
An Exploring Obstacles and Teaching Strategies Used by Main Character in “Like Stars on Earth” Movie

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Abstract

Speech act study is important for our daily because it gives a comprehension of what message is discovered in every utterance. Austin (1962) stated that in uttering a sentence, a speaker is generally involved in three levels of speech acts, they are locutionary act, illocutionary act, and perlocutionary act. This study focuses on analyzing illocutionary acts in “Like Stars on Earth” movie. This movie teaches teachers and parents in the world about how to understand the aptitudes and limitations of a child. This study used descriptive qualitative method within the framework of applied linguistics, i.e., discourse analysis. In collecting data, the writer was watching and observing the utterances of dialogues in a movie. The writer selected the data from the characters’ utterances which are related to the topic, especially about illocutionary speech acts to the data sheet. Then, categorizing the data into types of illocutionary speech acts. This study was taking the appropriate utterances and omitting inappropriate utterances. There were 359 utterances found in the utterances that uttered by the main character in this movie. Types of illocutionary acts were directive 195 times, representative 106 times, expressive 39 times, declarative 7 times, and commissive 12 times. From the total of the data above, the directives act served as the dominant form among the five types of illocutionary acts. It shows that the main character often gives expression to the hearer to do something.

Keywords: Illocutionary act, speech act, movie

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1. Introduction

Language is a core of communication. It is one of the most important things in daily human life. Everyone needs language as a tool of communication. As we know, there is no limit to communication inter-state because of technological development. Many people believe that the significance of communication is like the importance of breathing. Besides, communication facilitates the spread of knowledge and forms relationships between people by using language. In other words, language does not only important role in communication between speakers and listeners directly, but it also has a function in a literary work. Language is used in movies, novels, newspapers, songs, magazines, and others. Without language, a literary work will not be able to be understood by its readers. In other words, a literary work can only be understood through a language. It can be seen that language is a part of linguistics about every part of language itself.

According to Yule (1996), discourse analysis involves syntax and semantics as basis, but the important thing is pragmatic. It is because pragmatics is about the analysis of information the development of language and knowledge in general. In pragmatics, the correlation between human language and its context is very close. Pragmatic studies are concerned with the study of meaning as communicated by a speaker and interpreted by a listener. The meaning itself can be seen from the utterances or dialogues in a movie. One area of Pragmatics that can be used to explore the meaning of dialogues in a movie, is called speech act.

There is a relation between the utterances and the uttered by people. This part is one of the important things from pragmatic. It discusses how the speaker used language to accomplish intended actions and how the hearer infers intended meaning from what is said. A speech act is also performed when people use language to exchange information and also to express their ideas, such as apology, ordering, thanking, promising, refusing, asserting, greeting, requesting, complaining, invitations, and others. In expressing their ideas, people do not just say something, but they take an action based on the utterances. According to Austin (1962) in his book defines locutionary as a production of the utterance. Furthermore, illocutionary is defined as the intentional meaning of a language that is spoken or written, whereas the effect of a listener's utterance is a perlocutionary act. Illocutionary acts are commonly utilized in everyday speech, whether written or spoken. On the other hand, the illocutionary act has five types, such as representative, directive, commissive, declarative, and expressive. All of the types of illocutionary acts can be found in conversation, dialogue, and utterances.

In this study, the writer analyzes language in a movie. This study discussed the utterances or sentences that are used by the main character in the movie especially on illocutionary speech acts. Some educational values can be taken from this movie. This movie introduced the listener to know great strategies in teaching. This movie makes a lot of contributions to

teaching teaching-learning process. The main character knows the obstacles and how to face many types of students. He knows what students' need in the learning process. Besides, he can increase students' motivation and communicative skills in the learning process because of his creativity in teaching. The main character always gives brainstorming and stimulation to develop students' creativity in imagination. On the other hand, the main character found a special student in this class. This student has a dyslexia. He can not follow the learning process optimally. The main character tries to explore and improve another ability of this student. The movie that was used by the researcher is "Like Stars on Earth" movie. It was released in December 2007. This movie comes from India country and is directed by Aamir Khan. This movie obtained awards for Best Movie, Best Director, and Best Story from Fare Award 2008, and other awards. Every movie has a special message or life lesson that we can take to our real life. A movie is a communication to convey a great message when a listener digest the things that they watch.

