

**AN ANALYSIS OF EXPRESSIVE SPEECH ACT
FUNCTION IN “SHANG CHI AND THE LEGEND OF
TEN RINGS”**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Bachelor Education
in English Language Education



Arranged by:

MilatuZZulfa (1803046052)

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG 2022**

THESIS STATEMENT

I am a student with the following identity

Name : Milatuzzulfa

Student Number : 1803046052

Department : English Education Department

This final project is my work. I am entirely responsible for the content of this thesis. Other researchers' opinions or findings included in this thesis are quoted or cited following ethical standards.

Semarang 3rd September 2022

The Writer,

A yellow rectangular stamp is visible, featuring the Garuda Pancasila emblem in the center. To the left of the emblem, the number '10000' is printed vertically. Below the emblem, the words 'SERTIFIKAT' and 'TAMBAH' are printed. At the bottom of the stamp, a long alphanumeric string '1804EJX90002290' is visible. A handwritten signature in black ink is written across the stamp.

Milatuzzulfa

1803046058



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR APPROVAL

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikun Wr. Wb.


I inform you that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Milatuzzulfa
Student Number : 1803046052
Department : English Education Department
Title: An Analysis of Expressive Speech Act Function in “Shang Chi and The Legend of Ten Rings”

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqasah session.

Wassalamu 'alaikum Wr. Wb.

Semarang, 15th September 2022


Advisor
Dr. Muhammad Nafi Annuay, M.Pd.
NIP.197807192005011007



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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

NILAI PEMBIMBING SKRIPSI

Hal: Nilai Pembimbing Skripsi
Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang
Di Semarang

Assalamualaikum wr.wb

Dengan hormat kami beritahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Milatuzzulfa

NIM. : 1803046052

Jurusan : Pendidikan Bahasa Inggris


Judul : An Analysis of Expressive Speech Act Function in
"Shang Chi and The Legend of Ten Rings" Movie

Maka nilai bimbingan skripsinya adalah: 3,5

Dengan ini agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum wr.wb

Semarang, 15th September 2022


Advisor
Dr. Muhammad Nafi Ansaury, M.Pd.
NIP-197807192005011007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identify

Title : An Analysis of Expressive Speech Act

Function in

“Shang Chi and The Legend of Ten Rings”

Name of student : Milatuzzulfa

Student Number : 1803046052

Department : English Education has been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's degree in English Education.

Semarang, October 6, 2022

Chairperson,

Dr. Nana Mustihawati Dewi, M.Pd.
NIP. 198109082007102001

Secretary,

Dr. H. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

Examiner I,

Dr. H. Siti Marium, M.Pd.
NIP. 196507271992032002



Examiner II,

Dr. H. Sa'rifatul Fadhilah, M.Ed.
NIP. 196208031989032003

Advisor,

Dr. H. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

MOTTO

"I can accept failure, but I can't accept anything that has never been attempted."

- Michael Jordan

"Apapun yang menjadi takdimmu, akan mencari jalannya menemukanmu."

- Abi bin Abi Thalib

"Jangan menjelaskan tentang dirimu kepada siapapun karena yang menyukaimu tidak butuh itu dan yang membencimu tidak percaya itu."

- Ali bin Abi Thalib

"Dunia ini cukup untuk menghidupi seluruh manusia, tetapi tak akan cukup untuk satu orang serakah."

- Mahatma Gandhi

"Saling memahami dan saling memaklumi adalah dua hal berbeda yang sangat berperan penting dalam suatu hubungan."

-Milatuzzulfa

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Semarang, 9th September 2022

The Writer

A handwritten signature in black ink, appearing to read 'Milatuzzulfa', with a stylized, cursive script.

Milatuzzulfa

DEDICATION

In the name of Allah ‘AzzawaJalla, the Lord of this world, the beneficent and the merciful. No writing project is successful without the patience and prayer of everyone, and it is not enough just to write their name on this thesis. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- My beloved father and mother (Bapak Toip (Alm) and Ibu Sumarti) always spread their affection, prayer, and love and gave their advice till the Writer finished arranging this thesis. Thank you very much for giving the writer support.
- My beloved sisters and brothers Masitoh, Farida, Maula Zamah, Muhammad Mizan, and Min Hazul Umam always spread their support and prayer for the Writer in writing her thesis.
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ABSTRACT

**Title : AN ANALYSIS OF EXPRESSIVE
SPEECH ACTS FUNCTION IN “SHANG
CHI AND THE LEGEND OF TEN
RINGS”**

Name : MILATUZZULFA

Student Number : 1803046052

The various speech act has an essential role in leading successful interpersonal communication, especially in teaching and learning English. Expressive is chosen by the researcher to be analyzed. This research relates to one of the 10th-grade materials of senior high school found in basic competence 3.1 and 4.1 about the expression of complementing and congratulating. This study aims to analyze the types of expressive speech acts used by the main characters in the film and to explain the contribution of this research to EFL learners in understanding the meaning of speech in dialogue. This research is a type of library research where the researcher takes the theory of John Searle regarding speech act types and the theory of Yule regarding the types of expressive speech acts. The researcher chose descriptive qualitative as the research method because he had to explain and clearly describe the results of his research. The data collection technique used is observation and documentation. And to collect primary data, researchers used non-participant observation by watching the whole movie and the script. And to analyze the data, the researcher uses the Creswell model; six steps must be passed to produce concise but clear data. The results showed that there were 15 utterances found in the film. Six for Apologizing, 4 for Blaming, 3 for Praising, and 2 for Thanking. The researcher did not find congratulatory type in the movie. Other research results are the contribution of this research to EFL learners, namely expressive congratulating and complementing material that is found in basic competence 3.1 and 4.1 is easy to understand, and it has been proven

that film can be a suitable medium in the learning process, especially in expressing of congratulating and complementing material.

Keywords: Expressive, Movie, Speech act

CHAPTER 1

INTRODUCTION

This chapter will discuss the subchapter. It begins with the research background, the limitation of the research, questions about the research objectives, and the significance of the research.

A. BACKGROUND OF THE RESEARCH

In general, speech act function theory was found first by Austin in his book “How to Do Things with Words, and now it is widely used in linguistics; later, John Searle brought the aspects of theory into much higher dimensions. This theory is often used in the field of philosophy of languages. This considers the extent to which speech is said to perform the types of speech acts: locutionary acts, illocutionary acts, and perlocutionary acts¹. Speech acts can be classified into five categories as Searle in Levinson (1983: 240) states that the classifications are representatives, directives, commissives, expressive, and declarations².

Speech acts can be found in dialogue, both in daily dialogue and dialogue in novels and films. EFL learners need to learn speech acts because it will help them understand the

¹ Richard Nordquist, *Speech Act Theory*, January 24 2020

² Woro Retnaningsih, *Pragmatics*, (The Newest Branch of Linguistics Studies), (IAIN Surakarta : 2013), Pg.59

meaning of speech in dialogue, either in the learning process, daily dialogues, or films. Because English is not the mother or first language in Indonesia, many students still have difficulty understanding the meaning of the words spoken by the teacher in the learning process, in dialogue in films, and daily conversation. Conversation in the movie can be an excellent example of an Expressive speech act because a film presents the characters who will compete in acting where there will be a lot of expressions. In addition, watching English films can also be a learning medium; students can differentiate every type of expressive speech act, hone their speaking skills, and learn about the moral values conveyed by the film.

Some previous studies examine the function of speech acts. An analysis of the commissive speech act used by the main character of “Knives Out” by Maya Fitriana Devi and Agwin Degav (UIN Malang) this study focuses on the commissive speech act. Commissive speech acts are speech acts that bind the speaker to carry out what is stated in the speech.³ The research aims to analyze the type of function of the commissive speech act. And the following previous research is “Directive speech in the movie “The Message” by Moustapha Akkad. This study aims to explain the

³ Maya Fitriana Devi and Agwin Degav, *An analysis of commissive speech act used by the main character of “Knives Out”* UIN Maulana Malik Ibrahim Malang (Malang: 2021)

classifications and the contribution of directive speech acts analysis in "The Message" by Moustapha Akkad to EFL learners in understanding the expression of giving the command. This study used descriptive qualitative which the Writer interprets utterances that contain the types of directive speech acts in this movie and the contribution of this research in EFL Classroom.⁴ And the next previous research is "The Speech Act of Cartoon Movie: Spongebob Squarepants' The Movie." This research aims to reveal: the types of speech acts used by the main character in "The Spongebob Squarepants movie and the previous studies in speech act analysis for knowing the way the directives of speech act appear. It employed descriptive qualitative research in explaining speech act types used by the main character.⁵ "An Analysis of Direct and Indirect Speech Acts Realized by The Characters in The Story of Princess Hase-Hime" This research was a descriptive analysis that discussed direct and indirect speech acts in the story of princess Hase-Hime. In analyzing the script, there was used theory by Yule (1996). The data in this research is based on the characters' utterances. The purpose of this analysis was to find out the types and functions of speech

⁴ Asmi Yuniati, Sayyidatul Fadlilah, Muhammad Nafi Annury, *Directive Speech Acts in The Movie "The Message" By Moustapha Akkad*, journal for language and foreign language learning, 2018 VOL.7, NO.2, 92-102
<http://dx.doi.org/10.21580/vjv7i22803>

⁵ Ima Frafika Sari, *The Speech Act of Cartoon Movie: Spongebob Squarepants' The Movie*, IAIN Ponorogo, Vol. (6), No. (1); 2020

acts, whether direct speech act or indirect speech act in the story, to find out the most dominant speech act. Its contribution to pragmatics teaching⁶ and the next previous research is “An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie.” This research analyzed the speech act in Harry Potter and the Goblet of Fire. This research was conducted in descriptive qualitative. The primary data sources were Harry Potter and the Goblet of Fire movie utterances. This research also used its movie script as a secondary source. The data were collected through observation and documentation techniques and analyzed through data reduction, data display, verification, and conclusion stages.⁷ And the next previous research is “An Analysis of Declarative Speech Act in the Movie My Lawyer, Mr. Jo: Pragmatics Approach” by Garda Arif Wicaksono (University of Ahmad Dahlan Yogyakarta). This Study focuses on the Declarative Speech Act Function in the movie My Lawyer, Mr. Jo. In My Lawyer, Mr. Jo, The Writer finds many Declaration utterances because this movie is about law, and automatically, it is easy to find the Declaration utterance. The research Explains speech acts and their types, as well as

⁶ Yunia Rahmayanti, Suwandi, Sri Wahyuni, An Analysis of Direct and Indirect Speech Acts Realized by The Characters in The Story of Princess Hase-Hime, Universitas PGRI Semarang, 27th of January 2021.

