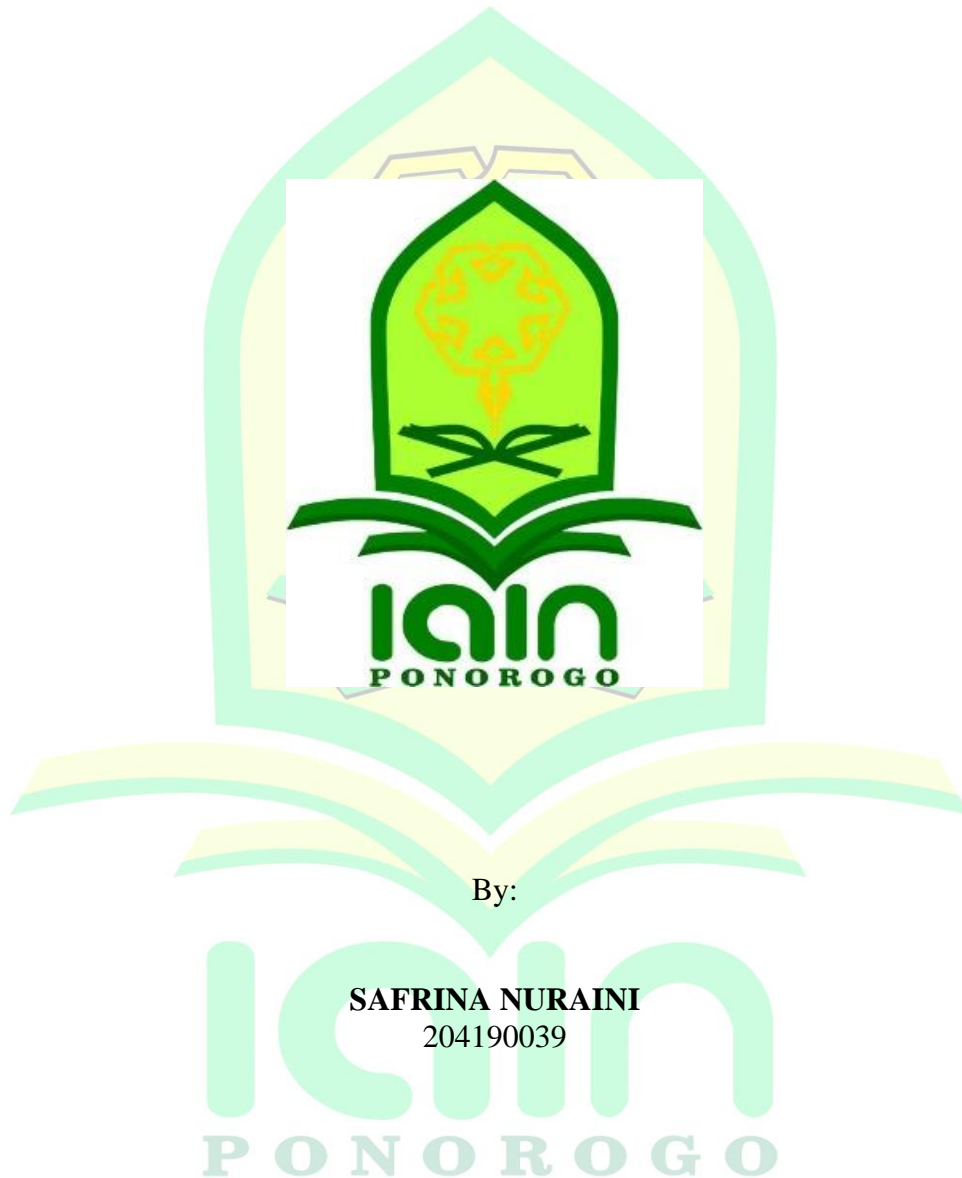


**THE ANALYSIS OF ILLOCUTIONARY ACTS IN *PADDINGTON* MOVIE
AND THEIR IMPACTS IN BUILDING *PANCASILA* STUDENT PROFILE**

THESIS



By:

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2023**

ABSTRACT

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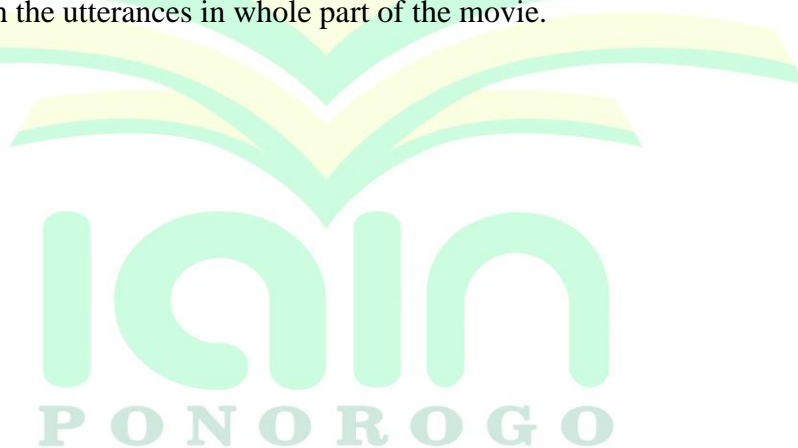
Keywords: *Illocutionary Act, Pancasila Student Profile, Paddington Movie*

Speech acts expression cannot be separated from daily conversation. Speech acts is not a statement about a thing, but is an action. Based on these explanations, it can be concluded that speaking as an action or activity, because this allows in speech to have a specific purpose or goals. The relationship between speech acts and the speaker's character is interconnected because the speaker's character can influence the type and manner of utterances used in a speech acts. In Indonesia character building get special attention from government, therefore Minister of education and culture made a new program called *Pancasila* Student Profile, to build character of Indonesian student.

In line with that, this study aims to analyse speech acts especially Illocutionary speech acts in *Paddington* Movie and the impacts in building *Pancasila* Student Profile.

This research had applied a descriptive qualitative design. This research had employed George Yule's theory and John R. Searle's theory on speech acts. The data collection in this research had utilized documentation techniques. The data source for this research had been the "Paddington" movie.

Based on the results of the study, it can be concluded that there are five types of illocutionary speech acts found in the "Paddington" movie. The analysis of the script reveals that out of the total 53 illocutionary acts identified, 13 (24%) are assertives, 21 (39.6%) are directives, 3 (5.6%) are commissives, 15 (28%) are expressives, and only 1 (1.8%) is declarative. In speech acts theory, the author also finds several expressions that contain the character values of the *Pancasila* Student Profile. Illocutionary speech acts in *Paddington* movie build *Pancasila* Student Profile through the utterances in whole part of the movie.





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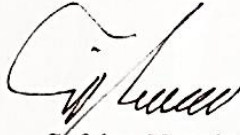
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is one of the essential things in human life. It is used to communicate with others in the daily life. Because it has an essential role, so language cannot be separated from human life, either spoken or written. In everyday conversation not primarily to the sentences that utter to one another, but to the speech acts that those utterances are used to perform: requests, warnings, invitations, promises, apologies, predictions, and the like. Speech acts are a part of pragmatic where there are certain aims.¹

Beyond the words or phrases when a speaker says something, in the scope of pragmatic, some factors should be considered. These factors establish the very definition of pragmatic it self. The factors are implicature, speech acts, presupposition, context, adjacency pairs, and deixis and distance.²

Speech acts expression cannot be separated in every daily conversation, therefore the Researcher in this study will analyze the speech acts expressions contained in the speech acts expression. Speech acts is devided into three kinds, they are locutionary, illocutionary, and perlocutionary. In this research, the researcher will focus on analysis illocutionary acts in *Paddington* Movie, cause in this movie many discovered phrases using ilocutionary act.

The relationship between speech acts and the speaker's character is interconnected because the speaker's character can influence the type and manner of utterances used in a speech act. A speech acts is an action performed through the utterance of a sentence, where the actual meaning of the sentence goes beyond the words used. The selection of words and

¹ Partohap Saut Raja Sihombing et al., "An Analysis of Illocutionary Act in Incredible 2 Movie," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 2 (April 21, 2021): 1772–83, <https://doi.org/10.33258/birci.v4i2.1850>.

² William G. Lycan, *Pholosophy of Language a Contemporary Introduction Second Edition* (New York: Routledge, 2000).

how they are spoken can provide information about the speaker's intentions, purposes, or goals. The speaker's character, such as personality, cultural background, and life experiences, can influence how they use language in speaking. For example, someone who is polite and friendly is likely to use polite words and avoid using rude or aggressive language. Therefore, the speaker's character can influence the type of speech acts used. For instance, a clever and ethical speaker may use more complex speech acts and consider the consequences of the words, while someone who is less sensitive to the feelings of others may use speech acts that do not consider the effect on the listener. Thus, speech acts and the speaker's character are interrelated in providing information about the actions performed through language and how the speaker uses language in communication. Besides that, the expression can describe the character of the speaker. Human communication conveys ideas, ideas and opinions, immediate feelings, or emotions. It is called a speech act. In every speech act that is spoken, there is a message conveyed to the reader or listener, which researchers associate with character building from a student.³

Character is very important for the progress of the nation because a character will influence attitudes and daily behavior. The importance of this character has been realized by the Ministry of Education and Culture of the country. According to the Ministry of Education and Culture, the development of the nation must be accompanied by the development of character (nation and character building). Often students ignore the importance of character education and instead pursue academic education in the form of knowledge or character education is only limited to knowledge (moral knowing) so that students know what is good and bad, but this knowledge does not guide or is implemented in daily attitudes and behavior. Character education must reach feelings (moral feeling) and action (moral action) so that people will feel ashamed, wrong, or sinful if they don't do it.⁴

³ Firda Amalia and Didin Nuruddin Hidayat, "Illocutionary Speech Acts Analysis in Nadhira Afifa's Speech as A Student Speaker at Harvard Graduation 2020," *AKSIS: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 5, no. 1 (June 2021): 50.

⁴ Tim Penyusun, *Kajian Pengembangan Profil Pelajar Pancasila* (Jakarta: Kementerian Pendidikan Dan

In line with the government's program on character formation, the Ministry of Education and Culture has launched a new curriculum called the "Kurikulum Merdeka" (Independence Curriculum). The term "Kurikulum Merdeka" is interpreted as an instructional framework that enables students to engage in a tranquil, relaxed, enjoyable, stress-free, and pressure-free learning environment, thus allowing them to demonstrate their innate talents. The "*Merdeka Belajar*" concept prioritizes freedom and fosters creative thinking.⁵ The "Kurikulum Merdeka" (Independence Curriculum) presents a distinct foundational framework compared to previous curricula. In addition to being rooted in the National Education System Law (Sisdiknas) and national education standards, the Merdeka curriculum also has the primary goal of character development based on *Pancasila*, achieved through the implementation of the *Pancasila* student profile project among learners.⁶

To develop and improve character education in Indonesia, the Minister of Education and Culture, Mr. Nadiem Makarim, has formed a new idea, namely "*Pancasila* Student Profile". This is as stated in PERMENDIKBUD NO 22/2020 about "Rencana Strategis Kementerian.⁷ Pendidikan dan Kebudayaan Tahun 2020- 2024). The main reason behind this program is the increasingly rapid development of technology, sociocultural shifts, differences in future work needs on education and social culture.⁸ *Pancasila* Student Profile is a lifelong student profile who have global competence and character following *Pancasila* values, with six main characteristics: piety to God Almighty, noble, independence, creativity, and cooperation.

The researcher's focus in this study is not on speech acts in general, but specifically on illocutionary acts. There is a connection between illocutionary acts and the *Pancasila*

Kebudayaan Republik Indonesia, 2020).

⁵ Restu Rahayu et al., "Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak," *Jurnal Basicedu* 6, no. 4 (May 22, 2022): 6313–19, <https://doi.org/10.31004/basicedu.v6i4.3237>.

⁶ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, "Perbandingan Kurikulum Merdeka Dan K 13," *Pahami Lebih Dalam Kurikulum Yang Berlaku Di Indonesia* (blog), July 18, 2023, <https://www.kemdikbud.go.id/>.

⁷ Dr Warsono, "Pendidikan Karakter Dan Profil Pelajar Pancasila," 2022.

⁸ Ashabul Kahfi, "*Implementasi Profil Pelajar Pancasila dan Implikasinya Terhadap Karakter Siswa Di Sekolah*," N.D., 14.

student profile in the context of the Merdeka Curriculum. Illocutionary acts refer to speech acts that have a specific purpose or effect, such as influencing someone's understanding or attitude. In the Merdeka Curriculum, the *Pancasila* student profile project aims to develop students' characters based on the values of *Pancasila*. illocutionary acts in this context can serve as means to strengthen and internalize *Pancasila* values through students' direct experiences of speaking and interacting with these values, aligning with the goal of character development in the Kurikulum Merdeka. In this research researcher used movie to learn the correlation between *Pancasila* Student Profile with illocutionary act. Movies can provide visual representations of various speech acts and their effects, allowing students to observe and analyze how illocutionary acts are conveyed through dialogue, gestures, and expressions. By selecting movies that contain relevant themes or situations related to *Pancasila* values, educators can facilitate discussions and activities that explore the illocutionary acts portrayed in the movie. Students can analyze the characters' speech acts, their intended effects, and the impact on the development of *Pancasila*-based character profiles. In this research the researcher chooses *Paddington* movie.

The *Paddington* movie is an adaptation of the book series titled "*Paddington*." The movie was directed by Paul King and was released in 2014. The *Paddington* movie is a comedy animation movie produced by Studio Canal. The movie follows the story of *Paddington*, a young Peruvian bear, who travels to London in search of a new home and finds himself taken in by the Brown family. The *Paddington* movie was well-received by audiences and critics alike, with a 98% approval rating on Rotten Tomatoes. In terms of box office success, the *Paddington* movie was also a commercial hit, grossing over \$280 million worldwide against a budget of \$55 million. It was the highest-grossing non-Hollywood family movie in China at the time of its release and became the second highest-grossing independent British movie ever. The success of the *Paddington* movie led to the release of a sequel, *Paddington 2*, in 2017, which was also critically acclaimed and commercially

successful. The *Paddington* franchise has since expanded to include merchandise, books, and a television series, further cementing its place as a beloved children's classic. Overall, the *Paddington* movie achieved critical and commercial success, becoming a cultural phenomenon and winning over audiences of all ages with its heartwarming story, memorable characters, and impressive visual effects.

