



## An Analysis of Speech Acts In The Walking Dead

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Info Artikel	ABSTRAK
Sejarah Artikel: Dikumpulkan: 3 Juni 2024 Direvisi: 7 Juni 2024 Diterima: 8 Juni 2024	<p>Speech acts serve as the foundation for analyzing various pragmatic aspects such as presuppositions, cooperative principles, and politeness principles. This study endeavors to identify the types of speech acts present in "The Walking Dead" and their respective functions within the context of the series. Employing a qualitative method, the research focuses on analyzing utterances spoken by the main characters. The analysis reveals four main types of illocutionary acts: representatives, directives, commissures, and expressives. Representatives primarily involve stating, asserting, predicting, calling, and concluding functions. Directives encompass ordering, requesting, suggesting, warning, commanding, and inviting functions. Commissures include promising, offering, and threatening functions, while expressives involve apologizing, greeting, and complimenting functions. Notably, the findings underscore Rick's role as a prominent leader within the series. Rick often employs question forms to deliver commands effectively, demonstrates directive acts by urging collaboration and mutual protection among survivor groups, frequently inspires others, and ultimately emerges as a resilient and influential leader throughout the series.</p> <p><i>Copyright © 2024 Geliga : Journal of Humanities and Social Science. All rights reserved.</i></p>

### Kata Kunci:

*Speech acts, Pragmatics analysis, The Walking Dead, Illocutionary acts, Leadership dynamics*

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## 1. INTRODUCTION

Language is a communication in oral and written form. In communicating, of course we cannot be separated from the name of an expression. By speaking, we can express an idea, emotion, opinion and suggestion. As a form of communication, it becomes important because in social life we communicate with each other. Thus the existence of language cannot be separated from human life.

When speaking we must understand who we are talking to and how the situation is going on at that time so that we can understand the meaning in the conversation. (Jannedy & Mendoza-Denton, 2005) state "to fully understand the meaning of a sentence, we must understand the context in which it is uttered. The study of this model is referred to as a pragmatic study where meaning must consider other aspects other than the formal or language meaning of the sentence itself. Pragmatics concerns itself with how people use language within a context and why they use language in particular ways. This unit examines how speaker and hearer affect the ways in which language is used to perform the various function".

To understand the meaning of an utterance, there are three steps to know namely locution, illocution, and perlocution. In the daily conversation, the acts of illocution become important because it can influence the meaning of an utterance. This phenomenon can also be found in the subtitle of the film because the subtitle is always based on the context of the text.

Based on the description above, the writer is interested in investigating the language use form pragmatic point of view. Furthermore, this study always involves context in order to know the function of the utterances found in the subtitle of The Walking Dead film. In the subtitle, the film of The Walking Dead has a potential thing to discuss because it contains various types of speech acts.

There are many problems that can be investigated in exploring the phenomenon of speech acts, in this sense, the writer formulated the problems as follow the types of illocutionary acts used in The Walking Dead and the functions of illocutionary acts used in The Walking Dead.

In accordance with the formulation of the problem, the objectives of the study are as the following:

1. to classify the types of illocutionary acts used in The Walking Dead.
2. to analyze and describe the functions of illocutionary acts used in The Walking Dead.

## 2. THEORITICAL FRAMEWORK

### 2.1 Pragmatics

Pragmatics is the science of language that studies the use of language based on the context of its use. The meaning of the language can be understood if the context is known. This is to say that the meaning is not only based on the word but it depends on the context of the situation of the dialogues (Eric, 2004; Partridge, 2006).

Pragmatics tried to described a utterance delivered by speakers by knowing the meaning. Based on the explanation above, it can be concluded that pragmatics is the study of language in its use and the meanings produced by sentences that can be known by looking at the context in which the utterance takes place (Dalzell, 2008). Then we can know the meaning desired by the speaker by paying attention to the context surrounding the speech event.

### 2.2 Context

In daily language usage, there are important elements that affect language use. That element is context. Context greatly influences the form of language that will be used by a speaker.

A study explains "the context along with text and functions (Cutting & Fordyce, 2020). These three aspects are examined by pragmatics". The context according to Cutting "is knowledge of the physical and social world and socio-psychological factors that influence communication as well as the knowledge of time and place in the words spoken or written down. Context is knowledge shared by speakers and hearer".

