

**ILLOCUTIONARY ACTS OF THE MAIN CHARACTER IN “JACKIE”
MOVIE BY LD ENTERTAINMENT**

THESIS

Presented to State Islamic Institute of Ponorogo in Partial
Fullfilment of the Requirement for the Degree of *Sarjana* in
English Language Teaching Department



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Hereby declare that the thesis has been reviewed and approved by my academic supervisor.
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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and source used in the preparation of this thesis have been acknowledged and appropriately cited.

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ABSTRACT

PUTRI, ZELFANY. 2024. *Illocutionary Acts Of The Main Character In "JACKIE" Movie By LD Entertainment.* Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor : Wiwin Widyawati, S.S,M.Hum.

Keywords: *Illocutionary Act, Social Norms, Merdeka Belajar Curriculum, Jackie Movie*

Illocutionary acts, as theorized by Kent Bach, play a crucial role in daily communication by conveying the speaker's intent beyond mere words. These big four acts, which include Constative, Directives, Commisives, and Acknowledgement, help people understand the social and pragmatic context of interactions where in *Merdeka Belajar Curriculum*, which emphasizes independence and critical thinking in education, understanding illocutionary acts can be linked to social norms by fostering effective communication skills. Students learn to interpret and employ various speech acts appropriately, aligning their verbal interactions with societal expectations and cultural norms.

The study aims to analyze the illocutionary acts used by the main character in the movie "*Jackie*" by LD Entertainment, with a focus on the pragmatic aspects of speech acts within the movie dialogues, explore their relationship with social norms as outlined in the *Merdeka Belajar Curriculum*. The research employed a content analysis method, analyzing conversational fragments from the movie to categorize various illocutionary acts based on Kent Bach's theory used of qualitative-descriptive method to collected data from the "*Jackie*" movie script, then watching the movie using documentation techniques to focus on the various types of illocutionary acts within the script

The researcher employs content analysis to systematically examine and interpret textual data, focusing on the attributes of language and the contextual meaning of texts. The aim is to enhance understanding of the phenomenon being studied. The analysis involves several steps : watching and understanding *Jackie* movie to identify conversational fragments that reflect social character values; reading the script in detail; collecting utterances based on illocutionary speech acts; categorizing and coding the data according to different types and sub-types of illocutionary acts; and describing the relevant conversational fragments. Additionally, the researcher categorizes the data by coding expressions and social norms, examines the relationship between the main character's illocutionary acts and the social norms in the *Merdeka Belajar Curriculum*, and concludes the findings of the research.

The results showed that there are four main types of illocutionary acts found in the movie "*Jackie*" based on Kent Bach's Theory such as : (1)Constatives, where the speaker expresses a belief and intends for the hearer to form a similar belief; (2)Directives, which express the speaker's attitude toward some prospective actions by the listener and the intention for the listener to consider the statement as a reason for their actions; (3)Commisives, which involve the speaker obligating themselves or proposing to do something specified in the propositional content; and (4)Acknowledgements, which express feelings about the listener or interlocutor, often in a perfunctory or formal manner. These categories contain a large number of sub-types. Additionally, the results discovered several phrases related to social norms in the *Merdeka Belajar Curriculum*, including religious norms, legal norms, ethical norms, and etiquette norms.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Linguistic fields, action or habit of person in society and utterance bound relation each other, as person know that is called a Speech acts. Speech acts is define as an actions that speakers perform through their utterances. Speech acts, in other words, are the things that speakers do when they use language. When someone says, "I promise to do that," they are engaging in the speech act of making a promise.

Speech acts are classified into four types : declarative, interrogative, imperative, and expressive¹. Declarative speech acts make statements or assert propositions, whereas interrogative speech acts ask questions. Imperative speech acts are used to give instructions or make requests, whereas expressive speech acts are used to express emotions or attitudes.

There are three types of speech acts: locutionary acts, illocutionary acts, and perlocutionary acts. As part of speech acts, llocutionary acts, known as the act of doing something in order to say something such as promising, apologizing, and offering, are performed through the communicative force of an utterance². Illocutionary acts can be found in daily people talks for example case, there was a person that late to join an important meeting, so the person would say apologize to another participant of the meeting because of the late coming. Based of that case, shows that illocutionary act is the most important level of action in a speech act because it is determined by the force desired by the speakers³.

In human life, speech plays a significant role. When there is no method to write, those who want to put themselves forward to head an organization can transfer knowledge or at least convey a lot of information. Not just to run an organization, but also people who wants to impart valuable knowledge.

Due to previous research primarily focused on analyze the characteristics of speech acts by the movie or book, researcher chose to concentrate on a specific type of speech act ; namely illocutionary acts. Analyzing illocutionary acts is of paramount importance in linguistics and communication studies for several compelling reasons. First and foremost,

¹ John R. Searle, "Speech Acts: An Essay in the Philosophy of Language," 1969.

² J. L. Austin, "J.Austin," *How to Do Things with Words*, 1999.

³ Bach Kent and Harnish, Robert. 1979, *Linguistic Communication and Speech Acts*. Cambridge: Massachusetts. The MIT Press.

illocutionary acts, a central concept in speech act theory, provide a window into how language is used to convey meaning beyond the literal interpretation of words. By dissecting these acts, researchers gain insights into the subtleties of communication, understanding the intentions, implications, and nuances hidden within conversations. This analysis allows us to unravel the complexity of human interaction and the art of persuasion, making it a vital tool for comprehending not just what is said but how it is said.

Furthermore, analyzing illocutionary acts serves as a foundation for understanding the role of context in communication. Contextual factors, such as the speaker's intention, the cultural and social setting, and the relationship between interlocutors, significantly shape the illocutionary force of an utterance. Investigating illocutionary acts helps people to decode these contextual cues, highlighting the role of pragmatics in language use. This is crucial for fostering effective communication in diverse linguistic and sociocultural settings, as it enables us to navigate the intricacies of meaning and avoid potential misinterpretations⁴.

In the age of digital communication and global connectivity, the study of illocutionary acts takes on added significance. It aids in decoding the subtleties of online interactions, where tone, intention, and meaning can easily be misconstrued. Understanding illocutionary acts equips people with the tools to engage in more effective and respectful dialogues, fostering better interpersonal relationships and reducing the potential for miscommunication.

Sociology is the scientific study of society, social relationships, and social institutions. It examines how individuals and groups interact within a societal framework, how social structures influence behavior, and how societies change over time⁵. Key elements of sociology include social institutions, social stratification, socialization, and social change. Social institutions such as family, education, religion, and government provide the organized structure within which individuals interact and fulfill roles. Social stratification refers to the hierarchical arrangement of individuals in society, often based on factors like class, race, and gender. Socialization is the process by which individuals learn and internalize the norms, values, and behaviors appropriate to their society. Social change involves the shifts in societal norms, values, and structures over time, driven by cultural, economic, and political forces.

⁴ Stephen C. Levinson, "Pragmatics," *Cambridge University Press*, 1983.

⁵ Anthony Giddens, "Sociology. 5th Edition," 2006.

In sociology classes, the concept of social norms takes center stage, offering students a window into the unwritten rules that govern human behavior within society. Social norms are the invisible guidelines that dictate what is considered acceptable or appropriate conduct in a given social context. Social norms are divided into 4 types: religious norms, legal norms, moral norms and modesty norms⁶. These norms encompass a wide range of behaviors, from simple gestures like saying "thank you" to more complex rituals like shaking hands or bowing in greeting. They vary across cultures and subcultures, reflecting the values, beliefs, and customs of different social groups. For example, while punctuality may be highly valued in some societies, others may prioritize a more relaxed approach to timekeeping.

In Indonesia, social norm have bound relation to the *Pancasila Student Profile (P5)* which have a significant role in shaping *the Merdeka Belajar Curriculum*, with the aims to foster critical thinking, cultural awareness, and civic engagement among students. Through the study of sociology within this curriculum, students gain insights into the dynamics of society, including its structures, institutions, and interactions. By understanding sociological concepts contained in *Pancasila Student Profile (P5)* such as social stratification, cultural diversity, and social change, students develop a deeper appreciation for the complexities of their own society and the world at large⁷. Moreover, sociology as a mirror of *Pancasila Student Profile* in the *Merdeka Belajar Curriculum* encourages students to critically examine societal issues, such as poverty, inequality, and environmental sustainability, and empowers them to become active participants in addressing these challenges.

Then, the *Merdeka Belajar* (meaning "Independent Learning") curriculum, is the newest educational curriculum in Indonesia which launch in 2022 and it marks a significant shift in the country's educational landscape. Moving away from rigid, standardized approaches, *Merdeka Belajar Curriculum* empowers schools and educators to tailor learning experiences to the diverse needs and interests of their students. This is achieved through several key features such as Core competencies, Project-based learning, Differentiation also Teacher Autonomy⁸.

The *Merdeka Belajar curriculum* is still in its early stages of implementation, and its long-term impact remains to be seen. However, the initial response from educators and

⁶ Giddens.

⁷ Tim Kementerian Pendidikan dan Kebudayaan Negara Indonesia, "Kajian Akademik Kurikulum Merdeka," *Kemendikbud*, 2024.

⁸ Kementerian Pendidikan Republik Indonesia, "Kurikulum Merdeka," 2024.

students has been positive, with many praising the increased flexibility, student engagement, and focus on holistic development. As Indonesia continues to refine and implement this innovative approach to education, one thing is clear: *Merdeka Belajar* has the potential to revolutionize the learning landscape and empower a generation of young Indonesians to become independent, critical thinkers and active contributors to society.

Then, *Pancasila Student Profile (P5)* is an educational framework in Indonesia designed to cultivate students who embody the core values of Pancasila, the nation's philosophical foundation. Pancasila consists of five principles: belief in one God, humanitarianism, national unity, democracy, and social justice. The P5 initiative seeks to integrate these values into students' education, aiming to develop individuals who contribute positively to society. The *Pancasila Student Profile* highlights six key characteristics: faith and noble morality, global diversity, independence, cooperation, critical thinking, and creativity. These traits focus on fostering students' spiritual and ethical development, promoting respect for cultural diversity, encouraging self-reliance and teamwork, and developing critical thinking and creativity. Through various projects and activities, the P5 program aims to create well-rounded, responsible, and socially-conscious students who are equipped to address challenges in both local and global contexts.

The researcher's decision to investigate the link between the illocutionary utterances by the main character in "*Jackie*" movie with the point of Sociology's value (Social norm) as a mirror of *Pancasila Student Profile* in *Merdeka Belajar Curriculum* which reflect and found by the characterization stems from a profound interest in the utilization of illocutionary acts, encompassing speech acts such as assertion, request, and apology, holds a pivotal role that shaping a main character's identity and the interaction with other characters.

Within the context of the *Merdeka Belajar curriculum*, Bach's theory can be instrumental in understanding how language functions as a tool for social interaction and meaning-making. By examining the illocutionary acts embedded within educational materials and classroom discourse, educators can uncover the underlying sociological values and norms that shape students' learning experiences. For instance, the use of directives in teacher-student interactions may reflect hierarchical power dynamics inherent in Indonesian society, while expressions of solidarity and cooperation among peers may embody cultural values of collectivism and mutual support. By integrating Bach's illocutionary theory into the curriculum, educators can facilitate deeper reflections on the sociocultural contexts of language use and promote critical awareness of societal norms and values among students

By scrutinizing the link of Sociology aspects within characterization, the study aims to shed light on the subtleties of the character's communication style, providing valuable insights into the character's multifaceted nature, the impact on the narrative structure, and its implications for the audience's perception and engagement as the values that audience could learn and implied from the movie.

Then, the researcher chose movie as research object because Movies contain dialogue lines and show obvious development of movie characters, such as utterance and language. From this people know that the main function of language is to communicate with others, were language plays an important role in all areas and aspects of our daily life. Movie encompass not only linguistic relationships and examples but also feature numerous segments rich with sentences, thereby offering a more vivid and expressive representation compared to book if chosen as a research object.

Movie, sometimes known as a motion picture, is an audiovisual representation of a tale that uses text, voiceover, and moving images to conveys the moral value to the watcher. Baskin define Movies as is a form of mass communication media from various kinds of technology and various elements of art⁹. Movies can be fictional or based on true stories, and they can cover a wide range of genres, including drama, comedy, action, romance, and documentary.

Another reason why movies were used as an object by the researcher because movies also have a significant impact on education background in several ways. Movies can be used as a teaching tool in the classroom to engage students in a particular subject or topic. For example, an English teacher especially English Second Language (ESL) Teacher might show a movie that used English Conversation to help students understand and learn the utterance that the character in movie used besides learn new vocabulary at that time period.

Movies can also be used in educational research to study how people perceive and interpret visual by use movies to explore topics such as the influence of media on attitudes and behavior, the impact of different genres on audience engagement, and the role of storytelling in conveying information and promoting learning. Then, emotion that presented on movies are able for the students to more easy in identify also understand the meaning of story behind the movie.

⁹ ELIZABETH L.TOTH DAN LATTIMORE, OTIS BASKIN, SUZETTE T. HEIMAN, *Public Relations The Profession & the Practice*, 2013.

The movie's dialogue occasionally deviates from the written language's basic rules, but the language's more significant uses nevertheless allow the message to be understood. Additionally, a movie offers very intriguing entertainment elements that could impact viewers' perceptions of its tale. People also learn moral lessons from movies that can be applied to real-life situations.

The culture and society in which movies are produced are reflected in them. They have the power to influence society and alter people's perspectives, either for their personal gain or the gain of the populace¹⁰. Movie can be seen as a mirror of current societal views or as a jumping-off point for generalizations, although this needs extreme caution. To thoroughly assess fictional films' roles as historical evidence, it is important to look at how they are produced, distributed, presented, and accepted by audiences and reviewers. In varied ways and to differing degrees of depth, between realism and exaggeration, movies employ and recycle archetypes. Since the beginning of writing, archetypes have recurred in literature and art to personify common patterns of human behavior.

Movies may depict social events regardless of how bittersweet or happy they are, which connects to the socio-cultural value of movies. The theoretical foundation of cinema analysis via the social lens is the idea that movies or TV shows reflect social constructions, which are framed by the norms, values, and beliefs of a particular culture¹¹. In conclusion, films are an expression of social and cultural history, and they may be utilized to comprehend and value the environment in which they were produced.

Jackie movie is a 2016 biographical drama film that written by Noah Oppenheim, directed by Pablo Larraín and produced by LD Entertainment. The actress of this movie is Natalie Portman as a Jackie, the main character of this movie. This movie portrait about Jackie Kennedy, the first lady of the United States life after her husband, John F Kennedy, the 35th US President got assassination on last 1963 in his road in Texas for the next presidential campaign on the next year, 1964. With duration about 100 minutes, this interesting movie shows about how Jackie relief from his trauma of her lost, how she over the course of the next day that she must confront the unimaginable: consoling their two young children, vacating the home she painstakingly restored, and planning her husband's funeral. Jackie quickly realizes that the next seven days will determine how history will define her husband's legacy and how she herself will be remembered.

¹⁰ "Films as Social and Cultural History" <<https://historymatters.gmu.edu/mse/film/socialhist.html>>.

¹¹ "Film Analysis through the Social Lens – CEDITRAA" <<https://ceditraa.net/film-analysis-through-the-social-lens>>.

This movie was chosen by the researcher as an object because, in addition to being historical and based on a true story, it also offers a lot of moral lessons for the watcher and fascinating language components that may be studied. Characters' facial expressions, body language, tone of voice, and even the mise-en-scène all of this movie contribute to the illocutionary force behind their utterances. This convergence of verbal and non-verbal elements in movies amplifies the significance of illocutionary acts and highlights their role in shaping the narrative and audience interpretation. And this movie also received many awards, such as *Critics' Choice Movie Award for Best Actress* category that won by main character in this movie that cast by Natalie Portman (2016), *Critics' Choice Movie Award for Best Makeup* (2016), *Critics' Choice Movie Award for Best Costume Design* (2016), *Best Screenplay Award* (2016), *Satellite Award for Best Costume Design* (2017), also *BAFTA Award for Best Costume Design* (2017).

The researcher chose Jackie movie as research object because this movie has a historical genre which contain of dialogue lines and show obvious development of movie characters, such as utterance and language. Then, this movie also contains lot of moral value that relate to the *Pancasila* Student Profile – Social Norms in *Merdeka Belajar* Curriculum. This study focus on the analysis of locutionary, illocutionary act that is used by Natalie Portman as a main character (Jackie) in this movie. Therefore, based on explanation above, the researcher conducts a research to investigate the illocutionary act from this movie with the title **“ILLOCUTIONARY ACTS OF THE MAIN CHARACTER IN JACKIE MOVIE BY LD ENTERTAINMENT”**

B. Limitation of the Study

This study primarily examines the various of Illocutionary speech acts Used in *"Jackie"* Movie which will be analysed by using Kent Bach's Theory. The dialogues in the *"Jackie"* movie become the main focuses that researcher going to analyse. After that the researcher going to analyse and explain how the relation between social norm in *Merdeka Belajar Curriculum* and illocutionary utterances by the main character in *"Jackie"* movie

C. Statements of the Problem

1. What types of illocutionary acts are used by the main character in *"Jackie"* Movie by LD Entertainment?
2. What are the relation between illocutionary acts in *"Jackie"* Movie and social norms in *Merdeka Belajar Curriculum*?

D. Objectives of the Study

1. To classify the types of Ilocutionary acts that used by the main character in “*Jackie*” Movie by LD Entertainment
2. To explore the relation between illocutionary acts in “*Jackie*” Movie and social norms in *Merdeka Belajar Curriculum*

E. Significance of the Study

The significance of the study is aimed to the teachers, students and other researchers. Those are :

1. For the teacher

This study is aimed to inspire also as the solution for the teacher to help them in teaching his or her students. Especially for English Second Language (ESL) teacher that maybe have difficulties to explain or to differentiate the meaning of some utterances in language by the kind of speech acts.

2. For the students

This study is aimed to make them have better understanding about what the utterance can be created and has lot of variety so they can differentiate some utterance that they may create in their quotidian more easily, and how the social norm contains on the movie could be impactful in daily life.

3. For the other reserchers

This study can be a secondary data to the other researcher who are interested to conduct study about speech act analysis through book or from movie, so there will be more movies analyzed.

F. Previous Research Studies

Nowadays, conducting a research in movie or film for education is not something new. There are many researchers that conduct a research in movie to observe the pragmatic field such as speech act, even to use it for educational purposes. Here, the researcher finds some relevant researches with their research result.

The first study, conducted by Rani Violeta, a student of the English Education Department, Faculty of Tarbiyah and Teacher Training at the University of Islamic State Raden Intan Lampung (2019), is titled “Speech Acts Analysis of The Main Character in Maleficent Movie Script By Jane McTee.” This research aimed to identify

the categories of speech acts most frequently displayed by Maleficent in the movie script, focusing on locution, illocution, and perlocution acts¹². Illocutionary acts were highlighted as the most crucial due to their connection to the speaker's intentions. Using John R. Searle's concept of illocutionary act categories, the researcher employed a descriptive qualitative approach to describe and analyze the chosen illocutionary acts. The study revealed that Maleficent engaged in various speech acts, including Directives, Representative Expressives, Commissive, and Declaratives.

The second study, conducted by Devi Aprillia Kumala Putri, a student of the English Education Department at the Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo (2021), focused on identifying and describing the varieties of speech acts used by an English teacher in a WhatsApp group chat during classes at SMAN 3 Ponorogo. Using a qualitative research methodology and a descriptive qualitative design, the study involved tenth-grade students during the 2020–2021 school year¹³. Data were collected through documentation, interviews, and observation. The researcher, acting as a non-participant observer in the WhatsApp group, analyzed the types of speech acts used by the teacher through online observation and interviews. Data analysis included data reduction, data display, and conclusion and verification. The findings revealed that the teacher used representational, directing, commissive, and expressive speech acts, but no declarations were found. The teaching and learning process in the WhatsApp group consisted of pre-teaching, while teaching, and post-teaching phases, with various speech acts such as greeting, inviting, asking, complimenting, ordering, advising, congratulating, commanding, apologizing, requesting, thanking, informing, asserting, and praying used throughout.

The third study, conducted by Reza Febiola, a student of the English Education Department at the Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo (2022), was titled “An Analysis of Directive and Expressive Acts in ‘The First Grader’ Movie.” This research focused on how speech acts such as commands, requests, suggestions, apologies, and expressions of feelings facilitated communication¹⁴. Using a library research design and a descriptive qualitative approach, the study analyzed both the movie script and the film to identify and classify

¹² Jane Mctee and Rani Violeta, *Spech Acts Analysis Of The Main Character In Maleficent Movie Script Submitted as a Partial Fulfillment of Requirements for SI-Degree*, 2019.

¹³ Devi Aprillia Kumala Putri, “An Analysis of Speech Acts in Teaching English Through Whatsapp Group Class Chat at SMAN 3 Ponorogo,” 2021.

¹⁴ Reza Febiola, “An Analysis of Directive and Expressive Acts,” June, 2022.

instances of these speech acts. The aim was to enhance the understanding of directive and expressive acts in communication, offering valuable insights for English language teaching, particularly in teaching speech acts. The findings revealed five types of directive acts totaling 119 utterances: commanding (31.93%), requesting (7.56%), asking (42.01%), suggesting (9.25%), and advising (9.25%), with asking being the most prevalent. Additionally, the study identified seven types of expressive acts totaling 53 utterances: thanking (15.09%), apologizing (7.54%), congratulating (9.43%), welcoming (13.20%), greeting (15.09%), complimenting (20.77%), and expressing joy (18.88%), with complimenting and expressing joy being the most frequently used. The study suggested that the use of directive and expressive acts in "The First Grader" movie could serve as a valuable reference for teaching and learning processes.

The last is research of Mochamad Joelfany Alifiansya a student of English Education Department, Faculty of Tarbiyah and Teacher Training State Islamic Institute (IAIN) of Kediri (2023). The study looks into directed speech actions in the film "Turning Red" in order to identify the most common kinds. Data from the film was gathered using a descriptive qualitative methodology, and George Yule's theory guided the analysis¹⁵. The results showed that, as a result of Chinese parenting techniques, command utterances were the most common.

The four studies focus on analyzing speech acts in different contexts, employing similar methodologies and frameworks but differing in their subjects and findings. All of the studies investigate speech acts using a descriptive qualitative approach, with an emphasis on understanding the use of language in communication. Each study relies on speech act theory, drawing particularly from John R. Searle's or George Yule's categorization of speech acts such as directives, expressives, and commissives¹⁶. Moreover, the subject matter ranges from analyzing speech acts in films to educational settings. For instance, Rani Violeta's (2019) study analyzes the speech acts of the character *Maleficent* in the movie script, focusing on the use of locution, illocution, and perlocution acts, and highlighting illocutionary acts as the most significant for conveying the character's intentions¹⁷.

Similarly, Reza Febiola's (2022) research focuses on the movie "The First Grader" but narrows down the analysis to directive and expressive acts, identifying

¹⁵ Mochamad Joelfany Alifiansya, "Pragmatics Analysis on the Types of Directive Speech Acts in Turning Red Movie," 2023.

¹⁶ Searle.

¹⁷ Mctee and Violeta.

