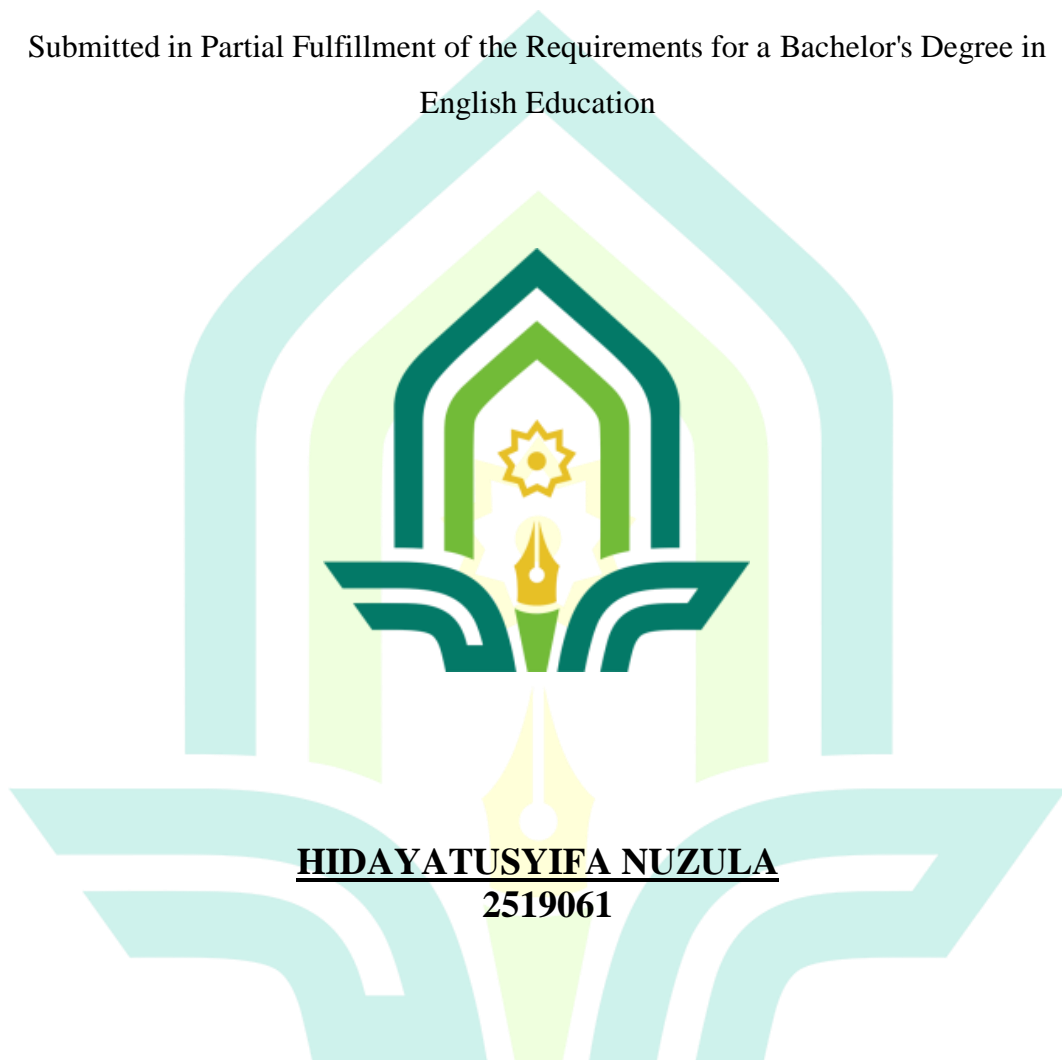


**AN ANALYSIS OF ILLOCUTIONARY ACT
IN *JANE EYRE* MOVIE AND ITS CONTRIBUTION TO
ENGLISH LANGUAGE TEACHING (ELT)**

A THESIS

Submitted in Partial Fulfillment of the Requirements for a Bachelor's Degree in
English Education



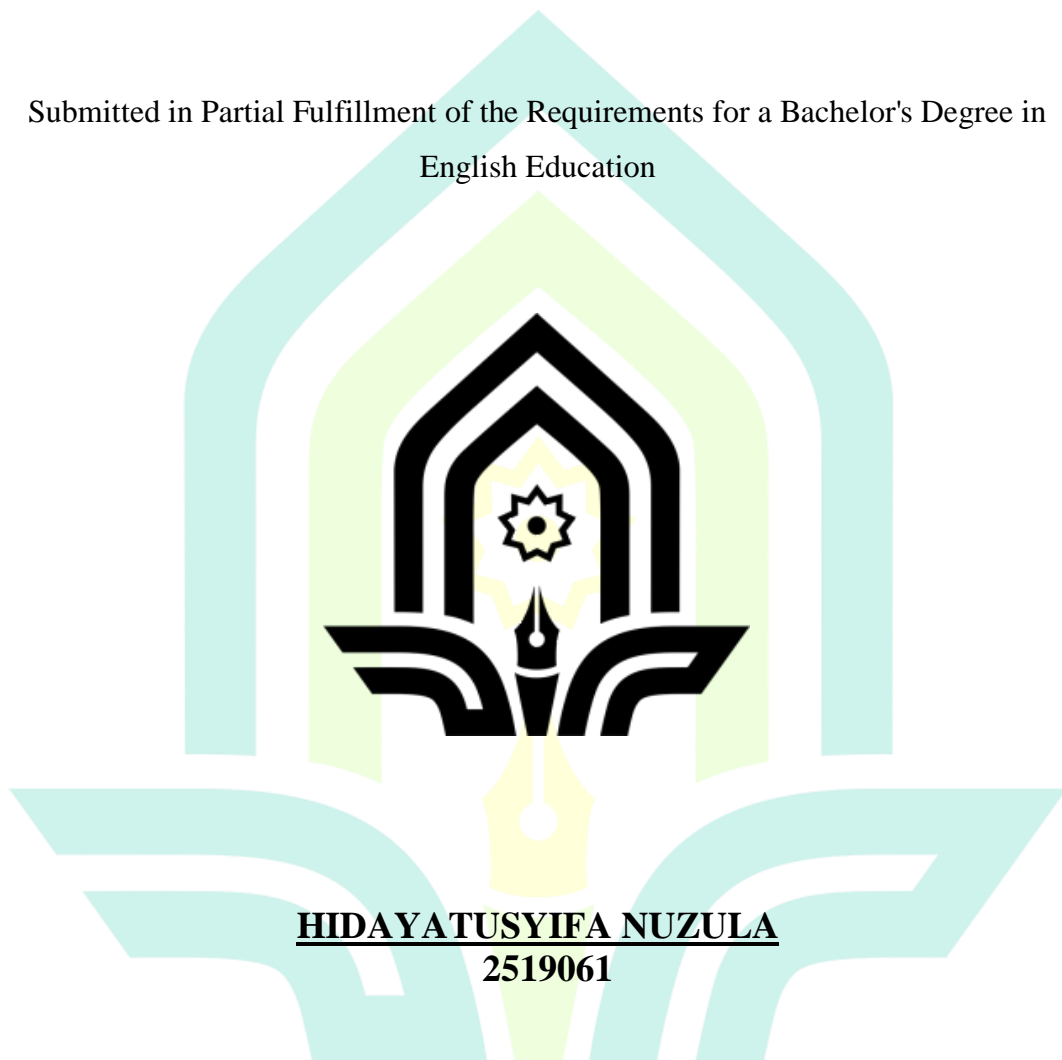
HIDAYATUSYIFA NUZULA
2519061

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Yang bertanda tangan dibawah ini:

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Dengan ini menyatakan bahwa skripsi yang berjudul **“An Anslsysis of Illocutionary Acts in Jane Eyre Movie and its Contribution to English Language Teaching”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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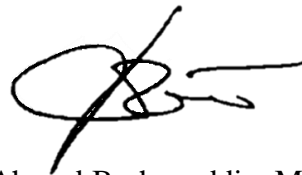
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Wassalamu'alaikum Wr.Wb.

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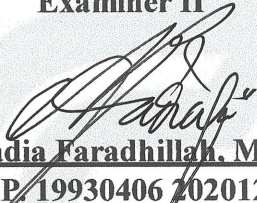
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MOTTO

“Sembilan bulan ibuku merakit tubuhku untuk menjadi mesin penghancur badai,
maka tak pantas aku tumbang hanya karena mulut seseorang.”

“Yakinlah, Allah SWT tidak mungkin membawamu sampai sejauh ini hanya
untuk gagal”



Motto hidupku selama semester 9 adalah:

“Skripsi yang baik adalah skripsi yang selesai.”

ABSTRAK

Tujuan dari penelitian ini adalah; 1) untuk mengetahui jenis-jenis tindak ilokusi yang terdapat dalam film “Jane Eyre,” 2) untuk mengetahui jenis-jenis tindak ilokusi yang paling dominan terdapat dalam film “Jane Eyre” 3) untuk mengetahui kontribusi dari tindak ilokusi tersebut ditemukan dalam film “Jane Eyre” dalam pengajaran bahasa Inggris. Metodologi yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dimana peneliti menyajikan hasil penelitiannya dalam bentuk deskripsi. Dalam pengumpulan data, dalam mengumpulkan data penelitian ini, analisis dokumenter dipilih untuk digunakan penulis dengan mengikuti beberapa prosedur; mengunduh film, menonton film, membaca naskah berulang-ulang, menemukan tindak ilokusi, mencatat kumpulan tindak ilokusi. Dalam menganalisis data yang dikumpulkan, penulis menggunakan Teknik Analisis Deskriptif. Berdasarkan hasil penelitian menunjukkan bahwa terdapat lima jenis tindak ilokusi. Dari total 19 ujaran yang mengandung tindak ilokusi, terdapat 5 ujaran yang tergolong asertif, 4 ujaran yang termasuk ke dalam direktif, 4 ujaran yang termasuk ekspresif, 3 ujaran yang termasuk komisif, dan 3 ujaran yang termasuk ke dalam tindak ilokusi deklaratif, jenis tuturan yang paling dominan adalah tindak tutur ilokusi. tindak ilokusi yang dilakukan oleh tokoh film “Jane Eyre” bersifat asertif (26 % dari 100%). Selain itu, hasil penelitian ini dapat disumbangkan sebagai media pengajaran dalam pengajaran bahasa Inggris.