### 2.3 Speech Acts

Speech acts are the basic for the analysis of other pragmatic topics such as presuppositions, cooperative principles, and politeness principles. Speech acts have various forms to express a goal. Austin states "that basically when someone says something, he also does something" (Austin, 2008). The statement then underlies the birth of speech act theory. A study defines "speech acts as actions taken through utterances" (Barnas, 2018). So, it can be concluded that speech acts are utterances that contain actions as a functional unit in communication that considers aspects of speech situations

### 2.4 Types of Speech Act

Speech acts has a very important position in the pragmatics. It is because of the unit of analysis. The following description describes the

classification of the different types of speech acts. In the opinion of Austin defines the three types of speech acts, that are, locutionary, illocutionary and perlocutionary acts” (Barnas, 2018).

Locutionary acts are acts of speaking words, phrases, and sentences in accordance with the meaning contained by words, phrases, and sentences. This sentence can be referred to as the act of saying something. In locutionary acts, the purpose and function of the speech delivered by the speaker are not questioned. So, saying "my hand itches" for example, is just meant to inform the listener that when speaking, the speaker's hand is in an itchy state.

Illocutionary acts are the act of doing something with a specific purpose and function. This speech act can be said to be the act of doing something. Speech "my itchy hands" spoken by the speaker is not solely intended to inform the listener that while speaking the word, itching is lodged in the speaker's hand, but more than that the speaker wants the listener to take certain actions related to itching in the hands of speakers, for example take balm.

The act of perlocution is the act of influencing the hearer to do something. This speech act is called the act of affecting someone. The saying "my hands are itchy", for example can be used to influence fear of hearer. Fear arises, for example, because speakers often commit crimes such as stealing. Perlocutionary acts, which is the result or effect caused by the expression on the listener, according to the situation and condition of the sentence's pronunciation. The response is not only in the form of words, but also in the form of actions. The effect or power of this influence can be intentionally or unintentionally created by the speaker, Example: "I'm hungry", which is spoken by the speaker has an effect on the listener, that is by reacting to or offering food to the speaker.

## 2.5 Classification of Illocutionary acts

In "A classification of Illocutionary acts" makes a consistent classification of function language usage by dividing illocutionary acts into a limited number of major categories (Shaari, 2020). He finds that communicative function is reducible to five major classes.

- a). Representative
- b). Declaratives
- c). Commissive
- d). Directive
- e). Expressive

## 2.6 The ways performing illocutionary acts

Direct and indirect speech act concerned

with the way a speaker uses in order to perform speech acts (Christianto, 2020). This term is related to three structural forms (declarative, interrogative, imperative) and three communicative functions (statement, questions, command/request)".

Direct speech acts are when there is a direct relationship between the three structural form and the three communicative functions. It is when the speaker uses declarative to make a statement, interrogative to ask a question, and imperative to make a command/request.

Another study says also that indirect speech act used when the speaker wants to communicate more than what is communicate conventionally by the words he utters (Lestari & Hartati, 2017). It means there is something more than the literal meaning the words have. Thus, this will be the opposite of the direct speech acts. Indirect speech act is when the three structural forms are not directly related to the three communicative functions.

## 3. RESEARCH METHODOLOGY

### 3.1 Kind of Research

This method deals with the possibilities to solve the problem by collecting, classifying, analyzing and interpreting data. This research is a library research, a research that is conducted indoor or in a library, where the writer gains the data or information about the object of the research through books or any other tools. A library research is a library which contains an in-depth collection of material on one or several (Leckie & Given, 2005). Research Methods, refers to original (primary) empirical quantitative or qualitative data collection through a descriptive (e.g., survey, case study), experimental, semi-experimental (e.g., field or quasi-experimental design), or study (e.g., proof of concept, pilot study) method.

### 3.2 Source of Data

The main of data for the analysis in dialogues to the speech acts taken from Movie subtitle entitled *The Walking* based on the comic series written by Robert Kirkman which tells of a zombie civilization. There is one reason consisting of six episodes in the film. The writer took the data from all episodes because every episode focuses on the major characters.