"asking" and "complimenting" as the most prevalent forms¹⁸. On the other hand, the study by Devi Aprillia Kumala Putri (2021) shifts the context to the educational setting, analyzing speech acts used by an English teacher in a WhatsApp group during lessons. It identifies various speech acts, including representational, directive, commissive, and expressive acts, but finds no declarative acts in this context¹⁹.

While these studies examine speech acts in narrative and educational contexts, the study by Mochamad Joelfany Alifiansya (2023) introduces a unique cultural dimension by examining directive speech acts in the film *"Turning Red,"* attributing the prevalence of command utterances to Chinese parenting styles²⁰. Despite their shared focus on analyzing speech acts and the common use of qualitative research methods, each study provides distinct insights. The context of the communication, whether it be a character in a film or a teacher interacting with students, plays a crucial role in shaping the findings. Cultural influences, such as the parenting styles highlighted in Alifiansya's study, further differentiate these analyses. Thus, while united by their methodological approach, these studies offer diverse perspectives on how speech acts function in both fictional narratives and real-world communication settings.

G. Research Method

1. Research Approach

Analyzing many acts in illocutionary speech acts is the goal of this study. Descriptive-qualitative research was then employed by the researcher as the methodology. Given that it examined language occurrences in the film and noted speech expressions written on the Jackie movie that needed to be evaluated in light of the writer's biography, could be said the research is both descriptive and qualitative. The descriptive qualitative design does not intend to find a new theory but to find a shred of new evidence to prove the theory²¹. Qualitative research is the methodology that the researcher is interested in the process, meaning, and understanding gained through words or pictures, as the purpose using of qualitative research which to

¹⁸ Febiola.

¹⁹ Putri.

²⁰ Mochamad Joelfany Alifiansya.

²¹ John W. Creswell and J. David Creswell, *Mixed Methods Procedures, Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018.

understand something, specifically, not always looking for the cause and effect, and to deepen comprehension about something studied.

Then, in the context of descriptive research, its aim is to meticulously analyze illocutionary acts performed by the main character in the movie "*Jackie*." By delving into various academic texts, articles, and previous studies, researchers can compile a comprehensive understanding of how these speech acts function and their implications within the narrative. The objective is to describe and interpret the linguistic and pragmatic elements of the character's utterances, providing a detailed and informed perspective on their communicative intent and impact.

Rationally, researcher used the mixed between descriptive-qualitative method because it attempts to describe the linguistic phenomena found in the movie. It focused on the utterances of illocutionary act spoken by the main character in "*Jackie*" movie.

Furthermore, the utterances were analysed descriptively to be described and explained in detail phenomena based on speech theory, then linked in to the social norms as one of point in *Merdeka Belajar Curriculum*.

2. Data Source

In qualitative research, sources of data are assumed to be homogeneous, having to vary. As a result, the reliable source of information comes from carefully chosen sources rather than the representation of various source groups. based on certain criteria to find the most authoritative one.

a. Primary data Source

The primary data source of this study were taken from the movie also the movie script of — "*Jackie*" by LD Entertainment. The movie was released on 9 December 2016 in America. The movie was downloaded in *layarkaca21.com* and the script was downloaded in *cinfile.biz*

b. Secondary Data Source

The secondary data sources were books, essays, articles and internet related to Jackie movie. The books that used are Kent Bach's entitled Linguistic Communication and Speech act, then Social Norms book by Emile Durkheim, also book by *Kementrian Pendidikan dan Kebudayaan (Kemendikbud)* about *Pancasila* Student Profile.

3. Technique of Data Collection

The collection of data is an essential and crucial stage in any study since the primary objective of the research is to acquire the necessary data. Without a proper

understanding of data collection techniques, researchers may not obtain data that adheres to the specified standards. In qualitative research, data collection processes are conducted within the natural environment, utilizing primary data sources and employing techniques such as participant observation, in-depth interviews, and documentation.

From the previous explanation, the researcher employed the technique of documentation to gather the necessary data. This approach was chosen due to the focus of the research, which revolved around analyzing the movie script of “*Jackie*”. The data in this study pertained to the various type of Illocutionary acts present within the script of the Jackie Movie.

The following steps were undertaken :

1. Selecting one movie to be analyzed, which is *Jackie* Movie
2. Finding and downloading the movie from Google, by the source *Layarkaca21.com*
3. Searching the synopsis of the selected movie, by the source *cinfile.biz*
4. Finding and Downloading the movie script on *cinfile.biz*
5. Preparing the references and theory from linguists to facilitate the analysis of illocutionary acts.
6. Skimming the dialogues present in the script.

4. Technique of Data Analysis

In this study, the researcher employs content analysis as a method to examine and analyze the data. Content analysis is among the various research methods utilized for analyzing textual data. It is characterized as a research approach that involves the subjective interpretation of the content within text data, accomplished through a systematic process of classifying, coding, and identifying themes or patterns²².

Qualitative content analysis in research centers on the attributes of language as a means of communication, emphasizing the content and contextual meaning of the text. These categories can capture both explicit and implied forms of communication.

The objective of content analysis is to enhance knowledge and comprehension of the phenomenon being studied. In conducting this research, the researcher provide some ways to analyze the data as follows²³ :

²² Klaus Krippendorf, “Methodology, Content Analysis: An Introduction to Its,” *International Encyclopedia of Communication*, 2013.

²³ Creswell and Creswell.

1. Watching and understanding **“Jackie”** movie Finding the data in the form of conversational fragments of the main character containing social character value from **“Jackie”** movie.
2. Reading in-depth and comprehensively the script of **“Jackie”** Movie
3. Collecting the utterances uttered by the main character based on the kind of Illocutinary speech act.
4. Marking the collected data by categorizing the illocutionary acts through coding. Because the types of illocutionary acts have many sub-types, each type of illocutionary act is assigned a code as follows: Types (Sub-types). For example :
 - a) Constative acts has one of sub-type, namely Assertive. So the coding is “Constative (Assertive).”
 - b) Directive acts has one of sub-type, namely Requestive. So the coding is “Directive (Requestive)”
 - c) Commissive acts has one of sub-type, namely Promises. So the coding is “Commissive (Promises)”
 - d) Acknowledgement acts has one of sub-type, namely Apologize. So the coding is “Acknowledgement (Apologize)”
5. Describing the conversational fragments of the main characters based on Illocutionary speech act.
6. Marking the collected data by categorizing the social norms through the coding as follow : expression - sub-types of illocutionary acts - type of social norms.
7. Examine the relation between illocutionary acts by the main character on **“Jackie”** movie with point of Social norms in *Merdeka Belajar Curriculum*.
8. Giving conclusion related to the researcher’s finding.

H. Organization of The Thesis

The research thesis is structured as follows :

- Chapter I** : Introduction's Chapter provides an overall overview of the thesis, encompassing the fundamental elements of the entire content. It includes a background of the study, statement of the problems, research objectives, significance of the study, previous research findings, research methodology, and the overall organization of the thesis.
- Chapter II** : Literature review's chapter serves as a foundation for the research and explores relevant theories and concepts related to the study. It encompasses theories such as speech act theory, illocutionary 's theory, *Pancasila Student Profile (P5)*'s theory, synopsis of movie also *Merdeka Curriculum*'s theory that specifically focuses on the "**Jackie**" movie.
- Chapter III** : Data analysis's chapter involves the presentation of the analyzed data, specifically focusing on the types of Illocutionary acts by the main character in "**Jackie**" movie based on Kent Bach's Theory.
- Chapter IV** : This chapter explained the relation between illocutionary acts by the main character utterances in "**Jackie**" Movie and social norms in *Merdeka Belajar Curriculum*.
- Chapter IV** : Conclusion's chapter comprises the final section of the thesis, encompassing the overall conclusions drawn from the study as well as any recommendations. Its purpose is to facilitate readers in grasping the essence of the thesis more easily.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speech Acts

Language is an inseparable part of people daily lives. It refers to a device used to convey a message, and communicate ideas, opinions, and thoughts. There are times when we need to be completely understood by the language.

Speech acts is a part of pragmatic. Speech acts refer to the actions performed by speakers when they use language in specific social contexts. Speech acts can include a wide range of communicative actions, such as making promises, issuing commands, asking questions, making statements, and expressing emotions.

In sociolinguistics, speech acts are studied to understand how language is used to convey social meaning and to create social relationships. For example, the way that a speaker issues a command can reflect their social status or the relationship between the speaker and the listener. Similarly, the way that a speaker makes a promise can indicate their level of commitment and trustworthiness.

According to J. R. Searle, a language is performing speech acts such as making requests, statements, making comments, and so on. According to Searle, language is a system of sounds and words that humans use to communicate their thoughts and feelings²⁴. The language will only serve its purpose if people use it, and the process must be settled in a social context.

Sociolinguistic studies of speech acts often focus on the ways that different social groups use language to perform certain speech acts, and how these performances reflect or reinforce social power dynamics. For example, studies of gender and language have looked at the ways that men and women perform speech acts differently, and how these differences reflect or reinforce gender inequalities in society.

1. Locution

²⁴ Searle.

A locutionary act is the literal or semantic meaning of an utterance. Yule defined locutionary act as the fundamental act of making an utterance or producing a meaningful linguistic expression²⁵. Furthermore, Levinson stated in his book that a locutionary act is the utterance of a sentence with a specific sense and reference²⁶. It is possible to conclude that the locutionary act is the original meaning of the sentence without context influences, implying that context has no connection between the meaning and where/when the utterance is stated. For example, if I say, "*I eat Pecel*," the literal meaning is "*I eat Pecel*."

2. Illocution

Illocution is what the speaker is doing by saying those words: commanding, offering, promising, threatening, thanking, and so on²⁷. It means that when we say utterance, it is an interpretation of what action is contained within it. Then Yule suggested that we create an utterance with a specific function in mind. It means that for every utterance made by the speaker, an action is taken. Another definition is to make a statement, offer, or promise.

Alternatively, based on the context, we can conclude that the definition of illocutionary act is what the speaker meant. For example, I want it to interpret what the speaker intends for the hearer to know the context.

The four main classifications in Kent Bach's theory divided into: the two are effectives and verdictives, which function as conventional; the other are constatives, directions, commissives, and acknowledgments²⁸.

a. Constatives

Constative is an act of speech where the speaker expresses a belief and intends or desires the hearer to have or form a similar belief. To be more specific, a constative involves expressing a belief along with the intention that the listener adopts the same belief. Various types of constatives include assertives, predictives, retrodictives, descriptives, ascriptives, informatives, confirmatives, concessives, retractives,

²⁵ Austin.

²⁶ Stephen C. Levinson.

²⁷ Ibid

²⁸ Kent Bach and Robert M Harnish, "Linguistic Communication and Speech Acts", 2017.

assertives, dissentives, disputatives, responsivenesses, suggestives, and suppositives.

1) Assertives

When it comes to speech actions, forceful acts are essential. When a speaker makes an assertion, they are committing to the proposition's truth above all else. These are known as assertive illocutionary acts. Bach claims that the speaker's genuine conviction in the veracity of the argument being made is what makes an assertive action fundamental²⁹. These behaviors involve a sincere commitment to the statement's veracity, going beyond simple information sharing. The truth conditions—that is, the situations in which a claim would be deemed true—are a crucial concept Bach highlights in relation to forceful behaviors. Or the simply is, assertives is a sentence that expressing a belief based on evidence or personal experience. Example “*I think it's going to rain*” that means the situation happened by the speaker, “*Oxygen is necessary for human respiration*” that means a scientific fact about the importance of oxygen in the process of human breathing, “*Indonesian declare their Independence was on August 17, 1945*” that means historical information, with the speaker expressing confidence in the accuracy of the stated date for the adoption of the Declaration of Independence.

2) Predictives

According to Bach's theory, in predictive phrases, the speaker projects an anticipation or prediction rather than necessarily committing to the proposition's truth at that moment. Take the statement, “*Tomorrow will be difficult than today*” for example.

The speaker in this instance is speculating about the future rather than reiterating a truth. The theory proposed by Bach recognizes that predictive illocutionary acts entail a distinct type of commitment, which is associated with the probability or anticipation of an event taking place.

A temporal component is added to the illocutionary act when the focus changes from stating current facts to expressing a speaker's expectation of future situations. The sophisticated viewpoint of anticipatory sentences is

²⁹ Kent Bach, “Conversational Implicature,” 2, 1994.

consistent with Bach's more comprehensive examination of speech acts and their pragmatic consequences in communication.

3) Retrodictives

A retrodictive illocutionary act emphasizes the speaker's perspective on events that were still undetermined from their vantage point in the past by projecting foresight into a period before the speech. An example of a retrodictive act would be a statement such as "*He believed she would have excelled in her studies,*" in which the speaker communicates belief or expectation about a prior event.

The temporal flexibility that speakers can use language to express expectations about the past as well as to describe historical events is recognized by Bach's framework, which enhances our comprehension of illocutionary acts and the complex ways in which language traverses various temporal contexts within the larger context of communication³⁰.

4) Descriptives

In descriptive theory, the emphasis is on conveying information without necessarily committing to the truth of the proposition. Unlike assertive acts, which involve a clear commitment to the truth, descriptive acts may offer depictions or reports without insisting on their accuracy. For instance, a sentence like "*The house is painted blue*" is descriptive; it offers information about the color of the house without explicitly claiming it as an irrefutable fact.

5) Ascriptives

In an ascriptive illocutionary act, the speaker describes or assigns attributes to a subject without making a definitive commitment to the accuracy of the statement. Unlike assertive acts that involve a straightforward assertion of facts, ascriptive acts allow for a more subjective and interpretative expression. For instance, a sentence like "*She is considered an expert in the field*" is ascriptive; it attributes a certain status to the person mentioned without mandating an absolute acceptance of the characterization.

³⁰ Bach, "Conversational Implicature."

Bach's framework recognizes the nuanced nature of ascriptive illocutionary acts, where speakers can communicate subjective evaluations or opinions without rigidly binding themselves to objective truth claims.

6) Informatives

The primary intention is to provide information, often characterized by a focus on clarity, accuracy, and the communication of facts is the purpose of informatives acts. For instance, a sentence like *"The meeting is scheduled for 3 PM"* serves as an informative act, delivering a specific detail without necessarily involving the speaker's personal stance on the matter.

7) Confirmatives

While the speaker is not presenting new information but rather prompting agreement or acknowledgment from the listener regarding a statement or belief, that's kind of confirmatives acts. For example, a sentence like *"You understand the instructions, right?"* it aims to elicit confirmation from the listener about their comprehension.

8) Concessives

Situation where the speaker recognizes the validity of an opposing viewpoint or presents an admission that might seem contrary to their main argument, that's kind of concessive acts. For instance, a sentence like *"Although it's expensive, the quality is exceptional"* is concessive, as the speaker acknowledges the high cost while still asserting the exceptional quality.

9) Retractives

Retractive sentences constitute a category of speech acts where the speaker takes back, withdraws, or corrects a previously made statement. In this acts, the speaker indicates a change in commitment or an acknowledgment that the initial assertion was inaccurate or incomplete.

For example, a sentence like *"I previously said the meeting was at 3 PM, but I was mistaken; it's actually at 4 PM"* is called retractive, as the speaker is correcting an earlier statement.

10) Assentives

In an assentive illocutionary acts, the speaker indicates expresses agreement or concurrence with a given proposition where alignment with a statement, opinion, or belief. For example, a sentence like *"I agree that the project deadline should be extended"* is assentive, as the speaker is endorsing the proposition that the project deadline requires an extension.

11) Dissentives

In dissentive , the speaker communicates a divergence of opinion, asserting an opposing stance or rejecting a given statement by expresses disagreement or dissent with a particular proposition. For instance, a sentence like *"I disagree that the new policy will be beneficial"* means that the speaker is explicitly expressing disagreement regarding the perceived benefits of a policy.

12) Disputatives

Where the speaker engages in argumentation or challenges a given proposition, it's called disputatives. In this situation, the speaker not only expresses disagreement but actively questions or contests a particular claim or viewpoint. Take a sentence for example, sounds like *"I dispute the assertion that the new strategy will lead to increased productivity"* means that the speaker is not merely dissenting but is explicitly challenging the stated belief in the efficacy of a new strategy.

13) Responsives

Kent Bach's illocutionary theory encompasses diverse speech acts, including responsives, where the speaker directly responds to a preceding utterance. In a responsives, the speaker reacts to or acknowledges a statement, question, or directive made by another participant in the conversation. For example *"Yes, I'll attend the meeting"* it means a directly answers a preceding inquiry about attendance.

14) Suggestives

Suggestive is kind of sentence where the speaker implies or hints at a course of action or a particular idea without explicitly stating it. According to

Bach, the speaker conveys a proposition indirectly, leaving room for interpretation by the listener³¹. For instance, a sentence like *"It might be a good idea to reconsider the proposal"* means the speaker hints at the notion of reconsideration without directly commanding it.

15) Suppositives

Suppositive sentences constitute a category of speech acts where the speaker assumes or posits a certain proposition for the sake of argument or discussion. In this kind of sentence, the speaker is not necessarily asserting the truth of the proposition but is temporarily adopting it as a premise. For example, a sentence like *"Let's suppose that the project deadline can be extended"* it sounds that the speaker is proposing a hypothetical scenario without firmly committing to the reality of the extension.

b. Directives

Bach stated that directives are speech acts expressing the speaker's attitude toward some prospective actions by the listener and his intention for his statement or the attitude expressed to be considered as a reason for the listener's actions³². Directives express the speaker's attitude toward some prospective actions by the listener or interlocutor. Here are six types of speech acts in the directive category: requestives, questions, requirements, prohibitives, permissives, and advisories.

1) Requestives

In a requestive illocutionary act according to Bach, the speaker communicates a desire or need for the listener to perform a certain action, with an implicit understanding that compliance is voluntary. For instance, a sentence like *"Could you please send me the report?"* show that the speaker is politely asking for the listener's cooperation.

Unlike assertive acts that present facts or informatives that aim to convey information, requestives involve a more direct interaction, relying on

³¹ Bach and Harnish.

³² Bach and Harnish.

the listener's willingness to fulfill the speaker's request within the broader context of illocutionary theory.

2) Questions

As people know, question sentences assume a pivotal role as speech acts designed to elicit information, clarification, or engagement from the listener. In Bach's theory, the speaker employs interrogative structures to prompt a response or initiate a dialogue. For instance, a sentence like *"What are your thoughts on the new project proposal?"* is interrogative and serves as a question act, inviting the listener to share their perspective.

3) Requirements

In a requirement illocutionary act, the speaker communicates a command, obligation, or necessity, signaling an anticipated compliance by the listener. For example, a sentence like *"Please submit your report by Friday"* sounds the speaker is expressed an expectation for the listener to adhere to a deadline.

4) Prohibitives

Prohibitives, within Bach's framework, go beyond mere assertions or requests; the sentences involve the speaker explicitly forbidding an activity or behavior. For example, a sentence like *"You shall not disclose confidential information"* is prohibitive, conveying a clear restriction on the listener's actions. Bach's theory recognizes the authoritative nature of prohibitive illocutionary acts, emphasizing the speaker's intention to establish a normative boundary.

5) Permissives

In the framework proposed by Bach, permissives distinguish the sentences from other illocutionary acts by explicitly endorsing or authorizing a particular behavior. For instance, a sentence like *"You may leave the meeting early if you need to"* is permissive, signaling the speaker's willingness to grant permission for an early departure.

6) Advisories

Based on Bach's framework, advisories stand distinct from mere assertive acts by emphasizing the speaker's intention to influence the listener's actions or decisions. For example, a sentence like *"I recommend that you review the power point before the meeting"* is advisory, conveying the speaker's counsel rather than straightforward information, shows the guidance, suggestions, or recommendations to the listener.

c. Commissives

Commissives were acts of obligating oneself or of proposing to obligate oneself to do something specified in the propositional content. It means that commissives are speech acts that express the speaker's intention and belief that their statement obligates them to do something (possibly under certain conditions). Commissives involve the speaker committing oneself or proposing to commit oneself to perform something specified in the propositional content, which may also specify the conditions under which the act should or should not be done. Bach distinguished two main types of commissives, namely promises and offers.

1) Promises

In Bach's framework, promises go beyond mere assertive acts by introducing a commitment to a specific future state. For instance, a sentence like *"I will complete the project by the deadline"* is promissory, signaling the speaker's pledge to fulfill a particular obligation. Bach's theory recognizes the performative aspect of promises, where the utterance itself brings about an obligation or commitment.

2) Offers

Offers diverge from simple assertive acts by introducing a commitment or proposal of assistance. For instance, a sentence like *"I can help you with your project"* is offer-like, signaling the speaker's willingness to provide aid. Bach's theory recognizes the cooperative and interactive nature of offer illocutionary acts, highlighting the speaker's intention to contribute to the listener's needs or preferences.

d. Acknowledgements

Acknowledgements, or also known as speech acts of acknowledgment, expressed feelings about the listener or interlocutor, in cases where the speech was clearly perfunctory or formal. The speaker or utterer's intention was for their speech to meet social expectations in expressing certain feelings, and their belief that it was true. Since these speech acts were expected only on specific occasions, they were often issued not so much to genuinely express feelings but to satisfy social expectations that such feelings were expressed. The types in the category according to Bach were apologize, condole, congratulate, greet, thank, bid, accept, and reject.

1) Apologize

In the framework of Kent Bach's illocutionary theory, sentences expressing apologies exemplify a distinct category of illocutionary acts associated with acknowledgment. That acts go beyond a mere assertion of facts, delving into the realm of recognizing one's responsibility and expressing regret for any harm caused.

An apology, as a form of illocutionary act, involves an acknowledgment of a mistake, an admission of wrongdoing, and often a commitment to rectify the situation. For instance, a sentence like "*I acknowledge my error in the report, and I apologize for any confusion it may have caused*" not only acknowledges the mistake but also serves as a performative act of apology.

2) Condole

These acts extend beyond the straightforward assertion of facts, embodying a recognition of another person's suffering or loss. A sentence like "*I offer my heartfelt condolences for your loss*" not only acknowledges the bereavement but also serves as a performative act of expressing sympathy and understanding.

3) Congratulate

Bach's theory further nuances the classification of exercitives based on the speaker's commitment and degree of certainty. In the case of congratulations, the level of commitment varies. A sincere "Congratulations!" uttered with genuine enthusiasm implies a stronger emotional connection and commitment than a more casual "Congrats" said in passing. Similarly, the degree of certainty can differ. If the speaker witnessed the recipient's achievement firsthand, their congratulations carry a higher degree of certainty than if they were congratulating based on hearsay. The example "*Congratulations on your engagement! Wishing you a lifetime filled with love and happiness*".

Here, the speaker is not merely conveying information but is actively engaging in an acknowledgment-based illocutionary act related to a significant life event – an engagement. The phrase "Congratulations on your engagement" serves as a performative expression, signifying the speaker's recognition and celebration of the listener's romantic milestone.

4) Greet

When someone says, "*Hello, how are you?*" or "*Good morning,*" they are not only initiating a conversation but also engaging in a social acknowledgment of the other person's presence.

The act of greeting goes beyond conveying information and involves recognizing the other person, expressing goodwill, and establishing a connection.

