THE ANALYSIS OF SEARLE’S EXPRESSIVE SPEECH ACTS OPERATING IN “CHANGELING”

(A Pragmatics Approach in the Film)

Submitted as a Partial Fulfillment of Requirement
For the Sarjana Sastra Degree at English Department
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Sebelas Maret University

By:
IRA RATNASARI
C 1307010

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Approved to be examined before the Board of Examiners of English Department
Faculty of Letters and Fine Arts
Sebelas Maret University

Thesis Supervisor

Drs. S. Budi Waskito, M.Pd
NIP. 195211081983031001

Head of English Department
Non-Regular Program

Drs. S. Budi Waskito, M.Pd
NIP. 195211081983031001
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Accepted and Approved by the Board of Examiners
Faculty of Letters and Fine Arts
Sebelas Maret University
On 2012

The Board of Examiners:

Chairman
Drs. Agus Hari Wibowo, M. A, Ph. D
NIP. 196708301993021001

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Karunia Purna K, S. S., M. Si
NIP. 198211242009122002

First Examiner
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NIP. 195211081983031001

Second Examiner
Prof. Dr. Djaminka, M. A
NIP. 196707261993021001

The Dean of Faculty of Letters and Fine Arts,
Sebelas Maret University

Drs. Riyadi Santosa, M. Ed, Ph. D
NIP. 196002281986011001
PRONOUNCEMENT

Name : Ira Ratnasari
NIM : C 1307010

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If it is then proven that the researcher cheats, the researcher is ready to take the responsibility.

Surakarta, July 2012
The Researcher

Ira Ratnasari
MOTTO

Whatever you want to do, do it now.

There are only so many tomorrows.

(Michael London)
DEDICATION

This Thesis is proudly dedicated To:

❖ My Beloved Bapak and Ibu…
   Bp. Marimun Hadi Suprapto and Ibu. Indasah

❖ My Beloved Parents in Law
   Bp. Suprayono, S.Pd and Ibu. Umiyati, S. Pd

❖ My Beloved Husband…
   Badi Setya Kurnianto, S. Si

❖ My Wonderful Little Son…
   Barra Azfar Azaria

❖ My Thesis Supervisor…
   Drs. S. Budi Waskito, M. Pd

❖ My Lectures…

❖ My Friends…

❖ My Self.

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Additionally, I realize that this final project is still far from being perfect, thus constructive criticism and suggestion are open-handedly accepted. I hope this final project will give any benefits and use to the readers.

Surakarta, July 2012

Ira Ratnasari
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ABSTRACT

Ira Ratnasari. C1307010. The Analysis of Searle’s Expressive Speech Act Operating in “Changeling” (Based on A Pragmatics Study in the Film). English Department S1-Non Regular Program, Faculty of Letter and Fine Art, Sebelas Maret University.

The research was conducted to figure out the types of expressive speech acts in the movie entitled “Changeling”, the reasons of the speakers in uttering such types, and the ways of how the speakers exploit those types.

This research used the Pragmatics approach with speech act as the field of study. It was a descriptive qualitative research and it employed purposive sampling as the sampling technique. Therefore, the data in this research were data that had important relationship with the problems being observed. Here, only the types of expressive speech acts were analyzed, i.e. the expressions which express the speaker’s intention toward his or her feeling.

From the result of the data analysis, there are five types of expressive speech acts employed by the characters in the movie “Changeling”. They are apologizing, blaming, congratulating, praising, and thanking.

The result of this research shows that there are some functions of expressives. Apologies and congratulations are expressed to show care of the speakers to the hearers. Apologies are also used by the speakers when they try to save the bad effects made by the hearer or to avoid conflicts, and to show the regret to the hearers. Blames are expressed to show the belief, conviction, the negative feeling and anger of the speakers to the hearers. Praises are expressed to reward of the hearer’s efforts and increase to the hearer’s motivation. Thanks are expressed to show the gratitude and appreciation of the speakers to the hearers and to close the public speech in formal situation.

The other finding of this research is that the speakers use verbal and non-verbal expression in uttering expressives. The verbal expression means that the speakers utter a direct or indirect speech act, an explicit or implicit statement, in high, normal, or low intonation. The non-verbal expression is commonly done through body language to emphasize the speech acts which is performed via eyes gaze, facial expression (happy, sad, annoyed, angry, and disappointed), and body movement (nodding and bowing the head, hugging the hearer).

The analysis also shows that the five types of expressives found in the movie “Changeling” are shaped based on the theme and the subthemes establishing the context of situation to make the characters perform those five types of expressives, although some of the speech acts are shaped as the development of the story.

Based on the findings, it is suggested that the students who are interested in Speech Acts Study are expected to explore the speech acts especially about expressives to find out that expressive speech acts are not only classified into apologizing, blaming, congratulating, praising, and thanking. There are still many other types of expressives which can be found in the interactions, while for the other researchers, there are still many other classifications of speech act that can be taken into the similar field of the research. The researcher expects that the other researchers will be interested in conducting a research about speech acts as a further and a more
detailed analysis in the same field by taking the other classifications of speech acts such as directives, representatives, commissives, or declarations in the movie “Changeling”. It is also possible to other researchers to conduct the same research in the different sources of data such as the other movies, novels, dramas or nationally speeches.
CHAPTER I

INTRODUCTION

A. Background

People who live in this world have to communicate each other to fulfill their own needs. They communicate with others by what is called language. Language is an effective tool to create a communication because it plays an important role to express what one wants, needs and feels.

To achieve the aim of communication there must be speakers and hearers. The communication will be successful if both speakers and hearers are able to deliver and understand thoughts, feelings and desire one another. When people have conversation to express themselves, they not only produce utterances but also perform actions. Actions performed via utterances are generally called speech acts (Yule, 1996:47). People perform speech acts when they offer an apology, complaint, compliment, greeting, request, or refusal. Normally, a speaker talks to the hearer with the certain purposes while the hearer tries to understand what the speaker’s goal. They are usually assisted in understanding meanings of utterances by the circumstances around them.

One type of speech acts that often occurs in the conversation between one person and another is expressive. Expressive is one type of speech acts in which the speakers express their feeling. According to Searle in Huang (2007:107) expressives are those kinds of speech act that express a psychological attitude or state in the speaker such as joy, sorrow, and
likes/dislikes. Paradigmatic cases include apologizing, blaming, congratulating, praising and thanking.

Expressive speech acts is expressions which based on psychological state and relate to the expression of speaker’s feeling upon the hearer. There are some strategies in uttering the expressive expression by each speaker. It can be influenced by the goal of the utterance, the speaker and the hearer, and the status between them. Those strategies can be verbal and non-verbal. The verbal strategy means that the speaker utters direct or indirect speech act, explicit or implicit statement, in high or low intonation, for example the one can apologize by saying “I am sorry”, promise by saying “I promise”, and swear by saying “I swear” while the non verbal strategy can be showed through the body movement, facial expression, eyes gaze, or gesture, for example by nodding the head to agree. Those strategies are used to give the force of the degree of strength of their expressive speech acts.

Concerning to the expressive expression, there are many expressive expressions that occur in the drama movie. “Changeling” as the chosen movie, is a 2008 American drama film directed by Clint Eastwood and produced by Brian Grazer/Ron Howard/Robert Lorenz. The drama movie is based on real-life events in Los Angeles. A single mother, Christine Collins (Angelina Jolie) returned home to discover her nine-year-old-son, Walter (Griffith) was missing. Reverend Gustav Briegleb (Malkovich) announced Christine’s plight against the Los Angeles Police Department (LAPD) for its incompetence, corruption, led by Chief James E. Davis (Colm Feore). Several months after the disappearance of Walter, the LAPD told Christine that he
had found her son. Believing the positive publicity will negate recent criticism of the department, the LAPD organized a public reunion. Although Walter (Devon Conti) claimed he is Christine’s son, Christine says that he is not her missing son. Captain J. J. Jones (Donovan), the head of the LAPD’s juvenile Division, insisted that the boy is Walter and pressures Christine into taking him home “on a trial basis”.

In “Changeling”, expressive is used by most of the characters. By seeing this movie, we will see the characters expressing psychological attitude or expressing something dealing with the feeling. The interesting aspect of analyzing expressive speech act is giving deeper comprehension of expressive expressions mainly in the function of particular situation. Expressive speech acts are important because they cannot be separated from human being in daily conversation. Based on this reason, the researcher is interesting in analyzing expressive speech acts taken by the characters in “Changeling” movie.

The below conversations show the examples of expressives in the movie entitled “Changeling”:

1. Mr. Harris : We’re looking to take on a manager for our new Beverly Hills office. And if you’re interested in the job, I could write a report, or…

   Christine Collins: That would be wonderful. **Thank you so much, sir.**

2. Christine Collins: Would you please send someone down here?

   Policeman : **I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.**
Christine Collins: What?

Policeman: Look, 99 times out of 100, the kid shows up by morning. We don’t have the resources to go chasing every kid who runs off with his pals

From the examples above, expressives are uttered in various types depending on the purpose of the speaker. The first example is an utterance in which the speaker shows concern and empathy in the form of thanking. That utterance is also asserted by her verbal action. The second example shows an apology of expressive speech act. The Policeman as the speaker utters an apology speech act by saying “I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.” The conversation occurs when the Policeman cannot help Mrs. Collins.

The various types of expressives are caught by the researcher as an interesting point to observe. Considering that, the researcher is interested to discuss about the types of expressives speech acts in the movie “Changeling” based on the function of those types, how they are exploited by the characters, and why they are exploited in that movie.

B. Problem Limitation

Since there are many speech acts used in the movie, it is important for the researcher to limit the research of speech acts. The research only focuses on types of expressive utterances such as apologizing, blaming, congratulating, praising and thanking. The data are taken from the American drama movie entitled “Changeling”. 
C. Problem Statements

The problem statements that will be discussed in the research are:

1. What types of expressive are used by the characters in the movie entitled “Changeling”?
2. What are the functions of expressive speech acts?
3. How are the expressive speech acts exploited?
4. Why are the expressive speech acts exploited in the movie?

D. Research Objective

The objectives of this research are:

1. To find out the types of expressive utterances performed by the characters in the movie entitled “Changeling”.
2. To determine the functions of expressive speech acts based on its each type in the movie entitled ”Changeling”
3. To identify how the characters perform expressive utterances in the movie entitled “Changeling”
4. To explore why the expressive speech acts are exploited in the movie entitled “Changeling”

E. Research Benefits

Every research should be useful for others; at least it will make a positive contribution for their surroundings. This research tries to contribute the following benefits:

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1. English Department Students

It is important for the English Department Students who are interested in Pragmatic Study. They can investigate more deeply in studying Speech Acts.

2. Other Researchers

They can use this thesis as references and additional information dealing with Speech Acts.

3. Public

It will give more information about how to employ expressives in certain context and situation.

F. Research Methodology

In this research, the researcher used a descriptive qualitative research method. In this case, the researcher followed the procedure stated in Sutrisno Hadi’s theory (1983:3) i.e. first the researcher collects the data, makes classification and then analyzes them, finally draws conclusion about the data. Qualitative means there is no numerical measurement where the data taken from the words or sentences from the movie dialogues.

The method focuses on the description of the data. It focuses on the description on how the characters in the movie entitled “Changeling” employ expressive Speech Act. The research focused on finding data, selecting data, analyzing the data, and presenting the result of the analysis.
The research used purposive sampling technique. The data in the research are the language and the non-verbal expressions that are employed by the characters in the movie “Changeling”.

**Thesis Organization**

The Thesis Organization is systematically arranged as follows:

**CHAPTER I** **INTRODUCTION** consists of Research Background, Research Limitation, Problem Statements, Research Objectives, Research Benefits, Research Methodology, and Thesis Organization.


**CHAPTER III** **RESEARCH METHODOLOGY** consists of Research Methodology, Data and Source of Data, Sample and Sampling Technique, Instruments of the Research, Technique of Collecting Data, Technique of Coding Data, Technique of Analyzing Data.

**CHAPTER IV** **DATA ANALYSIS** consists of Introduction and Data Analysis.

**CHAPTER V** **CONCLUSION AND SUGGESTION**
CHAPTER II

LITERATURE REVIEW

A. Pragmatics

Conversation is used by people to communicate with others. When they convey words or sentences, they have certain intention behind their utterances. Pragmatics belongs to one of linguistics branches. It focuses its study of utterances. Nadar (2009:2) states that pragmatics is the linguistic branch studying about usage to communicate in a certain situation, while Yule (1996:3) states pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). From these statements, it can be said that pragmatics is concerned with the meaning of an utterance, in which the meaning depends on the situation where the utterance occurs.

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. Therefore, the context is important for people who use language to look at the context since language cannot be separated from its context. The common definition of pragmatics is meaning in use or meaning in context (Thomas, 1995:2). It requires the consideration of how the speaker organizes what he/she wants to say in accordance with whom they are talking to, where, and under what circumstances.

Pragmatics deals with how listeners can make inferences about what is said in order to arrive at an interpretation of speaker’s intended meaning.
This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. Another perspective is that pragmatics deals with the ways we reach our goal in communication. To reach the goal of communication there must be speakers and hearers. The communication will be successful if both of the speakers and the hearers are able to convey and to understand thoughts, feelings, and desire each other. In addition, as quoted from http://plato.stanford.edu/entries/pragmatics, Pragmatics is the relationship among the meaning of words, what speakers mean when uttering those words, the particular circumstances of their utterance, their intention, their actions, and what they manage to communicate.

B. Communicative Competence

According to Canale and Swain (in Richard and Schmidt, 1996), communicative competence is understood as the underlying system of knowledge and skill required for communication. Communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication. Knowledge refers to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication (p.5).

Canale expresses four areas of knowledge and skill of communicative competence. They are:
1. **Grammatical Competence**

   This type of competence remains concerned with mastery of the language code (verbal or non-verbal) itself. It includes features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. Such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances.

   Example:
   
   Mrs. Collins: Why did he hit you?
   
   (Taken from “Changeling”)

   The sentence above shows that it is grammatically correct. The word formation of the sentence is arranged based on the rule W/H question. The use of “did” shows the type of tenses used in the simple past tense which refers to the activity in the past. The way of the speaker says that utterance shows that the speaker also has grammatical competence in form of pronunciation and spelling. She utters her interrogative sentence clearly and correctly.

2. **Sociolinguistic Competence**

   Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction and norms. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form. Appropriateness of meaning
concerns to the extent to which particular communicative functions (e.g. commanding, complaining, and inviting), attitudes (including politeness and formality) and ideas are judged to be proper in a given situation. Appropriateness of form concerns the extent to which a given meaning (including communicative functions, attitudes and propositions/ideas) is presented in a verbal and/or non-verbal format that is proper in a given sociolinguistic context.

Example:

Mrs. Collins: Would you please send someone down here?

Police: I’m sorry, but our policy is that… we don’t dispatch on missing child cases for 24 hours.

(Taken from “Changeling”)

The dialogue above shows that Mrs. Collins is making a request directed to the Police. Mrs. Collin’s utterance is expressed in the form of indirect speech act. She uses interrogative sentence to make a request because her status is lower than the Police. She is just a common citizen. Therefore, her declarative sentence is used to make her request speech act more polite.

3. Discourse Competence

This type of competence concerns with the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. Unity of a text is achieved through cohesion in form and coherence in meaning. Cohesion deals with how utterances are linked structurally and facilitates
interpretation of a text. Coherence refers to the relationship among the different meaning in a text, where these meaning may be literal meanings, communicative functions, and attitudes. The above example shows the discourse competence.

Example:

Speaker A: Open the door, please!
Speaker B: I'm in the bath
Speaker A: OK

The example above shows there is no signal of cohesion among those utterances but they do form coherent discourse to the extent that A’s first utterance functions as a request, that B’s replay functions as an excuse for not complying with A’s request and that A’s final remark is an acceptance of B’s excuse.

4. Strategic Competence

This component is composed of mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication (e.g. deliberately slow and soft speech for rhetorical
effect). In essence, strategic competence is the ability to overcome potential communication problems in interaction.

Example:

Walter : I can take care of myself (angry)

Mrs. Collins : I know you can. They’re checking on the house, not you. Tomorrow we will go to the movies. And then we’ll ride Big Red to Santa Monica and take a walk on the pier. How does that sound? Does that sound good?

(Taken from “Changeling”)

From the dialogue above, Mrs. Collins state a question giving rhetorical effect in order to overcome Walter’s anger. Her rhetoric question is a strategy to enhance the affectivity of communication to overcome the problem in her interaction with Walter.