⁷ Putri I.A.P.A.D.P, Ramendra D.P, Swandana I W., *An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie*, Ganesha University Education, Vol.3, No.2, Mei 2019.

researching a film to find the function of declarative speech acts. And the next previous research is “Expressive Speech Act in The Novel Dialogue The Perfect Husband” by Selviani and Tri Pujiati. This research uses qualitative descriptive methods to describe the forms and function of expressive utterances in the dialogue The Perfect Husband by Indah Riyana. Based on data analysis, it is found that the forms and the function of expressive speech act in the novel dialogue The Perfect Husband by Indah Riyana consist of literal direct forms is 40 data (83,3%), the literal indirect form is 2 data (4,17%), the illiteral direct forms 4 data (8,3%), and the illiteral indirect form is 2 data (4,17%). The function of expressive speech act consists of thanks is 2 data (4,1%), asking for an apology is 13 data (27,08%), praising is 5 data (10,41%), blaming is 9 data (18,75%), criticizing is 4 data (8,4%), quipping is 11 data (22,91%). Complaining is 4 data (8,4%).⁸ The researcher analyzed a novel dialogue. In this study. Researchers have examined the expressive Speech act in the dialogue of the novel "perfect husband."

However, this became the gap in this research, where the researcher examined a dialogue that was played directly by the actors, or we can call it a film, so researchers and even students found it easier to understand the types of expressions

⁸ Selviani, Tri Pujiati, *Expressive Speech Act in The Novel Dialogue the Perfect Husband*, Volume 7, Number 2, December 2019 pp. 343–353

that exist in the film because they are played directly by the actors. And the study and movie contribution to English Foreign Language (EFL) learners in understanding the meaning of speech in dialogue.

A speech act is one of the things that EFL learners need to learn because it will help them understand the meaning of speech in dialogue. Based on curriculum 2013 about the scientific approach, using the movie as media in the learning process is one of the practicings of the scientific approach. Students can explore more about the material teachers have delivered in a movie. It helps students to differentiate every type of expressive speech act and understand the meaning of speech in dialogue.

B. RESEARCH QUESTIONS

Based on the title and the background above, the Writer formulated the research questions below

- a. What are the types of Expressive speech acts used by the main character in Shang Chi and The Legend of Ten Rings movie?
- b. How is the contribution of the study and the movie to English Foreign Language (EFL) learners in understanding the meaning of speech in a dialogue

C. RESEARCH OBJECTIVES

Related to the research questions above, the purpose of this research is expected to be useful information for readers to:

- a. To analyze the types of Expressive speech acts used by the main character in “Shang Chi and The Legend of Ten Rings.”
- b. To explain the study's and the movie's contribution to EFL learners' understanding of the meaning of speech in dialogue.

D. LIMITATIONS OF THE RESEARCH

The study is limited to the expressive speech acts used by the main character in “Shang Chi and The Legend of Ten Rings.” The researcher selected to analyze Shang Chonly focuses on expressive speech acts proposed by Searle because Searle’s theory is more specific and detailed. Moreover, Searle’s theory is more specific and detailed than Austin’s theory. In Austin’s theory, no precise, consistent principle or principle set of the taxonomy basis is constructed. From Searle’s view, there are only five illocutionary points that the speaker can achieve on the proposition of an utterance. One of the illocutionary points is the Expressive point. Based on

Yule, here are five types of expressive speech acts. They are Congratulating, apologizing, blaming, praising, and thanking

E. PEDAGOGICAL SIGNIFICANCE

In education, the media is essential to make it easier for students to understand the material from the teacher. Film is one of the suitable media for learning English because with film. Students can see how native speakers use language to communicate with each other. Students observe to understand through experience. Besides that, students can easily learn English through a film because apart from observing them, they also enjoy an audio-visual show. In the film *Shang Chi and The Legend of Ten Rings*”, all the conversations of each character contain speech functions such as offers, orders, questions, and statements, especially the Expressive speech act, which is the object of research. After learning about the function of speech, students can understand how to communicate appropriately and correctly to teachers and their friends in the school environment and communicate with parents at home because they know the function of each sentence. In addition, the speech function helps the teacher provide material and manage the class through the language used by the teacher in class interaction. The message will be conveyed, and possible the message will be conveyed possible by understanding. Likewise, the material can be delivered

well, and students will understand the meaning of the teacher's utterances.

In this section, the researcher will show the pedagogical significance of research as a reflection carried out by researchers on research findings during the study as follows:

1. For teacher

Understanding theory can help teachers become good teachers and keep the class interested. Researchers hope that with this research, teachers can understand the theory presented so that teachers can easily apply learning strategies that are fun and easy for students to understand. For educational purposes, this study can be a source of teaching and learning about Expression.

2. For Students

The results of this study are expected to be useful for students in providing an overview of the use of Expressive speech acts used by the main character in the movie. Students can understand the theory of speech acts, especially Expressive speech acts, where an Expressive speech act is a speech acts that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating.

An expressive speech act is related to senior high school English material: Expression of compliment and congratulation at basic competence 3.1 and 4.1. the expressive speech act is a speech act that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. For example, when someone says, "don't be shy. My home is your home." The utterance represents the speaker's expression that he/she welcomes someone. The researcher hopes students can apply the Expressive speech act function spoken by the main character in the film "Shang Chi and The Legend of Ten Rings."

3. For Next Researchers

The researcher hopes that this research will be helpful in the following research. In addition, the next researcher will discuss the analysis of other speech acts in a perfect understanding. Hopefully, this research will be helpful as a reference for the next researcher.

4. For readers

This research is beneficial for readers learning English, especially Speaking skills. It helps readers to improve their communication and comprehension of speech acts and their functions because this research provides information about the types of speech act functions, especially

Expressive speech acts which were studied by researchers in the marvel film "Shang Chi and The Legend of Ten Rings." The reader can find out the definition of an Expressive speech act, its types, and examples of utterances from Expressive speech acts. And especially the contribution of the study and movie to English Foreign Language (EFL) learners in understanding the meaning of speech in dialogue.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. LITERATURE REVIEW

An overview of the concepts that underlie this research is served. This overview is divided into the following sections: general speech act review (understanding of speech acts, types of speech, classification of speech acts in communication and language context), an overview of Expressive speech action (definition of Expressive speech acts, types of Expressive speech acts, Expressive speech acts in the context of communication and language) and general description film (definition of film, genre of film, film as an educational medium, relationship films, and foreign languages).

1. The General Review of Speech Act Function

a. Definitions and Types of Speech Act

A speech act is an utterance that serves a function in communication. Austin (in Tsui, 1994: 4) explains that speech acts refer to the action performed by produced utterances. In line with this, Yule (1996: 47) states that a speech act is an action that is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing

something.⁹ We perform speech acts when we offer an apology, greeting, complaint, request, invitation, compliment, or refusal. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind." Speech acts include real-life interactions and require knowledge of the language and appropriate use of that language within a given culture.

Here are some examples of speech acts we use or hear every day:

Greeting : "Hi, Eric. How are things going?"

Request : "Could you pass me the mashed potatoes, please?"

Complaint : "I've already been waiting three weeks for the computer, and I was told it would be delivered within a week."

Invitation : "We're having some people over Saturday evening and wanted to know if you'd like to join us."

Compliment: "Hey, I really like your tie!"

⁹ Ahmad Hidayat, *Speech Acts: Force Behind Words*, IAIN Raden Intan Lampung, English Education: Jurnal Tadris Bahasa Inggris, p-ISSN 2086-6003, Vol9 (1), 2016, 1-12

Refusal : "Oh, I'd love to see that movie with you,
but this Friday just isn't going to work."¹⁰

Austin states that speech acts are divided into three types:

a) Locutionary

Locutionary speech act is roughly equivalent to uttering certain utterances with a certain sense and reference, which is roughly equivalent to meaning in the traditional sense (Austin, 1962: 108). In line with this, cutting (2002: 16) states that locutionary is what is said. Also proposed by Yule (1996) states that the locutionary act is the act of producing meaningful utterances.

The example of the locutionary speech act can be seen in the following sentences:

1. It's so dark in this room.
2. The box is heavy

The two sentences represent an actual condition based on the two examples above. The first example refers to the room's lighting, and the second refers to the box's weight.

b) Illocutionary

An Illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, or offering (sugiyono, 1996:48). This act is also called the act of

¹⁰ Center for Advanced Research on Language Acquisition (CARLA) • 140
University International Center • 331 - 17th Ave SE • Minneapolis, MN
55414

doing something in saying something. The most significant level of action in a speech act is the illocutionary act because the force, which the speakers have desired, determines this act.

Illocutionary acts can be the real description of interaction conditions. For example:

a. It is so dark in this room.

b. The box is heavy.

Based on the two examples. The first sentence requests to switch the light on, and the second example requests to lift the box¹¹

c) Perlocutionary

Hufford and Heasley (1983:250) state that a perlocutionary act is carried out by a speaker when an utterance causes a specific effect on the hearer and others. Perlocutionary act is also the act of offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance and is therefore not conventionally achieved just by uttering that particular utterance and includes all those effects, intended or unintended, often indeterminate,

¹¹ Ahmad Hidayat, Speech Acts: Force Behind Words, IAIN Raden Intan Lampung, English Education: Jurnal Tadris Bahasa Inggris, p-ISSN 2086-6003, Vol 9 (1), 2016, 1-12

that some particular utterance in a particular situation cause.
For example:

- a. It is so dark in this room.
- b. The box is heavy

Based on the two examples above, the first is an utterance uttered by someone while switching the light, and the second is an utterance uttered by someone while lifting the box.

