

**S1 THESIS**

**AN ANALYSIS OF ILLOCUTIONARY ACT MADE BY  
THE MAIN CHARACTER OF SUPER 8 MOVIE AND  
ITS APPLICATION IN TEACHING SPEAKING  
TO ELEVENTH GRADE STUDENTS OF  
SENIOR HIGH SCHOOL**

**Submitted as a partial fulfillment of the requirement to obtain  
*Sarjana Pendidikan* degree at English Education Program  
of Purworejo Muhammadiyah University**



by

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## MOTTOS

*"Allah would not give something out our ability", so  
believe that everything which happens to us is the best  
given from Allah.*

*(Al - Baqarah: 286)*

*"Live for something or die for nothing"*

*(Researcher)*

*"We cannot learn without pain"*

*(Aristoteles)*

## **DEDICATION**

With gratitude to Allah SWT, this thesis is honorably dedicated to:

1. My beloved parents, (M. Fadelun and Istiqomah), who always give me pray, support, motivation, spirit and advice. Thanks for your love and your guidance
2. My beloved younger brother and sister, (M. Akhsanul Fiqri and Kalila Nafilatun N), who always give me motivation and support.
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7. Dzi and Ela thanks for everything have created unforgettable moment for 4 years and my class friends for D class, thanks for your motivation, friendship, and incredible moment.

## STATEMENT

I who sign below

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Declare that this thesis is really my own work, not written by anyone else, not a plagiarism either partially or wholly. Opinions and findings of others contained in this thesis are cited using the code of scientific ethics.

If it is proved that this thesis is plagiarism, I am willing to take responsibility legally sued by Muhammadiyah University of Purworejo.

Purworejo, 03<sup>rd</sup> August 2017

The researcher,



RESTI AMALIA

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The researcher realizes that she could not complete this thesis without support, cooperation, and help from a lot of people. Therefore, the researcher would like to express her highest gratitude to:

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Finally, the researcher hopes this thesis will have some advantages for the reader, especially English teachers who want to be creative to help their students to achieve English language skills. The researcher realizes that this thesis is far from being perfect, therefore the researcher hopes for constructive criticisms and suggestions.

The Researcher

Purworejo, August 03<sup>rd</sup>2017



## Abstract

Amalia, Resti. 2017. *The Analysis Of Illocutionary Act Made By The Main Character Of Super 8 Movie And Its Application In Teaching Speaking To Eleventh Grade Students Of Senior High School*. A thesis, English Education Program, Muhammadiyah University of Purworejo. Consultants: JuitaTriana, M.Pd. & AndrianNuriza J, S.S.,M.Pd.

Key words : Illocutionary Acts, Movie, Teaching Speaking

Many people cannot realize that when they say something; on the other hand, they also show certain actions. To convey their message successfully, they must show expressing their minds and their actions. It can take the forms of illocutionary acts to show something to do for hearers. Illocutionary act is kind of speech acts. This study uses descriptive research. This research aims to find out the illocutionary acts in the main character's utterances, to find out the most dominant types of illocutionary acts are produced by the main character in Super 8 movie and to describe how the application of the research finding in teaching speaking at eleventh grade of senior high school.

The data is collected by documentation. The primary data is taken from the Super 8 movie as the main source of the data. The secondary data is analyzed the spoken and gesture of main character in Super 8 movie which containing illocutionary acts. The procedure of analyzing the data begins by analyzing the types of illocutionary acts of utterances based on Searle's theory in Cutting and then applied in teaching speaking.

The result of this study shows that there are four types of illocutionary acts made by main character in Super 8 movie. Those are representative that consist of 28 utterances (33.7%), commissive that consist of 14 utterances (16.9%), directive that consist of 21 utterances (25.3%), and expressive that consist of 20 utterances (24.1%), there are no types of declaration in main character's utterances. The application of the result, it is focused on teaching speaking and the part of speech materials in senior high school.

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# CHAPTER I

## INTRODUCTION

### A. Background of the study

Human is a social being that needs interaction to others. God gives human so many gifts. One of them is language. Language becomes an essential thing to interact to others. Language is a part of human's life, and human lives in the world of language. Language is a source of human's life and power. Human can speak and understand what others said by knowing language. It is a communication process.

Many people cannot realize that when they say something; on the other hand, they also show certain actions. To convey their message successfully, they must show expressing their minds and their actions. It can take the forms of command, requesting, suggesting, promising, and asserting to show something to do for hearers. It describes that learning English will not be enough if people only keep steady on the formal structure of language. They also need to go further inside the language.

Learning language is important for the people. Language gives people learning how to communicate. The communication that happened around must be conveyed clearly so that others can understand what they said. Language reflects not only in oral communication, but also in written such as a newspaper, letter, magazine, and other kinds of source. On the other hand, communication can be found in audio visual. Movie is one of examples of audio visual. Many people like watching movie. Movie relates to the daily life

situations. It is also illustrating what is happening everyday that makes as a mirror to the real world condition. Same as daily conversation, movie shows the dialogue that is actually representation and reflection of the real conversation in natural society. Even conversation in movie created or arranged in planning situation and it has scenario, but the situation and the conversation that is spoken in the movie are adapted from the real activity.

When people watch movie, they can learn other values, actually. It can give the educational, moral and other value which are implied there. The acts of the actors and actress include the social relations. The language used in dialog or utterance in the movie gives them learning about literary elements. Those studies are branch of interdisciplinary sciences such as pragmatics, sociolinguistics, psycholinguistics *and others*. Those can help them understand about the language inside the conversation or the movie story.

Talking about conversation in the movie, there are many dialogues that can be found. The utterance between the characters can be used as one of linguistics study. One of linguistics studies is pragmatics. Pragmatics is a study about the meaning of the context between the speaker and the hearer. It is also the meaning of communication.

In daily communication, every speech that is produced or uttered by the characters is called speech act. It is an act that a speaker performs in making speech. Speech acts perform when a speaker makes utterances such as apology, greeting, request, complaint, invitation, compliment, refusal and etc. Studying

speech acts is important to make people comprehend what message that is implied in every utterance.

Speech acts are a staple of daily life communication. Generally, speech acts make actions that are performed through utterances. There is an act of saying something. It expresses a certain attitude and the type of speech acts being performed correspond to attitude being expressed. Speech acts are how speakers and hearers use language. In the speech acts theory by John Austin, the theory explains how speakers use utterances to perform intended actions and how hearer interprets intended meaning from what is said.

Utterances produced by people are not the same because of the context in which the conversation occurs. What people say reflects the context in which they are using the language. The situation where the conversation occurs, to whom people are talking to, the purpose of the speakers want to reach, and the social distance between the participants do influence the way people talk. The same two participants may use different utterances where the situation of their conversation occurs are different. Moreover, one may use different utterances towards different people too. The way how one talks to his parents will be different with the way of his talking to his boss.

To understand people utterance in a certain situation, it needs to know their linguistic and non linguistic behavior. To understand their linguistic behavior, learning their language is needed. Understand their linguistic behavior is learnt in pragmatics field.

One of kind of pragmatics is illocutionary act. Knowing illocutionary act is an important thing. By knowing it, people will do right action when they communicate. Therefore, communication will run effectively.

In senior high school level, there are some materials about functional skill which related to speaking skill. It has to be mastered by students. Speaking is the productive or oral skill. It consists of producing systematic verbal utterances to convey meaning. In teaching speaking, especially in senior high school level, kinds of illocutionary act can be found in the functional skills materials. Functional skills usually taught in XI grade of senior high school.

Illocutionary act can be found in the movie, beside in the real life. Movie is the representation of real life, so everything in movie can be said as the phenomenon of real life including the conversation. There are many action performed by the speaker in producing utterance that found in "Super 8". "Super 8" movie is a movie full of drama, action, and adventure. This movie is a action movie directed by J.J. Abrahams. This movie very interesting to be analyzed especially using speech act theory. The language used in Super 8 movie represents speech act which are commonly used by people to communicate in daily routines. Every utterances has own intended meaning of the speaker. The characters in this movie often produce utterances which illustrate the situation.



## **B. Identification of the Problem**

The researcher chooses analysis of the illocutionary act in super 8 movie based on the importance of illocutionary act in movie. They are as follow:

The first, it may be because of its uncommon expressing. Using different expression will have different understanding. Then, when people use certain actions, it is possible if others do not know the meaning of their expression

The second, the difficulty is interpreting the meaning of some expressions of the actions done by the main character. The difficulty is to know the meaning of main character's utterance.