2. Method

The research method of this study is a discourse analysis. Discourse analysis is used to analyze message content in the communication that is happening. Some of this communication can take the form of conversations, speech scripts, transcripts of movies, novels, newspapers, advertisements, or even in different languages (Marwa, 2014). Besides, discourse analysis is conducted by researchers to examine the message used and understood. It is also possible to examine the methods used by the writer and speaker in conveying goals and messages. The writers were highly dependent on information from objects, explained and analyzed the utterances or sentences, as well as conducted the research subjectively. The instrument of this study was the writer herself. The writer used an observation sheet or scene checklist to obtain the data for this study. Becker et. al (2002) define observation as an accurate method of collecting data.

In collecting data, the writer was watching and observing the utterances of dialogues in a movie. The writer selected the data from the characters' utterances which are related to the topic, especially about illocutionary speech acts to the data sheet. Then, categorizing the data into types of illocutionary speech acts. The writer took the appropriate utterances and omitted inappropriate utterances. Concerning the problem of the study, the researcher chose those techniques because the main data of this study was from the "Like Stars on Earth" movie. The writer tried to portray the types of speech acts especially illocutionary acts in that movie.

3. Findings and Discussion

3.1 Findings

In this part, the writers tried to present the findings and discussion of the study. The writer found five types of illocutionary acts in this movie. All types of illocutionary acts proposed

by Searle (1976), such as representative, directive, commissive, expressive, and declarative are used in utterances of “Like Stars on Earth” movie. The writer wrote total utterances uttered by the characters for about 359 utterances. In calculating of illocutionary act, there were 195 directive, 106 representative, 39 expressive, 7 declarative, and 12 commissive.

Based on this calculation, it can be concluded that directive is a type of illocutionary act that is often used in this movie. Besides, in a discussion session, the writer explained the situation context from the utterances based on the type of illocutionary act. This table shows the percentage of illocutionary act types that are used by characters in this movie.

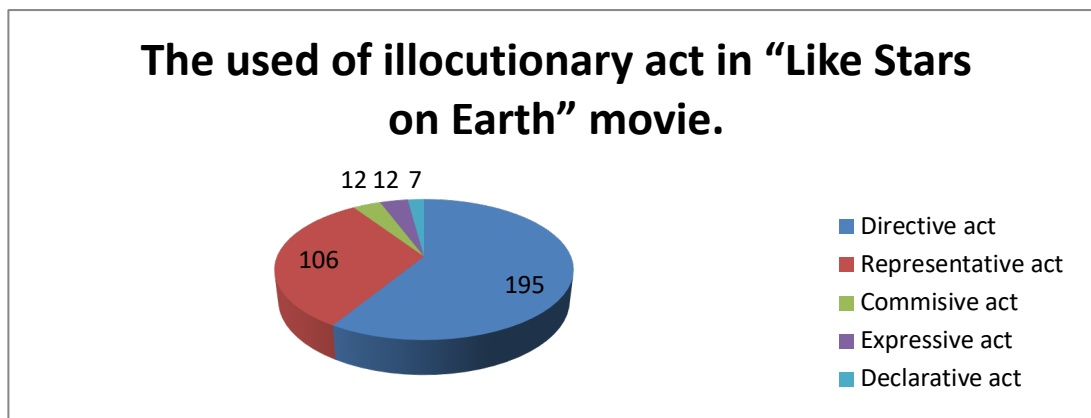


Figure 1. The frequency of the use of illocutionary act

Figure 1 shows that directive is a type of illocutionary act that most frequently appears in this movie. Directive found 195 times utterances, representative 106 times utterances, expressive 39 times utterances, commissive 12 times utterances, and declarative 7 times utterances in a movie.

3.2 Discussion

Based on the analysis, the discussions present the analysis types of illocutionary acts in the main character utterances in “Like Stars on Earth” movie that used the theory proposed by Searle (1976). All types of illocutionary acts appeared in the utterances of character. The data were selected by identifying the dialogues or statements from the characters in this movie. Each of them is discussed as follows:

3.2.1 Representative

According to Yule (1996), the representative is a kind of illocutionary act that commits the speaker to believe something the truth or not. In other words, it can be said that representative is a speaker’s belief. This illocutionary act may consist of asserting, informing, stating a fact, stating an opinion, claiming, and others.