Keyword: *Pragmatics, Illocutionary act, English language teaching.*



ABSTRACT

The Objectives of this research are; 1) to find out the types of Illocutionary act found in the movie “Jane Eyre,” 2) to find out the most dominant type of Illocutionary act found in the movie “Jane Eyre” 3) to find out the contributions of the illocutionary act found in the movie “Jane Eyre” in teaching English. The methodology which is used in this research is descriptive qualitative method where the researcher presents the result of the research in the form of description. In collecting the data, in collecting the data of this research, the documentary analysis was chosen to be used by the writer by following some procedures; downloading the movie, watching the movie, reading the script repeatedly, finding illocutionary acts, taking the collected illocutionary act into the note. In analyzing the collected data, descriptive Analysis Technique was applied by the writer. Based the result of the research, it is shown that there are the entire five types of illocutionary acts. From the total 19 utterances which contain illocutionary act, there were 5 utterances belong to assertive, 4 utterances belong to directive, 4 utterance belong to expressive , 3 utterances belong to commissive, and 3 utterance belong to declarative illocutionary act, the most dominant type of illocutionary acts which are performed by the characters of the movie “Jane Eyre” are assertive (26 % out of 100%). In addition, the result of this research can be contributed as a teaching media in teaching English.

Keyword: *Pragmatics, Illocutionary act, English language teaching.*



PREFACE

All praise and gratitude belongs to Allah, who has granted His blessings and guidances so that I can through the process of completing the thesis entitled "An Analysis Of Illocutionary Act And Its Contribution To English Language Teaching" strongly and patiently. With all His favors, it is grateful to be born as the people of our beloved prophet Muhammad SAW who is the greatest person that has guided us to the right and beautiful path. Definitely, there was found many difficulties in writing this thesis. However, it could still be finished because of the number of people around me that have helped and supported me in ideas, solutions, mental support, and more.

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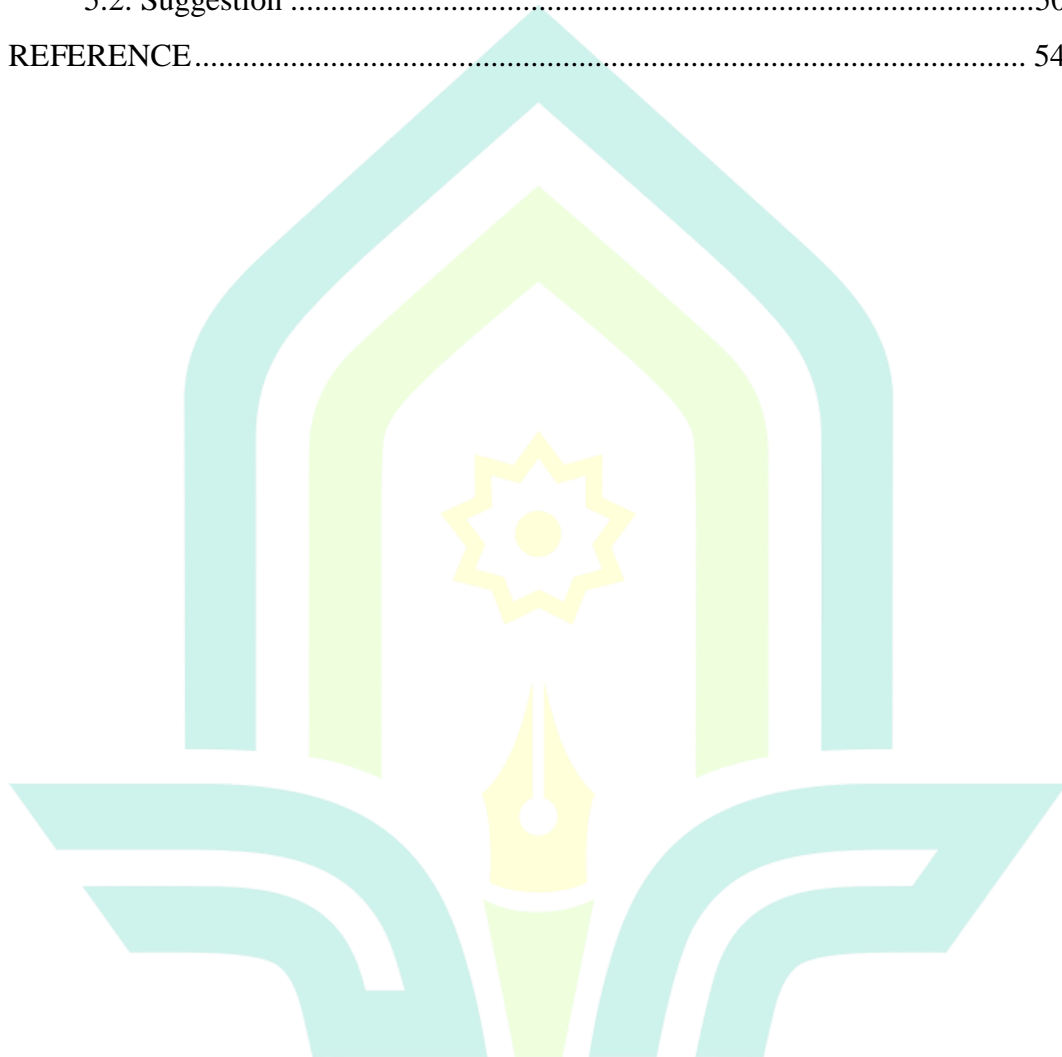
The Writer



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CHAPTER 1

INTRODUCTION

This chapter discusses about background of the study, formulation of the problem, operational definition, aim of the research, and significances of the research.

1.1 Background of Study

One of the ways that society communicates is through language, which is then incorporated into everyday life. Additionally, language plays a significant role in communication. Communication serves more than just the exchange of information it also fosters harmony among social communities. Words are used by humans to express their thoughts and feelings to others, which will be conveyed. A conversation is a term for this. Conversation is about more than just words and language it's also about what people say and do (Widya, 2021).

In interacting and communicating with other people, he pays attention to the meaning contained in the speech conveyed by the partner. The most appropriate tool used to understand speech is language. Therefore, the main function of language is as a means of communication. Having a very important position in human life, several branches of linguistics emerge, one of which is pragmatics. Verhaar (in Kumalasari, 2013) argues that pragmatics is a branch of linguistics that discusses the structure of language as a means of

communication between speakers and listeners and as a reference to language signs in the things being discussed.

Human actions in uttering utterances are called speech acts. Rustono (in Normalita, 2021) explains that in pragmatics, a speech act is a central entity. A speech act is an embodiment of a language function that has the meaning of the spoken sentence. As happened in Austin (in Hidayah, Sudrajat, & Firmansyah, 2020), when communicating between speakers and speech partners, there are three types of speech acts: locutionary acts (the act of saying something), illocutionary acts (the act of doing something), and perlocutionary acts (the act of affecting someone). Searle (in Destifiyanti, 2021) classifies illocutionary speech acts into five types, namely assertive, directive, expressive, commissive, and declarative.

Speech acts are actions carried out through someone's utterances or utterances that are intended to make the hearer do something. By performing speech acts, the speaker tries to convey the intent and purpose of communicating with the interlocutor in the hope that the opponent understands what is meant (Hapsari, Nababan, & Djatmika, 2016). This speech act is used in the film. The film is a popular communication tool today. What is seen by the eye and heard by the ear is still faster and easier for the mind to understand than what can only be read, which requires more imagination to catch it (Rahma, 2018). In

other words, films are able to provide signals in the form of meaning to the audience through the speech acts uttered directly by the characters.

One of the films in which there are various illocutionary acts is Jane Eyre, directed by Cary Joji Fukunaga. The film is a 2011 American romantic film that was adapted from the novel of the same name and starred Mia Wasikowska, Michael Fassbender, Jamie Bell, and Judi Dench. The film is produced by Alison Owen's company, Ruby Films, and has support from BBC Films, Focus Features, and Lipsynch Productions. The script by Moira Buffini appeared on the 2008 Brit List, a list of the best-unproduced screenplays for British films compiled by the film industry. Review aggregator Rotten Tomatoes gave the film an approval score of 85% based on 170 critical reviews, with an average rating of 7.3/10. Then there is a review from AO Scott, saying, "This Jane Eyre, passionately directed by Cary Joji Fukunaga from a smart and immaculate script by Moira Buffini, is a great example of how to tackle the daunting task of turning a beloved literary classic into a film. Neither a radical reform nor a rigid exercise in middlebrow cultural honor is necessary, Mr. "Fukunaga's films tell his honorable story with lively passion and a clever sense of emotional detail." Thus, the film is very interesting to study in terms of speech.

This research has an impact on students and especially English teachers, who always interact with students. This research has implications for learning English in class. This can provide an

understanding for the teacher that the ultimate goal of learning is to make students more involved in language such as speaking, writing, listening, and reading. Research on illocutionary speech acts in Jane Eyre's dialogue films can be used as teaching and learning materials for teachers. In addition, it can contribute directly to the students. This study aims to determine the types of teacher illocutionary acts in learning interactions in the classroom. Illocutionary acts can be said to be the most important acts in the study and understanding of speech acts (Nadar, 2009). This analysis is part of a qualitative descriptive study that raises the issue of speech acts, especially illocutionary acts performed by teachers during the learning process in the classroom.

From the several statements that have been described, the writer decides that illocutionary acts are important to study. This is because learning activities are a means of fulfilling material. The speech conveyed in the learning activity has a very significant meaning in shaping student understanding. Therefore, the author will conduct research with the title “An Analysis Of Illocutionary act Found In The Jane Eyre Movie and its Contribution to English Language Teaching (ELT)”.