5) Thank

In Kent Bach's illocutionary theory, expressing gratitude through a "*thank you*" sentence is a quintessential acknowledgment-based illocutionary act. For instance, when people says, "*Thank you for your help,*" they are not merely providing information but actively engaging in an acknowledgment that recognizes and appreciates the assistance of another person.

6) Bid

When people says, "*I bid you farewell*" or "*Bid him welcome,*" was not just conveying information but actively engaging in an acknowledgment

that recognizes a departure or arrival. In these instances, the bid serves as a performative utterance, signifying the speaker's intention to convey a specific social action or expectation.

7) Accept

When people utters a phrase like "*I accept your proposal*" or "*I accept your invitation,*" they are actively engaging in a form of acknowledgment that goes beyond the mere provision of information. In these instances, the act of acceptance serves as a performative utterance, signifying the speaker's acknowledgment and affirmation of a given proposal or invitation.

8) Reject

Rejection sentence represents a distinctive form of acknowledgment-based illocutionary act. When people says, "*I must reject your proposal*" or "*I'm sorry, but I must reject the offer,*" it engaged by the form of acknowledgment that extends beyond simple information transmission. The act of rejection serves as a performative utterance, signifying the speaker's acknowledgment and explicit denial of a particular proposal or offer.

3. Perlocution

This is the actual result of the locution. The following is a list of possible topics for discussion. That is concerned with the impact of an utterance on the listener. According to Levinson's book, a perlocutionary act is the effect on an audience by uttering a sentence. It denotes how the audience feels after saying a sentence. The perlocutionary effect, or what is done by uttering the words, is the effect on the hearer, or the hearer's reaction³³.

It means that the speaker expects the listener to recognize the effect through the speaker's utterance. It is possible to conclude that the perlocutionary act is the effect or reaction of the utterance through the addressee's feeling following the speaker's utterance or illocutionary force. For example, *here's your coffee*; this utterance would make the hearer happy; on the other hand, *your father died*; this utterance would make the hearer

³³ Austin.

unhappy. It is also critical to understand the context relationship when determining and describing the perlocutionary act, because different contexts will result in different interpretations.

B. The Role of Illocutionary Acts in Hold Values and Character Development

Illocutionary acts in movies play a pivotal role in shaping values and character development, serving as the driving force behind the narrative and emotional engagement of students. As stated in Kent Bach's theory, illocutionary acts are categorized into big four segments of utterance : constatives, directives, commissives, and acknowledgments, each segments contributing uniquely to the storytelling process³⁴.

Constatives, which involve stating facts or asserting beliefs, help in establishing the characters' worldviews and backgrounds. Directives, which include commands or requests, drive the plot forward by influencing characters' actions and decisions. Then commissives, involving promises or commitments, reveal characters' intentions and moral compasses, often highlighting their development over the course of the film. Lastly, acknowledgments, such as apologies or expressions of gratitude, facilitate relational dynamics and character interactions, thereby deepening the audience's understanding of interpersonal connections and conflicts.

Through the used of illocutionary acts, of course the house movie production could subtly and effectively convey underlying values and facilitate the evolution of characters, enriching the viewers' experience and emotional investment in the story.

C. Sociology and Social Norm

Sociology, put simply, is the scientific study of society and human social interactions. It delves into the structures, institutions, and dynamics that shape our lives within the broader social context. At its core, sociology seeks to unravel the intricate web of relationships that bind individuals together and explore how these connections influence behavior, beliefs, and identities. One of its fundamental elements is social institutions, which encompass the various organized systems that govern human activity, such as family, education,

³⁴ Bach, "Speech Acts and Pragmatics."

religion, and government. These institutions provide the framework within which individuals interact and navigate their social worlds, shaping norms, values, and roles in the process³⁵.

Another crucial aspect of sociology is social stratification, the hierarchical arrangement of individuals and groups within society based on factors like class, race, gender, and ethnicity. Social stratification influences access to resources, opportunities, and power, creating disparities in wealth, status, and privilege. By examining the mechanisms of social stratification, sociologists aim to uncover the underlying dynamics of inequality and explore pathways toward greater social justice and equity. Then, sociology delves into the process of socialization, whereby individuals internalize societal norms, values, and roles through interaction with family, peers, media, and other social agents. Socialization molds individuals' identities and shapes their worldview, influencing behavior and beliefs throughout the life course.

Then, Social norms is a kind of sociology that serve several important functions within society, providing a sense of order, predictability, and cohesion. Social norms help regulate behavior by providing guidelines for appropriate conduct, reducing uncertainty and ambiguity in social interactions³⁶. For instance, knowing the norms of etiquette and politeness enables individuals to navigate social situations with confidence and ease. Moreover, social norms facilitate cooperation and coordination among members of a community, fostering trust and mutual respect. By adhering to shared norms and expectations, individuals signal their commitment to the collective well-being and reinforce social bonds.

Social norms can be broken down into several components that help define and regulate behavior within society. These components include :

- a) **Religious Norms** : Religious norms are rules or guidelines derived from the teachings and beliefs of a particular religion. They govern various aspects of individual and communal behavior based on religious doctrines and principles. For example, in Islam, the norm of fasting

³⁵ Giddens.

³⁶ Emile Durkheim, *The Rules of Sociological Method, Social Theory Re-Wired: New Connections to Classical and Contemporary Perspectives: Second Edition*, 2016.

during Ramadan is observed by adherents as a religious obligation and a demonstration of piety.

- b) **Legal Norms** : Legal norms are rules established by governmental authorities or legal institutions to regulate conduct and maintain social order. The norm is enforced through legal sanctions and penalties for non-compliance³⁷. For instance, traffic laws dictate rules for driving behavior on public roads, with violations subject to fines or legal consequences.
- c) **Ethical Norms** : Ethical norms encompass principles of morality, virtue, and integrity that guide individual conduct and decision-making³⁸. The norm based on societal values and norms of right and wrong, independent of legal requirements. For example, the norm of honesty dictates that individuals should be truthful and transparent in their dealings with others, even when not legally mandated.
- d) **Etiquette Norms** : Etiquette norms are rules of conduct governing social behavior, manners, and decorum in interpersonal interactions. This norm is dictate appropriate behavior in social settings and define standards of politeness, respect, and courtesy. For instance, the norm of shaking hands as a form of greeting is a common practice in many cultures to express goodwill and establish rapport.

Each type of social norm plays a crucial role in regulating behavior, maintaining social cohesion, and promoting ethical conduct within society. While religious norms guide spiritual practices and moral beliefs, legal norms enforce compliance with laws and regulations. Ethical norms foster integrity and moral responsibility, while etiquette norms govern social interactions and promote civility and respect. Together, these norms contribute to the establishment of norms and values that govern human behavior and facilitate social order and harmony.

D. Merdeka Belajar Curriculum

The Merdeka Belajar curriculum, introduced in Indonesia, marks a significant departure from traditional educational frameworks, aiming to empower students with greater autonomy and flexibility in their learning journey. This innovative approach emphasizes learner-centered education,

³⁷ D J Black, *The Behavior of Law* (Academic Press, 1976).

³⁸ Lawrence C Becker and Charlotte B Becker, *Encyclopedia of Ethics*, Routledge, 2016.

shifting the focus from teacher-led instruction to student-driven exploration and discovery. Through a combination of project-based learning, competency-based assessment, and interdisciplinary studies, the *Merdeka Belajar curriculum* seeks to nurture critical thinking, creativity, and problem-solving skills among students³⁹. By providing opportunities for personalized learning experiences tailored to individual interests, abilities, and aspirations, the curriculum aims to cultivate lifelong learners who are equipped to thrive in the complexities of the 21st century.

Central to the *Merdeka Belajar curriculum* is the principle of inclusivity, which seeks to ensure equal access to quality education for all students, regardless of their background or circumstances. Recognizing the diverse needs and talents of learners, the curriculum promotes flexibility in learning pathways and assessment methods, accommodating various learning styles and preferences. Moreover, the curriculum emphasizes the importance of fostering a supportive and inclusive learning environment where every student feels valued, respected, and empowered to succeed. Prioritizing diversity, equity, and inclusion, the *Merdeka Belajar curriculum* aims to address systemic barriers to education and promote social cohesion and solidarity within Indonesian society⁴⁰.

E. Pancasila Student Profile

Indonesia's Vision 2045 aims for the nation to become sovereign, advanced, just, and prosperous. To realize this vision, it is essential to develop skilled human resources, excel in science and technology, maintain independence, and enhance national dignity. The Ministry of Education and Culture (*Kemendikbud*), led by Minister Nadiem Makarim, has introduced "*Freedom to Learn*" as the central theme for a series of educational policies to support this human development pillar.

Merdeka Learning draws inspiration from Ki Hadjar Dewantara, Indonesia's Father of Education, who emphasized that true independence in education goes beyond mere freedom.⁴¹

³⁹ Kementerian Pendidikan Republik Indonesia.

⁴⁰ "Education for Sustainable Development Goals: Learning Objectives | UNESCO".

⁴¹ S Nuraini, "The Analysis Of Illocutionary Acts In Paddington Movie And Their Impacts In Building Pancasila Student Profile," 2023.

The Pancasila Student Profile is an initiative by *Kemendikbud* designed to cultivate a generation that understands and cherishes Pancasila—the foundational ideology of Indonesia. This program spans all school levels, from elementary to secondary, aiming to develop student characteristics such as integrity, responsibility, tolerance, and respect for diversity. Implementation involves activities like character building, creativity enhancement, religious education, social skills development, and engagement with Indonesian history and culture. The goal is to foster young individuals who uphold Pancasila values in their daily lives.

For the Pancasila Student Profile to be effective, it must be easily understood and remembered by all stakeholders, including educators and students. While national education goals are outlined in the National Education System Law, a unified and clear vision is necessary for successful implementation. Additionally, educational objectives should be supported by meaningful teaching strategies.

The Pancasila Student Profile encompasses six key dimensions, such as faith in God and noble manners,⁴². Then global diversity which promotes appreciation and respect for Indonesia's diverse cultures, languages, religions, and social groups.

The next is working together which encourages collaboration, teamwork, and mutual support in achieving common goals. The next one is being creative: fosters original thinking, problem-solving, and innovation. Having Critical Reasoning which means students could develops analytical thinking, logical reasoning, and the ability to evaluate information objectively. Also independent which encourages self-reliance, personal responsibility, and continuous self-development.

Each dimension includes specific elements and examples of how verbal communication can reinforce these values in educational settings.

F. Social Norms and *Pancasila Student Profile* in *Merdeka Belajar Curriculum*

The *Pancasila Student Profile* aligns deeply with various social norms, including religious, legal, ethical, and etiquette norms, each playing a vital role in

⁴² Kementerian Pendidikan dan Kebudayaan Indonesia Tim Penyusun, “Kajian Pengembangan Profil Pelajar Pancasila Edisi 1,” 2020.

shaping students' character in accordance with the core principles of *Pancasila*, Indonesia's philosophical foundation. Religious norms guide behavior based on spiritual and moral teachings, and these norms are reflected in the *Pancasila Student Profile's* emphasis on students being faithful and spiritually aware (*Beriman, Bertakwa kepada Tuhan YME, dan Berakhlak Mulia*). This encourages respect for diverse religious beliefs, a strong moral compass, and the integration of spiritual values into everyday actions.

Similarly, legal norms, which govern acceptable behavior through laws and regulations, find their place in the profile's focus on global citizenship (*Berkebinekaan Global*) and independence (*Mandiri*). By teaching students to respect and follow laws, the *Pancasila Student Profile* fosters responsible citizenship, understanding of rights and duties, and a commitment to justice and peace, thereby contributing to societal harmony.

Ethical norms, which provide broader moral guidance beyond legal requirements by promoting values like fairness, honesty, and integrity, are strongly reflected in the *Pancasila Student Profile's* focus on critical reasoning (*Bernalar Kritis*) and integrity (*Berintegritas*). Students are encouraged to make ethical decisions that are just and fair, shaping them into conscientious individuals who act with moral responsibility in all areas of life.

Lastly, etiquette norms, which focus on social rules regarding politeness and manners, are embodied in the profile's promotion of collaboration and mutual respect (*Gotong Royong*). By understanding and practicing good manners and cultural etiquette, students learn to build and maintain positive interpersonal relationships, enhancing their empathy and social intelligence. Together, these social norms—religious, legal, ethical, and etiquette—shape a holistic *Pancasila student*, one who is not only intellectually capable but also morally grounded and socially responsible, thus preparing them to contribute positively to their community, nation, and the world.⁴³

G. Synopsis of Jackie Movie

The film "*Jackie*" is a 2016 biographical drama directed by Pablo Larraín, with Natalie Portman playing the main character, Jackie Kennedy. Set in the aftermath of the assassination of her husband, President John F. Kennedy, the

⁴³ Jonathan H. Turner and Jan E. Stets, "The Sociology of Emotions," *The Sociology of Emotions*, 2005.

movie provides a portrait of Jackie Kennedy, the First Lady of the United States.

The story unfolds as Jackie, a week after JFK's assassination, grants an interview to a journalist, detailing her experiences and emotions. Through flashbacks, viewers witness crucial moments, such as Jackie's tour of the White House for CBS and the tragic events surrounding JFK's death in Dallas. The narrative explores Jackie's grief, the challenges she faces in handling the aftermath, and her determination to preserve her husband's legacy.

The film reaches its climax when Jackie, in a powerful and emotional scene, describes the graphic details of JFK's assassination and its impact on her. The story delves into her struggle with loss, coping with the public's expectations, and navigating political complexities, including her interactions with figures like Lyndon Johnson and Bobby Kennedy.

Then, As the narrative unfolds, Jackie decides on the details of JFK's funeral procession, showcasing her resilience and determination. The film concludes with Jackie reflecting on her experiences, discussing her life after the White House, and revealing her complex emotions. The final scenes depict the lasting impact of JFK's presidency and Jackie's enduring influence on public perception.

H. About LD Entertainment

LD Entertainment is a reputable and well-established movie production and distribution company with a rich history that dates back to its founding. The company's journey into the world of entertainment began with a vision to create compelling and impactful cinematic experiences. LD Entertainment's origins can be traced to its commitment to producing movie that not only entertain but also resonate with audiences on a deeper level.

Founded by Mickey Liddell in 2007, LD Entertainment has steadily grown and evolved over the years. Mickey Liddell's passion for storytelling and his dedication to bringing meaningful narratives to the screen have been the driving force behind the company's success. Under his leadership, LD Entertainment has become a key player in the movie industry, known for its ability to produce a wide variety of movie, ranging from emotionally charged dramas to thought-provoking historical pieces.

Throughout its history, LD Entertainment has consistently delivered a diverse array of cinematic experiences. The company's portfolio of movie reflects its dedication to both artistic expression and commercial viability, exemplified by projects like *"Jackie,"* a biographical drama, *"Megan Leavey,"* a heartwarming true story, and *"The Zookeeper's Wife,"* a historical drama. This versatility in storytelling has allowed LD Entertainment to appeal to a broad spectrum of audiences and contribute to the rich tapestry of cinema.

Beyond their role as film producers, LD Entertainment has also made a significant impact in the distribution of movie, helping emerging and established filmmakers bring their visions to the big screen. This aspect of their work underscores their commitment to supporting the art of filmmaking and nurturing talent within the industry.

LD Entertainment had firmly established itself as a respected and influential company in the world of filmmaking, and their commitment to producing and distributing quality cinema continued to shape the landscape of entertainment. The company's history is a testament to the power of storytelling and the enduring legacy of a passionate commitment to cinematic excellence. It is likely that LD Entertainment's journey has continued to evolve, expanding its influence and leaving an indelible mark on the world of movie.



CHAPTER III

THE TYPE OF ILLOCUTIONARY ACTS IN “*JACKIE*” MOVIE

A. Data Display and Discussion

1. Constative

A constative speech is an act that involves expressing a belief along with the intention that the listener adopts the same belief. The example of constative speech acts include factual statement (Confirmative), make an assertion (Assertive), describe something (Descriptive), explain past (Retrodictive), express disagreement (Dissentive), guess or hypothesize something (Suggestive), assume something (Suppositive), give an information (Informative) correct something (Retractive) prediction (predictive), confess something (Concessives), agreement (Assentive), protest (Disputative) attribute a sentence (Ascriptive) also respond the statement (Responsive). Based on the findings, there are 192 constative sentences divided into several sub-types as follows :

A. Assertive

Table 3.1 Constative (Assertive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“It’s been just one week and already they’re treating him like some dusty old artifact, to be shelved away”.</p> <p>Discussion :</p> <p>The utterance implies that this treatment is occurred based on the speaker's understanding of the factual situation. Where the situation behind is the speaker share to the journalist as interlocutor about her pique after read the latest news written by another</p>	03.32	Constative (Assertive)

	<p>journalist about her passed husband.</p> <p>The utterance belong a part of constative (Assertive) because the speaker claims the truth of that statement based on what the speaker look.</p>		
2.	<p>“ Well, I really don't have one”</p> <p>Discussion :</p> <p>In this case, Jackie is stating her lack of a basic plan, which is a factual statement about her current state of planning or decision-making regarding the changes in the White House. Based on it, the utterance could be categorized as an assertive sentence because it expresses Jackie’s belief about her lack of a basic plan.</p>	08.01	Constative (Assertive)
3.	<p>“No, I think it’s lovely...”</p> <p>Discussion :</p> <p>The utterance is the kind of constative (Assertive) because the utterance shown response about the utterance of the MC (as a interlocutor) in that broadcast where the MC opened the conversation by observe around the East Room that Jackie (the main speaker in this discussion) as the First Lady didn’t change too much that room so it still originally like sixty years before Jackie (speaker) came to the palace.</p>	10.09	Constative (Assertive)
4.	<p>“That’s more like it”</p> <p>Discussion :</p> <p>The utterance is kind of constantive (Assertive) proved by the factual</p>	12.31	Constative (Assertive)

	<p>response of what the journalist (interlocutor) wanted to correcting the truth of news about Jackie's passed husband (The President) that was previously circulating.</p>		
5.	<p>“ I’m very happy to be in the great state of Texas, to be with you and experience the noble Spanish tradition that has achieved so much in Dallas”</p> <p>Discussion :</p> <p>This utterance are kind of constantive (Assertive) proved by reflect of the actual Jackie's feeling (the main speaker) as the First Lady of America while attend a state visit in Texas with The President Kennedy (Deceast).</p>	13.06	Constative (Assertive)
6.	<p>“ The man would spend whatever it took for votes, but balked at buying a beautiful painting”</p> <p>Discussion :</p> <p>That utterance represented the claim of the fact (Constative-Assertive) through the time of the movie are throwback time, while the speaker being as resource person at palace broadcast, where the speaker describe perspective of the speaker's husband (The President) that man would spent the income for only what man think its urgent and important, contrary with the speaker as The First lady that used the income to beautifying the palace.</p>	32.35	Constative (Assertive)

7.	<p>“Daddy had to go see your baby brother Patrick. In Heaven”</p> <p>Discussion :</p> <p>The utterance represented how parents gently explain something to the children, that daddy (passed husband) didn't come back home because going to the Heaven to see the interlocutor (speaker son) brother. And the sentence shown the new facts that the main speaker (Jackie) have been lost the baby before born a child, seems that the situation too heavy right there.</p>	34.27	Constative (Assertive)
8.	<p>“ My shoes are sticking in the mud”</p> <p>Discussion :</p> <p>This utterance represented the factual event (Constative – Assertive) in cemetery while the speaker looking the area for speaker husband (The President) Funeral.</p>	42.37	Constative (Assertive)
9.	<p>“ I don't even have a home”</p> <p>Discussion :</p> <p>This utterance represented the speaker feeling after lost the husband as the place to go back. Besides emptiness left the lungs, she have to face the truth which after the incident she also have to go away from the palace with the children. This sentence also represented implicitly that the speaker didn't have any safe place to move away.</p>	44.13	Constative (Assertive)
10.	<p>“ This? It's awfully cold”</p> <p>Discussion :</p>	44.17	Constative (Assertive)

	<p>This utterance is the response of the interlocutor question (The journalist), were shown the times turns to the real time after throwback to the past incident. The response of the speaker means that she felt cold, empty, and lonely in her new place house.</p>		
11.	<p>“ A First Lady must always be ready to pack her suitcases. It’s inevitable”</p> <p>Discussion :</p> <p>This utterance is represented to the present time, off-the-cuff but meaningful, remind the audience of the movie that all of people have to face the truth however the situation go through.</p>	45.05	Constative (Assertive)
12.	<p>“Everyone knows my story”</p> <p>Discussion :</p> <p>This utterance represented the main speaker (Jackie) were all of people in American known all the good or bad news of her family due become a First Lady of America.</p>	50.45	Constative (Assertive)
13.	<p>“ I came here looking for sympathy, Father”</p> <p>Discussion :</p> <p>This utterance shown the factual (Constative-Assertive) proved by situation shown from the main speaker (Jackie) after the family (President Kennedy) passed away, toward a lower position of speaker life. Then, the speaker goes to the Father (In Moslem people known that as ustaz) to find enlightenment.</p>	50.54	Constative (Assertive)

14.	<p>“ If there's a heaven, there's your God -- with all his empty promises.”</p> <p>Discussion :</p> <p>This utterance convey the truth (Constative- Assertive) proved by situation of the main speaker (Jackie) after all of the worst destination happened. It could be relate to some people when face some bad experience in life repeatedly then people assumed that God never take the promises to people’s life, whereas people could did not do that thing through it is difficult to practice.</p>	51.45	Constative (Assertive)
15.	<p>“ There are two kinds of women. Those who want power in the world. And those who wanna won someone’s heart”</p> <p>Discussion :</p> <p>The utterance belong a part of constative (Assertive) because the speaker states the fact about kind of people, shows that the utterance have the meaningful value.</p>	52.37	Constative (Assertive)
16.	<p>“ That’s a terrible thing to say”</p> <p>Discussion :</p> <p>The utterance is kind of constative (assertive) proved by the fact of what the main speakers feeling to response the interlocutor.</p>	55.55	Constative (Assertive)
17.	<p>“Keep going”</p> <p>Discussion :</p> <p>The utterance shown the factual event while the interlocutor hesitate to say</p>	58.44	Constative (Assertive)

	some thing but the main speaker response proved the utterance categorize as constative-assertive.		
18.	<p>“I value my privacy, I always have”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is asserting her personal belief and attitude about privacy. She is making a statement that expresses her perspective without necessarily inviting any response or action from the journalist (interlocutor). It is a straightforward declaration of her long-standing stance on the importance of privacy in her life. This utterance strongly proved that could be categorized as a constative-assertive sentence.</p>	1.00.13	Constative (Assertive)
19..	<p>“ Caroline and John are all I have left. And I put them in danger because of you--”</p> <p>Discussion :</p> <p>The utterance could be categorized as a constative- assertive because In this sentence, the main speaker is asserting that they put Caroline and John in danger because of the actions of the person they are addressing. This assertion about the main speaker's actions and their consequences for Caroline and John is the assertive aspect.</p>	1.02.51	Constative (Assertive)
20.	<p>“You don’t know anything”</p> <p>Discussion :</p>	1.03.41	Constative (Assertive)