Paddington is a movie that is suitable to be used as the media in teaching and learning process. The performance of characters in this movie are polite. Beside that, the language used in this movies also polite. for character analysis and speech acts analysis due to several reasons. Firstly, the characters in the movie have distinct personalities and backgrounds that influence the way they use language. For example, *Paddington*, the main character, is a polite and well-mannered bear who speaks with a refined accent. In contrast, Mr. Curry, the grumpy neighbor, is often rude and uses harsh language. Secondly, the characters in the movie use speech acts to achieve their goals and communicate their intentions. The movie provides examples of various types of speech acts, including requests, offers, promises, and apologies. For instance, *Paddington* uses a request speech act to ask Mr. Gruber for directions to the antique shop. He also uses an apology speech act when he accidentally breaks a vase at Mr. Curry's house. Thirdly, the movie portrays how characters can develop and change over time. For example, Mr. Brown, who initially dislikes *Paddington*, eventually comes to accept and care for him as a member of the family. This character development is reflected in the way Mr. Brown uses language towards *Paddington* throughout the movie.

Based on the explanation above, the researcher decides to observe the Illocutionary speech acts expression find in *Paddington* Movie with *Pancasila* Student Profile, especially from *Paddington* as a main character in this research under the title **“THE ANALYSIS OF ILLOCUTIONARY ACTS IN *PADDINGTON* MOVIE AND THEIR IMPACT IN BUILDING *PANCASILA* STUDENT PROFILE”**. In analyzing the data the researcher

used George Yule's Theory and John R. Searle about speech acts.

B. Limitation of The Study

This research focused on the Illocutionary speech acts analysis and analyzed the type of illocutionary act used in *Paddington* movies. Researcher link the use of the speech acts to character values on the *Pancasila* Student Profile. The researcher focused on analyzing the dialogue in the *Paddington* movie script. The researcher used the theory of George Yule (1996) and John R. Searle (1979).

C. Statement of The Problems

Based on research background, researcher formulates the research question as follows

1. What kind of illocutionary acts found in *Paddington* movie?
2. How do illocutionary speech acts in *Paddington* movie build *Pancasila* Student Profile?

D. Objectives of The Study

Referring to the research questions, the researcher intends to:

1. To find kind of Illocutionary acts used in *Paddington* Movie.
2. To know how illocutionary speech acts in *Paddington* Movie build *Pancasila* Student Profile.

E. Significances of The Study

This study expect that in finding, it will be contribution both theoretically and practically.

1. Theoretically

This research is expected to make a good contribution to the world of education, especially for educators and movie analyst who are a medium for learning and cultivating character.

2. Practically

a. Institution

This research is expected to be a guide in completing character education, and

a guide in forming *Pancasila* Student Profile, so that the character values conveyed through speech acts in this *Paddington* movie can be used in educational references

b. Student

This research is expected to be a guide in building character, especially the *Pancasila* Student Profile. Besides this, hopefully, this research can inspire them to conduct in-depth research about this subject, to have better knowledge of the understanding of speech acts.

c. Other research

This research is expected to be a reference material in subsequent studies, especially those related to character education.

F. Previous Research Findings

This research is not the only one that interesting with this subject, many people interesting to analyzing speech acts in movie. Before doing this research, researcher was already doing a research about the subject of this study. This research does not only focus on speech actss, but also on the relation to the use of speech actss in building the profile character of *Pancasila* Student Profile. thus, researcher conducted related research with this subject. Based on the research data, the researcher found some related study to this research.

The first research is from Semarang, this study focus on analysis of speech acts at Kamala Harris speech, especially on illocutionary used by Kamala Harris at her speech. This research using Qualitative Descriptive method which mean the research required extensive analysis the object if this study is Kamala Harris victory speech 2020. This video was uploaded on CNN new YouTube channel at 8 November 2020. This speech tell about women generation to have some opportunities to success. In this research, the researcher find that the result showed that the kinds of illocutionary speech acts used in Kamala Haris's victory speech were assertive, commissive, expressive, directive, and declaration.

The second research was written by Ashabul Kahfi from STAI Bina Madani, with the

title “The Implementation of *Pancasila* Student Profile and Implications for Student at School” This study aims to see how the implementation of the *Pancasila* student profile program in the independent curriculum, also wants to know whether it has an impact on the formation of student character in schools. This research used library research this study, data collection was obtained from news and articles in online journals. Researcher traced the article using the key word “the implementation of the *Pancasila* student profile” and “its implication on character.” Data collection technique was used done with documentation, that is to find data on things or variables of notes, books, papers or articles, journals and news. There are six aspects of the *Pancasila* Student Profile formulated by the Ministry of Education and Culture:

1. Faith in the almighty god and noble manners,
2. Creative,
3. Working together,
4. Global diversity,
5. Critical reasoning,
6. Independent.

The results of this study show that the implementation of the *Pancasila* student profile at school is still less than optimal and its implications of student formation are powerful. That when the *Pancasila* Student Profile is optimized in school performance, it produces student character.

The last research focus on Character education reinforcement through the *Pancasila* student profile for teacher in elementary school. This research is motivated by the lack of optimal reinforcement of *Pancasila* student character education by teacher at school. This research was carried out during the Padang State University KKN in the form of a workshop on strengthening the character of *Pancasila* Student Profile.

Based on previous study above, the researcher focus on pragmatic analysis speech acts

and the implementation of speech acts it self with character of *Pancasila* Student. The object to be studies in this research are *Paddington* Movie. The gap that researcher find is most studies analysis only the kind of speech acts at movie, song or speech. In this research the researcher try to linking speech acts with the character of *Pancasila* Student Profile, because a person's character can be seen from the speech acts every day. And understanding and learning something, especially characters, will be easier from movie.

G. Research Method

1. Research Approach

The research method is basically a scientific way of obtaining data for a specific purpose and use. Based on this, there are four key elements that need to be considered, namely scientific method, data, purpose, and use. The nature of research methods is a scientific way of getting information as it is and not as it should be, with a particular purpose and use. There are four keywords to note: a particular way of science, data, purpose, and usefulness.⁹

This research employs a qualitative design. Qualitative research is a study that employs a deductive and inductive approach. This approach proceeds from a theoretical framework, of experts' ideas, and a researcher's understanding based on experience that was thus developed into issues and solutions filed for justification (verification) in the report's empirical data support.¹⁰

Qualitative research methods emphasize the significance of individuals' subjective experiences and their process of assigning meaning, allowing for a comprehensive comprehension of a particular subject. Through inductive designs, these methods aim to elicit rich and descriptive data by exploring the various meanings individuals attribute to different aspects of their lives, including activities, situations, circumstances, people,

⁹ Asri Nur Rahmawati, *Speech Act Analysis of The Main Character In Shrekl Movie Script (thesis)*, (Ponorogo: State Islamic collage of Ponorogo,2022),11

¹⁰ Catherine Dawson, *Introduction to Research Methods a Practical Guide for Anyone Undertaking a Research Project* (Oxford, United Kingdom: How To Contenc Publisher, Publisher).

and objects. While they can be employed for various research purposes, qualitative approaches are primarily used for exploratory or descriptive research.

This research applies descriptive qualitative design. The descriptive Qualitative design does not intend to find a new theory but to find a new evidence to prove the theory. Qualitative research is descriptive in that the Writer is interested in process, meaning and understanding gained through Words or pictures. The purpose of qualitative research is to understand something and specifically, not always looking for the cause and effect of something and to deepen comprehension about something that studied.

H. Data Resource

Data and data sources in this study are divided into two parts:

1. Primary Data

Primary data is data taken from the main source of research. As for this study, data was taken from the main source *Paddington Movie* script published on February 2014.

2. Secondary Data

Secondary data is supporting data that complements the primary data source. Secondary data obtained from data sources other than primary data such as documents, data, books, and other sources related to research, such as movie identity and others.

I. Data Collection Technique

Data collection techniques are the most strategic step in research, because the main purpose of research is getting the data. Without knowing data collection techniques, researcher would not have obtained data that stablished data standards.¹¹

The data collection steps includes setting the boundaries of study, collecting information through unstructured or semistructured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording the infoermations.¹²

¹¹ Hardani, *Metode Penelitian* (Yogyakarta: CV Pustaka Ilmu: 2020), 25

¹² John M. Crashwell, *Designing Research* (Oxford, United Kingdom: SAGE Publications, 2009).

Data collection techniques have various forms such as questionnaires, interviews and documentation observation, and so on. In this study researcher used documentation techniques. Documentation technique is a technique used in research related to past events in written form. Whether prepared for research or not. From this understanding we can conclude that the documentation technique is, first, written or movie recordings, secondly, contains events that have passed.

Documentation comes from document words, which means written things. A documentary method means a way to collect data by recording existing data. It's easier than other methods of data collection. A data-gathering technique with documentation is retrieval of data obtained through documents.¹³

By using documentation techniques researcher will obtain data in the form of movie scripts, Data collection techniques in the form of documents done by searching for data from primary sources, namely *Paddington* movie.

J. Data Analysis

The process of data analysis involves making sense out of text and image data. It involves preparing data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representating the data, and making and interpretation of the larger meaning of data.¹⁴

In this research reearcher using content analysis, to analyze the data. Content analysis is one of numerous research method use to analyse text data. Content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification of coding and identifying themes or patterns.¹⁵

Content analysis is a research method that involves the systematic analysis of various types of texts and materials to understand the meaning and patterns within them. These materials can include a wide range of sources such as historical documents, transcribed

¹³ Ibid, 30.

¹⁴ M. Crashwell, *Designing Research*.(Oxford: Oxford University Press, 2009), 14.

¹⁵ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), 122.

speeches, newspapers, magazines, books, blogs, and diaries. In addition to textual data, visual data can also be analyzed through visual research. Visual images such as photographs or images from advertising are commonly studied through content analysis. Audio data, including music, can also be included in the analysis. Moreover, audiovisual data are considered a multiple field since they contain both visual and audio or textual components. Examples of audiovisual data may include movies, television shows, videos, or web series. Overall, content analysis is a flexible method that allows researcher to analyze various types of materials to gain insight into the patterns, themes, and meanings present within them.¹⁶

The process of analyze data using content analysis technique was formulated as following steps :

1. Downloading Netflix application
2. Downloading the movie script
3. Watching the movie for several times
4. Reading and comprehending book of *Pancasila* Student Profile
5. Classifying the speech acts
6. Looking for the impact of speech acts to build *Pancasila* Student Profile.
7. Drawing the conclusion as the result of research.

K. Organization of The Thesis

To get a general description of the discussion in this study, it will be discussed in the article below:

CHAPTER I : Introduction. This chapter is global description about the Basic patterns of the entire contents of thesis that consist of background of the study, statement of the problems, objectives of the study, significances of the study, previous research findings, research methodology and organization of the thesis.

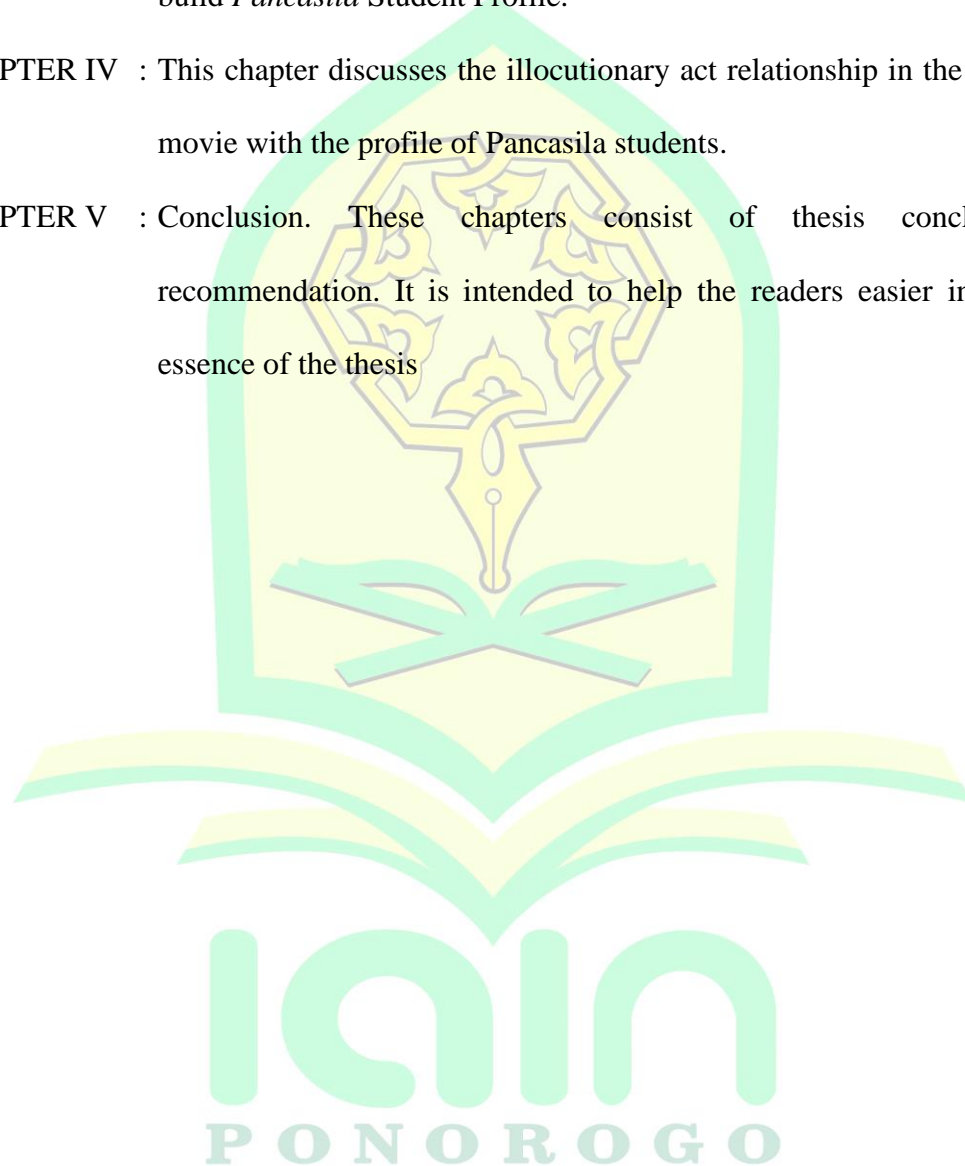
¹⁶ Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guildfor Press, 2017).

CHAPTER II : Review of related literature. This chapter is the basic theory of related to this research, such as speech acts theory, movie theory, *Pancasila* Student Profile and *Paddington* Movie.

CHAPTER III : Data analysis. In this chapter, the researcher presents the data that have been analyzed in the forms of speech acts types and its contribution to build *Pancasila* Student Profile.

CHAPTER IV : This chapter discusses the illocutionary act relationship in the *Paddington* movie with the profile of *Pancasila* students.

