

SPEECH ACTS USED BY THE MAIN CHARACTERS

OF "ARE WE THERE YET?" MOVIE

THESIS

SYAIFUL MA'ARIF

0 2 3 2 0 0 5 1



ENGLISH LETTERS AND LANGUAGE DEPARTMENT

FACULTY OF HUMANITIES AND CULTURE

THE STATE ISLAMIC UNIVERSITY OF MALANG

2 0 0 6

**SPEECH ACTS USED BY THE MAIN CHARACTERS
OF "ARE WE THERE YET?" MOVIE**

THESIS

Presented to

**The State Islamic University of Malang
in partial fulfillment of the requirement
for the degree of Sarjana Humaniora (S. Hum)**

SYAIFUL MA'ARIF

0 2 3 2 0 0 5 1



**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG**

2 0 0 6

CERTIFICATE OF THESIS AUTHORSHIP

I, hereby,

Name : Syaiful Ma'arif

ID Number : 02320051

certify that the thesis I wrote to fulfill the requirement for Sarjana entitled **“Speech Acts Used by the Main Characters of ‘Are We There Yet?’ Movie”** is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there are any objections or claims from others.

Malang, December 27th, 2006

Syaiful Ma'arif

APPROVAL SHEET

This is to certify that the Sarjana's Thesis of Syaiful Ma'arif entitled **“Speech Acts Used by the Main Characters of ‘Are we there yet?’ Movie”** has been approved by the thesis advisor for further approval by the Board of Examiners.

Malang, December 27th, 2006

Approved by
The Advisor

Acknowledged by
The Head of
English Letters and Language Department

Dra. Meinarni Susilowati
NIP. 150 295 492

Dra. Hj. Syaifiah, M A
NIP 150 246 406

The Dean of
Faculty of Humanities and Culture,
The State Islamic University of Malang

Drs. H. Dimjati Ahmadin, M. Pd
NIP 150 035 072

LEGITIMATION SHEET

This to certify that the Sarjana's thesis of Syaiful Ma'arif entitled "**Speech Acts Used by the Main Characters of 'Are we there yet?' Movie**" has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Humaniora* (S. Hum) in English Letters and Language Department.

No. The Board of Examiners	Signature
1. Hj. Rohmani Nur Indah, M. Pd (Chair)	1.
2. Drs. H. Dimjati Ahmadin, M. Pd (Member)	2.
3. Dra. Meinarni Susilowati (Member)	3.

Acknowledged by

The Dean of
Faculty of Humanities and Culture
The State Islamic University of Malang

Drs. H. Dimjati Ahmadin, M. Pd
NIP 150 035 072

MOTTO

The best educated human being is one
who understands most about the life in which he is placed

(Hellen Keller)

Time is continuously flowing past you at a constant rate of speed,
it can not be stored, shipped or traded, and it can only be used now

(Ross Barret)

DEDICATION

This thesis is dedicated to

My beloved parents, my grandmother, my brothers, my sister and my niece

ACKNOWLEDGMENT

Thank to God, all praises be to Allah SWT, the Lord of the universe who has given me his beneficent so that I am able to finish this thesis.

Peace and Salam are always blessed and poured down upon our beloved prophet Muhammad SAW as the last prophet that has shown us the right ways, then we will always in the shelter of Allah, now, until hereafter life. Amien.

This thesis entitled “*Speech Acts Used by the Main Characters of ‘Are we there yet?’ Movie*” is intended to fulfill the requirement for achieving the degree of Sarjana Humaniora (S. Hum) at The State Islamic University of Malang. This thesis would not have been completed without some supports from many people. Thus, I want to express my deepest gratitude to my advisor Dra. Meinarni Susilowati and her assistant Nur Latifah, S. S who have given me their valuable guidance, correction, and patience, which finally enabled me to finish my thesis successfully. Furthermore, I also want to express my sincerely thanks to:

1. The Rector of the State Islamic University of Malang, Prof. Dr. H. Imam Suprayogo for the chance given to study in this university.
2. The Dean of the Faculty of Humanities and Culture of UIN Malang, Drs. H. Dimjati Ahmadin, M. Pd. for his help so that I could finally finish studying in English Letters and Language Department.
3. The Head of English Letters and Language Department, Dra. Hj. Syafiyah, M.A for her advices and supervision.
4. All my friends in English Letters and Language Department for your supports, assistances, helps, and togetherness.

5. All people whom I can not mention one by one. Thank you very much for everything you have given to me.

I hope this thesis can be useful for us, especially for me as the writer. No body is perfect. Finally, may God bless us. Amin.

Malang, December 27th , 2006

Syaiful Ma'arif

ABSTRACT

Ma'arif, Syaiful. 2006. *Speech Acts Used by the Main Characters of "Are we there yet?" Movie*. The Advisor: Dra. Meinarni Susilowati. English Letters and Language Department. Faculty of Humanities and Culture. The State Islamic University of Malang.

Key Words: Felicity Conditions, Speech Act Theory, Main Characters, Are We There Yet? Movie

Basically, people produce an utterance as an action. It means that they can do anything through utterances such as requesting, commanding, asserting, apologizing, thanking etc. To express the idea, people do not only produce utterances consisting grammatical structure, but also they do an action via their utterances. Speech act is a field of linguistics which analyzes language phenomena. Speech act could be found in utterances of movie. Hence, the writer chooses film "Are we there yet" as object of research. The language used by the main characters reflect social phenomena when they are angry, happy, sad or annoyed. In addition, the language used by the main character is simple. Yet, it has great effect to the hearer's respond.

This research attempts to investigate the phenomena of speech acts to describe speech acts used by the main characters of "Are we there yet?" movie. The research question is how speech acts used by the main characters in the movie "Are we there yet"?

The descriptive qualitative method was used to conduct this research. This research describes and explains speech acts used by the main characters of the film. The data were taken from "Are we there yet?" movie. To analyze the data the context of each utterances and felicity conditions are determined to know whether they are fulfilled or not. Then the data were presented and analyzed by using speech act theory proposed by John Searle namely: utterance act, propositional act, illocutionary act and perlocutionary act.

Based on the findings of this study, speech acts used by the main characters' utterances can be described as follows: Firstly, most speakers use *directive* in uttering words or sentences. It means that speaker asks someone else to perform an action through utterances. The form of directives is speaker's utterances such as requesting, questioning, commanding, warning and inviting. Secondly, speaker uses *commissive* utterances to commit himself to the performance of action. Speaker has done an action of offering a help and threatening to listeners. He has made an obligation to himself to do an action. Thirdly, speakers use *expressive* to express a psychological state about the situation or state of affairs. For instance: getting pleasure, thanking, apologizing, and annoyed. Fourthly, speakers use *representative* to represent a state of affairs. Representative's utterances such as affirming and stating. Fifthly, speakers use *verdictive* to express a value judgment or rates something. The researcher did not

find *declarative* in this study. In declarative, speaker has to have a special institutional in a specific context in order to perform a declarative appropriately.

Based on the findings, it is suggested to further researchers to investigate verdictive and declarative due to the speakers rarely produce an utterance which contains those types of speech acts. By investigating verdictive and declarative utterances can contribute new findings about speech act for the sake of enriching discourse studies.

TABLE OF CONTENTS

Title Sheet	i
Certificate of Thesis’s Authorship.....	ii
Approval Sheet	iii
Legitimation Sheet	iv
Motto	v
Dedication	vi
Acknowledgement	vii
Abstract.....	ix
Table of Contents	xi

CHAPTER I

INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Problem of Study	6
1.3 Objective of the Study.....	6
1.4 Significances of the Study.....	6
1.5 Scope and limitation of the Study	7
1.6 Definition of the Key Terms	7

CHAPTER II

REVIEW OF THE RELATED LITERATURE	10
2.1 Context.....	10
2.2 Felicity Conditions	13
2.3 Speech Acts Theory	16
2.3.1 Kinds of Speech acts	19
2.3.2 Types of Speech Acts.....	22
2.3.3 The Function of speech acts.....	25
2.4 Direct and Indirect Speech Acts.....	26
2.5 Synopsis of “Are we there yet?” Movie.....	28

2.6 Previous Study	29
--------------------------	----

CHAPTER III

RESEARCH METHOD 31

3.1 Research Design.....	31
3.2 Research Subject	31
3.3 Data and Data Sources	32
3.4 Research Instrument.....	33
3.5 Data Collection	33
3.6 Data Analysis	33

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION..... 34

4.1 Findings.....	34
4.2 Discussion	73

CHAPTER V

CONCLUSION AND SUGGESTION 77

5. 1 Conclusion	77
5. 2 Suggestion.....	78

BIBLIOGRAPHY

APPENDIXES

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, scope and limitation of the study, significances of the study, and definition of the key terms.

1.1 Background of the Study

When we communicate with others, we produce an utterance as type of action. It means that we can do many things through language such as ordering, requesting, apologizing, asserting, commanding and thanking. To express the idea, people do not only produce utterances consisting grammatical structures, but also they do an action via their utterances (Yule, 1996: 47). Language is also identified as a representation of action. We realize that we are doing something with words when we talk. For example, when somebody says “I’ll pick you up at eight”, it means that the speaker has done the action of promising through his or her utterance. Something is not only being said but also being done. An action is being made in the form of utterance (Grundy, 2000: 49)

Generally, speech act is the act of communication. To communicate is to express a certain attitude and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire and an apology expresses regret. As an act of communication, a speech act succeeds if the audiences identify the attitude being expressed by the speaker (Bach, 2006).

Renkema (1993:21) argues that the relationship between form and function has been affected by speech act theory. In speech acts theory language is seen as a form of acting. This theory stems from the school of philosophy which is called ordinary language philosophy. This school wanted to analyze philosophical problem by looking at ordinary language. In ethics, sentences used for ethical evaluation, such as human activity is judged to be good or bad, and how people apologize for bad behavior. Speech acts theory has had strong influence on the field of discourse studies as this theory focuses on what people are doing when they use language.

Austin (in Yule, 1985: 48) argues that any occasion, the action performed by producing an utterance will consist of three related acts. Firstly, locutionary act is physical act of producing utterance. Secondly, illocutionary act. According to Renkema (1993: 22) illocutionary act is the act which is committed by producing an utterance; by uttering promise, uttering a request, uttering a threat, agreement etc. Thirdly, perlocutionary act. It is the production of effect through locution and illocution on hearer's responds.

In addition, Searle identifies four basics categories of speech acts such as: utterance act, propositional act, illocutionary act and perlocutionary act. Utterance act is spoken word or string of spoken words. At the simplest level, to utter is simply to say a word with no particular forethought or intention to communicate a meaning. While propositional act is a more meaningful type of utterance makes reference to or describes a real or imaginary object. An illocutionary act is spoken

with the intention of making contact with a listener. Perlocutionary act is the effect of illocutionary act on hearer's responds (attitude or belief).

There are six types of general functions performed by speech acts, namely : directives, commissives, representatives, expressives, verdictives, and declaratives (Brinton, 1984: 305). Directive is kind of speech acts that speaker uses to get someone else to do something such as commands, orders, advices, suggestions, etc. The type of directive can be illustrated in "could you lend me a book, please?" , the speaker gets hearer to do an action (lending book) through his or her utterances. The next type of speech acts is commissives. Here, speaker commits himself or herself to do some future action such as promises, threats, refusal, etc. Representatives are the type of speech act which represents a state of affairs such as affirming, describing, claiming, stating and explaining. Expressives are those kinds of speech acts the speaker's feeling such as pleasure, pain, joy or sorrow (Yule, 1996: 53). Then, verdictives are the speaker expresses a value judgment or rates something such as assessing, ranking and rating. Declaratives are the prototypical speech act. The speaker brings about a change a world by uttering a locutionary act. The example of declarative is referee's utterance "You are out!" to expel indiscipline player of football. In this case, the speaker changes the world via words.

Cook (1989: 25) states that the utterance only succeeds in having the function of speech acts if certain external conditions are fulfilled. The conditions which must be fulfilled are known as felicity conditions. Felicity conditions can be defined as the conditions which must be in place for a speech act to be

performed appropriately (Grundy, 2000: 273). For example the word “I promise to come to the meeting on time”. The felicity conditions are the speaker has power and chance to come on time, and the situation which is allowed to the speaker to come on time to the meeting.

Searle in Renkema (1993: 23) formulated that four 'felicity conditions' which illocutions must be met. Four felicity conditions will be illustrated using the illocutions 'to promise'. The first, the propositional content condition, is the act which refers to the future action. The second, preparatory conditions, is the circumstances would require that the content of the promise is not matter of course. The third, the sincerity condition, is the speaker must honestly be willing to fulfill the promise. The fourth, the essential conditions, is the speaker takes upon himself the responsibility of carrying out the act stated in the content of promise.

Speech acts can be found in whole activities of human life. Speaking language means uttering speech act such as requesting, commanding and thanking. The field of speech act can be found in movie. It tells about a story about human activities. The conversation in movie is very interesting to be analyzed because it comprises speech acts of daily routines of people. Therefore the researcher chooses movie "Are we there yet?" as the object of research. It can be included as oral communication. This film is categorized as comedy film. The main characters in this film are: Nick (Ice Cube), Suzanne (Nia Long), Kevin (Philip Daniel Bolden) and Lindsey (Aleisha Allen). This film tells us how Nick falls in love for single mother Suzanne. He knows that Suzanne is widower.

However, he does not care about it. He initially does not have to worry about what her kids think of him because she just wants to be friend. When Suzanne finds herself in a jam and needs someone to escort her kids to meet her in Vancouver for New Year's Eve, Nick gladly opens the door of opportunity. It could be the best way to get her heart or the biggest mistake of his life. With one destination on his mind, Nicks embarks on a road trip he will never forget (Turner, 2005).

This movie is very interesting to be analyzed especially using speech act theory. When people speak to others, it means that he or she does an act through utterances. The language used in the movie "Are we there yet" represents speech acts which are commonly used by people to communicate in daily routines. Every utterances has own intended meaning of the speaker. The main characters in this movie often produce utterances which illustrate the situation such as when they are angry, when they are confused, when they are happy and when they are sad. In addition, the research is focused on language of native speaker. The previous researchers never observe the language produced by native speakers. They often observe Indonesian language or Javanese language. Therefore, the researcher chooses movie "Are we there yet?" as the object of research.

Other researchers have done the research of speech acts. Firstly, Suprihatin (2002) studies speech acts under the title "*An Analysis on Speech Acts Used by Teacher to Students in Surya Buana Modern Boarding School Malang*". Secondly Susilo (2002) in his thesis entitled "*A Pragmatic Study on Speech Acts Used in Advertisements on Private Television*". Finally, Istiqomah (2002) who also

studies speech act theory in his thesis under the title “*A Pragmatic Study on Speech Acts Used In Pasirian Lumajang*”

In this study the researcher focuses on how the main characters of “Are we there yet?” movie produce speech acts in the dialogue by determining whether felicity conditions are fulfilled or not of each datum.

1.2 Problem of the Study

The problem of this study in this paper is *how are the speech acts used by the main characters of "Are we there yet?" movie?*

1.3 Objective of the Study

Based on the problem of study, the main objective of this research is to describe the speech acts used by the main characters of "Are we there yet?" movie.

1.4 Significances of the Study

The findings of this research were supposed to give valuable inputs for some parts: firstly, English students. It is expected that this research would be useful for English students to improve knowledge about speech act studies. Secondly, English lecturers. It is hoped that the result of this research would be useful for English lecturers, especially for the lecturers who concern about speech acts to give additional empirical data about speech acts. In addition, they can

prove the speech acts theory on the data in the movie, so they will understand more about speech acts.

Thirdly, the future researchers. It is expected that this research can give significant contribution for future researchers who are interested on speech acts. This research becomes a foundation for further research to indicate areas of speech acts that have not been investigated yet.

1.4 Scope and Limitation of the Study

This study is focused on the aspects of speech acts of “Are we there yet?” movie. The study on speech acts focused on the ways performing messages that produced by the main characters will be the main scope of this study.

To avoid the broadening of discussion and to make this research manageable, the writer limits his study on the utterances produced by the four main characters in the movie "Are we there yet?", namely; Nick, Suzanne, Kevin, and Lindsey.

In addition, the researcher does not use triangulation as research method because there is limited time for investigation and limited people who are expert on speech act theory.

1.6 Definition of the Key Terms

To avoid misunderstanding about the terms, the writer defines important related terms to this research as follow:

1. **Speech act** is the action performed via utterances.

2. **Utterance act** is a spoken word or string of spoken words. At the simplest level, to utter is to say a word with no particular forethought or intention.
3. **Propositional act** is a more meaningful type of utterance makes reference to or describes a real or imaginary object.
4. **Illocutionary act** is spoken word with the intention of making contact with a listener (Halion,2006).
5. **Perlocutionary act** is the act performed by or as a result of saying (Coulthard, 1985: 18).
6. **Felicity conditions** are the conditions which must be in place for a speech act to be performed appropriately (Grundy, 2000: 273).
7. **Propositional content condition** is the content of proposition of the speech act must be appropriate to its illocutionary force.
8. **Preparatory condition** is speaker or hearer must hold certain belief before a particular speech act can appropriately be performed.
9. **Sincerity condition** speaker is responsible for what he or she is saying and is sincere.
10. **Essential condition** is the utterance counts as, or must be recognized by hearer as counting as, the performance of a particular type of speech act (Brinton, 1984: 305)
11. **Main character** is the character of “Are we there yet?” movie which influences the whole story. The main characters are Nick, Suzanne, Kevin and Lindsey.

12. "**Are we there yet?**" is comedy film which tells us how a man who falls in love to a single mother.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories related to the study. They are Context, Felicity Conditions, Speech Acts Theory (Austin and Searle's Theory), Direct and Indirect Speech Acts, Synopsis of "Are we there yet?" movie, and Previous Study.

2. 1. Context

Context is a sentence or phrase in which a word appears in certain circumstance in which an event happens in the use of language. Text and context are inseparable. A text is all of language form. We can find text in all of communication such as speech, debate, conversation, daily talking, etc. The context enters all of situation and many things in the out of text. Guy Cook (1989: 9-10) states that when we receive a linguistics message, we may pay attention to many other factors apart from the language itself. The example of context is when two people have a short conversation, A says "have you done your assignment?" B answers "yes, I have" . That is why, they have understood each other about the kind of assignment (probably English, Maths, or Physics).