Searle (1979) suggests that speech acts consist of five general classifications to classify the functions or illocutionary of speech acts: declarative, representative, expressive, directive, and commissive.

a) Declarative

Concerning Searle's speech acts, a declarative is an utterance used by a speaker to change a situation in some way once the speech act has been uttered. Declarations can bring about a change in the world.¹² Declarative speech act is the act that makes the propositional content corresponds with reality. This type of speech act is the same as Austin's performative sentence. To perform a declaration effectively, the speaker must have a special contextual privilege that allows him/her to perform an also contextual declaration. For example, when a priest says, "I pronounce you husband

¹² Accepted from,
<https://www.studysmarter.us/explanations/english/pragmatics/declarative/>,
accessed at 11.56 on 19th June 2022.

and wife,” the priest (in the context of marriage) has the privilege to pronounce marriage. When this utterance is performed, the man and woman are changed from singles into married people from the moment on. On the contrary, if the speaker is not a priest or has the privilege to marry people, the utterance will not be effective.

b) Representatives

Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things, then followed by stating the fact or opinion based on the observation. When someone says “she's beautiful,” the speaker can state the sentence based on the fact or give his or her own opinion about a person's physical condition. It also states what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. For example, when someone says, “The earth is flat,” it represents the speaker's assertions about the earth. The speaker has an opinion that the earth is flat. Some speech can note representative speech act verbs, such as: remind, tell, assert, deny, correct, state, guess, predict, report,

describe, inform, insist, assure, agree, claim, beliefs, and conclude.¹³

c) Expressives

Expressives are speech acts that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. For example, when someone says, “don’t be shy. My home is your home.” The utterance represents the speaker’s expression that he/she welcomes someone.

d) Directives

Directives are speech acts that a speaker uses to get someone else to do something. These speech acts include requesting, questioning, commanding, ordering, and suggesting. For example, when someone says, “Could you lend me a pencil, please?” the utterance represents the speaker's request that the hearer does something to lend him a pencil.

e) Commissives

Commissives are speech acts that utterances that commit the speaker to some future course of action. These include promising, threatening, offering, refusal, and pledges. For

¹³ Ahmad Hidayat, *Speech Acts: Force Behind Words*, IAIN Raden Intan Lampung, English Education: Jurnal Tadris Bahasa Inggris, p-ISSN 2086-6003, Vol 9 (1), 2016, 1-12

example, when someone says, “I’ll be back,” it represents the speaker’s promise that he/she will be back.

b. Speech Act in Communication and Language Context

Theodorson and Theodorson state, "communication is the transmission of information, ideas, attitudes, or emotion from one person or group to another." Therefore, communication is commonly used to transfer information or ideas in the form of both oral and written. Communication happens if there is an important thing supporting the communication itself that could be understood well by both speaker and listener, it is called language.¹⁴ It is considered effective when it achieves the desired response or reaction from the receiver. There are three simple components of communication. They are the sender, message, and receiver. According to a study by Prof. Albert Mehrabian from the University of California, the composition of effective communication consists of 7% of words used appropriately according to context, 38% of which is intonation that fits the situation, and 55% of which is the role of body gestures. The following are three essential elements in communicating, as quoted from Rightattitudes.com.

¹⁴ Theodorson, S. & Theodorson, *A Modern Dictionary of Sociology*. New York: Cassell Education Limited, 1969.

Furthermore, communication during teaching and learning activities is also essential for teachers and students. Using appropriate language in teaching and learning activities is essential to increase a teacher's success in achieving teaching and learning activities goals. According to Amidon (1967), teaching is a communicative process between teachers and students where communication happens regularly.¹⁵ In teaching, teachers share and provide information or knowledge. In teaching and the learning process, both teachers and students will produce utterances in teaching and learning activities. They produce speech in the form of a statement, asking, giving orders, giving thanks, offering apologies, and so on through greeting. Speech produced by teachers and students may have propositional meaning, and illocution means¹⁶

Wells stated that the use of language depends on where interaction occurs. English teachers usually produce English speech when interacting with students in the classroom. Most teachers interact and communicate with students to establish a good relationship between teachers and students. Besides, that also makes students accustomed to listening and speaking in English, especially in English class. Speech produced by

¹⁵ Isola Rajagopalan "Concept of Teaching." Shanlax International Journal of Education, vol.7, no.2, 2019, 5-8

¹⁶ Ike Nur Safitri, "An Analysis of Speech Act Used by Teachers at SMA NEGERI BARRU" Universitas Muhammadiyah Makassar 2021

teachers is believed to be able to create certain facilities and functions.¹⁷

All types of linguistic communication consist of linguistic actions. Previously, the most basic communication units were words, symbols, sentences, or some kind of sign. Still, speech act theory suggests that the production or production of words and symbols are the basic communication units. This issuance occurs during the process of implementing the speech act. The meanings of these basic units are considered the building blocks of mutual understanding between people who wish to communicate.

2. The General Review of Expressive Speech Act

Based on the definition mentioned above, the Expressive speech act is a speech act in which the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. For example, when someone says, “don’t be shy. My home is your home.” The utterance represents the speaker’s expression that he/she welcomes someone. As Yule said that expressive act is a kind of speech act that states what the speaker feels¹⁸

¹⁷ Wells, G. *Language Development in the Pre-School Years*. Cambridge:Cambridge University Press, 1985.

¹⁸ . George Yule, *Pragmatics*, Oxford, (Oxford University Press: 1996), Pg.49

From Searle's view, there are only five illocutionary points that the speaker can achieve on the proposition of an utterance. One of the illocutionary points is the Expressive point. There are five types of expressive speech acts. They are Congratulating, apologizing, blaming, praising, and thanking.¹⁹ Here are the types of expressive speech acts:

a. Expression of Congratulating

Expressive for congratulations. Those show the speaker's sympathy toward what has been happening to the hearer. Congratulating expresses the feeling of pleasure toward the hearer's luck, applauding expresses the feeling of honoring the hearer's ability, and condoling expresses compassion toward the hearer's sadness.²⁰ For example: "I congratulate you on your success."

b. Expression of Apologizing

Apologizing is an expression of regret. Some definitions of apologizing include acknowledging faults or shortcomings, failing, defending, explaining, clearing away or making excuses by reasoning. There are also related terms for apologizing: alibi out of, apologize for, ask forgiveness, beg to pardon, express regret, plead

¹⁹ . basic competence

²⁰ Searle, J.R, *Expression and Meaning*, (Cambridge University Press,) (Cambridge: 1979). Pg. 14

guilty, do penance, and so on.²¹ For example: “I’m sorry to waste your time.”

c. Expression of Blaming

Expressions of Blaming and Accusing are expressions commonly used to blame or accuse someone so that someone is responsible for something that has been done or not done.

For example, I can’t believe that you did it.²²

d. Expression of Praising

Praising is expressing warm approval or admiration. Praising is similar to complimenting in so many ways. Both words are used to express admiration. However, for native speakers, when you compliment someone, you might be merely courteous, but when you praise someone, you genuinely highlight his or her positive aspects.

Example:

"We can't praise him enough—he did a brilliant job."²³

²¹ Searle, J.R, *Expression and Meaning*, (Cambridge University Press,) (Cambridge: 1979). Pg. 14

²² Accepted from <https://kampuninggris.co/expressions-of-blaming-and-accusing/> on Saturday 13th of August 2022, at 11.01 pm.

²³ Accepted from <https://www.myenglishpages.com/english/communication-lesson-praising.php#:~:text=Praising%20is%20expressing%20warm%20approval,hi>

e. Expression of Thanking

Expressing gratitude is considered one universal of interpersonal communication, particularly in realizing the politeness principle. Thanking is classified as an expressive illocutionary act that can be defined as an expression of gratitude on the speaker's part to the addressee.²⁴

For example: "Thank you so much for calling."

3. The General Review of Movie

a. The definition of a movie

A movie is one branch of art that usually contains someone's life story, fiction, and biography to entertain people. The movie usually describes love, life, politic, violence, etc. Definition of a movie stated by Hornby (1995: 434) defined film as a story, etc., recorded as a set of moving pictures to be shown on television or at the cinema. As stated in Microsoft Encarta 2008, a movie or film is a series of images. Motion pictures, also called movies, films, or cinema, are one of the most popular forms of entertainment, enabling people to bring themselves into an imaginary world

[s%20or%20her%20positive%20aspects](#). On Saturday 13th of August 2022, at 11.06 pm.

²⁴ Searle, J.R, *Expression and Meaning*, (Cambridge University Press,) (Cambridge : 1979). Pg. 14

(Microsoft Encarta: 2008). While Coulson (1978: 622) states that a film or movie is a story, incident, etc., recorded on film in moving pictures. Furthermore, Lorimer (1995: 506) states that films can record culture and treat social or political issues and other aspects of societies to capture relationships challenging to communicate by other means.

Based on the definition above, it concluded that a movie is one of the literary forms which contains a story, play, history, culture, incidents, and science that is recorded as a video and shown in cinema, television, theaters, or other broadcast media which is entertainment as the main purpose.²⁵

The film is a work in the form of audio-visual, usually shown on television, cinema, and platforms that provide films that can be watched on mobile phones or laptops. The film shows the audience an illustration of the event so that the audience can easily understand the intent of the film being watched. Also, the film can provide information or messages for the audience. Films have several functions, such as to entertain the audience, as a medium of information for the audience, as a medium of learning, and films as a description of the socio-cultural values of a country.

²⁵ Putri Anggraeni, Januarius Mujiyanto, Ahmad Sofwan, *The Implementation of Transposition Translation Procedures in English-Indonesian Translation of Epic Movie Subtitle*, Journal of English Language Teaching, ELT FORUM 7 (2) (2018).

b. The genre of movie

One of the popular entertainment facilities, especially for young people, is watching movies. Therefore, today's films are not only entertainment but can also be a means of education and a medium to convey specific messages. As with other shows, there are now many genre films available to make it easier for film lovers to choose according to their preferences.

The form or category shown in a film will be different. So that films of different genres will have different target audiences. Therefore, there are at least five film genres, namely:

a) Drama

The drama genre is thick, telling about everyday life. The focus is on human interest and many human relationships reflected in the characters' lives. The hallmark of this genre is emotional and full of conflicts between the characters. In drama films, there are usually many values of life that are very useful for the audience. Examples of drama films include *One Flew Over the Cuckoo's Nest*, *Forest Gump*, *Two Blue Lines*, and *Bumi Manusia*.

b) Comedy

This film genre is most sought after to relieve stress from the accumulated workload or problems. Yes, because this film presents entertaining, fresh humor. Stories in comedy films

are presented very lightly, although sometimes hyperbole to provoke laughter from the audience.

Driven by Hollywood, the modern international film industry divides this comedy genre into several types or subgenres.

Some comedy sub-genres are as follows:

- **Black Comedy** Black comedy or commonly referred to as dark comedy, is a comedy sub-genre that contains messages of social criticism or satire in the humor it presents. So, apart from inviting laughter from the audience, this dark comedy can provide a spicy satire. The lack of comedy often presents things that are taboo and are being widely discussed in society, such as murder, crime, death, and so on. Some examples of black comedy films include *Fargo*, *Once Upon a Time in Hollywood*, and *Loop*.
- **Slapstick comedy** humor is not presented in words but with body movements. The background of the birth of this subgenre is allegedly from an era when films could only produce images (visuals) and could not produce audio.

In addition, the roots of slapstick comedy are theatrical or theater performances of the past. Several slapstick comedy films, including *Home Alone*, *Johnny English*, *Mr. Bean*, also *Shaolin Soccer*.