1. 2 Formulation of the Problem

According the writer reason of analyzing the problem, to gives statement of the problem as follows:

1. What are the type of illocutionary acts found in the movie Jane Eyre?
2. What is the most dominant type of illocutionary act found in the movie Jane Eyre?
3. What is the contribution of the movie Jane Eyre in English Language Teaching (ELT)?

1.3 Operational Definitions

The key term that is used in this study, the writer wants to define. The key terms is as follows:

1. Speech Act

A speech act is an action carried out with the aim or intention of conveying, giving information, or conveying his (speaker's) wishes to the listener by speaking or communicating directly.

2. Illocutionary Act

Acording to Keylli (2012) in his scientific work that Illocutionary acts are words and actions uttered by the speaker that have a specific purpose. For example, We are very happy for your presence at this party. This sentence shows how grateful the listener is.

3. ELT

English language teaching (ELT) is learning English as a second language so it is necessary to know and understand exactly what the language itself means.

1. 4 Significances of the Research

The result of this study is expected to have the following significances:

1. Theoritically

It is anticipated that the findings of this study will provide information, contribute to the development of speech act theory, which is typically found in linguistics, particularly pragmatic studies, and serve as a point of reference for more in-depth studies of the same topic. This has to do with how language is used to communicate.

2. Practically

Using speech acts and speech act strategies that students can easily understand is expected to be helpful for teachers in developing communication skills, particularly during the classroom learning process. This will make learning English more interesting for students and teachers alike.

CHAPTER II

THEORITICAL BACKGROUND

The researcher outlines relevant literature in this chapter. This chapter contains several previous studies, which were used as examples by the author when carrying out continuous research and speculation which were compiled based on references taken from several journals, books and arguments that studied similar things.

2.1 Literature Review

2.1.1. Pragmatics

Nuramila (2020) Language research cannot only be carried out internally or on linguistic issues. Language can be examined in terms of the symptoms of its use in society. Learning a language is not only learning about knowledge of the language, but more than that how the language can be used according to context. The field of language that analyzes language and its setting is called pragmatics. Pragmatics is an investigation of the multitude of connections between language and setting. Pragmatics is essentially the study of communication through language. Pragmatics is different from semantics since pragmatics doesn't talk about the construction of language inside but instead analyzes the outside implications of lingual units. Pragmatics is more than just studying

the structure of language; it also tries to understand the connection between language and how speakers act.

Leech (in Nuramila, 2020) pragmatics is the study of speech situations which include speakers and speech partners, aspects related to this component include: age, social foundation, economy, orientation, level of training, and commonality level. All of the background information that is comprehended by both speakers and speech partners together is related to the context of the speech. Because, basically, speech is realized because it is motivated by clear aims and objectives, and the purpose of speech is closely related to the form of a person's speech. The discourse goes about as a type of activity or movement, and the discourse is a result of verbal demonstrations.

According to experts, pragmatics can be defined as the study of the use of language in its context. Pragmatic studies focus primarily on two keywords: the meaning that arises as a result of social interactions that depend on solidarity or distance between interlocutors.

a. The Theory of Speech Act

Austin developed speech act theory in 1962, which Searle continued in 1969. Speech acts, according to Austin (1962), are acts performed while speaking. This indicates that when someone

speaks, they also carry out an action. Speech acts, according to Searle (1969), are the fundamental units of language used to convey meaning and utterances to convey intentions. In contrast, Yule (1996) asserts that people not only produce utterances or words but also carry out actions from the utterances they utter through speech acts. All in all, discourse acts are actions while articulating expressions, offering expressions, providing orders, clarifying some pressing issues, declining, lauding, saying thanks to, and so forth. According to Austin (1962), there are three types of speech acts: locutionary acts, illocutionary acts, and perlocutionary acts. The literature reviewed in this paper focuses on illocutionary acts for the purpose of movie analysis.

b. *Illocutionary Act*

Illocutionary acts relate to what the speaker does, such as ordering, demanding, promising, thanking, affirming, offering, threatening, or suggesting. An illocutionary act is the main degree of movement in a speech act. is determined by the speaker's desire for power. Illocutionary behavior can accurately depict interaction conditions. As a result, the study's focus is on illocutionary behaviors contained in the "Jane Eyre" movie dialogue.

Language functions serve as the teacher's instructions. In logical examinations, this is connected with the idea of discourse

acts, or barely, illocutionary acts. Illocutionary acts are helped out through the informative force of an expression, for example, promising, saying 'sorry' or offering Yule (1996). The phrase "acting something by saying something" also applies to this action. Illocutionary acts relate to the intent of the speaker. In other words, every speaker has an intention through his utterances, through these utterances everyone can intend to ask, tell, promise, warn and order (Wardani, 2015).

c. The classification of illocutionary act

Searle (1962) classifies illocutionary is divided into five types of speech forms, each of which has a communicative function. The five types of speech forms that show this function can be summarized as follows: *assertive*, specifically, the form of speech that obligates the speaker to accept the proposition as true, such as asserting, informing, assuring, guaranteeing, convincing, denying, guessing, describing, disagreeing, introducing, claiming, complaining, giving opinion, and agreeing.

Directives,. specifically, the form of speech that the narrative intends to use to influence the speech partner to act, such as ordering, commanding, requesting, advising, and recommending, asking, begging, forbidding, giving advice, insisting, warning, and asking for help.

Expressives, is a style of speech used to convey or demonstrate the mental state of the speaker towards a circumstance, such as praising, apologizing, gratitude, worrying, boasting, expressing, and amazement.

Commissives, specifically the manner of speech used to convey promises or offers, such as swearing, refusing, promising, planning, treating.

Declarations, that is the type of discourse that associates the items in the discourse with the real world, for instance appointing, surrendering, punish, and isolating.

The following table summarizes the subtypes of illocutionary acts above. Austin's speech act theory is a discourse act hypothesis in light of the speaker, where the focal point of consideration is on how the speaker understands the aim in talking; alternately, Searle sees discourse acts in light of the audience, to be precisely the way that the audience answers the expression, in particular how the person assesses the reason for the speaker's use of a specific statement. In this way, Searle attempts to perceive how audience members catch and perceive illocutionary esteem.

2. 2 English Language Teaching (ELT)

Everyone is required to always learn to improve their abilities in order to adapt themselves to the dynamics of the world's development which is increasingly rapidly. Of the many abilities that must be possessed, one of them is the ability to speak a foreign language, in this case it is very synonymous with English (Waters, 1987).

English Language Teaching (ELT) includes various approaches, techniques and methods that are involved in teaching English, to people with English as First Language and also those who use it as a second and a foreign language (Nation & J. Newton, 2009). The scope of ELT includes the following fields: theory and practice in English language teaching and learning, teaching English as a second or foreign language, English language teachers' training and education (CCSE, 2008).

Darmayanti (2022), In order to bridge the gap between theory and practice, we have developed a method that works best certain techniques and applying them with confidence. With other customized structures, we may not apply teaching methods without considering the criteria for applying these methods to classroom learning activities. The information is incorporated into the method of ensuring the safety of the lingua franca and the language in order to achieve success. Despite this, it was challenging to master the

fundamentals of Bahasa. The principle is "cognitive" because it is based on mental and intellectual development. The theory of behaviorism based on Jesus demonstrates that a variety of risky behaviors can be prolonged, controlled, and exhibited.

Brown (1994) describes 12 principles of language teaching in his book "Teaching by Principles: An Interactive Approach to Language Pedagogy".

Automatization, as stated in this principle, demonstrates that the teaching of a language allows for the systematic study of its meaning in relation to a given task, as well as its meaning in relation to a given task in terms of communication, despite the fact that many different translations exist. The purpose of language learning is more important to this principle than the language's form.

Learning is meaningful, and the meaning of related components will uphold grasping in learning expositions. According to Brown (1994). The student can use language in situations where communication is needed if the language used is different from the language used by the person using it and if the language used by the person using it has a focus on communication. According to Brown (2007), the term "conceptual" Bahasa refers to a language that is understood and relevant in relation to the context in which it is spoken.

The anticipation of rewards, People generally have a tendency to act or behave for the reward, whether it is short-term or long-term, tangible or intangible, obtained as a result of their action or behavior, according to this principle. Positive behavior can be reinforced and students' sense of self-worth and self-esteem raised by giving prizes or rewards. Rewards can be given in a variety of ways, including verbal expressions or praise to increase students' interest, materials or gifts to motivate students, especially when the gift is unexpected, or a smile, a touch, or a look that demonstrates the teacher's gratitude for the students' involvement in the learning process.

Intrinsic Motivation, every human endeavor requires accelerating power in the form of motivation to achieve a goal. The more grounded the inspiration, the more enthusiasm and energy are required to achieve the goal. Psychologists believe that a person's motivation has a significant impact on their language ability and language development in the field of language learning. With solid inspiration, language learning can be energizing and enthusiastic. However, language learning becomes dull when motivation is low or absent (Mukalel, 2003).

Strategic investment, based on this tenet, asserts that the most crucial aspects of educational success are the role students play in their education and the time, effort, and focus they put into

studying. The habit of reading with the most important parts underlined or circled, looking up the dictionary's meaning of difficult words, or looking for other relevant sources are all ways students learn to learn according to how they learn best.

Autonomy, this tenet states that a person's success depends on their capacity to learn a foreign language independently. Regardless of whether he is an educator, demonstrate enthusiasm and effectively participate in class and outside of class.

Effective social principles, preparing is cognizant work to accomplish general conduct change that incorporates mental, emotional, and psychometric viewpoints. The emotional perspective assumes a significant part in deciding outcomes in schooling, work, or different exercises. Love alludes to sentiments or feelings. The emotional aspect of human behavior, which can be compared to the cognitive aspect, is the affective domain. An individual's sentiments or feelings are impacted by a few character factors, such as sentiments about themselves as well as other people with whom they connect.