Speech act theory and pragmatics view context primarily as a "*knowledge*": what speakers and hearers can be assumed to know (e.g. about social institutions, about others wants and needs, about the nature of human rationality) and how that knowledge guides the use of language and the

interpretation of utterances. Interactional sociolinguistics and ethnography of communication also view context as knowledge, and they, too, include knowledge of situation; these approaches, however, propose frameworks and constructs through which to analyze situation as a part of knowledge. Speech act theory also depends partially upon the kinds of concrete situations analyzed by interactional sociolinguistics and ethnography of communication. Varian analysis views context as situation, without explicitly incorporating it into knowledge; it also categorizes “text” as part displaying “situation” and how text creates knowledge including, but not limited to, knowledge of “situation” (Schiffrin, 1994: 365)

People can use language to do things or to perform speech acts because the rules through which speech acts are realized are part of linguistic competence. Although the rules specify both textual and contextual conditions underlying language use, a central goal of speech act theory is to characterize our knowledge of those rules (rather than, for example, the range of forms and situations in which the rules take effect). It means that the social circumstances that might help to define a particular act are incorporated into the description of “what we know” when we speak. This abstract knowledge of text and context is what allows us to identify different types of speech acts at both a general level (e.g. directives, commissives) and a specific level (e.g. questions, offers) (Schiffrin, 1994: 365).

Context as “situation” is critical to interactional sociolinguistics. In fact, one of the main features of this approach is that it provides a richly textured view of social interactions and social situations, including the way participation frameworks and presuppositions arise from situated interaction. Language and

context constitute one another: language contextualizes and is contextualized, language also forms and provides for these interactions.

In addition, the ethnography of communication views context as both cognitive (what we know, embedded in our communicative competence) and social (the social and cultural components that combine to define communicative events) (Wardhaugh, 1986 : 239). The ethnography of communication also provides a way to discover the organization of context: the SPEAKING grid segment social context into different component that not only define a particular communicative situation (event and act) as a closed and bounded unit, but also provide a way to systematically differentiate from another one those situations (events and acts) that comprise the communicative repertoire of a given community.

Hymes (1974) has proposed his theory; the ethnography of communication. Hymes uses the acronym SPEAKING to point out several factors that influence people when they communicate with others. Firstly, Setting and Scene (S). Setting refers to time and place i.e., the concrete physical circumstances. Scene refers to abstract psychological setting. For example, the conversation among students happened in school when break time may be different with the conversation in the house when somebody died (Wardhaugh, 1986: 239)

Secondly, Participants (P) include various combinations of speaker-listener, addressor-addressee, or sender-receiver. For example, a conversation

between a student and his teacher, and the conversation between a student and his friend. The language used would be different based on participants.

Thirdly, Ends (E) refers conventionally recognized and expected outcomes of exchange. e.g. a trial in courtroom; judge, jury, prosecution, accused, defence, and witness have different personal ends. Fourthly, Act sequence (A) refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic. Fifthly, Key (K) refers to the tone, manner, or spirit in which a particular message is conveyed: serious, precise, pedantic, mocking, sarcasm and so on. The key may also be marked nonverbally by certain kinds of behavior, gesture, posture, and deportment of conversation.

Sixthly, Instrumentalities (I) refers to the choice of channel, e.g., oral, written, or telegraphic, and to the actual form of speech employed, like language, dialect, code which is chosen. Seventhly, Norms (N) refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g. loudness, silence, and so on. Eighthly, Genre (G) refers to demarcated types of utterance; such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials (Wardhaugh, 1986: 239-240).

2. 2. Felicity Conditions

Austin and Searle in Grundy (2000; 273) states that felicity conditions are the conditions which must be in place for a speech act to be performed

appropriately. There are certain expected or appropriate circumstances, technically known as felicity conditions, for the performance of speech act to be recognized as intended. For some clear cases, the performance will be infelicitous (inappropriate) if the speaker is not a specific person in a special context (in this case, a judge in courtroom) (Yule, 1996: 50). e.g. “I sentence you to six months in prison”. In this case, the speaker has authority to sentence an accused to enter in prison or jail because he is a judge.

Brinton (1984: 305) states that the conditions under which a speech act can successfully be performed are called its appropriateness conditions. Austin termed them “felicity conditions; they are the “unspoken rules” by which a speech act is governed, or its pragmatic presupposition. They dictate how, when, where, and by whom a speech act can be felicitous, such as the circumstances of speech, the relationship of speaker and hearer, the beliefs and attitudes of the participants, and even the form of the speech act itself. Generally, the speaker believes that all the appropriateness conditions are met and presupposes that the hearer takes this for granted. (Brinton, 1984: 305). A number of general appropriateness conditions apply to all speech acts. There are four types of felicity condition according to John Searle as follow;

1. The propositional content

The content of proposition of speech act must be appropriate to its illocutionary force. For example in the case of promising, the act which the speaker commits himself or herself to be a future act to be carried out by the speaker himself. One can not make a promise for someone else or

promise to do something that has already been done. Furthermore, a prediction must concern a future event, and a report concerns a present or past event.

2. The preparatory condition

Speaker and hearer must hold certain beliefs before a particular speech act can be appropriately performed, and the speech act must occur in a conventionally recognized context or the appropriateness circumstances.

In addition, speaker must be in an appropriate position to perform the speech act (Brinton, 1984: 305). Furthermore, this condition concerns those circumstances that are essential for the uptake of an illocution. In the case of promising, these circumstances would require that the content of the promise is not a matter of course. Another preparatory condition is that promise must be advantageous of the addressee; one can not promise something that is solely disadvantageous (Renkema, 1993: 23)

3. The sincerity condition

The speaker must honestly be willing to fulfill the promise. Even he is not willing, he can be held to his promise (Renkema, 1993: 23). In addition, Wardhaugh (1986: 278) states that sincerity conditions require the promiser to intend to perform the act, that is, to be placed under some kinds of obligation.

4. The essential condition

This is the condition that separates the illocution in question from other illocutions. In the case of promising, this means, among other things, that

the speaker takes upon himself the responsibility of carrying out the act stated in the content of promise (Renkema, 1993: 23). Furthermore, Yule (1996: 51) argues that the essential condition, which covers the fact that the act of uttering a promise, the speaker thereby intend to create an obligation to carry out the action.

2.3 Speech Acts

Besides what we accomplish through physical acts such as walking, cooking, traveling, eating, bicycling, we accomplish a great deal each day by verbal acts. In face-to-face conversation, telephone calls, job application letters and multitude of other speech events, we perform verbal actions of different types. In fact, language is principal means that we have to greet, compliment, and insult one another, to plead or to flirt, to seek and to supply information, and to accomplish hundreds of other tasks in a typical day. Actions that are carried out through language are called speech acts (Finegan, 2004: 296).

An important means of accounting for the function of language in context, developed within the philosophy of language, is speech act theory. The first writer on this topic was the British philosopher J.L Austin, whose Harvard lectures were published in a book, entitled *How to Do Things with Words*. Austin's student, the American philosopher John Searle, has carried on his work, first in a book *Speech Act* (1969) and in subsequent (Brinton, 1984: 301). In addition, both of John Austin and John Searle developed speech act theory from the basic belief that

language is used to perform actions; thus its fundamental insights focus on how meaning and action are related to language (Schiffrin,1994: 49).

In attempting to express something in mind, people do not only produce utterances containing grammatical structures and words but also they perform action via those utterances (Yule, 1996: 47). For instance is boss's utterance in the following sentence is more than just a simple statement: "you're accepted". This sentence indicates that a new employee has accepted in the company. The sentence performed via utterance are generally called speech acts and commonly given more specific labels, such as apology, complaint, promise, request, order and so on (Yule, 1996: 47)

We have been considering some ways in which we interpret the meaning of sentences in terms of what the speaker of those sentences intended to convey. In general, we can usually recognize the type of act performed by speaker in uttering a sentence. The use of term speech act covers action such as requesting, commanding, questioning and informing (Yule, 1985: 100). In speech act theory language is seen a form of acting. The study of speech act concerns with two linguistics sides, namely form and function (Renkema, 1993: 21). When somebody speaks, he will produce utterances as linguistics form, in other hand his utterance has function to do an act. For example: "I will go to campus at 8. am". From this utterance, the speaker has made an action of "promise" via language to go to campus at 8 a.m

One thing that many utterances do is make propositions: they do this mainly in the form of either statements or questions but other grammatical form

are also possible (Wardhaugh, 1986: 275). It is further described that speech acts into constatives and performatives. In constatives, something is stated about reality. e.g. "the building is very high", this statement is made that may or may not be true. Such utterances are connected in some ways with events or happenings in a possible real world, i. e. one that can be experienced or imagined, a world in which such propositions can be said to be either true or false (Wardhaugh, 1986: 275).

Austin in Schiffrin (1994: 367) observes that-contrary to the position of logicians-not all utterances have "truth value". Thus, he makes a fundamental distinction between constatives, which are assertions which are either true or false, and performatives, which can not be characterized as either true or false, but are, in Austin's terms, "felicitous (happy) or "infelicitous" (unhappy). In the following utterances, the speaker carries out an action, hence the term speech act. The examples of performatives are as follow:

- I name this building MATOS
- I congratulate for your success!
- I promise to come on your wedding party.

Simply by uttering each of these statements, the speaker performs an action, such as naming, congratulating, and promising. These actions require no further action other than the linguistics action in order to what they are. As the examples above, speech acts may contain an explicit performatives verb, which is normally first person and simple present tense (i.e., I name, I congratulate, I promise, and so on) (Schiffrin 1994: 367).

Furthermore, performatives is defined as an act performed by the utterance itself. In using a performative, a person is not just saying something but actually doing something if certain real world conditions are met. The utterance “I name this ship Liberty Bell” in certain circumstance means to name a ship. The utterance “I promise that I will give you one hundred dollars tomorrow”, means with verbs such as “promise”, something is not only being said but also more importantly something is being done. An act is being performed in the form of an utterance.(Renkema, 1993: 22)

In contrast, Searle rejects Austin’s distinction between constative and performative, interpreting all utterances as performatives, even those which we might understand as representing a state of affairs and hence true or false, for example, *it is hot today*. He categorizes such a speech act as a representative. Before looking at his categorization, we will consider how he analyses speech acts and the bases he uses for his taxonomy (Brinton,1984: 301)

2. 3. 1 Kinds of Speech Acts

All expression of language must be viewed as acts. Austin in Renkema (1993:22) distinguished three kinds of action within each utterances; locutionary act, illocutionary act, and perlocutionary act. He argues that every utterances can be understood as consisting of three parts, they are: Firstly, *Locutionary act*, including both an utterance act and a propositional act; a locutionary act is the recognizable utterances (its form and meaning). Secondly, *Illocutionary act*, such as stating, promising, or commanding; an illocutionary act is the communicative

purpose of utterance, the use to which language is being put, or what the speaker is trying to do with his locutionary act. Thirdly, *Perlocutionary act*, such as persuading, annoying, consoling, or alarming; the perlocutionary act is the intended or actual effects of a locutionary act, the consequences these acts have on hearers' attitudes, beliefs, or behavior. The effects of speech act are not conventional but depend upon context (Brinton, 1984: 302).

It is stated that locutionary act is the act of uttering a sentence with a certain meaning. In this activity, the speaker produces some utterances to convey certain meaning to listener. Renkema (1993: 22) states that locutionary act is the physical act of producing an utterance. Locutionary act is simply uttering sounds, syllables, words, phrases and sentences of a language. The example of locutionary is "close the door, please". The physical utterances of those statements are called locutionary acts.

Based on Austin's opinion (in Renkema 1993: 22) illocutionary act is the act which is committed by producing utterances; by uttering a promise, a promise is made, by uttering a request, a request is made. The concept of an illocutionary act is central to Searle's understanding of speech acts. An illocutionary act is the expression of a proposition with the purpose of doing something else. This is more complex than a simple locutionary act because an illocutionary force is attached to the utterance that indicates how the expression should be taken. Examples of illocutionary acts are: "I will return this book to you next week" and "please hand me that pencil." In the first example the illocutionary act has the force of a promise to return a book. The second example is an illocutionary act

with a force of the form request that in which the speaker is soliciting a reaction (www://en.wikipedia.org/wiki/speech_act)

Furthermore, Brown and Yule (1983: 232) states in uttering a sentence, a speaker could be seen to have performed some acts or illocutionary act. It is conventionally associated with each illocutionary act is the force of utterance which can be expressed as a performative such as 'promise' or 'warn'. In addition, Coulthard (1985: 18) argues that an illocutionary act is an act performed in saying something, the act identified by the explicit performative. Furthermore, the interpretation of illocutionary act is concerned with meaning, the interpretation of illocutionary act with force.

The third point is perlocutionary act. Coulthard (1985: 18) states that perlocutionary act is the act performed by or as a result of saying. According to Austin (in Brown and Yule, 1983: 232) perlocutionary act can be described in terms of effect of illocutionary act, on the particular occasion of use, has on the hearer. In addition, perlocutionary act is the effect on hearer's response of what speaker says. Perlocutionary act would include such effects as; persuading, embarrassing, intimidating, boring, irritating, and inspiring the hearer. For instance, a teacher says to the students "please study hard or you'll fail on final examination". The illocutionary act might be advising or suggesting but the perlocutionary act may be intimidating for students.

Understanding the speaker's intention is essential to capture the meaning. Without the speaker's intention, it is impossible to understand the words as a speech act. There are four kinds of speech acts: utterance acts, propositional acts

(referring is a type of propositional act), illocutionary acts (promises, questions and commands) and perlocutionary acts. A perlocutionary act can be used to elicit some behavioral responses from the listener. Searle believes that speakers perform acts by observing two types of rules: constitutive rules or definition rules (create or define new forms of behavior) and regulative or behavior rules (these rules govern types of behavior that already exist)

(Brown, in http://en.wikipedia.org/wiki/speech_act).

According to Searle in Wardhaugh (1986: 277) we can perform at least three different kinds of speech acts when we speak. There are utterance acts, propositional acts, and illocutionary acts. Utterance acts were called locutionary acts by Austin who also used the term illocutionary acts and a further the term perlocutionary acts. Utterance acts refer to the fact that we must use words and sentences if we say something. Propositional acts are those matters having to do with referring and predicting: we use language to refer to matters in the world and to make prediction about such matters. Illocutionary acts have to do with the speaker's intention such as stating, questioning, promising, and commanding. Then perlocutionary acts, the effect of utterances on hearer's responses.

2. 3. 2 Types of Speech Acts

Searle (1976) in an article "*A Classification of Illocutionary Acts*" uses the three factors-illocutionary force, direction of fit, and expressed psychological state-as the basis for classifying all speech acts. He identifies six classes:

1. Directives.

A directive speech act is an attempt by speaker to get hearer to do something. Example of directives are ordering, commanding, requesting, pleading, begging, entreating, daring, suggesting, inviting, questioning, insisting and permitting. Note that the action must be future and voluntary, because it is impossible to ask someone to perform an action in the past or to do something which is not a matter of human will. e.g. ;

- Give me your hand, please!
- Could you lend me a book, please!

The expressed psychological state is that speaker wants hearer to do something. The direction of fit is world-to-word, for speaker (S) is attempting to get the world resemble his or her words.

2. Commisives

In a commissives speech act, speaker commits himself or herself to the performance of an action. Examples of commissives are promising, pledging, threatening, guaranteeing, agreeing, consenting and refusing. Again, the promised action must be future and voluntary. The examples are;

- I'll accompany you going to the market tomorrow
- If you disobey the rule, I will give you a punishment.

The expressed psychological state is that speaker intends to do something.

The direction of fit is world-to-word.

3. Representatives (also known as “Assertives”)

In this type of speech act, speaker represents a state of affairs. Examples of representatives are affirming, declaring, describing, claiming, stating, explaining, classifying, insisting, emphasizing, and predicting. A representative commits speaker to the truth of the proposition. The expressed psychological state is one of belief. The direction of fit is word-to-world. The examples are:

- Dad : he is my son
- I tell you that Jakarta is the capital city of Indonesia

4. Expressives

In an expressive speech act, speaker expresses a psychological state about the situation or state of affairs denoted by the proposition. Examples of expressives are thanking, apologizing, consoling, congratulating, greeting, deploring, and welcoming. The propositional content is something which affects speaker or hearer. In using expressive, the speaker makes words fit the world (feeling). e.g.

- I'm really sorry!
- Congratulation for your success
- Thank you for being helped, Nick!

5. Verdictives

Speaker expresses a value judgment or rates something. Example of verdictives are assessing, ranking, rating, estimating, grading, diagnosing, calculating, and measuring. Verdictives may be a subcategory of representatives since the expressed psychological state of the speaker is

belief in the value judgments, and the direction of fit is word-to-world.

E.g.

- The wide of our campus is around 2 hectare.

6. Declaratives

Declaratives are the prototypical speech acts. Here the speaker brings about a change a world by uttering a locutionary act. The example of declaratives are declaring war, seconding a motion, adjourning a meeting, firing, nominating, betting, baptizing, finding guilty or innocent, divorcing arresting, and resigning. E.g.

- Priest: I now pronounce you husband and wife
- Bush : attack!, Iraq

The speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately (Brinton: 1994: 303-304).

2. 3. 3. The Function of Speech Acts

In speech act investigation, the illocutionary act is the main focus of the discussion because illocutionary act is the intended meaning of utterance spoken. Therefore, the illocutionary act always has function of speech acts. Leech (1993: 104) states that at most general level; illocutionary functions may be classified into the following four functions as follow:

1. Competitive, this illocutionary act aims to the social goal. For instance: ordering, asking, and demanding. In this function, the negative politeness is used to reduce the unpleasant way between what the speaker wants to

the politeness should say. For instance: John : I'm confused with this lesson. It means that he asks hearer to give him a help (requesting)

2. Convivial, this illocutionary act aims in compliance with the social purposes, such as offering, inviting, greeting, thanking, and congratulating. In this context, the politeness is utilized positively to make a pleasure relationship to the society. For example, Maria says "congratulation for your final test". It means that speaker tries to make pleasure relationship through her utterance.
3. Collaborative, this illocutionary act aims at ignoring the social purposes such as: asserting, reporting and instructing. This function does not contain politeness. e.g. Father says "the accident in the street is very terrible".
4. Conflictive, this illocutionary act aims against the social purposes, for instance; threatening, accusing, refusing, and reprimanding. It is against politeness that is not at all since it is purposed the anger except in the irony sentence. For example, John says "he is a thief!", it means that someone accuses someone else steals his wallet.