C. Speech Acts

Speech Acts mean an action performed by the use of utterances to communicate. In pragmatics scope, study about speech act means study about the utterances. Further, pragmatic is how the language is used in communication. In attempting to express themselves, people not only produce utterance containing grammatical structures of words and sentences, but also perform action via the utterances. Actions performed via utterances are generally called speech acts (Yule, 1996:47).

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Austin isolates three basic senses in which in saying something one is doing, and hence three kinds of acts that are simultaneously performed (in Levinson, 1983:236):

1. Locutionary act is the actual words uttered. It contains the speaker’s verbalized message.

2. Illocutionary act is the force or intention behind the words. It indicates the speaker’s purpose in saying something. The expression can be in the form of statement, offer, promise, etc.

3. Perlocutionary act is the effect of the illocution on the hearer, such as the effect on the feelings, thoughts, or action of hearers.

In other word, locutionary act is the simple act of saying and meaning the things the hearer says. Meanwhile, illocutionary act is what is done in the act of saying something. Finally, perlocutionary act is the effect that the speaker produces by saying something. The example is when a speaker utters “it’s hot here”, it means he/she uttering a locutionary act, but his/her force or intention of his/her utterance is an order to open the door, that is called illocutionary act. And what is done by the hearer as the response to the speaker’s utterance is called perlocutionary act.

Even though speech acts are distinguished among locutionary, illocutionary, and perlocutionary, speech acts theory has been devoted almost exclusively to the illocutionary level so that “speech act” and “illocutionary act “are in practice synonymous terms. In addition, as cited from http://www.plato.stanford.edu/entries/pragmatics/ that illocutionary force concerns the act of the speaker intends to do in performing the speech act.
The types of speech acts can be identified through Illocutionary Force Indicating Device (IFID). Yule (1996: 49) states that the most obvious device for indicating the illocutionary force is an expression of the type where there is a slot for a verb that explicitly names the illocutionary act being performed. Such a verb can be called a performative verb (Vp). Austin in Nadar (2009: 11) mentioned that basically when someone says something, he/she also does something. When someone uses verb “promise”, “apologize”, “name”, “pronounce”, he does not only says something, but also perform an act. That utterance is called performative speech, while the verb is called performative verb.

In addition, Yule (1996) also says that most of the time, however, there is no performative verb mentioned. Other IFID which can be identified are word order, stress, and intonation. While other devices such as a lowered voice quality for warning or a threat, might be used to indicate illocutionary forced (p. 50).

D. Classification of Speech Acts

People commit a variety of speech acts to achieve their goal in communication. Searle purposes five types of speech acts (Huang, 2007:106-108):

1. Representatives

The representatives or assertives are those kinds of speech act that commit the speaker to the truth of the expressed proposition, and thus carry a truth-value; they express the speaker’s belief. Paradigmatic
cases include asserting, claiming, concluding, reporting, and stating. In performing this type of speech act, the speaker represents the world as he or she believes it is, thus making the words fit the world of belief.

Example:

- Walter : I’m not afraid of the dark 
  (Stating)

- Mrs. Collins : (Softly) I’m calling to report a missing child. (reporting) 
  (Taken from “Changeling”)

2. Directives

Directives are those kinds of speech act that represent attempts by the speaker to get the addressee to do something. They express the speaker’s desire/wish for the addressee to do something. Paradigmatic cases include advice, commands, orders, questions, and requests. On the other hand, the use of directive by the speaker is to cause the hearer to take a particular action.

Example:

- Dr. Steele : Get her out of here! 
  (command)

- Ybarra : You put them in the ground; you can take them out of the ground. 
  (request) 
  (Taken from “Changeling”)

(commit to user)
3. **Commissives**

Commissives are those kinds of speech act that commit the speaker to some future of action. They express the speaker’s intention to do something. The forms of commissives can be sought in several cases, such as offers, pledges, promise, refusals, and threats. In the case of a commissive, the world is adapted to the words via the speaker him-or herself.

Example:

- Jones: I’ll take care of it. *I give you my word.*
  (Promise)
- Dr. Steele: I won’t sign that. Well, then your condition is not improved. Sign it, and you can be out of here first thing tomorrow morning. *(Threat)*
  (Taken from “Changeling”)

4. **Expressives**

Expressives are those kinds of speech act that express a psychological attitude or state in the speaker such as joy, sorrow, and like/dislikes. Paradigmatic cases include apologizing, blaming, congratulating, praising, and thanking. There is no direction of fit for this type of speech act.

Example:

- Mrs. Collins: *Good!*
  (Praising)
Police: I’m sorry, but our policy is that we don’t dispatch units on missing child cases for **24 hour**. (Apologizing)

(Taken from “Changeling”)

5. **Declaration**

Declarations or declaratives are those kinds of speech act that effect immediate changes in some current state of affairs. Because they tend to rely on elaborate extralinguistic institutions for their successful performance, they may be called institutionalized performatives. In performing this type of speech act, the speaker brings about changes in the world; that is, he or she affects a correspondence between the propositional content and the world. Paradigmatic cases include bidding in bridge, declaring war, excommunicating, firing from employment, and nominating a candidate. The main point of this part is the words and expressions that change the world by their utterance.

Example:

- Mr. Chairman Thorpe: This committee has now heard all of the testimony, and, in light of the facts presented, we **recommend that the suspension of Captain Jones be made permanent**.

(Taken from “Changeling”)

commit to user
The conversation above shows that Mr. Chairman Thrope uses declarative. He uses the words “we recommended” in that conversation belongs to declarative word.

E. Direct and Indirect Speech Acts

In English grammar, there are three basic types of sentences that provide a structural distinction. There is an easily recognized relationship between the three structural forms (declarative, interrogative, imperative) and the three general communicative functions (statement, question, command/request).

a. You wear a seat belt. (declarative)
b. Do you wear a seat belt? (interrogative)
c. Wear a seat belt! (imperative)

Whenever there is a direct relationship between a structure and a function, it is called a direct speech act. Whenever there is an indirect relationship between a structure and a function, it is called an indirect speech act. For example, a declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act. (Yule, 1996:54-55)

People utter direct speech act when they express their intention literally and explicitly in order to make the hearer understand easily. For example, making a/an command, order, or request by using imperative sentences. One of the most common types of indirect speech act in English has the form of an interrogative, but is not typically used to ask a question. (p. 55-56)
Nadar (2009: 18-19) also explains that direct speech act is the utterance which is appropriate to the modus of the sentence, for example imperative sentence to order, invite, or request, interrogative sentence to question something, while the indirect speech act is the utterance which is different from the modus of the sentence. Thus the intention of the indirect speech act can be various, it depends on the context.

Thomas (1995: 124-131) states that there are a number of factors which appear to govern indirectness in all languages and cultures. They are the relative power of the speaker over the hearer, the social distance between the speaker and the hearer, the degree to which X is rated an imposition in culture, and relative rights and obligations between the speaker and the hearer.

F. Expressives

Searle classifies the types of speech act into five major classes. One of those classifications is expressives. Expressive are those kinds of speech acts based on psychological states and relate to the expression of feelings or emotion to the hearer. It means the speaker expresses feeling towards the hearer. There are several types of expressive forms such as apologizing, blaming, congratulating, praising, and thanking. In expressive there is no direction of fit. In performing an expressive, the speaker is neither trying to get the world to match the words nor the words to match the world; rather the truth of the expresses proposition is presupposed.

In using an expressive, the speaker makes known what he or she feels, thus rendering the words to fit the world of feeling (via the speaker) (Yule,
When people perform expressives, they may say their speech by using performative verbs. Performative verbs are the verbs showing the type of speech act explicitly. Those speech acts can be affirmed by the non verbal expression via facial expression, eyes gaze, body movement, or gesture.

As stated previously that expressives are differentiated into some types, below are the explanation of such types:

1. **Apologizing**
   
   Apologize is a statement saying that you are sorry for having done wrong, hurt somebody’s feelings, etc (Oxford Dictionary). It is verbal commitment by one person to another to express and make an apology, acknowledge failing or faults and also to make a formal defense in speech or writing (http://dictionary.die.net/apologize). Apologies are expressive illocutionary acts, which can be differentiated from complaint, which are also expressive acts, by being convivial in nature. Leech in Trosborg, (1995:373) said that the act of apologizing is convivial speech act, the goal of which coincides with the social goal of maintaining harmony between speaker and hearer. Meanwhile, Holmes (1992) considers apology as speech act directed to the addressee’s face need and intended to remedy an offense for which the speaker takes responsibility, and thus to restore equilibrium between the speaker and the addressee.

   **Example** :
   
   Pastor Gustav : I want to talk to somebody in charge, right now! Please. Who is in charge here?
   
   Dr. Steel : I’m the head doctor on duty.
   
   Pastor Gustav : You’re the doctor who locked up Christine Collins?
Dr. Steel : **Oh I’m sorry, Sir.** We don’t discuss cases with anyone other than family.

(Taken from “Changeling”)

The dialogue above shows that apology speech act is uttered by Dr. Steel by saying **“Oh I’m sorry, Sir.** In uttering his apology, he uses words **“sorry”** so that it can be categorized as apologizing speech act easily.

2. **Blaming**

Blaming is included on an expressive speech act. According to Oxford Dictionary it is a statement to feel or declare that (someone or something) is responsible for a fault or wrongdoing. It means that the utterance is used to hold responsible, find fault with, censure. Besides, it is also used to place the responsibility for (a fault, error, etc.) and informal, blast, damn (used as a mild curse) (http://dictionary.reference.com/browse/Blame).

Example :

Mrs. Collins : That’s not my son.
J. J. Jones : What? What are you saying?
Mrs. Collins : It’s not my son.
J. J. Jones : **Well, I’m sure you’re mistaken.**
Mrs. Collins : I’m not mistaken
J. J. Jones : Well, he’s been through five terrible long months. He’s lost weight, he’s changed.

(Taken from “Changeling”)

J. J. Jones says **“Well, I’m sure you’re mistaken”**. Here, J. J. Jones as the speaker expresses his belief and conviction about his statement by blaming the hearer’s statement. That utterance is
categorized as a blaming because he intends to blame Mrs. Collins’s statement.

3. **Congratulating**

Congratulating belongs to expressive speech act that concerns with the act of giving congratulation for someone. According to Oxford Dictionary, congratulating tell pleased when someone is successful in doing something or achievements. Further, as cited from http://www.thefreedictionary.com/congratulate, congratulate is the utterance to say something to someone that expresses congratulations, pleasure and joy to (a person) at happy event, a success etc.

*Example*: 

A : I heard you got a promotion. **Congratulations!**  
B : Thank you

The example above shows that the utterance is categorized as a congratulating because the speaker (A) gives congratulation to the hearer (B). Further, the speaker pleased to the hearer successful in doing something or achievements.

4. **Praising**

Praise is speaking with approval of; say that one admires (Oxford Dictionary). This idiom is used to express commendation, admiration, etc, for. Besides, it also used to proclaim or describe the glorious attributes of (a deity) with homepage and thanksgiving (http://dictionary.reference.com/browse/praise).
Example:

Mr. Harris : Christine. Good, I was hoping to catch you. Look, I’ve been following your work reports, and I just want to let you know that I’m very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.

Mrs. Collins : Thank you Mr. Harris.

(Taken from “Changeling”)

The example above shows that Mr. Harris has positive attitude to Mrs. Collins because of her achievement. He utters a praising statement to Mrs. Collins by saying “I just want to let you know that I’m very impressed” for rewarding Mrs. Collins efforts and successes.

5. Thanking

Thank is an utterance to express to someone that you are pleased about/are grateful for something that they have done (Oxford Dictionary). In speech act theory, the speech act of thanking is defined as an expression of gratitude and appreciation (Searle, 1969). The goal of this utterance is to express gratitude, appreciation, or acknowledgment to God or someone.

Example:

Mrs. Fox : Mrs. Collins, if that’s your son I’ll eat my yardstick. Not only will I put it in writing, I will testify to it in a court of law or to the President Calvin Coolidge himself if I have to.

Mrs. Collins : Thank you.

(Taken from “Changeling”)

(commit to user)
Mrs. Collins says “Thank you”. That utterance is categorized as a thanking because the Mrs. Collins intends to express her grateful to Mrs. Fox for something that she has done.

G. The Movie “Changeling”

Changeling is an American drama movie directed by Clint Eastwood, written by J. Michael Straczynski. This movie released by imagines Entertainment, Malpaso Production and Relativity Media on October 24, 2008, and it was distributed by Universal Picture. The story of Changeling is based on real-life events in 1928 Los Angeles. The characters in this movie include Christine Collins, Reverend Gustav Briegleb, Captain J. J. Jones, Detective Lester Ybarra, Police Chief James E. Davis, Gordon Northcott, Walter Collins, etc.

The movie is about a single mother who struggled hard to find her missing son. The story began in 1928 Los Angeles. A single mother named Christine Collins who worked as a supervisor at the local telephone exchange found her 9-year-old son, Walter. Reverend Gustav Briegleb publicized Christine’s plight against the Los Angeles Police Department (LAPD) for its incompetence, corruption and the extrajudicial punishment of Police Chief James Davis’s work and his aptly named Gun Squad. Several months after Walter’s disappearance, the LAPD told Christine that he had been found alive. Believing the positive publicity would negate recent criticism of the department, the LAPD organized a public reunion. Although “Walter” claims he was Christine’s son, she said he was not. Captain J. J. Jones, the head of
the LAPD’s Juvenile Division insisted the boy was Walter and pressures Christine into taking him home “on a trial basis”.

Subsequently, arriving at home Christine finds several physical anomalies of “Walter”. The next day Christine met Jones to convey that “Walter” was not her son. After Christine confronted Jones with physical discrepancies between “Walter” and her son, Jones arranged for a medical doctor to visit her. He told Christine that “Walter” was shorter than before his disappearance because trauma has shrunk his spine, and that the man who took “Walter” had him circumcised.

Later, a newspaper printed a story that Christine was implied as an unfit mother. Furthermore, Briegleb tells Christine that the news was planted by police to discredit her. Besides, Walter’s teacher and dentist gave Christine signed letters confirming “Walter” was an impostor. Christine told her story to the press, as a result, Jones sent her to Los Angeles County Hospital’s “Psychopathic Ward”. She befriended inmate Carol Dexter, who told Christine that she was one of several women who were sent there for challenging police authority. Dr. Steele deemed Christine delusional and forced her to take mood-regulating pills. Dr. Steele said that he would release Christine if she admitted she was mistaken about “Walter”, but she refused.

In a different place, Detective Ybarra traveled to a ranch in Wineville, Riverside County, to arrange the deportation of 15-year-old Sanford Clark to Canada. The boy’s uncle, Gordon Northcott, has fled after Ybarra unwittingly alerted him to his visit. Clark told Ybarra that Northcott forced him to help kidnap and murder around 20 boys and identified Walter as one of them.
On the other hand, Jones told Briegleb that Christine was in protective custody following a mental breakdown. Jones ordered Clark’s deportation, but Ybarra made Clark reveal the murder site. Briegleb secured Christine’s release by showing Steele a newspaper story about the Wineville killings that names Walter as a possible victim. “Walter” revealed his motive was to secure transport to Los Angeles to see his favorite actor, Tom Mix, and said that the police told him to lie about being Christine’s son. The Royal Canadian Mounted Police (RCMP) captured Northcott in Vancouver, Canada. Christine’s attorney secured a court order for the release of the other unfairly imprisoned women.

On the day of the city council’s hearing into the case, Christine and Briegleb arrived at Los Angeles City Hall, where they encounter thousands of protesters demanding answers from the city. The hearing is intercut with scene from Northcott’s trial. The council concluded that Jones and Davis should be removed from duty, and that extrajudicial internments by police must be reviewed. Northcott’s jury finds him guilty of murder and the judge sentenced him to death by hanging.

Two years later, Christine has not given up her search for Walter. Northcott sent her a message saying he was willing to tell her what happened to Walter on condition that Christine met him before his execution. She visited Northcott, but he refused to tell her if he killed her son. Then, Northcott is executed the next day. In 1935, David Clay—one of the boys assumed to have been killed—is found alive. He reveals that one of the boys with whom he was imprisoned was Walter, who courageously came back to help David get through the barbed wires. David, Walter and two other boys
escaped, but were separated. David does not know whether Walter was recaptured or not, it gives hope Christine that her son is still alive.
CHAPTER III

METHODOLOGY

A. Research Methodology

This research is a linguistics research in which the data are in the form of words and sentences. The research methodology used in this research is descriptive qualitative in which the researcher focuses on collecting data, analyzing data, interpreting them, and making conclusion. Bogdan and Taylor (in Moleong, 2001: 3) define qualitative research as a research representing descriptive data in the form of written or oral words of human behavior that can be observed.