- Romantic comedy or commonly abbreviated as (RomCom). This comedy subgenre is arguably the most popular because it is the most loved by the audience. Yes, combining romantic drama with comedy in a film turns out to be a spectacle that brings laughter and touches the heart.

This type of romantic comedy film usually presents the funny sides of a romantic relationship. In Indonesia, this type of film has been produced and attracted many audiences, for example, the films *Milly & Mamet*, *Get Married*, *When to Marry?* And *Mecca, I'm Coming*.

While some Hollywood romcoms are widespread, including *Friends with Benefits*, *The Proposal*, and *La La Land*.

Indonesia has a series of classic comedy films that are still very popular today. The *Warkop DKI* and *Benjamin* series are two groups of old comedy films still widely enjoyed by millennial audiences.

- The horror this genre "tests the guts" of the audience by spreading fear in its presentation. Spooky experiences and sensations are also reinforced by introductory music, lighting, and film settings. Apart from being shown, it is also reinforced by introductory music, lighting, and film settings. Fans of

this genre are usually those who also like the supernatural world.

Like comedy, the horror genre also has several subgenres, including:

- a. Comedy Horror This subgenre presents a gripping element while adding a sense of humor. Examples of comedy horror films include Ghostbusters, Zombieland, and Scooby Doo. While the Indonesian version, some of the most popular comedy horror films are Satan Credit, Not Pocong Ordinary, and Ghost Writer.
- b. Supernatural Horror Films in these subgenre combine elements of the occult and mystical. For example, the film The Conjuring, Amityville Horror, The Exorcist, and so on.
- c. Psychological Horror, the characteristic feature of films that fall into this subgenre is that they involve the mental and emotional states of the main character. Silent Hill, Sinister, and The Shining are examples of films in this subgenre.

In Indonesia, horror is one of the most popular genres for the audience. A series of horror films even recorded an audience of more than 2 million people. These films include Servant of Satan, Suzanna: Breathing in the Grave, and Danur: I Can See Ghosts.

- Adventure. This genre contains films that present the story of a journey or exploration to a place with a specific mission. The mission can be in the form of searching for an object, a person, or the answer to an event.

Hollywood's best-selling adventure films include the Pirates of the Caribbean and the Indiana Jones Series. Meanwhile, several inspiring adventure films in Indonesia include Sherina's Adventure, Banda The Dark Forgotten Trail, and 5 cm.

- Films in this genre present action or battles in their stories. In this action genre, who is the hero and the villain are defined explicitly so that the audience can easily judge and take sides.

One of the challenges in making films of this genre is that the players must master or learn self-defense movements. However, often they are only taught to memorize the fight choreography as the choreographers have created it.

This action genre also has several subgenres, including:

- a. Martial Arts. This subgenre combines martial arts and action moves. Examples include Karate Kids, Kung Fu Hustle, and Kung Fu Panda. Lifting local wisdom, Indonesia has produced several

martial arts films, including Wiro Sableng, the Axe Swordsman of Death Naga Geni 212, Merantau, and the Golden Stick Swordsman.

- b. Disaster Movie. This subgenre presents action during natural disasters. Some examples of films of this genre include San Andreas, 2012, and Independence Day.
- c. Spy Movies. The espionage action of a group of special agents trying to solve a specific mission is the main attraction in films in this subgenre group. Several films in this subgenre include Mission Impossible Series and James Bond Series.
- d. Superhero. Superpowered heroes are the main attraction in this subgenre. The audience was tired of following their action after they finished watching. Marvel's films are examples of films in this subgenre in great demand by the public. Some are Avengers Series, Iron Man Series, and Spiderman Series.

For example, Marvel Avengers: Infinity War, one of the most awaited films by fans, is the culmination of the journey of existing superhero characters. Grameds can study it through the

book *Marvel Avengers: Infinity War* by Disney-Marvel to better understand the existing films.

- e. Action-Comedy. This subgenre combines action and comedy at the same time. Examples of films include *Bad Boys*, *Rush Hour*, and so on.²⁶

c. The Synopsys of The Movie

The story of *Shang-Chi* begins with the legend of the ten magic bracelets that Xu Wenwu had last year. The bracelet has extraordinary magic and infinite power for the holder. Because of that, Xu Wenwu created the Ten Rings organization, conquered many kingdoms and governments, and ran businesses in various regions of the world over the years. In 1996, Xu Wenwu found out about the legend of the magical village of Ta Lo. According to legend, the village had more power, and Xu Wenwu had ambitions to possess it. However, when he tried to find Ta Lo, he met a woman who fell in love with him, Ying Li, a village guard, and managed to defeat Xu Wenwu. Long story short, the two of them fell in love and decided to be together. Their marriage gave birth to two children, Xu Shang-Chi and Xu Xialing. Xu Wenwu also felt that his purpose in life was fulfilled.

But fate said otherwise. Ying Li died and changed Xu Wenwu's character. He then educated Xu Shang-Chi to be a

²⁶ Ahmad, *Gramedia Blog*, 2022

top killer from seven. Xialing quietly followed the training given to her brother. At the age of 14, Shang-Chi was given the task of assassinating the leader of the Iron Gang. But after carrying out the mission, Shang-Chi runs away and decides to live a new life under the name Shaun in San Francisco. In the city of San Francisco, Shaun grows up to be a young man who can speak four languages, but he is now only a five-star hotel valet. He has worked with his best friend since arriving in San Francisco, Katy (Awkwafina). Both enjoy a relaxed and carefree life, although Katy's friends and family often encourage them to seek better jobs. But they prefer as valet and karaoke clerks. One day, Shang-Chi gets an anonymous postcard with an address in Macau and a picture of an origami dragon that his mother had made as a child. He assumed the postcard was from his sister, who had not seen him in a long time. Once, Shang-Chi and Katy get attacked by a group of unknown people when they board a public bus. They wanted to seize the Shang-Chi pendant necklace, which was Ying Li's inheritance.²⁷

²⁷ CNN Indonesia, *Sinopsis Film Shang Chi and The Legend of Ten Rings*, Rabu, 22 September 2021.

B. PREVIOUS RESEARCHES

Related to this research, the researcher chose some previous research that is relevant to this research:

- a. *“An Analysis of Speech Act Used in Harry Potter and The Goblet And The Goblet of Fire Movie”* by Putri I.A.P.A.D.P., Ramendra D.P., Swandana I W. (Ganesha University of Education). This research aimed to analyze the speech act function used in the film “Harry Potter and Goblet of Fire” The data were collected through observation and documentation techniques and analyzed through the stages of data reduction, data display, verification, and conclusion. The research result showed that the utterances have locutionary acts or the form of declarative, interrogative, imperative, and exclamation. Those were used to express the direct/indirect illocutionary acts of declarative, representative, expressive, directive, and commissive. Besides, the use of the forms and their illocutionary acts resulted from the perlocutionary acts of belief, annoyance, surprise, enlightenment, confirmation, rejection, obedience, information, happiness/satisfaction, and action. This research enriched the knowledge and

understanding of the various structures, functions, effects, and classification of language in society.²⁸

- b. ***“The Expressive Speech Act Used By Anies Rasyid Baswedan and Recep Tayyip Erdogan As The Reaction of The Attacks in Christchurch New Zealand”*** by Badrut Tamam, Slamet Setiawan, Syafiul Anam (Prasasti: Journal Linguistic). This study attempts to compare Anies Rasyid Baswedan and Recep Tayyip Erdogan in terms of speech act as their reaction to the attacks in Christchurch, New Zealand, particularly: a) the kinds of expressive speech act used; b) the intended meaning of expressive speech act; and c) the personality differences between them seen the use of speech act. The qualitative method was used to fulfill the three objectives of the study. The data was collected from documents taken from the utterances used by the two public figures. It was transcribed and then analyzed descriptively. The results show that the speakers used three expressive speech acts: condoling, deploring, and lamenting. Condoling is an expressive speech act mostly used to communicate by the speakers. The intended meaning of the expressive speech act used by the speakers is determined by interpreting and determining what the speakers mean in the context. In

²⁸ Putri I.A.P.A.D.P., Ramendra D.P., Swandana I W., *An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie*, Ganesha University of Education (Bali : 2019)

addition, Anies Rasyid Baswedan is kind, clever, and soft, whereas Recep Tayyip Erdogan's personality characteristics are courageous, influential, and clever.²⁹

- c. ***Directive Speech Acts in The Movie "The Message" By Moustapha Akkad*** by Asmi Yuniati, Sayyidatul Fadlilah, and Muhammad Nafi Annury from UIN Walisongo Semarang. This study aims to explain the classifications and the contribution of directive speech acts analysis in "The Message" by Moustapha Akkad to EFL learners in understanding the expression of giving the command. This study used descriptive qualitative which the Writer interprets utterances that contain the types of directive speech acts in this movie and the contribution of this research in EFL Classroom. The result of the study showed that 213 utterances of the directive of speech acts were successfully identified. There are command (182 data or 85.44 %), order (2 data or 0.94 %), request (10 data or 4.70 %), and suggestion (19 data or 8.92 %). So it can be concluded that the dominant directive is a command because this movie contained many commands of the Prophet Muhammad and his friends in the battle of Badr and Uhud. This result of this research is suggested for students. Teachers, as a facilitator, can use this movie as

²⁹ Badrut Tamam, Slamet Setiawan, Sya fiul Anam, The Expressive Speech Act Used by Anies Rasyid Baswedan and Recep Tyyip Erdogan As The Reaction of The Attacks in Christchurch New Zealand, Vol 5, No 1 (2020)

learning media. By watching this movie, the student can observe the expression of giving a command. Basic competence (3.4 and 4.4) expressed the expression of giving a command.³⁰

- d. *An Analysis of Declarative Speech Act in The Movie My Lawyer, Mr. Jo: Pragmatics Approach* by Garda Arif Wicaksono. Pragmatics is the study of how language is used in communication. Pragmatics is the study of speaker meaning. This Paper entitled “An Analysis of Declarative Speech Act in The Movie My Lawyer, Mr. Jo” discussed the analysis of speech act especially Declarative, based on Searle (1969). A speech act is a part of pragmatics that studies utterances. It is an action performed via utterances (Yule,1996). Classification of Speech act (Searle:1969) are Assertives, Commisives, Expressives, Directives, and Declarations. In this paper, the Writer focuses on the Declaration and analysis of My Lawyer, Mr. Jo. The objectives of this research were first to Understand the Speech act and Types of Speech act. Second, to find out about the