2. 4. Direct and Indirect Speech Acts

We often perform speech acts indirectly rather than directly, especially in spoken discourse. That is, by means of one explicit speech act, we actually perform another implicit one. For such indirect speech acts to be successful there must be some principles underlying them. How they work is that we give expression to one of the appropriateness conditions of the speech act we want to

perform. The expression itself is explicit speech act and has the illocutionary force of intended speech act. It “function as” the implicit speech act (Brinton, 1986: 307). Then, Austin describes his concept of indirect speech act. This concept is based on the observation that by uttering, say, what appears to be a statement (e.g. "It's hot in here."), language users often indirectly perform another type of illocutionary act (in the case of the example: voice a request to open the window).

A different approach to distinguish types of speech acts can be made on the basis of structure. A simple structural distinction between three general of speech acts is provided, in English, by the three basic sentence types (Yule, 1996: 54). The example below is an easily recognized relationship between the three structural forms (declarative, interrogative, imperative) and the three general communicative functions (statement, question, command or request). e.g.

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

Direct speech act happened when there is a direct relationship between a structure and a function. On the other, indirect speech act is there is an indirect relationship between a structure and a function. Thus, 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).

Yule (1996: 56) states that indirect speech acts are generally associated with greater politeness in English than direct speech acts. The clearest example of indirect speech act is directives, because in polite social behavior, there is

tendency to avoid the direct imperative (Brinton, 2000: 307). Notice the following examples:

- Could you pass my book?
- Would you open this?

The examples above have the form of an interrogative, but it is not typically used to ask a question. The speaker doesn't expect only an answer, but also an action.

The statement above is normally understood as requests (Yule, 1996: 56)

2. 5. The Synopsis of Movie “Are We There Yet?”

The movie “Are we there yet” was released on April 2005. It categorized as family film. Funny stories are the part of this film and very appropriate to be watched in the relaxed time. This movie starred by Ice Cube, Nia Long, Aleshia Aleen, and Philip Bolden. The director of this movie is Brian Levant and the producer is Ice Cube. The writers are Steven Gary Banks and Claudia Grazioso. The studio is Sony pictures. The genre is family film

(<http://www.viewlondon.co.uk>. reviewed by Matthew Turner.2005)

To make a clear description, the writer describes about the synopsis of the movie. When Nick (Ice Cube, Barbershop) falls in love to a single mother Suzanne (Nia Long, Big Momma's House), he initially doesn't have to worry about what her kid think of him because she just wants to "be friends." Undeterred by this statement or his buddies, who dog him for loitering in the stalking-friend zone- Nick keeps hanging around. So, when Suzanne finds herself in a jam and needs someone to escort her kid to meet her in Vancouver for New Year's Eve,

Nick gladly opens the door for opportunity. It could be the best way to win her heart or the biggest mistake of his life. With more than one destination on his mind, Nick embarks on a road trip he will never forget and neither will you! (<http://www.viewlondon.co.uk>. reviewed by Matthew Turner.2005)

2. 6. Previous Study

In this occasion, the researcher wants to explain other researcher's studies in speech acts theory. Firstly, Suprihatin (2002) studies speech acts under the title "*An Analysis on Speech Acts used by teachers to students in Surya Buana Modern Boarding School Malang*". She finds out that speech acts used by teachers to students have special purposes. It can be suggestion, information, motivation, command, rejection and request. She also finds that teacher's utterances influence students' daily activities. Teacher's speech acts or utterances influence student's willing to do something or to leave something.

Secondly, Susilo (2002) in his thesis concludes that speech acts used in advertisement on Indonesian private television has four functions: firstly, the utterance acts performed have the illocutionary act of stating, asserting, telling, ordering, asking or responding and have perlocutionary act of persuading or convincing. Secondly, speech acts of the advertisement are performed literally, non-literally, directly or indirectly. Thirdly, speech acts of the advertisement have certain characteristics. Fourthly, speech acts used in the advertisements on Indonesian private television contain the persuasive language. It has fulfilled the requirements of persuasion fundamentals in presenting the language.

Finally, Istiqomah (2002) who also studies speech act theory in her thesis under the title “*A Pragmatic Study on Speech Acts used in Pasirian Lumajang*”. She finds out that there are 19 types of speech acts. They are 11 constantive acts, 6 directive acts, and 2 commissive acts. The most constantive acts performed in this finding are on informative followed by disputative and retrodictive acts. The directive acts are mostly performed in the requirement and question acts. However, the fourth kinds of speech acts, acknowledgement, is never used by people during the observation of her study. Therefore, she concludes that people are culturally reluctant to show and to express their feeling through buying and selling interaction.

Then this study “*Speech Act Used by the Main Characters of ‘ Are We There Yet?’ Movie*” is geared analyzing the utterances produced by the main character in the movie “Are we there yet?”. The conclusion of speech act can be found after doing research.

CHAPTER III

RESEARCH METHOD

This chapter presents the method in conducting the research namely: Research Design, Data and Data Sources, Research Instrument, Data Collection and Data Analysis.

3. 1 Research Design

To conduct this study the researcher uses descriptive qualitative research method. Qualitative research seeks to understand phenomena by focusing on the total picture rather than breaking it down into variables. The goal of qualitative research is a holistic picture and a depth of understanding, rather than a numeric analysis of data. This research is categorized as qualitative research since the data are taken from words, phrases, clauses, and utterances. The data in “Are we there yet?” movie are in the form of utterances. Furthermore, the utterances are analyzed descriptively to describe and to explain in detail the phenomena of utterances based on speech act theory.

3. 2 Research Subject

The subject of this research is the main characters in “Are we there yet?” movie namely Nick, Suzanne, Kevin and Lindsey. These main characters are selected as subject because they are the most influential figures of the story. In

addition, the language used by main characters is simple utterance but it has great effect to others.

3. 3 Data and Data Source

The data are the main character's utterances of "Are we there yet?" movie which include speech acts. In this study, the researcher investigates the utterances produced by the main characters from first scene up to the last scene of the film which contain speech acts in accordance with Searle's theory, in the purpose of achieving a deep analysis and understanding on speech acts on this movie. The data source is taken from "Are we there yet?" movie stared by Ice Cube, Nia Long, Aleisha Allen, and Philip Daniel Bolden. This film was released on April 2005.

3. 4 Research Instrument

Research instrument is important to obtain the data of this study. It is a set of methods which is used to collect the data. The key instrument of this research is the researcher himself, because it is impossible to analyze the data directly without any interpretations from the researcher himself since the data in form of utterance

3. 5 Data Collection

To collect the data, the following steps are done. Firstly, watching and understanding film "Are we there yet?". The researcher collects the data by

watching the film from the beginning up to the end, to identify the utterances which is possible to be analyzed by using speech act theory. Secondly, selecting the data which fulfill the felicity conditions. The researcher examines in what context, setting, scene and characters the phenomena of speech acts can be found. Thirdly is transcribing. The data are oral utterances therefore, the data are transferred into written text (transcription) to be feasible to be analyzed.

3. 6 Data Analysis

After the data have been collected from the data source, the researcher comes to data analysis. The researcher begins by determining the context of each datum. Felicity conditions are determined to ensure whether felicity conditions are fulfilled or not in each datum. Finally, the data are analyzed by using speech act theory proposed by John Searle. The researcher focuses on Searle's speech act theory namely utterance act, propositional act, illocutionary act and perlocutionary act. In addition, the illocutionary act is the main analysis. Here, the speaker's utterances are classified into some categories such as directive, commissive, representative, expressive and verdictive.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the results of the data analysis that cover the description of speech acts in the movie “Are we there yet” based on Searle’s theory. Firstly, felicity conditions are determined to ensure whether felicity conditions are fulfilled or not. Felicity conditions are propositional content condition, preparatory condition, sincerity condition and essential condition. Furthermore the data are analyzed more deeply by using Searle’s speech act theory to identify each categorization of utterances. The analysis as follow;

4. 1. FINDINGS

Data (1)

Kevin : Lindsey, you really think dad’s coming back?

The conversation happened when Kevin asked a question to his old sister, Lindsey. After making a fool of someone who wants to get approach to her mother, Kevin hoped Frank come back and live with his mother again. Both Kevin and Lindsey did not like every man who gets approach to their mother. They attempted to keep their mother to be single. Then, they waited Frank (their ex. father) coming back to their family. They did everything to keep their mother. Their mother was a beautiful woman, that is why many men who want to get married with her. Kevin and Lindsey just expected the presence of Frank who had divorced several years ago because they still loved him very much.

Kevin : Lindsey, you really think Dad's coming back?
Lindsey : Any day now. But until then, we have to keep Mom available.
Kevin : Problem is, she's just too pretty,
Lindsey : That just makes our job a whole lot tougher.

Felicity conditions are determined to know whether felicity conditions are fulfilled or not. Here, the writer chooses data (1) of utterances "Lindsey, you really think dad's coming back?". The propositional condition is fulfilled because Kevin (speaker) asks a question to his old sister, Lindsey. Question means any proposition or propositional function. In this case, the question refers to future action. Then, preparatory condition can be identified that Kevin really needs the answer from Lindsey because he is still doubtful whether Frank will come back with his mother again or not. He believes that Lindsey knows a lot about her father, that is why he asks the opinion to Lindsey not others. Even though, Lindsey can not guarantee Frank will come back to Suzanne. Again, sincerity condition is also fulfilled because Kevin really wants Lindsey's opinion about her father. He is doubtful whether his father will come back again or not. Therefore, he asks information about his father to Lindsey. Kevin is willing to get information from Lindsey. And the last is essential condition, Kevin's utterances are categorized as the attempt to get information about Frank. His utterances are the way to know the condition of his father, and Lindsey is the appropriate person to be asked. Speaker's utterance is considered as an attempt to elicit information from hearer.

After knowing felicity conditions of utterances, the data is analyzed by using speech act theory proposed by John Searle, namely; utterance act,

propositional act, illocutionary act, and perlocutionary act. Utterance act is defined something being said or the words or sentences when we say anything. In this case, Kevin's utterances "Lindsey, you really think dad's coming back?" are categorized as utterance act. Then, propositional act is the more meaningful utterance that makes references and describes a real imaginary or object. We use language to refer the matters in the world. The propositional act refers to Frank (Kevin's Dad). Kevin asks a question about the possibility of Frank coming back to Suzanne again. Illocutionary act is related with speaker's intended meaning. Here, the speaker has an attempt to get hearer the act of answering. The type of illocutionary act is directive of questioning because the speaker (Kevin) forces hearer (Lindsey) to perform the speech act of answering. By saying the utterances such as in "Lindsey, you really think dad's coming back" hopefully Kevin gets useful information about Frank from Lindsey. Finally, perlocutionary act related to the intended and consequential effects of illocutionary act on hearer's attitudes, beliefs, or behavior. After hearing Kevin's utterances, Lindsey answers his question by giving his opinion about their dad. She thinks that his mother must be single. She responds his question. It means that she was persuaded by Kevin's utterances to answer the question. The result, Kevin gets information about Frank from Lindsey.

Data (2)

Suzanne : Hey, wait! Help!

One night, Nick drove his new car passing quiet street. At that time, the weather was heavy rain. He saw a woman who was repairing her car. May be she got a serious problem with his car. No bodies who help her. The woman was Suzanne, the employee who works next to Nick' shop. Suzanne was frustrated. She could not do anything to repair the machine. Suddenly, Nick passed in front of her, she called him to ask the help. At the first time, Nick rejected her request. He continued to drive his car. Finally, he changed his mind, and stopped his car to help Suzanne.

Suzanne : Hey, wait!
Nick : Oh, no!
Suzanne : Help!

Based on the context, felicity conditions are decided to ensure whether they are fulfilled or not. Propositional content is the future act acted by hearer. It refers to the request of speaker to hearer to do action in the future. Then, preparatory condition, speaker believes that hearer is able to do his request. Suzanne believes that Nick has ability to repair his car. Her request is normal, it means that she does not request Nick over his ability. Sincerity condition, speaker wants hearer to do action. Suzanne does want a help from Nick. She asks the help from Nick to repair her car. Finally is essential condition. Her utterance is counted as an attempt to get hearer to do action. Her utterance is considered as the request to get a help from Nick, and she is success of getting a help from Nick.

In addition, the data is also analyzed by using speech acts based on John Searle's theory namely; utterance act, propositional act, illocutionary act and perlocutionary act. Utterance act can be understood as something being said by

speaker or the physical utterances produced by the speaker. The utterance act is Suzanne's utterance "hey! wait! help!". Propositional act, a particular reference or prediction is made. It refers Suzanne's effort to get the help from Nick.

Furthermore illocutionary act which is the speaker's intention behind utterance.

The illocutionary act of speaker's utterance is classified into directive of request because the speaker uses to get someone else to do something. Suzanne forces

Nick to give a help for her problem. The last perlocutionary act is persuading

After hearing the request from Suzanne, Nick accepts it and wants to help her to repair her car even though in a heavy rain. It means that Nick responds her request and he was persuaded by her request.

Data (3)

Suzanne : Hey, Nick! I don't mean to be a pest...but I was just wondering if you could give me a ride to work tomorrow.

Nick accompanied Suzanne for going home. When they arrived in front of the door, Kevin and Lindsey appeared in front of them. Kevin and Lindsey did not like Nick's attendance. Nick knew that Kevin and Lindsey did not like him. Then, he decided to go home as soon as possible. Before leaving her home, Suzanne called him and asked him to give her a ride to work tomorrow. With a great pleasure, Nick accepted her request. He thought that it was a good chance to get close with her. For the help, Suzanne was happy and expressed her gratitude to Nick.

Suzanne : Hey, Nick! I don't mean to be a pest...but I was just wondering if you could give me a ride to work tomorrow.

Nick : Of course

Suzanne : Oh, great!, Thank you
Nick : See you tomorrow
Suzanne : Bye

Propositional content of speaker's utterances refer to future action of hearer. When Suzanne asks a request, Nick does not do the action. The action will be done if the hearer accepts the request and the action will be done in the future. Then preparatory condition. Hearer is able to do action. Speaker believes that hearer is able to do action. Suzanne believes that Nick is able to give her a ride to work. Sincerity condition, speaker wants hearer to do action. Suzanne wants Nick to give her a ride to work. The last is essential condition. Speaker's utterance is counted as an attempt to get hearer to do action. It is the way to get a ride from Nick. Felicity conditions are fulfilled in the data.

Furthermore, after finding felicity conditions, the data is analyzed by using Searle's speech act theory. Utterance act which something being said by the speaker or the physical utterance produced by the speaker such as in "Hey, Nick! I don't mean to be a past...but I was just wondering if you could give me a ride to work tomorrow". Then, propositional act is dealing with a matter having to do with referring or particular reference is made. In this case, the propositional act refers to the way of Suzanne to a get help to give her a ride from Nick. Besides, the utterances produced by speaker can be classified as directive of request. Suzanne asks someone else to do an action through her utterances. The illocutionary act is directive of request means Suzanne forces Nick to perform an action for her (giving a ride). The last perlocutionary act is the effect on hearer's

attitude or action. In fact, Suzanne's request can persuade Nick to give her a ride to work. With a great pleasure, Nick accepts her request.

Data (4)

Suzanne : Oh great!

Felicity conditions are determined to know the appropriateness of condition when speaker says an utterance. Propositional content condition refers to the past action done by hearer. Suzanne's utterance "oh, great!" shows that Nick has done a useful thing for her, namely he has accepted her request to give her a ride. Preparatory condition, the speaker believes that she will get useful thing from Nick's act. Sincerity condition, speaker feels happy and express her happiness by saying "oh, great" to Nick. Finally, it counts as an expression of getting pleasure. Here, the essential condition is also fulfilled.

In addition, the data is analyzed by using speech act theory namely; utterance act, something said by the speaker. It is very simply to identify utterance act such as in it's physical utterance "oh, great!". Then, propositional act refers to Suzanne's expression of happiness (getting pleasure) for being helped by Nick. Illocutionary act of Suzanne's utterance "oh, great" can be categorized as expressive of pleasure. She expresses the state of affairs that she is very pleasure (happy) for getting a help (give a ride) from Nick. Finally, perlocutionary act, the effect on hearer's response. The hearer (Nick) just smile after knowing her expression of pleasure.

Data (5)

Suzanne : Thank you.

Felicity conditions are determined to identify whether they are fulfilled or not. The propositional content condition refers to the past action done by hearer. Nick has accepted her request of giving a ride. The expression of gratitude indicates past action done by hearer. Preparatory condition means action benefits speaker and speaker believes that action benefits her because Nick is willing to give her a ride. Furthermore, sincerity condition, Suzanne feels grateful or appreciative for Nick's action. Finally is essential condition. Suzanne's utterance is counted as an expression of gratitude or appreciation to Nick's action.

In addition, the data is also analyzed by using speech act theories, namely: firstly, utterance act is speaker's physical utterance such as in "thank you". Propositional act refers to speaker's expression of gratitude. It means that speaker expresses the gratitude to Nick for being helped. Illocutionary act, the utterance "thank you" can be classified as expressive of thanking because the speaker expresses her gratitude to hearer through her utterance "thank you". She feels happy because there is someone who wants to help her. The last, perlocutionary act is the effect of speaker's utterance on hearer's attitude or action. Nick also gets happiness or pleasure because he can help Suzanne's difficulties.

Data (6)

Suzanne : Nick, thank you so much for helping me these past couple days, you are so sweet

Nick was a kind guy; he often helps Suzanne when she gets in trouble such as repairing her car, giving a ride, and accompanying for shopping. Suzanne thought that Nick was kind and sweet man. Suzanne and Nick are close friend. Actually, Nick falls in love to Suzanne. He always ready to help Suzanne in any occasions. That is why, Suzanne said the gratitude to Nick for being helped. Nick was willing to do anything to get sympathy from Suzanne.

Suzanne : Nick, thank you so much for helping me these past couple days,
you are so sweet
Nick : Yeach, I know

Felicity conditions are determined to know the appropriateness of condition. The utterances “Nick, thank you so much for helping me these past couple days, you are so sweet” refer to the past action done by Nick. Nick always helps her when she gets difficulties of any problems. The propositional content shows the past action done by the Nick. Then, preparatory condition, Speaker realizes that she gets a lot of benefits from hearer’s action. She also believes that Nick is a kind guy who always helps her. In sincerity condition, Suzanne expresses her gratitude to appreciate his act. She expresses her gratitude for Nick’ action (giving her a help). Finally is essential condition, it is counted as an expression of gratitude or appreciation for helping her of any problems.