CHAPTER V : Conclusion. These chapters consist of thesis conclusion and recommendation. It is intended to help the readers easier in taking the essence of the thesis



CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Analysis

1. Pragmatic

Pragmatic concern with study of meaning as communicated by speaker or writer and interpreted by a listener. This type of study necessarily involves the interpretation what the people mean in a particular context and how the context influence what is said. Syntax, semantic and pragmatic is well known in English language study. Syntax is study about the relationship between linguistics, how they are arrange the sequence and how the sequences well formed. Semantic is study about relationship between language and entities in the world. Pragmatic is study about language and relationship with the user of it's form.¹⁷

Interactions between speakers and speech partners always involve context between situations, conditions, and places when the speaker and speech partner have a conversation or use language. Among speech participants means the status between speaker and speech partner, the pragmatic distance between speaker and speech partner, the topic that speech participants are talking about. Pragmatic will highlight the speech that is presented in action. Speech context became important as determining the intent expressed by speech participants.¹⁸

There are so many advantages that can be get from study language especially with pragmatic. We can talk about People's intended meaning, their assumption, their purposes or goals and the kind of action.¹⁹

Based on the definitions above, it can be concluded that pragmatic have four charismatic characteristics, they are:

¹⁷ George Yule, *Pragmatics* (New York: Oxford University Press, 1996), 47.

¹⁸ Jacob L. Mey, *Pragmatics: An Introduction*, (UK: Blackwell Publishing, 2001), 95.

¹⁹ *Ibid*, 48.

- a. Is related to the evident use of language in the community
- b. In connection with whom speakers and speech partners
- c. Was to do with the cultural background of the people who spoke language
- d. A visible expression of language in the community, by the people, is thus well known to the background of the group.²⁰

This research study focuses on the theory of speech acts using Austin's theory in the field of pragmatic, which examines the intended meaning conveyed by speakers and how it is interpreted by listeners through the shared context between them, in order to investigate the use of pragmatic knowledge in communicative competence.²¹

2. Speech Acts

Speech acts is part of speech, is not a statement about a thing, but is an action. Based on these explanations, it can be concluded that speaking can be said as an action or activity, because this allows in a speech to have a specific purpose or goals. This particular purpose or goal can cause influence and action or activity on one self or others, such as greeting, advising, even hitting.²²

The act of speaking allows us to perform a variety of actions, such as emphasizing a consonant, forming a dependent clause, disrespecting a visitor, or inciting conflict, all of which are considered, in a preliminary sense, as speech acts - actions that are carried out during the process of speaking. However, the theory of speech acts focuses primarily on those actions that are not entirely explained by the significant grammatical divisions - phonetics, phonology, morphology, syntax, semantics - or by any broad theory of actions.²³

The study of speech acts in modern times was initiated by Austin's How to Do

²⁰ Agus Yuliantoro, *Analisis Pragmatik* (Surakarta: UNS Press, 2020), 25.

²¹ Julisah Izar et al., "The Analysis of Locutionary, Illocutionary, and Perlocutionary of Speech Acts in the Short Story 'Rembulan Dalam Cappuccino' by Seno Gumira Ajidarma," *JETLi: Journal of English Teaching and Linguistics* 3, no. 1 (June 30, 2022): 28–35, <https://doi.org/10.55616/jetli.v3i1.265>.

²² Laurence R. Horn and George Ward, *The Handbook of Pragmatics* (Garsington Road, Oxford: Blackwell Publishing, 2006).

²³ R. Horn and Ward.

Things with Words, which was published in 1962 and originated from his William James Lectures at Harvard in 1955. The book highlights certain types of sentences, such as "I christen this ship the Joseph Stalin" and "I now pronounce you man and wife", which appear to be intended to perform an action, such as christening and marrying, rather than simply conveying information. These sentences were termed "performatives" by Austin, while traditional descriptive sentences were called "constatives". Despite the usefulness of this distinction in fields such as law, literary criticism, and politics, Austin ultimately argued that it was untenable. Austin's main point was that every utterance has both a descriptive and an effective aspect, in that every act of saying something also entails doing something. According to Austin, every utterance has three components: locutionary, illocutionary, and perlocutionary. The locutionary aspect refers to the literal meaning of the words used in an utterance, while the illocutionary aspect is the intended effect of the utterance. In other words, it's what the speaker is trying to accomplish by saying what they're saying. The perlocutionary aspect, meanwhile, is the actual effect of the utterance on the listener or audience.²⁴

J.L Austin argues that when someone speaks they take three types of action namely locution, illocution and perlocution.

a. Locutionary Speech Act

According to Yule (1996), the locutionary act refers to the specific meaning conveyed by the words spoken, while the illocutionary act pertains to the intended communicative function or purpose of the utterance, which may extend beyond the literal meaning of the words themselves and may be understood by the listener.²⁵

There are two main kinds of locutionary acts: phonetic acts and propositional acts. Phonetic acts refer to the physical act of producing sounds or words, and can include factors such as pronunciation, accent, and tone. For example, the phonetic

²⁴ J.L Austin, *How To Do Things With Words* (Cambridge, Massachusetts, 1962).

²⁵ George Yule, *Pragmatics* (Walton Street, Oxford: Oxford University Press, 1996).

act of saying "hello" involves producing the sounds "h," "e," "l," and "o" in a particular sequence and with a particular tone.²⁶

b. Perlocutionary Acts

A perlocutionary act refers to the response or effect produced by a listener in reaction to what has been said, whether intentional or not. It is the consequence of the speaker's words. The way in which the listener reacts depends on what the speaker says. The effects can take various forms, such as actions, thoughts, or feelings. In summary, the perlocutionary act is the act performed by the listener in response to the speaker's utterance.²⁷ Illocutionary and perlocutionary acts are two concepts in the field of pragmatic that describe different aspects of the effects of language use on the listener.²⁸

c. Illocutionary Speech Act

Illocutionary act denotes speakers' intention or intended meaning of utterances. Eventually, an utterance can convey different illocutionary forces

3. Illocutionary Acts

Illocutionary acts refer to the intended purpose of a spoken sentence, and a listener may be able to understand a meaning beyond the literal words that are spoken.²⁹ "Illocutionary act" is often used in daily life because it contains sentences that convey real actions. The use of illocutionary acts can be observed in various forms of literature, such as songs, poems, and movies.

There are five types of Illocutionary act, assertive, directive, commissive, declarative, and expressive. Should be clear we can discuss each of type.

²⁶ Austin, *How To Do Things With Words*.

²⁷ Friska Sari Luksiana Hutajulu and Herman Herman, "Analysis of Illocutionary Act in The Movie 'You Are My Home' English Subtitle," *JEEES: Journal of English Educational Study* 2, no. 1 (May 22, 2019): 29–36, <https://doi.org/10.31932/jees.v2i1.371>.

²⁸ Izar et al., "The Analysis of Locutionary, Illocutionary, and Perlocutionary of Speech Acts in the Short Story 'Rembulan Dalam Cappuccino' by Seno Gumira Ajidarma."

²⁹ Amalia and Nuruddin Hidayat, "Illocutionary Speech Acts Analysis in Nadhira Afifa's Speech as A Student Speaker at Harvard Graduation 2020."

a. Assertive

Assertive is one type of illocutionary act that describing, complaining, informing, stating, claiming, criticizing, telling, assuring and saying includes as representative action.

There are a few example of the assertive speech acts:

- 1) "Hana, I've noticed that you've been missing the recent project and its affecting our project. I would like us to work more effectively as a team and ensure that we finished our target"

In this example, the speaker claiming that Hana missing their recent project and effect their work. Speaker want to claim the listener that she don't professional and want her to work more effectively.

- 2) "Hello, I recently purchased a product from your website, and unfortunately, it arrived in a faulty condition. I'm quite disappointed as I expected better quality considering the price I paid. I believe it's important for your company to uphold its reputation for providing reliable products. I would like to request a refund or a replacement as soon as possible. Could you please assist me in resolving this matter?"

In this example, the speaker assertively express the disappointment with the faulty product and highlight the expectation of better quality based on the price. By emphasizing the importance of the company's reputation and expressing desire for a refund or replacement, the speaker clearly communicate needs while addressing the issue. Using an assertive tone helps speaker convey your dissatisfaction without being overly aggressive or confrontational.

- 3) "Even by just wearing a hijab, I already made my identity clear, without even need to tell anyone what I believe in"

This is example from Nadira Afifah Speech at her graduation ceremony

at Harvard University. It means that her appearance by wearing a hijab will directly show her identity as a Muslim. As a Muslim, people around her can automatically determine their threat to her. It included as assertive speech acts type of stating because it consisted of the information that the speaker believes in.

4) “The bar will be closed in five minutes”

When the bartender speaks those words, he is carrying out the act of verbally communicating that the bar he is working at will shut down within five minutes from the moment he speaks. Alongside this, the bartender is also engaging in the act of notifying the customers about the impending closure of the bar (potentially prompting them to order a final beverage). This is one example of assertive speech act type assuring.³⁰

5) They say walls don't work.

The act of saying is expressed explicitly because performative verbs of ‘say’ can be found. Trump employs the performative verb "say" to convey that individuals affiliated with the Democratic Party have asserted that border walls are ineffective in preventing the unauthorized entry of immigrants across the southern border. In essence, the use of the performative verb "say" demonstrates that the statement carries the illocutionary force of conveying or expressing a message.³¹

b. Directive

Directive speech act type of illocutionary act that convey the speaker's desires and are referred to as directives. The most common types of directives are commands, orders, requests, and suggestions. By using a directive, the speaker seeks to align the world with their words through the listener's actions. Directive

³⁰ Kartika Dina Ashfira and Tofan Dwi Hardjanto, “Assertive Speech Acts in Donald Trump’s Presidential Speeches,” *Lexicon* 7, no. 1 (March 8, 2021), <https://doi.org/10.22146/lexicon.v7i1.64574>.

³¹ Ashfira and Hardjanto.

speech acts include asking, commanding, warning and requesting, among others.³²

Here a few example about directive speech act.

- 1) Would you like to make a cup of coffee ?

In this sentence the speaker make a request to listener to made a cup of coffee for the speaker.

- 2) Hey, can you lend me a hand with moving this couch to the other room ?

This is one example of directive speech actstype requesting. In this example the speaker make a request to listener to help move the couch to other room.

- 3) Yeah we are going to down stair. Bye.³³

In this example the speaker make request to listener to go downstairs.

- 4) “I wanted to see if you off myself! You played with my honor! How could I forgive you?”

In this example Sp eaker try to warn the listener that he/she didn't like when somebody play with the speaker's honor.

- 5) “You're right! Stop leave it! You'll lear off what you served yourself.”

In this example the speaker give a command to listener to leave the danger place.³⁴

c. Commisive

Commisive is types of Illocutionary act where the speakers can express what the speaker meaning and the speaker used to carry out them to do several actions in the future such as promising.³⁵ Below are a few examples from Commisive speech act.

³² Hutajulu and Herman, “Analysis of Illocutionary Act in The Movie ‘You Are My Home’ English Subtitle.”

³³ Feby Rosella Wijaya and Jauhar Helmie, “An Analysis of Directive Speech Acts In The Fault In Our Stars Movie Script,” *Jurnal Joepallt (Journal Of English Pedagogy, Linguistics, Literature, And Teaching)* 7, No. 1 (April 26, 2019), <https://doi.org/10.35194/Jj.V7i1.300>.

³⁴ Hutajulu and Herman, “Analysis of Illocutionary Act in The Movie ‘You Are My Home’ English Subtitle.”

³⁵ G. Lycan, *Pholosophy of Language a Contemporary Introduction Second Edition*.

- 1) I promise to give you some money

In the example above, the speaker promises to lend money to the listener. The example mentioned is an illocutionary speech act of the commissive type because it is evident from the sentence that the speaker will undertake a future activity.³⁶

- 2) “I promise to pay you for the diapers”

In this example the speaker promises to pay the listener’s diapers. The example mentioned is an illocutionary speech act of the commissive type because it is evident from the sentence that the speaker will undertake a future activity.

- 3) I promise that / will see to it that Henry will be here next Wednesday,

The example mentioned is an illocutionary speech act of the commissive type because it is evident from the sentence that the speaker will undertake a future activity.

- 4) “Yes, listen what I’m saying. We should build a room for guests here, so they can see the forest.”

In this example the speaker make a plan to build a guest room so the guest can see the forest clearly. It can be conclude that the example above are commissive speech acts because the speaker make a plan for the future to make a guast room.

- 5) Leyla : “If I had a surgery?”

Doctor : “**I wish I would.** But you have to prepare yourself.”

In this example the doctor will give Leyla a plastic surgery and he promise to do it.

The utterance above shows a promise of the speaker to the addressee/hearer. It shows what the speaker has to do in the future.

³⁶ Sihombing et al., “An Analysis of Illocutionary Act in Incredible 2 Movie.”

d. Declarative

Declaratives are illocutionary acts by which the speaker is able to the state of affair in the world by the utterances. The speaker has to have institutional role in a specific context when employing these acts. The declaratives act may consist of baptizing, declaring, war, abdicating, dismissing, naming, resigning, and excommunicating.³⁷

Example: I declare you husband and wife.

e. Expresive

Is the type of illucotionary that can state speakers feeling and psylogical states such joy, pain, sorrow pleasure, like or dislike and etc.³⁸

Example:

- 1) “Would never forget the first day of orientation at this school”

Its mean that the feeling of speaker that insecure while she entered Harvard for the first time. About her fearless to talk with new friend. The utterance included as expressive speech acts because it consisted of her feeling to be insecure in the first day of orientation at the school.³⁹

- 2) Thanks for handling everything

In this example the speaker express the gratitude to the listener because help the speaker handle everything.

- 3) Im so happy for being here

In this example the speaker express a sense of happiness.

- 4) Leyla : “Hello, Eno!”

Eno : “We’re screwed Leyla, we’re screwed!”

In this example the speaker say hello to the listener. This one example of

³⁷ John R. Searle, *Expression and Meaning* (Cambridge, New York: Cambridge University Press, 1979).

³⁸ Yule, *Pragmatics*.

³⁹ Amalia and Nuruddin Hidayat, “Illocutionary Speech Acts Analysis in Nadhira Afifa’s Speech as A Student Speaker at Harvard Graduation 2020.”

expressive speech act.

- 5) “There are so many things that I want to tell you. I love you. I’m leaving you because of my oblivion. You are the most important thing that happened to me.”