### 3.3 Data Analyzing Techniques

The data analyzed is using the descriptive method. The writer described and analyze the data

that are related to the objectives of the research. Descriptive method is a procedure or manner in solving the problems of an analysis by explaining the object which is being investigated towards the factual facts.

According to Fraenkel and Wallen, “a descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation, and text” (Saidatunnur, 2019). Additionally, descriptive method is a method of research that involves collecting data in order to test a hypothesis or to answer questions concerning the correct (Moser & Korstjens, 2018).

### 3.4 Working procedures

This Research will apply some procedures as below:

1. Identifying the speech acts in the Walking Dead.
2. Classifying the types of speech acts in the Walking Dead.
3. Categorizing the types of speech acts in the Walking Dead.
4. Analyzing the function of speech acts in the Walking Dead.

## 4. RESULT AND DISCUSSION

### 4.1 The Types of Illocutionary Acts

Dialogue shows that the writer found 4 types of illocutionary acts. There are representative illocutionary acts, commissive illocutionary acts, directive illocutionary acts, and expressive illocutionary acts. In those 4 types of illocutionary acts there are also several functions which each function has a strong role in speech acts.

**Table 1.1 Classification of Representative**

No.	Utterances	Time	Classification
1.	“Little girl!”	00:03:28	Representative
2.	“Shane?”	00:14:24	Representative
3.	“Nurse”	00:15:52	Representative
4.	“Lori! Carl!”	00:24:23	Representative
5.	“I’m a policeman”	00:03:31	Representative
6.	“By the look of this place. I found empty drawers in the bedroom”	00:37:44	Representative

7.	“My photo albums, family pictures all gone”	00:38:06	Representative
8.	“Look here, Merle. Things are different now”	00:14:28	Representative
9.	“She had every reason to believe that”	00:11:38	Representative
10.	“Just shot. As far I know”	00:27:51	Representative
11.	“You shot that man today”	00:29:51	Representative
12.	“Come home, that’s all I know”	00:31:00	Representative
13.	“A Little red dot means it's ready to fire”	00:21:05	Representative
14.	“That construction site, those trucks. They always keep on hand”	00:24:34	Representative
15.	“That mirror won’t hold forever”	00:25:22	Representative
16.	“We don’t kill the living”	00:08:33	Representative
17.	“I know you were alive”	00:17:04	Representative
18.	“I’m going back”	00:28:34	Representative
19.	“I don’t think I have one”	00:28:07	Representative
20.	“Atlanta sounds like a good deal”	00:40:07	Representative
21.	“I don’t think those rules apply anymore”	00:23:57	Representative
22.	“I heard the CDC was working on a cure.	00:07:42	Representative
23.	“If you heard me yesterday, you may be coming here”	00:27:40	Representative
24.	“Okay, everybody knows their jobs”	00:19:09	Representative

**Table 2. Classification of Directive**

No	Utterances	Time	Classifications
1.	“What I think,	00:	Directive

	Leon is that you need to stay focused”	10: 00	
2.	“Make sure you got around in the chamber and your safety off”	00: 10: 02	Directive
3.	“You can see it on a map”	00: 28: 52	Directive
4.	“Shane, you don’t tell Lori that happened. Ever”	00: 01: 20	Directive
5.	“Think about something else”	00: 12: 27	Directive
6.	“Don’t get any on your skin or in your eyes”	00: 28: 11	Directive
7.	“Don’t draw attention”	00: 35: 29	Directive
8.	“Don’t enter the city”	00: 01: 05	Directive
9.	“You pull the trigger, you have to mean it. Always remember that, Dwayne”	00: 41: 10	Directive
10.	“Conserve your ammo. Goes faster than you think. Especially at target practice”	00: 41: 44	Directive
11.	“Keep chopping”	00: 27: 49	Directive
12.	“If we make it back, be ready”	00: 29: 31	Directive
13.	“Give me the axe!”	00: 29: 51	Directive
14.	“Run!”	00: 37: 10	Directive
15.	“Raise your friends. Tell them to get down there and be ready”	00: 38: 54	Directive
16.	“We’re getting out of here now”	00: 29: 51	Directive
17.	“Go to the lap. Go”	00: 18: 11	Directive
18.	“Ought to be polite to a man with a gun”	00: 14: 53	Directive
19.	“Take care of your old man.”	00: 42: 41	Directive