The last, the difficulty in interpreting the meaning of an utterance is on speech act. People cannot realize that when they say something, on the other hand, show certain action. The problem is on aspects which will also influence the different use of speech acts. Different people will use different speech act depending on some aspects around them.

## **C. Limitation of the Problem**

Based on the statement above, the researcher will only focus on the pragmatic analysis of speech act. The classification of speech acts is including illocutionary act and perlocutionary act, and the researcher focuses to analyze the uses of the illocutionary acts, the types of illocutionary acts on utterance of movie and its application in English language teaching, especially speaking class.

#### **D. Statements of the Problem**

Based on the background of the study and the identification of the problem above, the problems that will be analyzed by the researcher are stated as follows:

1. What are types of illocutionary acts in the main character's utterances found in super 8 movie?
2. What type of illocutionary act is dominant produced by the main character of Super 8 movie?
3. How is the application of the research finding in teaching speaking at eleventh grade of senior high school?

#### **E. Objective of the study**

Based on the statements of the problems above, there are two objectives of the study. Those are as follows:

1. To find out the types of illocutionary act of the main character's utterances in Super 8 movie.
2. To find out the dominant illocutionary acts produced by the main character in Super 8 movie.
3. To describe how the application of the research finding in teaching speaking at eleventh grade of senior high school.

#### **F. Significances of the study**

The researcher hopes that the result of this thesis will be useful for people who are interested in linguistics and pragmatic analysis:

### 1. For Teachers

This thesis can enrich the study in pragmatic, especially illocutionary acts of speech act. By using the analyzing illocutionary acts, the teacher can improve the media that they can use in the classroom in teaching speaking.

### 2. For English Students

This thesis can give valuable contribution in learning pragmatic, especially in understanding illocutionary acts. They can learn the types of illocutionary acts. Moreover, they can learn the meaning of utterances in super 8 movie.

### 3. For The Readers

The researcher also hopes that this thesis will be useful for everyone who read this thesis. The researcher hopes that when they read this thesis, they will get knowledge about linguistics and understand the context of this thesis.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

In this occasion, the researcher wants to explain other's researcher studies in speech act theory. Firstly, Khotimah (2015) studies speech act entitled "An Analysis of illocutionary Act in Holy Qur'an Surah Ash-Shams and its application in English language teaching ". The objective of this study is to analyze illocutionary act. The type of this research is qualitative research. The analysis of the data is based on theory of pragmatics and kinds of speech act by Cutting. This result of this study shows that there are types of illocutionary actsof utterances found in Holy Qur'an in Surah Ash-Shams, they are Representative 53.33%, Directive 6.67%,Commisive 33.33%, Declaration 33.33%, Expressive 0%. In this research, representative is mostly found there are 8 data (53,3%) out of 15 utterances. Representative reaches the highest number of data because the type is great subject from the world of creation.

This material also has ever examined by Rochman (2012) studies speech act entitled "The Analysis of commissive speech act found in Spectre movie and its Application in Teaching Speaking at The Eleventh Grade of Senior". This study is about the use commissive speech act in the film entitled *Spectre*. The problem of the study is what the kinds of commissive speech act used in the film. This research is qualitative research. There are five kinds of commissive speech acts is *Spectre* movie. There are 18 utterances of

offering(40%), 15 utterances of planning (33,34%), 6 utterances of promising (13,33%), 4 utterances of vowing (8,89%) and 2 utterances of betting (4,44%).

The two researchers above and this research have similarity, those research examine the speech acts. This research is different from the first, and the second. The difference between this research and the first research is in the object that is going to be analyzed. The first research focuses to analyze illocutionary act in Holy Qur'an surah Ash-Shams. Meanwhile, in this research, the researcher focuses to analyze illocutionary act in super 8 movie. The difference between this research and the second research is in subject, in the previous research, the researcher analyze commissive speech act. The similarity between this research and the first research is that the both of them analyze illocutionary act, and similarity between this research and the second research is that the both of them use movie as object of the research that is going to be analyzed. Even the titles are different.

## **B. Pragmatics**

People in the world use language in order to communicate to others. The component of language is studied in a science of language called linguistics. Linguistics deals with external and internal aspects of language. Words and morphemes are discussed in the branch of morphology, phrases and sentence in syntax, sound in phonetics and phonology, text in discourse, and the last meaning in semantics. Pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics itself is a branch of linguistics about the interaction

of semantic knowledge with the people's knowledge of the world, taking into account context of use (Griffiths, 2006:1)

According to Yule (2003:3), pragmatics is the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. Pragmatics has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might themselves. Pragmatics is the study of speaker meaning. Yule also states that the advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requesting) that they are performing when they speak.

According to Mey (2004:6), pragmatics studies the use of language in human communication as determined by the condition of the society. Communication in society happens chiefly by means of language. However, the users of language, as social beings, communicate and use language on society's premises; society controls their access to the linguistic and communicative means. Pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and effect, human language use.

Cutting (2008:2) states that pragmatics concentrates on aspects of meaning that cannot be predicted by linguistic knowledge alone and taken into account knowledge about physical and social world. Pragmatics analyses language in use and many utterances which do not consist of full sentence yet

are entirely understandable. So, the focus of pragmatics analysis is on the meaning of speaker utterances rather than on the meaning of words or sentences. The scope of pragmatics includes the study of deixis, presupposition, implicature, speech acts, and aspects of discourse structure.

From many definitions above, the researcher concludes that pragmatics is the study of meaning in human communication. Learning pragmatics is important in daily human's life. By studying pragmatics, someone can understand an explicit and implicit meaning of others' speaking in a conversation. The focus of pragmatic is in aspect of meaning that cannot be predicted by linguistic from alone. The meaning of speaker's utterances is focus in pragmatic analysis rather than meaning of words sentences.

### **C. Speech Acts**

According to Black (2006:28), the term of speech act does not refer simply to the act of speaking, but the whole communicative situation, including the context of the utterance (that is, the situation in which the discourse occurs, the participants, and any preceding verbal physical interaction) and paralinguistic features which may contribute to the meaning of the interaction. People are, concerned with contextualized speech act.

Austin in (Cutting, 2008: 13-14) defines speech acts as the actions performed in saying something. Cutting (2008:13) said that the action performed when an utterance is produced can be analyzed on three different levels. The first level of analysis is the words themselves, this is the locution, 'what is said', the form of the words uttered: the act of saying something is

known as **locutionary act**. The second level is what the speakers are doing with their words, this is **illocutionary**, the function of the words, the specific purpose that the speaker have in mind. Examples are the speech acts inviting, advising, promising, ordering, excusing, and apologizing. The last level is **perlocutionary**, what is done by uttering the words, it is the effect on the hearer's reaction.

Yule (2010:153) defines a speech act as the action performed by a speaker with an utterance. In English, it is commonly given more specific labels such as apology, invitation, promise, complaint, compliment, or request. According to him, the descriptive terms for different kinds of speech acts apply to the speaker's communicative intention in producing an utterance.

Speech acts is the basic units of linguistic interaction - such as give a warning to, greet, apply for, tell what, confirm an appointment (Griffiths, 2006:148).

Reaching such ability requires the knowledge of the physical and social world and assumptions about the knowledge of the people with whom we are interacting. Formulating this knowledge is the essence of what is called the *Speech Act Theory*. In other words, speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning from what is said.

Austin in Levinson (2008:128) states that there are three basic senses in which in saying something one is doing something, they are: locutionary act, illocutionary act, and perlocutionary act. The following their explanation:



#### a. Locutionary Act

Locutionary act is the utterance of a sentence with determinate sense and reference. It is the same as an act of saying certain things. In other word, locutionary act is literal meaning of the utterance.

When the speaker uses his/her organ of speech to produce meaningful utterance, then, indirectly there is the locutionary act in his/her utterance. In the other words, locutionary act is the act of the speaker in using his/her organ of speech to produce meaningful utterances. Here is one of the examples:

*I promise to give you some money.*

The moment when the utterance is being said by the speaker by using the organ of speech is called locutionary act.

#### b. Illocutionary Act

The most important element in speech acts is illocutionary act. Illocutionary act is performance of an act in saying something. It is the act which is committed by producing utterances; for example, by uttering a promise, a promise is made, and by uttering a request, a request is made.

An illocutionary act is the expression of a proposition with the purpose of doing something else. This is more complex than a simple locutionary act because an illocutionary force is attached to the utterance that indicates how the expression should be taken. An example of illocutionary acts is as follow;

*I promise to give you some money.*

The utterance is not only a statement but also binds the speaker to what he/she has just said. This is because the utterance intention is the fact that the

speaker will do something in the future or we can say, the speaker promises something. Therefore, the illocutionary of an utterance above is the act of promising.