Surakhmad (1994:147) states that descriptive method is done by collecting data, arranging or classifying the data, analyzing and interpreting them. Moleong also states that in descriptive method, the collected data are in the form of words, pictures and not numbers (p.6). Meanwhile, qualitative research is a research that focuses on non numerical data and it does not include any calculation or numeration. Dornyei (2007:24) states that qualitative research involves data collection procedure that result primarily in open-ended, non numerical data which is then analyzed primarily by non-statistical method. Sutopo (2002:35) also argues that in qualitative research, the collected data are especially in the form of words, sentences or picture that have more meaning than number of quantity/frequency.
B. Data and Source of Data

Arikunto states that source of data in a research are the subject from which the data are obtained (2002:107). The data of this research are dialogues and their non-verbal expression in the movie “Changeling” containing speech acts of expressions.

The source of data of the research is found in the CD and DVD of the movie “Changeling”, the source of data are the dialogues of the characters. To support the source of data would be the script of “Changeling” was taken from the internet by the address; http://www.imsdb.com/scripts/changeling.html.

C. Sample and Sampling technique

In a qualitative research, sample is a part or representation of the data being observed (Hadi, 1983:117). Whereas sampling technique is a technique that is used by the researcher to select samples out of the data (p. 75). In other words, sample is the chosen-data to observe, while sampling technique is the technique used to choose or select the samples.

In this research, the researcher employs a purposive sampling technique. According to Sutopo (2002:36), in the purposive sampling, selection of the sample is directed to the data that have important relation with the problem being observed. In this research, the researcher only took the dialogues containing utterances of expressive expression executed by the characters in the film “Changeling”. Thus, the purposive sampling technique is used in this research.
D. **Instruments of the Research**

In qualitative research the main instrument is the researcher itself.

Sutopo said, “*di dalam penelitian kualitatif semua teknin pengumpuan data kualitas pelaksananya sangat tergantung pada penelitiannya sebagai alat engumpulan data utamanya*” (2002:35).

The researcher collected data, analyzed them and presented the result of the analysis.

However, the researcher is supported by some instruments which help in collecting the data. The instruments of the research include the devices used to support the research.

Based on the explanation about the instruments of the research include a set of DVD player, Television, and DVDs of the film.

E. **Technique of Collecting Data**

In collecting data, the researcher did the following steps:

1. Watching the movie entitled “Changeling” for several times.
3. Comparing the transcript to the dialogues in the movie.
4. Selecting the dialogues containing expressives.
5. Identifying each datum based on the types of expressive speech acts.
6. Giving code of each datum.
F. Technique of Coding Data

In the research, the researcher gives some codes in the data to make the analysis on each datum easier.

The coding of the data in this research is as follow:

1. The number for each datum
2. The title of the movie “Changeling” is abbreviated into CHA
3. The types of expressives utterances by the characters covers:
   - Apologizing is abbreviated into AP
   - Blaming is abbreviated into BL
   - Congratulating is abbreviated into CO
   - Praising is abbreviated into PR
   - Thanking is abbreviation into TH

The presented example will make the data code clearer:

(07 / CHG / Ap)

It means the datum is number 07. CHG is the abbreviation of the title of the movie “Changeling”. Ap means that the character employ apologizing speech acts.

G. Technique of Analyzing Data

In analyzing the data, the researcher conducted the analysis by doing in following steps:

1. Describing the context of the data.
2. Identifying each type of expressives based on Searle’s theory.
3. Classifying based on apologizing, blaming, congratulating, praising, and thanking.

4. Analyzing the functions of the expressive types used.

5. Finding the way how the characters exploit the expressive speech acts through their verbal and non-verbal actions.

6. Identifying why the expressive speech acts are used in the movie.
CHAPTER IV

ANALYSIS

A. Introduction to Analysis

This chapter is the main point of the research because it will explain the aims of the study. The aims of the study are to figure out the types of expressive used by the characters in the movie entitled “Changeling” and to find out why the characters exploit the types of expressive speech acts. In addition, this study is also used to identify how the characters of the movie exploit those types.

The researcher uses Searle’s classification in determining the types of expressive. Expressives are one of speech acts type in which the speakers express their feeling. The types of expressive include condoling, blaming, congratulating, praising, thinking, etc. In uttering expressive speech acts, the speaker commonly uses verbal and non-verbal strategies. The verbal strategy means that the speaker utters direct or indirect speech act, explicit or implicit statement, in high or low intonation while the non-verbal strategy can be performed through the body language to give the force of the degree of the strength of their expressive speech acts.

The drama movie entitled “Changeling” is used by the researcher to analyze the expressive speech acts because this movie provides the data related to the topic of the research. The theme of this movie itself is also related to expressives. This movie tells the sorrow of a single mother named
Christine Collins who struggled hard to find her missing son as the main character.

B. Analysis

B.1. The Types of Expressive Speech Acts

Expressive speech acts have many types such as condoling, praising, blaming, congratulating, blaming, etc. The types of expressive found in the movie “Changeling” are apologizing, blaming, congratulating, praising, and thanking. Each type is analyzed below:

B. 1.1. Apologizing (Ap)

The term of apology means that the speakers express their feeling of having done wrong or hurt somebody’s feeling. It is verbal commitment by one person to another to express and make an apology, acknowledge failing or faults. In uttering an apology the speakers usually use the sentence “I’m sorry” or not. The data belong to apology employed by the characters in the movie are explained as below:

Datum / 04 / CHG / Ap

Policeman : Missing child? What’s your relation to the child, ma’am?
Mrs. Collins : It’s my son.
Policeman : How long has he been gone?
Mrs. Collins : I’m not sure. I just got home from work. It could be since this morning or it could be the last hour.
Policeman : Have you checked around the neighborhood?
Mrs. Collins : Yes, of course I did.
Policeman : Well, maybe he’s lost track of time.
Mrs. Collins : No. No, no. He always stays around the house when it gets dark. Would you please send someone down here?
Policeman : I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.

The datum above shows that an apology speech act is uttered by the Policeman to Mrs. Collins. He utters an apology because he could not help Mrs. Collins to send someone down into her house. The Policeman utters an apology by saying “I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.” In uttering his apology, the Policeman uses the sentence “I’m sorry” so that it can be categorized as an apology speech act easily.

Datum / 05 / CHG / Ap

Policeman : Look, 99 times out of 100, the kid shows up by morning. We don’t have the resources to go chasing every kid who runs off with his pals.
Mrs. Collins : No, no, no. No, that’s not Walter. He doesn’t do that.
Policeman : With all due respect, ma’am, every parent who calls says the same thing.
Mrs. Collins : (SNIFFLING). Please, please.
Policeman : Look, there’s nothing I can do. I’ll take your name and your information, but that’s all until the morning, at the earliest. I’m sure he’ll show up by then. They always do.

Based on the datum above, an apology is delivered by the Policeman as the speaker to Mrs. Collins as the hearer. The utterance is categorized as an apology speech act because the Policeman intends to apologize politely for explaining that he is just able to help Mrs. Collins by writing the information about her and he does not get over it. An apology speech act is uttered by the speaker by saying “With all due respect, ma’am, every parent who calls says the same thing.”
J. J. Jones: His identity has been confirmed by the best minds in the field of child identification, people who know what they’re doing.

Mrs. Collins: And I don’t? (SOBS) (SIGHS)

Mrs. Collins: I’m sorry. I appreciate everything that this department has done and I know how hard you’re working. I really do, and I don’t want to cause any trouble. I just… There has been a terrible mistake, and I need you to help me correct it, so I can find my son before it’s too late. Please. (SNIFFLES) I won’t take up any more of your time. I’m sorry, very sorry. (INTERCOM BUZZES)

SARA: Yes, Captain?

J. J. Jones: Sara, get Dr. Tarr on the phone.

SARA: Yes, sir.

From the datum above, Mrs. Collins utters an apologizing speech act by saying “I’m sorry. I appreciate everything that this department has done and I know how hard you’re working. I really do, and I don’t want to cause any trouble. I just… There has been a terrible mistake, and I need you to help me correct it, so I can find my son before it’s too late. Please. (SNIFFLES) I won’t take up any more of your time. I’m sorry, very sorry. (INTERCOM BUZZES).” It can be recognized easily because the speaker uses sentence “I’m sorry.”

Nurse: Inside. This is your room. The doctor has left for the day. He will see you in the morning.

Mrs. Collins: Can I… I need to speak to somebody in authority.

Nurse: Sorry.

The dialogue above shows that the Nurse apologizes to Mrs. Collins by saying “sorry” because she could not help Mrs. Collins to meet the doctor.
The Nurse uses the verb “sorry,” it means that an apology speech act is uttered by the character of Nurse as the speaker to Mrs. Collins as the hearer.

**Datum / 18 / CHG / Ap**

Sanford : … And I did. And I killed them. And I did. Oh, God, I killed them! (SOBBING) Oh, God! Oh!
Ybarra : Hey. Hey.
Sanford : What?
Ybarra : Look at me. These kids. You think if you saw them again, you think you might be able to recognize them?
Sanford : I don’t know. Maybe.
Ybarra : Hey, I haven’t updated these in a while, but still. Just… It should be. Just go through these, okay? If you see any recognize, just put them down on the table here.
Sanford : I’m sorry! (CRYING) Oh, my God. I didn’t mean to… he made me. (SNIFFLING)

Sanford and Ybarra are talking about the murders committed by Sanford. Sanford admits his guilty of murder then he apologizes to the God as a form of his regret. He utters an apology by saying “I’m sorry! (CRYING) Oh, my God. I didn’t mean to… he made me (SNIFFLING).” In uttering an apology, the speaker uses the sentence “I’m sorry” so that it can be categorized as an apology speech act.

**Datum / 19 / CHG / Ap**

Boy : Hurricane hits West Palm Beach! Babe Ruth hits 53rd home run! Kids found murdered in Riverside!
Man : There it is.
Boy : Biggest crime in Los Angeles history! Collins boy assumed dead! Read it here. Read it here. (GASPING) (BOY CHATTERING)
Pastor Gustav : Mrs. Collins, I’m sorry (CRYING)
The conversation in Datum / 19 / CHG / Ap happens when a seller of newspaper says that Mrs. Collins’s son, Walter is assumed as one of the kids who found murdered in Riverside. Hearing the news, Mrs. Collins falls unconsciously. Simultaneously, Mr. Gustav helps her to stand up and says an apology because he has failed to find out her missing son.

**Datum / 22 / CHG / Ap**

Mr. Hann : My name is S. S. Han, and I have a court order for the immediate release of all women being detained in this institution under the designation code 12 pending a formal inquiry into the reasons for their detainment.

Nurse : I'm sorry, the doctor in charge is not here until the morning.

Mr. Hann : Madam, let me clearer. Either you will produce the people named in that court order, or you will find yourself behind bars, and I mean without a key.

Nurse : I can’t authorize you…

Mr. Hann : Madam, stand aside.

The dialogue above shows that an apology speech act is uttered by the character Nurse by saying “I’m sorry, the doctor in charge is not here until the morning.” In uttering her apology, the speaker uses the sentence “I’m sorry” so that it can be recognized easily.

**B.1.2. Blaming (Bl)**

The term of blaming means that the speakers have intention to say that someone or something did something wrong. It usually occurs in a situation in which people declare someone or something for a fault or wrong doing. The message of blaming is conveyed directly to the hearer. In uttering a blaming the speakers may use the performative verb “blame” or not. The
data which belong to blaming speech act employed by the characters in the movie are explained as below:

**Datum 09/CHG/Bl**

Mrs. Collins : That’s not my son.
J. J. Jones : What? What are you saying?
Mrs. Collins : It’s not my son.
J. J. Jones : **Well, I’m sure you’re mistaken.**
Mrs. Collins : I’m not mistaken
J. J. Jones : Well, he’s been through five terrible long months. He’s lost weight, he’s changed.
Mrs. Collins : I would know my own son.

The conversation above shows that Mr. Jones blames Mrs. Collins’s statement. Mr. Jones as the speaker expresses his belief about his statement by blaming the hearer’s statement “**Well, I’m sure you’re mistaken.**” That utterance is categorized as a blaming speech act because the speaker intends to blame the hearer’s statement.

**Datum 11/CHG/Bl**

J. J. Jones : He’s changed, no mistake, and that’s… You’ve both been through a terrible experience, and that’s why he needs your love and support to bounce back.
Mrs. Collins : He’s not my son!
J. J. Jones : **Why are you doing this Mrs. Collins? Why are you doing this?** You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs, so I don’t understand why you’re running away from your responsibilities as a mother.

The datum above shows that Mr. Jones tries to convince Mrs. Collins that “Walter,” is her missing son who is found by the Los Angeles Police Department (LAPD). Mrs. Collins, however, denies it. Then, Mr. Jones
blames her argument by uttering “Why are you doing this Mrs. Collins? Why are you doing this? You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs, so I don’t understand why you’re running away from your responsibilities as a mother” which means that the speaker intends to blame the hearer’s argument. Consequently, the utterance is categorized as a blaming speech act.

It is because the intention of the speaker’s statement is to blame the hearer’s statement.

Datum 13/CHG/Bl

Mrs. Fox : Well, if it is, he’s changed enormously. Do you know who I am?
‘Walter’ : You’re a teacher.
Mrs. Fox : Yes, but even teachers have names. What’s mine?
‘Walter’ : I don’t remember. I know you, but I don’t remember your name.
Mrs. Fox : Mrs. Fox. Now, take your seat.
(CHILDREN LAUGHING)
Mrs. Fox : I didn’t say take a seat. I said take your seat, the one assigned you. You must know where it is, you’ve been sitting in it for over a year now.
Mrs. Fox : Mrs. Collins, if that’s your son I’ll eat my yardstick. Not only will I put it in writing, I will testify to it in a court of law or to the President Calvin Coolidge himself if I have to.

The dialogue above happens in the classroom. Mrs. Fox utters” I didn’t say take a seat. I said take your seat, the one assigned you. You must know where it is, you’ve been sitting in it for over a year now” to “Walter” who has sat in a wrong seat. The utterance is categorized as a blaming speech act because the intention of the speaker is to declare that the hearer does a mistake in taking a seat.
Datum 24/CHG/Bl

J. J. Jones: …No, because she wouldn’t listen! Because she insisted on being obstinate! Because she tried to take matters into her own hand, best left to qualified officers! Because once civil disobedience starts…

Mr. Hann: Because she was fighting for the life of her son! A boy who may have still been alive while you were wasting valuable time denying you had done anything wrong! And in the end that’s what happened, isn’t it? At same point, while all this was going on, Walter Collins was brutally murdered, along with as many as 19 other boys at the Northcott Ranch in Wineville. Is that correct, Captain?

J. J. Jones: Yes, it is.

MAN: (WHISPERING). It’s a travesty.

The conversation above takes place in the court. Mr. Hann as a Christine’s lawyer defends his client by blaming Mr. Jones’s reason of throwing Mrs. Collins to the psychopathic ward. Mr. Hann utters “Because she was fighting for the life of her son! A boy who may have still been alive while you were wasting valuable time denying you had done anything wrong! And in the end that’s what happened, isn’t it? At same point, while all this was going on, Walter Collins was brutally murdered, along with as many as 19 other boys at the Northcott Ranch in Wineville. Is that correct, Captain?” to Mr. Jones. The intention of the speaker’s statement is to blame Mr. Jones’s reason throwing Mrs. Collins to the psychopathic ward. Consequently, the utterance is categorized as a blaming speech act.

Datum 25/CHG/Bl

Mrs. Hutchins: …isn’t that nice, Arthur? Tell the nice officer “Thank you.”

Arthur: I don’t want them. Give them to somebody else.

James E. Davis: (CHUCKLING) Precocious little fellow, isn’t he?
Arthur: It’s not my fault. It’s the police. They said I was Walter Collins, not me! It wasn’t my idea! Not my idea! Get…

James E. Davis: Yeah. Go blame the police for your own mistakes.

The Datum 25/CNG/Bl shows that the character Arthur as “Walter” blames the Police clearly by saying “It’s not my fault. It’s the police. They said I was Walter Collins, not me! It wasn’t my idea! Not my idea!”

However, the utterance belongs to blaming speech act.