	The utterance show the spontaneous response of the interlocutors utterance that sounds contrary of the condition at that part. It proved the utterance categorize as constative assertive.		
21.	<p>“I lost track, somewhere. What was real. What was performance”</p> <p>Discussion :</p> <p>The utterance represented the truth feeling of the main speaker after the grieving condition where the speaker feeling lost the mind. It proves the utterance being a part of constative-assertive because the factual event based the utterance.</p>	1.05.41	Constative (Assertive)
22.	<p>“How do you like your new office?”</p> <p>Discussion :</p> <p>Not only positive sentence, constative-assertive could be represented as a interrogative sentence. This utterance represented the factual event that happened between speaker and interlocutor.</p>	1.12.14	Constative (Assertive)
23.	<p>“I’ve changed my mind”</p> <p>Discussion :</p> <p>The utterance represented the spontaneous decision of the main speaker. In this sentence it show the factual event (Constative-assertive) that the speaker changed the mind from the schemed between speaker and interlocutor.</p>	1.12.42	Constative (Assertive)
24.	<p>“I understand”</p> <p>Discussion :</p>	1.13.50	Constative (Assertive)

	This utterance represented the main speaker (Jackie) factual feeling about something that saying by the interlocutor.		
25.	<p>“And tell General De Gaulle -- if he wishes to ride in an armored car -- or in a tank for that matter -- I won’t blame him”</p> <p>Discussion :</p> <p>This utterance contains the resentment of the main speaker to someone as personal and show it as sarcasm. It proved the sentence could be categorized as constative (assertive)</p>	1.14.16	Constative (Assertive)
26.	<p>“ It was a funeral for the President of the United States”</p> <p>Discussion :</p> <p>The utterance represented the response of the main speaker that claim and state the truth event at that time, it shortly proved that the utterance could be categorized as an assertive sentence.</p>	1.15.26	Constative (Assertive)
27.	<p>“ No, because I never said that. . ”</p> <p>Discussion :</p> <p>In this sentence, Jackie (the main speaker) is asserting that as a main speaker, Jackie never said something. Jackie is making a statement about past actions or words, which constitutes an assertive statement about their communication or behavior. It strongly proved that the utterance could be categorized as an assertive sentence.</p>	1.15.50	Constative (Assertive)

28.	<p>“ Nancy said they wanted to share my grief, So I let them”</p> <p>Discussion :</p> <p>In this monologue, Jackie makes a statement about an action and decisions regarding sharing a grief. As the asserts that Nancy said that wanted to share a grief, and Jackie confirms that Nancy allowed them to do so. The sentence reflects Jackie's perception of the situation and her assertion of her role in allowing others to share her grief.</p>	1.17.30	Constatative (Assertive)
29.	<p>“ That I wanted to die”</p> <p>Discussion :</p> <p>The utterance represented the mind of the mind speaker of the lowest point in the speaker’s live. It proved the sentence categorized as Constatative-assertive because of the real feeling of the speaker, through it is not enviable to do as a person.</p>	1.18.59	Constatative (Assertive)
30.	<p>“ I can remember. I can remember everything”</p> <p>Discussion :</p> <p>The utterance represented the claim of the main speaker to the interlocutor, which in present, the speaker have a good memory in remembering everything, through it was good or bad experience. It proved that the sentence contain the factual and be categorized as a constative-assertive.</p>	1.20.11	Constatative (Assertive)
31.	<p>“ I could have saved him.”</p> <p>Discussion :</p>	1.20.28	Constatative (Assertive)

	<p>The utterance could be represented as a constative – assertive sentence because assertive sentences typically make a statement about reality, asserting a fact or expressing a belief. In this sentence, the speaker is asserting that they could have saved someone, which implies a belief about their past actions or the potential outcome. This assertion about their past actions and their perceived ability to save someone is the assertive aspect.</p>		
32.	<p>“ I should have known it was a gunshot. I should have shielded him”</p> <p>Discussion :</p> <p>The utterance represented the truth feeling of the main speaker where the speaker feel guilty because didn't shielded someone that very important in the speaker life on the past moment. It proved that the sentence is a part of constative-assertive.</p>	1.20.35	Constative (Assertive)
33.	<p>“ There's one last thing -- more important than all the rest...”</p> <p>Discussion :</p> <p>The utterance represented the real of life lessons to the interlocutor, strongly proved that the utterance is categorize as a constative-assertive sentences.</p>	1.25.38	Constative (Assertive)
34.	<p>“ Oh, I'm so ashamed of myself..”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-assertive because while the</p>	1.25.54	Constative (Assertive)

	<p>statement contains primarily constative elements in terms of describing the speaker's emotional state, it also includes a subtle assertive element in asserting the speaker's feelings. The statement "I'm so ashamed of myself" could be interpreted as a statement about the speaker's current emotional state, it doesn't explicitly assert a fact or belief about reality beyond the speaker's own feelings. However, it does assert the speaker's emotional state, which can be considered assertive to some extent.</p>		
35.	<p>“ Ordinary men banding together to fight for a better world”</p> <p>Discussion :</p> <p>The utterance represented the factual circumstances of all of the people that means the people have to fight the ownself to won, to get a better life. It seems proved the utterance is categorized as a constatntive, with the sub is assertive sentence.</p>	1.26.34	Constative (Assertive)
36.	<p>“ I’m sure they will. Of course there will be other great Presidents. The Johnson's have been so generous to me, But there won't be another Camelot. Not another Camelot”</p> <p>Discussion :</p> <p>In this statement, Jackie expresses belief that while there may be other great Presidents in the future and acknowledges the generosity of the Johnsons, Jackie firmly asserts that</p>	1.26.55	Constative (Assertive)

	<p>there will not be another Camelot. As a main speaker, Jackie is making a statement about a conviction regarding the uniqueness of the Camelot era associated with Jackie's late husband's presidency. This statement qualifies as an assertive sentence as it presents Jackie's belief about the future of ideals and the uniqueness of Camelot.</p>		
37.	<p>“ I--I needed to talk”</p> <p>Discussion :</p> <p>In this utterance, Jackie is expressing her own feelings and needs in this statement. Jackie is asserting a desire to talk to the priest, indicating that she felt the need to engage in conversation. Assertive sentences often lack the polite markers typically found in requestive sentences. In this case, there is no use of polite language or indirect request formulation. SO the sentence is a clear and direct assertion of Jackie's own feelings and motivations, fitting the criteria of an assertive sentence.</p>	1.27.15	Constative (Assertive)
38.	<p>“ People like to believe in fairy tales”</p> <p>Discussion :</p> <p>The utterance represented the factual condition of all of the people hence it is a wise utterance, which is strongly proved that the sentence is categorized as constative-assertive sentence.</p>	1.29.38	Constative (Assertive)
39.	<p>“ Because then I was having a baby and I couldn't campaign and then we got in the White House and all the</p>	1.31.37	Constative (Assertive)

	<p>things I'd always done, suddenly they became wonderful"</p> <p>Discussion :</p> <p>The utterance explained the real condition of the main speaker where the speaker felt the life was wonderful since the speaker having a new member family then being a First Lady of America accompany speaker's husband as a President of America. It seems a good memories to the speakers. Strongly proved the sentence is categorized as constative-assertive sentence.</p>		
40.	<p>“ Because that first lady does is different, everyone see's her off”</p> <p>Discussion :</p> <p>The utterance could be categorized as a constative-assertive sentence because In this sentence, the phrase "what that first lady does is different" describes a state of affairs or behavior attributed to the first lady. This description could be considered constative because it describes a perceived difference in the first lady's behavior. Then, the main speaker asserts that "everyone sees her off." This statement about the actions of everyone is assertive as it describes a perceived reality or common practice.</p>	1.31.49	Constative (Assertive)

P O N O R O G O

B. Predictive

Table 3.2 Constative (Predictive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ Well if they don’t want it...in the past, you see, they could sell it or throw it out.”.</p> <p>Discussion :</p> <p>The utterance explained the predict from the main speaker based on interlocutor question about the furniture in White House (Palace) if the main speaker (Jackie) no longer become a first lady in the future. Where the main speaker predict that the next First Lady could be freely to handle the furniture at the palace, could be take care of it, or may be moved it to the warehouse. This sentence strongly proved categorized as the constative (Predictive) sentences cause of conceive the prediction.</p>	08.29	Constative (Predictive)
2.	<p>“...I hate to make changes really, so when you find a room like this, it’s wonderful”</p> <p>Discussion :</p> <p>The utterance explained about the main speaker perspective about some furniture the layout of palace’s room that hasn’t changed too much. The aims is to maintain authenticity in every part of the room. The main speaker claim that what the main speaker’s do would</p>	10.15	Constative (Predictive)

	make the room became wonderful. The sentence verify could be categorized as constative-predictive sentence cause it contains a perspective of the main speaker.		
3.	<p>“ Oh Clint... We're nearly done here”</p> <p>Discussion :</p> <p>The utterance express what the main speaker to do in the restroom. Where the main speaker make sure that would be ready in some minute to go. This utterance classify as a constative-predictive sentence because the main speaker (Jackie) shown the assumpt that would be ready to go.</p>	57.27	Constative (Predictive)
4.	<p>“...Perhaps Jack didn't have time to defeat Communism--”</p> <p>Discussion :</p> <p>This utterance expressed the main speaker made an estimate about his Husband (President), shown an implicit meaning that if the speaker's husband have the time to against the communism at the country (America) while alive, maybe The President would be seen as a meritorious person, so when the President passed away, Many people will feel lost considering his great service to the country. This sentence categorized as an constative-predictive sentence with the implicit meaning.</p>	1.15.27	Constative (Predictive)

5.	<p>“ It will serve a definite purpose”</p> <p>Discussion :</p> <p>This utterance explained the surmise of the main speaker that emphasized by the presence of the word 'will'. It proved the sentence could be classify as a constative-predictive sentence.</p>	1.23.41	Constative (Predictive)
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C. Retrodictive

Table 3.3 Constative (Retrodictive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ There’d been the biggest motorcade from the airport. Hot, wild like in Mexico or Vienna. The sun was strong in our faces but I couldn’t wear my sunglasses. Jack has his hand out and I see a piece of his skull come off. It wasn’t flesh colored, it wasn’t white. He slumps in my lap. His blood, his brains in my lap. And I’m saying Jack, Jack can you hear me, Jack, I love you Jack!”</p> <p>Discussion :</p> <p>The sentences shown the throwback of the chronology that happened to the main speaker on the past. The main speaker explained it too details because its unforgettable-bad moment in the speaker’s life. It strongly proved that the sentences are being categorized as constative-retrodictive, based of the</p>	14.59	Constative (Retrodictive)

	used of past tenses and based of the past chronological moment of the speaker.		
2.	<p>“And his head was so beautiful, and his mouth was beautiful and his eyes were open. I was trying to keep the top of his head down. Keep it all in. He had the most wonderful expression on his face, you know? Just before they’d ask him a question, just before he’d answer. He looked puzzled. ... I knew he was dead”</p> <p>Discussion :</p> <p>The sentences shown the throwback of the chronology that happened to the main speaker on the past. The main speaker explained it too details because its unforgettable-bad moment on the main speaker’s life. It strongly proved that the sentences are being categorized as constative-retrodictive, based of the used of past tenses and based of the past chronological moment of the speaker.</p>	15.40	Constative (Retrodictive)
3.	<p>“ Jack warned me. Said we were going to 'nut country.' But I thought it was all going so well. Fort Worth. In Houston. All the problems Adlai had -- Jack was winning them over ”</p> <p>Discussion :</p> <p>The utterance explained about what the President (The husband of the speaker) said at that time. The named of ‘nut country’ was a depiction about what a chaos problem happened in Texas due</p>	24.58	Constative (Retrodictive)

	<p>to 1960's. The main speaker in implicit, the main speaker was worried about what will happened but immediately dismissed by the speaker's positive thoughts that everything would be fine because the president (Husband) had succeeded in overcoming several problems in Texas. It strongly proved that this utterance could be categorized of Constative-Retrodictive sentence based on depiction of events in the past that are depicted in the speech.</p>		
4.	<p>“They kept handing me yellow roses. Yellow roses. At every stop. Yellow roses. Then in Dallas..”</p> <p>Discussion :</p> <p>The sentence shown the throwback of the chronology that happened to the main speaker on the past. The main speaker explained it too details because its unforgettable-bad moment in the speaker's life. It strongly proved that the sentences are being categorized as constative-retrodictive, based of the used of past tenses and based of the past chronological moment of the speaker</p>	25.26	Constative (Retrodictive)
5.	<p>“Lincoln's widow died destitute. She moved back to Illinois. Had to sell all her furniture. And the Van Buren's and the Tyler's too.”</p> <p>Discussion :</p> <p>The main speaker's utterance explained about a piece memories of the previous first lady of America (Abraham</p>	38.05	Constative (Retrodictive)

	<p>Lincoln's wife) who after Lincoln's death (as President of America) moved from the palace to another town and sold all that Lincoln's widow have at that time. According to the main speaker, this could also happen to her with a similar fate, the husband both died in the course of his duties as an President of America. Based on the utterance, implicitly, shows a little worried to the main speaker (Jackie) and correlate it to another past stories. This utterances also strongly proved categorized as an Constative - Retrodictive that seen from the tenses that used by the main speaker.</p>		
6.	<p>“She auctioned it off, piece-by-piece, just to keep a roof over her head”</p> <p>Discussion :</p> <p>The main speaker's utterance explained about Abraham Lincoln's wife (As the previous first lady of America) where have to auctioned all of stuff that Lincoln's wife have to keep moving on with life after Lincoln Passed away. This utterance categorized as a Constative-Retrodictive because explained or containing the past time event.</p>	38.15	Constative (Retrodictive)
7.	<p>“ Here is what the White House did to President Lincoln. Here is how he changed. 1861. The strong man with the arched eyebrow. 1865. One week before his assassination”</p> <p>Discussion :</p>	38.36	Constative (Retrodictive)

	<p>The utterance explained the throwback memories in 1962, where it's on Broadcast Shot about White House (Palace), as source person at that time, Jackie (The main speaker) Told about the last portrait of Abraham Lincoln (the late president of America) which is displayed in a room. This utterance is categorized as a constative-retrodictive because it represents the past moment of the main speaker.</p>		
8.	<p>“..Jack and I hardly ever spent the night together. Not even that last night in Fort Worth”</p> <p>Discussion :</p> <p>The utterance explained the dejection and the sorrow of the main speaker (Jackie) where the main speaker didn't have any time to spend together with the President, even of the last day before the unfortunate incident occurred. The sentence functions as a predicate were given clearly mean of the speaker's say. It means that could be categorized as a Constative-Retrodictive sentence</p>	52.14	Constative (Retrodictive)
9.	<p>“ Most people don't have to make those kinds of decisions, hours after watching their husband get murdered next to them.”</p> <p>Discussion :</p> <p>The utterance explained the main speaker's response of question from the interlocutor (The Journalist), where at that time of President assassination, implicitly explained that the main</p>	1.01.34	Constative (Retrodictive)

	<p>speaker felt into shocked and panic. So the main speaker (Jackie) just thinned about what the speaker see and happened at that time, no time for shield the speaker itself. This utterances classified as a constative-retrodictive because it represent the past moment of the main speaker.</p>		
10.	<p>“--You can't know that! You think you all control everything. That you have the world on puppet strings”</p> <p>Description : This utterance classified as a constative-retrodictive cause of the sentence explained about past moment where the main speaker (Jackie) were engage in argument with Bobby (The interlocutor), although there's no past tenses that shown.</p>	1.02.57	Constative (Retrodictive)
11.	<p>“ You know, that's what Jack called all this. When he saw what we were spending. He said your little 'vanity project' is going to bankrupt the federal government”</p> <p>Description : The utterance explained about throwback moment of the main speaker where remembered what the presiden (the main speaker's husband) said about the furniture spending at the palace. This sentence could be categorized as constative-retrodictive because it express in words about the past event.</p>	1.06.07	Constative (Retrodictive)

12.	<p>“ Of course you are. I remember when we won the election, how overwhelming it was”</p> <p>Description :</p> <p>The utterance explained about the throwback moment of the main speaker (Jackie) were the Husband won the election and being a president of America. The main speaker expressed the overwhelming feeling at that time. This sentence could categorized as constative-retrodictive sentence cause of spell out the past event.</p>	1.12.26	Constative (Retrodictive)
13.	<p>“ I wrote him a letter. That night, before we moved the casket to the Capitol. Do you know what I wrote?”</p> <p>Description :</p> <p>The utterance explained what happened in past event were the husband passed away. The main speaker told it to the Priest (as interlocutor) after the funeral. This sentence could be categorized as a constative-retrodictive because represent the past event.</p>	1.18.50	Constative (Retrodictive)
14.	<p>“ My husband has so many meetings up here, in this part of the house.”</p> <p>Description :</p> <p>The utterance explained the throwback memories in 1962, where it's on Broadcast Shot about White House (Palace), as source person at that time, Jackie (The main speaker) Told about the function the one of room at the palace . This utterances categorized as a constative-retrodictive because it</p>	1.23.43	Constative (Retrodictive)

	represent the past moment of the main speaker.		
15.	<p>“You know every night before bed, we had this old Victrola. We'd listen to a couple records. And his favorite was Camelot”</p> <p>Description :</p> <p>The utterance explained about the past moment of the main speaker (Jackie) with the President (the husband) before the lost. Were both usually listened to the Camelot together. This utterances categorized as a constative-retrodictive because it represent the past moment of the main speaker.</p>	1.25.44	Constative (Retrodictive)
16.	<p>“ Every quote out of Jack’s mouth was either Greek or Roman.”</p> <p>Description :</p> <p>The utterance explained by the main speaker (Jackie) about the favorite things of the President before the lost, were the president like a lot to read all of history book about Greek also about Roman. This utterances categorized as a constative-retrodictive because it represent the past moment of the main speaker</p>	1.25.56	Constative (Retrodictive)

D. Descriptive

Table 3.4 Constative (Descriptive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ Had. We have television now...”</p> <p>Discussion :</p> <p>The utterance by the main speaker describe the situation in America on 1960’s where most of people there could be watched for entertaining or knowing the updated news from television. This utterances categorized as a constative – descriptive because it just not only describe someone, something or thing but also describe the situation in some scene.</p>	04.58	Constative (Descriptive)
2.	<p>“...It just seemed to me such a shame when we came here, to find hardly anything of the past in the house. Hardly anything before 19-2.”</p> <p>Discussion :</p> <p>This utterance explained by the main speaker is about describe of the condition at the palace on broadcast shot at that time. Where just a little things about history right there. This utterances categorized as Constative-descriptive because it contains a markup of the thing.</p>	08.15	Constative (Descriptive)
3.	<p>“...Having his older brother die in battle and then going off to that same war and coming home a hero ”</p>	09.35	Constative (Descriptive)

	<p>Discussion :</p> <p>The utterance contains about description about the background or the reason why Kennedy become as the president. This utterance explained by the main speaker (Jackie). So therefore this utterances strongly proved as a constative – descriptive sentence.</p>		
4.	<p>“... This tradition started 100 years ago before the colonization of Massachusetts, my husband’s State.”</p> <p>Discussion :</p> <p>The utterance contains about description of the history of the tradition in America. This utterance are spoken by the main speaker. It make strongly classify as a constative – descriptive sentence.</p>	13.30	Constative (Descriptive)
5.	<p>“ There was blood everywhere. There were so many pieces.”</p> <p>Discussion :</p> <p>The utterances have substance about what the main speaker see while the Assassination of the President happened. The main speaker describe the situation around at that time, it proved that the utterance classify as a constative- descriptive sentence.</p>	23.35	Constative (Descriptive)
6.	<p>“...Her brow furrows. Her lips are drawn. She holds back her tears...but she can’t hide her anger.”</p> <p>Discussion :</p> <p>This sentence are spoken by the main speaker where the main speaker (Jackie)</p>	30.54	Constative (Descriptive)

	<p>explained what the speaker's felt after the incident. This sentence could be proved as a constative-descriptive cause of contains the description of situation that happened at that time.</p>		
7.	<p>“ It was where we lived when we first came here, when our rooms at the other end of the hall were being painted..”</p> <p>Discussion :</p> <p>The sentence were spoken by the main speaker (Jackie) could be categorized as a constative-descriptive sentence, because the main speaker narrate about one room where the main speaker and family are lived when they were come to the Palace.</p>	39.01	Constative (Descriptive)
8.	<p>“ Yes, they are. The most famous one, of course, is the Lincoln bed. It was bought by Mrs. Lincoln. Along with the dressing bureaus, and chair, and this table. She bought a lot of furniture for this house which made her husband rather cross because he thought she spent too much money. ”</p> <p>Discussion :</p> <p>The sentence were spoken by the main speaker (Jackie) could be categorized as a constative-descriptive sentence, because the main speaker narrate about the room include some furniture remainder from Lincoln's family at that palace.</p>	40.05	Constative (Descriptive)

9.	<p>“And on the table is the Gettysburg Address. This is probably the greatest treasure in this room.”</p> <p>Discussion :</p> <p>The sentence were spoken by the main speaker (Jackie) could be categorized as a constative-descriptive sentence, because the main speaker describe about one of greatest treasure at the palace (White House).</p>	40.08	Constative (Descriptive)
10.	<p>“ And this sofa, and these two chairs. They were sold in that Lincoln sale I was telling you about. And they went to England and through all the descendants of the man who brought them there ”</p> <p>Discussion :</p> <p>The sentence were spoken by the main speaker (Jackie) could be categorized as a constative-descriptive sentence, because the main speaker describe about one of the furniture that has historical value at the palace.</p>	40.10	Constative (Descriptive)
11.	<p>“ All the men who wait to see him, now sit in the hall, with baby carriages going by them ”</p> <p>Discussion :</p> <p>The sentence were spoken by the main speaker (Jackie) could be categorized as a constative-descriptive sentence, because the main speaker describe about one of the room that remind to the President (The main speaker husband)</p>	1.23.47	Constative (Descriptive)

12.	<p>“ So they can sit in here and have a conference around this table, waiting for him.”</p> <p>Discussion :</p> <p>The sentence were spoken by the main speaker (Jackie) could be categorized as a constative-descriptive sentence, because the main speaker describe about one of the room that remind to the President (The main speaker husband) and the function of that room.</p>	1.23.53	Constative (Descriptive)
13.	<p>“ And that last song, that last side of Camelot is all that keeps running through my mind.”</p> <p>Discussion :</p> <p>In this statement, Jackie describes what is occupying the own mind - the last song from the musical "Camelot." Jackie is not making an assertion or expressing a belief but rather describing the current mental state and what is preoccupying Jackie thoughts. This statement qualifies as a descriptive sentence as it provides insight into Jackie's mental state and what Jackie is currently thinking about.</p>	1.26.01	Constative (Descriptive)
14.	<p>“ Don't let it be forgot, that for one brief shining moment there was a Camelot .”</p> <p>Description :</p> <p>The sentence explained about what's the main speaker (Jackie) would remembering all of those good memories that happened while being a</p>	1.26.09	Constative (Descriptive)

	wife of the President forever. Camelot is one of figure of speech that means a time, place, or atmosphere of beautiful happiness. So it proved that the sentence could be categorized as a constative-descriptive sentence.		
15.	<p>“ Jack loved history. It’s what made him what he was.”</p> <p>Description :</p> <p>The sentence showed about what the main speaker explained about what’s the favourite things of the President (Husband) while still alive. So it proved that the sentence could be categorized as a constative-descriptive sentence.</p>	1.26.23	Constative (Descriptive)
16.	<p>“.. But, he had ideals. Ideals he could rally others to believe in.”</p> <p>Description :</p> <p>The utterance contained about what the main speaker explained think to the Husband (President) that the president had the ideals, so do all people do the same undergo the life. It proved that the sentence could be classify as a constative-descriptive sentence.</p>	1.26.42	Constative (Descriptive)