³⁰ Asmi Yuniati, Sayyidatul Fadlilah, Muhammad Nafi Annury, *Directive Speech Acts in The Movie “The Message”* By Moustapha Akkad, journal for language and foreign language learning, 2018 VOL.7, NO.2, 92-102

Declarative Speech act in Movie My Lawyer, Mr. Jo. In this research, the Writer uses the descriptive qualitative method.³¹

- e. ***“Speech Acts Analysis of Donald Trump’s Speech”*** by Nura Siti Mufiah(1), Muhammad Yazid Nur Rahman(2). This research deals with the illocutionary acts in Donald Trump’s Inaugural Speech. The research concerns with illocutionary act produced by Donald Trump as President of America. This research aimed to analyze the types of illocutionary speech acts which were dominantly used in that speech. This research applied the descriptive qualitative method and speech act theory by Yule. There were 63 utterances, and the percentage of utterances were Representative 46%, Expressive 11%, Directive 16%, Commissive 12,7%, and Declarative 14,3%. The result showed that Donald Trump's assert to the audience about the nation would be. It is found that Trump’s speech acts in his speech are intended as a statement of fact and assertion. Discussion of hopes implied in Trump’s speech acts. As seen in the table above, it can be seen that Trump hoped that his audiences would be persuaded to act³²

³¹ Garda Arif Wicaksono, *An Analysis of Declarative Speech Act in The Movie My Lawyer, Mr Jo: Pragmatics Approach*, journal of English language studies, Vol 3, No 1 (2018)

³² Nura Siti Mufiah, Muhammad Yazid Nur Rahman, *Speech Acts Analysis of Donald Trump’s Speech*, Professional journal of English Education, Vol 1, No 2 (2018)

CHAPTER III

RESEARCH METHOD

A. RESEARCH METHOD

In this chapter, the researcher will describe the profile of team production and the research methods used in this study. In this chapter, the researcher also discusses the research design, focus of study, data sources and types of data, data collection technique, and data analysis technique.

1. The Profile of Team Production

a) Destin Daniel Cretton



Destin Daniel Cretton is an American filmmaker. He is best known for his films *Short Term 2* (2013), *The Glass Castle* (2017), *Just Mercy* (2019), and the Marvel Studios film *Shang-Chi and the Legend of the Ten Rings* (2021).

He has also been tapped to direct Marvel Studios' Avengers: The Kang Dynasty (2025).³³

b) Kevin Feige



Kevin Feige is an American film and television producer who has been the president of Marvel Studios and the primary producer of the Marvel Cinematic Universe franchise since 2007. The films he has produced have a combined worldwide box office gross of over \$26.8 billion, making him the highest-grossing producer of all time, with Avengers: Endgame becoming the highest-grossing film on its release.

Feige is a member of the Producers Guild of America. In 2018, he was nominated for the Academy Award for Best Picture for producing Black Panther, the first superhero film to receive a Best Picture nomination and the first film in the Marvel Cinematic Universe to win an Academy

³³ Accepted from https://en.wikipedia.org/wiki/Destin_Daniel_Cretton on Sunday 4th September 2022, at 8:26 pm.

Award. In October 2019, he became a chief creative officer of Marvel Entertainment.³⁴

2. The Profile of The Characters in Shang Chi and The Legend of Ten Rings

a) Simu Liu (Shang Chi)



The main character Shang-Chi is not only famous for acting. She also has a history of modeling video clips, coordinating, and, as she's told many times, modeling photo templates!³⁵

b) Awkwafina

³⁴ Accepted from https://en.wikipedia.org/wiki/Kevin_Feige on Sunday 4th September 2022, at 8:33 pm.

³⁵ Accepted from <https://duniaku.idntimes.com/film/marvel/aditya-daniel/ini-daftar-pemain-film-shang-chi-yang-wajib-kamu-tahu> on Sunday 4th September 2022 at 8:58 pm



Initially, Awkwafina was more famous as a rapper than an actress. However, his film career took off from Crazy Rich Asians despite debuts in high-profile films such as Ocean's Eight, and his acting skills were increasingly recognized in The Farewell! In Shang-Chi, Awkwafina plays Katy Chen, Shang-Chi's best friend.³⁶

c) Tony Leung Chiu-Wai



The figure of this legendary actor is no stranger to Hong Kong movie audiences. He has appeared in iconic Hong Kong films such as Infernal Affairs and Hard Boiled.

³⁶ IBID.

His debut in the Marvel Cinematic Universe as Xu Wenwu made him a highlight for Hollywood movie fans!³⁷

d) Michelle Yeoh



Another movie star familiar with Hong Kong action films from the 80s plays a central character in Shang-Chi as Ying Nan, Shang-Chi's mother's sister!³⁸

e) Wah Yuen



Wah Yuen is the role of Guang Bo in Shang-Chi.

Do you think he's a stranger? Maybe you've watched Ip Man's spinoff film Master Z and his collaboration with Stephen Chow, one of which is Kungfu Hustle!³⁹

³⁷ Accepted from <https://duniaku.idntimes.com/film/marvel/aditya-daniel/ini-daftar-pemain-film-shang-chi-yang-wajib-kamu-tahu> on Sunday 4th September 2022 at 9:12 pm.

³⁸ IBID.

³⁹ IBID.

f) Meng'er Zhang



The film Shang-Chi is the debut film of actress Meng'er Zhang, but that does not mean she is a newcomer to the acting world because, since 2013, she has been involved in playing roles in various theater adaptations and received the best actress award from the 13th Daegu International Music Festival! Meng'er Zhang plays an important character in this film: Xu Xialing, Shang-Chi's sister.⁴⁰

g) Ben Kingsley



The character who plays Trevor Slattery as the fake Mandarin also has a film career that is no less popular, and one of them is Tamir in The Dictator!⁴¹

⁴⁰ Accepted from <https://duniaku.idntimes.com/film/marvel/aditya-daniel/ini-daftar-pemain-film-shang-chi-yang-wajib-kamu-tahu> on Sunday 4th

September 2022 at 9:21 pm.

⁴¹ IBID.

h) Florian Munteanu



Florian Munteanu plays Razor Fist, one of Wenwu's hard-to-handle bouncers. One of Munteanu's roles that you might know before Shang-Chi is as Viktor Drago, son of Ivan Drago, in Creed II.⁴²

i) Fala Chen



This one artist also cannot be forgotten. Fala Chen is the actor of Ying Li, Wenwu's wife and mother of Xialing and Shang-Chi.

3. A movie as a Learning Media

Learning is an activity undertaken to acquire knowledge, master specific competencies, and form student

⁴² Accepted from <https://duniaku.idntimes.com/film/marvel/aditya-daniel/ini-daftar-pemain-film-shang-chi-yang-wajib-kamu-tahu> on Sunday 4th September 2022 at 9:29 pm.

attitudes.⁴³ Another definition of learning, learning is an activity carried out to acquire knowledge, master competence, and shape student attitudes. The success of learning can be seen in changes student behavior and learning outcomes. One of the main factors in the learning process is learning media. Smaldino states that medium (plural, media) is a means of communication used by the sender to convey information to the recipient. Learning media can support teachers in conveying material to students and understanding what is conveyed by the teacher.

It can support teachers in conveying material to students and also support students in understanding what is conveyed by the teacher.

In general, learning media is divided into six types, namely:

- Text : books, posters, computers, whiteboard, etc.
- Audio : human voice conversations, music sounds, mechanical engine sounds, and others
- Visual : poster, images posted on walls (e.g., wall charts), pictures on a blackboard using chalk or markers, graphics in a learning book, photographs of objects, and others.
- Motion : videotape, film, and animation

⁴³ Ynuari Dwi Puspitarini, Muhammad Hanif, *Using Learning Media to Increase Learning Motivation in Elementary School*, October 2019 • Vol.4, No.2

- Real objects and models: trainer
- People : teachers, students, experts in their fields⁴⁴

What will be discussed in this sub-chapter is that film as a learning medium film is an excellent resource for visual learners as it allows them to understand concepts without barriers that hinder learning. Just like books, films allow students to understand the lives of different characters, how their perspectives differ, and how they handle certain situations related to learning English. Watching movies in English can help you understand English speakers better. Watching movies in English helps you learn new words and improves your vocabulary. This includes natural English such as slang, idioms, and colloquial expressions

4. Research Design

The research used a descriptive-qualitative research design. According to Burhan Bungin in his book “Penelitian Kualitatif,” qualitative research describes the conditions or situations of a phenomenon or social reality in society and people’s views about something, which

⁴⁴ E Marpanaji, M I Mahali, and R A S Putra, *Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants*, doi:10.1088/1742-6596/1140/1/012014

needs deep discussion.⁴⁵ According to Sugiyono (2016:9) qualitative descriptive method is a research method based on post-positivism philosophy used to examine the condition of natural objects (as opposed to experiments) where the researcher is the instrument.⁴⁶ Descriptive-qualitative research design aims to describe and resume some of conditions, situations, and phenomena of social reality in a society that becomes research objects and try to draw the reality to the surface as a characteristic, behavior, sign, model, or description of a particular situation or phenomenon. In this study, through “Shang Chi and The Legend of Ten Rings,” the researcher wanted to describe the use of Expressive speech acts.

In this case, the researcher focused on the types and the contribution of the study and movie to English Foreign Language (EFL) learners in understanding the meaning of speech in dialogue. According to Burhan Bungin in his book “*Penelitian Kualitatif*,” qualitative research discussed the description of conditions or situations of a phenomenon or social reality in society and people’s views about something, which needs deep

⁴⁵ Burhan Bungin, *Penelitian Kualitatif*, (Jakarta: Kencana Prenada Media Group, 2010), (First Edition, Vol. 4), Pg. 68-69

⁴⁶ Sugiyono (2016:242)

discussion. So that according to him, this study is suitable to use this method because this study needs to discuss the theme intensely, especially in classifying the types and analyzing the contribution of Expressive Speech Acts used by the main character in Shang Chi and The Legend of Ten Rings movie to English Foreign Language (EFL) learner in understanding every type of Expression.

5. The focus of the Study

The study focused on the types of Expressive speech acts based on Searle's theory and the contribution of the study and movie to English Foreign Language (EFL) learners in understanding the meaning of speech in dialogue.

6. Source of Data and Types of Data

In this study, the researcher used two data to obtain the study. They are primary and secondary data. The researcher used Shang Chi and The Legend of Ten Rings movie as the primary data. In this case, the researcher observed by watching the whole of Shang Chi and The Legend of Ten Rings movie to get the data related to research question. The researcher used secondary data to support the primary data. The researcher used synopsis

and script of Shang Chi and The Legend of Ten Rings, journals, and articles.