B.1.3. Congratulating (Co)

Congratulating belongs to expressive speech act that concerns with the act of giving congratulation for someone. It is used to express vicarious pleasure to a person on the occasion of good fortune or succeed. In addition, congratulating is the act expression of joy or acknowledgement, as for the achievement or good fortune of another. It is used when someone is celebrating marriage, engagement, birthday, and etc. The data belonging to Congratulation employed by the characters in the movie are explained as below:

Datum 07/CHG/Co

J. J. Jones: I’m J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and… He’s alive, Mrs. Collins.

Mrs. Collins: (GASPS), (SOBS).

J. J. Jones: He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt.

Mrs. Collins: (SOBS LOUDLY)

J. J. Jones: He was in the company of some drifter. We have an APB out for him, but he’s save.

Mrs. Collins: Thank you so much.

Sandy: (WHILE HUGGING CHRISTINE). Oh, Christine… That is so great.

Mrs. Collins: (EXCLAIMING). (SOBS)
The dialogue above takes place in the Mrs. Collins’s office. The situation draws that Mr. Jones conveys good news to Mrs. Collins that her missing son is found by his team. Hearing the news, she is happy. Then, Sandy as one of her partners in her office delivers a congratulation to Mrs. Collins by hugging Mrs. Collins and saying “Oh, Christine... That is so great.” The gesture and the utterance show that the speaker intends to congratulate to the hearer.

B.1.4. Praising

The term of praising is the expression of admiration, commendation, or approval. Praise indicates a person’s positive attitude, provides recognition and encouragement. It is one of the most effective ways of rewarding people for their efforts and succeeds. It can also increase the praised person’s motivation to excel. The data belonging to Praising employed by the characters in the movie are explained as below:

Datum01/CHG/Pr

Walter : We learned about dinosaurs. And I got in a fight with Billy Mankowsky.
Mrs. Collins : What happened?
Walter : He hit me.
Mrs. Collins : Did you hit him back?
Walter : (nodding his head)
Mrs. Collins : Good. Rule number one, remember? Never start a fight, always finish it.

The datum above shows that Mrs. Collins utters a praising to her son, Walter by saying “good.” The utterance is categorized as a praising easily because the speaker uses a commendation word “good” of rewarding her son for his effort.
Datum 02/CHG/Pr

Mr. Harris: Christine. Good, I was hoping to catch you. Look, I’ve been following your work report, and I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.

Mrs. Collins: Thank you, Mr. Harris.

Mr. Harris shows his admiration of Mrs. Collins’s work report. In uttering his admiration, he conveys a praising to her by saying “I just want to let you know that I am very impressed.” His utterance can be categorized as a praising because the intension of the speaker’s statement is to reward the hearer for her efforts and succeeds.

Datum 08/CHG/Pr

J. J. Jones: Mrs. Collins, I’d like to introduce you to James E. Davis, Chief of police.

James E. Davis: Nice to meet you. We don’t get a lot of positive attention from the boys in the press these days, so it’s good to be here with a positive story, don’t you think?

Mrs. Collins: Yes, sir.

James E. Davis: I take it you’ve been treated well by my boys in the department?

Mrs. Collins: I couldn’t file a report for 24 hours, and I thought that maybe that was a…

James E. Davis: Technicalities aside.

Mrs. Collins: It was wonderful.

James E. Davis: Well, good

The conversation above shows that Mrs. Collins utters a praising by saying “it was wonderful.” By using the commendation word “wonderful,” the utterance above can be categorized as a praising easily.
Datum 20/CHG/Pr

Pastor Gustav: I know. My sources say the police commission is going to say that Jones and the LAPD did absolutely nothing wrong, and that the real blame lies with the kid and with you for being difficult and forcing them to put you away for your own safety.

Mrs. Collins: then I guess I would have to hire a lawyer, file a civil suit.

Pastor Gustav: I went to the best attorney in town, a man who’s sued this city four times and won. Unfortunately, we can’t afford to really hire him.

Mrs. Collins: I see.

Mr. Hann: Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.

The datum above shows that Mr. Hann expresses his admiration to Mrs. Collins’s efforts to look for her missing son. In expressing his admiration, he conveys a praising to her by saying “Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.” The utterance can be recognized as a praising speech act because the speaker intends to convey his positive attitude for the hearer’s efforts.

Datum 23/CHG/Pr

CROWD: (CHANTING). We want justice. We want justice

Mrs. Collins: oh my!

Mr. Harris: (RAISE HAT)

Mrs. Collins: Mr. Harris

Pastor Gustav: The Lord works in mysterious ways, Ms. Collins.

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The expression of a praising in Datum 23/CNG/Pr takes place in out of the court. The situation is crowded because there are a lot of people being protested to demand justice over the Christine’s case. In crowded situation, there is Mr. Harris who raises his hat while looking for Christine’s face to express his appreciation of Christine’s efforts to obtain the justice in finding her missing son. The expression of raising hat shown by Mr. Harris is an expression of praising implicitly.

Datum 26/CHG/Pr

Ybarra : I still can’t believe it. Five years case closed, everyone thinks he’s dead, and there he is. Wouldn’t be, if it wasn’t for Walter. Your son did a brave thing, Mrs. Collins. You should be very proud of him.

Mrs. Collins : I am.

Ybarra : you still think he’s out there?

Mrs. Collins : Why not? Three boys made a run for it that night, Detective. And if one got out, then maybe either or both of the others did, too. Maybe Walter’s out there, having the same fears that he did. Afraid to come home and identity himself, or afraid he’ll get into trouble…

Ybarra says a praising to Mrs. Collins by saying “Wouldn’t be, if it wasn’t for Walter. Your son did a brave thing, Mrs. Collins. You should be very proud of him.” The utterance is categorized as a praising because the speaker intends of rewarding the efforts of Mrs. Collins’s son to help his friend in order to escape from the homicide.
B.1.5. Thanking (Th)

The term of thanking is the utterance which is used by the speakers to express their grateful for something that the hearer’s has done. The speaker has the goal when s/he conveys a thanking speech act that is to express gratitude or appreciation to the hearer. In uttering a thanking, the speakers usually use word “thank you” or not. The data belonging to Thanking employed by the characters in the movie are explained as below:

Datum 03/CHG/Th

Mr. Harris : Christine. Good, I was hoping to catch you. Look, I’ve been following your work report, and I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.

Mrs. Collins : Thank you, Mr. Harris

Mr. Harris : Oh, Ben, Please. Listen I… Listen the point is, we’re looking to take on a manager for our new Beverly Hills office. And if you’re interested in the job, I could write a report, or…

Mrs. Collins : That would be wonderful. Thank you so much, sir.

Mrs. Collins says “Thank you, Mr. Harris”. She intends to express her grateful to Mr. Harris who appreciated her work. In this case, the speaker uses the word “Thank you” to express her gratitude. Then, she repeats her gratitude by saying “That would be wonderful. Thank you so much, sir.” The second thanking speech act utterance draws the expression of the deepest gratitude of her to Mr. Harris because he has a plan to upgrade her position in the office.
Datum 06/CHG/Th

J. J. Jones : Mrs. Collins?
Mrs. Collins : (WHISPERING). Yes.
J. J. Jones : I’m J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and… He’s alive, Mrs. Collins.
Mrs. Collins : (GASPS), (SOBS).
J. J. Jones : He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt.
Mrs. Collins : (SOBS LOUDLY)
J. J. Jones : he was in the company of some drifter. We have an APB out for him, but he’s save.
Mrs. Collins : Thank you so much.

The datum above shows that Mrs. Collins utters thanking speech act by saying “thank you so much” to Mr. Jones. As the speaker, Mrs. Collins intends to deliver her appreciation and gratitude of his efforts to find her missing son.

Datum 10/CHG/Th

REPORTER : How’re you feeling, son?
James E. Davis : Bet it feels great to be home.
‘Walter’ : Yeah. It’s great.
James E. Davis : The Los Angeles Police Department is thankful for all the hard work done by DeKalb County Sheriff’s Department in making this joyful reunion possible. The LAPD is dedicated to serving the public at all times.
REPORTER : Can we get a photo with mother and son, Captain?
James E. Davis : Absolutely! Here we are

The conversation above happens in a public reunion between Mrs. Collins and “Walter” attended by the Journalists and the LAPD. Formally, James E. Davis utters a thanking to the LAPD for all the hard work done by DeKalb Country Sheriff’s Department in making the public reunion by saying “The Los Angeles Police Department is thankful for all the hard
work done by DeKalb County Sheriff's Department in making this joyful reunion possible. The LAPD is dedicated to serving the public at all times.” The utterance is categorized as a thanking speech act because the speaker intends to give a big appreciation to the hearer for all the hard work that they have done.

Datum 14/CHG/Th

REPORTER 1 : Quick question, ma’am.
REPORTER 2 : Quick question, ma’am
REPORTER 3 : Mrs. Collins.
Mrs. Collins : Hello, my name is Christine Collins. Good morning.
MAN : Good morning.
Mrs. Collins : On March 10th, my nine-year-old son, Walter Collins, disappeared. And a five-month investigation led to a boy being brought to Los Angeles from DeKalb, Illinois. They told me and all of you that this boy was my son. He was not my son. The LAPD made a mistake, and that is the reason for the supposed transformation. Have letters from his teachers and his doctors all confirming that he is not my son. I’m having them reprinted now, and I’ll have them for you tomorrow. I have given the LAPD every opportunity to admit their mistake and renew the search for my son. Since they have refused to do so, it has forced me to bring my case public. And I hope that this now will persuade them to finish what they started and bring my son home to me. Thank you very much.

(People Chattering)

Mrs. Collins utters a thanking speech act in the end of her speech by saying “thank you very much.” The utterance is categorized as a thanking speech act easily because the speaker uses the sentence “thank you.”

Datum 16/CHG/Th

YBara : Hey, listen; could you give me a hand? I’m trying to find a place called the Northcott Ranch, up by Wineville.
Mr. Northcott : Northcott Ranch, huh?
YBara   : Oh, yeah, yeah.
Mr. Northcott : You’re almost there. You just… You just follow this road west, about two, no, three miles. And then you take that next right. And you stay on that and it will bring you right to it. Is something going on out there?
YBara   : No. just looking into a juvenile matter. Thanks for your help.
Mr. Northcott : Sure.

The dialogue above shows a thanking speech act. Ybarra as a speaker intends to express a thanking to the hearer, Mr. Northcott because the speaker is grateful for the hearer’s help that he has done. In this case, the speaker utters a thanking by saying “thanks for your help.”

Datum 17/CHG/Th

Mr. Northcott : Hello I’d like a ticket to Canada. Alberta or Vancouver, whatever’s leaving tonight.
Ticket seller : I don’t have anything going that far tonight. The best I can do is put you on a train to Seattle. From there you can transfer to a local or drive across the border.
Mr. Northcott : That would be fine.
Ticket seller : Roundtrip?
Mr. Northcott : Oneway.
Ticket seller : That’ll be $15.
Mr. Northcott : Right. There you go.
Ticket seller : Thank you. There you go. Enjoy your trip.
Mr. Northcott : I will.

The conversation above happens between the Ticket Seller and Mr. Northcott. As the speaker, the Ticket Seller utters a thanking by saying “Thank you. There you go. Enjoy your trip” to Mr. Northcott as the hearer for buying the ticket. This utterance is categorized as a thanking because the speaker intends to express his appreciation to the hearer.
Datum 21/CHG/Th

Pastor Gustav : I went to the best attorney in town, a man who’s sued this city four times and won. Unfortunately, we can’t afford to really hire him.

Mrs. Collins : I see.

Mr. Hann : Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.

Mrs. Collins : thank you.

The datum above shows a thanking speech act. Mrs. Collins as a speaker utters a thanking by saying “thank you” to the hearer, Mr. Harris. The speaker’s goal in uttering a thanking is to express her gratitude to the hearer.

B.2. The Functions of Expressive Speech Acts

The types of expressive which are found in this research are Apologizing, Blaming, Congratulating, Praising and Thanking. Each type of expressives may have certain functions. Those functions can be to express the joy, sorrow or like/dislike of the speaker toward the hearer. The functions of expressive speech acts in the movie “Changeling” are analyzed below:

B.2.1. Apologizing (Ap)

Apology is a speech act showing the speaker’s feeling of having done wrong or hurt somebody’s feeling. In this movie, apology speech acts uttered by the characters have certain functions. They are to show that the speaker cares to the hearer, to save the speakers from the bad effects made by the hearers or avoid the conflicts with the hearers, to show the dislike to the
hearers, and also to show the regret. The functions of apology and the examples are presented below:

1. Showing care

   This function is performed by the speaker because the speaker concerns to the hearer’s problem.

   **Datum / 05 / CHG / Ap**

   Policeman: Look, 99 times out of 100, the kid shows up by morning. We don’t have the resources to go chasing every kid who runs off with his pals.

   Mrs. Collins: No, no, no. No, that’s not Walter. He doesn’t do that.

   Policeman: With all due respect, ma’am, every parent who calls says the same thing.

   Mrs. Collins: (SNIFFLING). Please, please.

   Policeman: Look, there’s nothing I can do. I’ll take your name and your information, but that’s all until the morning, at the earliest. I’m sure he’ll show up by then. They always do.

The participants of the above conversation include the Policeman and Mrs. Collins. The conversation occurs when Mrs. Collins tries to push the Policeman to send someone down to her house in order to find her missing son through a line phone.

In this case, the policeman utters an apology. He utters an apology to Mrs. Collins by saying “With all due respect, ma’am, every parent who calls says the same thing.” He utters this statement because he cannot help Mrs. Collins even though he is pushed by her. In his apology, he tries to show that he understands her problem. From the Policeman’s utterance, it can be said that the function of his utterance is to show that the speaker cares to the hearer.
Boy : Hurricane hits West Palm Beach! Babe Ruth hits 53rd home run! Kids found murdered in Riverside!

Man : There it is.

Boy : Biggest crime in Los Angeles history! Collins boy assumed dead! Read it here. Read it here.

(BOY CHATTERING)

Pastor Gustav : Mrs. Collins, I'm sorry

(CRYING)

The participants of the dialogue above are a boy who sells the newspapers, a man who buys a newspaper, Pastor Gustav and Mrs. Collins. The dialogue taken as the datum is focused on Mrs. Collins and Pastor Gustav. They have close relationship as friends. It occurs in across of the street in the evening.

After coming out from the Psychopathic Ward, Mrs. Collins walks to go home. On road, she hears a boy who sells the newspapers declares that her son, Walter is assumed dead in Riverside. Hearing the news, Mrs. Collins falls unconsciously. Simultaneously, Pastor Gustav helps her to stand up and says “Mrs. Collins, I’m sorry.” The speaker shows care to the hearer by uttering the statement.

2. Saving the speaker from the bad effects made by the hearer or avoiding conflicts with the hearer.

This function is performed by the speaker because the speaker cannot help the hearer and the speaker feels guilty about it.

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Policeman : Missing child? What’s your relation to the child, ma’am?
Mrs. Collins : It’s my son.
Policeman : How long has he been gone?
Mrs. Collins : I’m not sure. I just got home from work. It could be since this morning or it could be the last hour.
Policeman : Have you checked around the neighborhood?
Mrs. Collins : Yes, of course I did.
Policeman : Well, maybe he’s lost track of time.
Mrs. Collins : No. No, no. He always stays around the house when it gets dark. Would you please send someone down here?
Policeman : I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.

The participants of the conversation above are the Policeman and Mrs. Collins. It occurs in the Mrs. Collins’s house in the evening via phone. Their relationship is distant between the policeman as the police constitution and Mrs. Collins as an ordinary citizen because they never talk each other before. The conversation runs in formal situation. It occurs when Mrs. Collins calls the police station to report her missing son.

The policeman is going to explain to Mrs. Collins that the police station’s policy is that they don’t dispatch units to investigate the missing child before twenty four hours. In explaining the policy, the policeman says an apology by saying “I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.” He apologizes to Mrs. Collins in order to get the understanding from her that he cannot help her because of his policy. It can be said that the intention behind his utterance is to save the speaker from the bad effects because he cannot help the hearer’s problem.
Datum / 12 / CHG / Ap

J. J. Jones : His identity has been confirmed by the best minds in the field of child identification, people who know that they’re doing.

Mrs. Collins: I’m sorry. I appreciate everything that this department has done and I know how hard you’re working. I really do, and I don’t want to cause any trouble. I just… There has been a terrible mistake, and I need you to help me correct it, so I can find my son before it’s too late. Please. (SNIFFLES) I won’t take up any more of your time. I’m sorry, very sorry. (INTERCOM BUZZES)

SARA : Yes, Captain?
J. J. Jones : Sara, get Dr. Tarr on the phone.
SARA : Yes, sir.