An illocutionary act refers to the intended meaning or force of an utterance. It is the speaker's intended purpose in producing a particular utterance, such as making a request, giving an order, making a promise, or asking a question. The illocutionary force of an utterance is typically conveyed through the use of performative verbs or other linguistic markers. For example, the sentence "I promise to be there on time" is an illocutionary act of making a promise. A perlocutionary act, on the other hand, refers to the actual effect that an utterance has on the listener. It is the impact or response that the utterance produces in the listener. This can include the listener's emotional reaction, their behavior or actions, or their understanding of the speaker's message. For example, the sentence "I promise to be there on time" may have the perlocutionary effect of reassuring the listener, making them feel more confident about the speaker's reliability.⁴⁰

In summary, the main difference between illocutionary and perlocutionary acts is that the former refers to the speaker's intended purpose in producing an utterance, while the latter refers to the actual effect that the utterance has on the listener.⁴¹

4. *Pancasila Student Profile*

Indonesia's Vision 2045 states that Indonesia is directed to become a "country that sovereign, advanced, just, and prosperous." Achieving this vision requires development qualified human resources, mastering science and technology, independent, and able to increase the dignity of the nation. To build this human development pillar, the Ministry Education and Culture (*Kemendikbud*) under the leadership of Minister Nadiem

⁴⁰ R. Horn And Ward, *The Handbook Of Pragmatics*.

⁴¹ Putri Indah Sari And Budi Eko Pranoto, “An Analysis Of Illocutionary Act And Perlocutionary Act Towards The Queen Elizabeth’s Speech Entitled We Will Succeed And Better Days Will Come” 3, No. 1 (N.D.).

Makarim proclaimed "Freedom to Learn" as the main theme of a series of educational policies issued.

Merdeka Learning is a vision built on the thoughts of the Father of Education Indonesia, Ki Hadjar Dewantara, who stated that independence is the goal education as well as an educational paradigm that needs to be understood by all stakeholders interest. Ki Hadjar Dewantara wrote that independence has a different meaning more than freedom of life. The most important thing about independence is ability to “live in one's own strength, towards order-peace and safety and happy, based on the decency of human life”.

Pancasila Student Profile is a program developed by the Indonesian Ministry of Education and Culture (Kemendikbud) as an effort to shape a young generation who have awareness and love for *Pancasila* as the ideology and foundation of the Indonesian state. The program is designed to be implemented in schools throughout Indonesia, from elementary to secondary education levels. Its goal is to develop students' characters that have integrity, responsibility, tolerance, and respect for differences.

The program is implemented through various activities, such as character building, creativity development, religious strengthening, social skills improvement, introduction and understanding of Indonesian history and culture, as well as participation in social and environmental activities. Through this program, Kemendikbud hopes to create a young generation who have strong *Pancasila* values and are able to make *Pancasila* as the foundation of their daily lives.⁴²

As guiding star, the *Pancasila Student Profile* must be obtained understood by all stakeholders. He must simple and easy to remember both by educators and by students so that they can be turned on in their daily activities. By Therefore, even though the national education goals have been explicit stated in the National Education System

⁴² Alfi Nurlaili Rahmawati, *Implementasi Hidden Curriculum Dalam Membentuk Dimensi Profil Pelajar Pancasila (Studi Kasus di SD Islam Al Kautsar)* (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2021).

Law, however it takes a shared vision that is easily identifiable and understood by all stakeholders. Besides that, educational goals also need to design teaching strategies so that he be meaningful.

a. The Concept of *Pancasila* Student Profile

Pancasila Student Profile is one of the visions and missions of the Ministry of Education and Culture of the Republic of Indonesia as stated in the Minister of Education and Culture Regulation No. 22 of 2020 regarding the Strategic Plan of the Ministry of Education and Culture for the years 2020-2024.⁴³

Indonesian students are lifelong students who are competent, have character, and behave according to the values of *Pancasila*.” The statement is a formulation of the *Pancasila* Student Profile. Students who have such a profile are students who fully awakened the six dimensions that form it.

These dimensions are simple and easy to remember by Indonesian educators and students, namely:

- 1) Having faith, in the almighty God and noble manners,
- 2) Having global diversity
- 3) Working together,
- 4) Being creative
- 5) Having critical reasoning
- 6) Independent⁴⁴

⁴³ Dimas Aditia, Soni Ariatama, and Emi Mardiana, “Pancala APP (Pancasila’s Character Profile): Sebagai Inovasi Mendukung Merdeka Belajar Selama Masa Pandemi” 13, no. 2 (2021).

⁴⁴ Farid Wajdi, “Organizational Leadership Management Through Pancasila Values in Character Building:” (Annual Civic Education Conference (ACEC 2021), Bandung, Indonesia, 2022), <https://doi.org/10.2991/assehr.k.220108.020>.



Pancasila Student Profile⁴⁵

Here is an explanation of the *Pancasila* Student Profile

1) Having faith, in the almighty God and noble manners,

The concept of having faith also has that meaning as a human being we must carry out and worship the almighty creator, because in fact God is an important value that cannot be separated from life and the cultivation of *Pancasila* values. Indonesian students who have faith, fear and respect for the Almighty God and have noble character are students who possess good conduct in their relationship with the God Almighty. In this aspect, it is also expected that they can understand religious teachings and beliefs in order to apply such understanding in their daily lives. An important element of having faith, fear and respect for the Almighty God and having noble character is to uphold moral values.⁴⁶

Indonesian students who are pious are students who appreciate the existence of God and always try to obey orders and stay away from prohibitions in accordance with the teachings of the religion and beliefs they

⁴⁵ Tim Penyusun, *KAJIAN PENGEMBANGAN PROFIL PELAJAR PANCASILA*.

⁴⁶ Aditia, Ariatama, and Mardiana, "Pancala APP (Pancasila's Character Profile): Sebagai Inovasi Mendukung Merdeka Belajar Selama Masa Pandemi."

adhere to. The key elements of having faith, fearing God Almighty, and having a noble character are:

- a) Religious Moral
 - (1) Know and love one God Almighty
 - (2) Understanding of religion and beliefs
 - (3) Personal Morality
 - (4) Integrity
 - (5) Taking care of physically, mentally, and Spiritually
- b) Moral to Others
 - (1) Appreciating Differences
 - (2) Empathize with others
- c) Nature morality
 - (1) Take care of nature
 - (2) Understand the relationships between ecosystems on Earth
- d) State Morality
 - (1) Carry out their obligations as Indonesian citizens

The point in the *Pancasila* student profile regarding 'having faith and fear of the Almighty God' can be viewed as an illocutionary act of assertion, aimed at strengthening religious and moral values in *Pancasila* student education by expressing a belief that there is an Almighty God who must be believed in and respected.

Example: I believe that the existence of the Almighty God is very important in living a meaningful life

2) Having global Diversity

Indonesia is an heterogeny country. In terms of ethnicity, language, religion and beliefs, as well as identity groups and other social classes,

including gender, occupation, and social economic status. As a students realize that this cannot be avoided. It is because of these differences that we as Indonesians must instill a sense of mutual respect for the differences that exist. Indonesian students do not see this as a threat but a diversity that must be explored.

The concept of global diversity and pluralism is closely related to the *Pancasila* student profile's emphasis on the value of tolerance and respect for differences. In this context, illocutionary speech acts can be seen as a means of promoting and reinforcing these values in educational settings. For example, if a teacher were to make an illocutionary speech act such as **"Let's listen to and appreciate the perspectives of others, even if they are different from our own,"** this would be an example of an illocutionary act of suggestion, which aims to encourage students to adopt a more tolerant and open-minded attitude towards diversity and pluralism. Similarly, if a student were to make an illocutionary speech act such as "I respect the beliefs and opinions of others, even if I don't agree with them," this would be an example of an illocutionary act of assertion, which aims to express the value of tolerance and respect for differences in the context of global diversity and pluralism. Therefore, illocutionary speech acts can be an effective means of promoting and reinforcing the values of global diversity and pluralism in the context of the *Pancasila* student profile.

There are the key elements of having global diversity :

- a) Knowing and appreciating culture
- b) Communication and cultural interactions
- c) Responsibility
- d) Social justice

3) Working together

As Indonesia student we have the ability to carry out activities together, voluntarily so that the activities carried out can run smoothly, easily, and lightly. Indonesian students have an awareness that as part of a group they need to be involved, work together, and help each other in various activities that aim to prosper and make society happy. The *Pancasila* student profile emphasizes the value of working together and collaboration. In this context, illocutionary speech acts can be seen as a means of promoting and reinforcing these values in educational settings. For example, if a teacher were to make an illocutionary speech act such as **"Let's work together to solve this problem,"** this would be an example of an illocutionary act of suggestion, which aims to encourage students to collaborate and cooperate with each other towards a common goal. Similarly, if a student were to make an illocutionary speech act such as **"I appreciate your help and support,"** this would be an example of an illocutionary act of gratitude, which aims to express appreciation for the contributions and efforts of others in working together. Therefore, illocutionary speech acts can be an effective means of promoting and reinforcing the values of collaboration, cooperation, and mutual support in the context of the *Pancasila* student profile.

There are the key elements of working together :

- a) Collaboration
 - (1) Teamwork
 - (2) Communication for a common purpose
 - (3) Social coordination
- b) Concern
 - Quick and sensitive to the environments

c) Sharing

4) Independent

Independent students are able to manage their thoughts, feelings, and actions so that they remain optimal in order to achieve their self-development goals and achievements, whether done alone or together with others. Independent students always evaluate and are committed to continuing to develop themselves so that they can adapt to the various challenges they face in accordance with the changes and developments that occur both locally and globally. This automatically motivates him to excel and do the best he can in everything.

The value of "independence" in the *Pancasila* student profile can be related to the idea of self-reliance, self-motivation, and personal responsibility. In this context, illocutionary speech acts can be seen as a means of promoting and reinforcing these values in educational settings. For example, if a teacher were to make an illocutionary speech act such as **"I trust you to work independently and complete this task on your own,"** this would be an example of an illocutionary act of trust, which aims to encourage students to take personal responsibility for their own learning and development. Similarly, if a student were to make an illocutionary speech act such as **"I am capable of achieving my goals through my own efforts,"** this would be an example of an illocutionary act of assertion, which aims to express the value of independence and self-reliance. Therefore, illocutionary speech acts can be an effective means of promoting and reinforcing the values of independence, self-motivation, and personal responsibility in the context of the *Pancasila* student profile.

5) Having Critical Reasoning

Indonesian students who reason critically think fairly so that student can make the right decisions by considering many things based on supporting data and facts. Indonesian students who think critically are able to process information both qualitative and quantitative objectively, establishing linkages between various information, analyze information, evaluate it, and conclude it.

The value of "having critical reasoning" in the *Pancasila* student profile can be related to the idea of analytical thinking, logical reasoning, and the ability to evaluate arguments and evidence. In this context, illocutionary speech acts can be seen as a means of promoting and reinforcing these values in educational settings. For example, if a teacher were to make an illocutionary speech act such as **"Let's examine the evidence and evaluate the arguments before making a conclusion,"** this would be an example of an illocutionary act of suggestion, which aims to encourage students to use critical thinking skills in their decision-making processes. Similarly, if a student were to make an illocutionary speech act such as "I disagree with that argument because it is not supported by the evidence," this would be an example of an illocutionary act of disagreement, which aims to express the value of analytical thinking and logical reasoning. Therefore, illocutionary speech acts can be an effective means of promoting and reinforcing the values of critical reasoning, analytical thinking, and logical reasoning in the context of the *Pancasila* student profile.

Top of Form

There are the key elements of having critical reasoning:

- a) Acquiring and processing information and ideas
- b) Analyzing and evaluating understanding
- c) Reflects and evaluate his own thinking

d) Social justice

Furthermore, Indonesian students who think critically are able to see things from various perspectives and are open to new evidence, including evidence that can invalidate the opinion that was originally believed.

6) Being creative

Indonesian students are creative students. It modifies and produces something that is original, meaningful, useful, and impactful. Creative students use their imagination and experience freely in being creative to develop themselves, find happiness, and solve various problems.⁴⁷

The value of creativity in the *Pancasila* student profile is closely linked to original thinking, imaginative problem-solving, and innovation. Illocutionary speech acts, which refer to the intended meaning behind a speaker's words, can be seen as a way of promoting and reinforcing these values in educational settings. For example, when a teacher makes an illocutionary speech act such as "Let's think outside the box and come up with some creative solutions to this problem," they are engaging in an illocutionary act of suggestion, which aims to encourage students to think creatively and innovatively. Likewise, when a student makes an illocutionary speech act such as "I have an idea for a new approach that could solve this problem," they are engaging in an illocutionary act of proposal, which expresses the value of original thinking and imaginative problem-solving. Therefore, illocutionary speech acts can be an effective tool for promoting and reinforcing the values of creativity and innovation in the context of the *Pancasila* student profile. This understanding can have implications for educational practices, particularly in terms of encouraging independent and critical thinking, promoting collaboration and teamwork, and fostering a culture of innovation and

⁴⁷ Tim Penyusun, *Kajian Pengembangan Profil Pelajar Pancasila* (Jakarta: Kemendikbud, 2020).

creativity.

5. Character Building and *Pancasila* Student Profile

Over the past decade, education has become a crucial issue due to the emergence of certain behavioral patterns within the nation, particularly among the younger generation. These patterns prioritize hedonistic traits that do not align with the religious, social, legal, and normative principles of Indonesian society. This behavior indicates a decline in the national spirit and values among the younger generation, which is becoming increasingly apparent. Neglecting national symbols, failing to memorize *Pancasila*, expressing dislike or ignorance towards the national anthem, neglecting national heroes, lacking pride and knowledge of the nation's culture, are among the concerning attitudes. It is imperative that this phenomenon is not allowed to persist, and an expedient and effective solution must be found immediately. Education is a crucial human necessity, as it is responsible for preparing Human Resources (HR) for the advancement and progress of the nation and state. The role of human resources as labor or employees is crucial in enhancing productivity and achieving predetermined objectives. In 2010, the government implemented a formal solution by issuing a policy on cultural education and national character. According to the overall plan for national culture and character education, educational institutions or schools are deemed to be strategic locations for conducting character education.⁴⁸

The education of *Pancasila* and citizenship is one of the key elements in the process of building character, which is cultivated through the educational process and has a significant impact on social life. Higher education institutions aim to build character through the values of *Pancasila*, which can be achieved through activities such as the *Pancasila* and citizenship education study program student association (HMPS), which provides education to shape the personality of students. The use of

⁴⁸ Dian Arief Pradana et al., "Nasionalism: Character Education Orientation in Learning Development," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 4 (January 22, 2021): 4026–34, <https://doi.org/10.33258/birci.v3i4.1501>.

education as a management tool to shape the development of an individual is crucial in addressing different situations and life conditions.⁴⁹

The achievement of the "Kampus Merdeka" program requires the *Pancasila* student profile to have a competency formulation that complements the focus on achieving Graduate Competency Standards at every level of the Education unit. This involves character building that follows *Pancasila* values and pays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors associated with the challenges faced by the Indonesian government in the 21st century during the industrial revolution 4.0. The author intends to examine how the strengthening of the *Pancasila* student profile project can be implemented in schools at all levels, with an independent curriculum that will be developed. The purpose of this article is to provide a conceptual description of how the strengthening of the *Pancasila* student profile project can be implemented in schools at all levels, with the aim of enabling practitioners, especially teachers, to understand the implementation of P5 in every school level and to create a project to strengthen the profile of *Pancasila* students.⁵⁰

The *Paddington* movie is related to the *Pancasila* Student Profile as a character-building process in several ways. First, the movie portrays the character of *Paddington* as an embodiment of several *Pancasila* values such as mutual cooperation, respect for diversity, and social justice. These values are also emphasized in the *Pancasila* student profile as part of the character-building process. Second, the movie also portrays the importance of family and community values, which are essential components of the *Pelajar Pancasila* Profile. The main character of *Paddington* learns and adapts to new cultural environments through the support of his adoptive family and community, which

⁴⁹ Wajdi, "Organizational Leadership Management Through Pancasila Values in Character Building."