E. Ascriptive

Table 3.5 Constative (Ascriptive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“Merriman is such a bitter man”</p> <p>Discussion :</p> <p>The utterance explained by the main speaker that figure the Merriman as a bitter man. Merriman is a journalist that wrote the news of the lost President, The news are contains some of not true statement about the President Assassination. So implicitly “bitter man” is the reaction of the main speaker (Jackie) after read that news. This utterances categorized as a constative-ascriptive because it represent personality of someone or something based on the main speaker perspective.</p>	03.21	Constative (Ascriptive)
2.	<p>“...That’s no way to be remembered”</p> <p>Discussion :</p> <p>The utterance explained about what the main character perspective about another people in the movie. The utterance means that it is good to be trustworthy in doing something, which is indirectly intended for other characters in this film. Though the sentence is became a predicate, it powerfully built the utterance classify as a Constative- ascriptive sentence where the sentence attributes a certain</p>	03.44	Constative (Ascriptive)

	status to the person mentioned without mandating an absolute acceptance of the characterization		
3.	<p>“... Now people can see with their own eyes”</p> <p>Discussion :</p> <p>The utterance by the main character explained about what the main character to be convinced. It is continuation from the previous sentence which essentially informs that all the people who have television could be know the real fact or news about something. Even though the sentence only functions as a predicate, it means that could be categorized as a Constativ-Ascriptive sentence.</p>	05.02	Constativ (Ascriptive)
4.	<p>“... I did it for the American people.”</p> <p>Discussion :</p> <p>The utterance by the main character explained about what the main character to be convinced. It is continuation from the previous sentence which essentially mean that The main character (Jackie) had to do the best for the people’s country as a first lady at that time. Even though the sentence only functions as a predicate, it means that could be categorized as a Constativ-Ascriptive sentence</p>	05.16	Constativ (Ascriptive)
5.	<p>“... People see that little boy, born to wealth, privilege, willing to sacrifice everything for his ideals and service to his nation.”</p> <p>Discussion :</p>	09.38	Constativ (Ascriptive)

	The sentence explained about the main speaker's perspective of the President (Main speaker's husband), were the president had the privilege of being a president since was a little based on the life's background. Even the sentence only functions as a predicate, it means that could be categorized as a Constative-Ascriptive sentence.		
6.	<p>“You won't go anywhere?”</p> <p>Discussion :</p> <p>The utterance of the main speaker (Jackie) means that the main speaker make sure about what the interlocutor would do, that in difficult times, the interlocutor didn't leave the main speaker alone. The sentence functions as a predicate give clearly means that could be categorized as a Constative-Ascriptive sentence.</p>	56.10	Constative (Ascriptive)

F. Informative

Table 3.6 Constative (Informative) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“...Since our work started we received hundreds of letter every day. This is where we evaluate all of the finds and see if we want to keep them if they'll fit into our budget.”</p> <p>Discussion :</p> <p>The sentence by the main speaker explained an information to</p>	07.38	Constative (Informative)

	<p>interlocutor, were the main speaker (as a first lady of America) were received lot of suggestion from the people's country then evaluate it as a consideration in national development. This sentence strongly proved that could be classify as a Constative-informative sentence, where The primary intention is to provide information, often characterized by a focus on clarity, accuracy, and the communication of facts.</p>		
2.	<p>“I raised every dime privately that we spent on that restoration ”</p> <p>Discussion :</p> <p>The sentence by the main speaker explained an information to interlocutor, were the main speaker (as a first lady of America) were have raised every dime privately for the palace restoration and want to share it to American people. This sentence strongly proved that could be classify as a Constative-informative sentence, where the primary intention is to provide information, often characterized by a focus on communication of facts.</p>	08.42	Constative (Informative)
3.	<p>Objects and artifacts last far longer than people and they represent important ideas in history, identity...beauty”</p> <p>Discussion :</p>	08.56	Constative (Informative)

	<p>The sentence by the main speaker explained a perspective as information to interlocutor, were the main speaker (as a first lady of America) claims that objects and artifacts in the palace could take part in America's history. This sentence strongly proved that could be categorized as a Constative-informative sentence, where the primary intention is to provide information, often characterized by a focus on communication of facts</p>		
4.	<p>“Well for royalty you need tradition. And for tradition you need time”</p> <p>Discussion :</p> <p>The sentence by the main speaker explained a perspective that to build a palace or government, it have to need tradition, and it could be takes a time to develop. This sentence strongly proved that could be categorized as a Constative-informative sentence, where the primary intention is to provide information, often characterized by a focus on communication of facts</p>	09.42	Constative (Informative)
5.	<p>“ That’s right this piano was designed by Franklin Roosevelt with the Eagle’s Support... And this is the end of the room where Pablo Casals played for us, where we had a portable stage built for us, when we had the Shakespeare Players.”</p> <p>Discussion :</p>	10.25	Constative (Informative)

	<p>The sentence by the main speaker explained about the part room of the palace also the furniture and artifact right there. This sentence strongly proved that could be categorized as a Constative-informative sentence, where the primary intention is to provide information, often characterized by a focus on communication of facts</p>		
6.	<p>“ They were both US Presidents killed while they were in office”</p> <p>Discussion :</p> <p>The sentence by the main speaker explained about the reason of two president in America could be passed away by the same way. This sentence strongly proved that could be categorized as a Constative-informative sentence, where the primary intention is to provide information.</p>	27.06	Constative (Informative)
7.	<p>“ A very bad man hurt Daddy. Daddy would come home if he could. But he can't. He has to go to heaven”</p> <p>Discussion :</p> <p>The sentence by the main speaker explained about the reason why the president didn't come home to the main speaker's son. This sentence strongly proved that could be categorized as a Constative-informative sentence, where the primary intention is to provide information.</p>	34.59	Constative (Informative)
8.	<p>“ He wrote down every word. It's been reprinted all over the world.”</p>	1.29.27	Constative (Informative)

	Discussion : The sentence by the main speaker gave an inform that the biography book were wrote by the main speaker (Jackie) sold all around the world.. This sentence strongly proved that could be categorized as a Constative-informative sentence, where the primary intention is to provide information.		
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G. Confirmative

Table 3.7 Constative (Confirmative) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ ...We’re so proud to call it home.”</p> <p>Discussion : The utterance by the main speaker (Jackie) means confirmation in the form of slogan were on Nation broadcast tv about the palace (White house). The utterance proved to be categorized as a constative-confirmative sentence because the speaker just not only presenting new information but rather prompting acknowledgment by the people who listened.</p>	06.04	Constative (Confirmative)
2.	<p>“... I loved that house and wanted to share it with the American people”</p> <p>Discussion : The utterance by the main speaker (Jackie) means confirmation about the pride feeling for the state palace (White</p>	08.48	Constative (Confirmative)

	<p>house) and the main speaker claimed that went to share about the palace as a cultural heritage to American people. The utterance proved to be categorized as a constative-confirmative sentence because the speaker just not only presented new information but rather prompting acknowledgment by the people who listened regard by a statement or belief.</p>		
3.	<p>“ ...I’d prefer to discuss my faith with a priest.”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) means confirmation about what the main speaker want to do when the main speaker in low condition. The utterance proved to be categorized as a constative-confirmative sentence because the utterance shows that the speaker prompt a decision based on what the main speaker needed.</p>	12.10	Constative (Confirmative)
4.	<p>“... You know I used to be a reporter myself once”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) contains a confirmation of the main speaker experience that the main speaker used to be a journalist before become a first lady. The sentence strongly proved to be classify as a constative-confirmative because the utterance shows the confirmation about the main speaker’s self.</p>	12.33	Constative (Confirmative)

5.	<p>“ Yes. The Irish Cadets -- for the funeral. Jack loved them. He saw them perform in Dublin last summer”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) explained about the confirmation to the response from interlocutor about the President’s favourite ceremonial. It strongly proved that the utterance could be categorized as a constative – confirmative sentence because the main speaker intend to confirm the rightly statement by the interlocutor.</p>	20.10	Constative (Confirmative)
6.	<p>“I’ll go out the usual way. We all will.”</p> <p>Discussion :</p> <p>In this case, Jackie is asserting a decision to go out the usual way, indicating that Jackie and everyone else will exit the plane in the usual manner. But, Jackie's statement confirms a decision to reject the suggestion of exiting out the rear of the plane and instead insists on going out the usual way. It affirms Jackie intention to proceed with her preferred course of action, and aligns with the characteristic of a constative-confirmative sentence.</p>	20.45	Constative (Confirmative)
7.	<p>“ I’m his wife -- or whatever I am now. (beat) I want all the details. Will they slice him open?”</p> <p>Discussion :</p>	21.22	Constative (Confirmative)

	<p>The utterance by the main speaker (Jackie) means that the main speaker went to give clarify that the main speaker is a President's wife and has authority to see the condition of the president's corpse. The utterance proved to be categorized as a constative-confirmative because the intend of the main speaker to confirm and give information to the interlocutor.</p>		
8.	<p>“ I tried to hold his head together ”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) means to gave a clarification that on the president's assassination, clearly describe the witnessed of the fate president at that time and what the main speaker want to do. The utterance proved to be categorized as a constative-confirmative because the intend of the main speaker to confirm and inform the description of the moment to the interlocutor.</p>	23.29	Constative (Confirmative)
9.	<p>“Because something sad was happened .”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) means that the main speaker want to show the reason of what something happening to the interlocutor. The utterance proved to be categorized as a constative-confirmative because intend of the main</p>	34.11	Constative (Confirmative)

	speaker to confirm and explained about what happened to the interlocutor.		
10.	<p>“ Yes, of course you can, my love.”</p> <p>Discussion :</p> <p>In this situation, Jackie's statement confirms and affirms Caroline's request to say goodbye. It explicitly grants permission and reassures Caroline that her request is valid and will be honored. It strongly proved that the utterance could be categorized as a constative-confirmative sentence.</p>	35.18	Constative (Confirmative)
11.	<p>“ You know... that first night, Bob McNamara, he said he'd buy back our old house for us in Georgetown”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) fits the constative-confirmative category because it asserts a fact about a past event (constative) and confirms the truth of that assertion (confirmative). In this case, the speaker is asserting a claim about what Bob McNamara said would do, specifically, buy back the old house in Georgetown. It describes a past event (Bob McNamara's statement) as if it were a fact. Then, the speaker is confirming the truth of Bob McNamara's statement that he would buy back the old house. The speaker implies that Bob McNamara made this commitment.</p>	44.01	Constative (Confirmative)
12.	<p>“--Perfect people can't change. Jack was always getting better... stronger.</p>	50.05	Constative (Confirmative)

	<p>(beat) Sometimes he would walk into the desert, alone, just to let himself be tempted by the devil. But he always came back to us, his beloved family”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) fits the constative-confirmative category because it asserts a belief about perfect people (constative) and provides evidence or examples to confirm the truth of that assertion (confirmative), In this statement, the speaker is making a claim about the nature of perfect people—they cannot change. It describes a general truth or belief about perfect individuals and their inability to change. Then, The subsequent sentences in the passage confirm the truth of the sentence. The main speaker provide examples of The president (Jack)'s behavior that align with the initial claim. For instance, the statement mentions how Jack would go into the bad decision but would always return to his family. This confirms the belief that perfect people, like Jack, do not change their fundamental nature.</p>		
13.	<p>“ Father, are you listening?”</p> <p>Discussion :</p> <p>In this situation, Jackie (Main speaker) is seeking confirmation from the priest (interlocutor) that he is paying attention and listening to her. Jackie wants to ensure that her words are being heard</p>	51.01	Constative (Confirmative)

	and understood. By asking this question, Jackie is prompting the priest to confirm whether he is actively engaged in the conversation and attentive to what she is saying and expects the priest to respond affirmatively.		
14.	<p>“--And my two babies. (beat) Arabella in the womb. And Patrick. Thirty-nine hours on this earth. Just long enough to fall in love with him.”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) confirm about the previous child of Jackie that who have died. This statement could be categorized as confirmative because it provides information about the truth of a proposition, specifically regarding the speaker's feelings towards their two babies. The subsequent sentences provide details about the speaker's experience with the babies, confirming the truth of the initial proposition. The speaker mentions Arabella in the womb and Patrick, who lived for thirty-nine hours. By describing the main speaker’s emotional attachment to Patrick despite his short life, the speaker confirms the existence of both babies and the speaker's feelings towards them.</p>	51.55	Constative (Confirmative)
15.	<p>“ Some of his friends were so crude. Jack wasn’t of course. But he could</p>	53.15	Constative (Confirmative)

	<p>get caught up in it. Still...he was a great father.”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-confirmative sentence, because it asserts propositions about the president’s (Jack) behavior and qualities also confirms the truth value through additional details and evaluation. The subsequent sentences provide details about Jack's behavior and qualities, confirming the truth of the initial propositions. The speaker explains that Jack wasn't crude, but could sometimes get caught up in it, implying that this behavior was not characteristic of Jack. However, the speaker ultimately confirms Jack's positive quality as a great father, despite any potential flaws that Jack may have had.</p>		
16.	<p>“ And I don’t smoke ”</p> <p>Discussion :</p> <p>In this context, Jackie is correcting a potential misunderstanding created by an action or the Journalist's narrative. By saying "And I don't smoke," Jackie is confirming and asserting the truth about one of Jackie's behavior, directly addressing and contradicting the implication that Jackie is a smoker. It strongly proved that the utterance could</p>	50.23	Constative (Confirmative)

	be categorized as a constative-confirmative sentence.		
17.	<p>“Oh, Lyndon. What an awful way to begin your presidency.”</p> <p>Discussion :</p> <p>In this statement, Jackie expresses an opinion about the situation, conveying her belief that it is an awful way for President Johnson to begin his presidency. This statement does not pose a question or express uncertainty; instead, it firmly asserts Jackie's belief about the circumstances. It makes the statement qualifies as a confirmative sentence as it expresses Jackie's opinion without any speculative or interrogative elements.</p>	1.01.34	Constative (Confirmative)
18.	<p>“ You tell them we're calling it off. We'll motorcade to the Cathedral. The back way. We'll bury him. And we'll put an end to all this. I don't give a care anymore”</p> <p>Discussion :</p> <p>Jackie's statement confirms a decision and intentions regarding the funeral arrangements. It expresses a determination to take action, regardless of the consequences. In this case, Jackie as a main speaker is asserting a decision to call off the parade and proceed directly to the Cathedral for the burial. The sentence could be categorized as a constative-confirmative sentence because it contains a confirmation.</p>	1.03.09	Constative (Confirmative)

19.	<p>“ You were right earlier. (beat) I've told them I'm not going to march tomorrow. I won't put people in danger on account of my vanity”</p> <p>Discussion :</p> <p>In linguistics, a confirmative sentence is a type of sentence that confirms or agrees with something previously stated or implied. In this utterance, Jackie acknowledges that the person she's speaking to was correct earlier and confirms that she has decided not to march the following day due to concerns about endangering people because of her own vanity.</p>	1.05.53	Constative (Confirmative)
20.	<p>“ I said I've changed my mind. We will have the procession. And I will walk to the Cathedral. With the casket ”</p> <p>Discussion :</p> <p>In this context, Jackie is asserting the decision and confirming it to Valenti (As an interlocutor). Jackie is stating definitively that has changed the mind and that the procession will proceed as planned, with Jackie walking to the Cathedral alongside the casket. It aligns with the characteristics of a confirmative sentence, as it serves to assert and confirm Jackie's decision regarding the funeral arrangements.</p>	1.12.47	Constative (Confirmative)
21.	<p>“ But after, I realized...all the pageantry, all the demands I made to</p>	1.17.35	Constative (Confirmative)

	<p>honor him. It wasn't for Jack. Or his legacy. It was for me”</p> <p>Discussion :</p> <p>The statement by the main speaker (Jackie) could be categorized as a constative-confirmative sentence because it asserts a proposition about the speaker's motives and confirms its truth value through introspection and self-awareness. The subsequent sentences provide details about the speaker's realization and introspection, confirming the truth of the initial proposition. The speaker reflects on motives and acknowledges that The main speaker’s actions were self-serving rather than genuinely honoring Jack (The President) or the legacy.</p>		
22.	<p>“ And I was just so happy for Jack that he could be proud of me. Those were our happiest years.”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-confirmative sentence because it asserts a proposition about the speaker's emotions and experiences and confirms its truth value through additional details and reflection.</p> <p>The subsequent sentence provides details about the main speaker's emotional state and the past experiences shared with The president (Jack), confirming the truth of the initial</p>	1.32.01	Constative (Confirmative)

	proposition. The main speaker expresses happiness for Jack and reflects on the years they shared together as the happiest.		
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H. Concessive

Table 3.8 Constative (Concessive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ I can assure you.. not television .”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) explained about the response to the journalist (As interlocutor) while the main speaker ask about the professional advice from the journalist but the journalist doesn't have, then the The journalist was distracted by the statement that the public wanted to know the life plan of the main speaker ahead, so the main speaker replied so. Implicitly, from the statement, it could be categorized as a constative-concessive sentence because the sentences typically introduce a concession or contrast to a preceding statement</p>	05.55	Constative (Concessive)
2.	<p>“.... And after he won the election. Now that seems ridiculous. Anyone being jealous of me. I've buried two children and now I'm burying my husband”</p>	55.18	Constative (Concessive)

	<p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-concessive sentence because it describes events and circumstances while also introducing a concession or contrast regarding the speaker's initial perception of jealousy in relation to the main speaker's personal experiences. In this sentence, the speaker initially thought it was ridiculous for anyone to be jealous to the main speaker. However, this is contrasted with the main speaker's realization or acknowledgement that the main speaker have experienced significant personal tragedies, which may indeed evoke sympathy or empathy rather than jealousy. This contrast constitutes the concessive aspect of the sentence.</p>		
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I. Retractive

Table 3.9 Constative (Retractive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ You understand that I will be editing this conversation? Just in case I don't say exactly what I mean ”</p> <p>Discussion :</p> <p>A retractive sentence typically retracts or revises a previously stated assertion. In this case, Jackie is indicating that she may need to edit or revise her</p>	03.48	Constative (Retractive)

	<p>statements during the conversation to ensure that they accurately reflect her intentions or thoughts. Then, Jackie's statement serves as a precautionary measure to safeguard against any unintended implications or misinterpretations that may arise from her spoken words. Then, Jackie's statement meets the criteria of a constative-retractive sentence as it revises or qualifies her earlier assertion about the conversation, emphasizing her intention to ensure clarity and accuracy in her communication.</p>		
2.	<p>“I didn’t do that program for me .”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) Could be categorized as a constative-retractive sentence, because . In this sentence, the main speaker is stating that they didn't participate in the program for themselves. This statement implies a correction or retraction of a possible assumption or implication that they did the program for the main speaker own benefit.</p>	05.16	Constative (Retractive)
3.	<p>“ Well that’s a funny game he plays - - hiding all the time ”</p> <p>Discussion :</p> <p>In this utterance, Jackie expresses weariness and skepticism about God's actions or behaviors, describing it as a "funny game" where God hides all the time. This statement retracts or</p>	51.36	Constative (Retractive)

	<p>challenges the previous assertion made by the priest about God's omnipresence and involvement in human affairs. This utterance could be categorized as a constative-retractive sentence because it expresses doubt or disbelief about a previous assertion regarding God's actions.</p>		
4.	<p>“ I picture him in that rocking chair in his office. Caroline and John at his feet...How could I hate him?”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be suits as a constative-retractive sentence because In this statement, the main speaker starts by picturing a scene with the person in question, possibly indicating some level of affection or fondness. However, the main speaker then questions how they could hate John, which suggests a revision or retraction of any previous implication of hatred or negative feelings towards the person.</p>	53.35	Constative (Retractive)
5.	<p>“ I never wanted fame. I just became a Kennedy”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-retractive sentence. Because in this sentence, the main speaker starts by denying a previous assumption or implication that desired fame. Then, the main speaker assert that simply became</p>	1.19.26	Constative (Retractive)

	<p>a Kennedy. This implies a revision or retraction of any previous implication that the main speaker sought fame, instead suggesting that fame was a consequence of association with the Kennedy family.</p>		
6.	<p>“ I've told everyone that I can't remember, But that's not true .”</p> <p>Discussion :</p> <p>The sentence by the main speaker (Jackie) could be classify as a constative-retractive sentence. Because In this statement, the main speaker first implies that the main speaker have told everyone that cannot remember something. However, the main speaker then assert that this statement is not true, indicating a correction or retraction of the previous claim. By stating "But that's not true," the main speaker is retracting their earlier assertion.</p>	1.20.05	Constative (Retractive)
7.	<p>“ Don't misunderstand me... (beat) Jack wasn't naive”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-retractive sentence. Because in this sentence, the main speaker begins by cautioning against a possible misunderstanding, which implies there might have been an assumption or implication that Jack was naive. Then, the main speaker asserts that Jack wasn't naive, indicating a correction or</p>	1.26.41	Constative (Retractive)

	retraction of any previous implication that Jack was. By stating "Don't misunderstand me" and following up with the assertion about Jack, the main speaker is retracting or revising a potential misinterpretation.		
8.	<p>“I should have guessed it was too much to ask that we grow old together. See our children grow up ”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-retractive sentence. Because in this statement, the main speaker is expressing regret or hindsight about the previous expectations. The main speaker imply that should have realized it was too much to ask to grow old together and see the children grow up. This suggests a revision or retraction of the main speaker earlier assumption or hope that such a scenario would occur.</p>	1.29.51	Constative (Retractive)

J. Assentive

Table 3.10 Constative (Assentive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ That's right. The Black Watch Pipers”</p> <p>Discussion :</p> <p>The utterance could be categorized as a constative-assentive sentence. Because In this sentence, the main speaker is confirming or agreeing with the previous statement by saying "That's right," and then providing additional information about "The Black Watch Pipers." This constitutes an assentment of the correctness or truthfulness of the previous statement.</p>	20.20	Constative (Assentive)

K. Dissentive

Table 3.11 Constative (Dissentive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ I’m not the First Lady anymore. You can call me Jackie”</p> <p>Discussion :</p> <p>In this sentence, the main speaker is rejecting or refusing the title of "First Lady" and suggesting an alternative name, "Jackie." By stating "I’m not the</p>	59.47	Constative (Dissentive)

	<p>First Lady anymore," the main speaker is dissenting from being addressed by that title and asserting their preference for a different form of address. This refusal to accept the traditional title could be seen as a form of dissent. The sentence strongly proved that could be categorized as a constative-dissentive sentence.</p>		
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L. Disputative