The dialogue above happens at the police station particularly in the Mr. Jones’s room. The participants involve Mr. Jones and Mrs. Collins. Mr. Jones is a chief police in the head of the Los Angeles Police Department (LAPD)’s Juvenile Division. It occurs in the afternoon.

In this case, Mrs. Collins convinces to Mr. Jones that “Walter” is not her missing son. Really, she ever talked to Mr. Jones that “Walter” is not her missing son before but, Mr. Jones doesn’t believe it. Hearing the same statement from Mrs. Collins about “Walter”, he becomes angry. Knowing that Mr. Jones is angry with her, Mrs. Collins says “I’m sorry. I appreciate everything that this department has done and I know how hard you’re working. I really do, and I don’t want to cause any trouble. I just… There has been a terrible mistake, and I need you to help me correct it, so I can find my son before it’s too late. Please. (SNIFFLES) I won’t take up any more of your time. I’m sorry, very sorry. (INTERCOM BUZZES)” to Mr. Jones. She utters this statement to save herself from the bad effects made by the hearer. Besides, she wants to avoid the conflicts with
him. Then, she hopes that Mr. Jones still wants to help her to find her missing son.

3. Showing dislike to the hearer

This function is performed by the speaker because the speaker dislikes toward the hearer’s say.

**Datum / 15 / CHG / Ap**

Nurse: Inside. This is your room. The doctor has left for the day. He will see you in the morning.
Mrs. Collins: Can I… I need to speak to somebody in authority.
Nurse: *Sorry.*

The participants of the above conversation include the nurse and Mrs. Collins. It occurs in the Psychopathic Ward when Mrs. Collins asks the nurse to meet somebody who is in authority there. The conversation runs in uncomforting situation because Mrs. Collins is thrown in Psychopathic Ward by Mr. Jones. She tries to refuse the decision.

Actually, the thrown of Mrs. Collins to the Psychopathic Ward is just arranged by the Mr. Jones and Psychopathic Ward’s institution. It is because Mrs. Collins denies that “Walter”, who is found by the LAPD, is not her son. The thrown of Mrs. Collins to the Psychopathic Ward is done by Mr. Jones in order to keep the reputation of LAPD to the public.

In this case, the nurse as a member of Psychopathic Ward institution shows the dislike by saying “**sorry**” to Mrs. Collins when Mrs. Collins asks the nurse to meet somebody in authority in there. Additionally, the
speaker uses her statement “sorry” which indicates a refusal from the speaker to the hearer to show the dislike of the speaker to the hearer.

Datum / 22 / CHG / Ap

Mr. Hann : My name is S. S. Han, and I have a court order for the immediate release of all women being detained in this institution under the designation code 12 pending a formal inquiry into the reasons for their detainment.

Nurse : I’m sorry, the doctor in charge is not here until the morning.

Mr. Hann : Madam, let me clearer. Either you will produce the people named in that court order, or you will find yourself behind bars, and I mean without a key.

Nurse : I can’t authorize you …

Mr. Hann : Madam, stand aside.

The above conversation happens in Psychopathic Ward. The participants are Mr. Hann and the nurse as a front line. Mr. Hann is Mrs. Collins’s lawyer. He comes to the hospital to release of all women being detained in Psychopathic Ward institution under the designation code 12. Further, in code 12 there are many women who are thrown by the police because they have some problems with the police. The information about code 12 is from Mrs. Collins.

In this case, Mr. Hann is pushed to the nurse to release all the women who are thrown by the police in code 12. Then, the nurse shows her apology which indicates a refusal by saying “I’m sorry, the doctor in charge is not here until the morning.” She utters an apology to Mr. Hann to show the dislike to him. It is because the nurse knows that Mr. Hann comes to show this case to the public. It means that, the speaker’s function of uttering an apology is to show the dislike to the hearer.
4. Showing the regret of the speaker to the hearer.

This function is performed by the speaker because the speaker feels guilty for the fault.

**Datum / 18 / CHG / Ap**

Sanford : … And I did. And I killed them. And I did. Oh, God, I killed them! (SOBBING) Oh, God! Oh!

Ybarra : Hey, Hey.

Sanford : What?

Ybarra : Look at me. These kids. You think if you saw them again, you think you might be able to recognize them?

Sanford : I don’t know. Maybe.

Ybarra : Hey, I haven’t updated these in a while, but still. Just… It should be. Just go through these, okay? If you see any recognize, just put them down on the table here.

Sanford : I’m sorry! (CRYING) Oh, my God. I didn’t mean to… he made me. (SNIFFLING)

The dialogue above occurs in the police station particularly in an investigation’s room. The participants are Sanford and Ybarra. Sanford is a nephew of Gordon Northcott. Besides, Ybarra is a detective who investigates the murder which has been done by Gordon Northcott.

In this case Sanford tells Ybarra that Northcott forced him to help kidnap and murder around 20 boys and identifies that Walter as one of them. Hearing a confession from Sanford, Ybarra is shock. Then, he asks Sanford to analyze one by one of the missing child’s photos. Sanford follows what Ybarra want. Later, Sanford expresses his regret by saying “I’m sorry! (CRYING) Oh, my God. I didn’t mean to… he made me. (SNIFFLING)” His utterance indicates that he feels guilty for his fault in helping his uncle to kidnap and murder around 20 boys.
B.2.2. Blaming (Bl)

Blame is a speech act showing that the speakers have intention to say that someone or something did mistake. In this movie, blaming speech acts have certain functions. They are to express the belief and conviction of the speaker about something and to express the negative feeling and anger of the speakers to the hearers. The functions and the examples of blames are presented as below:

1. Expressing the belief and conviction of the speaker about something.

   This function is shown when the speaker wants to show his/her belief and conviction about something.

   **Datum / 09 / CHG / Bl**

   Mrs. Collins: That’s not my son.
   J. J. Jones: What? What are you saying?
   Mrs. Collins: It’s not my son.
   J. J. Jones: Well, I’m sure you’re mistaken.
   Mrs. Collins: I’m not mistaken.
   J. J. Jones: Well, he’s been through five terrible long months. He’s lost weight, he’s changed.
   Mrs. Collins: I would know my own son.

The above dialogue happens in a train station particularly in a public reunion which is organized by the LAPD to confront Mrs. Collins and “Walter.” It occurs in the afternoon. The participants are Mrs. Collins and Mr. Jones. The speaker who utters blaming speech act is Mr. Jones. He utters blaming speech act as a response toward Mrs. Collins’s statement about “Walter” who is found by the LAPD. She tells Mr. Jones that “Walter” is not her son.
The above datum shows that Mr. Jones utters blaming speech act

“Well, I’m sure you’re mistaken.” Hearing Mrs. Collins’s statement, he is in panic condition. He is afraid if the public reunion attended by many reporters will be failed by Mrs. Collins’s statement. Then, Mr. Jones blames Mrs. Collins’s statement in order to get the belief from her. Besides, by blaming Mrs. Collins he can convince her that his statement is right. Further, the function of blaming speech act uttered by the speaker is to express the speaker’s belief about something.

2. Expressing the negative feeling and anger of the speakers to the hearers.

This function is performed by the speakers because they feel inconveniently because the hearer has made them ashamed.

*Datum / 11 / CHG / Bl*

J. J. Jones : He’s changed, no mistake, and that’s… You’ve both been through a terrible experience, and that’s why he needs your love and support to bounce back.

Mrs. Collins : He’s not my son!

J. J. Jones : *Why are you doing this Mrs. Collins? Why are you doing this? You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs, so I don’t understand why you’re running away from your responsibilities as a mother.*

The above dialogue takes place at the police station particularly, in Mr. Jones’s room. The participants are Mr. Jones and Mrs. Collins.

*commit to user*
In this case, Mr. Jones is angry with Mrs. Collins because she meets him to convey that “Walter” is not her son.

Mr. Jones orders Mrs. Collins to belief that “Walter” is her son. He also explains her son is change in his physical appearance because of trauma during he is kidnapped. However, Mrs. Collins still conveys that “Walter” is not her son. Hearing her statement, Mr. Jones is very angry. He blames Mrs. Collins by saying “Why are you doing this Mrs. Collins? Why are you doing this? You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs,” which is asserted “so I don’t understand why you’re running away from your responsibilities as a mother” to express his anger.

Datum / 13 / CHG / Bl

Mrs. Fox : Well, if it is, he’s changed normously. Do you know who I am?
“Walter” : You’re a teacher.
Mrs. Fox : Yes, but even teachers have names. What’s mine?
“Walter” : I don’t remember. I know you, but I don’t remember your name.
Mrs. Fox : Mrs. Fox. Now, take your seat.
(CHILDREN LAUGHING)
Mrs. Fox : I didn’t say take a seat. I said take your seat, the one assigned you. You must know where it is, you’ve been sitting in it for over a year now.
Mrs. Fox : Mrs. Collins, if that’s your son I’ll eat my yardstick. Not only will I put it in writing, I will testify to it in a court of law or to the President Calvin Coolidge himself if I have to.

The above dialogue takes place in the school particularly in a class room. The participants are Mrs. Fox, “Walter” and the students.
Mrs. Fox is one of teachers who teach Walter. The other participant is “Walter”, a son who is found by the LAPD.

Mrs. Fox knows that “Walter” is not the real Walter after asking some questions and seeing his physical appearance. Then, she blames “Walter” directly by saying “I didn’t say take a seat. I said take your seat, the one assigned you. You must know where it is, you’ve been sitting in it for over a year now” as a form of her anger. Thus, she expresses her anger to “Walter” by performing a blame speech act.

Datum / 24 / CHG / BI

J. J. Jones : ...No, because she wouldn’t listen! Because she insisted on being obstinate! Because she tried to take matters into her own hand, best left to qualified officers! Because once civil disobedience starts...

Mr. Hann : Because she was fighting for the life of her son! A boy who may have still been alive while you were wasting valuable time denying you had done anything wrong! And in the end that’s what happened, isn’t it? At same point, while all this was going on, Walter Collins was brutally murdered, along with as many as 19 other boys at the Northcott Ranch in Wineville. Is that correct, Captain?

J. J. Jones : Yes, it is.

MAN : (WHISPERING). It’s a travesty

The above conversation takes place in the court. The participants are Mr. Jones, Mr. Hann and people around the court. In this case, Mr. Jones is a witness in throwing Mrs. Collins into Psychopathic Ward’s case. Mr. Hann is Mrs. Collins’s lawyer.

Mr. Jones explains the reason why Mrs. Collins is thrown in the Psychopathic Ward. Furthermore, Mr. Hann is very angry because Mr. Jones gives a statement that he has done a right thing by throwing Mrs.
Collins to the Psychopathic Ward. Mr. Hann expresses his anger by saying “Because she was fighting for the life of her son! A boy who may have still been alive while you were wasting valuable time denying you had done anything wrong! And in the end that’s what happened, isn’t it? At same point, while all this was going on, Walter Collins was brutally murdered, along with as many as 19 other boys at the Northcott Ranch in Wineville. Is that correct, Captain?” The utterance of Mr. Hann has a function to show that the speaker expresses his negative feeling and anger to the hearer.

**Datum / 25 / CHG / Bl**

Mrs. Hutchins : ... isn’t that nice, Arthur? Tell the nice officer “Thank you.”

Arthur : I don’t want them. Give them to somebody else.

James E. Davis : (CHUCKLING) Precocious little fellow, isn’t he?

Arthur : It’s not my fault. It’s the police. They said I was Walter Collins, not me! It wasn’t my idea! Not my idea! Get...

James E. Davis : Yeah. Go blame the police for your own mistakes.

The conversation in **datum / 25 / CHG / Bl** occurs in a train station particularly in a public reunion. In this case, this public reunion confronts Arthur and Mrs. Hutchins. The participants include Mrs. Hutchins, Arthur, James E. Davis and many reporters. Mrs. Hutchins is Arthur’s mother. Meanwhile, Arthur is a son who is found by the LAPD and admitted as a Walter Collins. Then, James E. Davis is the Chief Police in the LAPD. This public reunion is arranged by the LAPD. It is used by...
the LAPD not only to confront Mrs. Hutchins and her son, but also to clarify that Arthur is not Mrs. Collins’s son, Walter.

In the conversation, Mrs. Hutchins orders her son, Arthur to say thank to the Mr. Davis. However, he is angry when his mother asks him to say thank to the police. It is because; he feels that he is not fault. In fact, Arthur knows that it is the police’s mistake, because the police department has arranged the story that he is ordered to be “Walter Collins.” Then, he blames to the police especially to Mr. Davis by saying “It’s not my fault. It’s the police. They said I was Walter Collins, not me! It wasn’t my idea! Not my idea! Get…” to express his anger.

B.2.3.  Congratulating (Co)

Congratulation is a speech acts that concerns to the act of giving congratulation for someone. In this movie, congratulation speech act uttered by the character has a function to show care to the hearer. This function is performed by the speaker because the speaker concerns to the hearer’s condition. The function and the example of congratulation are presented as below:

**Datum / 07 / CHG / Co**

| J. J. Jones | : I’m J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and… He’s alive, Mrs. Collins. |
| Mrs. Collins | : (GASPS), (SOBS). |
| J. J. Jones | : He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt. |
| Mrs. Collins | : (SOBS LOUDLY) |
| J. J. Jones | : he was in the company of some drifter. We have an APB out for him, but he’s save. |
Mrs. Collins : Thank you so much.
Sandy : (WHILE HUGGING CHRISTINE). Oh, Christine… That is so great.
Mrs. Collins: (EXCLAIMING). Thank you. (SOBS)

The above conversation occurs in the Mrs. Collins’s office. The participants are J. J. Jones, Mrs. Collins and Sandy. As mentioned in previous analyzes that Mr. Jones as a Head of the LAPD’s Juvenile Division who handles the Mrs. Collins’s problem. Another participant is Sandy. She is one of Christine Collins’s partners in her office. Mrs. Collins and Sandy have a close relationship as close friends.

Sandy expresses her congratulation to Mrs. Collins after hearing the information from Mr. Jones that Mrs. Collins’s son is found by the LAPD. She expresses her congratulation to Mrs. Collins by hugging her and saying “Oh, Christine… That is so great.” The function of expressing congratulation from Sandy to Mrs. Collins is to show that the speaker cares to the hearer.

B.2.4. Praising (Pr)

Praise is a speech acts which expresses the commendation or admiration of the speaker to the hearer. In this movie, praise speech acts uttered by the characters have a function. It is used to express rewarding of the hearer’s efforts and increase to the hearer’s motivation. The function and the example of praise are presented as below:

commit to user
Datum 01 / CHG / Pr

Walter : We learned about dinosaurs. And I got in a fight with Billy Mankowsky.
Mrs. Collins : What happened?
Walter : He hit me.
Mrs. Collins : Did you hit him back?
Walter : (nodding his head)
Mrs. Collins : Good. Rule number one, remember? Never start a fight, always finish it.

The above dialogue happens at the school. The participants are Mrs. Collins and Walter. They have a close relationship between a mother and her son. It occurs when Mrs. Collins picks up her son from his school.

The conversation starts when she asks her son’s activity during in the school. At first, she socks when she hears that her son is hit by his son’s friend. However, she feels praise when her son says that he doesn’t hit his friend back. Then, Mrs. Collins praises to him by saying “good.” She utters praising to her son to reward her son’s efforts because he doesn’t hit his friend back. Besides, she also increases the motivation to her son to do the right thing in the next day.

Datum / 02 / CHG / Pr

Mr. Harris : Christine. Good, I was hoping to catch you. Look, I’ve been following your work report, and I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.
Mrs. Collins: Thank you, Mr. Harris.

The above dialogue occurs in the yard of Mrs. Collins’s office.

The participants are Mr. Harris and Mrs. Collins. Mr. Harris is Mrs.
Collins’s superior in her office. It occurs in the evening when she is on the way to go home.

Mr. Harris has a positive attitude to Mrs. Collins after following her work report. He suggests to Mrs. Collins to follow the hiring of female supervisors. In uttering his suggestion, Mr. Harris praises Mrs. Collins “I just want to let you know that I am very impressed.” He praises to Mrs. Collins not only to reward her efforts during working in the office, but also to increase the motivation of her work to get more successes in the future.

Datum / 08 / CHG / Pr

J. J. Jones : Mrs. Collins, I’d like to introduce you to James E. Davis, Chief of police.

James E. Davis : Nice to meet you. We don’t get a lot of positive attention from the boys in the press these days, so it’s good to be here with a positive story, don’t you think?

Mrs. Collins : Yes, sir.

James E. Davis : I take it you’ve been treated well by my boys in the department?

Mrs. Collins : I couldn’t file a report for 24 hours, and I thought that maybe that was a…

James E. Davis : Technicalities aside.