⁵⁰ Fafa Nurdyansyah et al., "Indonesian Character Building Strategy: Planning the Pancasila Student Profile Strengthening Project in Kurikulum Merdeka," *KnE Social Sciences*, December 21, 2022, <https://doi.org/10.18502/kss.v7i19.12456>.

aligns with the *Pancasila* value of gotong-royong or mutual assistance. Third, the movie's narrative highlights the importance of positive attitudes and behavior in building a harmonious society, which is one of the objectives of the *Pancasila* student profile. Through *Paddington's* positive attitude and behavior, he manages to overcome obstacles and gain the trust and respect of those around him. Overall, the *Paddington* movie can serve as a useful teaching tool for educators in promoting the *Pancasila* student profile and character-building process among students, particularly in instilling positive values, family and community values, and positive attitudes and behavior.

6. Movie

Movie is an audio-visual medium of communication that conveys a message to a group of people assembled at a specific location. It is also regarded as a powerful communication medium for its intended target mass, because of its audio-visual nature, it is able to tell much in a very short period of time. Some view movie as just a spectator entertainment, while others see it as a medium that can provide learning for audiences. It is not uncommon for a moviemaker to make a movie based either on personal experience or on a real-life event that has been lifted into the big screen. Because basically a movie always records the reality that grows and evolves in a society and then projects it into a screen.⁵¹

In the *Kamus Besar Bahasa Indonesia* (Indonesian Dictionary), movie is defined as a thin membrane made of celluloid that functions as a place for negative images in brackets that will be made into portraits or positive images in brackets that will be played in cinemas. Movies are also part of communication, which is the most important aspect of a system used by individuals and groups to send and receive messages. Literally, movie is cinematography. Cinematography comes from the word "Cinema" which means "moving pictures" and "graphy" which means "writing" or "recording".

⁵¹ Ian Aitken, *Lukácsian Movie Theory And Cinema* (Altrincham Street, Manchester: Manchester University Press, 2012).

Therefore, movie can also be interpreted as painting motion using light. Furthermore, movie also has meaning as a social and cultural document that helps to communicate the era in which the movie was made, even if it was never intended for that purpose.⁵²

Movie can be interpreted as moving image, sounds, time and story. Movie has been popular since the first appear in Europe. The movie industry increase rapidly due to people interest in it. Although most people watch movies for entertainment, many become more interested in discussing what makes a movie good or bad. Some movie goers will probably not be satisfied by watching how the story goes, but they might be disturbed by what ideas underlying the story and why the story goes in certain way. It is for the purpose of analyzing movies critically –both its forms and context- that movie studies emerged.⁵³

Movie is not just entertainment. It is an art that declaration by UNESCO as the “Seventh Art” that is history, poetry, comedy, tragedy, music, dance, and astronomy. Not only political, physical, economic factors, but also technology. Movie can be a great media for learning and learn something new. Contextually, movie is not only share the stories but also showing ideas politically and physically. Furthermore, whether people like it or not, movies have shaped ideas and values held by many people nowadays. These aspects of non-cinematography – contextually and receptively- which are represented by sound and visual images are also the concern of movie studies.⁵⁴

Movie often interpreted as a collection of images combined into a unity, is certainly not exempt from the long history of its emergence. The existence of movies is undoubtedly inseparable from the development of technology and science, which have enabled significant achievements in visual language within the art of movie. With the audio-visual art possessed by movie and its ability to capture surrounding reality, it

⁵² Muhammad Ali Mursid Al Fathoni And Dani Manesah, *Pengantar Teori Movie* (Sleman, Yogyakarta: Deepublish Publisher, 2020).

⁵³ Al Fathoni And Manesah.

⁵⁴ James Monaco, “How to Read A Movie” (New York: Oxford University Press,2009), 20.

certainly makes movies an alternative medium for conveying a message to the audience.⁵⁵

Among these, movies serve as a reflection of social life and culture. There are several types of movies available today, including horror, action, drama, and animation. Animated movies, which depict amusing stories using animated characters, are a popular genre that has also been observed to employ illocutionary acts.⁵⁶

In this research, researcher used *Paddington* movie to analysis. The reasons why researcher choose this movie because this story has moral value to learn, from little bear named *Paddington*. *Paddington* is a 2014 movie is live animated action movie written and directed by Paul King. The movie tell the story about little bear *Paddington* an Antrophomorplic bear who migrated from the jungle of “Darkest Peru” to London. Where he is adapted by Brown Family.

a. History of The Movie

Movie was first discovered in the late 19th century and has since undergone rapid and incredible developments, starting from short movies and evolving into various kinds of movies with much longer durations. In the early days of movie, the recording process involved static frames, where the camera did not move at all and there was no editing process for the recorded images.

George Miles, a French moviemaker, began to create a moving picture story, which became a movie that depicted an event or scene. This process took until the 1890s. Initially, the movies were only one-scene movies or short movies. After that, he began to create a story concept based on images taken sequentially in different places. Therefore, he is often referred to as the first artist in the world of cinema. This is due to his ability to bring a story to life and create a narrative in a medium in the form of imaginative stories, such as "A Trip to the Moon".

⁵⁵ Al Fathoni and Manesah, *Pengantar Teori Movie*.

⁵⁶ Sihombing et al., “An Analysis of Illocutionary Act in Incredible 2 Movie.”

Next, Edwin S Porter produced the second movie in the history of movie development, a 12-minute movie titled "The Great Train Robbery" in 1903. The movie was perfected with editing processes, which made it capable of telling a relatively complex story. From 1907 to 1908, there were more narrative movies than documentary movies. The number of Nickelodeon theaters in America increased tenfold, and the enthusiasm of factories for movies increased, resulting in the emergence of an industry in the field of movie.⁵⁷

b. The Aspects Of Movie

1) Cinematography

This aspect refers to the visual elements of the movie, including the camera angles, movements, and framing. Cinematography can have a major impact on the overall tone and atmosphere of the movie, as well as how the audience perceives the story and characters.⁵⁸

2) Lighting

Lighting is an important aspect of movie that can be used to create different moods and emotions, as well as highlight certain elements within a scene. The lighting can be manipulated to emphasize specific details or create a sense of depth within the frame.

3) Sound Design

Sound design of a movie includes all the sound elements besides dialogue, such as sound effects and music. Sound design can help to create atmosphere and tension, as well as provide important context and information to the audience.

4) Editing

Editing is the process of selecting and arranging shots to create a

⁵⁷ Al Fathoni and Manesah, *Pengantar Teori Movie*.

⁵⁸ James Monaco, *How to Read a Movie: Movies, Media, and beyond: Art, Technology, Language, History, Theory*, 4th ed., completely rev. and expanded (Oxford ; New York: Oxford University Press, 2009).

cohesive narrative. The pace, rhythm, and timing of the editing can have a major impact on how the audience experiences the movie.

5) Narrative

The narrative refers to the overall story structure of the movie, including the plot, characters, and themes. A well-crafted narrative can draw the audience in and create a sense of engagement and investment in the story.

6) Character

Characters are a central aspect of any movie, as they provide the audience with a point of connection and emotional investment. Character development and interactions can also drive the plot and create tension within the story.

7) Setting

The setting of a movie refers to the time and place where the story takes place. The setting can have a significant impact on the mood and atmosphere of the movie, as well as provide important context and background for the story.

8) Mise-En-Scene

Mise-en-scene refers to the overall visual design of a movie, including the set design, costumes, and props. A well-executed mise-en-scene can help to create a believable and immersive world for the audience.

9) Visual Effects

Visual effects are used to create realistic or fantastical elements within a movie that cannot be achieved through traditional means. Visual effects can range from simple enhancements to complex CGI creations.

10) Music

Music is an important aspect of movie that can be used to create emotion and atmosphere, as well as provide important cues to the audience about what

is happening on screen. The score and soundtrack can also help to tie together different elements of the movie and provide a sense of continuity.

c. The Kinds of Movie

The types of movies can be divided into three categories, including:

1) Documentary Movie

The term "documentary" refers to the first movie created by the Lumière brothers, which depicts the lives of workers in their factory. English movie critic John Grierson argues that documentaries are a creative way of representing reality. Documentary movies present reality through various methods and are made for various purposes. They are never devoid of the intention of disseminating information, educating, or serving as propaganda for specific individuals or groups. Over time, various sub-genres of documentary movies have emerged, such as docudrama.⁵⁹

2) Fiction Movie

Fiction movies are characterized by their imaginative storytelling, scripted dialogues, and depiction of fictional stories, characters, and events. Examples of notable fiction movies that are relevant to this research include "The Shawshank Redemption," "Titanic," "Inception," "The Avengers," "The Lord of the Rings" trilogy, "Jurassic Park," and the "Harry Potter" series.⁶⁰

3) Experimental movie

Experimental movies, a distinct genre within the realm of cinema, differ significantly from conventional movies. These movies are characterized by their independent production and lack of adherence to the mainstream movie industry. Experimental movies are created outside the confines of commercial moviemaking, often exploring unconventional storytelling techniques,

⁵⁹ Aitken, *Lukácsian Movie Theory And Cinema*.(Manchester City: Manchester University Press, 2012) 24.

⁶⁰ Monaco, *How to Read a Film*. (Oxford : Oxford University Press, 2009) 18.

narrative structures, visual aesthetics, and thematic approaches. They challenge traditional cinematic norms and push the boundaries of artistic expression and experimentation. Due to their independent nature, experimental movies are not bound by commercial considerations or industry conventions. Moviemakers working in this genre have the freedom to explore innovative ideas, unconventional narratives, and unique visual styles. They often prioritize artistic expression and experimentation over commercial viability. Examples of notable experimental movies include "Un Chien Andalou" by Luis Buñuel and Salvador Dalí, "Meshes of the Afternoon" by Maya Deren, "Wavelength" by Michael Snow, and "Koyaanisqatsi" by Godfrey Reggio.⁶¹

d. Genres of the Movie

1) Action Movie

The action genre is known for providing thrilling and intense scenes that captivate viewers. It presents gripping narratives through chase sequences, gunfights, and races, creating a sense of excitement and adrenaline. Action movies often incorporate various modes of transportation, such as cars, motorcycles, planes, ships, and horses, to enhance the chase sequences.

For example, action can be combined with elements of science fiction, resulting in sci-fi action movies like the "Matrix" trilogy or "Terminator" series. It can also merge with espionage and thriller genres to create action-packed spy movies such as the "James Bond" franchise or the "Mission: Impossible" series. Additionally, action can intersect with comedy, leading to action-comedy movies like "Rush Hour" or "Deadpool".⁶²

2) Drama

The drama genre predominantly focuses on depicting real-life situations

⁶¹ Al Fathoni and Manesah, *Pengantar Teori Movie*.

⁶² Monaco, *How to Read a Movie*.

and stories that revolve around themes, settings, characters, and narratives. Drama movies aim to portray genuine human experiences and emotions, often drawing inspiration from everyday life or historical events. In drama movies, the narrative revolves around the lives of the characters and their interactions, highlighting their struggles, relationships, personal growth, and conflicts. These movies delve into the complexities of human nature, exploring themes such as love, loss, family dynamics, social issues, personal dilemmas, and moral choices.⁶³

3) Historical Epic

Historical epic movies are set in lavish or magnificent settings, showcasing the opulence and splendor of the time period. They transport audiences to a different era, immersing them in the world of kings, queens, warriors, and mythical heroes. The genre often incorporates a significant number of extras or background actors to create a sense of scale and authenticity. These extras help to populate battle scenes, courtrooms, or bustling cityscapes, adding to the immersive experience.⁶⁴

4) Fantasy

The fantasy genre is characterized by stories that are not entirely based on reality, featuring characters, events, and settings that are fictional. These movies are associated with myths, imagination, fairy tales, and dreams. Fantasy movies often involve elements of the supernatural, such as spirits, dragons, gods, and goddesses. Additionally, some movies in this genre frequently explore religious themes, depicting the descent of gods, angels, or divine intervention. The example of fantasy movie is Tinkerbell, Harry Potter and

⁶³ Monaco.

⁶⁴ Al Fathoni and Manesah, *Pengantar Teori Movie*.

much more.⁶⁵

5) Science Fiction

Science fiction movies frequently delve into futuristic societies, advanced civilizations, or alternative timelines. They may explore the possibilities of space exploration, interstellar travel, or the impact of scientific advancements on human life. These movies often feature non-human characters, such as aliens, robots, or even monsters, who play significant roles in the narrative. The example of this genre is *Interstellar* movie and much more.

6) Horror

Horror movies are designed to evoke fear and create a gripping and chilling atmosphere for the audience. These movies often present simple yet intense narratives that explore how humans confront their fears and encounter evil entities. Horror movies are typically associated with the supernatural world or the dark side of human nature. Within the horror genre, characters often encounter supernatural beings, monsters, or physically terrifying entities. These creatures can take various forms, ranging from ghosts and demons to vampires, zombies, or other monstrous entities. The primary objective of horror movies is to elicit a sense of dread, suspense, and terror in the audience. The example of horror movie is *Conjuring*, *Annabelle* and much more.

