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## AN ANALYSIS OF LOCUTIONARY SPEECH ACT OF ANTAGONIST MAIN CHARACTER IN THE BAD SEED MOVIE BY ROB LOWE

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### Abstract

*This study aims to describe the forms of locutionary speech acts used by the main antagonist in "The Bad Seed" movie and the components that influence the speech acts used by the antagonist main character. This research uses a qualitative method with a descriptive approach. Then, the data source in this study is "The Bad Seed" movie. This research focuses on the forms of locutionary speech acts and the components influencing the speech acts used by the main antagonist in "The Bad Seed" movie. Meanwhile, data collection techniques are documentation, observation, and transcription. Then, data analysis techniques are data reduction, data display, and conclusion drawing or verifying. The results showed two findings. Firstly, the total number of utterances of the main antagonist in "The Bad Seed" movie is 179 utterances, with the following division: declarative utterances are 101 (66.9%) utterances, interrogative 39 (25.8%) and imperatives are 11 (7.3 %). %) speech. From the three forms of locutionary speech acts used by the main antagonist in "The Bad Seed" movie, the declarative form is the most widely used and the imperative form is the least used by the antagonist main character in his conversation. Secondly, the components behind the speech acts of the main antagonist are setting and scene, participants, ends, action sequences, key, instrumentalities, norms of interaction, and genre.*

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## INTRODUCTION

As social beings, humans always interact with others and they cannot live alone without others. It means that humans need other humans. If humans need each other, they will try to communicate with each other by using language. Language is a means of communication or interaction. In addition, Widayanti and Kustinah (2019, p.180), observe that "if someone wants to say something to someone else, then what he wants to say is the meaning or purpose of the sentence". Therefore, in conveying the meaning or intent of the speech, one must express it in the form of speech acts. The speech act is always present in the communication process. In his book entitled "How To do

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Things With Words” Austin’s (1962) speech act can be analyzed from the point of view not only of what information is conveyed but about what actions are carried out. Furthermore, Fitriah and Fitriani (2017,p. 25), mentions that “the speech act is one of the language activities carried out by speaker to convey the meaning and intent of speech to the interlocutor”. Austin (1962) distinguishes three types of actions related to speech, i.e. locutionary speech act, illocutionary speech act, and perlocutionary speech act.

Speech acts can be found in both oral and written forms. Oral speech can be found in the mass media, one of which is through the movie. Movie in the *kamus Besar Bahasa Indonesia* (KBBI) is a pictorial play (story) that contains scenes played by characters, place settings, and certain conversation topics. As quoted by Wahyuni, et.al (2018, p. 585), "speech in the form of a dialogue between characters in a movie is an interesting thing to study using aspects of speech acts". This is what makes the movie an effective message delivery medium and deserves to be studied further because it is younger to understand what is seen and heard than what is read which requires appreciation in understanding the meaning and context of speech. In this research, the researcher takes a speech through the antagonist main character that is played in “The Bad Seed” movie. Since the antagonist does not always present a bad character but can present a good character or a polite character with an innocent facial expression. In the dialogue of “The Bad Seed” movie, there are many speeches that function and meaning are not known, and these two things are very important to understand in communicating.

From the background of the study above, the researcher focus on the analysis of locutionary speech act of the antagonist main character in “The Bad Seed” movie by Rob Lowe to describe the types of locutionary speech act and the components that influence speech acts in the main antagonist conversation in “The Bad Seed” movie.

## **RESEARCH METHOD**

### **Research Design**

The design of this research is a qualitative method with a descriptive approach. According to Moleong (2017, p 6), the qualitative research method is research that intends to understand phenomena experienced by research subjects that existed at the time of the study. This research is classified into qualitative research since the data studied is in the form of language that produces descriptive data in the form of written or spoken words from people and observed behavior. The form of the language studied is the use of language used by the characters in the movie.

### **Instruments**

Instruments are the tools needed to get information. Arikunto ( 2013, p 149) states that a research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic. Meanwhile, the instruments use in this research are human instruments (researcher), movie, and dialogue transcription. Data in research means those facts that are collected for further investigation.

### **Data Analysis**

The data analysis technique according to Miles & Huberman (in Arifin, 2020, p 22) in analyzing qualitative research data, i.e:

1. Data Reduction

In this study, there are quite a lot of data obtained from the field. Therefore, it is necessary to record it carefully and in detail. Therefore, after collecting data, the collected data were analyzed to determine the form, meaning, and type of locutionary act contained in The Bad Seed movie. From this, the researchers found it easier to conclude.