3.2.1.1 Informing

Ishan’s Mom: Why only ishan?

Mr. Ameer: There's no answer to that. **It's a Neurological Disorder. It can happen to anyone. Sometimes it can be genetic. There is some writing problems in his brain.**

The conversation was uttered by Mom and Ameer who is Ishan's teacher. From this situation, it can be seen that Ameer tried to explain the problems faced by Ishan in school. He said that Ishan has dyslexia. It is a special condition that can not read and write fluently in the learning process. This condition can happen to everyone.

3.2.1.2. *Asserting*

Johan: Very Good. **Look at your guts. You know how danger is it? Anything can happen to you. You can get an accident or everyone can kidnap you.** Papa is also not at home. Idiot!

Ishan: no no no

The utterance above is the conversation between the main character and his brother. It can be seen that the situation happens in a house. It is described that Johan who is a brother of Ishan advises Ishan. It is because Ishan tells Johan about his ignorance in the school. He skipped the class and walked alone outside of the classroom. Johan is very angry after listening to his report. It means that Johan is very worried about Ishan.

3.2.1.3. *Stating Opinion*

Rajan: **Actually you explained the real meanings of the poem. They only gave the copied answers. Mr. Tevari is very strict.** So, don't worry!

How could you come in the middle of the term?

The statement above shows that Rajan gives support to Ishan when a teacher blames Ishan's answer. Rajan explained that Ishan's answer is more excellent and has real meaning than another answer.

3.2.1.4. *Stating a fact*

Mr. Ameer: Jabeen, he is in danger.

Mrs. Jabeen: Who is?

Mr. Ameer: **There is a boy in a the school. He is about 8-9 years old. He doesn't do or speak anything. He always seems scared. His eyes are like screaming for help.** I'm afraid he will fall.

Mr. Ameer tells Mrs. Jabeen about who Ishan is. He tells about his condition of Ishan and his worries about Ishan to Mrs. Jabeen. He says that Ishan doesn't do or speak something. He looks confused about how to give support to Ishan in the learning process. He wants to help Ishan solve that problem.

3.2.1.5. *Claiming*

Head master: Good. Special school is perfect for him, isn't it?

Mr. Ameer: **No sir. He is a child with above average intelligence.** He has full right to study in a normal school. He just needs a little help from us. All children around the world having any problem study in normal school.

The utterance of “No sir. He is a child with above average intelligence. He has full right to study in a normal school. He just needs a little help from us.” above belongs to a representative (claiming). Mr. Ameer said “No sir” because he claimed the opinion of the headmaster about Ishan. Mr. Ameer disagrees when Ishan has to take in a special school. He believes that Ishan is a special child and has great average intelligence.

3.2.2. *Directive*

Directive act is a type of illocutionary act that is an attempt by the speaker to persuade the listener to do something. It supported by Yule (1996) explains that directives are attempts by the speaker to get the hearer to do something. It expresses what the speaker wants to “direct” the hearer towards some goals. This illocutionary act may consist of entreating, permitting, advising, inviting, questioning, requesting, commanding, warming, ordering, asking, and others.

3.2.2.1. *Requesting*

Ishan: **dad please. Don't send me please.** I'll not go to boarding school. Mom, i don't want to go to boarding school. Mom, please tell to father that I don't want to go to boarding school.

The utterance of “don't send me, please” uttered by Ishan is evidence of directive especially requesting or entreating. Ishan entreats his father that he won't send him to boarding school. He convinces his mom and dad that he is able to read and write fluently.

3.2.2.2. *Commanding*

Teacher: Yesterday we did it. **How you can forget so quickly? All your friends will go to the next standard.** Concentrate! Correct the spelling please!

The utterance above shows that a teacher commands a student in teaching teaching-learning process. A teacher asks Ishan to answer a question, but he does not answer it. The teacher gives a command to Ishan because Ishan always doesn't understand all of the materials that have been taught before. He always forgets all of the material.

3.2.2.3. *Warming*

Head master: Have you met his teachers?

Ishan's Mom : No, sir.

Head master: Please go ahead and meet them. **They'll give the progress report.**

The conversation above tells that the headmaster asks Ishan's parents to meet Ishan's teachers. It is because the headmaster wants to report the progress of Ishan during in boarding house.