Table 3.12 Constative (Disputative) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ That's so complicated. I—I don't know... I just think that everything in the White House should be the best ”</p> <p>Discussion :</p> <p>This sentence could be categorized as a constative - disputative sentence. Because in this sentence, the main speaker expresses uncertainty and hesitation by saying "I don't know" and by hesitating with "I—I." Additionally, by stating "That's so complicated," the speaker indicates a perception of complexity or difficulty with the situation. This expression of doubt and uncertainty can be seen as disputing the clarity or simplicity of the matter being discussed.</p>	11.00	Constative (Disputative)

2.	<p>“ That house wasn’t mine. Neither is this one.Nothing is ever mine. Not to keep, anyway.”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-disputative sentence. Because in this sentence, the main speaker expresses a sense of disownership or detachment from various houses by stating "That house wasn’t mine. Neither is this one." The subsequent statement "Nothing is ever mine. Not to keep, anyway." further emphasizes a lack of ownership or permanence. This expression of detachment and lack of ownership can be seen as disputing the idea of possessing or owning anything.</p>	44.49	Constative (Disputative)
3.	<p>“I think God is cruel”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative – disputative sentence. Because in this sentence, the main speaker expresses their personal belief that God is cruel. This assertion challenges or disputes the commonly held belief in the benevolence or kindness of God. By expressing their belief, the speaker introduces doubt or disagreement regarding the nature of God</p>	51.12	Constative (Disputative)

4.	<p>“ We aren’t ‘most people’”</p> <p>Discussion :</p> <p>This sentence could be suits as a constative – disputative sentence. Because in this sentence, the main speaker is implicitly disputing or challenging the assumption that the main speaker belongs to the category of "most people." By stating "We aren’t ‘most people’," the main speaker suggests that she is differ from the norm or the majority. This assertion introduces a degree of disagreement or dissent regarding the characterization of themselves.</p>	1.01.18	Constative (Disputative)
5.	<p>“ How dare you?! They murdered him!! Inside the jail! These people can get to anyone! --How dare you keep that from me?!”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative – disputative sentence. Because in this utterance, the main speaker expresses indignation and challenges the actions of the interlocutor. By exclaiming "How dare you?!" and accusing "They murdered him!! Inside the jail!" the main speaker disputes the interlocutor's actions or decisions. The subsequent exclamation "How dare you keep that from me?!" further emphasizes the main speaker's</p>	1.02.34	Constative (Disputative)

	disagreement and resentment towards the listener's actions.		
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M. Responsive

Table 3.13 Constative (Responsive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ I’ve read a great deal.”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative – responsive sentence. Because in certain context, if someone asks the speaker about their reading habits or knowledge, and the main speaker replies with "I’ve read a great deal," it would be a direct response to the inquiry. The sentence directly addresses or responds to the stimulus by providing information about the speaker's reading experience.</p>	04.47	Constative (Responsive)
2.	<p>“ Yes, it’s attic at the cellar all in one”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-responsive sentence, because in this utterance, the main speaker (Jackie) gave a response to the interlocutor question about the antique furniture all around the staging room at the palace (White House).</p>	07.31	Constative (Responsive)

3.	<p>“The truth? Well I’ve grown accustomed to a great divide between what people believe and what I know to be real ”</p> <p>Discussion :</p> <p>Though it could be seems as a constative – suppositive sentence, It strongly proved to be categorized as a constative – responsive sentence. Because in this sentence, the main speaker gave a response to the interlocutor statement (The journalist) about what the journalist want to get from the source that it’s just want to get the truth of the fact.</p>	12.20	Constative (Responsive)
4.	<p>“A moment-by-moment account..”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because in this utterance, the main speaker means to give response about the journalist (as interlocutor) statement.</p>	12.43	Constative (Responsive)
5.	<p>“ Of course. I love crowds”</p> <p>Discussion :</p> <p>This utterance represented the Constantive (Responsive) proved by factual situation of the crowds of Texas people to welcome the Speakers and her Husband’s arrival as the First Lady and President Kennedy.</p>	14.04	Constative (Responsive)
6.	<p>“My! What a welcome!”</p> <p>Discussion :</p>	14.34	Constative (Responsive)

	<p>The utterance by the main speaker (Jackie) could be classify as a constative-responsive sentence. Because in this utterance, the main speaker displaying the amazement as a response to the enthusiastic welcome from the public received during a visit with the president to the state of Texas, which occurred on the day of the assassination of President J.F Kennedy.</p>		
7.	<p>“ I’ll be ready in a moment”</p> <p>Discussion :</p> <p>This utterance is the response for the interlocutor that ask the main character’s condition after the unfortunate The Gunshot incident of The President, That the speaker want to regulate that bad feeling until the speaker felt better and ready to talk. That utterance could be part of constative (Assertive) that shown the factual event.</p>	18.04	Constative (Responsive)
8.	<p>“ What do they know?”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because in this utterance, the main speaker saying the utterance as a rponse to the interlocutor statement about the main speaker children at the palace (White house) after the president assassination.</p>	24.32	Constative (Responsive)

9.	<p>“Are you afraid I’m about to cry?”</p> <p>Discussion :</p> <p>The utterance by the main speaker explained about the response of the main speaker (Jackie) to the journalist (as interlocutor) question about the advice from the main speaker to the journalist. Though the sentence express the emotion from the main speaker, the sentence proved to be categorized as a constative-responsive because it means to be a response to the interlocutor.</p>	31.21	Constative (Responsive)
10.	<p>“Scream what?”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative – responsive sentence. Because in this sentence, the main speaker (Jackie) used the utterance as a response to the Journalist (as interlocutor) statement. The sentence proved to be categorized as a constative-responsive because it means to be a response to the interlocutor.</p>	31.25	Constative (Responsive)
11.	<p>“ Do what?”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) express the response to the interlocutor statement that the main speaker (Jackie) does not have to holding the funeral parade to commemorate the passed of the president (The main speaker’s husband). The sentence proved to be</p>	33.14	Constative (Responsive)

	categorized as a constative-responsive because it means to be a response to the interlocutor.		
12.	<p>“How do I do this?”</p> <p>Discussion :</p> <p>The utterance by the main speaker express the heart's turmoil of the main speaker, contemplating how to face the press for statements regarding the president's assassination amid profound grief, and how to explain to the children that their father is passed away. The utterance could be categorized as a constative-responsive sentence because it means to be a response to the chaotic situation at that time.</p>	33.45	Constative (Responsive)
13.	<p>“ Because I'm here with you. And we don't want Patrick to get lonely, do we?”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because in this sentence, the main speaker is providing a response to the question "why?" posed by the daughter (as interlocutor). The response directly addresses the question by explaining the reason why Daddy had to go see the baby brother Patrick in heaven. The speaker asserts that Daddy went to keep Patrick from getting lonely, thus providing a reason for the visit (The President passed away).</p>	34.33	Constative (Responsive)

14	<p>“This how we dress while sad things happened”</p> <p>Discussion :</p> <p>The utterance are a kind of response (Constative-Responsive) of interlocutor question (Jackie’s son) where ask to the speaker why used black dressed when mourning. It also represented the same culture between Indonesian and American while on grieving period their used Black dress as an symbol.</p>	34.15	Constative (Responsive)
15.	<p>“ Daddy’s not coming home”</p> <p>Discussion :</p> <p>The utterance is factual response (Constative-Responsive) of interlocutor question (Jackie’s son) that ask the existence of interlocutor parent, where daddy (The President) is passed away by the gunshot incident.</p>	34.20	Constative (Responsive)
16.	<p>“ Are you suggesting I throw a party?”</p> <p>Discussion :</p> <p>The sentence by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because in this sentence, the journalist (as interlocutor) suggests the idea of Jackie throwing a party by mentioning the past parties at the White House. Jackie's response directly addresses this suggestion by seeking clarification or confirmation. The main speaker (Jackie) is essentially asking if the</p>	44.35	Constative (Responsive)

	journalist is indeed suggesting that she throw a party.		
17.	<p>“ Is this a confession?”</p> <p>Discussion :</p> <p>The statement by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because in this case, the priest (interlocutor) suggests that Jackie is present to talk about what happened, implying a discussion of personal matters or confession. Jackie's response directly addresses this implication by seeking clarification. The main speaker (Jackie) is essentially asking if the priest's intention is to have a confession, given to the priest previous statement.</p>	50.39	Constative (Responsive)
18.	<p>“ Is he inside me right now?”</p> <p>Discussion :</p> <p>This sentence could be categorized as a constative-responsive sentence. Because in this case, the priest (as interlocutor) asserts that God is everywhere and implies that God is present, including within Jackie (the main speaker). Jackie's response directly addresses this implication by seeking clarification or confirmation. The main speaker (Jackie) essentially asking if God is currently present within. So, the sentence directly responds to the implication made by the priest (as interlocutor).</p>	51.31	Constative (Responsive)

19.	<p>“ More than we were expecting?”</p> <p>Discussion :</p> <p>The utterance by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because, In this case, Interlocutor (Nancy) provides Jackie (the main speaker) with a list of dignitaries planning to attend the funeral. Jackie's response directly addresses this information by seeking clarification or confirmation about the number of dignitaries. The main speaker essentially asking if the number of dignitaries mentioned is more than what they were expecting.</p>	54.17	Constative (Responsive)
20.	<p>“ It’s the strangest thing. I hardly remember anything after”</p> <p>Discussion :</p> <p>The sentence by the main speaker (Jackie) could be categorized as a constative-responsive sentence. Because In this case, Special Agent Hill (interlocutor) addresses Jackie (main speaker) and indicates that the main speaker ready. Jackie's response directly addresses this interaction, but also goes beyond it to express the own thoughts and feelings about the main speaker (Jackie) memory. While it doesn't directly answer a question posed by Interlocutor (Hill), it responds to the overall situation and context, indicating</p>	57.39	Constative (Responsive)

	her state of mind and her struggle to recall certain memories.		
21.	<p>“ You don’t protect me, anymore!”</p> <p>Discussion :</p> <p>This utterance could be categorized as a constative – responsive sentence. Because in this case , Bobby (as interlocutor) attempts to reassure Jackie by saying "Listen to me." Jackie's (as main speaker) response directly addresses Bobby's attempt to intervene or communicate with the main speaker (Jackie). The main speaker went to expresses feelings and asserts the stance, indicating that no longer believes that Bobby is protect the main speaker. While it doesn't directly answer a question posed by Bobby, it responds to the overall interaction and context by conveying Jackie's emotions and thoughts about relationship between the main speaker and the interlocutor as brother in law.</p>	1.03.37	Constative (Responsive)
22.	<p>“ It changes everything... And the Treaty Room?”</p> <p>Discussion :</p> <p>In this situation, Walton (as interlocutor) informs Jackie (the main speaker) about something that was installed, likely referring to a change in the Treaty Room. Jackie's response directly addresses this information by acknowledging that it changes</p>	1.05.25	Constative (Responsive)

	<p>everything and expressing interest or concern about the Treaty Room. While it doesn't directly answer a question posed by Walton, it responds to the stimulus of the information provided by Walton as interlocutor.</p>		
23.	<p>“ Oh, I’m just doing my job.”</p> <p>Discussion :</p> <p>In this sentence, Valenti (as interlocutor) asks Jackie (main speaker) why the main speaker is doing something, presumably referring to a specific action or decision. Jackie's response directly addresses Valenti's question by explaining the motivation as simply performing the main speaker’s job duties. While it doesn't directly answer a question posed by Valenti, it responds to the stimulus of the inquiry about the main speaker actions. It strongly proved that the sentence could be classify as a constative – responsive sentence.</p>	1.14.32	Constative (Responsive)
24.	<p>“ Yes and there should have been more of them. There should have been more horses, more soldiers, more crying, more cameras!”</p> <p>Discussion :</p> <p>In this utterance, the journalist (as interlocutor) makes a statement or observation about Jackie's husband (The president) not riding horses. Jackie's (the main speaker) response directly addresses this statement by agreeing with it and expanding upon it,</p>	1.15.32	Constative (Responsive)

	<p>expressing the opinion about what should have been present at the funeral for the President of the United States. While it doesn't directly answer a question posed by the journalist, it responds to the stimulus of the journalist's observation. The sentence suits to be classify as a constative-responsive sentence because it directly responds to the observation made by the journalist.</p>		
25.	<p>“Do you?”</p> <p>Discussion :</p> <p>In this situation, there is the priest (Interlocutor) expresses understanding in response to Jackie's statement about wanting to die. Jackie's (main speaker) response directly addresses the priest's empathetic statement by questioning whether truly understands the main speaker feelings. While it doesn't directly answer a question posed by the priest, it responds to the stimulus of the priest's assertion of understanding.</p>	1.19.01	Constative (Responsive)

N. Suggestive

Table 3.14 Constative (Suggestive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“What if I’d been here, or out riding in Virginia somewhere?.”</p> <p>Discussion :</p> <p>The utterance could be categorized as a constative – suggestive sentence. Because in this case, the main speaker (Jackie) is contemplating alternative scenarios where Jackie could have been if Jackie hadn't gone with The president (Jackie husband) . By posing the hypothetical (suggest) situations of being at home or out riding in Virginia, Jackie indirectly suggests the possibility of different outcomes depending on the whereabouts. Then, this sentence also involves speculation or hypothetical thinking about what might have happened under different circumstances. Jackie (The main speaker) is imagining different scenarios and considering the potential consequences of those situations.</p>	04.26	Constative (Suggestive)
2.	<p>“ And if it's an American company that you can help, I like to do that. If it's not....Just as long as it's the best .”</p> <p>Discussion :</p> <p>In this statement, the main speaker is expressing a preference for helping</p>	11.29	Constative (Suggestive)

	American companies if possible and then suggesting a broader criterion of choosing the best option regardless of nationality. The main speaker (Jackie) is indirectly influencing the listener's decision-making process by presenting their preferences and criteria for making a choice.		
3.	<p>“Do you want to be famous?”</p> <p>Discussion :</p> <p>In this context, Jackie's question implies a suggestion that fame might be a desirable outcome for the journalist. By asking this question, Jackie is indirectly suggesting that fame could be a motive or desire for the journalist, which prompts the journalist to respond honestly about their intentions.</p>	21.04	Constative (Suggestive)
4.	<p>“I'd rather them at home. Their routine shouldn't be disrupted”</p> <p>Discussion :</p> <p>In this context, Jackie is expressing a preference for the children to be at home and highlighting the importance of maintaining their routine. By stating this preference, Jackie is indirectly suggesting that it would be better for the children if they were at home and not disrupted. It fits the characteristics of a suggestive sentence as it conveys Jackie's preference and subtly influences the interlocutor's understanding or behavior.</p>	24.26	Constative (Suggestive)

5.	<p>“ I can feel Jack getting angry with us. ‘There you go, spending all that money on those silly little knick-nacks...”</p> <p>Discussion :</p> <p>In this statement, Jackie is implying that can sense the late husband's disapproval or frustration to the spending habits. The phrase "I can feel Jack getting angry with us" suggests that Jackie is attributing emotions to the president as the husband, even though he is no longer alive. By stating "There you go, spending all that money on those silly little knick-knacks," Jackie implies an interpretation of what The president might say about their spending decisions. So that, the statement is suggestive because it implies Jackie's perception of her late husband's feelings.</p>	32.24	Constatative (Suggestive)
6.	<p>“I guess we don't have to worry about that anymore”</p> <p>Discussion :</p> <p>In this sentence, The main speaker (Jackie) reflects on the fact that they no longer need to worry about a particular issue. The use of "I guess" suggests a certain resignation or acceptance of the situation. However, it's not explicitly stating what they no longer need to worry about. This sentence also involves speculation or contemplation about a situation. The main speaker</p>	32.45	Constatative (Suggestive)

	(Jackie) is considering the implications of no longer needing to worry about a specific concern. It strongly proved that the utterance could be categorized as a constative-suggestive sentence.		
7.	<p>“ The collectors we bought it from... Remember? Bill and I had to haggle for every sofa and every chair. If I sell some of it back now, maybe I can put Caroline and John through school?”</p> <p>Discussion :</p> <p>Suggestive sentences typically imply or suggest a course of action or a potential outcome. In this sentence, The main speaker (Jackie) is contemplating the idea of selling some of Jackie’s possessions in order to fund the children's education someday. By stating "maybe I can put Caroline and John through school," The main speaker (Jackie) is suggesting the possibility of using the proceeds from selling their belongings to achieve this goal. It proved the sentence that could be categorized as a constative – suggestive sentence.</p>	38.21	Constative (Suggestive)
8.	<p>“ I don't mean to upset your mother. But Brookline is no place to bury a President.”</p> <p>Discussion :</p> <p>This utterance could be categorized as a constative-suggestive sentence. Because In this sentence, The main speaker (Jackie) is expressing her</p>	40.42	Constative (Suggestive)

	<p>opinion about the suitability of Brookline as a burial place for a President. By prefacing the statement with "I don't mean to upset your mother," Jackie acknowledges the sensitivity of the topic but still suggests that Brookline is not an appropriate location for burial.</p>		
9.	<p>“ He can’t just be buried anywhere. He deserves more ”</p> <p>Discussion :</p> <p>In this statement, the speaker is expressing a belief that the person being discussed deserves more than just any burial place. By stating that "He can't just be buried anywhere" and asserting "He deserves more," the speaker is indirectly influencing or suggesting a specific course of action regarding the burial. It strongly proved that the statement could be classify as a constative-suggestive sentence.</p>	42.24	Constative (Suggestive)
10.	<p>“ And this parade? Who is it really for? For Jack? One more campaign stop along the way to the grave?!”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is not directly posing a question but rather implying skepticism and cynicism about the true purpose and motives behind the parade that said by Bobby (interlocutor). In this utterance, Jackie suggests her doubts and suspicions about whether the parade is</p>	1.03.08	Constative (Suggestive)

	<p>genuinely intended as a respectful tribute to the president or merely another political maneuver. The tone and phrasing of the questions convey Jackie's skepticism and frustration, implying that she perceives the parade as potentially being exploited for political gain rather than as a sincere homage to the passed president.</p>		
11.	<p>“ Lyndon's people are right. It's not worth it! It's not worth risking people's lives!”</p> <p>Discussion :</p> <p>In this statement, the main speaker (Jackie) is expressing agreement with "Lyndon's people" and suggesting a course of action based on belief that it's not worth risking people's lives. By stating "It's not worth it!" and repeating "It's not worth risking people's lives," the main speaker is indirectly influencing or suggesting a specific course of action to the listener. It strongly proved that the utterance could be categorized as a constative-suggestive sentence.</p>	1.03.15	Constative (Suggestive)
12.	<p>“ I lie awake at night and all I can think is...I wish I'd been a shop girl, or a stenographer. I should have married an ordinary, lazy, ugly man ”</p> <p>Discussion :</p> <p>In this utterance, The main speaker (Jackie) is expressing the inner thoughts and feelings about the current situation.</p>	1.03.52	Constative (Suggestive)

	<p>Jackie regrets the choices that have made and imagines alternative paths Jackie's life could have taken. This expression of regret is more reflective and introspective rather than suggesting a specific course of action. Therefore, the utterance fits the description of suggestive statement according to Kent Bach's theory, as it reflects Jackie's introspection and feelings of regret of the life choices.</p>		
13.	<p>“No, only crass, self-indulgent people kill themselves.”</p> <p>Discussion :</p> <p>In this statement, the main speaker is making a judgment about people who commit suicide, suggesting that only certain types of individuals do so. By stating "No, only crass, self-indulgent people kill themselves," the main speaker means to indirectly influencing or suggesting a specific interpretation of suicide and potentially influencing the interlocutor's attitude or beliefs about it. It could be fits to classify as a constative-suggestive sentence.</p>	1.19.10	Constative (Suggestive)
14.	<p>“ No, I was just hoping... if I walked down the street next to Jack’s body maybe someone would be kind enough to do it for me”</p> <p>Discussion :</p> <p>In this monologue, the main speaker (Jackie) expresses a desire or hope that someone would show kindness by</p>	1.19.13	Constative (Suggestive)

	<p>performing a certain action for them. However, the exact action or outcome is not explicitly stated; instead, it is suggested through the speaker's words. Then, The main speaker implies a request for assistance or support by suggesting that they hope someone will be kind enough to do something for them. While the specific action is left unstated, the implication is clear from the context of the monologue. The monologue sentence fits the definition of a suggestive, as it implies a desired action or outcome without explicitly stating it.</p>		
15.	<p>“Won’t God let me be with my husband?” Discussion : In this statement, The main speaker (Jackie) is expressing a desire or longing to be reunited with The President (Jackie’s husband) in death, and Jackie poses a question directed toward God, implying that hopes for or expects a certain outcome. This statement shows that Jackie is suggesting the possibility or expressing a desire for such a reunion, and fits the definition of suggestive sentence, as it implies a desired outcome or raises a question aimed at eliciting a response or consideration.</p>	1.21.29	Constative (Suggestive)
16.	<p>“--You don’t write very legibly, do you?”</p>	1.22.45	Constative (Suggestive)

	<p>Discussion :</p> <p>In this statement, the main speaker (Jackie) is implying that the interlocutor's (Journalist) handwriting about the article is not very legible. By phrasing it as a question ("do you?"), the main speaker is indirectly suggesting or prompting the Journalist (interlocutor) to consider the article and potentially improve it. It suits to be classify as a constative- suggestive sentence.</p>		
17.	<p>“ Imagine him... this little boy, with scarlet fever in bed, reading history King Arthur and the Knights of the Round Table, That’s what Camelot is about”</p> <p>Discussion :</p> <p>In this monologue statement, Jackie invites the audience to imagine The president (Jackie’s husband) as a young boy, reading history books while confined to bed with scarlet fever. By painting this picture, Jackie suggesting that the president love for history and his early experiences with it shaped The president character and ideals. Furthermore, by referencing King Arthur and the Knights of the Round Table, Jackie suggesting a parallel between Jackie’s husband ideals and the principles embodied in the legend of Camelot. It fits the sentence that could be categorized as a constative- suggestive sentence.</p>	1.26.26	Constative (Suggestive)

18.	<p>“ Maybe that’s what they’ll all believe now Camelot ”</p> <p>Discussion :</p> <p>This statement could be categorized as a constative-suggestive sentence. Because, the main speaker (Jackie) suggests that people may come to believe in the idea of "Camelot" as a result of the widespread dissemination of The president’s word. By mentioning that the words have been "reprinted all over the world," (before the quotation) Jackie implies to have gained significant attention and influence. Additionally, by referring to "Camelot" and characterizing it as a fairy tale, Jackie suggests that people may idealize or romanticize her husband's presidency and the era associated with it.</p>	1.29.33	Constative (Suggestive)
19.	<p>“I believe the characters we read about on the page end up being more real than the men who stand beside us”</p> <p>Discussion :</p> <p>This utterance could be categorized as a constative-suggestive. Because In this statement, Jackie suggests that fictional characters portrayed in literature can sometimes feel more authentic or meaningful than real people. By making this assertion, Jackie implies a perspective on the nature of reality and the power of storytelling to create vivid and impactful experiences. It implies a</p>	1.29.45	Constative (Suggestive)

	particular perspective on the comparison between fictional characters and real individuals.		
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O. Suppositive