Mrs. Collins : It was wonderful.

James E. Davis : Well, good.

The above dialogue happens in the train station. It occurs in the afternoon. The participants include J. J. Jones, James E. Davis and Mrs. Collins.

In this case, there is a public reunion which is arranged by the LAPD to confront Mrs. Collins and “Walter.” Next, Mrs. Collins is introduced to Mr. Davis by Mr. Jones. Mr. Davis is the Chief of Police. The
conversation shows that Mr. Davis asks Mrs. Collins’s idea about his
team in handling her missing son. Mrs. Collins praises his team by
saying “it was wonderful” to reward of Police’s efforts in handling her
case.

Datum / 20 / CHG / Pr

Pastor Gustav : I know. My sources say the police commission is
going to say that Jones and the LAPD did absolutely
nothing wrong, and that the real blame lies with the kid
and with you for being difficult and forcing them to
put you away for your own safety.
Mrs. Collins : then I guess I would have to hire a lawyer, file a civil
suit.
Pastor Gustav : I went to the best attorney in town, a man who’s sued
this city four times and won. Unfortunately, we can’t
afford to really hire him.
Mrs. Collins : I see.
Mr. Hann : Which is why I’m doing this pro bono. It would be
my honor to defend your honor, Mrs. Collins. In
my 15 years as a lawyer, I have never seen anyone
fight as long or as hard as you have, in what is so
clearly in the cause of justice.

The participants of the above dialogue include Pastor Gustav, Mr.
Hann and Mrs. Collins. Mr. Gustav is a pastor who publicizes Christine’s
plight against the LAPD for its competence, corruption and extrajudicial
punishment the work of Chief James E. Davis and his aptly named Gun
Squad. As mentioned above that Mr. Hann is Mrs. Collins’s lawyer. The
above conversation occurs in Mrs. Collins’s house.

In this case, Pastor Gustav comes to Mrs. Collins’s house to
introduce Mr. Hann to be her lawyer. Mr. Hann is a lawyer who wants to
help her pro bono. It is done by Mr. Hann because he appreciates to Mrs.
Collins’s efforts to look for her missing son. In addition, he wants to be
her partner who increases the motivation in finding her missing son. He praises her by saying “It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.”

Datum / 23 / CHG / Pr

CROWD: (CHANTING). We want justice. We want justice Mrs. Collins : oh my! Mr. Harris : (RAISE HAT) Mrs. Collins : Mr. Harris Pastor Gustav : The Lord works in mysterious ways, Ms. Collins.

The above conversation occurs in the afternoon, in front of the court. The participants are Mrs. Collins, Mr. Harris and Pastor Gustav. As mentioned in previous analyzes, Mr. Harris is Mrs. Collins’s superior in the office. The situation is crowded; a lot of people are being protested to demand justice over the Mrs. Collins’s case.

In the crowded situation, there is Mr. Harris who raises his hat while looking for Mrs. Collins’s face. His expression shows that he appreciates of her efforts to obtain the justice in finding her missing son. The expression of raising hat shown by Mr. Harris is to show that he rewards all of Mrs. Collins’s efforts and to give the motivation to her in looking for the justice.

Datum / 26 / CHG / Pr

Ybarra : I still can’t believe it. Five years case closed, everyone thinks he’s dead, and there he is. Wouldn’t be, if it wasn’t for Walter. Your son did a brave
thing, Mrs. Collins. You should be very proud of him.

Mrs. Collins : I am.
Ybarra : you still think he’s out there?
Mrs. Collins : Why not? Three boys made a run for it that night, Detective. And if one got out, then maybe either or both of the others did, too. Maybe Walter’s out there, having the same fears that he did. Afraid to come home and identify himself, or afraid he'll get into trouble...

The above dialogue happens in out of the police station. The participants are Mrs. Collins and Ybarra. It occurs in the afternoon.

Five years later, Mrs. Collins has not given up her looking for Walter. Then, she shocks when David Clay who is one of the boys assumed to have been killed is found alive. He reveals that one of the boys with whom he was imprisoned was Walter. He remembers Walter’s name because Walter courageously comes back to help David get through the barbed wires. On the other hand, Ybarra also shocks knowing that Davis is alive. Ybarra praises to Mrs. Collins because her son courageously comes back to help his friend escape from the murder. He praises to Mrs. Collins by saying “Wouldn’t be, if it wasn’t for Walter. Your son did a brave thing, Mrs. Collins. You should be very proud of him.”

B.2.5. Thanking (Th)

Thank is a speech act showing the grateful of the speaker’s expression for something that has been done by the hearer. In this movie, thanking speech act uttered by the characters certain functions. They are to express gratitude and appreciation of the speaker to the hearer, and to close the public
speech in formal situation. The functions and the examples of thank are presented as below:

1. Expressing gratitude and appreciation of the speaker to the hearer.

This function is performed by the speaker to show his or her gratitude and appreciation to the hearer because he or she has done something which is useful to the speaker.

**Datum / 03 / CHG / Th**

Mr. Harris : Christine. Good, I was hoping to catch you. Look, I’ve been following your work report, and I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.

Mrs. Collins : **Thank you, Mr. Harris**

Mr. Harris : Oh, Ben, Please. Listen I… Listen the point is, we’re looking to take on a manager for our new Beverly Hills office. And if you’re interested in the job, I could write a report, or…

Mrs. Collins : **That would be wonderful. Thank you so much, sir.**

The above dialogue happens in out of Mrs. Collins’s office. The participants are Mrs. Collins and Mr. Harris. He is Mrs. Collins’s superior. The above dialogue occurs in the evening.

In this case, Mr. Harris will promote Mrs. Collins to follow the recruitment of female supervisors. It is done by Mr. Harris after following Mrs. Collins work report. Moreover, Mrs. Collins says **“Thank you, Mr. Harris.”** She utters thanking to Mr. Harris because she feels grateful to him. Then, Mr. Harris continues his conversation about the promotion of manager
position in their new Beverly Hills office. Furthermore, Mrs. Collins says the second thank to Mr. Harris by saying “That would be wonderful. Thank you so much, sir.” The second thank from Mrs. Collins is used to show that she not only feels grateful, but also appreciates what Mr. Harris has done to her.

Datum / 06 / CHG / Th

J. J. Jones  : Mrs. Collins?
Mrs. Collins  : (WHISPERING). Yes.
J. J. Jones  : I’m J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and... He’s alive, Mrs. Collins.
Mrs. Collins  : (GASPS), (SOBS).
J. J. Jones  : He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt.
Mrs. Collins  : (SOBS LOUDLY)
J. J. Jones  : he was in the company of some drifter. We have an APB out for him, but he’s save.
Mrs. Collins  : Thank you so much.

The participants of the above dialogue include J. J. Jones and Mrs. Collins. It occurs in Mrs. Collins’s office.

The above dialogue tells about the news of Walter. Mr. Jones comes to Mrs. Collins’s office to tell that Walter is found by his team. Hearing the information about it, Mrs. Collins is very happy. Then, she says “Thank you so much” to Mr. Jones. She thanks to him because she feels grateful on his team’s efforts to find her missing son. She also appreciates on everything that has been done by Mr. Jones’s team.
REPORTER : How’re you feeling, son?
James E. Davis : Bet it feels great to be home.
‘Walter’ : Yeah. It’s great.
James E. Davis : The Los Angeles Police Department is thankful for all the hard work done by DeKalb County Sheriff’s Department in making this joyful reunion possible. The LAPD is dedicated to serving the public at all times.
REPORTER : Can we get a photo with mother and son, Captain?
James E. Davis : Absolutely! Here we are.

The above conversation occurs in the train station in the afternoon. The participants include the reporters, James E. Davis, and “Walter.” It occurs in a public reunion which confronts between Mrs. Collins and “Walter.”

In this case, Mr. Davis says thank to DeKalb County Sheriff’s Department by saying “The Los Angeles Police Department is thankful for all the hard work done by DeKalb County Sheriff’s Department in making this joyful reunion possible. The LAPD is dedicated to serving the public at all times.” The function of the utterance is to appreciate all of the hard work which is done by DeKalb County Sheriff’s Department.

YBara : Hey, listen; could you give me a hand? I’m trying to find a place called the Northcott Ranch, up by Wineville.
Mr. Northcott : Northcott Ranch, huh?
YBara : Oh, yeah, yeah.
Mr. Northcott : You’re almost there. You just… You just follow this road west, about two, no, three miles. And then you take that next right. And you stay on that and it will bring you right to it. Is something going on out there?
YBara : No. just looking into a juvenile matter. Thanks for your help.
Mr. Northcott : Sure
The above dialogue occurs on the road in the afternoon. The participants are Ybarra and Mr. Northcott. The conversation starts when Ybarra asks the direction of the Northcott Ranch. Actually, Mr. Northcott is shock knowing there is someone who looks for his ranch. Moreover, he helps Ybarra to show the direction of the ranch.

Because Ybarra is helped by Gordon Northcott, he says thank to him by saying “Thanks for your help.” It is commonly used by most of people to express their grateful to others. Further, Ybarra expression shows that the speaker feels gratitude to the hearer’s help.

Datum / 17 / CHG / Th

Mr. Northcott : Hello. I’d like a ticket to Canada. Alberta or Vancouver, whatever’s leaving tonight.
Ticket seller : I don’t have anything going that far tonight. The best I can do is put you on a train to Seattle. From there you can transfer to a local or drive across the border.
Mr. Northcott : That would be fine.
Ticket seller : Roundtrip?
Mr. Northcott : One way.
Ticket seller : That’ll be $15.
Mr. Northcott : Right. There you go.
Ticket seller : Thank you. There you go. Enjoy your trip.
Mr. Northcott : I will.

The conversation in Datum / 17 / CHG / Th occurs in the reservation and ticketing desk. The participants are Mr. Northcott and Ticket Seller. In this case, Mr. Northcott is a customer who buys the ticket. It occurs in the evening.

Mr. Northcott wants to buy a ticket to Canada but the ticket seller doesn’t have a ticket to go there. Moreover, the ticket seller suggests to Mr. Northcott to buy a ticket to go to the Seattle. Then, Mr. Northcott follows what the
ticket seller suggests to him. He buys a ticket to Seattle. Furthermore, the ticket seller utters “Thank you. There you go. Enjoy your trip.” The utterance is used by the ticket seller to express his appreciation to Mr. Northcott who buys the ticket.

**Datum / 21 / CHG / Th**

Pastor Gustav : I went to the best attorney in town, a man who’s sued this city four times and won. Unfortunately, we can’t afford to really hire him.

Mrs. Collins : I see.

Mr. Hann : Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.

Mrs. Collins : thank you.

The participations in the above dialogue include Pastor Gustav, Mr. Hann and Mrs. Collins. It occurs in Mrs. Collins’s house in the afternoon. Pastor Gustav comes to Mrs. Collins’s house to introduce Mr. Hann. Mr. Hann is a lawyer who feels honor if he becomes Mrs. Collins’s lawyer to handle her case.

Mrs. Collins says “thank you” to Mr. Hann because he wants to become her lawyer. In this case, Mrs. Collins urgently needs a lawyer to get the justice in finding her missing son. She utters thank to express her gratitude and appreciation of the work which has been done by the hearer.

2. Closing the public speech in formal situation.

This function is performed by the speaker to close the conversation or public speech in formal situation.
REPORTER 1 : Quick question, ma’am.
REPORTER 2 : Quick question, ma’am
REPORTER 3 : Mrs. Collins.
Mrs. Collins : Hello, my name is Christine Collins. Good morning.
MAN : Good morning.
Mrs. Collins : On March 10th, my nine-year-old-son, Walter Collins, disappeared. And a five-month investigation led to a boy being brought to Los Angeles from DeKalb, Illinois. They told me and all of you that this boy was my son. He was not my son. The LAPD made a mistake, and that is the reason for the supposed transformation. Have letters from his teachers and his doctors all confirming that he is not my son. I’m having them reprinted now, and I’ll have them for you tomorrow. I have given the LAPD every opportunity to admit their mistake and renew the search for my son. Since they have refused to do so, it has forced me to bring my cases public. And I hope that this now will persuade them to finish what they started and bring my son home to me. Thank you very much.

(People Chattering)

The above conversation occurs in the morning when the weather is rainy.

The participants are Mrs. Collins, many reporters and journalists. It is one of Mrs. Collins’s efforts to express her annoyed to the LAPD. Furthermore, she opens his case to the public by organizing the press conference.

In press conference, she utters all of her cases about her missing son and the treatment of the LAPD in handling her cases. After finishing the press conference, she closes her speech by saying “thank you very much.” It is used to close her formal speech in press conference.

B.3. The Exploitation of Expressive Speech acts

In uttering expressive speech acts, each speaker has his or her own way.

They can use verbal and non-verbal expression. The verbal strategy means
that the speaker utters direct or indirect speech act, explicit or implicit statement, in high or low intonation. A non-verbal expression is commonly done through body language to emphasize his/her speech. In this part, the researcher will analyze the way of the characters in “Changeling” perform the expressive speech acts.

B.3.1. Apologizing (Ap)

This type of expressive is expressed by the speaker by using indirect speech act or direct speech act, in high, low or normal intonation, and affirmed by non-verbal expression or not.

1. Using “I’m sorry” or “sorry”, and explaining the reason.

Datum / 04 / CHG / Ap

Policeman : Missing child? What’s your relation to the child, ma’am?
Mrs. Collins : It’s my son.

Policeman : How long has he been gone?
Mrs. Collins : I’m not sure. I just got home from work. It could be since this morning or it could be the last hour.

Policeman : Have you checked around the neighborhood?
Mrs. Collins : Yes, of course I did.

Policeman : Well, maybe he’s lost track of time.
Mrs. Collins : No. No, no. He always stays around the house when it gets dark. Would you please send someone down here?

Policeman : I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24 hours.

The above datum shows that an apology speech act is uttered by the policeman explicitly in the form of direct speech act. It occurs in a line phone. In uttering his apology, the policeman says “I’m sorry, but our policy is that we don’t dispatch units on missing child cases for 24
hours.” In this case, he uses “I’m sorry,” followed by explanation of the reason why he doesn’t help Mrs. Collins. He says his apology in low intonation to show that his utterance will not make Mrs. Collins disappointed.

Datum / 12 / CHG / Ap

J. J. Jones : His identity has been confirmed by the best minds in the field of child identification, people who know what they’re doing.
Mrs. Collins : I’m sorry. I appreciate everything that this department has done and I know how hard you’re working. I really do, and I don’t want to cause any trouble. I just… There has been a terrible mistake, and I need you to help me correct it, so I can find my son before it’s too late. Please. (SNIFFLES) I won’t take up any more of your time. I’m sorry, very sorry. (INTERCOM BUZZES)

SARA : Yes, Captain?
J. J. Jones : Sara, get Dr. Tarr on the phone.
SARA : Yes, sir.

Mrs. Collins says her apology in low intonation. Her eye gaze and facial expression also show that her apology is stated seriously and sincerely. She says “I’m sorry. I appreciate everything that this department has done and I know how hard you’re working. I really do, and I don’t want to cause any trouble. I just… There has been a terrible mistake, and I need you to help me correct it, so I can find my son before it’s too late. Please. (SNIFFLES) I won’t take up any more of your time. I’m sorry, very sorry. (INTERCOM BUZZES)” as a form of sadness to find her missing son. She states her apology in the form of direct speech act by using “I’m sorry” and continuing with the explanation of her reason uttering an apology.
Datum / 23 / CHG / Ap

Mr. Hann : My name is S. S. Han, and I have a court order for the immediate release of all women being detained in this institution under the designation code 12 pending a formal inquiry into the reasons for their detainment.

Nurse : I’m sorry, the doctor in charge is not here until the morning.

Mr. Hann : Madam, let me clearer. Either you will produce the people named in that court order, or you will find yourself behind bars, and I mean without a key.

Nurse : I can’t authorize you …

Mr. Hann : Madam, stand aside.

From the above datum, an apology is uttered by the nurse to Mr. Hann. She says her apology in high intonation to show that she is angry with him. It is because he pushes her to release of all women who being detained in Psychopathic Ward. She utters “I’m sorry, the doctor in charge is not here until the morning” in the form of direct speech act by using “I’m sorry” and continuing with the explanation of the reason. Her eyes gaze in uttering an apology also insists that she dislikes with his treatment to her.

2. Without “I’m sorry” or “sorry”, and Explaining the reason.

Datum / 05 / CHG / Ap

Policeman : Look, 99 times out of 100, the kid shows up by morning. We don’t have the resources to go chasing every kid who runs off with his pals.