Then, the data also could be analyzed by using speech acts theory. Utterance act, something is made when somebody says utterances or the physical utterances such as in “Nick, thank you so much for helping me these past couple days, you are so sweet”. In addition, propositional act is the more meaningful utterance that makes references and describes a real imaginary or object. The

propositional act refers to express the gratitude to someone (hearer), namely Nick. Illocutionary act, the intended meaning of the speaker behind the utterance. In this case, the type of Suzanne's utterances are categorized as expressive in the form of thanking because she expresses her gratitude for being helped by Nick. The last perlocutionary act, is the effect of utterance act on the hearer's respond. Nick feels happy because he can do useful thing for Suzanne.

Data (7)

Nick : What if I bring them?

Suzanne was confused because Frank (her ex. husband) was sick and could not pick her children up for visiting Vancouver. Kevin and Lindsey wanted to visit Vancouver to meet Frank and celebrated New Year's Eve there. Nick knew her problem. Then he offered his merit to give them a ride going to Vancouver. Suzanne was happy because Nick can help her to overcome her problems.

Nick : What if I bring them?

Suzanne : I couldn't ask you to do that. That too much.

Nick : Why not? Look, it's no big deal. Serious.

To check the appropriateness of conditions when the speaker says utterances, felicity conditions are determined. Propositional content, the speaker commits himself to be a future act to be carried out by the speaker himself. Preparatory condition, the speaker believes that his offering of giving a ride the children will be advantageous to the hearer. Furthermore, sincerity condition, Nick honestly has willing to fulfill his utterances. He really wants to help Suzanne

by giving a ride for her children. Finally essential condition, the speaker takes upon himself the responsibility of carrying out the act stated in the content of offering his service. It means that Nick has responsibility to keep his utterances to accompany Lindsey and Kevin for visiting Vancouver.

In addition after finding felicity conditions, the data is analyzed by using speech act theory. Utterance act, where something is said by the speaker. In this case, the utterance act can be found in utterances “what if I bring them?” Propositional act, where a particular reference or prediction is made. It refers to the possibility Nick to give a ride for Suzanne’s children going to Vancouver. Then the type of illocutionary act is classified into commissive of offering the service because the speaker commits himself to do an action of giving a ride. Finally is perlocutionary act. The intended or actual effects of an utterance act on hearer’s attitude, belief, or behavior. The perlocutionary act is consoling. Suzanne is happy because Nick becomes a lifesaver who helps her difficulties.

Data (8)

Nick : Why not? Look, it’s no big deal, serious.

In the beginning, the data is analyzed to determine whether felicity conditions are fulfilled or not. Propositional content condition of speaker’s utterance is any proposition function. Then, preparatory condition, speaker has evidence (reason) for the truth of proposition. Nick is serious to accompany Kevin and Lindsey visiting Vancouver. He wants to keep Suzanne’s children in safe because they are still young. Nick also believes that he has certain reason to

accompany Kevin and Lindsey going to Vancouver because they are still young (children). Here, the sincerity condition is fulfilled. In addition speaker's utterance is considered an undertaking to the effect that proposition represents an actual state of affairs. Nick convinces Suzanne that he wants to accompany her kids going Vancouver to ensure that everything is well. So, essential condition is fulfilled in this utterance.

Besides, the data is analyzed deeply by using speech act theory of Searle. The speaker's utterances "why not? look, it's no big deal, serious" are simply identified as utterance act. Whereas propositional act, where a particular reference is made, refers to Nick's willing to help Suzanne to accompany her children going to Vancouver for visiting Frank. He is not just kidding, therefore he tries to convince Suzanne that he is serious for helping her. In addition, Illocutionary act of speaker's utterances can be classified as representative of affirming because Nick convinces and affirms Suzanne that he is serious for helping her problem. Moreover, perlocutionary act is persuading. Suzanne is happy because Nick is serious for helping her. Then, Suzanne trusts Nick to give her children a ride for visiting Vancouver to meet Frank.

Data (9)

Nick : Uncle Nick loves kids.

Nick had a Satchel toy. It can describe Nick's decision to give a ride for Suzanne's children. It contradicted with Nick's decision and argued that Suzanne was only using him. Nick opposed its statement. He said that he loves children.

He was willing to do the action without force or pressing from Suzanne. His intention came from the deep of his heart. It indicates that he loves her children so much.

Satchel toy : Obviously, you don't care that she's using you.
Nick : Uncle Nick loves kids.

Felicity conditions are determined to ensure whether felicity conditions are fulfilled or not. Propositional content condition is any proposition function. There is no limitation whether past, present or future event. The speaker just represents what he feels about the kids (that he loves them so much). In addition, preparatory condition which speaker has evidence (reason) for the truth of proposition. Both Lindsey and Kevin are kids, therefore Nick is willing to give a ride for them. He wants to keep them in safe from obstacles during the journey. Speaker also believes that he really loves kids and he is willing to do anything for the kids (include accompanying them visiting Frank). Here, sincerity condition is fulfilled. And the essential condition is counted as an undertaking to the effect that proposition represents an actual state of affairs. It shows that Nick loves kids, namely Kevin and Lindsey. He thinks that Suzanne is not using him because he does it with a great pleasure.

After knowing felicity conditions of utterances, the data is analyzed deeply by using speech act theory. Utterance act, where something is said or the physical utterance produced by the speaker, can be found in speaker's utterances "uncle Nick loves kids". Then, propositional act, where a particular reference or prediction is made. Here, the speaker's utterances show his affection to children.

Illocutionary act is the intended meaning of speaker behind the utterance. The speaker's utterances are classified as representative of assertion or stating. Nick states that he loves children very much. That is why he was trusted to give a ride for Suzanne's children going to Vancouver. The last is perlocutionary act. Nick's utterances make Satchel's toy become furious. Then the Satchel suggests him to put on e-Bay.

Data (10)

Kevin : Wait! My shoe's untied

Nick, Lindsey and Kevin get on train to go to Vancouver. They walked in hurry to get train's departure because they were late. Unfortunately, Kevin's shoes are untied. Nick and Lindsey asked him to tie the shoes immediately because the train has moved. Yet, he just played with his shoes. Nick and Lindsey must wait him for several minutes. Then, Nick forced and lifted him and entered him into the train.

Kevin : Wait! My shoe's untied

Nick : Come on

Lindsey : Some on, Kevin. Hurry up

Felicity conditions are determined to know the appropriateness conditions are fulfilled or not. The propositional content condition refers to future act. It means that the action will be done in future event. Kevin requests to wait for him because his shoes are untied. Kevin believes that Nick and Lindsey will wait for him while he is fixing the tie of shoes. In this case, preparatory condition of

utterance is fulfilled. Whereas sincerity condition, speaker wants hearer to do the action. Kevin wants both of them wait for him patiently. Kevin must stop for a moment to fix the tie of his shoes, therefore he called Nick and Lindsey for waiting him. Kevin's utterances are counted as an attempt to get hearer to do action of waiting him. It means that essential condition is also fulfilled.

Moreover, after finding felicity conditions of utterances, the data are analyzed by using speech act theory. Utterance act, where something is said. It is simply to identify utterance act such as in speaker's utterances "wait! my shoe's untied". Besides propositional act, where a particular reference of utterance is made. In this case, Kevin asks them to wait for him while he is fixing the shoes. Illocutionary act, the speaker's utterances are categorized as directive of request because Kevin asks Nick and Lindsey to perform act of waiting. His utterances have made Nick and Lindsey waiting him for a moment. In addition, perlocutionary act is persuading. Kevin's utterances have persuaded Nick and Lindsey wait for him. It means that Kevin is success to persuade them through the act of speech.

Data (11)

Nick : Now, look, driving you two gremlins on New Year's Eve for over 480 miles was never on my agenda. Okay?

Nick was annoyed due to Kevin and Lindsey's act. They had planned to go to Vancouver by train. Unfortunately they were late, and then Nick decided to go to Vancouver by his own car. He had never agenda to accompany Kevin and

Lindsey going to Vancouver for over 480 miles. He estimated the distance of Vancouver was over 480 miles. It was long journey with two gremlins on New Year's Eve.

Nick : Now, look, driving you two gremlins on New Year's Eve for over 480 miles was never on my agenda. Okay?

Felicity conditions are determined to know whatever they are fulfilled or not in this data. Propositional content condition refers to any proposition or propositional function. Then, preparatory condition, the speaker has special data in assessing the distance of going to Vancouver. May be, he ever goes to Vancouver or he gets information from public services. In uttering the statement, speaker has known the information even though he does not know the exact distance because he is only assessing. It means sincerity condition is fulfilled. Whereas, essential condition counts as to describe uncertain data about the real distance.

In addition, after finding felicity conditions of utterances the data is analyzed deeply by using speech act produced by the speaker. Here the following analysis; Utterance act could be defined as something said by the speaker. We can identify clearly the utterance act such as in "Now, look, driving you two gremlins on New Year's Eve for over 480 miles was never on my agenda. Okay?". Propositional act which the speaker estimates long journey to Vancouver, approximately 480 miles. Speaker's utterances are classified into verdictive of assessing or estimating because he mentions the number of distance. The main point is the utterance "480 miles" indicates that it is estimating. Finally,

perlocutionary act. The effect of utterance act on hearer. In this case, Kevin and Lindsey just keep silent and listen what speaker says.

Data (12)

Kevin : Hey, did you bring us a gift?

Usually, the guest who visits Suzanne's home brings a gift for Kevin and Lindsey. Unfortunately, Nick did not bring a present or gift for them. Then, Kevin asked a gift to Nick. Lindsey also convinced her young brother's utterance. Nick did not like their attitude, but he must prove them that he loves kids. He showed a Dr. Munchies pizza coupon and..... by having this coupon, they can get a free liter of soda with any purchase of a large pepperoni.

Kevin : Hey, did you bring us a gift?

Nick : Oh, of course.

Propositional content condition refers to the future action. In this case, speaker requests hearer to give him a special gift. Speaker's request refers to future act of hearer. The speaker (Kevin) also believes that Nick is able to give him a special gift. In fact, Nick has ability to present a gift to Kevin and Lindsey. It means that preparatory condition is fulfilled. Besides sincerity condition where the speaker wants hearer to do action of presenting a gift. Kevin really wants Nick to give him a special gift Kevin tries to persuade Nick of giving him a gift. Finally is essential condition. It counts as an attempt to get hearer to do something. Kevin asks Nick to perform the act of presenting a gift.

In addition, the data is analyzed by using Searle's speech act theory.

Utterance act which something is said by the speaker. The utterance act, such as in Kevin's utterances "hey, did you bring us a gift?". Propositional act is the particular reference or prediction is made. It refers to an attempt of Kevin to get gift from Nick. Illocutionary act is the intended meaning of speaker behind the utterances. The type of illocutionary act is categorized into directive of request because speaker uses to get someone else to do something. The speaker requests a gift from the hearer. After listening to the speaker's request, Nick directly gives him dr. munchies pizza coupon. The hearer responds what the speaker says to request a gift. The perlocutionary act is persuading. Moreover, Nick gets annoyed with Kevin's act (request a gift).

Data (13)

Nick : Now, be careful opening that door!

Nick, Lindsey, and Kevin had a long journey to go to Vancouver. In a fresh morning, Nick picked them up by driving his new car. He reminded them to be careful in opening the door. Unfortunately, Kevin did not care Nick' warning. Unintentionally, he opened the door carelessly. Nick got angry because he had broken the paint of door. Therefore, Kevin apologized for being mistake.

Nick : Now, be careful opening that door.

Nick : Man! What did...?

Kevin : Sorry, Nick.

Based on the context, felicity conditions of the data are determined.

Propositional content condition refers to the future event may be happen. Speaker

reminds hearer about possibility of being broken the door because hearer is careless opening the door. While preparatory condition, Nick has reason that something will happen, that is why he warns Kevin and Lindsey to be careful in opening the door. He does not want that his new car will be broken because of their naughty act. For sincerity condition, Nick knows that Kevin and Lindsey are naughty kids. They did anything to make Nick upset and angry. He loves his new car very much and he must keep it. His utterances are counted as an undertaking to the effect that something is not in hearer's best interest. He must protect his new car from naughty kids' act. He knows that sometimes kids are careless in doing everything such as opening car's door. It means that essential condition is fulfilled.

Besides, the data is analyzed by using speech act theory namely; utterance act, where something is said by the speaker such as in "now, be careful opening that door". Whereas propositional act, where a particular reference or prediction is made. In this case, Nick reminds the children to be careful in opening the door. He also predicts that the trouble will happen if they are careless. While speaker's utterances are categorized as directive form of warning because the speaker asks children not to be careless in opening the door and keep everything in safe. They must be careful in opening the door because the car is new one. Perlocutionary act is the effect of speaker's illocution to the hearer act. In fact, Kevin does not care Nick's warning, and he has broken Nick's new car. It means that Nick's utterances can not persuade their act.

Data (14)

Kevin : Sorry, Nick!

Propositional content condition refers to the past act done by speaker.

Kevin has broken the paint of Nick's door car, therefore he apologizes for being mistakes. Preparatory condition, the act has disadvantage to the hearer. Kevin has made a mistake by damaging Nick's car and Nick feels disadvantage caused by Kevin's act. While sincerity condition, speaker feels guilty because he has destroyed the door. He does not care Nick's warning. Kevin's utterance is considered as an expression of being guilty. It is the way to apologize to others. Based on analysis, felicity conditions are fulfilled.

After knowing felicity conditions, then the data is analyzed by using speech act theory, namely; utterance act, where something is said by the speaker such as in utterance "Sorry, Nick!". For propositional act, where a particular reference is made, Kevin expresses his regret and being guilty caused his careless act of opening the door. Whereas Illocutionary act, Kevin's utterance can be classified into expressive of apologizing, because he tries to express his regret through utterance "sorry". He realizes that he has made a mistake by breaking Nick's door car. In fact, Kevin's expression of "sorry" can not stop Nick's emotion. Nick becomes angry and even he says a nasty word "damn" to him. The perlocutionary act, the hearer becomes angry even though the speaker has apologized to him.

Data (15)

Nick : Hey! Kevin! Lindsey! hey! Get up here. Come on!

Nick accompanied Lindsey's children went to Vancouver to meet Frank. They decided to get train on. Then, Lindsey and Kevin got the train on and sat down on the chair. Yet, Kevin knew the swing of galacticos (his toys) dropped out of the train. Suddenly, he got off from the train, and taken the swing. Therefore, Lindsey followed his action. Nick knew that they are out of the train. He called them to jump in the train immediately. Both Kevin and Lindsey rejected and did not care Nick's command. Nick was confused to overcome the problem. Finally, Nick jumped out from the train.

Nick : Hey! Kevin! Lindsey! hey! Get up here. Come on!

Lindsey : Are you crazy? Jump!

Felicity conditions are determined to know the appropriateness of conditions. Propositional content condition is when Nick asks them to jump in the train. Speaker's utterance refers to the future action acted by hearer. Nick asks someone to do something. Preparatory condition, speaker believes that hearer is able to do the action. Nick believes that both of them are able to jump in the train because the train goes slow down. Unfortunately, they worry and they disobey Nick's instruction. In addition, sincerity condition, the speaker wants hearer to do the action. Nick wants Lindsey and Kevin do the crazy thing (jumping in the train when it moves). Finally, essential condition is the speaker's order or command counted as an attempt to get hearer to do action. Nick's command is an attempt to

force them to jump to the train. In contrast, they do not do it, due to the act is very dangerous for their safety.

Besides, the data is also analyzed by using speech act theory, namely; utterance act, propositional act, illocutionary act, and perlocutionary act. Utterance act is the words or the sentences used by the speaker when they say anything. Utterance act is the speaker's utterance such as in "Hey! Kevin! Lindsey! hey! Get up here. Come on!". While propositional act, we use language to refer to matters in the world and to make prediction about such matters. In this case, it refers to the activity done by Lindsey and Kevin. Nick asks them to jump in the train. Illocutionary act, the speaker orders them to get on the train when moving. The type of illocutionary act is directive command because speaker forces hearer to perform action of jumping through his utterances. And perlocutionary act, the effect of utterance and illocutionary act on hearer's respond. Both Lindsey and Kevin are not persuaded with his command. They do not care with Nick's command (getting on the train). They realize that the act is very dangerous; consequently they do not accept Nick's command.

Data (16)

Lindsey : jump!

Propositional content condition refers to future act of hearer. The action will be done by if Nick accepts the request. Impossible for speaker to request the action in the past. For preparatory condition, hearer is able to do an act and speaker believes that hearer is able to do action. Here, Lindsey believes that Nick is able to do the act of jumping from the train when it moves. While sincerity

condition, Lindsey wants Nick to do action of jumping. Actually, Nick commands her to jump on the train, but she rejects it because the act is very dangerous for her. Essential condition, Lindsey's utterance is considered as an attempt to get Nick to do action of jumping from the train (when it is moving).

Moreover, the data is analyzed by using speech act theory proposed by Searle, namely: utterance act, where something is said by speaker. The utterance act is simply Lindsey's utterance "jump!". Propositional act, where a certain reference is made, refers to Lindsey's willing to get Nick to do jumping from the train. Illocutionary act which has certain force or intended meaning of speaker. Lindsey's utterance "jump" can be categorized into request directive because Lindsey gets Nick to do the action of jumping and the request comes from young to adult. The last is perlocutionary act, where brings about or achieves something. The perlocutionary act is persuading. Finally Nick does the action.

Data (17)

Nick : Hey! You stop that car!

In the mid of long journey, Nick, Lindsey and Kevin took a rest in a small village. Suddenly, Marty called Nick via phone. Nick played on loudspeaker of his mobile phone. Marty said to Nick that Suzanne's kids (Lindsey and Kevin) were stupid and naughty children. Certainly, both Lindsey and Kevin got angry with him. They thought that Nick only wanted to get closed with their mother. Then, they locked the door of car from inside. Nick commanded them to open the

door. Unfortunately, they rejected it and drove his car without permission. Nick becomes angry due to their action.

Nick : Hey! You stop that car!
Lindsey : Where did he go?
Nick : Now you gonna get it!