7) Comedy

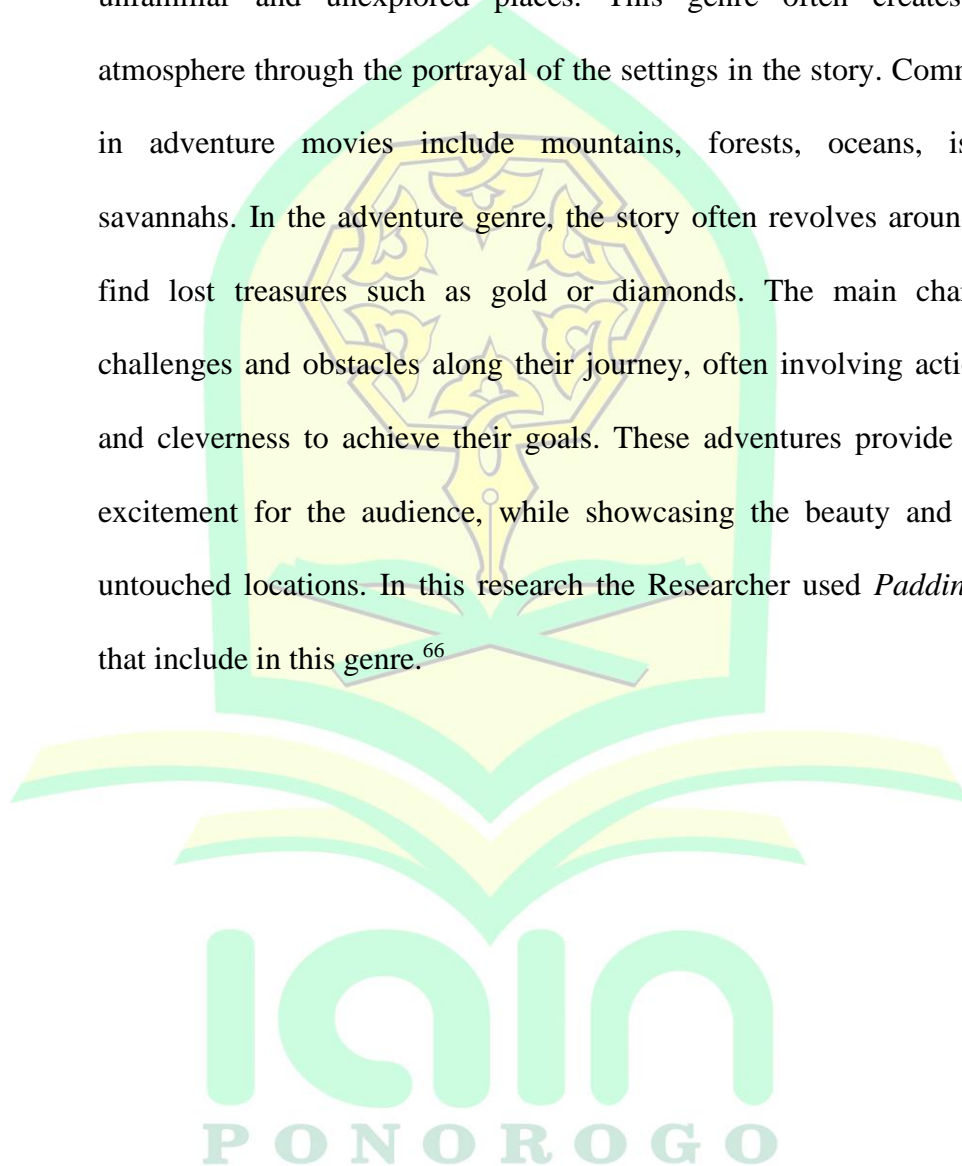
The genre you're referring to is "comedy." Comedy movies are often the most beloved genre because they aim to make the audience laugh and provide entertainment. The main objective of comedy movies is to elicit laughter and create a lighthearted atmosphere. These movies typically exaggerate actions, situations, and language to generate comedic effects. In comedy movies, the humor is often derived from witty dialogue, comedic timing, physical gags, and

⁶⁵ Al Fathoni and Manesah.

humorous situations. The characters in comedy movies play a crucial role in eliciting laughter through their actions, reactions, and comedic performances. The example of comedy is Mr. Bean, Spongebob and much more.

8) Adventure

Adventure movies depict journeys that take the main characters to unfamiliar and unexplored places. This genre often creates an exotic atmosphere through the portrayal of the settings in the story. Common settings in adventure movies include mountains, forests, oceans, islands, and savannahs. In the adventure genre, the story often revolves around a quest to find lost treasures such as gold or diamonds. The main characters face challenges and obstacles along their journey, often involving action, bravery, and cleverness to achieve their goals. These adventures provide tension and excitement for the audience, while showcasing the beauty and wonders of untouched locations. In this research the Researcher used *Paddington* Movie that include in this genre.⁶⁶



Jh ⁶⁶ Khalidin Yusuf, Chairina Nasir, and Masrizal Mahmud, "An Investigation of Intrinsic Elements and Moral Value in The *Paddington* Film," *English Education Journal* 13, no. 4 (December 24, 2022): 408–29, <https://doi.org/10.24815/eej.v13i4.28282>.

CHAPTER III

THE TYPE OF ILLUCOTIONARY ACTS IN *PADDINGTON* MOVIE

A. Data Display and Discussion

This chapter explained about the type of illocutionary act in *Paddington* movie. In this chapter the data were collected from the script *Paddington* Movie. There were five types of illocutionary act namely assertives, directives, commissive, expressives and declaratives. Result of analyzing data displayed in the table bellow:

1. Assertive

An assertive speech acts is a type of illocutionary act in which the speaker asserts or declares a proposition to be true or false. This type of speech acts is used to convey information or make a claim about the world, and the speaker is typically committed to the truth of the proposition being asserted. Examples of assertive speech acts include stating facts, making assertions, or providing evidence to support a claim. The following are the assertive speech acts found in the *Paddington* movie.

Tabel 3.1 Assertive speech act

No	Expression	Time	Type Of Illocutionary Act
1.	“But, Uncle Pastuzo Theyre ripe” Discussion : But, Ucle Pastuzo Theyre ripe based on the assumption that this expression is used to provide information or answer a question, then the expression is likely to belong to the assertive type of illocutionary act, where the speaker states or claims the truth of a statement. In this case, the speaker may be claiming that the fruits are already ripe.	03.42	Assertive/ Stating Facts
2.	A wise bear always keeps a marmalade	10.15	Assertive/

No	Expression	Time	Type Of Illocutionary Act
	<p>sandwich in his hat in case of emergency” Discussion : In the <i>Paddington</i> movie, the expression "A wise bear always keeps a marmalade sandwich in his hat in case of emergency" can be identified as an example of an assertive illocutionary act. In this context, the speaker is expressing their belief or opinion on the matter, conveying a statement or assertion about what a wise bear should do. The primary function of an assertive is to convey information, beliefs, or opinions, and in this case, <i>Paddington</i> is expressing his belief that it is prudent for bears to keep a marmalade sandwich in their hat for emergency situations.</p>		Informing
3.	<p>“That was boring.” Discussion : The expression "That was boring" in the <i>Paddington</i> movie can be classified as a type of assertive illocutionary act. The speaker is expressing their personal belief or opinion about something that has just occurred, in this case, that the event or situation was boring.</p>	16.01	Assertive/ Complaining
4.	<p>“It’s a bathing pond.” Discussion : The expression "It's a bathing pond" in the <i>Paddington</i> movie can be classified as a type of assertive illocutionary act. The speaker is making a statement about the nature or purpose of the pond, conveying factual information to the listener.</p>	23.12	Assertive/ Informing

No	Expression	Time	Type Of Illocutionary Act
5.	<p>“We’ll find him”</p> <p>Discussion :</p> <p>The expression "We'll find him" from the movie <i>Paddington</i> belongs to the illocutionary act category of assertive type. This is because the speaker is making a statement about their belief or intention to find someone. The illocutionary force of this utterance is to convey information or express a belief or intention. The speaker is not trying to influence or persuade the listener to do anything, but rather to simply inform them of their plan to find someone. Therefore, the illocutionary act type of this expression is assertive.</p>	30.09	Assertive/ Assuring
6.	<p>“Not in my room. He’s a he”</p> <p>Discussion :</p> <p>The expression "Not in my room. He's a he" from the movie <i>Paddington</i> belongs to the illocutionary act category of assertive type. This is because the speaker is making a statement about the gender of the bear and expressing their belief that the bear is male. The illocutionary force of this utterance is to convey information or express a belief. The speaker is not trying to influence or persuade the listener to do anything, but rather to convey their opinion about the bear's gender. Therefore, the illocutionary act type of this expression is assertive.</p>	32.24	Assertive/ Complaining
7.	<p>“That’s never gonna be happen”</p> <p>Discussion :</p> <p>The expression "That's never gonna be</p>	35.24	Assertive/ Complaining

No	Expression	Time	Type Of Illocutionary Act
	<p>happen" from the movie <i>Paddington</i> belongs to the illocutionary act category of assertive type. This is because the speaker is making a statement about the possibility or likelihood of something happening, and expressing their belief that it will not happen. The illocutionary force of this utterance is to convey information or express a belief. The speaker is not trying to influence or persuade the listener to do anything, but rather to convey their opinion about the likelihood of something happening. Therefore, the illocutionary act type of this expression is assertive.</p>		
8.	<p>“But there really was an explorer, Mrs. Brown. He gave my uncle this hat.”</p> <p>Discussion :</p> <p>The expression "But there really was an explorer, Mrs. Brown. He gave my uncle this hat." from the movie <i>Paddington</i> belongs to the illocutionary act category of assertive type. This is because the speaker is making a statement about the existence of an explorer and how the explorer gave the speaker's uncle the hat. The illocutionary force of this utterance is to convey information or express a belief. The speaker is not trying to influence or persuade the listener to do anything, but rather to provide information about the origin of the hat. Therefore, the illocutionary act type of this expression is assertive.</p>	34.17	Assertive/ Informing

No	Expression	Time	Type Of Illocutionary Act
9.	<p>“Excuse me. Coming through.”</p> <p>Discussion :</p> <p>The expression "Excuse me. Coming through!" in the movie <i>Paddington</i> belongs to the illocutionary act of making an announcement. Therefore, this expression in the movie <i>Paddington</i> belongs to the assertive illocutionary act type.</p>	24.28	Assertive/ Informing
10.	<p>Mr. Curry this is <i>Paddington</i>. He’s a Bear.</p> <p>Discussion :</p> <p>The illocutionary act in the expression "Mr. Curry, this is <i>Paddington</i>. He's a bear" in the movie <i>Paddington</i> is a type of assertive illocutionary act. The speaker is providing information or making a statement about the identity of the subject, <i>Paddington</i>, and his species as a bear.</p>	37.13	Assertive/ Informing
11.	<p>“Something’s jamming the system”</p> <p>Discussion :</p> <p>The expression "Something's jamming the system" in the movie <i>Paddington</i> belongs to the type of Illocutionary act called Assertive.</p>	26.09	Assertive/ Informing
12.	<p>“This is our new car”</p> <p>Discussion :</p> <p>The expression "This is our new car" in the movie <i>Paddington</i> is an example of the illocutionary act type called "assertive". The speaker is making a statement or assertion about the new car, without any particular intention to command, question, or persuade the listener. It is a straightforward declaration of fact.</p>	28.08	Assertive/ Informing

No	Expression	Time	Type Of Illocutionary Act
13.	<p>“Thats never gonna be happen.”</p> <p>Discussion :</p> <p>The expression "That's never gonna happen" in the movie <i>Paddington</i> belongs to the illocutionary act of making a prediction or expressing disbelief. Illocutionary acts such as making a prediction or expressing disbelief are classified as assertive speech acts.</p>	17.08	Assertive/ Assuring

2. Commissive

A commissive speech act is a type of speech act where the speaker commits themselves to a future course of action. In other words, the speaker uses language to promise or commit to doing something in the future. Examples of commissive speech acts include promises, oaths, pledges, and vows. When a person makes a promise, they commit themselves to doing something or refraining from doing something in the future. For example, "I promise to be there for your birthday party next week."

Tabel 3.2 Commissive Speech Act

No	Expression	Time	Type Of Illocutionary Act
1.	<p>“I Will”</p> <p>Discussion :</p> <p>In the context of Aunt Lucy asking <i>Paddington</i> to be careful, <i>Paddington</i>'s response of “I will” can be classified as a commissive illocutionary act. A commissive involves committing oneself to doing something in the future. By responding with “I will,” <i>Paddington</i> promises to be careful, thereby making a commitment to fulfill Aunt Lucy's request.</p>	16.09	Commissive/ Promises

No	Expression	Time	Type Of Illocutionary Act
2.	<p>“Oh, <i>Paddington</i> its incredible”</p> <p>Discussion :</p> <p>The expression "Oh, <i>Paddington</i> it's incredible" in the movie <i>Paddington</i> belongs to the type of Illocutionary Act called Commissive, where the speaker expresses his/her intention or commitment to perform a certain action or task.</p>	32.22	Commissive/ Promise
3.	<p>“Always question, always doubt”</p> <p>Discussion :</p> <p>A commissive illocutionary speech act is a type of utterance that commits the speaker to a future course of action. In this case, the speaker is committing themselves to a specific behavior, that is, to always question and doubt</p>	34.07	Commissive/ Promise

3. Directive

A directive speech act is a type of illocutionary act commonly used in communication, where the speaker aims to influence the listener's behavior or to get them to do something. It involves making a request, giving an order, offering advice or a suggestion, or issuing a warning. For example, in the workplace, a supervisor might use a directive speech act to instruct an employee to complete a task or to follow a specific protocol. In social situations, directive speech acts may be used to ask for a favor, to make a polite request, or to give instructions.