Because they are intertwined in the human soul, the Willingness to Communicate (WTC) principle combines self-assurance and risk-taking courage. According to this guiding principle, successful language learners typically possess self-confidence and the courage to utilize the target language in a productive and receptive manner due to their belief in their own

communication abilities. They are prepared to use the newly acquired language for a significant purpose. Brown (2007) says that inspiration, character, intergroup environment, and fearlessness are a portion of the mental and emotional elements that impact regardless of whether somebody conveys in a subsequent language. These factors have a significant impact on a person's desire to communicate or willingness to communicate.

The Language-Culture Connection, The intricate connections that exist between culture and language are the focus of this principle. Because language is a component of culture, it is crucial to learn a second language (Hudson, 1988). Language and culture are inseparable in human life. Then again, language is likewise significant considering the turn of events and support for culture. A group of people's ideas, practices, skills, arts, and tools over a specific time period are referred to as their culture. Culture includes values, convictions, standards, and perspectives on ways of behaving that are shared by a gathering but are kept up with distinctively by every particular unit inside the gathering concerned, are imparted across ages, are somewhat steady yet have a valuable chance to change over the long run (Brown, 2007).

Interlanguage, the impact of language structures on different dialects is underlined by this interlanguage rule. As they endeavor to become familiar with a subsequent language, learners

frequently draw inspiration from earlier languages. An error analysis is produced and distinguished from errors (mistakes) by this inter-language study. According to Corder (1981), the following is a summary of the concept of stages of language development: The first student made an unintentional typo when he said "Mary can dance" and then changed it to "Mary can dance." During the awakening stage, students have begun to internalize some of the rules of the second language, but they have not yet been able to correct mistakes made by other speakers. Understudies can utilize the second language reliably in the deliberate stage, in spite of not having dominated the language's all's rules. During the stabilization phase, students can produce languages with few errors and are relatively proficient in the second language system.

Communicative Competence, according to this principle, the objective of language classes is communicative competence. The utilization of language with the end goal of exactness as well as with the end goal of familiarity, or familiarity, will assist with accomplishing the objectives of correspondence.

2.3 Previous Study

There are a few past investigations connected with the current examinations entitled "An Analysis of Illocutionary Act in Jane Eyre Movie and its contribution in English Language Teaching

(ELT)” which are used as the guidelines in conducting the present study.

Research on illocutionary acts in movie object has been carried by Ribka Simbolon and Tiara Pasaribu (2009) conducted a study entitled "An Analysis of Illocutionary Acts In New Moon Movie". According to the findings, the movie New Moon employed five types of illiteracy: representatives, declarations, expressives, directives, and commas. Declarations account for 57 (15.04 percent), representatives for 114 (30.08 percent), expressives for 43 (11.35%), directives for 127 (33.50%), and commissives for 38 (10.03 percent) of all illocutionary acts. Directives 127 constitute the majority of illocutionary acts (33.50 percent).

Other studies that have relevance to this research is Wulan Angelia and Ambalegin (2019), conducted a study entitled "Illocutionary Acts on the 2019 Aladdin Movie." It tracked down 30 utterances of illocutionary acts. The information was ordered into five directives, assertive, declarative, commissives, and expressive. Of the 30 illocutionary acts, directives were the most continuous sorts of illocutionary acts on the grounds that the main characters generally communicated their utterances in direct ways such as by ordering, requesting, asking, and commanding. Conversely, the "declarative kind of illocutionary act" didn't show up in this exploration in light of the fact that the characters that played out the expression contained an

illocutionary act and were not chosen as the information to dissect. Directive (ask, command, order, request, beg, plead, pray, entreat, invite, permit, and advise), assertive (description, claim, statement of fact, report, and conclusion), declarative (forbidding, classifying, forgiving), commissives (committing, promising, offering, threatening, refusing), and expressive (apologizing, thanking, congratulating, deploring, and welcoming) were the functions of the various types of illocutionary acts.

Other relevant research belongs to Azizah, H. Y. (2021). *An Analysis of Illocutionary Acts Found in The Movie "Toy Story 4."* The result of the research, it is shown that there are the entire five sorts of illocutionary acts. Of the 417 expressions that contain illocutionary acts, there were 164 expressions that have a place with decisive, 163 expressions have a place with the mandate, 66 expressions have a place with expressive, 23 expressions have a place with commissive, and 1 expression has a place with definitive illocutionary acts. The most prevailing sort of illocutionary acts which are performed by the main characters of the film "Toy Story 4" - Woody and Bo Peep - are emphatic (39,3% out of 100 percent), and mandates (39.09% out of 100 percent). Additionally, this study's findings can be utilized as a teaching tool in English.

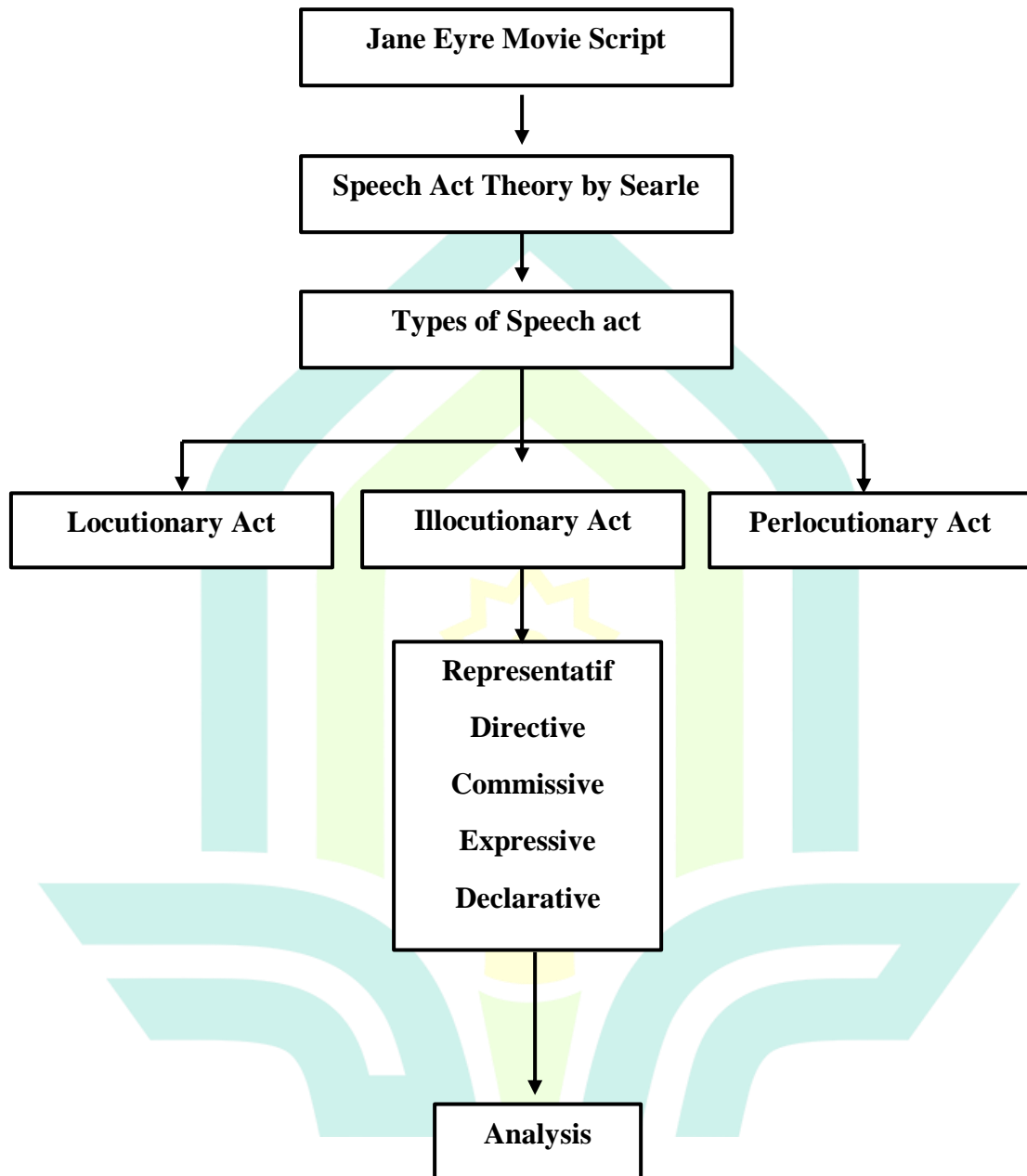
Based on the previous studies above, it can be seen that some similarities and differences between this research and previous

research. Similar to this study, the focus of previous research was to determine the most common types of illocutionary acts and types of illocutionary acts in the movie. On the other hand, there are also differences between this study and previous studies. This difference can be seen in the object of research. This study uses the film "Jane Eyre" as a research object. Apart from that, what differentiates this research from previous research is that, in this study, the essayist attempts to figure out the commitment of this examination to educating English. The writer assumes that it will be more interesting to study English, especially materials that discuss everyday expressions through the use of films.

2.3 Conceptual Framework

This study focuses on the types of illocutionary acts in the Jane Eyre movie. The researcher analyzed the data refers to speech acts by Searle's theory. The conceptual framework could be drawn as below:

Table 2. 1
Conceptual Framework



CHAPTER III

RESEARCH PROCEDURE

3.1 Research Methodology

Methods are techniques and steps that are carried out systematically and regularly. Sugiyono (in Fadhilah, Patriantoro, & Sanulita, 2017) says that the research method is a scientific way to obtain data with specific purposes and uses. This research is a type of qualitative research using descriptive methods. This is because the data in this study are in the form of characters in the dialogue by Jane Eyre movie director Cary Joji Fukunaga. Moleong (in Hartati, 2018) argues that qualitative research is research that produces descriptive data in the form of written or spoken words about the nature of an individual, a state, or a symptom of a particular group that can be observed. Qualitative research is a type of research that aims to formulate the object under study using various methods and is carried out in a natural setting. Hardani (2020) In qualitative research, the instrument or research tool is the researcher himself. Qualitative researchers as human instruments function to determine research focus, select informants as data sources, collect data, assess data quality, analyze data, disclose data, and make conclusions on their findings.