#### c. Perlocutionary Act

After getting the intended meaning of speaker's utterances, there will be perlocutionary act. Perlocutionary act is the effect of the utterance which the speaker says to the hearer. In addition, perlocutionary act is the intended or actual effects of the utterance which the speaker says to the hearer. In short, we can define perlocutionary act as the effect of illocutionary act on hearer. The following is the example:

*"I promise to give you some money."*

The effect of the utterance above can be a happy one. This is a result of the fact that the hearer really needs some money. Yes, it can also give the opposite effect to hearer. The hearer may feel angry because of that utterance. This is because the hearer is a very rich person who does not need any money from the speaker. The hearer will feel as if he is being mocked.

There are so many definitions about speech act. Each person has their own opinion meaning about speech act. The researcher concludes that speech act is language used to perform acts or bring about effect. It is utterance that occurs an act means action. All utterances that said by speaker sometimes are not only just utterances but also has meaning.

## **D. Illocutionary Act**

### **1. The definition of Illocutionary Act**

As stated in the previous that illocutionary act is one of the three types of speech acts. Illocutionary act is the action performed by the speaker in producing a given utterance which connected with the speaker's intentions, example: stating, questioning, promising, requesting, giving, commands, threatening, etc. Basically, the illocutionary act indicates how the whole utterance is to be taken in the conversation. For instance, they are encoded within sentence mood: interrogatives express question, declarative express assertions, and imperative express request. According to Yule (2003:48), illocutionary act is the act of utterance. Illocutionary act is the term of speech act that is generally interpreted quite nearly to mean only the illocutionary force of an utterance. These types of speech act generally are called the central of speech acts and even called as the speech act themselves.

Austin in William (2000:35) points out an illocutionary act is the act of issuing a locution (upshot of a locutionary act) with a certain "force", for example, the force of a question or a warning or a promise.

Hurford et al (2007:273) describe that Illocutionary act the act that carried out by a speaker making an utterance is the act viewed in terms on utterance's significance within a conventional system of social interaction of the speaker in making the utterance in the first place. Illocutions are acts defined by social conventions, acts such as accosting, accusing, admitting, apologizing, challenging, complaining, condoling, congratulating, declining,

deploring, giving permission, giving way, greeting, leave-taking, mocking, naming, offering, praising, promising, proposing marriage, protesting, recommending, surrendering, thanking, toasting.

The researcher concludes that illocutionary acts is act perform by the people in making utterance or in saying something. In the researcher's view, it is important to know the types and the cases of illocutionary acts so that the speaker and the hearer will do appropriate responses. There are many types and cases of illocutionary acts of utterances which are usually produced by people. In this research, the researcher will try to analyze the types of illocutionary acts of super 8 movie.

## **2. Kinds of Illocutionary**

Illocutionary act is the central in conception speech acts. Therefore, terminology of speech act can refer to illocutionary act. Speech act is classified by their illocutionary act. Searle's in Cutting (2008:14-15) states that solution to classifying speech acts is to group them in the following macro classes. They are Declarations, Representatives, Commissive, Directives, Expressive.

### **a. Declarations**

These are words and expressions that change the world by their utterance, such as: I bet, I declare, I resign.

### **b. Representatives**

These are acts in which the words state what the speaker believes to be the case, such as: describing, claiming, insisting, predicting, etc.

### **c. Commisives**

This includes acts in which the words commit the speaker to future action, such as: promising, offering, refusing, vowing, etc.

### **d. Directives**

This category covers acts in which the words are aimed at making the hearer do something, such as: commanding, requesting, inviting, forbidding, etc.

### **e. Expressives**

This last group includes acts in which the words state what the speaker feels, such as: apologizing, congratulating, deploring, etc.

## **E. Movie**

In this part the researcher wants to explain about movie, because the object of the research is movie. Not only explain what is movie, the researcher will be explain and give example about kinds of movie.

### **1. Definition of Movie**

Robert (2003:207) states that film is a specialize types of drama, utilizing produced by recording images from the world with cameras or by creating using animation techniques or special effects. Besides, film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement, Longman (2002:380) says that film is a material which is sensitive to light and which is used in a cinema for taking photographs or moving pictures for the cinema. Overall, film is a complicated process and needs more equipment and of course. It needs more budget.

A movie or film is considered as the reflection of the desire, needs, fears, and aspiration of a society at a given time. Movie is series of moving pictures recorded with sound that tells a story, show on television or at the cinema or movie theatre. Besides that, movie is a form of entertainment that enacts a story, shown on television or at the cinema or movie theatre which entertain type viewers.

The point of definition above is a series of moving pictures recorded with sound that tells a story, shown on television or at the cinema or movie theatre which entertain type viewers.

## **2. Genres of movie**

A genre is a word for type of movie or a style of movie. Movies can a fictional, or true, or a mix of the two. Although hundreds of movies are made every year, there are very few that do not follow a small numbers of set plots, or stories. Some movie mix together two or more genres. There are some genres of movie.

### **a. Action movie**

Action movie is movie has high energy, physical stunts, battles, fight, escapes, (floods, explosion, fires, natural disaster, etc) and often two dimensional “good guy” heroes battling “bad guys”. The examples are: Rush Hour, Action Hero, super 8, Fast & Furious



### b. Adventure movie

Adventure movies are usually exciting stories, with new experiences or exotic places. They can include searches or expeditions for lost continents, jungles, deserts, or treasure hunts. The examples are: King Kong, The Amazing Panda Adventure, Back to the Future, Jurassic Park,



### c. Comedy movie

Humor is the main driving force of comedy film. Anything with slapstick moments, witty dialogue, and satirical elements are included in this genre. Parodies and spoofs are the most obvious types of comedy movies, while some involve a mix of action, adventure, and romance. The examples of comedy movies are: The Hangover, Bridesmaids, Bruce Almighty, Paddington



#### d. Animation movie

Initially, films in this genre only consisted of movies done in 2D animation. As technology progresses and more and more computer generated movies are coming out, the animation film genre is expanding its reach to clay animation, paper animation, stop motion animation and computer generated animation. The example of animation movies are: Pokemon, Finding Dory, The Polar Express, Chicken Run



#### e. Drama movie

Dramatic film with serious themes and intense character development make up films in this genre. They often portray realistic situations with realistic people, but they sometimes involve more fantastical elements. The example of drama films are: The Wrestler, Argo, Sideways, Pride and Prejudice.

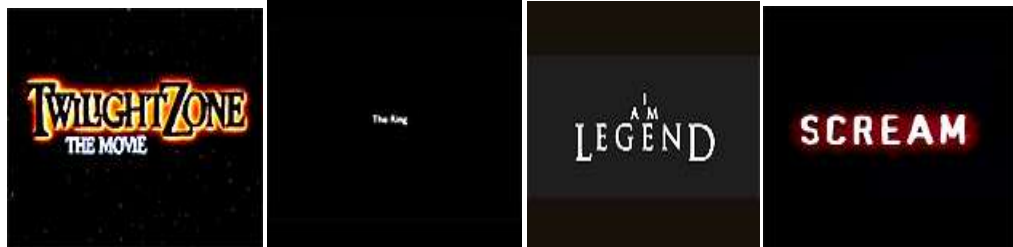


#### f. Horror movie

Horror films are designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining



us at the same time in a cathartic experience. The example of Horror films are: Twilight Zone, The Ring, I Am Legend, Scream.



g. War movie

War movie acknowledge the horror and heartbreak of war, letting the actual combat fighting against nations or humankind on land, sea or in the air provide the primary plot or background for the action of the movie. The example of war films are: War Horse, Saving Private Ryan, American Sniper, Act War



h. Romance movie

These are love stories, or affairs of the heart that center on passion, emotion and the romantic, affectionate involvement of the main characters (usually a leading man and lady), and the journey that their love takes through courtship or marriage. Romance films make the love story the main plot focus. The example of romance movies are: My Big Fat Greek Wedding, Splash, Titanic, endless love



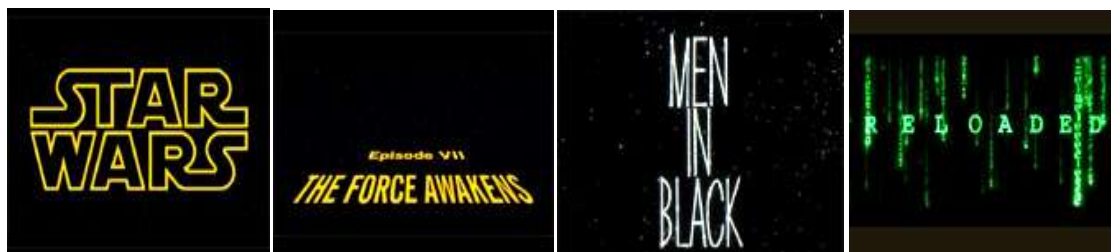
### i. Sports movie

Movies that have a sport setting, such as: football or baseball stadium, arena, or the Olympics, etc. Events such as: the big game, fight, race, or competition, and/or athlete (boxer, racer, surfer, etc). The examples of the sports films are: A League of Their Own, Space Jam, Rocky IV, The Blind Side



### j. Science fiction

This genre involves movies that feature futuristic technology, interstellar travel, stranger monsters and anything that is very imaginative that does not fit in the real world. Films in this genre may often intersect in action, adventure and horror categorization. The example of science fiction films are: Stars Wars, Force Awakens, Men in Black, The Matrix Reloaded



Based on the explanation above, film is recording of moving image that tells a story and people can watch it on screen or television. There are many genre of the film such as action, adventure, comedy, romance, thrillers, horror, science, fiction, drama, fantasy, family and etc.