7. Technique of Data Collection

According to Sugiyono, data collection technique is the most important step in the study.⁴⁷ In this study, the Writer used the types of collecting data by yule

. It was noted that there are four types of data collection techniques: observation, interview, documentation, and triangulation. Based on this research, the researcher uses two types of data collection techniques, namely observation and documentation observation, to collect the data, the Writer noted in the movie "Shang Chi and The Legend of Ten Rings." After getting the data, the Writer analyzed, described, and identified the data to get the conclusion of this study.

a. Observation

Observation is the process of gathering open-ended, firsthand information by watching the whole movie.⁴⁸ The researcher used this method to find out the utterances used by the main characters. The

⁴⁷ Sugiyono, *Metode Penelitian Pendidikan*, (ed.25), (Bandung: Alfabeta CV, 2017), pg.308

⁴⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition, (London: Pearson Education Limited, 2014), pg. 235.

researcher did observation to learn some information in collecting the data. Sugiyono classifies observation into two types in the process of collecting data collection. They are participant observation and non-participant observation. Participant observation is where the investigator becomes participant/respondent of a particular organization group. In contrast, non-participant observation is a procedure in which the investigator observes in a natural setting and is not an actual participant in a particular group or organization.⁴⁹

The research used non-participant observation. The researcher used an observation movie to get the data and observed the types of Expressive speech acts and the contribution of Expressive Speech Acts used by the main character (Simu Liu) in Shang Chi and The Legend of Ten Rings movie to the English Foreign Language (EFL) learner in understanding every type of Expression

b. Documentation

Documentation is searching the data. It is about notes, books, newspapers, magazines, etc. The researcher used this method to obtain data related to

⁴⁹ Sugiyono, *Metode Penelitian Pendidikan*, (ed.25), (Bandung: Alfabeta CV, 2017), pg. 204.

this study. Those documents include the characters' names and the dialogue of conversation that contain types of Expressive speech acts and their contribution to the study and contribution of the study and movie to English Foreign Language (EFL) learners in understanding the meaning of speech in a dialogue

8. Technique of Data Analysis

In the qualitative study, collecting and analyzing data, developing and modifying theory, elaborating or refocusing research questions, and identifying and dealing with validity threats are usually going on more or less simultaneously, each influencing all the others. In addition, the researcher may need to reconsider or modify any design decision during the study in response new developments. Qualitative research requires a broader and more compliant design model than the more conventional designs.⁵⁰

In this study, the researcher took some steps to analyze the data after collecting the completed data. Technique of data analysis comes from the interpretation of the data collection. In analyzing the data, the researcher got the data from observing the movie and the research

⁵⁰ John W. Best & James V. Khan, *Pearson New International Edition Research in Education*, (Tenth Edition), (England: Pearson Education Limited, 2014), pg. 253.

documentation. Besides, the researcher used Creswell's model. Those are six steps in the process of analyzing and interpreting qualitative data.⁵¹ The steps of analyzing data are ordered as follows.

- i. First, prepare and organize the data for analysis. In this study, initial data management consists of organizing the data.
- ii. Typing field notes.
- iii. Then, explore and code the data. The process of coding is one of reducing a scene to descriptions.
- iv. The data are classified into Expressive speech types: Congratulating, Apologizing, Blaming, Praising, and Thanking, and they identify the most frequent.
- v. Next steps, presented and reported qualitative findings. This study presented the result in a table and description forms.
- vi. And the last, the researcher interpreted the result of the data analysis (the contribution of Expressive Speech Acts used by the main character (Simu Liu)

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition, (London: Pearson Education Limited, 2014), pg. 285-286.

in Shang Chi and The Legend of Ten Rings movie
to English Foreign Language (EFL) learner in
understanding every type of Expression.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

This chapter consists of data description, data analysis, and discussion. Data analysis provides findings from analysis results relevant to the research objectives. In this research, the total data are 15 expressive speech acts used by the main character. This part discusses the present research findings described in the previous chapter. The answer to the problems stated in chapter one is the types of expressive speech acts and its contribution to EFL learners understanding of the meaning of speech in dialogue.

A. Data Description

The study was gathered through observation by watching the whole movie and watching the script. The researcher analyzed the data analyzed data based on the research focus. This data used primary and secondary data. Primary data is used for collecting the primary data. The researcher got the primary data from the main character of Shang Chi and The Legend of Ten Rings (Shang Chi). The primary data from the movie are five types of expressive speech act: expressive for thanking, expressive for apologizing, expressive for praising, expressive for

congratulating, and expressive for blaming. Here, the secondary data means journals, books, the script of Shang Chi and The Legend of Ten Rings movie, and the internet. In this case, the secondary was used for reference in answering the research question mentioned in the first chapter.

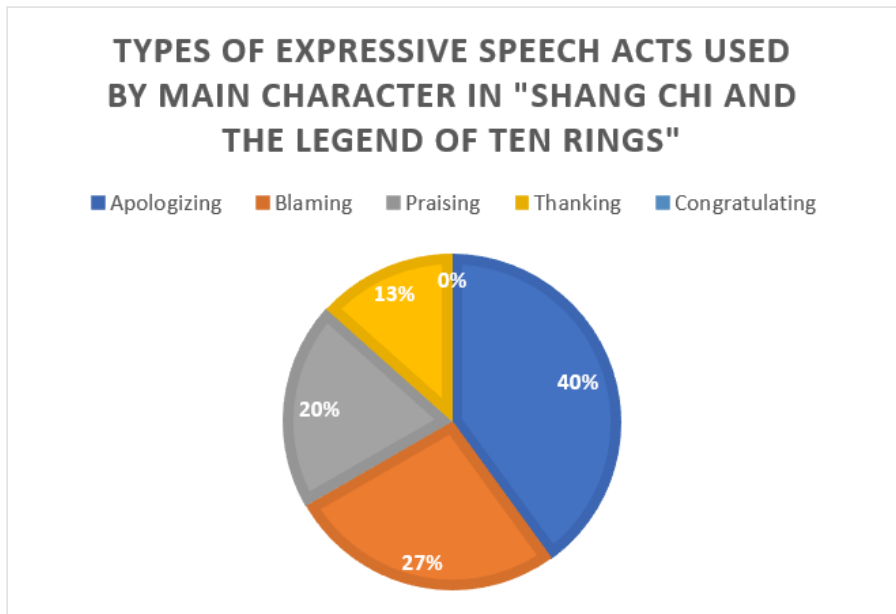
B. Data Analysis

There are 2 data that become the basis for the explanation of the data findings:

1. The types of expressive speech act used by the main character in Shang Chi's movie

This research collected data from the Shang Chi movie and movie script that the Writer collected. There are five types of expressive speech acts based on Yule's theory. In this movie, 15 utterances in 2 hours, 12 minutes, and 20 seconds were used as the data source to identify the expressive speech act in this research. The researcher found the five types of expressive speech acts used by the main character in this movie. They are expressive speech for thanking, expressive for apologizing, expressive for congratulating, expressive act praising, and expressive for blaming. The researcher did not find the expressive of Congratulating used by the main character in this movie. All the research finding data were analyzed using Yule's

theory of Expressive speech acts. Based on the Writer's analysis, knowing the type of expressive speech acts found in "Shang Chi and The Legend of Ten Rings" movie. The resulting finding of the first research question is about the five types of Expressive speech acts used by the main character in "Shang Chi and The Legend of Ten Rings as follows:



The chart shows the types of expressive speech act used by the main character in “Shang Chi and The Legend of Ten Rings.” The types found in this movie are Apologizing, Blaming, Praising, Thanking, and Congratulating. The chart above shows the percentage of the types of Expressive speech acts. The following table presents several frequencies of the types of Expressive speech acts.

No	Types of Expressive Speech acts	Frequencies	Percentage
1.	Apologizing	6	40%
2.	Blaming	4	27%
3.	Praising	3	20%
4.	Thanking	2	13%
5.	Congratulating	0	0%
	Total Number	15	

Percentage :

$$\text{Apologizing} : \frac{6}{15} \times 100\% = 40\%$$

$$\text{Blaming} : \frac{4}{15} \times 100\% = 27\%$$

$$\text{Praising} \quad : \quad \frac{3}{15} \times 100\% = 20\%$$

$$\text{Thanking} \quad : \quad \frac{2}{15} \times 100\% = 13\%$$

Congratulating :

The table shows that Apologizing has the highest portion of other types. Blaming has the highest portion after apologizing. The following type is Praising has the highest percentage after Blaming. The Thanking has the highest percentage after Praising, and another type of thanking has the lowest quantity of frequency of type Expressive speech acts.

Based on the research, there are four types of Expressive speech acts used by the main character in “Shang Chi and The Legend of Ten Rings” movie. Based on Yule’s theory, they are Apologizing, Blaming, Praising, and Thanking. The researcher didn’t find the Congratulating type in the movie. We can see from the tables above that there are four types of Expression speech acts found by the researcher in the movie: Apologizing, Blaming, Praising, and Thanking. We can see from the tables there are 15 utterances containing types of Expressive speech acts uttered by the main character in “Shang Chi and The Legend of Ten Rings” movie. The

Apologizing type serves the dominant frequency of all five types of Expressive speech acts. The main character in the movie uses four types. The types of Expressive used by the main character in “Shang Chi and The Legend of Ten Rings” movie are 6 for Apologizing, 4 for Blaming, 3 for Praising, and 2 for Thanking. Here are the four types of Expressive speech acts used by the main character (Shang Chi) in ‘Shang Chi and The Legend of Ten Rings’.

a. Apologizing

This type has the highest portion in the “Shang Chi and The Legend of Ten Rings” movie, with 40%. Apologizing is an expression of regret. Some definitions of apologizing include acknowledging faults or shortcomings, failing, defending, explaining, clearing away or making excuses by reasoning.⁵² There are also related terms for apologizing: alibi out of, apologize for, ask forgiveness, beg to pardon, express regret, plead guilty, do penance, and so on. For example: “I’m sorry to waste your time.”

Here are the utterances used by the main character in “Shang Chi and The Legend of Ten Rings” movie

⁵² Searle, J.R, *Expression and Meaning*, (Cambridge University Press,) (Cambridge: 1979). Pg. 14

- a) Waipo (Katy's Grandmother) : That seat is for Waigoing

Shang Chi : Oh, Sorry

it is used to express Shang Chi's apology toward Waipo. Shang chi utterance is apology sentence because this happened when Katy's family was eating together in the dining room. Shang chi came and sat without permission on the chairs prepared for Waigong. Then Waipo was reprimanded, and Shang chi apologized. The utterance included an expressive type of apologizing because it contains apology words that are "Oh, Sorry."