3.2 Setting and Participants

The Jane Eyre movie is taken from a true story and was popular at that time and has been made into two versions. Version 2006 and version 2011. However, this study uses the 2011 version as the object of research and only focuses on the main character “Jane Eyre” during the teaching scene. In this movie by Moira Buffini and Cary Joji, the focus of the writer is the main character Jane Eyre who is employed as a teacher. With her naturalness and gentleness, Adele, who is known to be a child who is not good at developing very rapidly after being tutored by Jane Eyre.

This film is loved by all ages because of the diversity of genres, and the solid storyline that will prevent students from getting bored. Therefore, it is expected to increase people's motivation to learn English. In addition, because the film "Jane Eyre" is a story from a novel which was later filmed, so the writer is curious to know what kind of illocutionary acts are performed in this film. The settings used as research objects in this film are classrooms, rooms and gardens. The participants involved in this research are the characters or actors in this Jane Eyre movie.

3.3 Data Collection

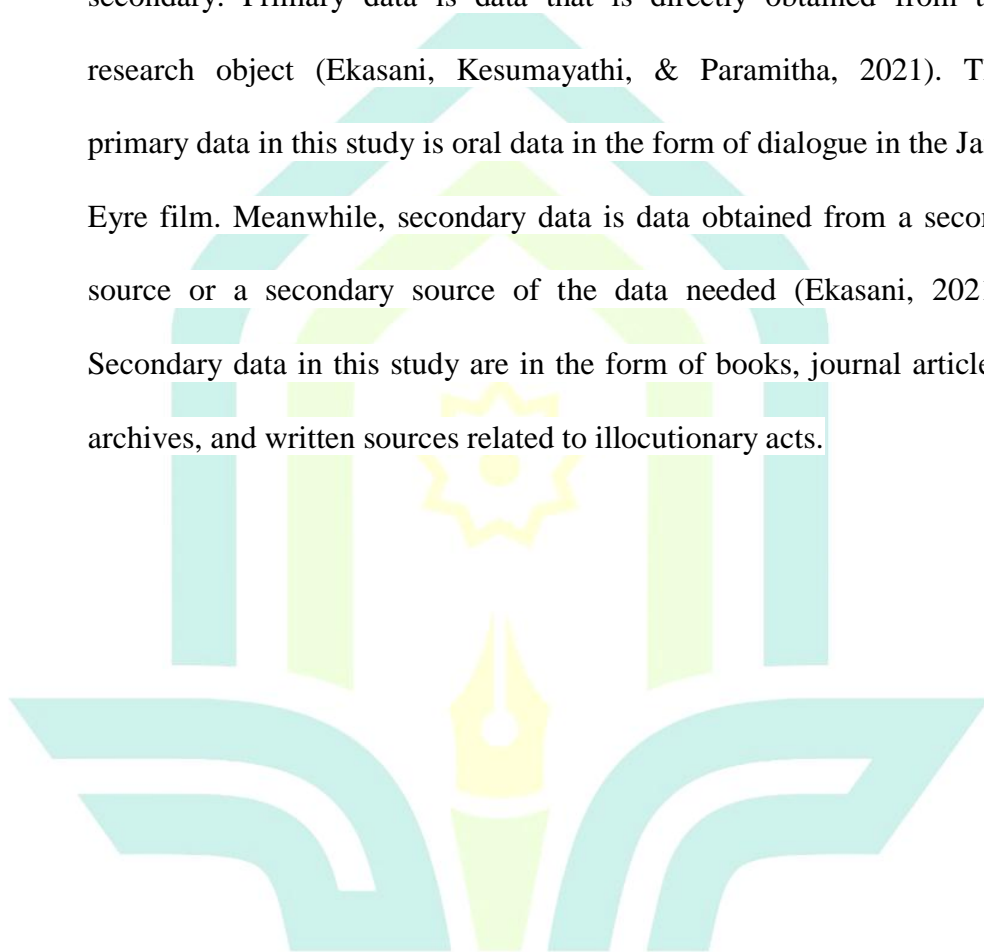
The data collection technique uses the listening method, which is followed by recording, transcription, and note-taking techniques. According to Zaim (2014), the listening method is a method of collecting data that is used through a process of listening or observing the use of the language under study. This technique is used to observe, read, understand, record data on the object being analyzed. The data in this study are dialogue fragments containing illocutionary acts in the film *Jane Eyre* directed by Cary Joji Fukunaga. Data is selected according to research needs.

3.4 Data Analysis

The data analysis technique in this research uses the Miles and Huberman interactive model (in Al-Humairah, Retnowaty, & Ratnawati, 2020), which suggests that the activities in qualitative data analysis are carried out interactively and take place continuously until complete. Data analysis techniques were carried out in several stages, including data reduction, data presentation, and drawing conclusions. Through the data reduction stage, the data in the form of types and functions of illocutionary speech acts in the dialogues of the *Jane Eyre* film were collected by director Cary Joji Fukunaga according to research needs. Then at the stage of presenting the data, the code, data

number, and page are given. Furthermore, the drawing of conclusions is carried out by describing the results of the analysis in the form of the types and functions of illocutionary speech acts in the Jane Eyre dialogue film.

The data sources of this research are primary and secondary. Primary data is data that is directly obtained from the research object (Ekasani, Kesumayathi, & Paramitha, 2021). The primary data in this study is oral data in the form of dialogue in the Jane Eyre film. Meanwhile, secondary data is data obtained from a second source or a secondary source of the data needed (Ekasani, 2021). Secondary data in this study are in the form of books, journal articles, archives, and written sources related to illocutionary acts.



CHAPTER IV

RESULT AND DISCUSSION

The chapter IV is divided by the writer into two sub chapters: the result and the discussion. The result display the result of the data analysis. Meanwhile, the discussion displays the description and the explanation of data which was found.

4.1 Result

As has been stated before by the writer, research finding is the sub chapter where the result of the data analysis is presented. Thus, in this sub chapter, there are some points presented by the writer, which are the answer of the research questions stated in the chapter I, they are the type of the illocutionary act found in the movie “Jane Eyre Movie” the most dominant type of illocutionary act found in the “Jane Eyre Movie,” and the contribution of the illocutionary act found in the “Jane Eyre Movie” in learning pragmatics. The data which was the utterances of the main characters of the “Jane Eyre Movie” which contained the illocutionary act was categorized and analyzed based on Searle’s classification of illocutionary acts: assertive, directive, commissive, expressive, and declarative. The result of the data analysis can be seen as follows:

4. 1. 1. The type illocutionary acts found in Jane Eyre movie

Table 4. 1

Type of Illocutionary act	Frequency	Illocutionary Force	Sample Of Utterances	
Assertive	5	Giving Opinion	Don't interrogate her, St John.	
		Stating	You said I was a liar. I am not a liar. If I were I should say that I loved you and I don't. I dislike you worst of anybody in the world except your son, John Reed.	
			I'm eighteen. I've been teaching at Lowood for two years.	
			I've examined Adele and I find you've taken great pains with her. She's not bright, she has no talents - yet in a short time she's improved.	
			Yes. To paint is one of the keenest pleasures I have ever known.	
Directive	4	Asking	Where are your parents? Lowood; that's a charity school, isn't it? Adele brought me these; are they yours? Then your pleasures have been few... Are you satisfied with them?	
Commissive	4	Offering	There's milk for you. My name is Jane Elliott...	
Expressive	3	Praising	These are wonderful... Well - that would be lovely. Adele is going to show us her accomplishments. How very French...	
			Thanking	Mr Rivers, thank you. I accept.

Type of Illocutionary act	Frequency	Illocutionary Force	Sample Of Utterances
			Thank you, Mr Rochester.
		Shouting	He cannot!
Declarative	3	Isolating	You wretched imp, you ingrate, you fury.
			She's an orphan. Her mother was my husband's sister. On his deathbed he exhorted me to care for her. I have always treated her as one of my own...
		Surrendering	I was brought up by my Aunt, Mrs Reed of Gateshead, in a house even finer than this. I then attended Lowood school where I received as good an education as I could hope for. I have no tale of woe, sir.
Total			19 utterances

Based on the results of the data analysis which is presented on the table of illocutionary acts above, it can be seen that there are totally 19 utterances which are uttered by the main characters of the "Jane Eyre Movie", which contains the illocutionary acts. The initial data for the number of utterances containing illocutionary acts was 88 utterances, but after that data reduction was carried out with the aim of making the discussion in the discussion regarding utterances containing illocutionary acts more comprehensive and more appropriate to the

context and title of the research so that there were 19 utterances. The duration of the film Jane Eyre is 2 hours 10 seconds.

From the 88 utterances which were then recorded as reductions to 19 utterances, there was a reduction of 69 utterances. There were 33 utterances whose context was too far from education and contained inappropriate words, therefore they were not included in the findings data. Furthermore, there are 2 utterances using French, which is why they are not included in the sample of utterances. There are also utterances that have a romantic context and are not related to education, namely 30 utterances. The next reduction in utterances was that there were 4 utterances whose context was business, therefore they were not included in the sample of utterances.

The table above shows that in the “Jane Eyre Movie,” the entire types of illocutionary acts proposed by Searle, which are assertive, directive, commissive, expressive, and declarative along with the Illocutionary forces of each type were discovered by the writer.

The illocutionary forces which belong to the first type of illocutionary act “assertive” is including the act of stating. Next, there are the act of asking or questioning. The third type of illocutionary act was “commissive,” the member of illocutionary act which belong to “commissive” are including the act of offering.

The fourth type of illocutionary act was “expressive,” the member of illocutionary force which are belong to “expressive” were including the act of angriying, the act of praising, the act of shouting, and the act of thanking. the last one, there was the act of surrendering and act of isolating which is belong to “declarative” type of illocutionary act. The further elaboration of each type of illocutionary acts which are found in the “Jane Eyre Movie” will be elaborated by the writer in the next sub chapter.