## **F. SUPER 8**

The picture Super 8 told what happened in 1979, Sheriff Jack Lamb's deputy from Lilian Ohio and his 14-year-old son Joe had to lose his wife and mother Elizabeth for an accident. Jack blames his employee, Louis Dainard.

Four months later, Joe's good friend Charles Kaznyk decided to make a low-cost zombie movie for an international film competition. Charles joined in to help Preston, Martin and Carry as well as Dainard's daughter, Alice. Even though their father would be very angry, Joe and Alice became mutually excited about each other.

Charles wants the movie scene to use a passing train to look original. While recording a movie, Joe watched a truck get into the train track and hit the train, causing severe damage and destroying the entire train. The children investigated the incident and found that the driver was Dr. Woodward, a Biology teacher. Dr. Woodward wakes up and threatens the children with guns to forget about the incident or their parents will be killed.

The children went to the scene and along with it came the United States air force led by Colonel Nelec. Nelec found an empty box, Super 8mm film and assumed that the incident was captured by the camera.

When the film was developed, the city experienced a strange incident. All the dogs escaped, some city people disappeared, and electronics were all stolen. They then play a film that tells of aliens who came to Earth in 1958. The air force captured the aliens and conducted the research, and Dr. Woodward is one of his scientists.

In town, soldiers are trying to kill aliens. They found that aliens were created from a device stolen from a city's electronic appliance. They then convince the aliens that they can stay alive, and eventually the aliens release Joe. Joe and Alice then return to their father.

### **G. The Application of Illocutionary Act in Teaching Speaking**

This research is not only used in Linguistic frame but also in English Teaching Frame. In linguistic frame, especially in pragmatic field, illocutionary is is the term of speech act that is generrally interpreted quite nearly to mean only the illocutionary force of an utterance. In language teaching learning, students should master four language skills, they are speaking, reading, writing, and listening. Language is a speech, so reading, writing, and listening are coming after it.

In senior high school level, there are some materials about functional skill which related to speaking skill. It has to be mastered by students. Speaking is the productive or oral skill. It consists of producing systematic verbal utterance to convey meaning. Functional skill, especially speaking skill is the ability to use language in a follow up said or speech act in order to communicate or interact within the context of pragmatics.

Teacher should transmit to new generations the cultural heritage of a society, the knowledge, skill, customs attitudes acquired over the years. Teaching is the activities of educating or instructing or activities that impart knowledge or skill.

Thornburry (2005:1) states that speaking is so much part of daily life that the people take it for granted. The average person produces tens of thousands of word a day, although some people like auctioneers or politicians-may produce even more than that.

The researcher may conclude that speaking is one of central elements of communication; it needs special attention and instruction in teaching speaking. In teaching speaking, especially in senior High school grade, illocutionary act can be found in the functional skills materials. Functional skills usually taught in XI grade of Senior high school. The expressions of making and cancelling an appointment is related to illocutionary act. In teaching illocutionary act, especially in the speaking subject, the teacher may use movie as a media to teach that expressions to get students' interest. By watching the movie, students can find many expression and analyze belongs to the expression of illocutionary act, then they can produce the similar utterances from the movie based on the material being taught by the teacher.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this part, the researcher only analyzes the data subjectively. The researcher describes and interprets the data which appear in movie and focus on main character. The researcher does not use population and sample. In the last, the results will be applied in language teaching. In this research the researcher uses descriptive qualitative- method.

According to Bogdan and Taylor (In Djamal, 2015: 9) qualitative research is a research that result descriptive data such as written words or oral of people or attention on behavior.

The qualitative research incline looks at the object quality research such as value, meaning, human emotional, comprehend, history value, etc. To see quality need a appropriate approach such as semiotika, hermeneutika, fenomenologi (Kaelan, in Djamal 2015:8). Based on this explain we can know that the qualitative research is research that is more focused to describe condition, characteristic, and value the object.

According to Bogdan and Bikien in Sugiyono (2015:21), there are some characteristic of qualitative research. Those are as follows:

1. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.
2. Qualitative research is descriptive. The data collected is in the form of words of picture rather than number.

3. Qualitative research is concerned with process rather than simply without comes or product.
4. Qualitative research tend to analyze their data inductively.
5. “Meaning” is of essential to the qualitative approach.

The design of this research is descriptive qualitative. Descriptive research is applied to solve the problem by:

1. Collecting, (The collected data has been in the utterance what the main character say in super 8 movie)
2. Classifying, (The researcher look for the data which concern about illocutionary act of the utterances main character used in super 8 movie)
3. Analyzing, (The writer looking for which contains the authentic, valid or formal form of something that can be used to complete the information)
4. Describing a certain situation objectively.

Meanwhile, according to Matthew B. Milles and A Michael Huberman in (Djama,2015:13) qualitative research is “conducted through an intense and or prolonged contact with “field” or life situation. These situations are typically “banal” or normal ones, reflective of the everyday life individuals, groups, societies and organizations.”

### **B. Data and Source of the Data**

Data is the basic element needed in a research to solve a problem. According to Arikunto(2013: 161) data is result of registration either the fact or the number which can be used as a source to organize the

information. There are two kinds of sources in collecting data which are needed for analyzing illocutionary act as follows:

#### 1. Primary Data

Primary data source is data in the verbal form or word that spoken, gesture, or attitude done by the trust worthy subject, in other word this is research subject related to researched variable (Arikunto, 2013:22). The researcher uses primary data analyze is Super 8 movie.

#### 2. Secondary Data

Secondary source is data acquired from graphic (tablet, note, SMS, book, etc), photos, movies, video, recorder, things, etc to enrich primary data (Arikunto, 2013:22). The researcher uses some secondary data to support the data such as the spoken and gesture of main character in super 8 movie which containing illocutionary acts.

### **C. Instrument of the Research**

Arikunto (2013:203) says that researcher method and instrument are different. Research method is the way used by the researcher in gathering the data. Instrument is the device or facility used by the researcher in gathering the data to make her work easier and to make the result better, systematic, and complete, so that the data will be easier to be processed. Instrument is the tool in conducting the research by using certain method.

Sugiyono (2015:213) states that in qualitative research the researcher is the primary instrument for data collection and analyzing the data and makes the conclusion. The main instrument in analyzing this study is the researcher. The



researcher gets the data which contains signs after watching super 8. As human instrument, the researcher has to focus to the research and has to choose source of the data, analyze the data and make conclusions.

#### **D. Technique of Collecting the Data**

The data, which collected in this research, are types that indicate the illocutionary acts found in super 8 movie. The researcher will collect data of types of illocutionary acts in that chapter and then applied in language teaching.

The following are steps which are done by the researcher in collecting data:

1. Watching the super 8 movie
2. Finding the main character of movie.
3. Interpreting and understanding utterance of the main character in super 8 movie.
4. Assembling the data from books that related with research.
5. Classifying into the categories of illocutionary act.