20.	“We survive this by pulling together”	00: 14: 42	Directive
21.	“Watch yourself, Morgan. Take care of your boy”	00: 01: 39	Directive
22.	“Please, help us. We have women, children”	00: 44: 25	Directive
23.	“Hey Jenner, open that door now”	00: 30: 41	Directive
24.	“Let’s go see Guillermo”	00: 22: 58	Directive
25.	“Come with me”	00: 08: 52	Directive

**Table 3. Classification of Commissive**

No	Utterances	Time	Classification
1.	“Anybody that gets in the way of that is gonna lose”	00: 15:08	Commissive
2.	“If you don’t let us in, you’re killing us”	00: 44: 33	Commissive
3.	“I’ll give you a moment to think about that”	00: 15: 13	Commissive
4.	“If I get us out, would that make up for it?”	00: 20: 30	Commissive
5.	“Come on, man. We’ll keep this up all day .I’d like to have a calm discussion on this topic”	00: 27: 23	Commissive
6.	“Channel 40 if you change your minds”	00: 29: 39	Commissive
7.	“I won’t leave again.I promise you that. Not for anything”	00: 18: 38	Commissive

**Table 4. Classification of Expressive**

No.	Utterances	Time	Classification
1.	“The vas has something special”	00: 14: 09	Expressive
2.	“Good boy. Now come with me”	00: 57: 05	Expressive

3	"I can't tell you how grateful I am to you, Shane I can't begin to express it"	00: 12: 10	Expressive
4.	"Rick. Thanks"	00: 08: 36	Expressive
5.	"Oh my lord"	00: 10: 05	Expressive
6.	"That's very kind. Thank you"	00: 21: 21	Expressive
7.	"It seems to me we haven't thanked our host properly"	00: 08: 14	Expressive
8.	"I came to thank you"	00: 12: 55	Expressive
9.	"I'm grateful"	00: 37: 57	Expressive
10.	"Lori !Carl ! I'm sorry"	01: 02: 42	Expressive
11.	"Morning"	00: 21: 02	Expressive

#### 4.2 The Functions of Illocutionary Acts

From the analysis, it is found out that there are 24 types of a representative with function is stating, asserting, predicting, calling and concluding. There are 7 types of commissive with function is promising, offering, and threatening. There are 25 types of the directive with function is ordering, requesting, suggesting, warning, commanding and inviting. At last, there are 11 types of expressive with function is apologizing, greeting and complimenting.

**Table 5. Representative of Calling**

No	Utterances	Time	Classification	Function
1.	"Little girl!"	00:03:28	Representative	Calling
2.	"Shane?"	00:14:24	Representative	Calling
3.	"Nurse"	00:15:52	Representative	Calling
4.	"Lori! Carl!"	00:24:23	Representative	Calling

**Table 6. Representative of Asserting**

No	Utterances	Time	Classification	Function
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1.	"I,m a policeman"	00:03:31	Representative	Asserting
2.	"By the look of this place. I found empty drawers in the bedroom"	00:37:44	Representative	Asserting
3.	"My photo albums, family pictures all gone"	00:38:06	Representative	Asserting
4.	"Look here, Merle. Things are different now"	00:14:28	Representative	Asserting
5.	"She had every reason to believe that"	00:11:38	Representative	Asserting

**Table 7. Representative of Stating**

No	Utterances	Time	Classification	Function
1.	"Just shot. As far I know"	00:27:51	Representative	Stating
2.	"You shot that man today"	00:29:51	Representative	Stating
3.	"Come home, that's all I know"	00:31:00	Representative	Stating
4.	"A Little red dot means it's ready to fire"	00:21:05	Representative	Stating
5.	"That construction site, those trucks. They always keep on hand"	00:24:34	Representative	Stating
6.	"That mirror won't hold forever"	00:25:22	Representative	Stating
7.	"We don't kill the living"	00:08:33	Representative	Stating
8.	"I know you were alive"	00:17:04	Representative	Stating

9.	"I'm going back"	00:28:34	Representative	Stating
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**Table 8. Representative of Predicting**