3.2.3. *Commissive*

Commissive commits the speaker to do action in the future. According to Searle, as reported in Huang (2007, pp. 107), commissive expresses the speaker's purpose to accomplish something. Furthermore, he stated that while using this type of illocutionary act, the universe adapts to the words through the speaker. It consists of promising, offering, swearing, threatening, denying, and others.

3.2.3.1. *Promising*

Ishan's mom: What happen? He hadn't talked?

Ishan's father: **Don't worry. We'll go next Sunday.**

The utterance "Don't worry. We'll go next Sunday" above belongs to commissive, especially about promising. In commissive act shows us that the speaker commits to some future action. From that utterance shows that Ishan's father commits to Ishan's mom that they will go to a boarding house the next Sunday. Ishan's father commits because Ishan's mom worries if Ishan is angry with them.

3.2.3.2. *Threatening*

Ishan's father: **I'll beat you that much!** Don't look down. Look up!

Look up my eyes and answer me. Where you on Thursday? Where?

The conversation happens in a house where Ishan's father is angry with Ishan. Dad is angry because he knows that Ishan goes outside of the class alone when in the learning process. Ishan goes outside of the school alone because he feels bored to learn more but he doesn't understand. All of the teachers in the school always annoy Ishan when he cannot understand the instructions or materials. The utterance "I'll beat you that much" uttered by Ishan's father belongs to commissive especially threatening.

3.2.3.3. *Denying*

Mr. Ameer: **No sir. He is a smart boy.** He has just come problem in reading and writing. Do you know Dyxlesia?

The utterance happens in the private room of the headmaster. Mr. Ameer tried to convince the headmaster that Ishan is a special student who need more attention to be like another normal student. Mr. Ameer explains to the headmaster what the problems of Ishan. Besides,

he also tells what is dyslexia. The utterance “No, sir. He is a smart boy” is categorized as denying.

3.2.4. *Expressive*

According to Yule (1996), expressives are a kind of illocutionary act that states what the speaker feels. They express psychological states and can be statements. It consists of greeting, surprising, thanking, apologizing, praising, and others.

3.2.4.1. *Apologizing*

Ishan’s mom : Hello Eno..Hello.

Staff boarding school: Hello mom. **Sorry .. Ishan left.**

Ishan’s mom: : Left.

Staff boarding school: **Yes mom. Sorry!**

The conversation happens when Ishan’s mom is calling Ishan in his boarding school. In this room, there is a staff that informs student when they get a phone from their parent. This situation shows that Ishan doesn’t take a phone from his mom. Then a staff said “sorry” to Ishan’s mom because Ishan had been left. Based on the context, the staff’s utterance belongs to a statement expressing “sorry” to Ishan’s mom and it is categorized as apologizing.

3.2.4.2. *Thanking*

Mr. Ameer: What sir?

Ishan’s father: I don’t know. I can’t find the words to thank you to you.

Thank you very much sir.

Mr. Ameer: Yeah.. He’s a lovely boy. Just look after him.

The conversation above happens when Ishan’s father meets with Mr. Ameer. The utterance “I don’t know. I can’t find the words to thank you to you. Thank you very much sir” shows that he doesn’t know how to say thanks to Mr. Ameer. It is because Mr. Ameer as a teacher gives support, motivation, and more attention to Ishan. So, Ishan gets the spirit again to learn reading, writing, spelling, painting, and others. Besides, Mr. Ameer is able to change Ishan’s father to be more loving and passionate to look after Ishan. In reference to this context, the utterance of Ishan’s father contains the expression act especially as thanking.

3.2.4.3. *Surprising*

Head master: **Amazing! What a wonderful morning today?** Going through the colored glasses of windows, we reached our childhood. Praise to be God’s.

The utterance happens when a headmaster comes to a painting competition that is held by Mr. Ameer. All of the teachers and students of Tulip School participated in this event. A headmaster and other teachers were amazed at this event because they also wanted to explore their abilities, especially about painting in this activity. The utterance “Amazing! What a wonderful morning today” shows that a headmaster feels surprised by the spirit of the audience. All of the participants looked enthusiastic about this event. From this event, all of the people know who is Ishan. This expressive act can be identified as surprising.