#### **E. Technique of Analyzing Data**

Data analysis is the process of searching and arranging the data systematically getting from the interview, transcripts, and others, choosing the important data will be studied, and making conclusions so that it will be understood and the result can be conveyed to the others (Sugiyono in Djamal,2015:138)

In the technique of analyzing data, the researcher applies the following steps:

1. Interpreting illocutionary acts types performed in utterances of movie based on Searle in Cutting within a conventional system of social interaction. Such as accosting, accusing, admitting, apologizing, challenging, complaining, condoling, offering, congratulating, declining, deploring, giving permission etc.
2. Drawing conclusion based on the result of discussion which is linked to the theory of illocutionary acts within the theory of pragmatic

#### **F. Unit of Analysis**

Arikunto(2013:187) states that unit of analysis is a certain unit that is measured as the subject of the research. Something could be a unit of analysis are human, artifacts (books, photos, newspaper), and geographical units (school, village, states). The researcher tries to understand the main character utterances in super 8 movie and focuses on its type of illocutionary acts as the unit of analysis. The researcher analyzed the types of illocutionary acts found in super 8 movie.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

In this section, the researcher is going to analyze the types of illocutionary act found in Super 8 movie. According to Searle in Cutting (2008:14), there are five types of illocutionary act. They are declaration, representatives, commissives, directives, and expressive.

**Table 1. Types of illocutionary acts of utterance found in Super 8 movie**

No	Types of illocutionary act	Amount of Utterances	Percentage
1.	Declaration	-	-
2.	Representative	28	33.7%
3.	Commissive	14	16.9%
4.	Directive	21	25.3%
5.	Expressive	20	24.1%
Total Number		83	100%

Based on the tables, the researcher finds four types of illocutionary acts that used by the main character in Super 8 namely declarative, representative, commissive, directive and expressive. There are 83 utterances containing illocutionary acts. They are 28 utterances (33.7%) containing representative, 14 utterances (16.9%) containing commissive, 21 utterances (25.3%) containing directive, and 20 utterances (24.1%) containing expressive. Declarations are not

found in this research. The detail explanations of the super 8 movie will be presented in the next subchapter.

## **B. Discussion**

In this part, the researcher would like to discuss about two points. The first one is the analysis of illocutionary acts that used by the main character in Super 8 movie. The second one is the explanation of the application of illocutionary acts by the main character in Super 8 movie in teaching speaking at Eleventh grade student of senior high school.

### **1. The types of illocutionary acts of utterances that used by the Main Character in Super 8 movie**

Here the researcher is going to classify the utterances by using Searle's theory in Cutting. There are five types of illocutionary acts based on Searle's theory in Cutting, the types are declarations, representative, commissive, directive and expressive.

#### **a. Declarations**

According to Searle's in Cutting (2008:14) these are words and expressions that change the world by their utterance, such as 'I bet', 'I declare', 'I resign'. There is no types of declarations in utterances that produced by main characters of Super 8 movie.

#### **b. Representative**

According to Searle's in Cutting (2008:14) there are acts in which the words state what the speaker believes to be the case, such as asserting, describing,

predicting, claiming, hypothesizing, insisting, etc. In this research the researcher find 28 utterances (33.7%) containing illocutionary acts types of representative

1) Rep/ 00:08:11

“I thought, I was going to have the summer for myself”

Types : Representative

Part of types : Predicting

It happens in CAROL’s Dinner when Jack gives a pamphlet to Joe about Hewit Sport camp. Jack explained that it’s a six week program, hands on planning with collage coaches, but Joe refused he predict that he was going to have the summer for himself.

2) Rep/ 00:10:47

“You can trust me. My dad will never know. I won’t tell him anything”

Types : Representative

Part of types : Asserting

It happens when all the boys (Preston. Charles, Martin, Carry, Joe) met Alice in the place where they promise. Alice was shock when she saw Joe, because Alice knew that Joe was the Deputy’s kid, because Alice doesn’t have a license. She can’t drove with him, but Joe convinces Alice to trust with him, that his dad will never know and he won’t tell him anything.

3) Rep/ 00:20:49

“It’s my fake blood. It’s fake!”

Types : Representative

Part of types : Asserting

It happens in Train depot after the train crash then he sought his friends. Fortunately, he found all his friends except Alice. He was so worry, he saw something like a blood, he thought that it was blood of someone, he moved closer to the blood. Suddenly, Alice emerged and stood in the dusty mess, then he believed that it was not blood but his crushed make-up kit.

4) Rep/ 00:21:37

“It wasn’t an accident”

Types : Representative

Part of types : Asserting

It happens in train depot after the train crush, when they walked out round the area. They was shocked because an accident like that was exceptionally rare, but Joe believed that incident was not an accident, he saw that there was a truck on the track .

5) Rep/ 00:39:42

“Oh, just be a lifeless ghoul. Someone with no soul, dead eyes, scary.”

Types : Representative

Part of types : Describing

It happens in Charles’ kitchen at day, when Joe make-up Alice became a Zombie. Joe made a simple zombie make-up, pale skin, sunken eyes and cheekbones. Then Alice asked to the Joe how to be a zombie, then Joe described how role to be a zombie.

6) Rep/ 00:39:45

“Like hungry for human flesh. To make them turn into zombies, because that is what zombies do”

Types : Representative

Part of types : Describing

It happens in Charles’ kitchen at day, when Joe make-up Alice became a Zombie. Joe explained everything about zombie so that Alice can imitated like that.

7) Rep/ 00:43:39

“So the air force is looking for a car. Alice’s dad’s car, they are taking tire prints from the crash site.”

Types : Representative

Part of types : Informing

It happens in the Joe’s living room at night. By the time Joe painted his model on the floor of his living then, he talked to Charles on his walkie talkie, Joe gave some information that air force was looking for a car, because they are found tire prints from the crash site.

8) Rep// 00:47:57

“Yeah, that’s the Hunchback of Notre Dame. I watched that one on TV”

Types : Representative

Part of types : Informing

It happens in Joe’s room at afternoon, Alice came to Joe’s room, and she saw all Joe’s train model. She was shocked and she asked to Joe what he made all

by himself. Joe answered that all made by himself, and he was point out to Alice about Hunchback of Notre Dame, and he watched that on Tv.

9) Rep/ 00: 50: 21

“He worked at Romero Chemical. He found out some things the company’s been doing. After what you told me at the bar, I thought you should know”

Types : Representative

Part of types : Informing

It happens in Woodward’s house, at that time they was playing movie. Joe was dressed as an Airman, performing with Martin, dressed as the detective Hatway. Joe informed to the detective Hathway about Dr.Woodward’s that Dr.Woodward worked at Romero Chemical, and he gave a file to detective Hathway.

10) Rep/ 01:10:32

“I believe you”

Types : Representative

Part of types :Stating

It happens in Greenville Air Force Base Hangar. by the time Joe who was looking everywhere for his dad, but finally he saw Louis and hurries to him, suddenly Louis grabs his shirt and pulled him close. In a voice desperate and heartsick he explained that he saw something big and it took Alice, but no one believed him. Joe’s mind is on fire as he absorbed this, so he whispered that he believed on Louis said.



### c. Commissive

According to Searle's in Cutting (2008:15) this includes acts in which the words commit the speaker to future action, such as promising, offering, threatening, refusing, vowing, volunteering, etc. In this research the researcher found 14 utterances (16.9%) that containing illocutionary acts types of commissive.

1) Com/ 00:06:26

“I won't forget”

Types : Commissive

Part of types : Promising

It happens in Charles' house at that time they have planned to make film they will invite Alice and they will come to Alice house. Charles reminds to Joe to did not forget to came to Alice' house and Joe promise to Charles that he won't forget their planning and he would came to Alice's house.

2) Com/ 00:08:26

“I gotta help Charles finish his movie.”

Types : Commissive

Part of types : Volunteering

At that moment Joe and his father was in Carol's dinner. His father gave Joe a pamphlet about Hewit sports camps and convince Joe that he will like it program, but Joe refused it, because he gotta help Charles to finish his movie.

3) Com/ 00:11:18

“want one?”

Types : Commisive

Part of types : Offering

At that moment all boy in Alice’s car, and Alice drove her car. All the boys (martin, cary, preston, joe) sit in the back except Charles sit in front side of Alice. Joe ate his twizzlers in the back he offering some twizzlers to Alice then, he gave some twizzlers to Alice.

4) Com/ 00:29:56

“Wait, hold on, lemme come over and show you the pages, okay? I’ll be right there”

Types : Commisive

Part of types : Promising

Joe wanted to show the new scenes to Alice, although Alice refused it but Joe never gave up he explained and convinced to Alice about the scenes. Finally, Joe went to Alice’s house.

5) Com/ 00:32:22

“I make models, plastic ones, and I will painting”

Types : Commisive

Part of types : Promising

They looked at the train crush from hilltop after that they went to restaurant they were talking excitedly but quietly. When at hilltop Joe looked the train crash through the lens used the zoom, and he knew that whole thing’s an air force train,

then Joe promised he will made some replica used of plastic likes an Air force train.

6) Com/ 00:44:00

“Okay I’ll do the make-up.”