Felicity conditions are determined to ensure whether felicity conditions are fulfilled or not. Propositional content, the utterances such as “hey! you stop that car!”, refers to the future act of hearer. While preparatory condition, hearer believes that she has certain reason to do the action. Hearer realizes that her action is not in her best interest. She knows that negative effect will occur because of her action. Speaker believes that the action is not in hearer’s best interest. Lindsey drives on the car may be get the accident, that is why Nick commands to stop her action. It means that sincerity condition is fulfilled. The speaker’s utterance is considered as an undertaking to stop Lindsey’s action do driving the car.

Furthermore, the data is analyzed by using speech act theory, they are; utterance act, propositional act, illocutionary act, and perlocutionary act. Utterance act such as speaker’s utterances “hey! you stop that car!”. Something is being said by the speaker. Then propositional act, the speaker’s utterances refer to the way to stop the action done by Lindsey. While illocutionary act, the intended meaning of speaker. In this case, speaker’s utterances are categorized as directive in the form of command because Nick asks Lindsey to perform of act stopping the car. Moreover, the utterances delivered by the adult to the children, therefore the

speaker has authority to command the children to do anything. Perlocutionary act, Lindsey disobeys Nick's command. She continues to drive Nick's car. It means that Nick's utterances can not influence Lindsey's mind.

Data (18)

Nick : Hey, I'm not playing with you

This conversation happened when Marty (Nick's friend) called Nick via phone with loud speaker. Marty said that Lindsey and Kevin were two stupid kids. Lindsey and Kevin got angry to Nick, they accused that Nick was a playboy who wants to get closer her mother. Therefore, they make a fool to Nick. They closed his car's door from inside, Nick got angry with them. Nick asked them to open the door up, unfortunately they rejected his request. Nick became frustrated; he threatened them to open the door by force. He was serious and not to play again with them. He told them to open the door before counting to three. If they did not care the warning, they would get a serious problem. Yet, both of them were not worry with Nick's threatening. Finally, they continued their action to make Nick became angry.

Nick : Hey, I'm not playing with you.

Lindsey : You can't make us do anything

Nick : Hey, this is my car! You hear me, little girl! This is my car!

Felicity conditions are decided to identify whether the appropriate conditions are fulfilled or not. Propositional content condition refers to future event or state. The speaker threatens the hearer not to use his car. Nick (S) is annoyed with Lindsey and Kevin's act. Nick's utterances refer to the future

action. Preparatory condition, hearer has reason to believe end will occur and is not in hearer's interest. Actually, Lindsey knows about the big risk that she will get when she drives Nick's car without his permission. She is just angry with Nick, that is why she does not care his warning. Whereas sincerity condition, the speaker believes end is not in hearer's best interest. In this case, Nick believes that Lindsey's act of driving his car is very dangerous for her. Nick believes that Lindsey can not drive car well, therefore he forbids her. Then, he warns her that the problem will be occurred if she continues her action. Nick knows that Lindsey can not drive his car well and probably she will get accident. Speaker's utterances are counted as an undertaking to the effect that end is not in hearer's best interest. Nick's utterances are the respond after seeing Lindsey's act. It means that essential condition is fulfilled.

Moreover, the data is analyzed by using Searle's speech act theory, namely ; utterance act, something is said by the speaker. We can find utterance act such as in utterances "hey, I'm not playing with you". Propositional act is a particular reference or prediction is made. Speaker's utterance refers an attempt of Nick to stop the car (driven by Lindsey). While illocutionary act can be classified into commissive or threatening because speaker's utterances are intended to intimidate Lindsey in order to stop the car. Lindsey would get a serious problem if she still continues his crazy action. It means that the speaker commits himself to the performance of action. The last is perlocutionary act. In this case, the hearer does not respond speaker's threatening. She continues to drive a car. The utterances produced by the speaker do not affect to hearer to do the action.

Data (19)

Kevin : You think Nick's okay?

This conversation happened when Kevin and Lindsey went to Vancouver to meet Frank. Nick accompanied them to keep them in safe. Actually, they did not like Nick's attendance beside them. Therefore, they played around him during the journey. Kevin realized that their act had made Nick annoyed, and he was worried about him. They went to Frank's home without Nick's permission. Nick was still repairing his car in the machine shop. Yet, Lindsey did not care about Nick. She considered him as the enemy not as a friend.

Kevin : You think Nick's okay?

Lindsey : What are you worried about him for?

Kevin : I'm not. It's justmay be we were a little rough.

Lindsey : Oh, please. The player got what he deserved.

Propositional content condition refers to any proposition or proposition function. The proposition may be refers to the future or past act. For preparatory condition, in this case the speaker needs the answer from hearer. Kevin asks opinion to Lindsey about their act to Nick. He thinks that their act is over. Nick is a kind guy, but they always make him annoyed. Sincerity condition, Kevin wants the information from Lindsey. He is worried that his act makes Nick angry and does not want to accompany him again. Besides the essential condition, speaker's utterances such as are counted as an attempt to elicit the information from hearer. Then, Kevin succeeds to get information from Lindsey. Lindsey advises to Kevin not to worry about Nick condition because he is the enemy.

In addition, the data is analyzed by using speech act theory proposed by John Austin. Utterance act is the physical utterances produced by the speaker and hearer such as in “you think Nick’s okay!”. Propositional act refers to what Kevin feels about Nick’s condition. Illocutionary act is the communicative purpose of an utterance. The speaker’s utterances are categorized as directive, specifically in the form of questioning, an attempt to get hearer to perform the speech act of answering. Perlocutionary act, the effect of illocutionary act on hearer’s respond. Lindsey was persuaded by Kevin’s utterances. She convinces him not to worried Nick’s condition. Nick is Ok without him.

Data (20)

Nick : Hey, are you all right? Kevin

The conversation happened when they went home after visiting Vancouver. In the middle of journey, exactly when they get on the car, suddenly Kevin got asthma. Surely, Nick was worried with his condition. Kevin has asthma; therefore he always brings the medicine. Unfortunately, his medicine was run out. Kevin stated to Nick that his health was not really well, he needs new medicine in the drug store.

Nick : Hey, are you all right? Kevin

Kevin : I’m good.

Nick : You sure?

Kevin : Except.....I’am out.

For propositional content condition refers to any proposition or propositional function. In this case, the speaker asks hearer about his health.

Preparatory condition, The speaker does not know hearer's condition (health), and then he asks the hearer to get real information about his health. Kevin becomes worse after passing long journey. Kevin clarifies that his health is good (but not really well), but he expects Nick to buy a new medicine in the drugstore. While sincerity condition, the speaker really needs to know the information. Nick is trusted by Suzanne to keep well her children. Kevin gets asthma and his disease suffers a relapse. Nick needs to know Kevin's health to ensure that he is well or not. The last is essential condition. Speaker's question is considered as an attempt to elicit information from the hearer. And the result, the hearer responds it by telling that his health is not really good and he needs a refill. Based on description, felicity conditions are fulfilled.

In addition, after finding felicity conditions of utterance, the data is analyzed by speech act theory proposed by John Searle. Utterance act (something is said by the speaker) can be found such as in utterances "hey, are you all right? Kevin". Propositional act refers to state of affairs of sympathy to Kevin's health. The type of illocutionary act can be classified in to directive. In this case, the speech act produced by the speaker in the form of "question". Question is an attempt to get the hearer to perform speech act of answering. Perlocutionary act, after hearing Nick's question, Kevin expresses what he feels about his health. He says that his condition is not really well. In addition, He expects Nick to buy him a new medicine because run out. He must always consume the drug to keep his health.

Data (21)

Nick : No, no, wait, hold on! wait a minute, we need a refill

Kevin got asthma and he needs to refill the medicine. It was a day before New Year's Eve. Most of employees took rest for preparing celebration in a new year's eve. Nick was looking for pharmacy for refill. Then, he met office boy and he asked him to have refill the medicine. He refused Nick request and said the pharmacy was closed and the pharmacist had left. Yet, Nick forced him to show the location of pharmacist. In addition he (a man) showed the map of pharmacist stayed.

Nick : No, no, wait, hold on! wait a minute, we need a refill

The Office boy : Sorry, we're closed, come back Tuesday.

Felicity conditions are determined whether they are fulfilled or not, namely: propositional content condition which refers to the future act of hearer. Whereas preparatory condition, speaker believes hearer is able to do action. Nick is sure that the office boy will accept his request even though he must intimidate him. Then sincerity condition which speaker wants hearer to do action. Nick wants the office boy does not close the door because he wants to refill the drug. In addition, Nick's utterance is counted as an attempt to get hearer to do action. Nick attempts to request the office boy not to close the door earlier. It means that essential condition is fulfilled.

After knowing felicity conditions, the data is analyzed by using speech act theory. Speaker's utterances such as in "no, no, wait, hold on! wait a minute, we need a refill" called as utterance act. Propositional act refers to Nick's request to

the office boy not to close the door of pharmacy because he needs refill.

Illocutionary act of speaker's utterances "no, no, wait, hold on! wait a minute, we need a refill" can be classified as directive of request. Nick attempts to get office boy to perform the act of waiting him (not to close the door of pharmacy).

Besides, perlocutionary act is intimidating. The office boy becomes worried because Nick gets angry with her his act (firstly, the office boy refuses his act).

Then, the office boy shows him the map of pharmacist location.

Data (22)

Kevin : Oh my word!

Kevin and Lindsey came into small party which full of meal such as pie, cake, and brownies. Kevin looks at a lot of meal on the table. It looks delicious. Kevin said that he wanted it. One of his favorite menu was pie. Lindsey reminded him not to consume "pie" because their mother had forbidden them to eat such as delicious meals. Lindsey was a young singer and Kevin got asthma. Consuming those meals make their health becomes worse. Kevin was amazed with meals on the table.

Kevin : Oh my word ! pie and cake and brownies and pie

Lindsey : You said "pie" twice

Kevin : I like pie

Felicity conditions are determined to know the appropriateness of conditions when speaker says an utterance. For propositional content condition refers to any proposition function of act. Speaker also expresses the state of affairs, he is very pleasure when looking at dishes on table. Here preparatory

condition is fulfilled. In addition sincerity condition states that Kevin feels happy or gets pleasure after knowing delicious dishes on the table because it is free of charge and he can eat it all. Finally is essential condition. Speaker's utterances counted as expression of getting pleasure or wonder.

Furthermore, the data is analyzed by using speech act theory, namely; Utterance act, where something is said or uttered by the speaker such as in "oh, my word". Propositional act, where a particular reference is made, refers to Kevin's expression of getting pleasure or admiration. Illocutionary act, the communicative purpose of an utterance. Speaker's utterance "oh, my word" can be classified into expressive of statement of pleasure because Kevin shows his pleasure through utterance "oh, my word". Finally is perlocutionary act, the actual effects of utterance on hearer's attitude and behavior. Lindsey, as the hearer, dislike Kevin's act. She thinks that he must obey the rule of their mother (Suzanne) who forbids him to eat those delicious meals.

Data (23)

Kevin : I like pie

Propositional content condition refers to any proposition. While for preparatory condition, speaker has reason for the truth of proposition. Kevin has certain reason (may be it has delicious taste), so he asserts that he likes pie very much. Kevin clarifies that he likes pie very much by saying the word "pie" twice. It means that sincerity condition is fulfilled. Finally, speaker's utterance is considered as an undertaking to the effect that proposition represents an actual

state of affairs. Kevin states his affair that he likes pie, he wants it, even though his mother forbid him to eat pie.

Furthermore, the data is analyzed by using speech act theory, namely: utterance act which refers to the fact that the speaker uses words or sentences when says anything. It is simply to identify utterance act such as in Kevin's utterances "I like pie" itself. Then, propositional act, which a particular reference or prediction is made. It refers to Kevin's appetite about pie. Besides, Kevin's utterances "I like pie" can be classified into representative of assertion because it represents the state of affairs. Finally, perlocutionary act, the effect of utterance on hearer's responds. Lindsey reminds him not to consume pie because their mother forbids him to eat pie.

Data (24)

Nick : Get off him! Get of here! Get off him you little gangsters.

The pharmacist had trusted Nick to handle children in a recreation place for children. The children were naughty, they fight over with their friends. Nick knew their naughty act, and then he instructed them to have peace each others. Children attacked two clowns. Nick instructed the children to leave clown.

Nick : Get off him! Get of here! Get off him you little gangsters.

Felicity conditions are decided to know the appropriate conditions are fulfilled or not, namely; propositional content condition which refers to future act of hearer. Then, preparatory condition is speaker believes that the action has no

benefit for hearer, even it hurts someone else. Therefore, Nick commands them to stop their disadvantageous act. In addition, sincerity condition of speaker's utterances is speaker believes that the act has no benefit to someone else. They have made disorder everywhere. Finally is essential condition. It counts as to remind hearer that act has no benefit on them and also to get hearer leaving the action.

Furthermore, the data is analyzed deeply by using speech act theory proposed by John Searle, namely : utterance act, propositional act, illocutionary act, and perlocutionary act. Utterance act is simply speaker's utterances "Get off him! Get of here! Get off him you little gangsters". Propositional act, which a particular reference is made, it refers to Nick's annoyance to the children act, so he instructed them to stop their act. Besides, illocutionary act, which the communicative purpose of an utterance, is categorized as directive of command because the speaker gets hearer to do the act of stopping disturbance. The last is perlocutionary act is persuading. Children follow Nick's command, but they attack Nick who stands in front of them.

Data (25)

Lindsey : All right, people, it's time for some karaoke.

The chaos happened everywhere caused by naughty children act. They attacked Nick and hit him. Nick was surrender to overcome the problem of children. Then, Lindsey came, took microphone on the stage and invited the

audience to have karaoke with him. She sang a nice song and the audiences gave her an applause. Finally, the chaos can be stopped.

Lindsey : All right, people, it's time for some karaoke.

Felicity conditions are determined to ensure whether they are fulfilled or not. Propositional content condition refers to the future act of hearer. Lindsey invites the audiences to follow her act of singing. It means that the act refers to the future event. Preparatory condition which speaker believes that hearer is able to do action. Kevin also believes to audiences will follow her invitation to have karaoke. Sincerity condition, which the speaker wants hearer follow her act of having karaoke. Besides, essential condition, it is counted as an attempt to get audiences follow her action.

In addition, after knowing felicity conditions the data is analyzed deeply by using speech acts, namely; utterance act, which something is said by the speaker, is simply speaker's physical utterances "all right, people, it's time for some karaoke" itself. Propositional act which a particular reference or prediction is made. The propositional act refers to Lindsey's inviting to follow her action of karaoke. Illocutionary act, the speaker's utterances can be classified into directive of invitation because Lindsey asks audience to perform action of karaoke (follow her action while karaoke on the stage). Finally, perlocutionary act is persuading, the hearers (audiences) follow her action of karaoke. They sing a song with young singer, Lindsey.

Data (26)

Kevin : Do you have got anything to drink?

Kevin felt that his health was not well. Maybe he got dizzy or thirsty. Responding to his request, Nick gave him a bottle of drink. Kevin was careless in opening the bottle, he accidentally spilled a drop on the floor of Nick's car. Kevin realized that he had made a mistake, then he apologized for being a mistake to Nick.

Kevin : Nick, I don't feel good. Do you have got anything to drink?
Nick : There you go
Kevin : I'm sorry, Nick, I accidentally spilled a drop on the floor
Nick : little man. Don't even worry about it. There's nothing more that you can do to this car

The data are analyzed by determining felicity conditions as follows; the propositional content condition refers to the future action acted by hearer. Kevin requests Nick a drink, means the act of giving a drink is in the future. Therefore Nick gives a drink after knowing his request. While preparatory condition, speaker believes that hearer is able to do action. Kevin believes that Nick can give his request (a bottle of drink). For sincerity condition, speaker wants hearer to do action of giving him a drink. Kevin feels that he may be thirsty or his health is getting worse. Therefore, he needs a drink to ensure that his body is well enough. In addition, the utterances produced by speaker (Kevin) are counted as an attempt to get hearer to do action. Kevin's utterances such as in "do you have got anything to drink?" is an attempt to get Nick to perform the act of giving a drink. It means that essential condition is also fulfilled.

Besides, the data is analyzed deeply by using speech act theory proposed by John Searle. Utterance act, where something is said by the speaker. We can

find simply utterance act such as in utterances “do you have got anything to drink?”. Propositional act, where a particular reference is made, refers to Kevin’s request to get a drink from Nick. While illocutionary act which the intended meaning of speaker behind utterance act, Kevin requests Nick to give him a drink. So the type of illocutionary act can be classified into directive of request because Kevin asks Nick to perform the act of giving him a drink. Even though, the form of utterance is in the form of question, speaker’s intended meaning is requesting a gift. The perlocutionary act is the effect of illocutionary act on hearer’s respond. The effect of perlocutionary act is persuading, Nick is persuaded by Kevin’s request. Then Nick gives him a bottle of drink.

Data (27)

Kevin : I’m sorry, Nick

Felicity conditions are determined whether they are fulfilled or not, namely: propositional content condition, it refers to past action done by speaker. Preparatory condition, speaker believes his action has no benefit on hearer. In this case, Kevin is sure that he has made a mistake to Nick, he spilled the water on his car. Then, sincerity condition, speaker feels guilty for the act. Kevin feels guilty that he has spilled the water on the floor of Nick’s car. The last is essential condition, it is considered as an expression of regret. Kevin apologizes about his act so he apologizes to Nick for being mistake. The four of felicity conditions are fulfilled.

In addition the data is deeply analyzed by using speech act theory, namely: utterance act, which something is said or the physical’s utterance of speaker.

Kevin's utterance "I'm sorry, Nick" is categorized as utterance act. Then, propositional act, which a particular reference is made. It refers to Kevin's expression for being mistake of his act. Illocutionary act, which the intended meaning behind speaker's utterance. Kevin's utterance can be identified as expressive of apologizing because Kevin feels guilty for his act, that is why he apologizes to Nick for being mistake has spilled the water of soft drink on his car. The last, perlocutionary act, which the intended or actual effects of utterance on hearer's attitude or behavior. Here, Nick becomes annoyed of his act. Nick is annoyed because Kevin always makes mistakes.

Data (28)

Nick : Why, oh no!