- b) Katy : What?

Shang Chi : if they hurt her... I'm sorry, but I have to go.

It is used to express Shang Chi's apology toward Katy. Shang Chi's utterance is an apology sentence because this happened when Shang Chi suddenly became an entirely different man on the bus. Shang Chi, a man who can't fight, suddenly becomes very good at fighting. Katy, a friend who has been with Shang chi for half his life, was disappointed because Shang chi didn't tell her who he was. When he arrived at the room, Shang

chi immediately rushed to Macau, which made Katy even more confused and disappointed. Shang chi apologized because he had to go. The utterance included an expressive type of apologizing because it contains the words “I’m sorry, but I have to go.”

- c) The girl on the bus : No, no, no, no!!

Shang Chi : Sorry!

This happened when Shang chi was fighting on the bus. A female passenger was carrying a laptop. In a very tense situation, Shang chi uses the female passenger's laptop to become a shield so that the enemy's sword does not hit Shang chi but the female passenger's laptop. Just before the laptop shattered in two, the woman rebuked by saying, "no, no, no!" but Shang chi still uses the laptop, and in the end, it breaks, then Shang chi apologizes to the female passenger. The utterance included an expressive type of apologizing because it contains apology words that as “Sorry!”

b. Blaming

Blaming is when someone says that person made a mistake that should be her/his responsibility, like choosing the wrong way. Expression of Blaming is an

expression used to show somebody the responsibility for something done (badly or wrongly) or not done.⁵³ One example of Blaming utterance is “this is your fault.” Here are the utterances of Blaming expression used by the main character in “Shang Chi and The Legend of Ten Rings” movie.

- a) **Shang Chi** : when my dad sent me to find the man who killed my mom,...I told you I couldn't go through with it. I lied. Thought that I could change my name, start a new life, and pretend like it never happened. But... **She would hate the person I've become.**

This happened when Shang chi told Katy about his past with his father. Shang chi blames himself for his actions, and Shang chi is trained to be a killer by his father at a young age. And Shang chi also thinks that his mother will hate him after what he did in the past. The utterance included an expressive type of Blaming because it contains blaming words that are

” She would hate the person I've become.”

⁵³ Accepted from <http://kamaldiansyah.blogspot.com/2014/11/expressions-of-blaming-and-accusing.html> on Wednesday 7th September 2022 at 2:29 am.

- b) Shang Chi : My mom is dead because of him,** and how he's coming to destroy her home.

This happened when Shang chi was chatting with Katy. Shang chi felt that his mother died because of his father. Because in the past, his mother's killers were enemies of his father, Shang Chi. But the victim was Shang Chi's mother. This is where Shang Chi blames his father for his mother's death. The utterance includes an expressive type of Blaming because it contains blaming words that as "my mom is dead because of him."

- c) Shang Chi : you trained your son to be a killer. Is this what you wanted?**

This happened when Shang Chi's father wanted to destroy Shang Chi's mother's hometown. Shang chi is very angry and disappointed with his father for making him a murderer as a child. The utterance included an expressive type of Blaming because it contains blaming words like "you trained your son to be a killer. Is this what you wanted?"

c. Praising

Praising is expressing warm approval or admiration. Praising is similar to complimenting in so many ways. Both words are used to express admiration. However, for native speakers, when you compliment someone, you might be merely courteous, but when you praise someone, you genuinely highlight his or her positive aspects. For example, “we can’t praise him enough. He did a brilliant job”⁵⁴ Here are the utterances of the Praising expression used by the main character in “Shang Chi and The Legend of Ten Rings” movie.

a) **Shang Chi : my mother was the only one who could beat him. Show me how she did it.**

This happened when Shang Chi visited his mother's village and met his aunt "Ying Li," one time, Shang Chi praised his mother and asked how his mother could beat his powerful father, and Shang Chi asked his aunt to show him how his mother could defeat his father. This utterance included an expressive type of Praising because it

⁵⁴ Accepted from <https://www.myenglishpages.com/english/communication-lesson-praising.php#:~:text=Praising%20is%20expressing%20warm%20approval,hi s%20or%20her%20positive%20aspects>. On Wednesday 7th of September 2022 at 8:45 pm.

contains praising words that as “my mother was the only one who could beat him.”

- b) Trevor Slattery : Yeah, no, yeah, thanks
Shang Chi : This is really cool and all,
but how long do we have to sit here?

This happened when Shang Chi, his younger sister, Katy, and Trevor run away from his father's house and head to his mother's village to prevent his father from destroying his mother's village. When he managed to enter the gate of the village of Ta Lo, which is only opened once a year, they stopped the car, and with relief, Trevor began to tell his story. And Shang Chi responded with the sentence, "um, this is really cool and all" the utterance includes an expressive type of praising because it contains praising words that as” um, this is really cool and all.”

- c) Wong : My name is Wong
Shang Chi : yeah, I know, sir. I’m a huge fan.

This happened because Shang Chi had met Wong before in his younger sister's fighting tournament. Shang Chi saw Wong, who was fighting a big monster, and Wong defeated the giant monster using his magic. from there, Shang Chi admired Wong, who had magic power. The

utterance included an expressive type of Praising because it contains praising words that as “I’m a huge fan.”

d. Thanking

Thanking is an expression we show or say to express grateful feelings to other people. When speaking English, you say “thanks” very often and “thank you” when people give you something and compliment you.⁵⁵ Here are the utterances of Thanking expression used by the main character in “Shang Chi and The Legend of Ten Rings” movie.

a) Katy : don’t be nervous

Shang Chi : Thank you

This happened when Shang chi visited his sister's place, which turned out to be a battleground. Shang Chi was immediately recognized because of the video that spread when Shang Chi was fighting with his father's orders on the bus, then Shang Chi was forced to join a fight where the opponent was his sister. Then the friend "Katy" cheered Shang Chi by saying, "don't be

⁵⁵ Accepted from <https://nurinuryani.wordpress.com/expressions/other-english-expressions/expressing-thanks/> on Wednesday 7th September 2022 at 9:20 pm.

nervous," and Shang Chi thanked her. The utterance included an expressive type of Thanking because it contains thanking words like "Thank you."

- b) Trevor Slattery : I will give you a quick preview if you like.

Shang Chi : **Uh, thank you,** Trevor. I think we're okay right now. We really just need to find a way to...

This happens when Shang Chi overhears a voice behind a door in his father's house. Shang Chi approached and finally found out who was behind the door. That's where Trevor (the man behind the door) is. He started to talk about why he was at his father's house. And Trevor offered a show of his show to Shang Chi, but Shang chi only thanked him for the offer. The utterance included the expressive type of Thanking because it contains thanking words that as "Uh, thank you, Trevor."

2. The contribution of the study and movie to EFL learners in understanding the meaning of speech in a dialogue

In this study, the researcher examines not only the types of expressive speech acts that exist in a film but also the contribution of this research to EFL. This research is related to the subject matter in high school, an expression of compliments and congratulation. The learning process has also been widely applied to film as an object for students looking for expressive types. Therefore the subject of this study can contribute to EFL, especially in senior high school. Besides that, this Shang Chi film is also a Marvel film where many of the viewers are young people. So this film is also recommended for high school students.

Based on curriculum 2013 uses a scientific approach in line with the attachment of The Minister of Education and Culture of the Republic Indonesia number 22th in 2016 about the standard process of Basic and Intermediate education. Curriculum 2013 emphasizes the dimensions of academic learning using a scientific approach. The scientific approach in all subject learning belongs to ELT (English language teaching), which comprises observing, questioning, exploring, associating, and communicating. Shang Chi and The Legend of Ten Rings movies can be

sources of media to observe. By watching this film, students can observe the expressions of praising/complimenting, and congratulating in the curriculum. The learning process about expressions of complimenting and congratulating is contained in basic competencies. The contents of the basic competence apply social functions, text structures, and linguistic elements, oral and written interpersonal texts that involve the act of congratulating and praising and responding to them, according to the context of their use. and compiling simple oral and written interpersonal texts that involve congratulating and praising and responding to them by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.

Teachers can also use the movie Shang Chi and The Legend of Ten Rings as learning media. First, explain the material to students and give them sufficient examples of the topic. After that, make groups of 5 students, then ask students to observe and identify expressions of praise/complimenting and congratulations based on the films Shang Chi and The Legend of Ten Rings. The teacher can catch students' curiosity about the movie's contents from the movie. After watching and observing the movie, students can ask some questions to the teacher related to the movie, and the teacher will answer them.

After that, students can continue the activity by grouping each type of expression and utterances they found in the movie. Students will present their work in front of their friends. In basic competence 3.1, there are three meetings. Each meeting contains 80 minutes to study this subject. The duration of this movie is 02:12:22. Expressions of praise/complimenting and congratulations can be found in the movie; even though the movie is not finished yet, students can continue watching the movie at home, and it will be homework for students to find more expressions of compliments/praise and congratulations.

To find out student responses regarding the application of movies as learning media, researchers made ten questions that students had to answer so that researchers would know the effectiveness of movies as learning media, especially in terms of complimenting and congratulating.

Based on the result, most students answered yes than no, with a total of 131 for “Yes” and 69 for “No.” Especially in questions 1 and 9, congratulating and complimenting materials are easy to understand, and using films as learning media is an effective method for teachers.

C. Discussion of the study

This research aims to identify the types of Expressive speech act functions in the movie script. And to know the contribution of this research to EFL in understanding the meaning of speech in dialogue. The researcher analyzed the utterances spoken by the main character in the movie Shang Chi and The Legend of Ten Rings. Then, the researcher categorized the utterances found in the movie script according to five types based on Yule's theory: Apologizing, Blaming, Praising, Thanking, and Congratulating.

Based on results from data analysis, Shang Chi and The Legend of Ten Rings movie contains four types of expressive speech act: expressive for apologizing, expressive for blaming, expressive for praising, and expressive for thanking. Among those expressive speech act, expressive for apologizing is the most often used by the main character (Shang Chi) in Shang Chi and The Legend of Ten Rings movie. This movie tells more about someone's mistake and ultimately makes an apology.

“The Expressive are those kinds of speech acts that express a psychological attitude or state of the speaker such as joy, sorrow, and likes/dislikes. It included apologizing,

blaming, congratulating, praising, and thanking.⁵⁶” As Yule argued, expressions are speech acts that state the speaker's feelings.⁵⁷ This research is related to Senior High school Materials. That is an expression of complimenting and congratulating found in basic competence 3.1; the basic competence contains applying social functions, text structures, and linguistic elements, oral and written interpersonal texts that involve the act of congratulating and praising and responding to them, according to the context of their use. and compiling simple oral and written interpersonal texts that involve congratulating and praising and responding to them by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.