Table 3.15 Constative (Suppositive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ I thought it was another backfire ”</p> <p>Discussion :</p> <p>In this statement, The main speaker (Jackie) is recalling the thoughts and perceptions at a specific moment in the past when heard a noise that she initially interpreted as another backfire. The use of "thought" indicates that Jackie is describing the own mental state or belief at that moment, rather than stating a definitive fact. Therefore, it represents a supposition or speculative understanding of the situation. It strongly proved that the statement could be categorized as a constative-suppositive.</p>	04.25	Constative (Suppositive)
2.	<p>“ They think I’m a fool.. one year in office, waiting their money”</p> <p>Discussion :</p> <p>In this statement, The main speaker (Jackie) is expressing belief about what other people think of Jackie. The use of "They think" indicates that Jackie is attributing a belief or opinion to others,</p>	06.26	Constative (Suppositive)

	but it is not necessarily based on concrete evidence or facts. Therefore, it represents a supposition about the perceptions of others, and it could be categorized as a constative-suppositive sentence.		
3.	<p>“... Because I think this house will always grow and should”</p> <p>Discussion :</p> <p>This utterance could be categorized as a constative-suppositive sentence. Because, The main speaker (Jackie) is expressing belief about the future of the palace (white house). The use of "I think" indicates that Jackie is sharing the opinion rather than stating a fact. Jackie is supposing that the palace will continue to evolve and that it should evolve. Therefore, it represents a supposition about the future state of the palace.</p>	08.05	Constative (Suppositive)
4.	<p>“ Imagine a little boy surrounded by all this”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is inviting the journalist (interlocutor) to imagine a scenario, encouraging him to envision what it would be like for a young boy to grow up in the circumstances she describes. The sentence sets the stage for the narrative that follows, prompting the reader to visualize the situation being portrayed.</p>	09.15	Constative (Suppositive)

5.	<p>“...It is a tradition that remains alive and strong .”</p> <p>Discussion :</p> <p>This statement could be categorized as a constative-suppositive sentence. Because the main speaker (Jackie) is expressing belief about the continuity and strength of the Spanish tradition in Dallas. The use of "remains" indicates Jackie beliefs that the tradition is ongoing, and the use of "alive and strong" suggests Jackie opinion of its current vitality and resilience. Therefore, it represents a supposition about the state of the tradition.</p>	13.45	Constative (Suppositive)
6.	<p>“ I don’t think it was a thirty eight, was it? What do you call it? The caliber? It seemed bigger. It seemed like something soldiers would use or maybe it was the kind they use for deer hunting....”</p> <p>Discussion :</p> <p>In the utterance, Jackie is speculating about the size and type of the bullet that killed The president (Jackie’s husband). Jackie uses phrases like "I don’t think," "What do you call it?" and "It seemed like" to express uncertainty and speculation about the characteristics of the bullet. Therefore, the statement represents Jackie's supposition or speculation about the nature of the bullet. It could be categorized the sentence as a constative-suppositive.</p>	19.51	Constative (Suppositive)

7.	<p>“ It had to be some silly little Communist...”</p> <p>Discussion :</p> <p>In this statement, Jackie is speculating about the possible identity or motivation of The president’s assassin. Jackie uses the phrase "It had to be" to express belief or suspicion about the nature of the assassin. Therefore, the statement represents Jackie's supposition or speculation about the identity of the assassin. It could be support the sentence to be classify as a constative-suppositive sentence,</p>	24.49	Constative (Suppositive)
8.	<p>“ If he'd been killed for civil rights... At least then it would have meant something. You know?”</p> <p>Discussion :</p> <p>In this statement, Jackie is expressing a hypothetical scenario where the husband, President Kennedy, could have been killed for civil rights. She uses the phrase "If he'd been killed for civil rights" to introduce a hypothetical situation. The subsequent clause "At least then it would have meant something" expresses her belief or attitude about the significance of such an event. Therefore, the statement represents Jackie's supposition or speculation about the potential meaning of her husband's death if it were related to civil rights. It support the utterance to</p>	24.52	Constative (Suppositive)

	be categorized as a constative-suppositive sentence.		
9.	<p>“ And if I don’t they’ll interpret my silence however they want? ”</p> <p>Discussion :</p> <p>In this statement, Jackie is speculating about the potential consequences of the actions or inactions. Jackie uses the phrase "And if I don't" to introduce a hypothetical scenario where chooses not to share something personal. The subsequent clause "they'll interpret my silence however they want" expresses Jackie beliefs or assumption about the potential interpretations of Jackie silence by others. Therefore, the statement represents Jackie's supposition or speculation about the consequences of her actions, and could be categorized as a constative-suppositive sentence.</p>	30.50	Constative (Suppositive)
10.	<p>“ We’ve been together a long time, Haven’t we, Nancy? I used to worry that you might be jealous of me. ”</p> <p>Discussion :</p> <p>In this statement, Jackie expresses a past concern she had about Nancy being jealous of her. Jackie reflects on her worry about Nancy's feelings during specific periods in their relationship. This statement qualifies as a suppositive sentence as it expresses past assumptions and reflections on Jackie's part regarding Nancy's feelings.</p>	55.01	Constative (Suppositive)

11.	<p>“ No, they’re not lucky at all. They’re not lucky. I’m scared, Nancy, I’m scared, I’m scared...”</p> <p>Discussion :</p> <p>The sentence could be categorized as a constative-suppositive sentence. Jackie concedes the point made by Nancy about Jackie’s children being lucky, but Jackie immediately follows it with a contrasting statement expressing her fear and vulnerability. By saying "No, they’re not lucky at all," Jackie acknowledges the idea that her children are lucky, but then she contrasts it with her own feelings of fear and uncertainty.</p>	56.23	Constative (Suppositive)
12.	<p>“ Those pictures should record the truth. Two heartbroken, fatherless children are a part of that ”</p> <p>Discussion :</p> <p>In this statement, Jackie is expressing belief about how the pictures should depict the truth of the moment. Jackie is supposing that the images captured by the cameras should accurately reflect the reality of the situation, which includes her two children being present and experiencing the moment of their father's departure. By stating "Two heartbroken, fatherless children are a part of that," Jackie is supposing that the presence of her children in the pictures is essential to portraying the truth of their loss and grief. So that the sentence could be categorized as a constative-</p>	59.31	Constative (Suppositive)

	<p>suppositive sentence as it expresses Jackie's supposition about how the pictures should accurately depict the truth of the moment.</p>		
13.	<p>“--This is all insanity!! You and your brother. All these years, all your tons secrets!”</p> <p>Discussion :</p> <p>In this statement, Jackie (as a main speaker) means to expresses the frustration, anger, and disbelief at the situation and at Bobby and his brother's actions (As interlocutor). Jackie does not make a claim about a specific proposition or situation; instead, Jackie conveys a strong emotional reaction to it. This statement qualifies as an expressive sentence as it conveys Jackie's emotional state without making a specific claim about the truth or falsity of any proposition.</p>	1.02.47	Constative (Suppositive)
14.	<p>“... You’re ridiculous! And I let myself believe it”</p> <p>Discussion :</p> <p>In this statement, Jackie (as the main speaker) expresses a subjective evaluation of the interlocutor (Bobby's behavior), deeming it ridiculous. The statement reflects Jackie's personal belief about Bobby's actions, indicating that she allowed herself to believe something that she now considers to be ridiculous. And it makes the statement qualifies as a suppositive sentence as it</p>	1.03.03	Constative (Suppositive)

	expresses Jackie's subjective evaluation and personal belief about Bobby's behavior.		
15.	<p>“ I know you think I’m some silly little debutante—”</p> <p>Discussion :</p> <p>In this statement, Jackie is expressing a perception of Bobby's thoughts or beliefs about her. Jackie supposes that Bobby sees her as a "silly little debutante," which is a hypothetical interpretation of his perspective. Jackie's statement implies a believes that Bobby holds a certain opinion of her, which may or may not be accurate. She is making a supposition about his perception of her based on her interpretation of their interactions or his behavior.</p>	1.03.35	Constative (Suppositive)
16.	<p>“ But even I'm starting to lose him. (beat, she stands) Pretty soon, he'll just be another oil portrait lining these hallways”</p> <p>Discussion :</p> <p>In this statement, Jackie is expressing a fear or concern about losing the memory or essence of the husband, President Kennedy. Jackie supposes that she is starting to lose him, indicating a fear of his memory fading away over time. And the statement implies that when Jackie feels a sense of loss or fading connection with the memory of The President. She is making a supposition</p>	1.06.50	Constative (Suppositive)

	<p>about the future, imagining a scenario where the president presence or significance diminishes to the point where he is merely represented by an oil portrait. It could be proved to be categorized as a constative-suppositive sentence.</p>		
17.	<p>“ And I’m sure the tens of millions of people watching won’t either”</p> <p>Discussion :</p> <p>The statement express the belief or assumption of Jackie about how the millions of people watching the funeral procession will react to General De Gaulle's decision to ride in an armored car or tank. She supposes that they won't blame him, implying that they would understand his choice given the circumstances. Jackie's also assumes that the people will be understanding and supportive, considering the solemnity and significance of the occasion. It makes the sentence could be categorized as a constative-suppositive sentence.</p>	1.14.32	Constative (Suppositive)
18.	<p>“ We all live on far after our deaths. Presidents will come and go and every one of them will look up to Jack for guidance, for inspiration”</p> <p>Discussion :</p> <p>In this statement, Jackie is expressing her belief or assumption about the enduring legacy of her husband, President Kennedy. She supposes that</p>	1.14.57	Constative (Suppositive)

	<p>even after their deaths, people, including future presidents, will continue to look up to Jack for guidance and inspiration. Then, The statement implies Jackie's assumption about the lasting impact and influence of President Kennedy's legacy. She assumes that future generations, including presidents, will continue to be inspired by his leadership and ideals. It made the sentence could be categorized as a constative-suppositive sentence.</p>		
19.	<p>“That night, and every night since.. I’ve prayed to die”</p> <p>Discussion :</p> <p>In this situation, Jackie expresses a supposition or assumption about her actions, stating that she has prayed to die every night since a particular event occurred. The statement implies a supposition about her ongoing behavior or state of mind, suggesting that she has consistently engaged in this action since the specified time.</p>	1.21.24	Constative (Suppositive)

2. Directives

Directives is an act that provide the speaker's perspective about potential actions taken by the interlocutor or listener. Here are six types of speech acts in the directive category: requestives, questions, requirements, prohibitives, permissives, and advisories. Based on the findings, there are 66 Directives sentences divided into several sub-types as follows

A. Requestive

Table 3.16 Directive (Requestive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ Exactly, come in ”</p> <p>Discussion :</p> <p>In this situation, Jackie (As the main speaker) is inviting or requesting the journalist (As interlocutor) to enter Jackie’s house for interview purposes. These sentences are used to direct or request action from the listener. Although polite, the statement is still direct and instructive, indicating Jackie's desire for the journalist to follow her directive and enter the room.</p>	04.15	Directive (Requestive)
2.	<p>“ When will Jack join us?”</p> <p>Discussion :</p> <p>In this context, Jackie is seeking information about the timing of President Kennedy's arrival. She is not just making a casual inquiry but is requesting specific information that she needs to know. The utterance means that Jackie went to engaging Nancy (As</p>	06.22	Directive (Requestive)

	interlocutor) in a manner that prompts her to provide an answer. While it is framed as a question, there is an implicit directive component, as Jackie is effectively instructing Nancy to inform her about the president's schedule. This aligns with the characteristic of requestive sentences to prompt the listener to perform an action—in this case, providing the requested information.		
3.	<p>“Stay close”</p> <p>Discussion :</p> <p>That utterance means that the speaker ask Nancy as the speaker assistant to keep close with the speaker due to the shoot of palace tv broadcast cause of the speaker felt a little bit of nevous. The utterance could be a part of Directive (Requestive) because the speaker ask to the interlocutor to stay away with her.</p>	06.41	Directive (Requestive)
4.	<p>“ ... I want all of the details .”</p> <p>Discussion :</p> <p>The statement by the main speaker (Jackie) could be categorized as a Directive-requestive sentence because In this utterance, the main speaker is expressing desire or intention to have all of the details. This statement is requestive because it expresses the main speaker's preference or request rather than describing a state of affairs in the world.</p>	21.18	Directive (Requestive)
5.	“ I want it closed so badly”	23.12	Directive

	<p>Discussion :</p> <p>This utterance is kind of Directive (Requestive) proved by representation of the sorrowful moment of the main speakers after The Gunshot Incident that passed the speaker's Husband where the speaker went to keep still close with the husband casket.</p>		(Requestive)
6.	<p>“ Did you tell them we'll need a horse-drawn carriage? We have to march with Jack. Everyone. A big beautiful procession that people will remember”</p> <p>Discussion :</p> <p>This utterance fits the criteria of a directive-requestive sentence as it directs or requests action related to organizing the procession. In this context, Jackie is asking Walton (as interlocutor) to conveyed the need for a horse-drawn carriage for the procession, emphasizing the importance of the event being memorable and dignified. The utterance is direct and instructive, indicating Jackie's expectation that Walton ensures the necessary arrangements are made for the procession</p>	32.59	Directive (Requestive)
7.	<p>“ Bobby, I want to talk to the press.”</p> <p>Discussion :</p> <p>This utterance could be classify as a directive-requestive sentence as it directs Bobby's (The interlocutor) attention to Jackie's (The main speaker) desire to speak to the press and implicitly requests his agreement or</p>	43.37	Directive (Requestive)

	<p>permission. The sentence is direct and instructive, in this context, Jackie is expressing desire to talk to the press directly to Bobby (The interlocutor), indicating her intention and seeking his agreement or permission.</p>		
8.	<p>“ Good. Will you read them to me?”</p> <p>Discussion :</p> <p>These utterance shows a direct or request the interlocutor to take action or provide information. In this context, Jackie is requesting Nancy to read the list of dignitaries from the State Department. This indicates a desire for Nancy to take action by reading the list aloud. The tone of the sentence is polite and courteous, indicating a request for assistance rather than a command.</p>	54.22	Directive (Requestive)
9.	<p>“ What do you remember? Will you tell me everything. I need to hear”</p> <p>Discussion :</p> <p>In this context, Jackie is directing Hill (president driver’s) to provide information about what he remembers from the event. Jackie is specifically asking him to share all the details he can recall. The sentence contains a request for information <i>"Will you tell me everything"</i> and is followed by an imperative statement <i>"I need to hear"</i>. This combination of phrases indicates a strong desire on Jackie's part for Hill to share his recollections. Then, Jackie's tone and the urgency in a request suggest that Jackie considers the</p>	58.25	Directive (Requestive)

	information crucial for her understanding or processing of the President Kennedy's assassination.		
10.	<p>“ I need to talk to him, I need to talk to him”</p> <p>Discussion :</p> <p>In this context, Jackie is expressing a strong desire to talk to someone namely Oswald by repeating the statement twice. This repetition emphasizes her urgency and insistence on speaking to him. Jackie's statement is a direct request to Hill to facilitate a conversation with Oswald. By repeating the statement, she emphasizes the importance of her request and conveys her determination to engage with Oswald. In this situation, Jackie's statement leaves no room for ambiguity. She clearly expresses her desire to speak to Oswald, indicating to Hill that she expects him to assist her in arranging the conversation.</p>	58.27	Directive (Requestive)
11.	<p>“I'd like them to come with me”</p> <p>Discussion :</p> <p>Requestive sentences often leave room for negotiation or discussion. In this case, Jackie's statement opens the possibility for Nancy (as interlocutor) to express any concerns or offer alternative solutions, indicating a collaborative approach to decision-making. Jackie expresses her desire for the children to accompany her by using</p>	59.19	Directive (Requestive)

	the phrase <i>"I'd like them to come with me."</i> It softens the tone of the sentence and indicates that she is making a request rather than giving a command.		
12.	<p>“ Mr. Valenti. Would you mind getting a message to all the funeral guests when they land?”</p> <p>Discussion :</p> <p>Jackie's statement begins with a polite address <i>"Mr. Valenti"</i> followed by a polite request <i>"Would you mind getting a message..."</i>. This polite formulation indicates that Jackie is making a request rather than giving a command. Rather than directly commanding Mr. Valenti (as interlocutor) to convey the message, Jackie frames her request as a question, giving him the opportunity to decline if he chooses. This indirect approach is characteristic of requestive sentences.</p>	1.14.03	Directive (Requestive)

B. Question

Table 3.17 Directive (Question) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ Have you read what they’ve been writing? Krock and Merriman and all the rest? ”</p> <p>Discussion :</p> <p>In this situation, Jackie is seeking information from the journalist about whether he has read certain writings by</p>	03.21	Directive (Question)

	<p>Krock, Merriman, and others. Jackie is asking for confirmation or denial of a fact. While it is a genuine question, it also serves a rhetorical purpose. Jackie is likely aware that the journalist has read those writings, but she is using the question to express her frustration or to lead into further conversation. The outline is, this utterance could be categorized as a directive-question sentence because the sentence is structured as a question, starting with the interrogative word "Have" and followed by the subject "you" and the verb "read".</p>		
2.	<p>“ Do you know what I think of history?”</p> <p>Discussion :</p> <p>In this utterance, Jackie's implies that she is about to share her thoughts or opinions about history and is prompting the journalist to engage in the conversation. She is seeking confirmation from the journalist regarding their awareness or understanding of her perspective on history. By asking a question, Jackie means to involve the journalist in the conversation and encourages them to participate by responding or engaging with her thoughts.</p>	04.41	Directive (Question)
3.	<p>“ What did you say?”</p> <p>Discussion :</p>	05.35	Directive (Question)

	<p>This form indicates that Jackie is seeking clarification or repetition of something that was said. The utterance indicates that Jackie as a main speaker didn't fully hear or understand what the journalist (as interlocutor) said, so she is asking for him to repeat or clarify his previous statement. The question encourages the journalist to respond by restating or elaborating on his previous statement, fostering further dialogue between them.</p>		
4.	<p>“ Are you giving me professional advice?”</p> <p>Discussion :</p> <p>This utterance beginning with the interrogative phrase "Are you." Interrogative sentences are typically used to ask questions, seek information, or prompt a response from the listener (or interlocutor). In this utterance, Jackie seeks clarification or confirmation from the journalist (as interlocutor) regarding his intention behind the statement he made about her potential career as a broadcaster. Jackie wants to confirm whether the journalist was offering professional advice or simply making an observation.</p>	05.41	Directive (Question)
5.	<p>“...You’re not a man of the cloth, are you?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking confirmation or clarification</p>	12.13	Directive (Question)

	<p>from the journalist (interlocutor) regarding his religious affiliation or status. Jackie indirectly challenges the journalist's authority to inquire about her faith, suggesting that a discussion about such personal matters would be more appropriate with a religious figure. The use of a rhetorical tag question, "are you?" adds emphasis to her inquiry and signals her skepticism about the journalist's qualifications to delve into matters of faith. This utterance also reflects Jackie's assertiveness and discernment as she navigates the interview and asserts boundaries around the topics she is willing to discuss.</p>		
6.	<p>“ That’s what you came her for, isn’t it?... You want me to describe the sound the bullet made when it collided with my husband’s skull”</p> <p>Discussion :</p> <p>Both parts of the utterance are structured as questions. The first part, "That’s what you came here for, isn’t it?", is a tag question, which combines a declarative statement with a short question tag to seek confirmation from the listener (interlocutor). The second part, "You want me to describe the sound the bullet made when it collided with my husband’s skull," is framed as a declarative question that implies a need for confirmation or denial. Here, Jackie</p>	12.43	Directive (Question)

	<p>(as a main speaker) is seeking validation of her assumption about the journalist's intentions (as interlocutor) by giving a question. The context provides clarity that Jackie is not merely making statements but is prompting the journalist to respond. By structuring her speech as questions, she is inviting the journalist to either agree with her interpretation or provide a different perspective.</p>		
7.	<p>“ Is that the sound of birds?”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is seeking to confirm whether the sound she hears is birds. This aligns with the purpose of a question as it is intended to receive an informative response from the Interlocutor, in this case, President Kennedy. The context supports the interpretation of the sentence as a question. Jackie hears a sound and is inquiring about its source. She is not making a statement or providing information, but rather seeking confirmation or an answer about what she perceives.</p>	13.55	Directive (Question)
8.	<p>“ Are they waiting?”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is seeking to confirm whether people are waiting for her. This aligns with the purpose of a question as it is intended to receive an informative response from</p>	18.13	Directive (Question)

	<p>the interlocutor, in this case, Larry O'Brien (Jackie's adjutant). The context supports the interpretation of the sentence as a question. Jackie is in a moment of crisis and is trying to gather herself. By asking "<i>Are they waiting?</i>", she is seeking information about the current situation outside her immediate space.</p>		
9.	<p>“ Agent Hill? Can you tell me...what size was the bullet?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking specific information about the size of the bullet that struck The president (Jackie's husband). This aligns with the fundamental purpose of a question, which is to get an answer or information from the person being asked. The context supports the interpretation of the sentence as a question. Jackie is in a state of distress and seeking details about the incident. Her direct address to Agent Hill (as interlocutor) and the specific query about the bullet's size are clearly aimed at obtaining factual information.</p>	19.44	Directive (Question)
10.	<p>“ And those bagpipers from Scotland. What were they called, Kenny?”</p> <p>Discussion :</p> <p>In this instance, Jackie (main speaker) is seeking specific information about the name of the bagpipers from Scotland, which is consistent with the</p>	20.15	Directive (Question)

	<p>fundamental purpose of a question to O’Kenny (Interlocutor). The question directly engages Kenny to respond. By asking, "What were they called, Kenny?" Jackie is prompting Kenny to provide the specific name of the bagpipers. This directive element compels him to answer, which is a key feature of questions.</p>		
11.	<p>“--Why the rear?”</p> <p>Discussion :</p> <p>In this case, Jackie is asking for the reason behind the decision to exit out the rear of the plane, indicating her need for an explanation. The question directly addresses to Hill (interlocutor), where the context is supports the interpretation of the sentence as a question. Jackie is responding to Hill's statement about exiting the plane and is seeking clarification on the rationale behind this specific instruction.</p>	20.29	Directive (Question)
12.	<p>“--I'm supposed to hide away. Now?”</p> <p>Discussion :</p> <p>Questions are designed to obtain information, confirm something, or clarify a point. In this instance, Jackie (main speaker) is seeking confirmation or clarification about the suggestion to exit the plane from the rear, which implies hiding. The form and context of the question imply that Jackie expects a response from Hill (Interlocutor). The question is not rhetorical but seeks to</p>	20.32	Directive (Question)

	prompt Hill to address her concern directly.		
13.	<p>“The autopsy? (beat) Is that necessary?”</p> <p>Discussion :</p> <p>The utterance is structured in the form of questions. The first part <i>“The autopsy?”</i> is an elliptical question, seeking confirmation or clarification about what was just mentioned. The second part <i>“Is that necessary?”</i> is a direct question. In the context of the utterance, Jackie (main speaker) is responding to Burkley's statement (interlocutor) about the need for an autopsy. Jackie is questioning the necessity of the procedure, which aligns with the purpose of a question to seek clarification or additional information.</p>	20.55	Directive (Question)
14.	<p>“By who?”</p> <p>Discussion :</p> <p>In this case, Jackie (main speaker) is seeking to know who requires the autopsy, implying a request for clarification. The context supports the interpretation of the sentence as a question. Jackie is reacting to Burkley's statement about the necessity of the autopsy, and she is directly asking for more information about the authority mandating this procedure.</p>	20.59	Directive (Question)
15.	<p>“And what exactly will they do?”</p> <p>Discussion :</p>	21.07	Directive (Question)