In a quiet night, Nick stopped his car in a small village. He took a rest for a while after passing long journey with Kevin and Lindsey. Kevin saw a deer next to him. He was worried if a deer will kill him. Nick came and gave a piece of bread to a deer. Suddenly the deer attacked him and he lost his key's car. He turned on the matches to lighten his car. Then the fire of matches burned his car and the car exploded. He was lost of his car. He regretted that his year's pay had burned. He blamed Kevin and Lindsey as the accused.

Nick : Why, oh no! That is about a year's pay
What did I do? What did I do, why is this happening to me?

Propositional content refers to past action done by hearer. Nick accused Kevin and Lindsey as the cause because they often make him annoyed in any occasions. While preparatory condition, the speaker believes that he gets disadvantages from hearer action. Nick blames Kevin and Lindsey who cause his

car be exploded. Nick uses his new car to give them a ride going to Vancouver. Thirdly is sincerity condition. The speaker feels disadvantages because of hearer action. Nick feels that Kevin and Lindsey have caused his car getting accident (burning). Besides speaker's utterance is counted as expression of disappointment and regret.

Furthermore, the data is analyzed by using speech act theory of John Searle namely: utterance act, propositional act, illocutionary act and perlocutionary act. We can find simply the utterance act such as in "Why, oh no!". Utterance act is when speaker says any thing or produces words or sentences. Propositional act refers to expression of speaker's disappointment. Nick feels disappointed because his year's pay has lost (burned). While the type of illocutionary act can be categorized as expressive of annoyed or disappointment because Nick expresses what he feels at the present. Finally, perlocutionary act is intimidating on hearer. Kevin and Lindsey become worried and intimidated because Nick accuses them.

4. 2 Discussion

After presenting and analyzing 28 data of utterances produced by the main characters of "Are we there yet?" movie, namely: Nick, Suzanne, Kevin and Lindsey, it is found that speech acts used by the main characters have illocutionary acts of *directives*, *commissives*, *expressives*, *representatives*, and *verdictives*.

Directives are attempt of speaker to get someone else (hearer) to do something. The action must be future event due to impossible to ask someone to perform an action in the past. The expressed psychological state is that speaker is

willing to do an action based on his or her directive. The direction of fit is world-to-word, for speaker is attempting to get the world to resemble his or her words.

It is found that this type of illocutionary act are mainly produced by the main characters of “Are we there yet?” because they produce an utterance to get hearer to do an action. It means that an utterance has made someone else to do an action based on speaker’s intention. There are several forms of directives, namely; request, question, command, warning and inviting. The researcher found directive of request such as in data 2, 3, 10, 12, 16, 21, and 26. In the form of request, the speaker gets someone else to do something through his or her utterances such as in data 10 uttered by Kevin to Nick and Lindsey “wait! My shoe’s untied. He gets Nick and Lindsey to do an act of waiting for him.

Another form of directives found in this research is question. The data which consist of question are: 1, 19, and 20. In question, speaker attempts to get hearer to perform the speech act of answering. Then, command found in data 15, 17, and 24. Speaker forces someone else (hearer) to do an action based on his or her authority. Another one is inviting (data 25) and warning (data 13).

There are other forms of directive which are not found in this study like *pleading*, *daring*, *insisting* and *permitting*. The speaker’s utterance do not consist of those types of speech acts and the felicity conditions are not fulfilled because after understanding the theory and matching with the fact, it is concluded that those types of speech acts are not found in speakers.

In commissive speech act, speaker commits himself or to the performance of an action. The action must be future and voluntary. The expressed

psychological state is that speaker intends to do something. The direction of fit is world-to-word. It is found that commissive in data 7 and 18. At data 7 called as offering and at data 18 called as threatening. After analyzing the data, it is found that speaker commits himself to do an action through his utterances. For example in data 7 stated “ what if I bring them?” means that Nick commits himself to give a ride to Kevin and Lindsey (Suzanne’s children) for visiting Vancouver.

In an expressive speech act, speaker expresses a psychological state about the situation or state of affairs denoted by the proposition. It is found that expressive utterances such as getting pleasure, thanking, apologizing and annoyed. The expressive of getting pleasure are in data 4 and 22. Here, speaker gets pleasure, so he or she expresses his or her state of affair through utterance. Then, the expressive of thanking can be found in data 5 and 6. Here, the speaker gets benefit from hearer’s act, therefore she expresses her gratitude to hearer for being helped. Furthermore, apologizing such as in data 14 and 27. It is found that speaker feels guilty and he apologized to hearer for making mistake. The last is expressive of annoyed such as in data 28. The speaker feels annoyed caused by hearer’s act.

In addition, in representative type, speaker represents a state of affairs. A representative commits speaker to the truth of the proposition. The expressed psychological state is, even though speaker’s state of belief can be more or less strong. The direction of fit is word-to-world in that the description is meant to match the situation in the world. It is found that representatives such as affirming

and stating. Affirming can be found in data 8, whereas stating can be found in data 9 and 23.

The speaker expresses a value judgment or rates something. Verdictives may be a subcategory of representatives since the expressed psychological state of the speaker is belief in the value judgment, and the direction of fit is word-to-world (Brinton, 1994: 304). It is found that verdictives such as estimating in data 11. Here, the speaker estimates the distance going to Vancouver, approximately 480 miles.

Declaratives are not found in this study. Declarative needs the speaker to have a special institutional role in specific context in order to perform a declarative appropriately. It is not found that the main characters who have special position of social status when they produce an utterance.

The type of movie does not influence the type of illocutionary acts. The most influential thing is character's utterances of movie. Thus, illocutionary acts could be found in any kind of movie such as comedy, horror, action and romantic.

After analyzing 28 data found in this movie, it is concluded that the majority speech acts used by speaker is directive. Generally, the main characters of "Are we there yet?" movie often use the utterances which consist of questions, requests, orders, commands, warning and inviting.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after analyzing the utterances produced by the main characters of “Are we there yet?” movie, conclusions and suggestions are presented.

5.1 Conclusion

After conducting this study, it is found that speech acts used by speakers when they say an utterance, which means doing something. People can do anything through utterances such as requesting, commanding, apologizing and thanking. Then, it can be concluded that speech acts used by the main characters of “Are we there yet?” movie have some illocutionary acts namely; directives, commissives, expressive, representatives and verdictives. The forms of *directives* are requesting, questioning, commanding or ordering, inviting and warning. It is found that speaker’s utterances of ‘Are we there yet?’ consist of requesting, questioning, commanding, inviting and warning.

Furthermore, *commissive* types used include such as offering and threatening. The type of *expressive* such as getting pleasure (like), thanking, apologizing and annoying. *Representative* is found in the form of affirming and stating. While verdictive is found in estimating.

Declarative is not found in this movie. Generally, in directives speaker must hold some positions in an extralinguistics institution and it is not found the speaker who has particular position of social status.

Based on the findings, it is concluded that mostly speakers (main characters) use directive in performing speech acts.

5.2 Suggestion

It is found that speech acts produced by speaker in every utterance. People can do anything simply by using their utterances. As the result of the study, it is suggested to students of English to learn more about speech acts for the sake of enriching discourse studies. It is also hoped that this research gives empirical data to English lecturers about speech acts and encourage them to conduct the research of different objects of study. Furthermore, it is also suggested to future researchers to continue in conducting the research about speech acts because there are areas which is possible to be investigated. In this study, directive is the mainly type of speech act. Therefore, it is suggested for further researcher to investigate an object which might contains mostly another types of directive.

BIBLIOGRAPHY

- Ary, Donal., Lucy Cheser and Asghar Razafie. 2002. *Introduction to Research in Education*. New York: Wadsworth/Thomson Learning.
- Brown, Gillian, and Yule, George. 1983. *Discourse Analysis*. Cambridge: Cambridge University Press.
- Brinton, Laurel J. 1984. *The Structure of Modern English*. Amsterdam/Philadelphia: John Benjamins Publishing Company
- Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press
- Chaer, Abdul. 2003. *Lingusitik Umum*, Jakarta: PT Rineka Cipta
- Coulthard, Malcolm. 1985. *An Introduction to Discourse Analysis*, London: Longman
- Finch, Geoffrey. 1998. *How to study linguistics*. London: Mac Millan Press Ltd.
- Finegan, Edward. 2004. *Language: Its Structure and Use*. London: Thomson Wadsworth
- Grundy, Peter. 2000. *Doing Pragmatics*. Oxford: Oxford University Press.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman
- Renkema, Jan, 1993, *Discourse Studies*. Amsterdam: John Benjamins Publishing Company

Rahardjo, Mudjia. 2002. *Pengantar Penelitian Bahasa*. Malang : Cendikia
Paramulya

Schiffrin, Deborah, 1994, *Approaches to Discourse*, Oxford: Blackwell Publishers

Stubbs. Michael. 1983. *Discourse Analysis: The Sociolinguistic Analysis Of
Natural Language*. Chicago: Basil Blacwell

Suprihatin, Endang. 2002. *An Analysis on Speech Acts Used by Teacher to
Student in Surya Buana Modern Boarding School*. Unpublished Thesis.
Malang: UIN Malang.

Yule, George. 1996. *Pragmatics*, Oxford: Oxford University Press

Yule, George. 1985. *The Study of Language*. Cambridge: Cambridge University
Press

Wardhaugh, Ronald. 1986. *An Introduction to Linguistics*. USA: Basil Blackwell.

<http://www.online.Sfsuedu/~kbach/spchacts.html>

Speech Acts, Kent Bach, 2006, Routledge Encyclopedia of Philosopy
entry

(Brown, 2005. in http://en.wikipedia.org/wiki/speech_act).

Halion,2006, <http://www.rdillman.com/HFCL/TUTOR/Relation/relate2.html>

(<http://www.viewlondon.co.uk>. reviewed by Matthew Turner.2005)



**DEPARTEMEN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MALANG
FAKULTAS HUMANIORA DAN BUDAYA**

Jl. Gajayana No. 50 Malang Telp. (0341) 551354, fax (0341) 572533

Nama : Syaiful Ma'arif
Nim : 02320051
Fakultas : Humaniora dan Budaya
Jurusan : Bahasa dan Sastra Inggris
Pembimbing : Dra. Meinarni Susilowati
Judul Skripsi : *Speech Acts Used by the Main Characters of "Are we there yet?" Movie*

BUKTI KONSULTASI

NO	TANGGAL	MATERI KONSULTASI	TANDA TANGAN PEMBIMBING
1.	5 Maret 2006	Pengajuan Judul Skripsi	1.
2.	19 Maret 2006	Konsultasi Proposal	2.
3.	22 Maret 2006	Acc. Proposal Skripsi	3.
4.	28 Maret 2006	Seminar Proposal	4.
5.	20 Mei 2006	Konsultasi Bab I	5.
6.	5 Juli 2006	Konsultasi Bab II dan III	6.
7.	15 Nopember 2006	Revisi Bab I, II, dan III	7.
8.	2 Desember 2006	Konsultasi Bab IV dan V	8.
9.	17 Desember 2006	Revisi Bab IV	9.
10.	20 Desember 2006	Revisi Bab V dan Abstrak	10.
11.	23 Desember 2006	Revisi keseluruhan	11.
12.	27 Desember 2006	Acc. Keseluruhan	12.

Malang, 29 Desember 2006

Mengetahui,
Dekan Fakultas Humaniora dan Budaya

Drs. H. Dimjati Ahmadin M.Pd
NIP. 150 035 072

CURRICULUM VITAE (CV)

Name : **Syaiful Ma'arif**
Place/date of birth : Ngawi, September 25th, 1983
Address : RT 06 RW 02 / 34 Widodaren-Gerih-Ngawi-East Java
Sex : Male
Marital Status : Unmarried
Religion : Islam
Nationality : Indonesia
Occupation : Student

Educational Background

Name of School	Year	Town
MI Islamiyah Widodaren	1995	Ngawi
MTs Darul Huda Mayak	1998	Ponorogo
MA Darul Huda Mayak	2002	Ponorogo
The State Islamic University	(at present)	Malang

Malang , December 27th, 2006

Syaiful Ma'arif

Are We There Yet Script - Dialogue Transcript

Voila! Finally, the **Are We There Yet script** is here for all you quotes spouting fans of the Ice Cube movie. This script is a transcript that was painstakingly transcribed using the screenplay and/or viewings of Are We There Yet. I know, I know, I still need to get the cast names in there and I'll be eternally tweaking it, so if you have any corrections, feel free to drop me a line. You won't hurt my feelings. Honest.

Swing on back to [Drew's Script-O-Rama](#) afterwards for more **free movie scripts!**

Are We There Yet Script

Mom says we have to be polite
to her dates...

...and we will
if he makes it to the door.

- Merry Christmas, sucker.
- And don't come back for Kwanzaa.

Think you're going out
with our mama?

I'm gonna get you two.

Get me out of here!

Lindsey, you really think Dad's
coming back?

Any day now. But until then,
we have to keep Mom available.

Problem is, she's just too pretty.

That just makes our job
a whole lot tougher.

Sometimes I feel sorry for her.

Well, I feel sorry for the next sucker
who tries to put the moves on her.

- Mr. Persons.
- My man.

What you got for me?

- I'll get the door for you.
- Got that new-car smell, you know?

This puppy's missing one thing.
Welcome to the big leagues, Satch.
Let's make it happen.
Look at this ride. Parchment leather
with the satin nickel trim.

Look out, ladies,

here we come. Holla.

Nick Persons. How's it going, man?

How's it look?

Keep driving, fool. That's the one
that sicced her dog on you.

What? You want some of this, huh?
You want a piece of me?

Oh, my goodness.

Six thousand pounds of respect.

- Yeah. It's nice, huh?
- Yeah.

- Take it for a spin?
- Yeah.

I don't think so.

- Man, what did that unit set you back?
- I got a good deal on it.

Right. Your payments probably
cost more than my car.

Marty, my shoes cost more
than your car.

Look, Nick, here come your
favorite customers.

- Hey, mister, you got any Yu-Gi-Oh?
- What you think?

You got any Dragon Ball GT?

Look, you come in here every day
asking the same questions.

We ain't got no Pokémon, no Digimon,
no Buffy, no SpongeBob...

...no Beanie Babies
and no shoplifters.

Now, get! Both of y'all, get!

You better get.
You better get out of here.

- You got a way with kids.
- They're like cockroaches...

...except you can't squish them.

- You gonna clean that?
- I don't do windows.

What? It'll dry.

People wanna know
why I hate kids.

What's the matter with you?

- I think I'm in love.
- Love? No...

What do you mean, love?

Oh, yeah, that's the new girl from
the party-planning place. Yikes.

- She's so fine.
- Yeah.

- Man, I got to get with that.
- Whoa, whoa.

She's a divorcée, man.

That's way too much baggage

for a guy like you.

Don't be so quick
to judge people, man.

This isn't the Nick the Quick
that I know.

- Hey, I had broccoli yesterday.
- So?

Sometimes you got to try
something new, my friend

Look and learn.

- Mom! Mom!
- Mom! Mom!

- How was school?
- I got on my test.

- Big deal.
- Okay, all right.

Who wants to go shoe shopping?
Let's go.

- What happened?
- Oh, man, she's a breeder.
Two of them

Hey, wait!

- Oh, no.
- Help!

Do you have any jumper cables?

No. No!

Hey, Nick, don't do this.

She's got two kids
and a broken-down car.

What's next? You gonna
ask her mama to move in with us?

Oh, I'm so happy to see you.
I've been standing out here forever.

You know what?
This might not be a good idea,
because we got rain, electricity.

Oh, but I sure do appreciate it.

Okay.

You know, you look so familiar.

Have we met before?

Well, I'm Nick. I work right across
the street from you.

Oh, that's right. You're the guy
that owns that cute little toy store.

Fine sports collectibles.

Fine sports collectibles.

I'll hook this up for you.

I think my car hates me.

Oh, but, Nick, this is a nice ride.

- Oh, you like this, huh?

- Yeah.

You know, look.
It even heats the undercarriage.

I like it.

"I like it.

Remember the score:
One player, two kids and.

Holy moly!

Oh, that is so cool.

That's a Satchel Paige bobblehead.

That's when he played
for the Monarchs.

What? A woman that knows a little
something about Satchel

He was my daddy's idol.
He pitched for five decades...

...including three shutout innings
for the Royals at the age of .

Well, you know, my man Satch
used to have a saying:

"Age is a question of
mind over matter.

If you don't mind, it don't matter. "

You know that?
This is Suzanne

Hubba-hubba. Now, that's a woman.

Plenty of smarts, easy on the eyes,
and can quote my stats.

I don't care if she got kids.
I like her.

All we gotta do
is lose the small fries.

Now, I'm not saying
drop them in the shark tank. No.

But there's nothing kids like more
than military school.

Out of sight, out of mind.

Excuse me?

I don't mind.

- If you need a lift, I'll give you a ride.
- Oh, okay.

Smooth, Nick. Here's how I think
that we gonna make our move.

Pretend like you gonna help her
with her seat belt...

...then with your free hand, put your
arm around her shoulder and... Hey!

Let me out! How am I gonna
wave you home if I can't see the play?

I'm a hall-of-famer.

How about showing some respect?

And that's my story.

What about you, Nick?
Are you local?

- Black man from Oregon?
- Right.

No. I'm from St. Louis.

I actually moved out here to play
Triple-A ball with the Beavers..

...but ended up hurting my shoulder,
and it kind of ended my career.

Oh, you threw
your arm out pitching.

Well, not exactly.

I tore my rotator cuff lifting my
big-screen TV out of a U-Haul.

- That's really sad.
- I know.

Good thing there's athlete's insurance,
in case you do something stupid.

So, you know, I was wondering...

...if maybe you'd consider...
If you wasn't busy...

- What is going on out here?
- Mom, where have you been?

Miss Mable burned our dinner,
fell asleep and just keeps farting

Kevin and Lindsey,
this is Mr. Persons.

He was nice enough
to give me a ride home.

What's he want, a reward?

You know what?

I really better get out of here.

Smart.

Hey, Nick?
I don't mean to be a pest..

...but I was just wondering if you could

give me a ride to work tomorrow.

- Of course.
- Oh, great. Thank you.

- See you tomorrow.
- Bye.

Mom, do you know what time it is?

Excuse me, I'm the mother.
Get in the house.

- Get in the house.
- It's raining.

- Get in the house.
- Who is this stud, Nick?

You're supposed to be in bed.

Nick, thank you so much for
helping me these past couple days.

- You are so sweet.
- Yeah, I know.

Hey, does this seem ripe to you?

I don't know. I don't eat food unless
it has an expiration date on it.