Mrs. Collins : No, no, no. No, that’s not Walter. He doesn’t do that.

Policeman : With all due respect, ma’am, every parent who calls says the same thing.

Mrs. Collins : (SNIFFLING). Please, please.

Policeman : Look, there’s nothing I can do. I’ll take your name and your information, but that’s all until the morning, at the earliest. I’m sure he’ll show up by then. They always do.
The above dialogue happens in line phone. It shows that the policeman utters an apology without using “I’m sorry.” In this by saying “**With all due respect, ma’am, every parent who calls says the same thing.**” He utters an apology in the form of direct speech act without saying “I’m sorry” or “sorry”, but he just explains the reason why he couldn’t help Mrs. Collins. This utterance is uttered by the policeman in low intonation to shows that he speaks seriously.

3. Using “I’m sorry” or “sorry”

**Datum / 15 / CHG / Ap**

Nurse: Inside. This is your room. The doctor has left for the day. He will see you in the morning.
Mrs. Collins: Can I... I need to speak to somebody in authority.
Nurse: *Sorry.*

The nurse says her apology in the form of direct speech act. She says “**sorry**” to Mrs. Collins in low intonation to convince and to show the weakness of her intention. Her eye gaze shows that she utters her apology while showing her anger.

4. Calling the hearer’s name, and using “I’m sorry” or “sorry.”

**Datum / 19 / CHG / Ap**

Boy: Hurricane hits West Palm Beach! Babe Ruth hits 53rd home run! Kids found murdered in Riverside!
Man: There it is.
Boy: Biggest crime in Los Angeles history! Collins boy assumed dead! Read it here. Read it here. (GASPING) (BOY CHATTERING)
Pastor Gustav: **Mrs. Collins, I’m sorry** (CRYING)
The above datum shows that Pastor Gustav utters an apology to Mrs. Collins by saying “Mrs. Collins, I’m sorry.” He utters his apology in the form of direct speech act by calling the hearer’s name and using “I’m sorry.” He says his apology in low intonation to show that he feels the deepest regret because he cannot help Mrs. Collins to find her missing son. His eyes gaze and facial expression also shows that his apology is stated seriously.

5. Using “I’m sorry” or “sorry,” showing the regret, and explaining the reason.

**Datum / 18 / CHG / Ap**

Sanford: ... And I did. And I killed them. And I did. Oh, God, I killed them! (SOBBING) Oh, God! Oh!
Ybarra: Hey. Hey.
Sanford: What?
Ybarra: Look at me. These kids. You think if you saw them again, you think you might be able to recognize them?
Sanford: I don’t know. Maybe.
Ybarra: Hey, I haven’t updated these in a while, but still. Just… It should be. Just go through these, okay? If you see any recognize, just put them down on the table here.
Sanford: I’m sorry! (CRYING) Oh, my God. I didn’t mean to… he made me. (SNIFFLING)

Sanford tries to calm himself down by saying an apology. He says his apology in the form of direct speech act by using “I’m sorry,” showing his regret, and explaining his reason doing the mistake by saying “I’m sorry! (CRYING) Oh, my God. I didn’t mean to… he made me. (SNIFFLING)” His speech act is uttered explicitly in high intonation to convince and to show the strength of his apology. His non verbal expression such as cry and bow over the table is stated when he admits his regret seriously and sincerely.
B.3.2. Blaming (Bl)

This type of expressive is expressed by the speaker by indirect or direct speech act, in high, low or normal intonation, and affirmed by non-verbal expression or not.

1. Using the statement in the form of negative.

Datum 09/CHG/Bl

Mrs. Collins : That’s not my son.
J. J. Jones : What? What are you saying?
Mrs. Collins : It’s not my son.
J. J. Jones : Well, I’m sure you’re mistaken.
Mrs. Collins : I’m not mistaken.
J. J. Jones : Well, he’s been through five terrible long months. He’s lost weight, he’s changed.
Mrs. Collins : I would know my own son.

Mr. Jones is in panic condition and he tries to calm his self down by blaming Mrs. Collins statement. He utters “Well, I’m sure you’re mistaken” explicitly, in high intonation. His utterance is in the form of direct speech act in the form of a statement. His eyes gaze shows that he blame her statement seriously.

2. Using the statement and explaining hearer’s mistake.

Datum 13/CHG/Bl

Mrs. Fox : Well, if it is, he’s changed enormously. Do you know who I am?
‘Walter’ : You’re a teacher.
Mrs. Fox : Yes, but even teachers have names. What’s mine?
‘Walter’ : I don’t remember. I know you, but I don’t remember your name.
Mrs. Fox : Mrs. Fox. Now, take your seat.

(CHILDREN LAUGHING)
Mrs. Fox : I didn’t say take a seat. I said take your seat, the one assigned you. You must know where it is, you’ve been sitting in it for over a year now.

Mrs. Fox : Mrs. Collins, if that’s your son I’ll eat my yardstick. Not only will I put it in writing, I will testify to it in a court of law or to the President Calvin Coolidge himself if I have to.

Mrs. Fox utters a blame speech act directly by saying “I didn’t say take a seat. I said take your seat, the one assigned you. You must know where it is, you’ve been sitting in it for over a year now”, in high intonation to affirm her sentence toward “Walter”‘s action who makes a mistake in taking his seat. She performs her utterance in direct speech acts by using a statement in the form of negative, and continuing her statements by the explanation of the hearer’s mistake. In uttering blame speech act, she also uses her non verbal expression through her eyes gaze sharply, and the body movement through putting her hands on her back showing her anger.

Datum 24/CHG/Bl

J. J. Jones : …No, because she wouldn’t listen! Because she insisted on being obstinate! Because she tried to take matters into her own hand, best left to qualified officers! Because once civil disobedience starts…

Mr. Hann : Because she was fighting for the life of her son! A boy who may have still been alive while you were wasting valuable time denying you had done anything wrong! And in the end that’s what happened, isn’t it? At same point, while all this was going on, Walter Collins was brutally murdered, along with as many as 19 other boys at the Northcott Ranch in Wineville. Is that correct, Captain?

J. J. Jones : Yes, it is.

MAN : (WHISPERING). It’s a travesty

The above datum shows that Mr. Hann utters a blame speech act in high intonation to make Mr. Jones tells honestly the reason why Mrs. Collins is thrown to the Psychopathic Ward. In uttering his blaming, Mr. Hann uses
question tag and interrogative form to affirm her sentence. He says
“Because she was fighting for the life of her son! A boy who may have
still been alive while you were wasting valuable time denying you had
done anything wrong! And in the end that’s what happened, isn’t it? At
same point, while all this was going on, Walter Collins was brutally
murdered, along with as many as 19 other boys at the Northcott Ranch
in Wineville. Is that correct, Captain?”. His utterance is in direct speech
act. by using the statement to explain the hearer’s mistake. Additionally, he
also uses the non-verbal expression through her eyes gaze sharply and his
facial expression which shows his anger to Mr. Jones.

Datum 25/CHG/Bl

Mrs. Hutchins: … isn’t that nice, Arthur? Tell the nice officer
“Thank you.”
Arthur: I don’t want them. Give them to somebody else.
James E. Davis: (CHUCKLING) Precocious little fellow, isn’t he?
Arthur: It’s not my fault. It’s the police. They said I was
Walter Collins, not me! It wasn’t my idea! Not my
idea! Get…
James E. Davis: Yeah. Go blame the police for your own mistakes.

Arthur utters his speech act in high intonation by showing of his facial
expression which expresses his anger. It seems that he affirms his sentence.
In this case, he doesn’t want to be blamed by the police. Moreover, he utters
“It’s not my fault. It’s the police. They said I was Walter Collins, not me!
It wasn’t my idea! Not my idea!” to blame the police. He utters blame
speech act explicitly in the form direct speech acts. He uses a statement to
blame the hearers and he continues her statement by explaining the reason of
the hearer’s mistake.
3. Using interrogative form, and explaining the hearer’s mistake.

Datum 11/CHG/Bl

J. J. Jones : He’s changed, no mistake, and that’s… You’ve both been through a terrible experience, and that’s why he needs your love and support to bounce back.

Mrs. Collins : He’s not my son!

J. J. Jones : Why are you doing this Mrs. Collins? Why are you doing this? You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs, so I don’t understand why you’re running away from your responsibilities as a mother.

Mr. Jones through his blame speech act wants to convince Mrs. Collins that her statement is wrong. He speaks in low intonation to affirm that he speaks seriously. To show the strength of blame statement, Mr. Jones utters “Why are you doing this Mrs. Collins? Why are you doing this? You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs, so I don’t understand why you’re running away from your responsibilities as a mother” in the form of interrogative and it is followed by the explanation of Mrs. Collins’s mistake. Moreover, his eye gaze also indicates that he speaks his statement sincerely.

B.3.3. Congratulating (Co)

The type of expressive is expressed by the speaker by using indirect speech act or direct speech act, in high, low or normal intonation, and it is affirmed by non-verbal expression or not.

1. Using non-verbal expression and using a statement.
Datum 07/CHG/Co

J. J. Jones : I'm J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and... He’s alive, Mrs. Collins.

Mrs. Collins : (GASPS), (SOBS).

J. J. Jones : He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt.

Mrs. Collins : (SOBS LOUDLY)

J. J. Jones : he was in the company of some drifter. We have an APB out for him, but he’s safe.

Mrs. Collins : Thank you so much.

Sandy : (WHILE HUGGING CHRISTINE). Oh, Christine... That is so great.

Mrs. Collins : (EXCLAIMING). (SOBS)

The above dialogue shows that Sandy utters her congratulation to Mrs. Collins implicitly by showing her non-verbal action and using a statement. Sandy hugs her while saying “Oh, Christine... That is so great” in high intonation, after hearing the news that her missing son has been found by the police. Her eyes gaze and facial expression also show that her congratulation is stated seriously.

B.3.4. Praising (Pr)

This type of expressive is expressed by the speaker by using indirect speech act or direct speech act, in high, low or normal intonation, and affirmed by non-verbal expression or not.

1. Using commendation word “good”, explaining the reason.

Datum 01/CHG/Pr

Walter : We learned about dinosaurs. And I got in a fight with Billy Mankowsky.

Mrs. Collins : What happened?

Walter : He hit me.
Mrs. Collins : Did you hit him back?
Walter : (nodding his head)
Mrs. Collins : Good. Rule number one, remember? Never start a fight, always finish it.

The above datum shows a praising speech act which is uttered by Mrs. Collins explicitly in the form of direct speech act. She uses the commendation word “good” and explains the reason for praising her son. In uttering her praise, Mrs. Collins says “Good. Rule number one, remember? Never start a fight, always finish it.” to her son. She says her praise in high intonation to show enthusiastic. Her eyes gaze and facial expression also show that her praise is stated sincerely.

2. Using a statement, and explaining the reason

Datum 02/CHG/Pr

Mr. Harris: Christine. Good, I was hoping to catch you. Look, I’ve been following your work report, and I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.
Mrs. Collins: Thank you, Mr. Harris

The above datum shows that Mr. Harris utters a praising speech act to Mrs. Collins explicitly. He utters “I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts” in high intonation. His utterance is in the form of direct speech act by using a statement in imperative form and explaining the reason. In uttering his praise, he uses non-verbal action by...
showing his eyes gaze and facial expression to show that his praise is stated seriously.

**Datum 20/CHG/Pr**

Pastor Gustav : I know. My sources say the police commission is going to say that Jones and the LAPD did absolutely nothing wrong, and that the real blame lies with the kid and with you for being difficult and forcing them to put you away for your own safety.

Mrs. Collins : then I guess I would have to hire a lawyer, file a civil suit.

Pastor Gustav : I went to the best attorney in town, a man who’s sued this city four times and won. Unfortunately, we can’t afford to really hire him.

Mrs. Collins : I see.

Mr. Hann : Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.

The above dialogue shows that Mr. Hann utters his praise to Mrs. Collins in the form of direct speech act. In expressing his commendation, he offers his self to be her lawyer by uttering the statement to explain the reason of uttering a praise speech acts by saying “**Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice**” in low intonation to show his seriousness in wanting to be her lawyer. His utterance is affirmed with his eyes gaze to look her face seriously.
Datum 26/CHG/Pr

Ybarra : I still can’t believe it. Five years case closed, everyone thinks he’s dead, and there he is. Wouldn’t be, if it wasn’t for Walter. Your son did a brave thing, Mrs. Collins. You should be very proud of him.

Mrs. Collins : I am.

Ybarra : you still think he’s out there?

Mrs. Collins : Why not? Three boys made a run for it that night, Detective. And if one got out, then maybe either or both of the others did, too. Maybe Walter’s out there, having the same fears that he did. Afraid to come home and identity himself, or afraid he’ll get into trouble…

The above datum shows that Ybarra utters an admiration to Mrs. Collins’s son. He says “Wouldn’t be, if it wasn’t for Walter. Your son did a brave thing, Mrs. Collins. You should be very proud of him” explicitly in the form of direct speech act. In uttering his admiration, he uses the modality “should” to strength his praise to her son’s effort in helping her son’s friend. He also utters his admiration in low intonation by eyes gazing sharply. It means that his utterance is conveyed sincerely.

3. Using a statement.

Datum 08/CHG/Pr

J. J. Jones : Mrs. Collins, I’d like to introduce you to James E. Davis, Chief of police.

James E. Davis : Nice to meet you. We don’t get a lot of positive attention from the boys in the press these days, so it’s good to be here with a positive story, don’t you think?

Mrs. Collins : Yes, sir.

James E. Davis : I take it you’ve been treated well by my boys in the department?

Mrs. Collins : I couldn’t file a report for 24 hours, and I thought that maybe that was a…

James E. Davis : Technicalities aside.

Mrs. Collins : It was wonderful.
James E. Davis: Well, good

Mrs. Collins is in worried condition to meet her missing son. Mr. Davis as a Chief of Police asks Mrs. Collins’s opinion about the treatment of his team to her in handling her case. She answers his question by saying a statement “it was wonderful” in low intonation. Her utterance indicates a praising speech act in the form of direct speech act.

4. Using non-verbal expression.

Datum 23/CHG/Pr

CROWD: (CHANTING). We want justice. We want justice
Mrs. Collins: oh my!
Mr. Harris: (RAISE HAT)
Mrs. Collins: Mr. Harris
Pastor Gustav: The Lord works in mysterious ways, Ms. Collins.

Mr. Harris shows his commendation to Mrs. Collins implicitly by using his non-verbal action. His body language through his eyes gaze shows that he appreciates her efforts. Besides, he also shows his facial expression which shows that he is happy to support her to get the justice in finding her missing son. In addition, he praises his effort to her through his body movement by raising hat. It means that he wants to show the strength of his appreciation to her.

B.3.5. Thanking (Th)

This type of expressive is expressed by the speaker by using indirect or direct speech act, in high, low or normal intonation, and affirmed by non-verbal expression or not.
1. Using “thank you” or “thank” and calling the hearer’s name

Datum 03/CHG/Th

Mr. Harris : Christine. Good, I was hoping to catch you. Look, I’ve been following your work report, and I just want to let you know that I am very impressed. When I first suggested hiring female supervisors, my superiors weren’t big on the idea. But you have held your own as well as any of your male counterparts.

Mrs. Collins : Thank you, Mr. Harris

Mr. Harris : Oh, Ben, Please. Listen I… Listen the point is, we’re looking to take on a manager for our new Beverly Hills office. And if you’re interested in the job, I could write a report, or…

Mrs. Collins : That would be wonderful. Thank you so much, sir.

The above conversation shows that Mrs. Collins expresses her gratitude by saying thank twice to Mr. Harris because he conveys a good news to her. As mentioned in the previous analysis that Mr. Harris is Mrs. Collins’s superior in her office. She says “Thank you, Mr. Harris” by nodding her head in the form of direct speech act in normal intonation. After hearing the second good news, she utters her second thank by saying “: That would be wonderful. Thank you so much, sir” In the second utterance, Mrs. Collins uses an auxiliary “would,” in a high intonation to show the strength of her grateful for him. Additionally, she wants to show that her utterance is conveyed seriously by showing her eye gaze sharply to Mr. Harris.

2. Using “thank you” or “thank”.

Datum 06/CHG/Th

J. J. Jones : Mrs. Collins?
Mrs. Collins: (WHISPERING). Yes.
J. J. Jones: I’m J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and… He’s alive, Mrs. Collins.
Mrs. Collins: (GASPS), (SOBS).
J. J. Jones: He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt.
Mrs. Collins: (SOBS LOUDLY)
J. J. Jones: he was in the company of some drifter. We have an APB out for him, but he’s save.
Mrs. Collins: : Thank you so much.