## 2. Data Display

The next step is to explain the data. Exposure of data as a set of structured information and give the possibility of drawing conclusions and taking action. The presentation of the data is done to make it easier for the researcher to describe the data thus it will be easier to understand the form, meaning, and type of locutionary act in The Bad Seed movie.

## 3. Conclusion Drawing / verifying

The third step in qualitative data analysis is drawing conclusions and verification. Drawing conclusions is the result of research that answers the focus of research based on the results of data analysis presented in descriptive form. At this stage, the researcher puts forward initial conclusions that are supported by data obtained by the researcher in the field, then the answers from the research results will provide explanations and conclusions on the researcher's problems examined in this study.

## RESEARCH FINDINGS AND DISCUSSION

### ❖ Research Findings

The results of the research in this study were taken through the process of data analysis through the speech used by the main antagonist in The Bad Seed movie. Meanwhile, the most common category found in the research is the form of locutionary speech acts which are expressed directly. Then, the research data produced by the main antagonist is 179 utterances which are classified into the form of locutionary act, namely 101 (66.9%) declarative utterances, 39 (25.8%) interrogative utterances, and 11 (7.3%) imperative utterances. From the three forms of locutionary speech acts used by the main antagonist in The Bad Seed movie, the declarative form is the most used and the imperative is the least used by the main antagonist in the conversation. The declarative form is most widely used because the main antagonist character tells more of the factual events that are happening around him and information obtained from third parties.

Meanwhile, in this study, the researcher uses Hymes theory to analyze the components behind the locutionary speech acts used by the main antagonist in The Bad Seed movie. This study found as many as 8 components, namely, setting and scene, participants, ends, action sequences, key, instrumentalities, norm, and genre.

No.	Form of Locutionary	Total
1	Declarative	101
2	Interrogative	39
3	Imperative	11

Table 1: Data Forms of Locutionary Speech Act in the Bad Seed Movie

No.	Component	Information
1	Setting and scene	Time: morning, afternoon, evening, and night. ome, warehouse, school, classroom, cliff, lake house, lakeside,
2	Participants	Peers, parents, nanny, teachers, and aunts

3	Ends	Intends to state a request, ask for clarity, provide clarity, state information, state confirmation, and state orders.
4	Act sequences menace	Format: colloquial English. Speech: the outpouring of feelings and actions of the speech participants.
5	Key	Mockery, serious, curt and flat.
6	Instrument	Path: oral. English language
7	Norms	there are violations of politeness norms in interacting that are violated, such as speaking when other people are talking, yelling at older people, and ordering older people in a high tone.
8	Genre	Dialog

Table 2: Component of Speech Act in the Bad Seed Movie

### ❖ Discussion

This section discusses the description of the locutionary speech act form and the components behind the speech act events used by the main antagonist in the Bad Seed movie.

#### 1. Declarative

##### Excerpt 1: (A03)

**Emma** Miss Ellis showed us this year's Citizenship Award. It's a medal. It's really big. It's like the Olympics.

David Really?

(00:02:58,846 --> 00:03:06,186)

Based on the conversation above, this is a conversation between the speaker (Emma) and the speech partner (David). The speech delivered by Emma is used to convey information to the speech partner, namely David. It is proven through the sentence “**Miss Ellis showed us this year's Citizenship Award. It's a medal. It's really big. It's like the Olympics.**”, this sentence was conveyed according to the speaker's intention (Emma) who wanted to convey to her father (David) that her teacher (Miss Ellis) informed them about the citizenship award ceremony that would be held at her school, although judging from this conversation the interlocutor gives a response in the form of an interrogative speech “**Really?**” to find out the truth of the information conveyed by the speaker. The speech delivered by Emma is a form of declarative locutionary speech act. The declarative form can be seen from the descending intonation at the end of the sentence and the use of a period (.) at the end of the sentence.

Then the component analysis of speech acts can be discerned from the scenes in the movie presented in excerpt (1); the setting of the conversation between Emma and David were in the morning, at the dining room. Participants from the conversation were Emma as the speaker and David as the hearer. The end of the conversation was Emma inform his father (David) about the citizenship award that will be held at Emma's school. Act sequence from the conversation as she talked her utterance when her father cooking in the kitchen. The key from the conversation was Emma used declarative intonation with happy facial expressions because she wants to inform good

news to her father. The instrument from the conversation was oral in the English language. Norms from the conversation were Emma used good politeness in her speech.

**Excerpt 2: (A13)**

Milo H... how did you do that?