Nick, you are funny. You eat worse
than my -year-old son

You kind of dress like him too.

What's wrong with that?

And do you know I have never
seen you without a hat?
- You don't need to see me without it.
- Let me see.

- What's under there?
- What?

- Come on, Nick.
- Watch out. Get back. Hold on.

- Get back.
- Give me that.

Hang on. Don't move.
There.

- Nick, wait.
- Right.

- Wanna go to my apartment?
- No, I can't. I can't.

I've thought about it. I really have.
But let's be realistic. I'm a single mom.

No, you're a sexy mama.

Do you know this whole time
we've been hanging out...

...you've never once asked me
about my kids?

- How they doing?
- I bet you don't remember their names.

Rudy and Theo?

Nick.

I think we should just be friends.

Next point wins. Let's go.

Hold on to your earrings there,
Yao Bling...

...because I'm gonna embarrass you.
And it's gonna hurt because I love you.

- Give me that.
- Hey, that's a foul.

- Come on, man, you hit my hand.
- No, I didn't.

Right here, baby. Right here.

Game time.

Yeah, baby. Yeah.
Bye-bye. Bye-bye.

Get off of me, Lurch.
That was a moving pick

Let's run it again. Same teams.
Come on.

No. I gotta go, y'all.

What? We're tied.
Somebody has to lose.

- It's the American way.
- Hey, somebody did lose.

- You know I gotta go do that thing.
- What thing? What?

You know, I gotta take Suzanne
to the airport in the morning.

Take Suzanne to the airport

in the morning.

- You are stuck in the friend zone.
- Get out of here.

Listen to me. We've been friends
a very long time...

...and I am telling you,
you gotta dump this girl.

- What? We not even going out.
- That's the point, Nick

Whatever it is you don't have
going on, it has got to end.

Okay, for all those who listen
to this clown...

...Nick Persons will never be
in the friend zone.

- Understand that and believe that.
- Friend zone. Friend zone.

- Don't say I didn't warn you.
- Friend zone.

- Here you go.
- Oh, Nick, thank you so much.

You are such a great friend.

*The friend zone is for losers only.
Please unload your friend
and get on with your life.*

- Well, wish me luck.
- Good luck.

Thanks for everything, Nick.

Suzanne, can I talk to you
real quick?

Sure

You know, what we got going... I mean,
we don't really have something...

I don't really know what to call this...

- Hang on.
- ... but it seems kind of...

This is Suzanne

Yes, Frank

Just one sec.

Well, when did that happen?

Well, actually,
I'm already at the airport.

- Hey. You can't park here.
- I know.

My friend's making a call.
She'll be off in a second.

- Gonna be an expensive call.
- I'm right here.

That's why you're getting a ticket.

They're expecting to spend
New Year's Eve with you.

Oh, don't... Don't even go there
with me, Frank.

You haven't spent five minutes
with your kids since Labor Day.

Frank, you know what?
I am so sick of this.

L... Hello? Hello?

Know what?
That lady's got enough problems.
All right, let's move it along.

- I'm not going.
- What's the matter?

My ex is sick, and he's not
gonna pick up the kids.

- What about the babysitter?
- She's leaving for Las Vegas...

...with her church group.
- Oh, no.

You know,
my kids miss him so much...

...and all he ever does is pull the rug
out right from under them.

I'm gonna lose my job.

What if I bring them?

I couldn't ask you to do that.
That's too much.

Why not?
Look, it's no big deal. Serious.

- Really?
- Positive.

- Are you sure?
- I wanna help you on this.

Nick, this is huge.

Thank you so much.

You are a lifesaver.

Okay, so I'll get the three tickets, and as soon as you guys land, call me.

Oh, no, I meant that I'll drop them off at the airport.

Oh, no. You can't expect the kids to travel alone, Nick.

Kevin's got asthma. That recycled air in the plane... I mean, yuck.

But it'd be fine. Kids fly all the time.

It's nothing.
I'll make sure they get on the plane.

They'll get milk and cookies, little plastic wings, get to meet the pilot.

You know, it'd be real cool.

Especially with me sitting next to them making sure everything is all right.

Oh, how could I ever repay you?

Obviously, you don't care that she's using you.

But ask yourself this:

Would you trust a woman who'd trust you with her kids?

I'm tempted to call Child Services right now.

Uncle Nick loves kids.

Big lummoX.
Might as well just put myself on eBay.

Hello. I'm here to pick up the kids.

Now, that's what I'm talking about

What you wasting your time with Miss Suzanne for?

- Excuse me?
- You come with me.

Miss Mable will take you
on a guided tour to Sin City.

Oh, God. Excuse me.

Hello? Somebody?

Who wants to go to Vancouver?

Mom says that we should be polite.

Now, kids, I know you're disappointed
about your father...

...but you're going to have fun.

Aren't you?

- Yes, Miss Mable.
- Yes, Miss Mable.

Hey, did you bring us a gift
Yeah, Mom's man friends
always bring us presents.

Oh, of course.

What kind of guy you think I am?
Uncle Nick loves kids.

As a matter of fact...
Look, look, look.

Dr. Munchies pizza coupon.

You get a free liter of soda with any
purchase of a large pepperoni.

- What's a liter?
- Oh, yeah, and for you...

- Look at that. Corkscrew.
- Cool.

- Hey, it's got a knife.
- You can't give him that.

- Shut up.
- Make me.

I don't make trash. I bury it.

- Well, I'll bury my foot in your...
- Say it. You're too scared to say it.

Be quiet, you paranoid dunce.

- Chicken.

- Stop it. Stop it.

Hey, wanna learn some Chinese?

Sure. What you got?

Sensei says,
"The first one is always a decoy. "

Shotgun!

That's my seat. You stop.

They gonna eat you alive.

- You're too ugly to sit in the front seat.
- That's my seat.

Hey! Watch the paint.

Okay, now, once we get
in this terminal...

...I want everybody
sticking together.

Now, be careful opening that door.

Man! What did...?

- Sorry, Nick.
- Oh, damn!

- Boy, didn't you hear what I just said?
- You swore.

You damn right I swore. That's about
\$ worth of damage to my new car.

That's twice. Now you have to put
\$ in the swear jar.

Yeah, well, he gotta put about \$
in my pocket.

- You got \$ for me?
- No.

And I want it cash.

Okay, man, no tears, all right?

I won't change diapers
out here.

Real good. Have you ever thought
of being a youth pastor or a therapist?

Look, it ain't like I said I was gonna
take off my belt.

He's gonna beat me, Lindsey!
Save me!

- Hey. Hey, man.
- Don't touch me!

- Little dude. Kevin. Come here.
- Get away!

Is there a problem here, sir?

Just a little game I'm playing
with the kids.

Boy, bring your butt back here!

Kevin. Boy. Look.

Yo, yo, yo. Hey, hey.
Look, look.
Look, I got money. Check it out.

Will that shut you up, huh?

Here you go. Ten bucks. Come on.

Yeah. That's right.

Hey, you can't buy us off.
Apologize.

No, no. We're cool.

Yeah. We cool, little mama.

Plus, there's enough to go around.
Got a ten-spot for you too.

I do believe I'm older than him.

I can't believe I'm getting hustled
by a couple of gangsters. Here.

Now, hurry up. We can't be late.

When we go through, they can see
our bones and innards?

- No, fool, that's an x-ray.
- Wrong answer.

It's a metal detector.

Oh, to see if you have
any bombs?

You're not allowed to say
"bombs" here.

- Why can't you say "bomb"?
- Please remove all metal objects.

Keys, loose change,
cell phones, jewelry.

Okay. Just might take a minute.

I hope you left Nick's little present
in the car, or else you're going to jail.

Cell phone.

Car keys.

Excuse me. Sir?

What? What?

Sir, can you step
to the red line, please?

I put everything on the tray.

Please raise your arms
and separate your legs.

Corkscrew!

Let's just get out of here before
I end up in Guantánamo Bay.

Our dad would've never
given him a knife

- Yeah, I'm not your dad.
- That's for sure.

All right, let's go. Pick it up.

It's actually gonna work out better
because trains are more fun.

- Do you got any snacks?
- You mean candy?

- No way.
- I have to pee.

Can't you wait till we get on the train?
It's right there.

- I don't think I can wait that long.
- Yes, you can. Come on.

He's prone to bladder infections,
you know.

All right, man, go do your business.

Aren't you coming in with me?

Yeah, but I'm not touching nothing.

All aboard!

- Come on, come on.
- I'm coming.

Wait. My shoe's untied.

Come on.

All clear.

Come on, Kevin. Hurry up.

Over...
Loop. Other loop.

You know what? Let me do it.
Let me do it. Let me do it.

No! Pull from the first loop.

- Otherwise it's too tight at the top.
- Okay, okay.

The boy has problems. He won't eat
anything orange, steamed or poached.

And what he does eat,
they can't touch.

- Okay, there you go.
- No. Do it again.

That doesn't feel right.

His socks can't have elastic
in them.

And he won't use a toothbrush
more than five days.

- Shut up!
- Make me.

Who'd wanna make another one...?

Come on.

Hold on, hold on.
Whoa, whoa, whoa.

Hey. Where's Galaktico's cape?

Kevin.

*Final boarding call
for Vancouver passengers...*

...departing from track two.

Look, it's damp.

Kevin! Lindsey!

Hey! Hey! Kevin! Lindsey!

Hey. The train's moving.

Out my way.

Hey! Crazy kids. Yo!

Hey! Hey, come on
What are you doing?

Sorry, lady.

- Hey!
- What's he doing?

I think he wants us to jump
onto a moving train.

Hey! Kevin! Lindsey!
Hey! Get up here!

Come on!

Hey, what are you doing? Run!

Are you crazy? Jump!

Come on!

Mama.

- Hey, Nick, how's the train ride going?
- Well, we haven't exactly left yet.

We decided to drive.
It should be much more educational.

Oh, no, Nick, I cannot let you do that.
That's way too much trouble.

No, no. It'll only take
a few more hours...

...and gives me a chance to get
to know Kevin and Lindsey.

Okay. I'm really impressed.

- *You're very sweet.*
- *Yes, I am.*

You sound like you have everything
under control. Can I talk to the kids?

Oh, okay.

Look, don't tell them nothing
that happened, okay?

- *He lost our luggage.*
- *What?*

- Are you guys dating?
- No.

- No.
- Let me talk
We wanna go to Dad's.

You cannot go to Dad's now.
You're going with Nick.

Why? Dad's house is
in the same direction.

Nick could drop us off there
on his way not to date you.

*Honey, your dad is sick
and in bed.*

Now, if you want me to...

...I can just quit my job, and we'll
go live in a cardboard box.

Whatever.
- Let him drive.
- Be nice.

- *I love you.*
- *Love you too.*

Bye.

Now, look, driving you two gremlins
on New Year's Eve...

...for over miles was never
on the agenda. Okay?

We just drove across town,
and y'all done messed up my door.

So now I got to lay down
some rules.

Rule number...

Rule number one:
Don't touch the climate control.

Rule number two:
Don't kick the seat

Rule number three:
Don't play with toys.

- Can I play with my pizza coupon?
- No sassing me.

No eating in the car, no drinking
in the car and no smoking.

- I don't smoke.
- Good.

Don't start on my watch.

I don't want you to touch the radio.

I don't even want you to sniff
the new-car smell.

I want you to sit down
on that protective plastic...

...and be seen, not heard.

You know, if you're thinking about
my mom, you're wasting your time.

I'm not wasting my time, because
me and your mom, we're just friends.

That's good, because Mom's still
into Dad, and he's totally into her.

They're getting back together.

Whoopee! I'm happy for them.

Or maybe you guys should go out.

A couple of dates with you would
really make her appreciate Dad.

Let's go.

Have a taste of my steel, zombie.

- Yes!
- That game doesn't sound G-rated.

Yeah, but it's
keeping him occupied.

The boy played Lady Pac-Man at the
mall and had nightmares for a week.

- Give it here, Kevin.
- Hey, give it!

- Give it to me. What did I say?
- It's not yours!

- Give it here now!
- You're not the boss of me!

Cut it out.

Why don't we call Mom
and see what she has to say.

Fine.

You win.

Snitch.

Baby.

- Big baby.
- Bigger baby.

- Giant baby.
- Enormous baby.

- Humongous baby.
- Colossal baby.

- Am not. Am not.
- Are too. Are too.

- Am not. Am not.
- Are too.

Okay, okay.

You're both acting
like a couple of babies.

Keep it moving. Come on.

That's right.
Drink your juice, baby.

- Hey, no food in the car.
- It's not food. It's juice.

- Same difference. Give it.
- Mine.

Hey!

Man, see?

Oh, y'all think that's funny,
don't you?

It's not funny.

Whoa, whoa, whoa. No.

One thing you gotta know here,
we keep it real.

You can believe that.

Yuck! Noisy.

- What is that?
- Cent.
Well, I'll pay him a dollar
just to shut up.

Do you have any Justin Timberlake
or Clay Aiken?

Lord, these kids
are ethnically challenged.

Do you know you can get shot...

...by playing those CDs
in my old neighborhood?

- We're not ghetto.
- Or trying to be ghetto fabulous.

We're just fabulous.

About time. Open road.

Vancouver, here we come.

Yeah.

I have to pee.

What? No, no,
you do not have to pee.

Didn't you go at the train station?

I tried to go, but there was a man
standing next to me...

...so it just went away.

But look, man, all this open road.

You can hold it. I know you can.
Cross your legs.

- You should've asked before we left.
- I did.

No, you asked before we got on the
train, not before we left the station.

You're supposed to ask
before every segment.

- Everyone knows that.
- Evidently not

I'm not gonna make it.
Do you have a bottle?

- No.
- How about this ashtray?
Kevin, there's no receptacle
in this vehicle.

Now, look, the exit is about
a mile away, and you can hold it.

How far is a mile?

I don't know,
and some kind of feet.

Look, think of something else.
Football, a math test...

...puberty.

- Are we there yet?
- No.

I'm sure the carpet is absorbent.

Oh, here it comes!

For God's sakes, man,
he's gonna make his water in your car!

No, he ain't.

Incoming! Incoming! Incoming!

Hold it, man.

- Hold it. Oh, no. Look, right here.
- Yeah.

Here we go. Here we go.

In here, in here.
Hold it, hold it.

- This is taken!
- I'm sorry!

- Oh, it's dribbling out.
- Okay, go, go. Just go.

- That's disgusting!
- Hey, wait a minute.

Wait a minute, lady. Hold up.

Bought us some groceries for later.

Your mama said you liked fruit.

- Garlic olives?
- Hey, it's a truck stop.

That's all they had.
You see this?

Because of you guys,
I gotta do this right here.

You squeezed it, not me.

It's not coming out.

Hit that green button for me, please.

- Yo, yo, yo.

- Hey. Hey, it's Marty. What's up, man?

How's it going with those
stupid brats you got with you?

*Remember this: If the kids hate you,
the mama won't date you*

.

- Man!

- Where'd you go?

What, are you in a tunnel?

Are you...? Hello?

Okay. All right.

Seat belts.

Nobody gotta go
to the bathroom, right?

Okay, here we go.

Nick, we already know
about you and Mom.

- You do?

- Of course.

- She talks about you all the time.

- Yeah, Mom's into you.

She says you're better looking
than Taye Diggs.

Oh, yeah?

- I am, huh?

- Oh, sure.

In fact, she told me...

My gosh. Get his inhaler.
He's having an asthma attack.

- What? Where is it?

- It's in the back. Hurry up!

- Go! Go!

- All right, I'm going.

- I got it. I got it.

- Move it!

Good one, Lindsey.

Very funny.

- Open up.
- I knew you were lying.

"We're just friends. " You're just
using us to suck up to our mama.

- What?
- Yeah.

You're just a dirty, horny sex man
like all the others. Nasty man.

- You're a nasty, bad man.
- Look...

...I tried to do your mama
a favor, you booger.

You probably wanna kiss her,
don't you?

Look, look. Off the glass.
Off the glass.

And you, open this door.

You forgot the magic word.

- Open this damn door.
- You just swore again.

- Lindsey, he just swore again.
- So what?

- Hey, I'm not playing with you.
- You can't make us do anything.

Hey, this is my car!

You hear me, little girl?
This is my car!

You better not.
Look at me. I'm serious.

I'm not playing with you,
little girl, okay
If you don't open up
before I count to three...

...somebody gonna get it.

One.

Two.

Three.

No! No!
Hey, you stop that car!

Where did he go?

- Now you gonna get it!
- Go! Floor it!

Get out of there!
Whoa! Hey!

Stop! Wait a minute!

I don't have
any insurance on you, girl!

Hey!

Watch what you're doing!
Watch the spinners!

You're messing up my spinners!

- You know how much they cost?
- You can't catch us.

No!

You little... Give me them keys!

- Dirty sex man.
- What y'all think you're doing?

Let go of my hat!
Give me them keys!

Hey, Lindsey, stop this crazy thing!

That man's setting a bad example
for them kids.

- Wait a minute!
- Go! Go!

Now that's frontier justice.

- Hey, turn up the rear heat.
- Yeah.

No. No heat.

No talking.
You're lucky I'm letting you live.

- But...
- But my butt.

I should pull off
on the side of the road...

...dig a hole,
and bury both you two.

That's what I should do. Yeah.

A hundred years from now,

a grizzly will find your bones...

...and pick his teeth with them.
Wouldn't like that.

Can't believe you two.
Are you crazy?

- We have rights.
- No, no, you have no rights.

This is my ship, buddy.
I'm the CEO of this SUV.

Believe that.

Breaker, breaker, this is Big Al
out on Highway mile marker .

I got two little lambs here been
snatched up by the big, bad wolf.

I need some backup, pronto.

*Ten-four, Big Al.
Let's squash this bug.*

You had no consideration
for my life, your life or my spinners.

What? What do you want?

I'm driving here!

Mister In-a-Hurry. Idiot.

Why is he slowing down?

I don't like this.

Pull over right now.
Pull it over. Pull it over.
- You better do what he says.
- Like hell I will.
I've seen those vigilante
trucker movies.

I said, pull over!

What you doing?

Oh, no!

My paint!

You think you got me boxed in?

Well, you can kiss my
cubic inches of V power, sucker!

Hold on.

Help!

Your insurance premiums
are going through the roof.

No! No! No!

What was Mom thinking?

I don't know. I like him.
He's kind of funny.

Hey, don't get soft.

This man is not our daddy.
He's the enemy.

