thus, Morticia employs language to create a shared understanding of the pendant's symbolism as a representation of their bond. Additionally, the statement possesses an informative function, evident in the conveyance of facts about the pendant.

Datum 7.

Wednesday : “What’s the story about going into the local town?”

Ms. Thornhill : **“Passes into Jericho are a privilege, not a right. It’s a brisk 25-minute walk or there’s a shuttle on the weekends. The locals can be a tad wary of Nevermore. So don’t make waves or perpetuate any Outcast stereotypes.”**

Ms. Thornhill's utterance, "Passes into Jericho are a privilege, not a right. It’s a brisk 25-minute walk or there’s a shuttle on the weekends. The locals can be a tad wary of Nevermore. So don’t make waves or perpetuate any Outcast stereotypes," exemplifies a descriptive representative illocutionary act. Through this statement, Ms. Thornhill provides a clear depiction of the situation and conditions that students will encounter if they visit Jericho. She offers factual information regarding access to Jericho, travel duration, and the local residents' attitudes towards Nevermore students.

By providing detailed and specific information, Ms. Thornhill not only conveys facts but also constructs a mental representation or understanding of Jericho for the students. The statement also includes a cautionary element and an expectation that students will behave according to the expected norms. Thus, Ms. Thornhill's utterance serves as a guide for students to interact with the outside world. Furthermore, this statement also possesses informative and directive functions. The informative function is evident in the conveyance of facts about Jericho. The directive function is apparent in the command or suggestion not to cause trouble.



## Conclusion

This study provides a comprehensive analysis of representative speech acts in the Wednesday Addams movie, revealing how these acts contribute to character development and narrative progression. The findings indicate that statements of fact are predominantly used to convey essential information about characters' conditions and preferences, such as Wednesday's unique allergy to color and her aversion to social media, highlighting her distinct traits and personal beliefs. Assertions emphasize the uniqueness of Wednesday's family and her own name, reinforcing the film's portrayal of the Addams family as unconventional and extraordinary, aligning with Wednesday's identity and the film's overall theme. Conclusions are used by Wednesday to critically evaluate and reject assumptions and expectations imposed by other characters, such as her disagreement with her mother's view of Nevermore Academy. Descriptions serve to clarify and elaborate on specific details, making complex or symbolic information more accessible to the audience. Overall, representative speech acts in the film improve the audience's comprehension of character dynamics and thematic elements, highlighting the crucial role of dialogue in shaping both the plot and character development.

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