**Emma We have a nest in our backyard. My dad says wasps only attack when they feel threatened. It's nature, Milo.**

(00:05:43,544 --> 00:05:54,219)

Based on the conversation above, this is a conversation between Emma and her classmate (Milo). The speech delivered by Emma is a response to what Milo asked in the form of an interrogative sentence "H... how did you do that?". The speech delivered by Emma is a response that is used to convey information to the speech partner, namely Milo. The speech delivered by Emma "We have a nest in our back yard. My dad says wasps only attack when they feel threatened. It's nature, Milo.", is a form of declarative locutionary speech act because this speech is conveyed according to the speaker's intention (Emma) who wants to convey information to Milo that what happened in the classroom at that time was the behavior of bees when they felt threatened by the surrounding environment and Emma knew that because she had a beehive behind his house. This utterance is spoken orally using declarative intonation or the final tone descends and if writing this sentence is marked by the presence of a capital letter at the beginning of the sentence and there is a declarative sentence punctuation mark, namely a dot (.) at the end of the sentence.

Then the component analysis of speech acts can be discerned from the scenes in the movie presented in excerpt (2); the setting of the conversation between Emma and Milo was in the morning, at the class. Participants from the conversation were Emma as the speaker and Milo as the hearer. The end of the conversation was Emma tells Milo what happened earlier is the nature of bees when they feel threatened by their surroundings. Act sequence from the conversation as she talked her utterance when Milo asked her how she caught the bee easily. The key from the conversation was Emma used declarative intonation with an ordinary and calm facial expression because she already knows about it at her house. The instrument from the conversation was oral in the English language. Norms from the conversation were Emma used good politeness in her speech.

## 2. Interrogative

**Excerpt 1: (B26)**

**Emma Hey dad, can we get going?**

David Sure.

(00:15:09,876 --> 00:15:12,944)

Based on the conversation above, speech conveyed by Emma is a form of direct speech in the form of an interrogative sentence which contains an intention to ask something like what is

contained in the speech. In Emma's speech "**Hey dad, can we get going?**", this sentence was conveyed according to the speaker's intention (Emma) who asked if they could go home immediately to the speech partner (David). Verbally, the above speech is marked by a questioning intonation or a rising tone and marked by a question form (yes/no question) which is marked with the modal auxiliary "can" as a form of question word used to obtain a yes or no answer.

Then the component analysis of speech acts can be discerned from the scenes in the movie presented in excerpt (1); the setting of the conversation between Emma and David were in the morning in front of the school building. Participants from the conversation were Emma as the speaker and David as the hearer. In the end of the conversation, Emma asked her father (David) if they could go home at that time. Act sequence from the conversation is that she uttered when her father talked with Milo's parents. The key from the conversation was that Emma used interrogative intonation with a calm facial expression but showing a little fear because she was tired of running and cut off the conversation between David and Milo's parents. The instrument from the conversation was oral in the English language. Norms from the conversation were that Emma does not use the norm of politeness in her speech, because she interrupted other people's conversation.

**Excerpt 2: (B154)**

David Emma. Pack your things.

David We have to leave.

**Emma Where are we going?**

David The lake house.

(01:04:38,676 --> 01:05:12,808)

Based on the conversation above, this is a conversation between (Emma) and her father (David). Emma who was still asleep was woken up by her father and invited to go to their lake house. The above utterance is spoken directly in the form of an interrogative sentence which contains an intention to ask something like what is contained in the speech. In the speech delivered by Emma "**Where are we going?**", this sentence is conveyed according to the speaker's intention (Emma) who asks where they are going to visit. Verbally, the speech above is marked with a questioning intonation or a rising tone and is marked by a question form (Wh-Question) which is marked by the question word "**Where**" as a form of question word used to obtain an answer in the form of an explanation of the place.

Then the component analysis of speech acts can be seen from the scenes in the movie presented in excerpt (2); the setting of the conversation between Emma and David were in the morning, at the car. Participants from the conversation were Emma as the speaker and David as the hearer. The end of the conversation was Emma asked her father to know where she and her father are going. Act sequence was that her father drove the car to go to the lake house. The key from the conversation was that Emma used interrogative intonation with a flat facial expression because she was curious where her father would take her. The instrument from the conversation was oral in the English language.

### 3. Imperative

#### Excerpt 1: (C20)

David You look like a movie star.

**Emma Don't make me late dad!**

David I won't.