⁵⁶ Woro Retnaningsih, “*Pragmatics*”, (*The Newest Branch of Linguistics Studies*), (IAIN Surakarta : 2013), Pg.60

⁵⁷ George Yule, “*Pragmatics*”, Oxford, (Oxford University Press : 1996), Pg.53

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and the suggestion; the researcher can conclude after the research finding and data analysis. Some conclusions of this study are built based on the data analysis discussed in Chapter IV.

A. CONCLUSION

Based on the data finding and analysis in the previous chapter about the types of expressive speech acts used in the movie “Shang Chi and The Legend of Ten Rings.” The researcher would like to conclude as follow:

1. The findings show the types of expressive speech used by the main character in the movie “Shang Chi and The Legend of Ten Rings” There are four from five types of expressive that are found in the movie, Apologizing, Blaming, Praising, and Thanking. The researcher found 15 data of types of Expressive taken from the “Shang Chi and The Legend of ten Rings” movie. It consists of various kinds: 6 data Apologizing, 4 data Blaming, 3 data Praising, and 2 data Thanking. The highest portion is

taken by Apologizing because, in the movie, there are many scenes where Shang chi makes mistakes and disappoints his friends, his mother, and his sister, so it makes Shang Chi apologize to them.

2. The researcher made a lesson plan in chapter IV to prove that this research also related to education, especially the material of X grade of Senior High School that found in basic competence 3.1 and 4.1. After that, the researcher also applied the lesson plan made by the researcher in X grade of MA Darul Ulum Wates Semarang. The researcher also gave them questions after finishing the learning process to know their responses about it, an expression of complimenting and congratulation. This research can contribute to understanding English Foreign Learner (EFL) every type of expression. After applying the lesson plan to X grade of MA Daru Ulum Wates Semarang, based on the result, most students answered yes than no, with a total of 131 for “Yes” and 69 for “No.” Especially in questions 1 and 9, here show that congratulating and complimenting materials are easy to understand, and using films as learning media is an effective method for teachers.

The advantages of this thesis are making students, teachers, and others easier to learn the types of expression. This thesis provides a learning media that can be a reference

to be applied in learning process. The disadvantage of this thesis is a thesis like this, especially analyzing speech act function and the types has been widely used by many researchers, Therefore, my research has little opportunity to be used as a reference for future researchers.

B. SUGGESTION

After analyzing, discussing, and concluding the research, the researcher has several chief points of suggestion for the teacher, students, and the next researcher as follows:

1. For Teacher

For teachers who have an assignment not only to teach but also to educate students, the research subject of this study is recommended to facilitate the learning process as a media source. Teachers can use this media to give students a pleasant atmosphere while studying and make it easier for students to understand each type of expression because students can directly see the expressions used by the actors. Teachers also can use this media to avoid the saturation of students while it is used as a scientific approach. The researcher hopes this study can be used as a reference or example and contribute to the teaching and learning process, especially in learning the expression of complimenting and congratulating.

2. For Students

For the students, the researcher hopes this study can help students to make the material easier in understanding the expression of complimenting and congratulation. After that, the students can apply their knowledge in understanding one speech act, that is, the expression of complimenting and congratulating in daily conversation.

3. For Next Researcher

For the next researcher who wants to conduct similar research, this study could use as one reference to conduct another research in the same field. Next, the researcher can use other media except for movies and other types of speech acts. This research is expected to give information about types of expressive speech acts.

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APPENDIX

APPENDIX 1

N O	Min/ Sec	Utterances	Type of Expressive speech acts				
			Apolog izing	Blam ing	Prais ing	Thanking	Congratulati ng
1.	00:1 4:58	Waipo: That seat is for Waigong Shang Chi: Oh, Sorry!	✓				
2.	00:1 6:36	Katy: that is exactly the daughter my mom wishes came out of her va*ina Shang Chi: I'm sorry about her. How's it goin'?	✓				
3.	00:1 8:52	Shang Chi: GRAUNTS Girl on the	✓				

		bus: No, no, no! Shang Chi: Sorry					
4.	00:2 3:01	Katy: you have a sister? Shang Chi: look, I know this is confusing. I'll explain it when I get back, I promise.	✓				
5.	00:2 3:47	Katy: what! Shang Chi: if I hurt her... I'm sorry, but I have to go	✓				
6.	00:3 2:58	Shang Chi: wait, what are you	✓				

		<p>doing?</p> <p>Shang Chi:</p> <p>I know</p> <p>you're</p> <p>upset, but</p> <p>can you hear</p> <p>me out? We</p> <p>don't have</p> <p>time for this</p>					
7.	00:4 0:45	<p>ALL</p> <p>GRUNTING</p> <p>Shang Chi:</p> <p>you left us</p> <p>for dead!</p>		✓			
8.	01:2 8:20	<p>Shang Chi:</p> <p>when my</p> <p>dad sent me</p> <p>to find the</p> <p>man who</p> <p>killed my</p> <p>mom, I told</p> <p>you that I</p> <p>couldn't go</p> <p>through with</p>		✓			

		<p>it. I lied. I thought that I could change my name, start a new life, and pretend like it never happened, but.</p> <p>Shang Chi: she would hate the person I've become</p>					
9.	01:28:46	<p>Katy: your dad trained you to be an assassin when you were seven. He sent you on a hit at 14. You</p>		✓			

		<p>realize how messed up that is, right?</p> <p>Shang Chi: my mom is dead because of him, and now he's coming to destroy her home.</p>					
10.	01:3 5:49	<p>Shang Chi; she was gone, and we needed you. But you choose those damn rings over us?</p> <p>Shang Chi: you trained your son to</p>		✓			

		<p>be a killer.</p> <p>Is this what</p> <p>you</p> <p>wanted?</p>					
11.	01:0 3:36	<p>Shang Chi:</p> <p>um, this is</p> <p>really cool</p> <p>and all, but</p> <p>how long do</p> <p>we have to</p> <p>sit here</p>			✓		
12.	01:1 6:64	<p>Shang Chi:</p> <p>my mother</p> <p>was the</p> <p>only one</p> <p>who could</p> <p>beat him.</p> <p>Show me</p> <p>how she did</p> <p>it.</p>			✓		
13.	01:5 9:18	<p>Wong: my</p> <p>name is</p> <p>Wong</p> <p>Shang Chi:</p>			✓		

		yeah, I know, sir. I'm a huge fan					
14.	00:3 1:34	Jon Jon: you got this Katy: don't be nervous Shang Chi: thank you.				✓	
15.	00:5 8:24	Trevor Slattery: it can give you a quick preview. Shang Chi: uh, thank you, Trevor. I think we're okay right now. We really just need to find				✓	

		a way to...					
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APPENDIX 2

LESSON PLAN

School : MA Darul Ulum Semarang

Lesson : English

Class : X

Main Material : Expression of Compliment and Congratulation

Duration : 80 Minutes

Learning Activity

NO	Teacher	Students
1.	The teacher explains the aim and the the goal of the learning	Students listen to the teacher's explanation.
2.	The teacher gives some stimulation in the form of several examples in everyday life and gives them some questions	Students listen to the teacher's explanation and answer the teacher's

	related to the material	questions.
3.	the teacher gives direction to students about when we should use two types of expressions, namely complimenting and congratulating	Students listen to the teacher's explanation
4.	After the students understand the material, the teacher gives an audio-visual media, namely a film. The teacher makes a group, and each group consists of 4-5 students. Then the teacher instructs the students to watch the film and look for two expressions: complimenting and congratulating.	Students choose the group member, start to watch the film, and find the two expressions they are complimenting and congratulating.

5.	after watching and looking for the expression of complimenting and congratulating, the teacher instructs students to make some explanations why the utterances included expressions of complimenting and congratulating.	Students do the instruction from the teacher
6.	Then, the teacher instructs students to present their work in front of other students.	One by one, the groups come forward and present the results of their group work.
7.	After all, groups present the results of their group work, the teacher concludes the material that has been delivered.	Students listen to the teacher's explanation.

8.	The teacher closes the class by giving homework to continue the film that has not been finished watched, then finds the two expressions that have been described previously	Students noted the homework.
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APPENDIX 3

1. Is the expression of congratulating and complementing material easy to understand?
 - a. Yes
 - b. No
2. Can you understand the film?
 - a. Yes
 - b. No
3. Can you understand every expression in the film?
 - a. Yes
 - b. No
4. Can you distinguish each type of expression in the film?
 - a. Yes
 - b. No
5. Can watching movies make you understand the material better?
 - a. Yes
 - b. No
6. Is the material on the expression of congratulating and complementing difficult to understand?
 - a. Yes
 - b. No
7. Is the film too difficult to understand?

- a. Yes
 - b. No
8. Can you distinguish each type of expression in the film?
- a. Yes
 - b. No
9. Can films be an effective medium for learning English?
- a. Yes
 - b. No
10. Can you enjoy English classes with this method?
- a. Yes
 - b. No

The following are the results and conclusions of the answers to 10 questions from 20 students.

Description:

Q : Question

1-10 : Question's Number

The results of the questionnaire obtained are transferred to the frequency table:

Question items	Yes	No
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Q1	17	3
Q2	14	6
Q3	13	7
Q4	9	11
Q5	16	4
Q6	5	15
Q7	15	5
Q8	10	10
Q9	17	3
Q10	15	5
TOTAL	131	69

APPENDIX 4



CURRICULUM VITAE

Name : Milatuzzulfa
Place, Date born : Pemalang, 27th July 2000
NIM : 1803046052
Programe/Semester/year : S.1/IX/2022
Major : English Education
Address : Desa Pepedan RT/RW
01/01, Kecamatan Moga, Kabupaten
Pemalang.
Email : milatuzzulfa27@gmail.com
Instagram : @milatuzzulfa_

Education Background

A. Formal Education

1. SD : SDN 1 Pepedan
2. SMP/MTs : MTs Ihsaniyah Banyumudal Moga
3. SMA/MA : MAS AL-Hikmah 2 Benda Sirampog Brebes

B. Informal Education

1. Madrasah diniyah Nurul Islam Pepedan Moga Pemalang
2. Ponpes Al-Hikmah 2 Benda Sirampog Brebes
3. Ma'had Al-Jami'ah Walisongo Semarang
4. Participant of Two Weeks of Training di Ma'had Al-Jami'ah Walisongo Semarang
5. TOEFL and IMKA training in Ma'had Al-Jami'ah Walisongo Semarang

6. Leadership training in Ma'had Al-Jami'ah Walisongo
Semarang