Tabel 3.3 Directive Speech Act

No	Expression	Time	Type Of Illocutionary Act
1.	<p>“Why do you have to come crashing in here like a natural disaster?”</p>	03.41	Directive/ Asking

No	Expression	Time	Type Of Illocutionary Act
	<p>Discussion :</p> <p>This expression falls under the directive type of illocutionary act because in this expression, Uncle Pestuzo is asking the adventurer why they got lost in the forest. In the context of the <i>Paddington</i> movie, the illocutionary act type of the expression “why do you have to come crashing in here like a natural disaster?” is a directive type, specifically a type of request. The speaker is asking the listener to explain their behavior of entering the room in a disruptive and potentially damaging manner, similar to a natural disaster.</p>		
2.	<p>“Do calm down, You two. There's no need to rush”</p> <p>Discussion :</p> <p>The expression "Do calm down, You two. There's no need to rush" in the <i>Paddington</i> movie belongs to the directive illocutionary act type. It is a type of speech act that aims to persuade or direct someone to do something, in this case, to calm down and not rush.</p>	56.08	Directive/ Commands
3.	<p>“Can I have the last sandwich?”</p> <p>Discussion :</p> <p>The expression “Can I have the last sandwich?” in the <i>Paddington</i> movie can be classified as a request, which is a type of directive illocutionary act. The speaker is making a direct appeal to someone to provide them with the last sandwich, implying that they want it for themselves. The main function of a request is to get someone to do something or to give something to the</p>	12.19	Directive/ Request

No	Expression	Time	Type Of Illocutionary Act
	<p>speaker, and in this case, the speaker is asking for the sandwich. Depending on the context and tone, the request may also carry a sense of politeness or urgency, which can affect how the listener responds to it.</p>		
4.	<p>“Earthquake! Get to the shelter!”</p> <p>Discussion :</p> <p>he expression "Earthquake! Get to the shelter" in the <i>Paddington</i> movie can be classified as a warning, which is a type of directive illocutionary act. The speaker is issuing a directive or command to someone, urging them to take immediate action to protect themselves in the event of an earthquake. The main function of a warning is to alert people to potential danger or harm, and in this case, the speaker is conveying the urgency and seriousness of the situation to ensure the safety of the listener. Depending on the context and tone, the warning may also carry a sense of authority or responsibility, which can affect how the listener responds to it.</p>	14.12	Directive/ Commands
5.	<p>“What we are going to do?”</p> <p>Discussion :</p> <p>The expression "What are we going to do?" in the <i>Paddington</i> movie can be classified as a directive illocutionary act in the form of a question.</p>	16.48	Directive/ Asking
6.	<p>“Now, take care my darling. Remember your manners. And keep safe.”</p> <p>Discussion :</p> <p>The expression "Now, take care my darling. Remember your manners. And keep safe" in</p>	27.09	Directive/ Suggestion

No	Expression	Time	Type Of Illocutionary Act
	the <i>Paddington</i> movie can be classified as a type of directive illocutionary act known as a commissive.		
7.	<p>“Ok. I’ll just get it now. I’ll throw it down.”</p> <p>Discussion :</p> <p>The expression "Ok. I'll just get it now. I'll throw it down" in the <i>Paddington</i> movie can be classified as a type of directive illocutionary act. The speaker is making a request or giving a command to another person, indicating what action they should take or what information they should provide. In this case, the speaker is indicating that they will retrieve something and then throw it down to the person they are addressing.</p>	19.07	Directive/ Command
8.	<p>“Come on, you can’t all be having emergencies. Can you all just go away, please? I need to look presentable.”</p> <p>Discussion :</p> <p>The expression "Come on, you can't all be having emergencies. Can you all just go away, please? I need to look presentable" in the <i>Paddington</i> movie can be classified as a type of directive illocutionary act. The speaker is making a request or giving a command to a group of people, indicating what action they should take or what information they should provide. In this case, the speaker is asking the group to leave, so that they can have privacy and time to prepare themselves to look presentable.</p>	29.17	Directive/ Request
9.	<p>“I hope you don’t mind me asking. But</p>	26.28	Directive/ Asking

No	Expression	Time	Type Of Illocutionary Act
	<p>should'nt you be at home?"</p> <p>Discussion :</p> <p>The illocutionary act performed in the expression "I hope you don't mind me asking. But shouldn't you be at home?" is a question. Specifically, it is a directive question that is used to elicit information from the person being addressed. The speaker is asking for an explanation as to why the person is not at home, and is suggesting that perhaps they should be.</p>		
10.	<p>"Shut up!"</p> <p>Discussion :</p> <p>The expression "shut up!" from the movie <i>Paddington</i> belongs to the illocutionary act category of directive type. This is because the speaker is giving a command or directive to the listener to stop talking or making noise. The illocutionary force of this utterance is to direct or order the listener to do something. The speaker is trying to exert control or authority over the listener by making this statement. Therefore, the illocutionary act type of this expression is directive.</p>	23.05	Directive/ Command
11.	<p>"Come back!"</p> <p>Discussion :</p> <p>The expression "Come back!" in the movie <i>Paddington</i> belongs to the illocutionary act of making a request.</p> <p>Making a request is a common illocutionary act used in social interactions to ask someone to do something or to make a specific action happen. Making a request is a common</p>	12.45	Directive/ Command

No	Expression	Time	Type Of Illocutionary Act
	illocutionary act used in social interactions to ask someone to do something or to make a specific action happen.		
12.	<p>“Could you keep those flowers away please?”</p> <p>Discussion :</p> <p>The expression "Could you keep those flowers away please?" in the movie <i>Paddington</i> belongs to the illocutionary act of making a request. Illocutionary acts such as making a request are classified as directive speech acts, which aim to influence the behavior of the person being addressed.</p>	19.20	Directives/ Request
13.	<p>“So, when can I come round your house?”</p> <p>Discussion :</p> <p>The expression "So, when can I come round your house?" in the movie <i>Paddington</i> belongs to the illocutionary act of asking for something in order to request information by means a question. So, this expression belong to directives speech acts.</p>	18.09	Directives/ Asking
14.	<p>“Can you tell me the way to the central buisniss district?”</p> <p>Discussion :</p> <p>The expression "Can you tell me the way to the central business district?" in the movie <i>Paddington</i> belongs to the illocutionary act of making an question to request an information. So, this expressive belongs to illocutionary acts type directives.</p>	28.00	Directives/ Request
15.	<p>“I got a friend who runs an antiques shop in the portobello Road. He knows all about old things like your hat.”</p>	18.07	Directive/ Suggestion

No	Expression	Time	Type Of Illocutionary Act
	<p>Discussion :</p> <p>The illocutionary act in the expression "I got a friend who runs an antiques shop in the Portobello Road. He knows all about old things like your hat" is a directive. The speaker is making a suggestion or request that the listener should visit their friend's antique shop in order to learn more about <i>Paddington's</i> hat.</p>		
16.	<p>“Arent you worried people will ask question?”</p> <p>Discussion :</p> <p>The illocutionary act in the expression "Aren't you worried people will ask questions?" in the movie <i>Paddington</i> is a question, which is a type of directive illocutionary act. The speaker is asking the listener if they have concerns about the possibility of others asking them questions, likely in reference to <i>Paddington's</i> unusual appearance or behavior.</p>	09.08	Directive/ Asking
17.	<p>“Mr. Brown you can trust me”</p> <p>Discussion :</p> <p>The expression "Mr. Brown, you can trust me" in the movie <i>Paddington</i> is an example of a directive illocutionary act. The speaker is making a request or asking for permission for Mr. Brown to trust him, suggesting that the speaker intends to act in a trustworthy manner.</p>	37.08	Directive/ Suggestion
18.	<p>“But Im going to need your help”</p> <p>Discussion :</p> <p>The expression "But I'm going to need your help" in the movie <i>Paddington</i> is an example</p>	30.02	Directive/ Request

No	Expression	Time	Type Of Illocutionary Act
	<p>of an illocutionary act of the directive type. The speaker is making a request for assistance from the listener, indicating a desire for the listener to perform a particular action to help achieve the speaker's goal.</p>		
19.	<p>Excuse me, could you help me please</p> <p>Discussion :</p> <p>In the context of the <i>Paddington</i> movie, this expression is used by a character to make a request for assistance from another character. The speaker is stating a fact (i.e., they need help) and making a request for action (i.e., asking the other person for help).</p>	43.38	Directive/ Request
20.	<p>“If we're going to win this race, we need to train. And if we're going to train, we need to get wet”</p> <p>Discussion :</p> <p>A directive illocutionary speech act is a type of utterance that is intended to get the listener to do something, or to influence their behavior in some way. In this case, the speaker is directing the listener to take action (train) in order to achieve a specific goal (winning the race), and suggesting that getting wet is a necessary part of that training. In this expression Mr. Brown influence <i>Paddington</i> to do something.</p>	50.09	Directive/ Suggestion
21.	<p>“You must always follow your instincts”</p> <p>Discussion :</p> <p>In the context of the <i>Paddington</i> movie, this expression is used as advice given by one character to another, directing them to take a specific course of action (i.e., following their</p>	27.08	Directive/ Suggestion

No	Expression	Time	Type Of Illocutionary Act
	instincts). The speaker is attempting to influence the listener's behavior by suggesting that they should trust their intuition and act accordingly.		

4. Expressive

An expressive speech act is a type of illocutionary act that conveys the speaker's emotional or psychological state, rather than providing information or making a request. The speaker is essentially expressing their feelings, attitudes, or opinions towards something or someone, with the aim of conveying their emotional state to the listener.

Tabel 3.4 Expressive Speech Act

No	Expression	Time	Type Of Illocutionary Act
1.	<p>“And you Aunt Lucy’s recipe is even better than the Explorer’s”</p> <p>Discussion :</p> <p>The expression "And you Aunt Lucy's recipe is even better than the Explorer's" in the <i>Paddington</i> movie can be classified as a compliment, which is a type of expressive illocutionary act. The speaker is expressing admiration or approval for Aunt Lucy's recipe, comparing it favorably to that of the Explorer's. The main function of a compliment is to convey a positive evaluation of someone or something, and in this case, the speaker is conveying their appreciation of Aunt Lucy's cooking skills.</p>	16.09	Expressive/ Joy
2.	<p>“Keep going !”</p> <p>Discussion :</p> <p>The expression "Keep going" in the</p>	32.20	Expressive/ Enthusiasm

No	Expression	Time	Type Of Illocutionary Act
	<p><i>Paddington</i> movie can be classified as an encouragement, which is a type of expressive illocutionary act. The speaker is expressing support or motivation to someone, encouraging them to continue or persevere in their efforts. The main function of an encouragement is to provide emotional support or positive reinforcement, and in this case, the speaker is offering words of encouragement to help the listener stay motivated and focused. Depending on the context and tone, the encouragement may also carry a sense of optimism or confidence, which can influence the listener's attitude and behavior.</p>		
3.	<p>“Beg your pardon?”</p> <p>Discussion :</p> <p>The expression "I beg your pardon" from the movie <i>Paddington</i> belongs to the illocutionary act category of expressive type. This is because the speaker is expressing their feelings of regret or apology for something they have done or said that may have caused offense or confusion to the listener. The illocutionary force of this utterance is to express an emotion or attitude towards the listener. The speaker is not trying to give a command or convey information, but rather to convey their emotional state. Therefore, the illocutionary act type of this expression is expressive.</p>	16.08	Expressive/ Dislike
4.	<p>“Hallo, Mr.Curry, im sorry if we disturb you”</p>		Expressive/ Sad

No	Expression	Time	Type Of Illocutionary Act
	<p>Discussion :</p> <p>The expression "Hello, Mr. Curry, I'm sorry if we disturb you" in the movie <i>Paddington</i> belongs to the illocutionary act of apologizing.</p> <p>It is possible to view the expression "Hello, Mr. Curry, I'm sorry if we disturb you" as an example of an expressive illocutionary act, which is a type of speech act that expresses the speaker's psychological state or attitude.</p>		
5.	<p>“Well done.”</p> <p>Discussion :</p> <p>The expression "Well done" in the movie <i>Paddington</i> belongs to the illocutionary act of giving praise or expressing appreciation. Illocutionary acts such as giving praise or expressing appreciation are classified as expressive speech acts, which aim to convey the speaker's attitudes, emotions, or personal evaluations.</p>	45.17	Expressive/ Enthusiasm
6.	<p>“I cant thank you enough.”</p> <p>Discussion :</p> <p>The expression "I can't thank you enough" in the movie <i>Paddington</i> belongs to the illocutionary act of expressing gratitude. Illocutionary acts such as expressing gratitude are classified as expressive speech acts, which aim to convey the speaker's attitudes, emotions, or personal evaluations.</p>	47.18	Expressive/ Joy
7.	<p>“Many apologies if I disturbed you”</p> <p>Discussion :</p> <p>The expression "Many apologies if I disturbed you" in the movie <i>Paddington</i></p>	14.19	Expressive/ Apologizing

No	Expression	Time	Type Of Illocutionary Act
	<p>belongs to the illocutionary act type of apologizing, which is a type of expressive act. This illocutionary act aims to express the speaker's regret or remorse for causing inconvenience or offense to the listener.</p>		
8.	<p>“This is never going to work”</p> <p>Discussion :</p> <p>The expression "This is never going to work" in the movie <i>Paddington</i> is an example of the illocutionary act of expressing a doubt or skepticism, which is a type of assertive illocutionary act.</p>	19.08	Expressive/ Sorrow
9.	<p>“You look very pretty”</p> <p>Discussion :</p> <p>The expression "You look very pretty" in the movie <i>Paddington</i> is an example of a compliment, which is a type of expressive illocutionary act. Compliments are speech acts that express positive attitudes or feelings towards someone or something.</p>	38.09	Expressive/ Joy
10.	<p>“That’s brilliant”</p> <p>Discussion :</p> <p>The expression "That's brilliant" in the <i>Paddington</i> movie belongs to the type of Illocutionary Act called Expressive, as it shows appreciation and admiration for something.</p>	47.14	Expressive/ Expressive
11.	<p>“Thank you very much for having me to stay. You are a very lovely me.”</p> <p>Discussion :</p> <p>The expression "Thank you very much for having me to stay. You are a very lovely me" in the movie <i>Paddington</i> belongs to the</p>	45.17	Expressive/ Joy

No	Expression	Time	Type Of Illocutionary Act
	directive illocutionary act type, specifically expressing gratitude. So, its belong to Expressive speech act.		
12.	<p>“Thank you, God”</p> <p>Discussion :</p> <p>In <i>Paddington</i> movie, this expression express the gratitude for god.</p>	13.18	Expressive/ Thankfull
13.	<p>God bless us, every one</p> <p>Discussion :</p> <p>Expressive illocutionary speech acts are a type of speech acts that are used to express the speaker's feelings, attitudes, or emotional state. In this case, the speaker is expressing a sentiment of goodwill and kindness towards others, which may be seen as a positive or uplifting message.</p>	18.19	Expressive/ Thankfull
14.	<p>Don't worry <i>Paddington</i>, we'll find the zoo and sort everything out</p> <p>Discussion :</p> <p>Understanding the type of illocutionary speech acts being performed by a speaker is important in interpreting their intended meaning and the effect that their utterance has on the listener. In this case, the speaker is attempting to direct <i>Paddington's</i> behavior by giving him reassurance and direction, which may help him to feel more confident and capable in the situation.</p>	35.40	Expressive/ Thankfull
15.	<p>These are the best sandwiches I've ever tasted, <i>Paddington</i>. You really are a clever bear.</p>	28.29	Expressive/ Joy

No	Expression	Time	Type Of Illocutionary Act
	<p>Discussion :</p> <p>Understanding the type of illocutionary speech acts being performed by a speaker is important in interpreting their intended meaning and the effect that their utterance has on the listener. In this case, the speaker is attempting to convey a message of appreciation and admiration towards <i>Paddington</i>, which may make him feel valued and appreciated.</p>		

5. Declarative

A declarative speech acts is a type of illocutionary acts that is used to bring about a change in the world through the act of speaking. It is a speech act that does not merely describe the world or convey information, but rather, it creates a new state of affairs by declaring or pronouncing something to be true or false, real or imaginary.