(00:10:01,101 --> 00:10:06,805)

Based on the conversation above, this is a conversation between Emma and her father (David). This story took place as David helped Emma get ready for an event at her school. The speech delivered by Emma is a response to the praise given by her father (David) in the form of a declarative sentence "**You look like a movie star**", this speech was delivered by David to praise his beautiful daughter. Then Emma responded in the form of an imperative sentence "**Don't make me late dad!**", this utterance contains the intention to order the interlocutor, namely David not to make him late for an event at his school so that David immediately finishes what he is doing as a form of action from the speech Emma. The speech delivered by Emma is a form of imperative locutionary speech act. Imperative sentences are usually marked with a verb that contains a command or is marked with an exclamation mark (!) at the end of the sentence as an affirmation and use the appropriate intonation.

Then the component analysis of speech acts can be seen from the scenes in the movie presented in excerpt (1), the setting of the conversation between Emma and David were in the morning, at Emma's room. Participants from the conversation were Emma as the speaker and David as the hearer. The end of the conversation was Emma commands her father (David) does not to linger and finish what he is doing so as not to make Emma late for events at her school. Act sequence from the conversation as she talked her utterance when her father helped get ready for an event at her school. The key from the conversation was Emma used flat intonation with a flat expression because she cannot wait to attend events at her school. The instrument from the conversation was oral in the English language. Norms from the conversation were Emma uses the norm of politeness in her speech.

#### Excerpt 2: (C123)

Chloe Your dad and I understand each other.

Chloe And he's single, and he was totally just scoping me out

Chloe The poor guy needs a release. I mean, just look at him.

**Emma Stay away from my dad!**

(00:53:13,424 --> 00:53:39,181)

Based on the conversation above, this is a conversation between Emma and her nanny (Chloe). This story took place in the morning in Emma's room when Emma sat by relaxed reading a book

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while Chloe was walking over to her. The speech excerpt above is a statement conveyed by Emma to her caregiver, Chloe, in the form of an imperative sentence. When Chloe said “Your dad and I understand each other”, Chloe told this story to inform Emma that she was getting close to her father. With an annoyed and angry facial expression, Emma responds in the form of a command sentence "Stay away from my dad!", this utterance contains the intention to order the speech partner, namely Chloe, to stay away from and not approach her father. Therefore, it can be concluded that the statement uttered by Emma is an imperative form of locutionary speech act. In addition, this speech uses imperative intonation or a flat ending tone, and when written this sentence is marked with an exclamation mark (!) at the end of the sentence as a marker of the form of the imperative sentence.

Then the component analysis of speech acts can be seen from the scenes in the movie presented in excerpt (2); the setting of the conversation between Emma and David were in the morning, at Emma's room. Participants from the conversation were Emma as the speaker and Chloe as the hearer. The end of the conversation was that Emma commanded Chloe not to try to approach and seduce her father. Act sequence from the conversation was that Emma sat by reading a book in her room, then Chloe came into the room and said that she would approach her father and might become her stepmother. Emma with an annoyed and angry face told Chloe to stay away from her father. The key from the conversation was that Emma used flat intonation with an angry flat expression because she could persuade her father to get a new stepmother for her. The instrument from the conversation was oral in the English language. Norms from the conversation were that Emma does not use the norm of politeness in her speech.

## CONCLUSION

Based on the results of the research and discussion that have been described, the following conclusion can be drawn as follows; Firstly, the forms of locutionary speech act of the main antagonist in “The Bad Seed” movie there is identified 179 utterances which are classified into locutionary speech acts, namely declarative as many as 101 (66.9%) speech, interrogative 39 (25.8%) speech, and imperative as many as 11 (7,3%) speech. From the three forms of locutionary speech acts used by the main antagonist in The Bad Seed movie, the declarative form is the most widely used and the imperative form is the least used by the main antagonist in his conversation.

Secondly, the meaning contained in the locutionary speech acts in The Bad Seed movie, the existence of a context that presents all kinds of aspects that are outside of language is the main determinant for the presence of language meaning that involves the same background and knowledge between speaker and speech partners so that it can help interpret the meaning content or the message conveyed.

Thirdly, the components behind the speech act events in “The Bad Seed” movie include setting and scene which are components relating to time and place. Time includes morning, afternoon, evening, and night. Places include houses, warehouses, schools, classrooms, cliffs, lake houses, and lakesides. The participants include friends of the same age, parents, nanny, teachers, and aunts. Ends include state a request, ask for clarity, give clarity, state information, state affirmation, and state orders. Act sequences focus on everyday language whereas the content of the speech is an outpouring of feelings from the speech participants. The key found in this study is then the use of declarative, interrogative, and imperative intonations with a tone that is delivered

mockingly, seriously, briefly, and flatly. In addition, it is indicated by gestures. Instrumentalities are in the form of spoken lines, the language used includes English. The norms of interaction involve several violations of the norms in interaction, i.e. yelling at older people, and ordering older people in rising intonation.

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