Types : Commisive

Part of types : Volunteering

At that time, Joe was in living room at night he was dialing with Charles. Charles asked to Joe what he want to come helped him or not, because he needed Joe to make Alice a zombie again. Joe accepted the Charles offering that he will do the make-up Alice.

7) Com/ 00:57:30

“Oh, you wanna come in?”

Types : Commisive

Part of types : Offering

It happens in Joe’s room, when Joe was sleep, then there was someone who knocked his window, then he woke up, he moved and opened the window, it was Alice, Joe stunned. Then Joe offered to Alice, what she want to entered his room.

#### **d. Directive**

According to Searle’s in Cutting (2008:15) this category covers acts in which the words are aimed at making the hearer do something, such as commanding, requesting, inviting, forbidding, suggesting, etc. The researcher found 21 utterances (25.3%) in this research.

1) Dir/ 00:13:15

“Close your eyes. Please”

Types : Directive

Part of types : Commanding

Joe was preparing to make up Alice who sat in front of him. Joe started stippling the make-up onto her face used sponge. He gave command to Alice to close her eyes. Then he started applying the make-up to Alice’s eyelids.

2) Dir/ 00:17:27

“Run!”

Types : Directive

Part of types : Commanding

Joe looked desperately back toward the headlights, the train lighting up the old pick-up that to crush into the train, then suddenly the train slammed into the truck. The kids gasp looked that tragedy then Joe shouted and commanded his friends to run away.

3) Dir/ 01:01:24

“Don’t say that. He is your dad”

Types : Directive

Part of types : Forbidding

Joe and Alice was watching home movie of Joe’s mother play. Alice closer to the screen and Joe sits behind her, a tear drops down Alice’s face, Joe was quietly stunned, and his eyes wet. Suddenly Alice told all about her father’s badness, made her mother was died caused by an accident. She ever wish that her

father who died. Joe just stares at her, heartsick and speechless he stopped Alice utterance and forbid Alice to say like that.

4) Dir/ 01:10:42

“Guys, we have to go back”

Types : Directive

Part of types : Suggesting

Louis as Alice’s father hoped that Joe can saved Alice. Then Joe said with his friends, assembled around a set of cots. Joe suggested to his friend that they must back to town to found Alice. It purposes so that his friends want to back the town.

5) Dir/ 01:13:52

“We shouldn’t take river road, they had a roadblock”

Types : Directive

Part of types : Suggesting

It happens in Donny’s car in the afternoon. Donny drove his car. Joe sat in side of Donny, Charles, Cary and Martin in back they rode towards to Dr. Woodward. In middle their journey, Joe suggested Donny that they should not took river road, because they had a roadblock, it purpose so that Donny took an alternative road.

6) Dir/ 01:27:40

“Come on, guys let’s go. Come on!”

Types : Directive

Part of types : Inviting

It happens in Neighborhood Street at night. Joe in the lead they turned and looked back, a massive shot of the neighborhood under siege, and some explosion were much closer than others. They run in for cover, they are silhouetted in the dark spaced by the explosion light emanating from the windows. They are all out of breath in a strange kitchen. Then, Joe run and invited his friends to follow him going to the cemetery.

7) Dir/ 01:35:15

“Alice, help me get the sheriff down”

Types : Directive

Part of types : Requesting

It happens in mechanical contraption space at night. After Joe succeed to make Alice woke up, then they must down one familiar face was Sheriff Pruitt. Joe tried to down sheriff Pruitt, but he can't do itself. He asked Alice to help him.

#### **e. Expressive**

According to Searle's in Cutting (2008:15) this last group includes acts in which the words state what the speaker feels, such as apologizing, praising, congratulating, deploring, regretting, etc. in this research the researcher found 20 utterances (24.1%).

1) Ex/ 00:04:31

“What is this?”

Types : Expressive

Part of types : Shocking

It happens in middle school, by the time dolly with Joe walked through the crowd alone, suddenly Charles was there, and he gave Joe a pages. Joe was shock when Charles gave him something, he asked to Charles about something which Charles gave to him.

2) Ex/ 00:06:47

“Goodnight, Mrs. Kaznyk”

Types : Expressive

Part of types : Greeting

It happens in Charles’ kitchen at night, when all Charles’ family was so busy with their activity then Joe and Charles entered, Joe greet Mrs Kaznyk friendly which at that moment was cooking.

3) Ex/ 00:07:02

“oh, yes sir. Thank you.”

Types : Expressive

Part of types : Thanking

At that moment Joe will leaves Charles’ House, and he took left to Charles’ parents. Then Charles’ father said to Joe that there was always a place for Joe in his house. Joe was thanking to Charles’ father for his kindness.

4) Ex/ 00:19:56

“Martin, are you okay!? Preston, is that you?”

Types : Expressive

Part of types : Worrying

The situation happened in train depot after train crash. Joe was worry he looked for his friends, then he found Martin on his knees, and then Preston emerged, he asked about Martin and Preston condition.

5) Ex/ 00:28:49

“Yeah, I thought she was good”

Types : Expressive

Part of types : Praising

It conversation happens in Lilian, Ohio Joe and Charles rode their bikes into down across a bridge. Charles said that the footage last night is usable, so they need Alice to play the wife again. Joe looked so happy to hear that, and he was praising Alice that her acting was good.

6) Ex/ 00:29:21

“So we have some new scenes, for the movie. We were hoping you would be in em.”

Types : Expressive

Part of types : Hoping

At that time Joe at the counter, he heard Alice’s phone number ringing, Quickly he dial Alice. After Alice answered Joe’s dial, Joe explained that he had some new scenes and he hope Alice want to play again.

7) Ex/ 00:52:57

“Just cause mom died doesn’t mean you know anything about me!! You don’t know. You don’t know about Alice either. She is kind”

Types : Expressive



Part of types : Tantrum

Joe was so angry with his father because his father forbade Joe to be friends with Alice because her father Louis Dainard had trouble; he was irresponsible. Joe's father will not allow Joe to spend time with her, doing projects or whatever that they were doing. Joe opposed his father's order, because his father did not know everything about him, and he did not know about Alice, according to Joe Alice was a kind girl.

8) Ex/ 00:59:57

"It is so weird watching her like this, like she's still here. She used to look at me, this way like really look and I just knew I was there. That I existed"

Types : Expressive

Part of types : Heartwarming

At that time Alice and Joe were watching the home movie of Joe's mother play in Joe's room. Alice watched it gently, then tears started to fill her eyes, she heard a near whisper of Joe. Joe was gazing when he was watching the film.

From the analysis about the types of illocutionary act used by the main character in *super 8* movie, the researcher concludes that there are four types of illocutionary act used by the main character in *super 8* movie. They are representative that consist of 28 utterances (33.7%), commissive that consist of 14 utterances (16.9%), directive that consist of 21 utterances (25.3%), and expressive that consist of 20 utterances (24.1%).

Based on the transcript movie the researcher focuses on the illocutionary act by the main character in *super 8*, the researcher finds 83 utterances that used

by the main character. The researcher analyzes all of utterances by the main character that containing illocutionary acts. Illocutionary acts that founded by researcher are representative (28 utterances), commissive (14 utterances), directive (21 utterances), and expressive (20 utterances). From the finding above the researcher concludes that the most dominant type that used by the main character is representative. The researcher finds 28 utterances representative from the total utterances 83. The percentage representative used by the main character is 33.7%.

## **2. The Application of Illocutionary Acts by the Main Character in *Super 8* Movie to Teaching Speaking at Eleventh Grade of Vocational High School**

English has become the international language in the world. In Indonesia English was learned from the elementary school, junior high school, senior high school and in university. English has at least 2 meetings and 4 learning hours in junior and senior high school. The teacher has to know many techniques and the interesting media can be used to teaching so that the student will more enjoy in learning English.

The movie and the illocutionary act of the movie are nice examples for students in learning the material of Expression of Making and Cancelling an Appointments. It is based on the basic competence of responding to the meaning of transactional and interpersonal conversation accurately, fluently, and thankful which used a variety of spoken language in the context of everyday life and involves speech acts: advising, promising, refusing and expressing feelings such worrying, pleasure, thanking etc. It is taught to know the meaning of transactional and interpersonal conversational in everyday life. The students will know the

meaning of transactional and interpersonal conversation by using the utterances in movie. That is based on KTSP curriculum.