No	Utterances	Time	Classification	Function
1.	"I don't think I have one"	00:28:07	Representative	Predicting
2.	"Atlanta sounds like a good deal"	00:40:07	Representative	Predicting
3.	"I don't think those rules apply anymore"	00:23:57	Representative	Predicting
4.	"I heard the CDC was working on a cure"	00:07:42	Representative	Predicting
5.	"If you heard me yesterday, you may be coming here"	00:27:40	Representative	Predicting

**Table 9. Representative of Concluding**

No	Utterances	Time	Classification	Function
1.	"Okay, everybody knows their jobs"	00:19:09	Representative	Concluding

**Table 10. Directive of Suggesting**

No	Utterances	Time	Classification	Function
1.	"What I think, Leon is that you need to stay focused"	00:10:00	Directive	Suggesting
2.	"Make sure you got around in the chamber and your safety off"	00:10:02	Directive	Suggesting

3.	"You can see it on a map"	00:28:52	Directive	Suggesting
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**Table 11. Directive of Forbidding**

No	Utterances	Time	Classification	Function
1.	"Shane, you don't tell Lori that happened. Ever"	00:01:20	Directive	Forbidding

**Table 12. Directive of Warning**

No	Utterances	Time	Classification	Function
1.	"Think about something else"	00:12:27	Directive	Warning
2.	"Don't get any on your skin or in your eyes"	00:28:11	Directive	Warning
3.	"Don't draw attention"	00:35:29	Directive	Warning
4.	"Don't enter the city"	00:01:05	Directive	Warning

**Table 13. Directive of Commanding**

No	Utterances	Time	Classification	Function
1.	"You pull the trigger, you have to mean it. Always remember that, Dwayne"	00:41:10	Directive	Commanding
2.	"Conserve your ammo. Goes faster than you think. Especially at target practice"	00:41:44	Directive	Commanding
3.	"Keep chopping"	00:27:49	Directive	Commanding
4.	"If we make it back, be ready"	00:29:31	Directive	Commanding

5.	"Give me the axe!"	00:29:51	Directive	Commanding
6.	"Run!"	00:37:10	Directive	Commanding
7.	"Raise your friends. Tell them to get down there and be ready"	00:38:54	Directive	Commanding
8.	"We're getting out of here now"	00:29:51	Directive	Commanding
9.	"Go to the lap. Go"	00:18:11	Directive	Commanding

**Table 14. Directive of Requesting**

No	Utterances	Time	Classification	Function
1.	"Ought to be polite to a man with a gun"	00:14:53	Directive	Requesting
2.	"Take care of your old man"	00:42:41	Directive	Requesting
3.	"We survive this by pulling together"	00:14:42	Directive	Requesting
4.	"Watch yourself, Morgan. Take care of your boy"	00:01:39	Directive	Requesting
5.	"Please, help us. We have women, children"	00:44:25	Directive	Requesting
6.	"Hey Jenner, open that door now"	00:30:41	Directive	Requesting

**Table 15. Directive of Inviting**

No	Utterances	Time	Classification	Function
1.	"Let's go see Guillermo"	00:22:58	Directive	Inviting

2.	"Come with me"	00:08:52	Directive	Inviting
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**Table 16. Directive of Threatening**

No	Utterances	Time	Classification	Function
1.	"Anybody that gets in the way of that is gonna lose"	00:15:08	Directive	Threatening
2.	"If you don't let us in, you're killing us"	00:44:33	Directive	Threatening

**Table 17. Functions of Offering**

No	Utterances	Time	Classification	Function
1.	"I'll give you a moment to think about that"	00:15:13	Commissive	Offering
2.	"If I get us out, would that makeup for it?"	00:20:30	Commissive	Offering
3.	"Come on, man. We'll keep this up all day. I'd like to have a calm discussion on this topic"	00:27:23	Commissive	Offering
4.	"Channel 40 if you change your minds"	00:29:39	Commissive	Offering

**Table 18. Commissive of Promising**

No	Utterances	Time	Classification	Function
1.	"I won't leave again. I promise you that."	00:18:38	Commissive	Promising



	Not for anything''			
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**Table 19. Functions of Complimenting**