Mrs. Collins says thank to Mr. Jones after hearing the good news about the finding of her missing son. She utters her grateful by saying “Thank you so much” in high intonation showing her enthusiastic hearing the news. In uttering her thank, she also uses her non-verbal expressions such as through her body language in her eyes gaze which is sharp to observe Mr. Jones intently while sob of crying. She also uses her body language in expressing her feeling by shaking her hands in front of her chest to show the strength of her gratitude to him.

Datum 14/CHG/Th

REPORTER 1: Quick question, ma’am.
REPORTER 2: Quick question, ma’am
REPORTER 3: Mrs. Collins.
Mrs. Collins: Hello, my name is Christine Collins. Good morning.
MAN: Good morning.
Mrs. Collins: On March 10th, my nine-year-old-son, Walter Collins, disappeared. And a five-month investigation led to a boy being brought to Los Angeles from DeKalb, Illinois. They told me and all of you that this boy was my son. He was not my son. The LAPD made a mistake, and that is the reason for the supposed transformation. Have letters from his teachers and his doctors all confirming that he is not my son. I’m having them reprinted now, and I’ll have them for you tomorrow. I have given the LAPD every opportunity to admit their mistake and renew the search for my son. Since they have refused to do so, it has forced me to
bring my case public. And I hope that this now will persuade them to finish what they started and bring my son home to me. **Thank you very much.**

(PEOPLE CHATTERING)

The above dialogue shows that Mrs. Collins says thank to the reporters and the journalists in public speech when press conference in formal condition. In uttering her grateful, she uses high intonation to show that she says thank seriously. Additionally, she also uses non-verbal action through her eyes gaze and her facial expression which show that she is disappointed with the LAPD’s treatment in handling her case.

**Datum 21/CHG/Th**

**Pastor Gustav** : I went to the best attorney in town, a man who’s sued this city four times and won. Unfortunately, we can’t afford to really hire him.

**Mrs. Collins** : I see.

**Mr. Hann** : Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.

**Mrs. Collins** : thank you.

Mrs. Collins says the deepest thank to Mr. Hann because he offers his self to be her lawyer pro bono. In this case, she urgently needs a lawyer to help her in finishing her case. She says “**thank you**” explicitly in the form of direct speech act in high intonation. In uttering her grateful, she uses the non-verbal expression through her eyes gaze and her facial expression to show that she is happy hearing Mr. Hann’s statement to be her lawyer. Additionally, she uses the body language through nodding his head while smiling to strength her gratitude to him.
3. Using “thank you” or “thank” and explaining the reason.

Datum 10/CNG/Th

REPORTER : How’re you feeling, son?
James E. Davis : Bet it feels great to be home.
‘Walter’ : Yeah. It’s great.
James E. Davis : The Los Angeles Police Department is thankful for all the hard work done by DeKalb County Sheriff’s Department in making this joyful reunion possible. The LAPD is dedicated to serving the public at all times.

REPORTER : Can we get a photo with mother and son, Captain?
James E. Davis : Absolutely! Here we are.

Mr. Davis who represents the Los Angeles Police Department (LAPD) expresses their gratitude to DeKalb County Sheriff’s Department in making a public reunion which confronts Mrs. Collins and her missing son, Walter. He says thank by using the statement to explanation his reason by saying “The Los Angeles Police Department is thankful for all the hard work done by DeKalb County Sheriff's Department in making this joyful reunion possible. The LAPD is dedicated to serving the public at all times.” In uttering his utterance, he conveys his grateful in high intonation in the form of direct speech act to show that he is enthusiastic to share his grateful. Additionally, he also uses his non-verbal action to share his grateful. He utters thank stoutly. In addition, his facial expression shows that he is happy attending this public reunion.

Datum 16/CHG/Th

YBara : Hey, listen; could you give me a hand? I’m trying to find a place called the Northcott Ranch, up by Wineville.
Mr. Northcott : Northcott Ranch, huh?
YBara : Oh, yeah, yeah.
Mr. Northcott : You’re almost there. You just… You just follow this road west, about two, no, three miles. And then you take that next right. And you stay on that and it will bring you right to it. Is something going on out there?
YBara : No. just looking into a juvenile matter. Thanks for your help.
Mr. Northcott : Sure.

Mr. Ybarra says thank to Mr. Northcott who helps him to show the direction of the Northcott’s Ranch. The utterance is commonly used by the people to show their grateful after receiving the service from the others. In uttering his grateful, he says “thanks for your help” in high intonation in the form of direct speech act to show that he is satisfied on Mr. Northcott’s help. Mr. Ybarra also uses his non-verbal action through his facial expression by expressing his smile to Mr. Northcott.

4. Using “thank you” or “thank” and giving appreciation.

Datum 17/CHG/Th

Mr. Northcott : Hello I’d like a ticket to Canada. Alberta or Vancouver, whatever’s leaving tonight.
Ticket seller : I don’t have anything going that far tonight. The best I can do is put you on a train to Seattle. From there you can transfer to a local or drive across the border.
Mr. Northcott : That would be fine.
Ticket seller : Roundtrip?
Mr. Northcott : Oneway.
Ticket seller : That’ll be $15.
Mr. Northcott : Right. There you go.
Ticket seller : Thank you. There you go. Enjoy your trip.
Mr. Northcott : I will.

The above dialogue shows that the Ticket seller expresses his grateful to the customer, Mr. Northcott. He utters a thanking by using “thank you” and giving appreciation by saying “Thank you. There you go. Enjoy your trip”
in a normal intonation in the form of direct speech act. He also uses his eyes
gaze and his facial expression to show that he is happy to service his
customer.

B.4. Reasons of Exploitation of Expressive Speech Acts

In the previous analysis, the analysis is focused on the analysis of the
expressive speech acts in the form of the types, the functions of each type in
communication between the characters (the speaker and the hearer), and the
ways of those speech acts are performed. In this part, the research is focused
on why expressive speech acts are exploited in the movie.

Based on the previous analysis, it shows that each speech acts is
performed in different ways and functions. It depends on the speaker’s
purposes and the context of situation. In this movie, the dialogues or the
utterances performed by the characters have been formatted based on the
story which is lifted. It can be concluded that the speech acts used in this
movie are influenced by the theme of the movie. All the character’s speech
acts are determined by the theme established through the context of situation.

In the theme of this movie, there are some points which can be lifted as
the major theme and subthemes. They are blaming, responsibility, oppression
and appreciation. Blaming becomes the major theme because the point of this
movie is about blaming, a blame to admit that “Walter” is Mrs. Collins’s son,
a blame to throw Mrs. Collins into the Psychopathic Ward, a blame to
improve the reputation of Los Angeles Police Department, etc. The
subthemes responsibility, oppression, and appreciation are built based on the
major theme which shape some points caught in the movie. Those subthemes
indirectly draw the answer why expressive speech acts are exploited in the movie “Changeling.” The five types of expressive found in the movie indicate their relationship with the theme. It can be seen through the below scheme:

**Chart 4.1 The fifth type of expressive formed by the theme and subthemes**

![Chart showing the relationship between themes and expressive speech acts]

The above scheme explains that the major theme builds three subthemes which create the context of situation to shape the five types of expressive speech acts. Some analyses which prove that the theme of the movie influences the speech acts taken from the data are presented as follows:

**Datum 18 / CHG / Ap**

Sanford : … And I did. And I killed them. And I did. Oh, God, I killed them! (SOBBING) Oh, God! Oh!
Ybarra : Hey. Hey.
Sanford : What?
Ybarra : Look at me. These kids. You think if you saw them again, you think you might be able to recognize them?
Sanford : I don’t know. Maybe.
Ybarra : Hey, I haven’t updated these in a while, but still. Just... It should be. Just go through these, okay? If you see any recognize, just put them down on the table here.
Sanford : I’m sorry! (CRYING) Oh, my God. I didn’t mean to... he made me. (SNIFFLING)

The above datum shows that the type of expressive is apology; the function of that speech act is to show the regret of the speaker to the hearer, while the way to perform that speech act is by directing speech act nonverbally expressed in high intonation. The reason why the speech act appears in the movie can be seen through the plot of the story. The story of “Changeling” movie is about a single mother who has a high struggle to find her missing son, named Christine Collins. The story begins when Mrs. Collins comes home late from having to work overtime. When she arrives at home, she finds her son is missing from their home. Then, she is helped by Pastor Gustav and Mr. Hann to face her case. Pastor Gustav has a mission to publicize Mrs. Collins’s plight against the Los Angeles Police Department (LAPD) for its incompetence, corruption and the extrajudicial punishment for the work of Police Chief James Davis and his aptly named Gun Squad.

Several months after Walter’s disappearance, the LAPD tells Mrs. Collins that he has been found alive. Believing the positive publicity will negate recent criticism of the department, the LAPD organizes a public reunion. Then, Mrs. Collins is confronted with “Walter.” Although “Walter” claims he is Mrs. Collins’s son, she says he is not her son. Captain J. J. Jones, the head of the LAPD’s juvenile Division insists the boy is Walter and
pressures her into taking him home “on a trial basis.” Arriving at home, she finds several physical anomalies of “Walter.” The next day, Mrs. Collins meets Mr. Jones to convey that “Walter” is not her son. Mr. Jones still insists that “Walter” is her missing son. Later, she tells her story to the press. As a result, Mr. Jones sends her to Los County Hospital’s Psychopathic Ward.”

In a different place, Detective Ybarra captures a 15-year-old Sanford Clark. By the boy’s own omission, his uncle, Gordon Nothcott forces him to help kidnap and murder around 20 boys and identifies Walter as one of them. Sanford realizes that his fault causing Mrs. Collins loses her son. Therefore, he apologizes to Ybarra and his God from the deepest heart. The sub theme responsibility has shaped a context of situation in which the speaker should perform an apology speech act.

Datum / 11 / CHG / Bl

J. J. Jones : He’s changed, no mistake, and that’s... You’ve both been through a terrible experience, and that’s why he needs your love and support to bounce back.

Mrs. Collins : He’s not my son!

J. J. Jones : Why are you doing this Mrs. Collins? Why are you doing this? You seem perfectly capable of taking care of the boy. Your job pays you enough to attend to his personal needs, so I don’t understand why you’re running away from your responsibilities as a mother.

Datum 11 / CHG / Bl is still related to the Datum 18 / CHG / Ap because it is the continuity of the previous plot. In this case, the above conversation occurs when Mrs. Collins meets Mr. Jones to convey that “Walter” is not her son. However, he blames her statement about “Walter.” Therefore, the blaming speech act here is also influenced by the sub theme oppression.
shaping the context of situation which shows that the speaker must perform that speech act.

Datum / 07 / CHG / Co

J. J. Jones : I’m J. J. Jones, Lincoln Park Juvenile Division. My office supervises all runaway and missing child cases, including your son’s, and… He’s alive, Mrs. Collins.

Mrs. Collins : (GASPS), (SOBS).

J. J. Jones : He was picked up two days ago by local police in DeKalb, Illinois. He’s safe and unhurt.

Mrs. Collins: (SOBS LOUDLY)

J. J. Jones : He was in the company of some drifter. We have an APB out for him, but he’s safe.

Mrs. Collins: Thank you so much.

Sandy : (WHILE HUGGING CHRISTINE). Oh, Christine… That is so great.

Mrs. Collins: (EXCLAIMING). Thank you. (SOBS)

Datum / 07 / CHG / Co shows that the type of expressive is congratulation. Based on the previous analysis, the function of the speech act is to show care to the hearer. The answer why congratulation speech act is appeared in the movie can also be seen through the story. The subtheme of this movie is appreciation. This movie stories is told when several months after Walter’s disappearance, the LAPD through Mr. Jones tells Mrs. Collins that her son has been found alive. Hearing the news, one of Mrs. Collins’s partners, Sandy shows her care to Mrs. Collins by hugging Mrs. Collins and saying “). Oh, Christine… That is so great.” In this case, the situation built by the theme is about appreciation. Related to the context of situation, the congratulation speech act is performed as the result of that situation.
Datum / 20 / CHG / Pr

Pastor Gustav: I know. My sources say the police commission is going to say that Jones and the LAPD did absolutely nothing wrong, and that the real blame lies with the kid and with you for being difficult and forcing them to put you away for your own safety.

Mrs. Collins: Then I guess I would have to hire a lawyer, file a civil suit.

Pastor Gustav: I went to the best attorney in town, a man who’s sued this city four times and won. Unfortunately, we can’t afford to really hire him.

Mrs. Collins: I see.

Mr. Hann: Which is why I’m doing this pro bono. It would be my honor to defend your honor, Mrs. Collins. In my 15 years as a lawyer, I have never seen anyone fight as long or as hard as you have, in what is so clearly in the cause of justice.

Datum 20 / CHG / Pr shows that the type of expressive is praise. Based on the previous analysis, the function of this speech act is to reward of the hearer’s efforts and to increase to the hearer’s motivation. The context of situation shows that praise is a form of commendation expression. Mr. Hann offers himself to be Mrs. Collins’s lawyer to reward her efforts to find her missing son. It is done by Mr. Hann because he also has the miserable experience in losing a child same as hers. Mr. Hann’s speech act is a form of his reward to the appreciation. It can be said that the situation built by the subtheme appreciation has shaped a praise speech act.

However, not all the types of expressive found in this movie are built because of the theme and subthemes of the movie. Some of the speech acts of expressive in this movie are also built from the development of the story. It can be seen from the data below:
Datum / 15 / CHG / Ap

Nurse : Inside. This is your room. The doctor has left for the day. He will see you in the morning.

Mrs. Collins : Can I... I need to speak to somebody in authority.

Nurse : Sorry.

The above datum shows that an apology speech act performed by the speaker, Nurse, as the development of the story. That speech act is a form of the development of the dialogue to make the story. The apology speech act performed by Nurse is her response to Mrs. Collins.

The reason why a speech act is exploited by the speaker is because of the context of situation covering the speaker and the hearer. In the movie “Changeling”, the context of situation is shaped based on the theme and subthemes. Thus, what is expressed by the speaker is established based on the story.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This last chapter deals with conclusion and suggestion. The conclusion is drawn based on the result of the analysis on the data. It is presented to answer the problem statements of the research.

From the data analysis, the types of expressives that are employed by the characters in the movie “Changeling” are apologizing, blaming, congratulating, praising, and thanking.

When the speakers perform expressive speech acts, those speech acts have certain functions. They are apologizes and congratulates are expressed to show care. Apologizes are also used by the speakers when they try to show the dislike, to avoid conflicts, and to show the regret of the speakers to the hearer. Besides, blames are expressed to express the belief and conviction of the speakers about something, and to express the speaker the negative feeling and anger of the speaker to the hearer. Praise is expressed to reward the hearer’s efforts and to increase the hearer’s motivation. The last, thanks are expressed to express the gratitude and appreciation of the speakers to the hearer, and to close the public speech in formal situation.

The speakers use verbal and non-verbal expression in uttering expressives. The verbal expression means that the speaker uses direct or indirect speech act, explicit or implicit statement, in high, normal, or low intonation in uttering expressives. Besides, the speaker uses explanation of his or her reason or not in
uttering expressives. The non-verbal expression is commonly done through body language to emphasize his/her speech acts which is performed via eyes gaze, facial expression (happy, sad, annoyed, angry, and disappointed, anger), and body movement (nodding and bowing his head, hugging the hearer, raising hat).

Why expressive speech acts are exploited in the movie “Changeling” because there is a relationship between the theme and the speech acts. The theme and the subthemes of the movie are about expressives, they shape the context of situation formatting the expressive speech acts uttered by the characters in the movie.

B. Suggestion

Based on the analysis and the conclusions of this research, the researcher offers some suggestions that may be useful for the students and other researchers who are interested in analyzing speech acts, especially expressive speech acts.

To the students, especially the English Department students who are interested in Speech Acts study. They are expected to explore the speech acts especially about expressives to find out that expressive speech acts are not only classified into apologizing, blaming, congratulating, praising, and thanking. There are still many other types of expressives which can be found in the interaction.

To the other researchers, in this research, the researcher only focuses on types of expressives in the movie “Changeling,” the functions of expressives in the communication among the characters in the movie, the ways to perform expressives, and why expressives are exploited in that movie. There are still many other classifications of speech act that can be taken into the similar field of the research. The researcher expects to the other researchers who are interested in analyzing expressive speech acts deeper in order to take other theories. Besides, it is also
suggested to other researchers to analyze the data which are taken from the different data sources, such as novels, dramas, or nationally speeches.