Take me now! Take me now!

This is why we don't
come to the city.

Come on.

Come on. Get! Go!

Come on, fleabag.

No way!

What? Now, get your narrow
butts on this horse now!

- Hey, how you doing, baby?
- Hi. Is everything okay?

Oh, yeah, everything is cool.

Can I call you right back?

Wait, what's that sound?
You sound very jiggly.

Must be your phone.
Everything's cool on this end.
- Are you gonna be here soon?
- Sort of. Kind of.

Let me call you back
in minutes.

Wait, wait, I wanna say hi
to the kids.

Oh, okay.

She wanna talk to you guys
and make sure everything is all right.

- Hi, Mom.
- Hey.

Hi, babies. How are you doing?

- *Are you having fun with Nick?*
- *Come on.*

Hit the turbo!

Let's go! Let's go

I know, baby, but just try
to make the best of it, okay?

- *I love you.*
- *Love you too. Bye.*

- Scoot over, I'm coming aboard.
- That's a bad idea.

- Says who?
- Says the guy...

...who put all that junk there.

Oh, snap!

I hate horses.

What take so long?
I have to hang mirror ball.

You little snotty-nosed runts.

I know exactly where you are.

You messing with
Nick the Quick, baby.

Now's your chance. Hit yourself
over the head with a brick...

...and say that they were kidnapped.

Shut up.

Happy New Year.

You think Nick's okay!
What are you worried
about him for?

I'm not. It's just...

...maybe we were a little rough.

Oh, please.

That player got what he deserved.

"Get your butts on this horse. "

"You got \$?

I've been thinking. We should've brought soup or something.

What for?

Because Dad's sick.
What is he gonna eat?

He's a dad.
I'm sure he has soup.

He must be lonely,
living all by himself.

Look, don't bug him about that.

If we want him to hook up with Mom,
we have to be subtle. Got it?

I got it.

Come on, y'all.
Let's get out of here.

Want some chocolate cake?
It's world-famous.

Mom says I shouldn't have sugar.

What about you?
It'll make your mouth all chocolatey.

No, thanks.

Hey. You forgot something.

Sorry about what happened today.

I really wish you guys
didn't have to see that.

He used to look at me like that.

I know, man.

And when he hugged you,
you thought he'd never let you go.

They make you laugh,
they tell you they love you..

...then one day,
they never come back.

I bet you know all about leaving,
don't you, player?

Know what?
As a matter of fact, I do.

But only because the same thing
happened to me when I was your age.

Yeah, my pops
walked out on us too.

It's a shame that anybody
can call theyself a father.

But listen...

...he's the failure in this, not you.

He's the one that's gonna miss out.

I just hope it don't take you guys as
long as it took me to figure that out...

...because it's true.
You guys are some cool kids.

There you go.
Come on, let's get out of here.

- Nick?
- What's up, little man?

If my dad left and your dad left...

...does that mean
I'll end up like you?

I ain't doing too bad.
Look, I have blingage.

That's not exactly what I meant.

*I was watching Oprah, and it was
all about how depressed and lonely...*

...bachelors like you are.
- But I'm not depressed or lonely.

- Yes, you are.
- No, I'm not.

- Yes, you are.
- No, I'm not.
Mom says that if a man is
not married by the time he's ...

...he's either damaged or gay.
- What?
Well, that would explain
those earrings.

Watch it, sucker.

But you do have intimacy issues,
don't you?

- No, I don't.
- Yes, you do.

- No, I don't.
- Yes, you do.

Look, it's obvious
you need a timeout...

...and you need
a little tickle time.

Because all you do is ask
a thousand questions, huh?

Hey. Are you all right?

Kevin.

I'm good.

- You sure?
- Yeah, except...

...I'm out.
- Okay, don't worry about that.
We'll get you more
once we get there.

Oh, sure, we can wait...

...if you want me to die!

They're closing!
Do something, Nick.

No, no, wait. Hold on!
Wait a minute. We need a refill.

Sorry, we're closed.
Come back Tuesday.

But I got a sick kid here.

Look, I couldn't help you
even if I wanted to.

The pharmacist
has left for the holiday.

- Well, where is he?
- He's off duty.

And I doubt very much he's gonna
want some guy interrupting his holi...

Just a second, sir,
and I'll draw you up a map.

Hey, Nick, that guy
was such a meanie.

How'd you get him
to do what you wanted?

Oh, that was simple.
I just gave him the look.

It works every time.

- It even worked through glass?
- Oh, yeah.

The look is something
I developed when I was a kid.

I had somewhat of a reputation.

Surprise, surprise.

I don't want everybody stepping
to me, so I give them the look...

...which told them, "Back off.

That's a bad mother... "
"Shut your mouth. "

I wish I could do that.

You got somebody
bothering you at school?

An asthmatic in the accelerated
program? What do you think?

Try this. It's foolproof.

No, no, check the lip,
check the lip.

Man, do not take my lunch money.

Here we go, killer. Come on.

Hey, hey, where y'all going?

Excuse me, I'm looking
for the pharmacist.

Delwyn? Sure.

He's...

- He's right over there.
- That's enough.

- I got it.
- Give me that.

Stop clowning around now.
- Yo.
- Give me my shoe.

Yo. Excuse me,
are you the pharmacist?

Not at the moment. Why?

Well, look, I got a kid with me, man.
He's got asthma real bad.

Try some steam.
That usually helps.

Hey, hey. Knock it off.

- Steam?
- That's enough of that.

Look, look, all I need is a refill, okay?
And I know you can help.

I'm asking you nice.

Mister, I've been married
for years. You can't scare me.

Come on, man, you the pharmacist.
I know you took a oath or something.

Not that I can remember, no.

Hey, will you go over there
and behave yourself?

Yeah, go get him over there.

You know, folks around here
like to barter.

You get what you want,
I get what I want.

One hand washes the other.
I scratch your back...

Get to the point.

Whoa, whoa, whoa,
you can't clown me.

Watch the kids.

All of them?

You little...

Oh, my word.

Pie and cake and brownies and pie.

You said "pie" twice.

I like pie.

Kevin, you know Mom
would be upset...

...if we were even thinking
about trying any of these...

...chocolatey...
...creamy...
delicious...

Hey, I was gonna eat
those brownies.

What? Just take those.

No, I want yours
Take it easy, man.

Sorry.

Ridiculous.

What? I got this.

All right, timeout. Get off of him.

Get off of him.
Get out of here.

Get off of him, you little gangsters.
Watch out.

You too! Off of him!

What is wrong with you kids?

Why y'all ganging up on him?

You think you so tough?

I'd like to see you try that
with somebody my size.

Okay! Okay, man!

All right, get off me,
you little maggots!

- Do you think we should help him?
- I'm getting mad now. Hey

- After this bite.
- Hey, that's it.

Now, I'm gonna count to three.

Hey, wait a minute!

Okay! Get off!

My shoe!
Come back here with my shoe.

All right, people,
it's time for some karaoke.

What is she doing?

She can sing?
She can sing.

Kevin, enough. Kevin, please.

I didn't know you could sing that good.
Why you didn't say nothing?
Because before,
you were the enemy.

You know who can sing?
Galaktico can sing.

Hey.

Okay. All right, okay, okay.

Put that down, settle down
and put on your seat belt.

I know why your mama
won't let you have sugar.

Hyper down. You're like some kind
of crazy dog.

I know you are,
but what am I, Rover?

Nick, I don't feel so good.

Do you got anything to drink?

There you go.

I'm sorry, Nick, I accidentally
spilled a drop on the floor.

Little man,
don't even worry about it.

There's nothing more
that you can do to this car.

Oh, no!

I can't see. I can't see!

Is everybody all right?

I feel much better now.

Nick, where are my kids? You were
supposed to be here two hours ago.

We had a slight delay at the border.

We're gonna need
more paper towels.

*Paper towels?
What's going on?*

Nothing. We just pulled over
to clean out the Navigator.

Are you kidding me?

It's freezing outside, and you've got
my kids cleaning your precious car?

Suzanne, it's not like it seems, okay?

*Well, it sounds pretty bad
from here.*

*Nick, if you're not here by :
you're gonna be in big trouble.*

- Suzanne, I got this.
- Eight o'clock, Nick.

All right, guys, we gotta hustle.
Your mom's getting worried.

- But it stinks in here.
- Hold your breath.

What?

If we don't move...

...maybe it won't kill us.

Oh, man, you're scared of that deer?

He ain't gonna hurt you.

They come out of the woods when
they get cold. He's probably hungry.

Try this.

- Hey. Look what I got.
- Nick, deers are herbivores.

So what?
Everybody loves chocolate chip.

Hey, buddy, come on.

Cookie.

Okay, okay, hey, hey,
come on.

- No.
- What? He's not gonna hurt you.

Look, I'm right here with you.
Come on, come on. Come on.

Slow. Come on.

Slowly. Don't scare it. Get in there.

- What if he's rabid?

- Come on, come on. There we go.

There you go. There you go.

See, he's gentle.

He's not gonna hurt you.

- Give him another.

- No way.

- Now, look.

- Where's my camera?

Hey, hey. Hey.

Down, boy. Sit.

Hey, Bambi. Sit!

Come on, now.

Bambi.

Give him the look, Nick!

Give him the look!

All right, you want a piece of me?

Say uncle. Are you done?

Your head gotta go

over my fireplace?

- Show him who's boss, Nick.

- Now, just let it go.

Let it go.

Now, get your tail out of here

before I kick some deer butt.

You better run.

- I hope you got some nice shots.

- Yep.

Now help me find my keys.

Come on out of there.

If your mama ever asks...

...don't let her know

I know how to hot-wire a car.

But you don't know how to do it.

Quiet down out there.

Have patience.

- Turn it off, Nick!
- All right, calm down.
- Hurry up. It's loud.
- And scary

This should do it.

- Nick, the car's on fire. It's burning.
- Oh, no.

It's gonna burn. Nick, hurry.

- Be careful.
- Come on, Nick, do it.

Put it out! Put it out!

It's gonna burn, Nick! Hurry!

This could be toxic.

Worthless.

- Galaktico!
- Kevin, step back. I got it.

Hey, Nick, don't forget me.
I'm over here.

I'm on the dashboard, remember?

Hey! Don't let me burn!

I'm a limited edition!

Oh, man.
I never even got to read the manual.

Hit the dirt!

Why?

Oh, no.

This is about a year's pay.

What did I do?

What did I do?
Why is this happening to me?

It was you two.

If I didn't volunteer to babysit
you two little demons...

...this wouldn't have never happened,
and I'd still have my car.

Go ahead and cry. I don't care.

Okay, all right, stop the waterworks.

Oh, all right. Oh, come on,
come on.
Stop crying. Stop crying.

It's not your fault. It's not your fault.

No, no. I just got
a little upset, okay?

That's why you buy insurance.

All right, let's sit down. Sit down.
Come on, now.

Right here, right here.
It's only a car, okay?

We are a lot of trouble.

That's why our daddy
doesn't wanna be with us.

Whoa, whoa.

Look at me.

Don't say that. That's not true.

But we destroyed your Navigator.

That? Oh, that's nothing.

That's just a material object.

It means nothing.

I wouldn't wanna spend New Year's
with us either.

Who would?

Me.

I would.

But you know what?

Maybe your mother's right,
you know.

Maybe I'm not cut out for this.

I mean, look at you two.
You're a mess.

I keep losing you,
feeding you the wrong stuff.

If you were goldfish,

you'd be dead.

You know, you're doing okay.
This is just your first day.

Yeah, you have to get experience.
You'll get used to it.

Yeah, and there's books
you can read too.

Thanks.

But you know what?

If we're not magically in front
of your mother...

...in the next minutes or so...
...she'll never talk to me again.

Hey, if it's the bottom of the ninth, and
you're down two runs, do you quit?

No. You put that ball back on the tee,
and you keep swinging.

Well, let's keep swinging.

Come on. Let's go.

Now we gotta figure out how
we gonna get to Vancouver.

Hey, look.

I found your keys, Nick.

What?

It's just my luck.

Let's get out of here.

- Come on.

- Right here, baby. Come on, now.

Yo, yo, yo, hey!

You got one.

Oh, man, thanks.

We're on our way to Vancouver,
and I really, really appreciate this.

I couldn't leave these kids
here on the highway.

That's why I'm leaving you,
you animal!

Wait a minute!

Come back here, you hillbilly!

Come here!

No. Let me in. Let...

Hey, yo, bring me back my kids!

Stop.

Mister, are you crazy?

Some psycho trucker took my kids.
We gotta catch him.

Well, hop aboard. I'll help you.
Ernst to the rescue.

Suzanne, they'll be here any minute.
I'm sure they're fine.

Now, let's concentrate on the party.

We were completely wrong
about Nick.

Yeah, but now we know
he's kind and gentle.

Come on, come on, come on.
Come on, slim, get me closer.

- Come on, Nick.
- I got it.

- Get off.
- Open up, you jerk.

Nick, save us! Help!

- Stop this truck!
- Get off!

- You lunatic!
- Stop this truck!

Kind and gentle, huh?

- Go, man.
- I'm moving.

This thing wasn't built for speed.

Come on,
you're driving like a old lady.

No, no, you watch.
Ernst knows how to drive.

That's what I'm talking about.

- Let us out now.
- We wanna go with Nick.

Let us out.

Come on, slim, don't let him
push you around. Do it. Do it.

Dag-bernit, I've had enough of this.

- Come on, slim, they getting away.
- It won't turn over.

I can't do anything about it.

I'm sorry.

Boy, it's true. Never a cop around
when you need one.

What are you doing?
Are you crazy?

Bad! Hit you!

- Geronimo!
- Geronimo!

- Look, it's Elite Catering.
- This is Mom's party.

Let's go.

- Come on.
- I want some cotton candy.

- Got you.
- Run! Save yourself!

Wait. Wait.

At least slow down.

You two are a peck of trouble,
you know that?

Wait. I'm trying to protect you.

You're going down, sucker.

Get off me.

Come on. Come on.

I'm gonna give you
a knuckle sandwich.

- Let me at him. Get your hands off me.
- What's wrong with you two?

- He's a kidnapper!

- He's a kidnapper!

- He's a kidnapper!
- He's a kidnapper!

- Let me at him.
- Yeah. Nick, get him!

Police.

Mom!

Lindsey, honey.

Oh, baby, Mommy was so worried
about you. Are you okay?

Yep. Eight o'clock,
just like you said.

Now, where is your brother
and that Nick?

I left them by the ice-skating rink.

Now, I need to know what's going
on here, and I want the truth.

The truth? I don't think there's time
for the truth.

Get him!

I'm the good guy. Get him.

Get your hands off me,
you stinking snowman.

Wait a minute.
You don't understand
I got permission from his mother
to bring him here. Kevin, tell him.

Kevin!

Let me go. He needs his inhaler.

Kevin. Kevin.

Oh, no. Come on, man.

Come on, Kevin.

Come on, man. Breathe.

Breathe, breathe.

Come on. Come on, breathe.

Kevin.

Kevin.

Don't you ever scare me
like that again. You hear me?

Don't you ever do that.

Maybe it won't be so bad
to turn out like you after all.

Kevin!

- Mommy.

- Oh, Kevin, honey, come here.

I don't know what Mommy was
thinking. I should've come home.

- Are you okay?

- It's okay, Mom. I'm fine.

Yeah, it's okay. He's fine.

You call this fine?

Look at this.

This is a catastrophe.

No, Suzanne,
you don't understand.

- I mean, we... Me and the kids...

- Nick, please.

It's bad enough as it is.

I really wanted to believe in you.
Ma'am, did this man have permission
to watch your children?

Yes.

But it was a mistake,
and it won't happen again.

Come on, you guys.

- Suzanne, no.

- But, Mom...

I don't wanna hear it.
I'm not in the mood to argue. Let's go.

- Mommy.

- Let's go.

Suzanne.

Nick.

Listen...

...I'm sorry for all the trouble.

If you're serious about heading home,
I'd be proud to give you a lift.

Appreciate that, Big Al.

I got my truck right...

Hey, what are you doing, you turkey?
You can't tow my truck!

Put it down. I'm here.
Put it down right now.

Officers, arrest this man!

Yo, Nick.

Excuse me.

Hey, Nick, remember me?

I'm in here with a mint
stuck to my head.

Hey, brother.

What are you moping about?
You should be celebrating.

You finally got rid
of that highfalutin woman...

...with that smart-mouth little girl
and that sickly boy.

Yes, sir. It's New Year's Eve,
and you are free at last.

Time to hit some clubs.

And they got some foxy ladies here.

Did you know Vancouver
produces more Playmates...

...than any other city in the world?

Let's go, player.

Thanks, Dad, that was a lot of fun.

Hey, Nick.

You know what they call
a -year-old bachelor?

What?

Lonely.

Who is it?

Room service.

We didn't order anything,
and that won't change.

Let me explain, okay?

I know you're upset,
and you have a right to be...

...but there's a good reason why all...
- Nick, they're kids.

They don't need reasons and excuses.
They need a man.

So whatever it is that you have to say,
just drop it.

I've been down this road before,
and I'm not going back.

- Good night.
- Wait, wait.

Just let me say goodbye to the kids.

I don't think that's a good idea.

Please.

Make it quick.

- Nick!
- Nick!

Hey, how you guys doing?
You all right?

I knew you'd come back.
Lindsey didn't think so, but I did.

Boy, you know I'm gonna be
your friend always, right?

But Mama's not gonna
date you anymore.

Listen, you guys.

Up here.

Your mother is a very,
very wonderful lady.

And she's gonna be dating guys
that are much better than me.

So you guys gotta stop
chasing them off, okay?

And stay away from their cars.

Unless they're bulletproof.

How do I know
we'll ever see you again?

I got something for you.

I want you to hold on
to my man Satch, okay?

That's until I see you again.

All right...

...I gotta get going.

Do you have to?

Yeah, little man, I think so.

Look, I got one more thing for you.

There you go.
And for you.

Now you have blingage.

I love you guys.

See you later, okay?

All right.

Suzanne, I'm sorry about
what happened today.

I really am.

I just wanna know if
we can still be friends.

Nick, I don't think
that's gonna happen.

Okay.

Nick?

We can't be friends...

...because I wanna be so much more
than just your friend.

What?

Come here.

- Yes.
- Yes.

Hey.

It's New Year's.
Aren't you supposed to kiss her?

I love a happy ending.
Yeah!

