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Illocutionary Acts Feasibility as a Source for Teaching Expressing of Asking for Senior High School

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Abstract.

In communication, we need an illocutionary act role to avoid mistakes in using language with the context. Illocutionary act explains that communication is not the only language but also with action. This research discusses the main character of Christopher Robin movie script. This study aims to find the types of illocutionary acts and feasibility as a source for teaching English in senior high school. The researcher took the basis of the data from the internet. The descriptive qualitative research was methodology research used in the study. Theory of J.Searle is used to analyze the main character of Christopher Robin movie script. Searle's classification of illocutionary is divided into five categories: representative, directive, commissive, declarative, and expressive. The result shows that the most dominant from the utterance in the movie script is 45 data representative. The directive is 37 utterances, and the expressive was found 17 data. Meanwhile, the commissive data was found 8, and the declarative is found 3 data. The illocutionary acts are feasible to be used to teach asking material at senior high school 11th grade. The analysis of the illocutionary acts is appropriate with the material in the curriculum 2013 syllabus. The research can help in teaching the asking material. In this case, it is suitable with previous research.

Keywords: Illocutionary acts, speech acts, feasibility, movie script

Introduction

In the era of globalization, language development to communication is vital. According to (Crystal, 2003) explains language as the dominating influence of science, technology, and politics. The language arises to help in communication for understanding one another. In life, a human interacted in social interaction with language. Searle (1969, p. 4), argues that speech in communication is not only utterance or expression, but a certain type of action, such as making statements, ask, question, giving orders, explained, apologized, hold back, congratulate, etc. This is one of part the results of illocutionary acts. The movie is an interesting example of an object of research because the movies used the communication. The researcher uses the main character of Christopher Robin's movie as audio-visual becomes interesting to study a speech act, especially a speech act focused on Searle's theory. This is also in line with the research object where the research related to the material expression of asking at the Senior High School in eleventh grad.

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This material is one of the influences of speech acts, especially illocutionary. It is also expected to help students understanding the material of expression asking for 11th grade of Senior High School.

Illocutionary acts can analyze the expressions delivered by the speaker to the listener. This problem can be founded in media such as newspapers, books, radio, television, and videos. In this study, illocutionary is played a role in analyzing the dialogue of the main character in Christopher Robin's movie script. Christopher Robin's movie is a fantasy-tinged drama from the best fairy tale Winnie the Pooh. The script of the movie helped to explain the role of illocutionary in a movie in studying the expression of asking in English learning material.

The result of this study used references in future research on the same topic. It can be added to give information on the kinds of speech acts, especially the illocutionary act in a movie script. This research expected to help and offer an explanation for the English Education students specifically in learning Linguistics.

Literature Review

1. Speech act theory

Speech acts as part of language communication which purpose is to determine the meaning of sentences. Speakers express and transfer the meaning or purpose of sentences for their listeners in speech acts. To deliver a goal in the form of a speech act, it was necessary for using language according to the situation (Rosyidi et al., 1962). According to Austin (1962), speech acts actions are carried out in Say something. Speech act theory is taken the speech is produced to analyze based on three different levels, they are Locutionary act, Illocutionary act, and perlocutionary act.

2. Illocutionary Act

Illocutionary acts are about statements, descriptions, etc. Another part of illocutionary acts is taking from the cause, with promises, orders, apologies, stakes, and warnings (Schegloff, 2016). According Searle, (1968, p. 25) described Illocutionary acts are a type of speech in action that the speaker feels. Searle's classification of illocutionary divided into five categories they are Representative, Expressive, Declarative, Directive, and Commissive

3. Syllabus tool teaching at Senior High School

On the Senior High School syllabus at 11-grade basic skills are the main competencies, basic competencies, learning materials, and learning activities. In this study, a researcher focused on K.D 3.2 and 4.2. This learning material was applied social functions, text structures of spoken and written interpersonal interaction text that involves the expression of asking.

Method

Research Design

The research used a descriptive qualitative method. Based on McMillan and Schumacher (2001) the method refers to the typed of research question and data analysis applied to the topic being discussed. This researcher describes the results contain illocutionary acts power and the dominant typed of illocutionary acts style as suggested by Searle's theory. The researcher used a research library. The research library is a study reference books and similar research to help theoretical based for analysis (Saunders, 125:1968). The study is conducted to get information and thoughts relevant to the research. The research library helped analyze and found theory. The difference from the previous studies is the researcher analyzes the movie script using J.Searle's (1996) theory to find out the feasibility of using this movie script as a source in learning material of expression asking for the 11th grade of Senior high school. Searle, (1968, p. 25) Illocutionary acts are a type of speech in action that the speaker feels. In Searle's classification of illocutionary acts related to Austin as follow:

1. Representatives.

Assertive acts are Speech Actions kind the speaker to the truth of what is they said. This type of speech is also called assertive action. Speeches included in the Assertive Illocution include speech which has the meaning of stating, demanding, acknowledging, showing, reporting, giving testimony, asserting, notifying, mentioning, speculating, etc.

2. Directive

Directive illocutionary acts are acts of speech intended by the speaker so that the speech partner performs the actions mentioned in the speech. The type of this part is asked, order, command, begging, invite, request, permit, and exhort.