4. 1. 2. The dominant type of illocutionary acts found in the movie

After finding out the types of illocutionary act in the “Jane Eyre Movie” which totally there are five types of illocutionary act : assertive, directive, commissive, expressive, and declarative, the writer continued her analysis on the data to find out the dominant type of illocutionary act found in the movie. The result of the analysis can be seen on the following table:

Table 4.2

The dominant type of illocutionary acts found in movie

No	Type Of Illocutionary act	Amount	%
1	Assertive	5	26%
2	Directive	4	21%
3	Expressive	4	21%
4	Commissive	3	16%
5	Declarative	3	16%
Total		19	100%

Based on the table above, it can be seen that the most dominant type of illocutionary act found in the “Jane Eyre Movie” are “Assertive” illocutionary act which has the percentage of 26% out of 100 %, and “Directive” illocutionary act and “Expressive” illocutionary act which has the percentage of 21% out of 100%. Meanwhile, “Commissive” illocutionary act and “Declarative” illocutionary act holds the position as the less dominant illocutionary act found in the movie. Its percentage is only 16 % out of 100%.

If the writer takes it into a further elaboration, it can be elaborated by the writer that there are totally 19 utterances said by the character in the Jane Eyre Movie which contain illocutionary act. From this total 88 utterances, assertive illocutionary act occupies the top position as the illocutionary act which is the most frequently performed by character in Jane Eyre movie . There are 5 utterance belong to the assertive illocutionary act, it’s including the act of informing, asserting, assuring, convincing, disagreeing, claiming, complaining, giving opinion, and agreeing. Therefore, assertive illocutionary act possessed the biggest percentage which was 26% out of 100%. The second position as the illocutionary act which is the most frequently by directive illocutionary act. There are 4 utterances which belong to “directives.” They are the act of asking. Meanwhile, the lowest position of the illocutionary act which was occupied by declarative illocutionary act. From the total 19 utterances, there is only 3 utterance which was

belong to declarative, it was the act of surrendering and the act of isolating. Therefore, declarative illocutionary act possesses the lowest percentage which is 19 % out of 100%.

In addition, in the middle of the most dominant and the less dominant type of illocutionary act, there is the third position which is occupied by expressive illocutionary act which possessed 21% of the percentage same with percentage of directive, and the 4th position is occupied by commissive illocutionary act which possesses 16% of the percentage.

4. 2 Discussion

After presenting the result, this chapter will be discuss which is the utterances of characters of a movie called “Jane Eyre” by the character of this movie using the theory of speech act which belongs to Searle, it can be found that there are five types of illocutionary act which are performed by Jane Eyre and Adele in the movie. These are assertive, directive, commissive, expressive, and declarative. In addition, the dominant types of illocutionary act which is performed by Jane Eyre and Adele are assertive and directive type of illocutionary act. Furthermore, the contribution of the result of this research in teaching English is to become a reference in the term of teaching media for the teacher in teaching English.

Actually, the speech act theory is proposed by J.L. Austin, but then this theory is defended and developed by John R Searle. Later on, J.R. makes his own classification of illocutionary act after he found some weakness on Austin 's classification. He presented that there are five types of illocutionary act: assertive, directives, commissive, expressive, and declarative. This classification of illocutionary act which belongs to Searle is used by the writer as the theory in finding the type of illocutionary act in the "Jane Eyre Movie."

In conducting this study, there are some previous study which is used by the writer as the guideline and comparison. Those previous study are conducted by Ribka Simbolon and Tiara Pasaribu (2009), by Wulan Angelia and Ambalegin (2019), and by Azizah, H. Y. (2021). An Analysis of Illocutionary Acts Found in The Movie "Toy Story 4." These previous studies have both the similarity and difference with the present study, the writer found that the present study has the similarity with the previous study in the term of the objective of the research and the research method. Meanwhile, the difference between the present study and the previous studies is found in the term of the object of the study and the result of the study.

From the data – the utterances of character of the movie "Jane Eyre," which have been analyzed by the writer, there are found the entire five types of illocutionary act – assertive, directive, commissive, expressive, and declarative—which contains in 19 utterances. The

following is the description or the explanation of the sample which is taken from the data finding:

1. Representative/Assertive

Representative or assertive is an illocutionary act in which the utterance which is produced by the speaker represents the world according to what the speaker's belief. It states what the speaker believes or what the speaker does not believe about something. In this movie the writer found some actions, intended by the main characters of this movie, which belong to representatives:

Jane : **My name is Jane Elliott...**
 St John : Who can we send for to help you?
 Jane : **No one.**
 St John : Do you mean to say that you are absolutely without home and without friends?
 Jane : Yes sir.
 St John : How did you come to be roaming the moors, Miss Elliott?
 Jane : I will tell you all I can. I was brought up...
 St John : Where?
 Diana : **Don't interrogate her, St John.**

The situation in the conversation above is the day Jane first came to Thornfield. Jane's arrival makes everyone wonder about her. Like a surprise. How could everyone not be wondering if, when they first arrived here, they were in quite a sad condition—face pale, clothes soaked, and found unconscious on the doorstep of the house alone. The utterance “**My name is Jane Elliott...**” were uttered by Jane. Entering the type of assertive illocutionary act,

namely introducing. Meanwhile, the utterance that introduces oneself, or "introduction" according to Searle's theory, is included in the assertive category. The utterance "My name is Jane Elliot..." fits the context in the film; the main character, named Jane, tells St. John what his name is, and that action is to introduce yourself.

The context of this statement is that Jane wants to introduce herself by saying that her name is Jane Elliot and she comes from a village called Lowood, with the aim of making it easier for everyone to call her. As for other utterances that are included in the illocutionary act, namely "**No one.**", this sentence is included in the assertive type. After reading and understanding the explanation of the context of the saying "**No one**" by Jane Eyre, it is informative. Meanwhile, according to Searle's theory, the classification of informing is included in the Assertive category. Jane wished to convey to them that she had no home and no friends or family to call upon, and she hoped that her arrival would be well received at Thornfield. Jane only said that she came from Lowood.

The last utterance which is included in the type of illocutionary in the dialogue above is "**Don't interrogate her, St John.**", this sentence is included in the assertive type in the giving opinion part. According to Searle (1979) the assertive category is further classified into examples of more specific actions or utterances, and as for the utterance above, if it is adapted to the

context of the film "Jane Eyre", it is included in the "giving opinion" classification. Diana requested that St. John didn't rush to ask Jane many questions. The utterance spoken by Diana. The context of Diana's words was because she was not feeling well and felt sorry for Jane Eyre's condition, which was still unstable because she had just woken up from fainting, but people were already asking her lots of questions. Diana felt sorry and said these words so that everyone, especially St. John, would stop asking questions.

Mrs. Fairfax : My goodness... How young you are.
 Jane : **"I'm eighteen. I've been teaching at Lowood for two years."**

The utterance said by Jane. This utterance falls into the assertive type especially stating. The context of the dialogue above is that Jane told Mrs. Fairfax that he was eighteen years old. But make no mistake, even though he was still young at his home school, namely Lowood, he already had experience as an educator for two years. This was also one of the reasons why he didn't mind at all when he was appointed to teach children. Jane wants to show that those who are still young and don't seem to have much experience don't necessarily have as bad abilities as people think. In fact, Jane sees this as an opportunity to show her abilities and qualities. In the explanation of the context above, Jane's utterance

is included in the classification of stating. According to Searle's theory, the classification states that they fall into the assertive type.

Tn Rochester : **"I've examined Adele and I find you've taken great pains with her. She's not bright, she has no talents - yet in a short time she's improved."**

Jane : Thank you, Mr Rochester.

Tn Rochester : You've been resident here three months?

Jane : Yes, sir.

The utterances said by Mr Rochester. The statement above is included in the assertive type in the stating section. Searle states in his book that the classification of the act of stating falls into the assertive type of illocutionary act. The context of the statement above is that Mr. Rochester really understood Adele's abilities before, and he always underestimated her. He is not a smart child and does not like studying. Mr. Rochester just thought he was a stupid child and nothing to be proud of at all. It really feels like it's impossible to see Adel's current development. Thanks to Jane's patience and hard work in teaching Adele, Adele is now able to write well, paint on canvas skillfully, and be good at poetry. Even though there are no words of thanks in the statement above, you are indirectly feeling very grateful to Jane. He was very grateful for Jane's hard work and patience in teaching Adele many things until she became proficient. Based on the context, Mr. Rochester's words are a form of praise for Jane Eyre. Because of her hard work and

motivation, Adele has become a child with a better and smarter personality.

Mrs Reed : **“Jane... I have always been your friend.”**

The , Mrs. Reed utterance said by Mr. Reed. The statement above is included in the classification of stating. It can be seen again in chapter 2, where it is explained that the classification of statements falls into the type of illocutionary act assertive Searle (1979). The context about the utterance is Mr. Reed understood that Jane had come to Thornfield without anyone accompanying her, so she said "*Jane... I have always been your friend.*" as a sign that she and Jane would later be friends and would be partners in raising the children in Thornfield.

2. Directive

Directive illocutionary act is the type of illocutionary act in which the utterance which is produced by the speaker may cause or may direct the listener to do some sort actions for the speaker. In performing directive illocutionary act, the speaker tries to get the world fit to the words through the listener. In this movie the writer found some actions, intended by the characters of this movie, which belong to directives:

Rochester	: Where are your parents?
Jane	: Dead.
Rochester	: Do you remember them?
Jane	: No.

Rochester : And why are you not with Mrs Reed of Gateshead now?
Jane : She cast me off, sir.
Rochester : **Why?**
Jane : Because I was burdensome and she disliked me.
Rochester : Lowood; that's a charity school, isn't it?
Jane : Yes.
Rochester : How long did you survive there?
Jane : Eight years.

Above is a dialogue between the main character, Jane, and the owner of the boarding school where Jane teaches. If you pay close attention to the dialogue above, the way Jane answers Mr. Rochester is short but clear (enough). The dialogue above is included in the illocutionary type of directive in the asking section. Yule (1996) states kind of illocutionary act that attempts by the speaker to get the hearer to do something are called directives.