Tabel 3.5 Declarative Speech Act

No	Expression	Time	Type Of Illocutionary Act
1.	<p>“Pa-dding-ton”</p> <p>Discussion :</p> <p>The expression mentioned above belongs to the illocutionary act category of declarative type. This is because in this expression, the woman gives a name to the bear, namely "<i>Paddington</i>". This can be classified as a declarative type of illocutionary act.</p>	10.45	Declarative/ State Affairs

The aforementioned table presents the categories of illocutionary acts present in the screenplay of the *Paddington* movie. The data reveals that there were a total of 53 illocutionary acts, comprising of 13 assertives, 21 directives, 3 commissives, 15 expressives, and 1 declarative

Tabel 3.6 Speech acts Precentage

No	The Type Of Illocutionary Act	Frequency	Percentage
1.	Assertive	13	24 %
2.	Directive	21	39,6 %
3.	Commissive	3	5,6 %
4.	Expressive	15	28 %
5.	Declarative	1	1,8 %
Total		53	100 %

The aforementioned table provides information that there were a total of 53 illocutionary acts identified in the script of the *Paddington* movie. Based on this data, the percentage of each illocutionary act type can be calculated using the formula.

$$X = \frac{f}{n} \times 100\%$$

The script of the *Paddington* movie includes five distinct types of illocutionary acts, namely assertives, directives, commissives, expressives, and declaratives. The analysis of the script revealed that out of the total 53 illocutionary acts identified, 13 (24%) were assertives, 21 (39,6%) were directives, 3 (5,6%) were commissives, 15 (28%) were expressives, and only 1 (1,8%) was declarative.

CHAPTER IV

ANALYSIS OF THE IMPACTS OF ILLOCUTIONARY S ACTS

IN THE *PADDINGTON* MOVIE ON BUILDING *PANCASILA* STUDENT PROFILE

A. Speech Acts and Its Importance in Shaping Values and Character

Speech acts refer to the actions that speakers perform in social interactions, such as making requests, giving commands, expressing opinions, providing information, and so on. The character of the speaker can influence the type of speech acts used in a given situation. Speaker character includes social identity, cultural background, social status, life experience, and so on. Speaker character can influence the way they speak, including the language used, intonation, speaking style, and so on. In addition, speaker character can also influence the speech acts used, such as using polite or rude language, formal or informal language style, and so on.⁶⁷

For example, a speaker who has a polite and respectful cultural background may be more likely to use polite speech acts, such as making requests with more gentle expressions or introducing oneself in a more formal way. Meanwhile, a more relaxed and informal speaker may be more likely to use more casual speech acts, such as making requests with more direct expressions or introducing oneself in a more familiar way. Therefore, speaker character can influence the type of speech acts used in social interactions, which can affect the interaction as a whole and influence how messages are conveyed and received by others in the interaction.

B. *Pancasila* Student Profile in Indonesia

The *Pancasila* student profile is designed to answer one big question, which is what kind of competencies do we want the Indonesian education system to produce in students.

The *Pancasila* Student Profile is a framework developed by the Ministry of Education and

⁶⁷ Yusni Khairul Amri and Dian Marisha Putri, "Analysis of Locutionary Speech Acts in the Comment Column of Olshop Accounts on Instagram," n.d.

Culture (Kemendikbud) in Indonesia to cultivate values and character among students based on the national ideology of *Pancasila*. It consists of six competencies that are considered essential for students to become well-rounded individuals who are capable of contributing positively to society.

The *Pancasila* Student Profile has six competencies formulated as key dimensions. All six are interrelated and strengthen each other, so efforts to realize a complete *Pancasila* Student Profile require the simultaneous development of all six dimensions, not just partial development. The six dimensions are:

1. Having faith, in the almighty God and noble manners,
2. Creative,
3. Working together,
4. Global diversity,
5. Critical reasoning,
6. Independent.

The *Pancasila* Student Profile strengthening project provides an opportunity for students to "experience knowledge" as a process of character strengthening and a chance to learn from their surroundings. In this project, students have the opportunity to learn about important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life, so that they can take real action to address these issues according to their learning stages and needs. This strengthening project can also inspire students to contribute and make an impact on their surrounding environment. There are four principle in *Pancasila* Student Profile:

1. Holistic

Holistik means to view something as a whole and comprehensive, not partial or separated. In the context of designing the *Pancasila* Student Profile strengthening

project, a holistic framework encourages us to examine a theme as a whole and to see the interconnectedness of various elements in order to understand an issue in depth.

2. Contextual Principle

Contextual principle relates to efforts to base learning activities on real-life experiences encountered in daily life. This principle encourages educators and learners to use the surrounding environment and the realities of daily life as the main material for learning.

3. Student Centered

The student-centered principle is related to a learning scheme that encourages learners to become active learning subjects who manage their learning process independently. This includes having the opportunity to choose and propose profile project topics that align with their interests. The principle of student-centered learning recognizes that learners have different needs and interests, and therefore seeks to create a learning environment that is personalized and adaptable to meet those needs. By empowering learners to take ownership of their learning, this approach aims to foster a deeper understanding of the subject matter, as well as to develop critical thinking, problem-solving, and self-directed learning skills.

4. Exploratory Principle

The exploratory principle is related to the spirit of opening up a wide space for personal development and inquiry, whether structured or unstructured. The *Pancasila* Student Profile strengthening project is not part of the intracurricular structure that is related to various formal schemes for organizing learners' education. This principle encourages learners to take an active role in their own learning and to explore new ideas, perspectives, and approaches. By creating a flexible and open-ended learning environment, this approach fosters creativity, innovation, and curiosity, and helps learners to develop a lifelong love of learning.

C. Illocutionary speech acts in the *Paddington* movie and the impact to build *Pancasila*

Student Profile

1. Having faith, fear God Almighty and noble

Illocutionary acts are speech acts that are intended to have a certain effect on the listener. In the context of the *Paddington* movies, there are several illocutionary acts that could be relevant to the value profile of Having faith, fear God Almighty and noble which emphasizes belief in a single God. It's worth noting that illocutionary acts are context-dependent and can be interpreted differently depending on the cultural background and values of the listener. However, in the context of "Having faith, fear God Almighty and noble," expressions of gratitude and wishes for divine blessings would likely be viewed as positive examples of the value.

No	Expression	Type of speech act	Type Of Pancasila Student Profile
1.	<p>Thank you, God</p> <p>This illocutionary act expresses gratitude towards a higher power, which is in line with the belief in a single God emphasized by "Having faith, fear God Almighty and noble"</p>	Expressive	Having faith, fear God Almighty and noble
2.	<p>God bless us, every one</p> <p>This illocutionary act expresses a wish for divine blessings on all those present, which also aligns with the value profile of "Having faith, fear God Almighty and noble."</p>	Expressive	Having faith, fear God Almighty and noble

As one of the values of *Pancasila*, " Having faith, fear God Almighty and noble " teaches the importance of acknowledging the existence of God as the creator of the universe and as the source of life and moral strength. Religious expressions in the *Paddington* movies, such as "**Thank you, God**" and "**God bless us, every one**," reflect

recognition and respect for the existence of God, and can help strengthen the religious and moral values upheld in the *Pancasila* student profile.

The illocutionary act of *Paddington's* request to God to make his Aunt Lucy proud of him, as depicted in the first *Paddington* movie, is an example that reflects the belief in a higher power who has the ability to grant blessings and help individuals achieve their goals, which aligns with the value of " Having faith, fear God Almighty and noble " in the *Pancasila* student profile. This expression not only highlights the importance of having faith in God but also illustrates how the Indonesian cultural context holds a strong belief in a higher power as a source of comfort and guidance in times of need.

2. Having global diversity

One example of an illocutionary act in the first *Paddington* movie that can be related to the *Pancasila* student profile's value of global diversity is when *Paddington* attempts to adapt to the new culture and environment in London. When he first arrives at the train station, he struggles to understand the English language and the new customs around him

No	Expression	Type of speech act	Type Of Pancasila Student Profile
1.	<p>Excuse me, could you help me please?</p> <p>This expression reflects the value of global diversity in the <i>Pancasila</i> student profile, as it shows how <i>Paddington</i> is willing to adapt to the new environment by learning and using the English language. Furthermore, it demonstrates the importance of communication and cooperation between people from different cultures</p>		Global Diversity

It illustrates the importance of being open to differences and learning from others from different cultural backgrounds, as well as the significance of effective communication and cooperation in achieving mutual understanding and respect. Additionally, this example can be used to show how popular culture, such as the *Paddington* movie, can provide valuable insights and representations of diversity that can contribute to the development of a more inclusive society.

3. Working together,

No	Expression	Type of speech act	Type Of Pancasila Student Profile
1.	"Don't worry <i>Paddington</i>, we'll find the zoo and sort everything out."	Directive	Working Together
2.	We'll find him The expression above can be considered an example of applying the principles of Pancasila in a student's profile. This is because the sentence encourages <i>Paddington</i> and the rest of the family to work together in finding an adventurous individual they once encountered in the past.	Assertive	Working Together
3.	"Earthquake! Get to the shelter!" In the expression above, <i>Paddington's</i> father gives instructions to all family members to save themselves from the earthquake. This demonstrates alignment with the Pancasila student profile point of "working together," where the meaning of cooperation is working together to save oneself from natural disasters.	Directive	Working together
4.	If we're going to win this race, we need to train. And if we're going to train, we need to get wet This expression reflects an assertive	Assertive	Working together

No	Expression	Type of speech act	Type Of Pancasila Student Profile
	illocutionary act, where <i>Paddington</i> encourages and motivates Mr. Brown to overcome his fear of water. It shows the importance of supporting and empowering others to face their fears and challenges, which is consistent with the <i>Pancasila</i> value of mutual assistance.		

4. Being creative

No	Expression	Type of speech act	Type Of Pancasila Student Profile
1.	<p>"These are the best sandwiches I've ever tasted, <i>Paddington</i>. You really are a clever bear!"</p> <p>This statement shows an appreciative and admiring action towards <i>Paddington's</i> creativity and cooking skills. This example demonstrates how creativity can be expressed in everyday interactions and how <i>Pancasila</i> values such as creativity can be promoted through representation in popular media such as movies. It can provide understanding and real-life examples of how <i>Pancasila</i> values can be applied in daily life and expressed through illocutionary acts.</p>	Expressive	Being Creative
2.	<p>"This is the best present I have ever received, <i>Paddington</i>. Your creativity and thoughtfulness never cease to amaze me."</p> <p>This statement shows an appreciative and admiring action towards <i>Paddington's</i> creativity and thoughtfulness in creating a</p>	Expressive	Being Creative

No	Expression	Type of speech act	Type Of Pancasila Student Profile
	special gift for his friend. This example demonstrates how creativity can be used to create meaningful and personalized gifts and how <i>Pancasila</i> values such as creativity and thoughtfulness can be promoted through representation in popular media such as movies.		

5. Having critical reasoning

No	Expression	Type of speech act	Type Of Pancasila Student Profile
1.	<p>"Always question, always doubt,"</p> <p>This illocutionary act expression promotes critical thinking by encouraging questioning and doubting, which are essential elements of critical thinking. The statement implies that one should not accept everything at face value but instead question and analyze the information to reach an informed conclusion.</p>		Having critical reasoning
2.	<p>"I hope you don't mind me asking. But should'nt you be at home?"</p> <p>The expression above is indeed in line with the Pancasila student profile point of "critical thinking." In this expression, Mrs. Brown finds it strange that a bear is wandering in the city because bears are supposed to live in the forest. As a student who practices the Pancasila student profile, one should think about the reasons behind such occurrences. This is precisely what is meant by having a critical thinking mindset</p>	Directive	Having critical reasoning

When the Brown family, particularly Mrs. Brown, uses reasoning and logical thinking to solve the mystery of the stolen antique book. This illocutionary act expression highlights the importance of reasoning and logical thinking in critical thinking. The Brown family uses their critical thinking skills to gather evidence, analyze the facts, and deduce the culprit's identity. These illocutionary act expressions in the *Paddington* movie demonstrate how critical thinking can be encouraged and promoted in everyday interactions and how *Pancasila* values such as critical thinking can be conveyed through representation in popular media such as movies. They provide real-life examples of how *Pancasila* values can be applied in daily life and expressed through illocutionary acts.

6. Independent

No	Expression	Type of speech act	Type Of Pancasila Student Profile
1.	<p>"You must always follow your instincts,"</p> <p>This illocutionary act expression promotes independence by encouraging individuals to trust their own judgment and make decisions based on their own instincts.</p>		Independent
2.	<p>"Excuse me, could you help me please?"</p> <p>This expression reflects the value of global diversity in the <i>Pancasila</i> student profile, as it shows how <i>Paddington</i> is willing to adapt to the new environment by learning and using the English language.</p>	Directive	Independent

When *Paddington* takes charge of his own safety and well-being in London by seeking out shelter, food, and protection. This illocutionary act expression demonstrates

Paddington's independence and self-reliance in adapting to a new environment and taking care of himself. These illocutionary act expressions in the *Paddington 1* movie demonstrate how independence can be encouraged and promoted in everyday interactions and how *Pancasila* values such as independence can be conveyed through representation in popular media such as movies. They provide real-life examples of how *Pancasila* values can be applied in daily life and expressed through illocutionary acts.



CHAPTER V

CLOSING

A. Conclusion

From the analysis about illocutionary speech acts in *Paddington* movie and the impacts in building *Pancasila* Student Profile, the writer to be conclusion as follow:

1. There are five Illocutionary act types found in *Paddington Movie* based on theory Searle (1979) that are assertive (an assertive speech acts is a type of utterance that is intended to convey a proposition or statement that the speaker believes to be true), Directive (a directive speech acts is a type of utterance that is intended to get the listener to do something), commissive (a commissive speech acts is a type of utterance that commits the speaker to a future action), expressive (expressive speech acts is a type of utterance that expresses the speaker's feelings or attitudes) and declarative (declarative sentence is a type of sentence that makes a statement or assertion about the world). In this research, Researcher found 53 utterances of illocutionary act. They are 13 assertive speech acts (24%), 21 directive speech acts (39,6%), 3 commissive speech acts (5,6 %), 15 expressive speech acts (28%), and declarative speech acts (1,8%).
2. In speech acts theory, the author also found several expressions that contain the character values of *Pancasila* Student Profile, such as :
 - a. Having faith, fear God Almighty and noble
 - b. Having global diversity
 - c. Working Together
 - d. Being creative
 - e. Having critical reasoning

f. Independent

B. Suggestion

1. Theoretically

This research is expected to make a good contribution to the world of education, especially for educators and movie analyst who are a medium for learning and cultivating character.

2. Practically

a. Institution

This research is expected to be a guide in completing character education, and a guide in forming *Pancasila* Student Profile, so that the character values conveyed through speech acts in this *Paddington* movie can be used in educational references

b. Teachers

This research expected to be one of the sources of teaching and reference in *Pancasila* Student Profile.

c. Student

This research is expected to be a guide in building character, especially the *Pancasila* Student Profile. Besides this, hopefully, this research can inspire them to conduct in-depth research about this subject, to have better knowledge of the understanding of speech acts.

d. Other researchers

This research is expected to be a reference material in subsequent studies, especially those related to character education.

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