3. Commissive

Commissive speech is acts of speech bind the speaker to carry out, what is stated in his speech. Commissive Speech actions also serve to state something to show the speaker more or less related to an action in the future. The speech included in Commissive Speech is speech contains the meaning of promises "promising" and offers "offering" such as promising, swearing, threatening, declaring commitment, making vows, and so on.

4. Declarative

The successful implementation of these illocutionary acts would result in a suitable between the context and reality. For example resigning, baptizing, firing, naming, imposing punishment, excommunicating/disposing of, authority (employees), and so on. These actions constitute a very special category of verbal actions since they were usually performed by someone who is within an institutional frame of reference authorized to do.

5. Expressive.

Expressive is illocutionary acts intended by the speaker so that the utterance is interpreted as evaluated of the things mentioned in the speech. Speeches included in Expressive Speech include speech has the meaning of apologize, congratulate, condole, greet, thank, bid, reject. Complaining, blaming, praising, and criticizing are also included in Expressive.

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Data Collection

In this study, data collection techniques were carried out, such as:

1. Watching movie
Christopher Robin's movie was directed by Mark Foster. The movie was a part of the object of the study and the duration time of the "Christopher Robin" movie was 1 hour 43 minutes.
2. Reading manuscript Movie
After watching the movie, then the movie script was to be read to make it easier to arrange data by the researcher. The movie script could be accessed from:
https://sublikescript.com/movie/Christopher_Robin-4575576
3. Shorting
The dialogue of the main character from the Christopher Robin movie script was shortened by the researcher.
4. Classification
Classifying data was be selected from the dialogue from movie script found types of illocutionary acts using Searle's theory.
5. Numbering
The dialog had been given the numbering data after classifying data to assist the researcher in categorizing data.
6. Identification
The researcher was identified the utterances in the numbered sentences by underline the words which categorize as the kinds of illocutionary acts.

Data Analysis

According to (B.Miles et al., 2017) a data analysis consists of three levels: (1) Reduction, which means the simplification, classification, and removal of unnecessary data, that helped to find data information and to make it easier to draw analysis, (2) Data display, The data display had been got the percentage of data that will be a conclusion. The data was presented to directing in the result from data reduction, (3) The process of analyzing data helps to give design data then data interpretation was analyzed to create numerical data from the analysis process before. In this process, the researcher used quantitative data to analyze the data obtained. This data was gotten in the form of numbers, and the data resulted from the analysis was the numbers. and (3) conclusion, this process was drawn to provide conclusions on the analysis or interpretation of data and evaluation of activities. The last process was searched for meaning and explaining the data that had been obtained. The conclusions had gotten to step by step, the first was formulated to provisional conclusions and the data was needed to verify the data, the second was given to the conclusions after the first activity was completed.

Finding and Discussion

Research Findings

1. The kinds of Illocutionary Act

Based on the data, the researcher found 158 data from Christopher Robin's movie script. The researcher was taken the data in the dialogues of the main character in the film Christopher Robins and then it was analyzed using a pragmatic approach, especially illocutionary acts. The researcher classified the illocutionary in the movie script by John Searle's theory. After all, the data were identified by the researcher, then the data was classified into five categories of the illocutionary acts they were representatives, directive, commission, expressive, and declarative.

The researcher found 110 data from kinds of illocutionary acts in the script of the main character Christopher Robin movie. The most dominant from the utterance in the movie script is 45 data representative. The directive was 37 utterances and the expressive was found 17 data. Meanwhile, the commissive data was found 8 and the declarative was found 3 data.

2. Feasibility from the Illocutionary Acts of the Christopher Robins Movie Script for Teaching of Expression Asking for Senior High School.

Based on chapter II teaching expression of asking material at Senior High School, it applied a guideline in the teach and learning process. The kinds of illocutionary acts are representative, directive, commissive, declarative, and expressive, it's also be discussed in the syllabus. The fives of illocutionary supported into the teaching material at Senior High School. The material is realized to analyze the illocutionary act in Christopher Robbin's movie script. From table 4.1, the data shows the illocutionary act at Christopher Robin movie script can assist teach and learning process of expression asking for Senior High School. The material is relevant to the syllabus and it is presented with a scientific approach in the analysis process.

Discussion

According to the result above, the researcher discusses the illocutionary acts in the Christopher Robin movie script direct by Marc Foster, it explained in the finding data research. That the illocutionary act has five types of utterances that are: representative, directive, commissive, declarative, and expressive. After that, the classification is more detailed in analyzing the dialogues, for example, to found asking, commanding, and asserting.

The feasibility of the illocutionary acts in the Christopher Robin movie script is relevant to teach asking material at senior high school 11th grade. Analysis of illocutionary acts is appropriate with the material in the curriculum 2013 syllabus.

Conclusion

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In this section, the researcher concludes based on the data found in Christopher Robin Movie Script. The researcher finds five types of illocutionary in the main character of Christopher Robin movie script. There is a representative, declarative, commissive, directive, and expressive. Based on the data, the representative is found 45 utterances with a percentage of 41%, a representative is found the most dominant on the script of the main character Christopher Robin movie. The second is directive, data is found 37 and the percentage 34%. The third is expression 17, 15%. The fourth is commissive, 8 data is found with the percentage 7%. The last was declarative, 3 data was found and the percentage 3%.

Based on the data found, there are some data that are not relevant in the material to use in teaching for asking material at Senior High School and the kids of illocutionary related to the syllabus curriculum of 2013 to teaching and learning.

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