The context of the statement above is that Mr. Rochester wants to hear clarity about who Jane Eyre is directly from him. Big question marks in Mr. Rochester's head, including, "Where did he come from?", "How did he know about this place?", "Is there a specific aim or purpose?", or "Did he run away from his previous school?" If yes "Why is that?". So many questions will be asked because Jane Eyre's arrival was very sudden at the same time as the weather conditions outside were heavy rain. According to Searle (1979), the act of asking or questioning something is a type of directive illocutionary act, especially asking.

And don't forget, Jane Eyre first arrived at Thornfield in quite a mess. Pale face, all wet from the rain, Jane Eyre came alone, and don't forget, she managed to panic everyone because, after knocking on the door, she fainted due to being in the rain for too long.

Rochester lifts one of Jane's watercolours.

Rochester : **“Adele brought me these; are they yours?”**

Jane : “Yes sir.”

A swollen sea. A cormorant, a golden bracelet held in its beak. A girl's arm coming out of the water, white and deathly, her drowned figure underneath.

The utterance said by Tn. Rochester. The above statement is in the form of a question. The utterances in the form of questions in Searle's theory fall into the type of illocutionary directive, or category asking. From the fragment of speech above, the meaning is that Adel has created an extraordinary work using Jane's watercolors. Adele's actions towards Mr. Rochester show that he has made something with an object (a watercolor) that he gave to Mr. Rochester in the hope of getting praise from Mr. Rochester and showing that he not only could trouble but also had a talent for watercolor painting.

In the statement above, Jane Eyre also praised every beautiful detail in Adele's painting "*A swollen sea. A cormorant, a golden bracelet held in its beak. A girl's arm coming out of the water, white and deathly, her drowned figure underneath.*"

Jane : "Yes. To paint is one of the keenest pleasures I have ever known."

Rochester : "Then your pleasures have been few..."

Are you satisfied with them?

"have been few..."

The utterance said Mr. Rochester. Mr. Rochester is a form of question and is included in the type of illocutionary directive asking. Searle, in his book, also states that utterances in the form of questions are a type of illocutionary directive. By the utterance, if only the experience of painting is something that makes Jane feel happy, then not, according to Mr. Rochester. Because in this world, there are many things that make you happy, like love and affection. If in Jane's life it's only the experience of painting that makes her happy, then how little pleasure she's had all this time. As in the old days, because painting is usually done in a room, Jane's pleasure in painting means she has never seen how beautiful the world is.

3. Commissive

Commissive illocutionary act is the type of illocutionary act in which the utterance produced by the speaker ties the speaker himself to a commitment to do some kinds of future action. The

speaker states the action he/she intends to do or not to do in the upcoming time. In performing directive illocutionary act, the speaker tries to get the world fit to the words the speaker himself. In this movie the writer found some actions, intended by the characters of this movie, which belong to commissive:

Hannah : “There’s milk for you.”

(Jane tries to mouth her thanks. She sips the milk. Diana kneels at her side.)

The utterance said by Hannah. The statement above falls into the offering category. Meanwhile, according to Searle's (1979) theory, the act of offering category is part of the type of illocutionary act commissive.. The context of the statement above is that Hannah, who saw Jane arrive in a worrying condition, her face pale and her clothes wet from being in the rain for too long, immediately rushed to make warm milk to help warm her body. Meanwhile, Hannah's other friends helped Jane lie down, got a blanket, and arranged a place for Jane.

4. Expressive

Expressive illocutionary act is the type of illocutionary act in which the utterance produced by the speaker expresses the mental condition or the feeling of the speaker as a reaction or response of the particular situation he/she is experiencing. In this

movie the writer found some actions, intended by the characters of this movie, which belong to expressive:

a. Praising

Mary : **“These are wonderful...”**

Jane : “Well - that would be lovely.”

The utterance said by Mary. The context of the conversation above is: Marry and Jane are in a room; Marry sees Jane painting. Jane's painting was so beautiful that Marry, who saw it, was amazed by Jane's painting and said, "See how skilled Jane is. Better than any drawing master." But Jane only replied by saying "Well, that would be lovely," because for Jane, painting is her favorite. After understanding the context of Mary's words is a type of praise. Searle (1979), in his book, explains that the act of praising is an action or utterance that is praising in nature, and this utterance is included in the type of illocutionary act expressive.

b. Gratitude

Jane : **“Thank you, Mr Rochester.”**

Mrs. fairfax : “I daily thank providence for sending us Miss Eyre. She's an invaluable”

The utterance said by Jane. Jane's words were a form of gratitude to Mrs. Fairfax. According to Searle in his book, the act of gratitude is included in the category of an expressive type

of illocutionary act. The context of the conversation above is that there are Mr. Rochester, Jane Eyre, and Mrs. Fairfax in one of the rooms at Thornfield. They were saying thanks to each other because of Adel's many developments since Jane's arrival at Thornfield. Jane also thanked Mr. Rochester for welcoming him well at Thornfield.

5. Declarative

Declarative is the type of illocutionary act in which the utterance being uttered by the speaker makes a situation appear to existence so that there will be alteration on the situation or the status of the object (the listener). The speaker is able to successfully perform declarative illocutionary act only if he/she has special institutional or social role to do so. In this movie the writer found an action, intended by the characters of this movie, which belong to declaratives:

Rochester : All governesses have a tale of woe; what's yours?

Jane : (Slightly insulted)

I was brought up by my Aunt, Mrs Reed of Gateshead, in a house even finer than this. I then attended Lowood school where I received as good an education as I could hope for. I have no tale of woe, sir.

The utterance said by Jane. According to Searle (1979), the act of surrendering is classified as the illocutionary act declarative. Jane's words in the dialogue above are a form of surrendering and

stating what she is to the person she is talking to, and it is known that sayings in the context of surrendering are a type of classification of surrendering. The context of the statement above is that Mr. Rochester is asking Jane about her past. Did Jane ever experience anything unpleasant when she went to school and then became a teacher at Lowood? Because in general, teachers have that experience, and Mr. Rochester wants to know about Jane's stories from her time at Lowood.

4. 2. 1 The contribution of the illocutionary acts found in the “Jane Eyre” movie in teaching English

According to Yule (1996), a discipline of the relationship between the units of linguistics and its users is called pragmatics. In other words, pragmatics is a branch of linguistics which discusses about the relationship between language, its user, and how it is used in a particular context. Pragmatics is often thought to be the subject of English education study program for students who will be graduated as an English teacher. The result of this research can be used by the students who learn pragmatics as the reference to develop their knowledge about pragmatics. In addition, as the individual who has the possibility to be graduated as English teacher, this research will be beneficial for them to be a reference in the term of teaching media. The movie called “Jane Eyre,” which is

the object of this research, can be used as an interesting teaching media when they are teaching English.

This part the writer discusses the contribution of illocutionary acts found in the movie to the teaching English. It is known that illocutionary acts are the part of materials taught in teaching English. They are important because they allow people to perform a wide range of functions. They enable us to compliment, apologize, request, complain, etc. Now if speech acts give people the chance to do all this in native language for sure they can do the same thing in the second/foreign language that people are attempting to learn. It is important to master speech acts, especially illocutionary act while learning a foreign language because they not only facilitate the process of communication, but also make it more effective.

By analyzing Jane Eyre movie, it surely will be useful to learn English because there are many forms of sentences that contain in the movie. There are five kinds of illocutionary acts in the movie that can be learned and/or taught, for example in asserting something; Jane Eyre movie provides the variety of representative form such as giving opinion and stating. Moreover, while people want to learn how to command, order, and advise,

people can learn through this movie because some characters of this movie utter in that way.

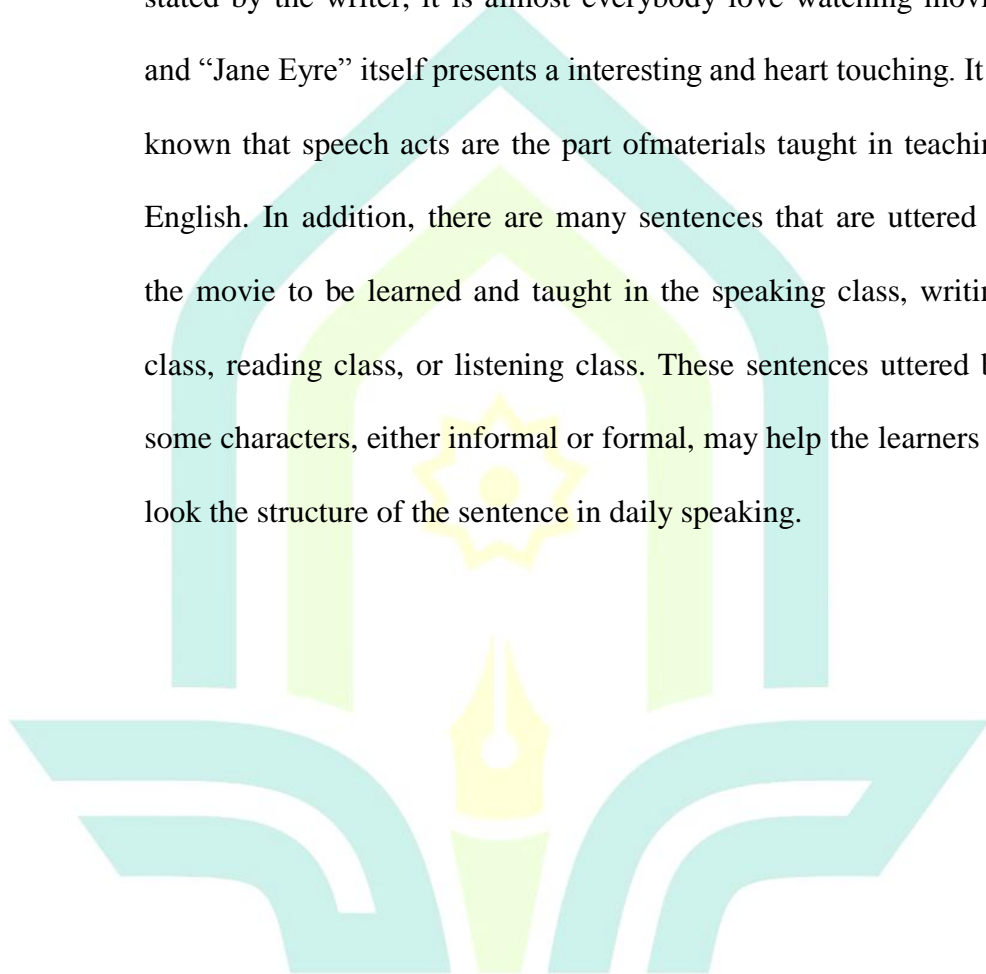
Even though in the elementary school, junior high school, and senior high school there is no subject which entirely discusses about pragmatics, it's important for the English teachers to deliver the understanding about pragmatics (especially about illocutionary act) to their students who are still in the elementary, junior, or senior high school, even though it is done indirectly. This is due to language cannot be separated with its relation to its user and its context. People who learn a certain language must understand how an utterance can mean and function in a certain context.