The students may take the utterance of the movie to understand the material of Expression of Making and Cancelling an Appointment. The gesture of movie will help the students to know about expression of making and cancelling appointment in the pre teaching. The teacher can use utterances produced by main character in Super 8 movie to improve their speaking skill in teaching learning process. The teacher has to explain the utterances by main character and the meaning of it. After it, the teacher can ask the students to make the statement of expression making appointment or cancelling appointment. Teaching English by using movie in the material of expression making appointment can be done by the teacher using the following lesson plan:

## LESSON PLAN

Lesson	: English
School	: MAN 1 Kebumen
Class/Semester	: XI/ 1
Topic	: Responding to Expression of Making and Cancelling an Appointments
Times	: 2 x 45 minutes (1 meeting)
Standard Competence	: to show the meaning in the transactional and interpersonal conversation and sustained in daily activity
Base of Competence	: 1.2. To show the meaning in the transactional (to get things done) and interpersonal conversation formal and sustained using kind of language, accurate, fluently, and grateful in daily conversation with speech act: Making and cancelling appointments
Indicator	: <ol style="list-style-type: none"> <li>1. Identifying the meaning of expression and attention in making and cancelling appointments.</li> <li>2. Giving respond of expression and attention in making and cancelling appointments.</li> <li>3. Using expression in making and cancelling appointments.</li> </ol>

### **I. The Goals**

The students are able to:

1. Identify the expression and attention and cancelling appointments.
2. Mention Kinds of expression and attention in making and cancelling appointments correctly.
3. Use Expression and attention in making and cancelling appointments correctly

## II. The Materials

Asking for the agreements for an appointment

- I won't forget
- I will right there
- I will painting
- *Will it be convenient if I come at 11 a.m.?*
- *Would Saturday next week be possible?*
- *Can I see you tomorrow afternoon?*

### 1. Agreeing

- Sure, I'll be waiting for you
- Yes, I think so
- Of course, That will be fine
- Sure, then see you tomorrow
- Great, it's a perfect time

### 2. Disagreeing

- *I'm afraid I can't. Sorry. How about at 3 p.m.?*
- *Sorry, I don't think so*
- *I'm afraid not*
- *No, I can't. I'll be out of town*

## III. Method: Communicative approach

### IV. Procedures

#### 1. Pre Activity (15 minutes)

- a. Greeting
- b. Checking attendance
- c. Giving motivation
- d. Reviewing last lesson

#### 2. Core Activity (60 minutes)

- a. The presentation stage
  - The teacher play the Super 8 movie

- The teacher is explaining example of utterances expression and responds in making and cancelling appointments
- b. The Practice stage
- The students are watching the movie and search the utterance of making and cancelling appointments said by the actors
  - The students are writing the utterances of making and cancelling appointments by watching the movie and making a list
- c. The production stage
- The students are making the short dialogue about making and cancelling appointments
  - The students are expressing the short dialogue in front of class
3. Final Activity (15 minutes)
- Getting feedback about the material between the teacher and students
  - Summarizing the material about making and cancelling appointments
  - Giving assign, make the short dialogue in pairs at home
  - Closing the materials

## **V. Evaluation**

1. Performance
2. Written test
3. Oral test

Purworejo, August 3<sup>rd</sup> 2017

Headmaster,

English Teacher,

Drs. H.Samingan. M.SI

NIP. 196512111996031001

Sya'bani. S.Pd

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on analysis of the data and previous data, the researcher can draw conclusion which presents two subjects according to the problem formulated in the chapter one. They are the following:

1. There are four types of illocutionary acts of utterances the main character in super 8 movie. Those are representative that consist of 28 utterances (33.7%), commissive that consist of 14 utterances (16.9%), directive that consist of 21 utterances (25.3%), and expressive that consist of 20 utterances (24.1%).

2. The most dominant type of illocutionary acts is representative. There are 28 utterances from 83 the total utterances which containing representative, it is the highest number in percentage 33.7%. The reason on why of the representative is the most dominant because, the main character in super 8 movie is a smart student, he did not talk too much, but he was thinking then do action, so when he said he could give information what he believed and made the hearer believe to him. There are no types of declarations in his utterances, because he did not declare anything, he just gave information, made a vowing, give expression, etc.

3. The application of analyzing illocutionary acts by main character in super 8 movie can be implemented at the eleventh grade students of senior high school in the material using transactional meaning in the text conversation in the context of daily activity example to expressing of making and cancelling an appointments. Teaching illocutionary acts can be used in the speaking class,

the teacher can order the student to make dialogue about expressing making and cancelling an appointments then practice it. In the other, by watching the movie students can learn how to speak well.

### **B. Suggestion**

After knowing the result of the research, the researcher gives some suggestions for students, English teacher, and the next researcher.

#### 1. For students

Students have to understand about the meaning of the utterances someone so that they will do appropriate action. Besides, students have to practice speaking by the illocutionary act meaning of the main character utterances found in super 8 movie such in making the expression making a an appointments.

#### 2. For English teachers

English teacher should use appropriate media in teaching English for Senior High School. Teacher can use the movie to make students more enjoy and can more understand, but teacher must choose the movie that appropriates for eleventh grade especially that containing education.

#### 3. For the next researcher

For the next researcher can improve the result of this research. The researcher hopes this research can be used as a starting point for further research, especially about illocutionary acts.



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# APPENDICES



**UNIVERSITAS MUHAMMADIYAH PURWOREJO**  
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PURWOREJO 54111

**SURAT KEPUTUSAN PENETAPAN DOSEN PEMBIMBING SKRIPSI**

Nomor: 838/A.40/FKIP/UMP/IV/2017

Berdasarkan usulan Ketua Program Studi Pendidikan Bahasa Inggris tentang Pembimbing Skripsi, Dekan FKIP Universitas Muhammadiyah Purworejo menetapkan:

1. Nama : **Juita Triana, M. Pd.**  
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Jabatan Akademik : Asisten Ahli  
Sebagai Pembimbing I,
2. Nama : **Andrian Nuriza Johan, S.S., M. Pd.**  
NIP/NBM/NIDN : 0606038503  
Jabatan Akademik : Asisten Ahli  
Sebagai Pembimbing II,

Dalam penyusunan skripsi mahasiswa:

Nama : **Resti Amalia**  
NIM : 132120156  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Illocutionary Act Made by the Main Character of Super 8 Movie and Its Application in Teaching Speaking to Eleventh Grade Students of Senior High School

Demikian ketetapan ini dibuat agar dilaksanakan dengan sebaik-baiknya.

Purworejo, 20 April 2017

Dekan FKIP,



*[Signature]*  
Yuli Widryono, M. Pd.

NIDN 0616078301



UNIVERSITAS MUHAMMADIYAH PURWOREJO  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Movie and Its Application in Teaching Speaking to Eleventh Grade Students  
of Senior High School

No	Date	Material of Consultation	Note	Signature	
				Consultant	Researcher
1.	April, 12 <sup>th</sup> 2017	Thesis Proposal	Accepted		
2.	May, 7 <sup>th</sup> 2017	Chapter I	Revised		
3.	May, 14 <sup>th</sup> 2017	Chapter I	Accepted		
4.	June, 2 <sup>nd</sup> 2017	Chapter II -III	Revised		
5.	June, 18 <sup>th</sup> 2017	Chapter II-III	Accepted		
6.	July, 17 <sup>th</sup> 2017	Chapter IV-V	Revised		
7.	July, 21 <sup>th</sup> 2017	Chapter IV-V	Accepted		
8.	July, 26 <sup>th</sup> 2017	Abstract	Revised		
9.	July, 28 <sup>th</sup> 2017	Abstract	Accepted		

Purworejo, 28 July 2017

Consultant I

JUITA TRIANA, M.Pd.