No.	Utterances	Time	Classification	Function
1.	''That vas has something special''	00:14:09	Expressive	Complimenting
2.	''Good boy. Now come with me''	00:57:05	Expressive	Complimenting

**Table 20. Expressive of Thanking**

No	Utterances	Time	Classification	Function
1.	''I can't tell you how grateful I am to you, Shane I can't begin to express it''	00:12:10	Expressive	Thanking
2.	''Rick. Thanks''	00:08:36	Expressive	Thanking
3.	''Oh my lord''	00:10:05	Expressive	Thanking
4.	''That's very kind. Thank you''	00:21:21	Expressive	Thanking
5.	''It seems to me we haven't thanked our host properly''	00:08:14	Expressive	Thanking
6.	''I came to thank you''	00:12:55	Expressive	Thanking
7.	''I'm grateful''	00:37:57	Expressive	Thanking

**Table 21. Expressive of Apologizing**

No	Utterances	Time	Classification	Function
1.	''Lori !Carl ! I'm sorry''	01:02:	Expressive	Apologizing

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**Table 22. Expressive of Greeting**

No.	Utterances	Time	Classification	Function
1.	''Morning',	00:21:02	Expressive	Greeting

**4.3 Functions of Representative**

The first uttered when Rick met a child who was walking in a crowd of dead old cars accompanied by a decomposing corpse.

The function in the dialogue above, Rick tries to confirm that he is a cop, Rick tries to convince the Little Girl not to be afraid and turns back because Rick wants to talk to the Little Girl. Here, it is clear that this sentence is representative with the function of asserting.

**4.4 Functions of Directive**

The dialogue is in the situation that Rick and Glenn walk among a bunch of zombies who are wandering around every corner of the street. They were carrying out their desperate action to get to the boxcar they wanted. But in the middle of the trip to the car, Glenn revealed that this plan would not work.

The function in the dialogue, Rick banned Glenn because Rick felt that the sound of Glenn could attract the attention of the zombies and would make them threatened. This is also categorized as function of warning since what Rick says make someone, in this case, Glenn, do something.

**4.5 Functions of Commissive**

The situation is that Rick offered Merle to give him a moment and he asks Merle not to be self-interested, not to be rude and not behave as if only he was worthy to lead his group emotionally and manage as he pleases. Rick handcuffed him so he realized that what he had done was wrong. Rick insinuated with the sentence '' No dumb-as-shit, inbred white-trash fools either.''

This example is not that Rick insults Merle by saying that''No dumb-as-shit, inbred white-trash fools either.'' Rick do this because Rick wants Merle to be aware of the problem and change to be a good person, who wants to work together and get along with the others group.

#### 4.6 Functions of Expressive

The situation of the dialogue in the example is that Rick trying to express his gratitude to Shane who had visited him and gave him the flowers on the table beside him lying down. In this situation, he was half conscious and felt recently that he had been visited by Shane. He praising the flower vase that Shane had given and he accused Shane of stealing it at grandmother Jean's house. However, Rick realized that he had not been visited by Shane for a long time.

On the other hand, Rick feels happy and grateful to have been visited by Shane. Therefore, Rick expressed his gratitude to Shane by saying that the flower that Shane had given was very special.

#### 5. CONCLUSION

Through the analysis, the writer found 24 types of a representative with function is stating, asserting, predicting, calling and concluding. There are 7 types of commissive with function is promising, offering, and threatening. There are 25 types of the directive with function is ordering, requesting, suggesting, warning, commanding and inviting. At last, there are 11 types of expressive with function is apologizing, greeting and complimenting.

The writer also found the highest number of the illocutionary acts is directives of Rick's utterances in *The Walking Dead* which are up to 25 examples. This shows that a good leader always interacts with his groups and one of which is by commanding them to do something. The function of commanding can we seen from this.

The lowest number of illocutionary acts is on commissive which are only 7 examples. This shows that a good leader do not have to make promises, swear or declare their ability to carry out. But in this film a good leader are leader who can guide, protect and unite their groups from a different idea. The classification of example Commissive illocutionary speech acts seems to be intentionally employed by the characters in the film. As we know, the data are taken from the conversation of the other characters to the main characters.

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