3.2.5. *Declarative*

Declarative is a sentence that makes a statement to convey information. It can change the status or situation because of an utterance. According to Searle, as reported in Huang (2007, pp. 108), the declaration may produce immediate changes in such current conditions of events.

3.2.5.1. *Announce*

Head master: By Nikum. I just remember. **Now, we won't have to look for a new art teacher. Mr. Nikum always along with Tulip School and also teach in our school.**

(applause audience)

The utterance happens in a painting competition at Tulip School. It was uttered by the headmaster in front of all students and teachers. He announces to the participants of the competition about Mr. Ameer. He declares that Mr. Ameer will stay and teach in a Tulip school. Tulip school will not look for a new teacher for an art teacher. All of the participants felt happy and agreed with the headmaster's statement.

With reference to the preceding analysis, the practical implications—a “bridge” from the theories to practices—are obtained and abstracted from the findings. First, the “directive” to get the hearer to do something: requesting, commanding, and warning (195 data) which places the major data implies one-way communication. It means that the teaching and learning process needs rich exposure and building knowledge of the field given by the teachers or other parties. In such cases, one-way scaffolding talks carried out by a teacher and relevant speaker promote the inculcation of meanings received by students and provide invaluable guidance as well as help, especially in a restricted environment. The receptive modes of the students are naturally activated minds to save and analyze perception for mind dictionaries (in a built-knowledge process) before being self-confident to be independent and be creative for the next level.

Second, the “representative” has the second place within 106 times of data. The “representative”: asserting, informing, stating a fact, stating an opinion, claiming as a speaker's belief means to reveal the second essential modes of interactions and dialogues in

a restricted learning environment with the disability because learning is about “meaning-making” of proper concepts which have the degree of truth values. In this case, the values are used to evaluate self-life concerning other individuals and other environments. The more representative modes of communication will provide strong concepts and values of the students and positive student self-appraisal. Therefore, the disability will be able to understand his or her need to study of “meta-cognitive process” for a successful life. It was also in line with the research carried out by Mustakim and Weda (2022), on the type of educational based-movie entitled “Harry Potter: The Cursed Child” that illocutionary acts cases uttered by the main character in this play script, were mainly representative (22 cases).

4. Conclusion

Based on the data analysis, all of the types of illocutionary acts in the “Like Stars on Earth” movie are used by the main character in the utterances. The writer found utterances that were uttered by the main character for about 359 utterances. Types of illocutionary acts were directive with 195 times, representative with 106 times, expressive with 39 times, declarative 7 times, and commissive 12 times. From the total of the data above, the directives act served as the dominant form among the five types of illocutionary acts because the main character mostly expressed their utterances in direct ways such as by ordering, informing, requesting, asking, or commanding and warning. Another type of illocutionary that is often used by the character in this movie is the representative act. The functions used in this act in this movie were asserting, informing, stating opinion, stating fact, and clamming. Representative act often appears in this movie because the main character often states fact and opinion. Next, the illocutionary act is the expressive act. The researchers obtained the data that contains the illocutionary acts, especially expressive acts have functions, such as: thanking, greeting, apologizing, surprising, welcoming, praising, threatening, and blaming. The researcher found this act in good and not good relation between speaker and listener. Expressive act often appears in this movie because Ishan often gets not good treat or other curse from his friends and teachers. Another illocutionary act that appears is the commissive act. The researchers obtain data that contains commissive act has functions, such as: promising, offering, and denying. It can be concluded that the data above is committed to the speaker with the future action because of their utterance. The last illocutionary act that appears in this movie is declarative. The function of the declarative act that appears is announcing. This act rarely appears in the utterances.

From the conclusion above, all types of illocutionary acts occur in the utterances of the “Like Stars on Earth” movie based on the context and situation. Through this research, there will be another or a future researcher who also can research speech acts, especially illocutionary acts. There is too much literary work that can be analyzed by the future researcher. There were novels, short stories, poetry, and others. Finally, the “directive” to get the hearer to do something: requesting, commanding, and warning (195 data) which places

the major data implies one-way communication. It means that the teaching and learning process needs rich exposure and building knowledge of the field given by the teachers or other parties. Then, the more representative modes of communication will provide strong concepts and value for the students and positive student self-appraisal.

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