NIDN. 0624057001



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				Consultant	Researcher
1.	April, 12 <sup>th</sup> 2017	Thesis Proposal	Accepted		
2.	May, 18 <sup>th</sup> 2017	Chapter I	Revised		
3.	May, 24 <sup>th</sup> 2017	Chapter I	Accepted		
4.	July, 7 <sup>th</sup> 2017	Chapter II-III	Revised		
5.	July, 10 <sup>th</sup> 2017	Chapter II-III	Accepted		
6.	July, 26 <sup>th</sup> 2017	Chapter IV-V	Revised		
7.	July, 27 <sup>th</sup> 2017	Chapter IV-V	Accepted		
8.	July, 28 <sup>th</sup> 2017	Abstract	Revised		
9.	July, 29 <sup>th</sup> 2017	Abstract	Accepted		

Purworejo, 01 August 2017

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**PERANGKAT PEMBELAJARAN**  
**SILABUS PEMBELAJARAN**

**PENDIDIKAN BUDAYA DAN KARAKTER BANGSA**

**Mata Pelajaran : Bahasa Inggris**

**Satuan Pendidikan : SMA / MA**

**Kelas/Semester : XI / 1**

**Nama Guru : .....**

**NIP/NIK : .....**

**Sekolah : .....**

**KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

## SILABUS PEMBELAJARAN

Nama Sekolah : MA Negeri 1 Kebumen

Kelas / Semester : XI / 1

<p><b>Berbicara</b></p> <p>3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima</p>	<ul style="list-style-type: none"> <li>• <b>Using expressions of making and cancelling an appointment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur menasehati</li> <li>• Merespon tindak tutur menasehati</li> <li>• Menggunakan tindak tutur memperingatkan</li> <li>• Merespon tindak tutur memperingatkan</li> <li>• Menggunakan tindak tutur meluluskan permintaan</li> <li>• Merespon tindak tutur meluluskan permintaan</li> <li>• Menggunakan tindak tutur menyatakan perasaan.</li> <li>• Merespon tindak tutur menyatakan perasaan</li> </ul>	<p>Tugas</p> <p>Performans</p>	<p>4 x 45</p> <p>4 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p>
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	dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain,</i> dan <i>pleasure</i>								Koran berbahasa Inggris Majalah Internet
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00:04:31,157 --> 00:04:32,659

- What's this?

00:04:42,407 --> 00:04:43,741

So who's gonna play the wife?Jen?

00:04:59,525 --> 00:05:01,523

You talkedto Alice Dainard, really?

00:05:08,912 --> 00:05:11,121

Driving where?

00:05:51,937 --> 00:05:54,765

I just don't understand howthe wife helps make it a story.

00:06:25,213 --> 00:06:26,419

I won't forget.

00:06:49,298 --> 00:06:50,562

Goodnight, Mrs Kaznyk.

00:07:00,693 --> 00:07:02,497

Yes sir, thank you.

00:08:09,776 --> 00:08:11,566

I thought I was going to have this summer to myself.

00:08:24,589 --> 00:08:26,972

I gotta to help Charles finish his movie.

00:10:50,254 -->00:10:56,129

You can trust me.My dad will never know.I won't tell him anything.

00:11:17,093 --> 00:11:18,927

- Want one?

00:13:13,167 --> 00:13:15,165

close your eyes, please?

01:06:48,713 --> 01:06:50,881

- Run!

00:19:57,542 --> 00:19:59,579

Martin, are you okay?

00:20:50,939 --> 00:20:54,441

It's my fake blood.It's fake.

00:21:39,031 --> 00:21:40,805

It wasn't an accident.

00:51:07,965 --> 00:51:09,058

Get in the car.

00:25:18,278 --> 00:25:19,882

Guys, keep it down.

00:25:35,710 --> 00:25:43,739

It's okay. We're not saying anything to anyone. None of us  
Guys, we are not gonna say anything are we?

00:26:03,919 --> 00:26:05,691

Thank you

00:27:30,245 --> 00:27:31,870

- Good morning Mr. Kaznyk.

00:28:49,625 --> 00:28:51,561

Oh yes, I thought she was good.

00:28:53,864 --> 00:28:55,087

I think she will.

00:29:20,041 -->00:29:24,407

So we have some new scenes for the movie,  
We are hoping you'll be in them.

00:29:54,468 --> 00:29:56,914

Yeah, I know, I saw it.

00:29:56,967 --> 00:29:58,707

Wait, hold on. I'll come over,I'll bring the scenes. I'll be right there.

00:31:20,865 --> 00:31:22,193

What?

00:32:17,570 --> 00:32:20,044

That whole thing is an Air Force train.

00:32:21,238 --> 00:32:23,401

I make models, like plastic ones. and I will painting

00:32:51,499 --> 00:32:53,918

Dr. Woodward had that map.He drove onto the train tracks.Maybe there was something he wanted to destroy? Yeah

00:33:04,028 --> 00:33:05,650

He had a gun.Why not use that?

00:39:17,462 --> 00:39:22,153

You wanna see it? Later? The train, my train model?The train I made.

00:39:33,159 --> 00:39:38,689

Uh..just be a lifeless ghoul, no soul, dead eyes.scary.

00:39:42,473 -->00:39:47,341

“Like hungry for human flesh. To make them turn into zombies, because that is what zombies do”

00:40:02,884 --> 00:40:04,726

Oh my, yeah, it's really good.

00:43:38,205 --> 00:43:44,173

So, the Air Force is looking for a car. Alice's dad car. They're taking tire prints from the crash site, over.

00:44:01,805 --> 00:44:03,557

Okay, I'll do the makeup.

00:47:56,101 --> 00:48:03,391

Yeah. That's "The Hunchback of Notre Dame". I watched that one on Tv

00:48:19,369 --> 00:48:29,949

That's dry brush technique.After you've painted the best color you take something like Euro Greys.

00:49:15,142 --> 00:49:17,645

I thought you were calling Evan.

00:50:12,863 --> 00:50:21,098

- He worked at Romero Chemical. He found out some things the company's been doing.

After what you told me last night at the bar. I thought you should know.

00:50:30,415 --> 00:50:34,435

We just made the discovery ourselves. You understand this is Top Secret.

00:52:48,019 --> 00:52:53,619

We're not clear! You and I  
aren't clear about anything! We couldn't be less clear!

00:52:53,620 --> 00:53:02,014

Just because mom died doesn't mean that you know anything about me. You don't!  
You don't know anything about Alice either. She's kind.

00:53:02,015 --> 00:53:04,583

She's nice to me!

00:57:33,495 --> 00:57:36,062

You wanna come in?

00:59:30,806 --> 00:59:56,719

It's..it's so weird. Watching her like this, like she's still here. She used to look at me,  
this way, like really look. And I just knew I was there, that I existed.

01:01:17,238 --> 01:01:23,808

Don't say that. He's your dad.

01:05:06,901 --> 01:05:08,026

That thing went through my wall!

01:05:24,494 --> 01:05:25,494

What's your problem?

01:05:55,678 --> 01:06:00,012

I will get the camera back. I know where my dad put it. We can still make it to the  
festival.

01:06:11,142 --> 01:06:13,144

Your movie was over.  
That's what you said. You were upset! I gave you my camera.  
I helped you!

01:07:19,430 --> 01:07:23,540

I do like her. Sorry about that.

01:08:24,047 --> 01:08:25,713

Mr. Harkin, what's going on?

01:09:51,845 --> 01:09:53,510  
I'm going to find my dad.

01:10:34,368 --> 01:10:36,769  
I believe you.

1:10:40,619 --> 01:10:43,286  
Guys, we have to go back in town!

01:10:54,087 --> 01:10:56,294  
I'm going whether you come or not, which I really hope you do.

01:11:46,195 -->01:11:53,249  
We're going to the school, to open the trailer. Woodward had in the parking lot.  
I bet, that's where he keeps his research.

01:13:53,348 --> 01:13:55,806  
We shouldn't take River Road. They had a roadblock

01:14:12,273 --> 01:14:15,600  
Yes, thank you very much.Do you have a tire iron?

01:15:34,234 --> 01:15:37,301  
Cary! We got to find this thing!

01:25:26,031 --> 01:25:27,266  
We Need to get back to town!

01:25:32,117 --> 01:25:33,659  
Do you want me to drive?

01:25:41,097 --> 01:25:42,640  
I saw something in the cemetery.

01:27:41,370 --> 01:27:43,286  
Come on, guys, let's go. Come on!

01:28:03,380 --> 01:28:06,615  
I'm gonna go find Alice—you have to stay with Martin.

01:28:34,938 --> 01:28:36,230  
Just follow me.

01:28:39,566 --> 01:28:41,775  
Help me.

01:28:54,157 --> 01:28:56,489  
Help me on three!

01:29:30,425 --> 01:29:32,410  
Alice is down there.

01:35:48,876 --> 01:35:50,067  
This way.

01:32:33,732 --> 01:32:36,675  
She's here. We're going to use your firecrackers.

01:34:18,747 --> 01:34:21,022  
Alice, please, wake up.

01:35:18,003 --> 01:35:19,619  
Alice, help me get the sheriff down.

01:36:42,156 --> 01:36:44,155  
Go! You don't wanna be here, go!

01:36:55,162 --> 01:36:56,896  
We understand!

01:37:00,373 --> 01:37:02,724  
But not everyone is bad.

01:37:17,924 --> 01:37:20,492  
I know bad things happen.

01:37:22,510 --> 01:37:24,661  
Bad things happen.

01:37:28,096 --> 01:37:30,580  
But you can still live.

01:37:34,434 --> 01:37:36,126  
You can still live.

01:39:51,713 --> 01:39:54,032  
He's making a model.