Therefore, it's not impossible to find pragmatics especially illocutionary act in a learning material which is provided by the teacher, it can be reading, writing, listening, or speaking material. There are so many English expression which is obligated to be learned by the students, both in terms of meaning and usage in a context of conversation, such as expressing gratitude, giving opinion, offering help, giving compliment, ordering food, etc. Thus, there must be a time where the teachers indirectly give an explanation about pragmatics (especially illocutionary act) to their student during listening class, writing class, reading class, or speaking class. For example, during the speaking class, especially

while discussing the material about giving advice, the students are asked by the teacher to analyze a conversation between two main characters in the movie to find out which one is the expression of giving opinion before they are asked to make their own conversation, and to practice it in front of their classmates later. In this case, we can see that indirectly the students are asked to find out “illocutionary act” because “the expression of giving opinion” is the illocutionary force of one of the main characters who perform “illocutionary act” in that conversation. In order for the students to successfully find out which one is the expression of giving opinion, it is important for the teacher to slightly give their students’ knowledge about pragmatics so that the student will look into the context of the conversation before they can determine which one is the correct expression of giving opinion.

In planning a learning process, a teacher is not only demanded to determine an effective learning strategy, but also an interesting and effective teaching media to avoid boredom which often be experienced by the students during the learning process. In this case, a movie called “Jane Eyre” will be an interesting and effective teaching media to be used in teaching English because based on the result of the analysis, there were so many utterances, which were uttered by the main characters of the movie, which contained the entire type of illocutionary acts.

In addition, the main characters also performed the illocutionary acts vividly through their gesture, and especially their speech tone which was shown in the movie so that it will be easier for the students to be able to analyze and determine the illocutionary act correctly. Moreover, just as being previously stated by the writer, it is almost everybody love watching movie, and “Jane Eyre” itself presents a interesting and heart touching. It is known that speech acts are the part of materials taught in teaching English. In addition, there are many sentences that are uttered in the movie to be learned and taught in the speaking class, writing class, reading class, or listening class. These sentences uttered by some characters, either informal or formal, may help the learners to look the structure of the sentence in daily speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

After conducting this research on a movie called “Jane Eyre” purposefully to find out what types of illocutionary act are found in the movie, what the dominant type of illocutionary act is found in the movie, and how the contribution of this research is in learning pragmatics, the writer was able to draw conclusion. The conclusion is presented in the following points:

5.1 Conclusion

After conducting this research on a movie called “Jane Eyre” purposefully to find out what types of illocutionary act are found in the movie, what the dominant type of illocutionary act is found in the movie, and how the contribution of this research is in learning pragmatics, the writer was able to draw conclusion. The conclusion is presented in the following points:

1. After analyzing the utterances of the character of the movie “Jane Eyre”, the Writer found that there were the entire five types of illocutionary act which were assertive, directive, commissive, expressive, and declarative. From the total 19 utterances which contained illocutionary act, there were 5 utterances belong to assertive illocutionary act, 4 utterances belong to directive illocutionary act, 4 utterance belong to expressive illocutionary act, 3 utterances belong to commissive illocutionary act, and 3 utterance belong to declarative illocutionary act.

2. The most dominant types of illocutionary act which were performed by the main characters of the movie “Jane Eyre” were assertive illocutionary act which possesses the percentage 26% out of 100%, and directive illocutionary act which possesses the percentage 21% out of 100%.
3. The contribution of this research in teaching English was that for the students of English education program study, this research could become a source or a reference to deepen and to develop their knowledge about pragmatic especially when they learnt about speech act, and for the English teacher, this research could be contributed as a reference in the term of teaching media. The teacher could utilize the movie “Jane Eyre” as a media in teaching English expressions such as the expression of giving opinion, the expression of giving compliment, congratulating, making promise, etc. which are often found in writing class, speaking class, reading class, and listening class. Moreover, it could avoid them from a boring and pressuring learning process.

5.2 Suggestion

After conducting this research, there are some suggestion which may be useful for the lecturer, the student, and the other researcher which are provided by the writer. The suggestion is presented as follows:

1. The students

In learning a particular language such as English, they should also learn about pragmatics. it is very important for the students to understand

the relationship between context, language, and the user of the language. It's due to either with or without being conscious, the mastery of pragmatics is highly necessary to achieve a successful communication process. Otherwise, there must be misinterpretation between the both participant of the communication process because there must be a time when the speaker produces an utterance which is vague and cannot literally be interpreted. Therefore, in this case, the knowledge about pragmatics is needed.

2. The lecturer or the teacher

In teaching English especially when discussing about expressions in which the knowledge of pragmatics is need it, a teacher should not only use book, ppt, or the other print press. It will make the student get bored and pressured. Instead, the teacher should utilize the other media such as movie or the other media in the form of video. Using movie or video as a teaching or learning media will be more effective and interesting because besides it can increase the motivation of the student in learning English and prevent them from boredom, by using movie the context which surrounds the conversation is presented without a veil. Therefore, it makes the students easier to analyze and to determine the correct expression.

3. The other researcher

Besides movie, the writer suggests the other researcher to conduct a research on illocutionary act in the other object which are entertaining and interesting to be utilized as teaching media such as song, pod cast,

and drama. The writer also suggests the other researcher who will conduct a research on character and moral value to use this movie “Jane Eyre” as an object of the research.



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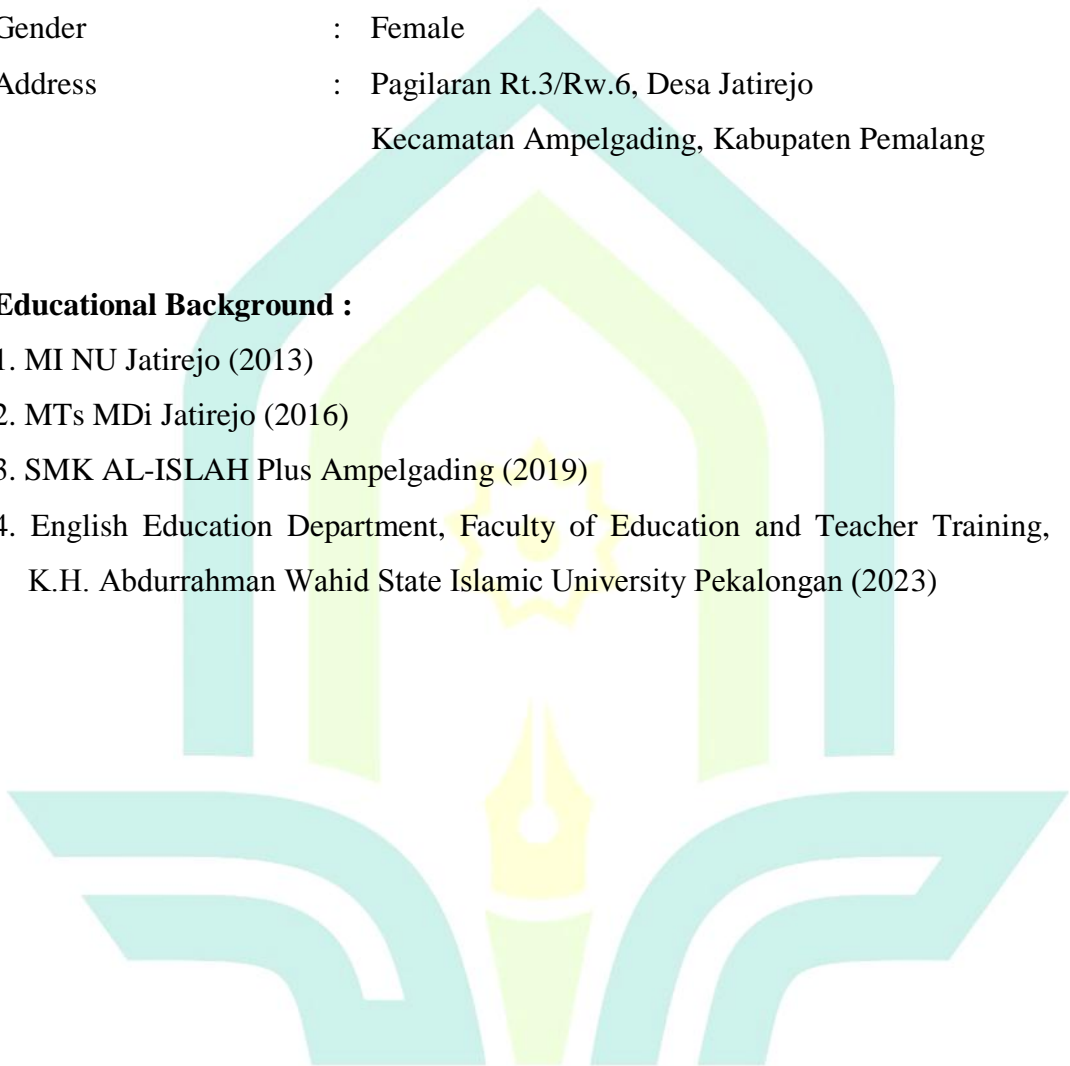
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