	<p>Questions often serve a directive function, prompting the listener (interlocutor) to provide information or clarification. In this case, Jackie (Main speaker) is directing her inquiry to Burkley (interlocutor) to obtain the desired information about the procedure of an autopsy to the president (Jackie's husband). Jackie seeks clarification to Burkley and wants to understand what the process entails.</p>		
16.	<p>“The casket will be closed won’t it? At the funeral?”</p> <p>Discussion :</p> <p>Structurally, the sentence is formulated as a question, indicated by the use of interrogative words (“will,” “be,” “won’t it”), and it ends with a question mark. Jackie's statement expresses uncertainty and seeks confirmation about whether the casket will be closed at the funeral. She wants to clarify this detail for herself. The form and context of the question suggest that Jackie (main speaker) expects Bobby (interlocutor) to provide an answer or clarification.</p>	23.07	Directive (Question)
17.	<p>“ Where are the children?”</p> <p>Discussion :</p> <p>Jackie (main speaker) is seeking information about the current whereabouts of the children. Jackie use of the interrogative form indicates that she is seeking a response to address her concern. By asking “Where are the</p>	24.22	Directive (Question)

	<p><i>children?" Jackie (main speaker) is requesting clarification from Janet (interlocutor) or whoever is present to provide information about the children's location. The form and context of the question suggest that Jackie expects someone to provide an answer.</i></p>		
18.	<p>“Excuse me. Do you know who James Garfield was?”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is seeking information about whether the driver (interlocutor) knows who James Garfield was, indicating her desire for knowledge or clarification on the subject. By asking the question, Jackie is requesting the driver to provide information about James Garfield, implying her expectation of receiving an answer. The utterance fulfills the criteria of a directive-question sentence based on the explanation.</p>	26.50	Directive (Question)
19.	<p>“Do you know who William McKinley was? Or what he did?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking information to the driver (interlocutor) about the historical figure William McKinley. By asking this question, Jackie is attempting to gauge the knowledge of the driver about McKinley's identity and accomplishments, expects the driver to provide an answer.</p>	27.00	Directive (Question)

20.	<p>“ And what about Abraham Lincoln? Do you know what he did?”</p> <p>Discussion :</p> <p>The context means that Jackie (main speaker) is testing the driver's knowledge (interlocutor) or awareness of historical figures. Jackie expects the driver to provide a response that indicates familiarity with Abraham Lincoln's accomplishments. The use of the interrogative form indicates that Jackie expects a response from the driver.</p>	27.12	Directive (Question)
21.	<p>“ Are the children awake?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking information about the status of the children, specifically whether they are awake or not to Nancy (interlocutor). By asking this question, Jackie is attempting to gather information about their current state and expects Nancy to respond with information about the children's wakefulness.</p>	33.34	Directive (Question)
22.	<p>“ How would you write that?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking information or guidance on how the Journalist (interlocutor) would express or articulate something. Jackie wants to know how the Journalist would convey a particular sentiment or idea. The sentence begins with the</p>	49.43	Directive (Question)

	interrogative word " <i>How</i> " followed by the auxiliary verb " <i>would</i> " and the subject " <i>you,</i> " forming a typical question structure.		
23.	<p>“ Father, are you listening?”</p> <p>Discussion :</p> <p>In this situation, Jackie (Main speaker) is seeking confirmation from the priest (interlocutor) that he is paying attention and listening to her. Jackie wants to ensure that her words are being heard and understood. By asking this question, Jackie is prompting the priest to confirm whether he is actively engaged in the conversation and attentive to what she is saying and expects the priest to respond affirmatively.</p>	51.01	Directive (Question)
24.	<p>“ Was he in the bullet that killed Jack?”</p> <p>Discussion :</p> <p>The utterance begins with the interrogative word "<i>Was</i>" followed by the subject "<i>he</i>" and the rest of the sentence, forming a typical question structure. In this situation, Jackie (main speaker) is seeking clarification from the priest (interlocutor) about whether God was present in the bullet that killed Jack. It reflects her existential questioning and search for meaning in the tragedy. Then, Jackie expects the priest to respond with his belief or</p>	51.26	Directive (Question)

	interpretation regarding the role of God in her tragic moment.		
25.	<p>“ What did I do to deserve that?”</p> <p>Discussion :</p> <p>The sentence begins with the interrogative word <i>"What,"</i> followed by the auxiliary verb <i>"did"</i> and the subject <i>"I,"</i> forming a typical question structure. In this situation Jackie (main speaker) is seeking an explanation or justification for the tragic events that have befallen her to the priest (interlocutor), expressing her frustration and disbelief at her circumstances. By asking this question, Jackie means to prompting the priest to provide insight or reassurance regarding her sense of undeserved suffering.</p>	52.04	Directive (Question)
26.	<p>“ Of course, now what am I left with? When men see me now, what do you think they feel?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking the opinion or insight of the priest (interlocutor) regarding the perceptions and feelings of men towards her and prompting the priest to provide his perspective on how others might view her now, indicating her uncertainty or curiosity about her societal image post-tragedy.</p>	52.46	Directive (Question)
27.	<p>“ Do you have the latest list from the State Department? Of the dignitaries planning to attend the funeral”</p>	54.01	Directive (Question)

	<p>Discussion :</p> <p>The utterance begins with the interrogative word "Do," forming a typical question structure. In this situation, Jackie (main speaker) is seeking specific information from Nancy (interlocutor) about whether she possesses the latest list from the State Department regarding the dignitaries who are expected to attend the funeral. Jackie expects Nancy to provide a straightforward answer regarding the availability of the list, helping her to gather the necessary details for the funeral arrangements.</p>		
28.	<p>“ What will you do now?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is asking Nancy (interlocutor) about her plans or intentions for the future, specifically in the context of the current situation following the death of Jackie's husband (The president). The utterance indicates that could be classify as directive-question sentence, proved by begins with the interrogative word "What," indicating that it is a question. The utterance arises in the midst of a heartfelt conversation between Jackie and Nancy, where Jackie reflects on their long-standing relationship and seeks reassurance about Nancy's continued presence and support.</p>	56.10	Directive (Question)

29.	<p>“ Are you ready to go?”</p> <p>Discussion :</p> <p>The utterance directly addresses to the son, John Jr. (Interlocutor), prompting him to confirm his readiness or state of preparedness. The utterance arises in the context of Jackie (main speaker) suggesting that they are getting ready to leave the room or location they are currently in. Jackie's inquiry demonstrates her concern for John Jr.'s readiness and ensures that they are both prepared for their destination to cemetery.</p>	57.07	Directive (Question)
30.	<p>“Will you look at me?”</p> <p>Discussion :</p> <p>The utterance arises in the context of Jackie (main speaker) helping John Jr. (interlocutor) with his tie, suggesting that Jackie may want his attention for a specific reason, such as giving him guidance or instructions before they leave. It also demonstrates Jackie's desire for interaction and connection with her son during a challenging and emotionally charged time. The utterance begins with the interrogative word "Will," indicating that it is a directive-question sentence.</p>	57.09	Directive (Question)
31.	<p>“ Who was it? Was it that Oswald?”</p> <p>Discussion :</p> <p>In this exchange, Jackie (main speaker) is seeking information from Clint Hill (interlocutor) about the identity of the</p>	58.53	Directive (Question)

	<p>shooter who targeted her husband, President Kennedy. By asking "<i>Was it that Oswald?</i>" she is specifically inquiring whether the individual responsible for the shooting was Lee Harvey Oswald, a name that has become associated with the assassination. Jackie's use of repetition in asking the same question twice underscores the urgency and importance of her inquiry, indicating her need for confirmation or clarification regarding the identity of the alleged shooter. Additionally, her tone suggests a mix of anxiety, disbelief, and a desire for immediate answers, reflecting the emotional intensity of the moment.</p>		
32.	<p>“Caroline, are you ready sweetheart?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is addressing her daughter, Caroline (interlocutor), and inquiring about her readiness for an unspecified event or activity. The sentence begins with the subject "<i>Caroline,</i>" followed by the interrogative verb "<i>are,</i>" indicating that Jackie is seeking information or confirmation regarding Caroline's preparedness. The inclusion of the term "<i>sweetheart</i>" adds an affectionate tone to the question, underscoring Jackie's tender relationship with her daughter. In</p>	59.59	Directive (Question)

	<p>this utterance, Jackie is prompting Caroline to respond and communicate her current state of readiness.</p>		
33.	<p>“ In what way?”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is seeking clarification or further elaboration from the journalist (interlocutor) regarding their previous statement. By posing this question, Jackie expresses a desire to understand the specific manner in which the journalist believes something changed in the days following the tragic event. This interrogative sentence prompts the journalist to provide more details or context, allowing Jackie to better comprehend the journalist's perspective and address any misconceptions or concerns.</p>	1.00.18	Directive (Question)
34.	<p>“ What are you insinuating? That I exploited them?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is responding to the journalist's implied (interlocutor) accusation regarding her children's visibility during the days following the tragic event. The utterance begins with the interrogative word "What," followed by the auxiliary verb "are" and the subject "you," indicating Jackie's inquiry about the journalist's insinuation. In this utterance, Jackie seeks clarification and</p>	1.00.28	Directive (Question)

	<p>challenges the journalist's implication that she exploited her children's visibility during that difficult time. The question serves to confront the journalist's suggestion and prompts them to clarify their intentions or accusations.</p>		
35.	<p>“ I’m sorry, Bobby.. Do you think Lincoln’s widow knew That we'd build a monument to her husband?”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is directly posing a question to Bobby (interlocutor), seeking his opinion or insight on whether Lincoln's widow, Mary Todd, anticipated the construction of a monument in honor of her husband. By saying that utterance, Jackie expresses curiosity and contemplation about historical figures and their legacies. The question prompts Bobby to reflect on the historical significance of monuments and the intentions behind their construction, inviting deeper consideration of the role of commemoration in preserving and honoring the past.</p>	1.08.06	Directive (Question)
36.	<p>“ What’s wrong with me?”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is expressing introspection and seeking clarification from Bobby (interlocutor) about her own emotions or behavior. In this utterance, Jackie demonstrates a</p>	1.10.04	Directive (Question)

	<p>desire for insight into her own state of mind or actions, possibly indicating a sense of confusion or self-doubt. The utterance serves as a moment of introspection and dialogue between the characters, highlighting themes of self-awareness and personal reflection in the midst of historical and personal turmoil.</p>		
37.	<p>“ And President Johnson?”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is seeking clarification or further information about President Johnson's stance or involvement in the situation being discussed, to Mr. Valenti (as interlocutor). Jackie inquiry reflects a desire to understand the perspective or intentions of President Johnson in relation to the arrangements being discussed. By show the utterance, Jackie demonstrates a need for clarity and insight into the role of President Johnson, indicating her consideration of his influence or decisions regarding the matter at hand.</p>	1.13.00	Directive (Question)
38.	<p>“ Then, who is it up to, Mr. Valenti?”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is seeking clarification and accountability from Valenti (interlocutor) regarding the decision-making process. In this utterance, Jackie expresses a desire to understand who holds the authority to make decisions</p>	1.13.17	Directive (Question)

	<p>that affect her and her family's situation. Jackie's use of Mr. Valenti's name adds a sense of formality and urgency to her inquiry, indicating her seriousness and determination to receive a clear answer.</p>		
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C. Requirement

Table 3.18 Directive (Requirement) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“ We need to have the Irish Cadets.”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is expressing a necessity or obligation for the presence of the Irish Cadets at the funeral. By using the modal verb <i>"need,"</i> she emphasizes the importance and urgency of including the cadets in the funeral arrangements. Jackie’s directive implies that fulfilling this requirement is essential to honoring The president’s memory and reflecting his appreciation for the Irish Cadets, whom he admired and enjoyed watching perform. Jackie's statement conveys a clear expectation that the requested action will be carried out, highlighting her authority and decisive role in organizing the funeral proceedings.</p>	20.09	Directive (Requirement)
2.	<p>“ Bobby, please tell them I want the books on Lincoln. About his funeral.”</p> <p>Discussion :</p>	27.25	Directive (Requirement)

	<p>In this utterance, Jackie (main speaker) is expressing a specific need or desire for the books on Lincoln and his funeral arrangements. By using the imperative <i>"please tell them,"</i> she is instructing Bobby (interlocutor) to communicate her request to obtain these books. Jackie statement indicates that acquiring the books is essential to her, possibly for gaining insight into historical funeral practices or drawing inspiration for planning President Kennedy's funeral.</p>		
3.	<p>“ Inform them that I will walk with Jack tomorrow. (beat) Alone if necessary.”</p> <p>Discussion :</p> <p>In this context, Jackie (main speaker) is issuing a directive or instruction for someone to inform others about her decision to walk with President Kennedy during the funeral procession, emphasizing her determination to participate in this significant event. The use of the imperative <i>"Inform them"</i> indicates that Jackie is conveying a specific requirement or expectation for communication to take place regarding her intentions. Additionally, Jackie’s statement <i>"Alone if necessary"</i> further underscores her unwavering resolve and readiness to fulfill this role, regardless of any obstacles or challenges that may arise.</p>	1.14.09	Directive (Requirement)

4.	<p>“ Can I look?”</p> <p>Discussion :</p> <p>This utterance means that Jackie is expressing a desire or request to examine something, likely referring to Field's notes that are on the table. The use of the modal verb "<i>Can</i>" indicates her seeking permission or approval to engage in the action of looking. In this utterance, Jackie is essentially asking for access to the notes, suggesting that she has a need or interest in reviewing them. This statement conveys her intention to inspect the material and suggests that she expects or requires the opportunity to do so.</p>	1.22.38	Directive (Requirement)
5.	<p>“You wonder”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is responding to the Priest's admission (interlocutor) about his own existential doubts and questioning. By saying "<i>You wonder,</i>" Jackie is acknowledging the Priest's shared humanity and empathizing with his existential ponderings. This statement serves as a way for Jackie to express understanding and connection with the Priest's introspective reflections. It suggests that Jackie recognizes and validates his experience of existential uncertainty, indicating a need for mutual acknowledgment and dialogue about such profound existential questions.</p>	1.28.15	Directive (Requirement)

6.	<p>“Why do we bother?”</p> <p>Discussion :</p> <p>In this situation, Jackie reflects a deeper existential inquiry about the purpose and meaning behind everyday actions, such as making a pot of coffee in the morning. By asking <i>“Why do we bother?”</i> Jackie is questioning the underlying motivation or necessity for engaging in mundane tasks. This utterance implies a desire for understanding and reflection on the significance of human actions and rituals in the larger scheme of existence.</p>	1.28.25	Directive (Requirement)
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D. Prohibitive

Table 3.19 Directive (Prohibitive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“Don’t think for one second I’m going to let you publish that. You understand?”</p> <p>Discussion :</p> <p>In this situation, Jackie's statement serves as a clear sentence to the journalist, indicating that she strongly opposes the publication of the deeply personal and traumatic details she has just shared. By explicitly <i>stating “Don’t think for one second I’m going to let you publish that,”</i> Jackie is conveying her firm refusal and intent to prevent the journalist from disseminating the</p>	16.26	Directive (Prohibitive)

	<p>information. The use of the word "don't" establishes a prohibition, emphasizing her unwavering stance against the publication of the sensitive material. Then, Jackie's follow-up question "You understand?" seeks confirmation from the journalist, further reinforcing the seriousness of her directive and ensuring that her message is comprehended and respected.</p>		
2.	<p>“Don’t look at me like that. (beat) I was First Lady of the United States. Women have been doing far worse for far less..”</p> <p>Discussion :</p> <p>In this situation, Jackie's statement serves as a prohibition against the priest's pitying gaze and judgment. By saying "Don't look at me like that," she is explicitly instructing the priest to refrain from viewing her with pity or condescension. The subsequent justification, "<i>I was First Lady of the United States. Women have been doing far worse for far less,</i>" further reinforces her prohibition by providing a rationale for her assertion. Jackie is essentially asserting her strength and resilience in the face of adversity, rejecting any implication that she should be pitied or judged harshly based on her circumstances.</p>	52.28	Directive (Prohibitive)
3.	<p>“You had no right! The children! I took them out the front door!”</p>	1.02.44	Directive (Prohibitive)

	<p>Discussion :</p> <p>In this context, Jackie is expressing her strong disapproval and outrage towards Bobby, emphasizing that he lacked the authority or permission to withhold information from her, especially concerning matters that directly affect the safety and well-being of her children. By stating "<i>You had no right,</i>" she is explicitly prohibiting Bobby from assuming such a decision-making role without her consent or knowledge. Jackie's mention of "<i>the children</i>" underscores the seriousness of the situation and emphasizes her protective instincts as a mother. The exclamation point at the end of the sentence underscores the intensity of her emotion and the firmness of her prohibition, leaving no room for negotiation or justification.</p>		
4.	<p>“ You can’t do that, Bobby.”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is expressing disapproval and issuing a directive to Bobby (interlocutor), prohibiting him from engaging in a certain course of action or behavior. By saying "<i>You can't do that,</i>" Jackie is asserting her authority and setting a boundary, indicating that Bobby's actions or intentions are not acceptable or permissible. The use of "<i>you can't</i>" emphasizes the prohibition clearly and</p>	1.09.55	Directive (Prohibitive)

	decisively, leaving no room for negotiation or deviation.		
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E. Permissive

Table 3.20 Directive (Permissive) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“... You can tell them I’m ready to leave – with Caroline and John”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is granting permission or authorization for Nancy (interlocutor) to convey a message to someone else on her behalf. By saying <i>"You can tell them,"</i> Jackie is allowing Nancy to communicate her readiness to depart, along with her children Caroline and John, to the appropriate individuals or parties. This statement indicates Jackie's willingness for Nancy to act on her behalf, suggesting that she trusts Nancy to relay the message accurately.</p>	59.40	Directive (Permissive)

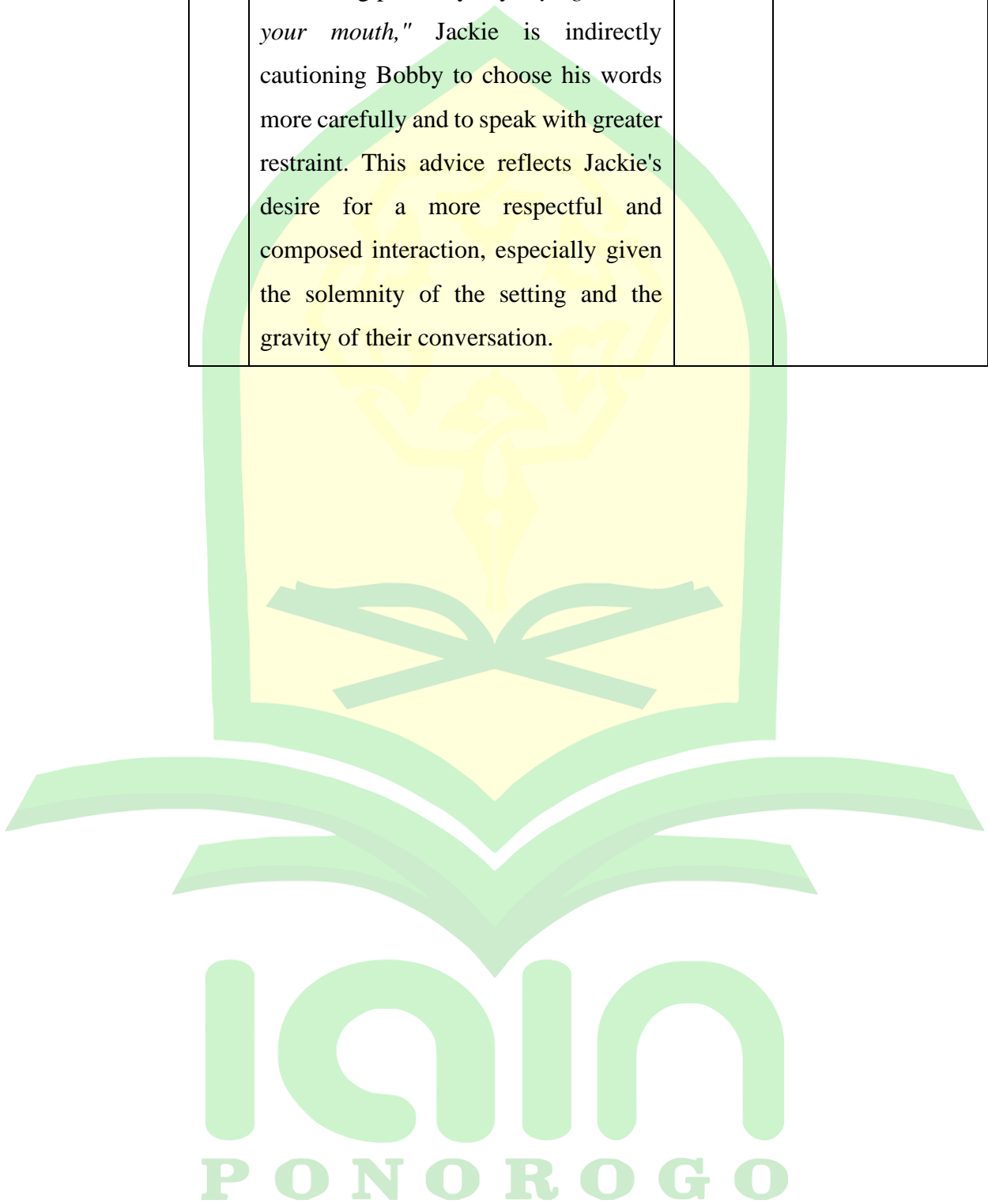
F. Advisories

Table 3.21 Directive (Advisories) Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“... To impart a sense of America’s greatness”</p> <p>Discussion :</p> <p>Advisory sentences are expressions that provide advice, suggestions, or recommendations. In this context, Jackie is explaining her motivation behind her actions, suggesting that the restoration of the house was intended to convey a sense of America's greatness to the American people. While not explicitly offering advice to the journalist, Jackie's statement implies a recommendation or rationale for her actions, which aligns with the characteristics of advisory sentences.</p>	08.53	Directive (Advisories)
2..	<p>“You should prepare yourself, this article will bring you a great deal of attention.”</p> <p>Discussion :</p> <p>This utterance explained that Jackie (main speaker) is advising the journalist (interlocutor) to anticipate the increased attention that his article will bring him. Jackie is essentially cautioning him to be mentally and emotionally prepared for the potential consequences of the</p>	31.07	Directive (Advisories)

	publicity that may result from the publication of his work.		
3.	<p>“ Yes. (beat) Don’t marry the President ”</p> <p>Discussion :</p> <p>This utterance shows the situation of Jackie (main speaker) were offering a piece of advice to the journalist (interlocutor), warning him against marrying someone with such a high-profile position like the President. It's a playful remark, suggesting that being romantically involved with a figure of such prominence could bring unwanted attention and complications.</p>	31.14	Directive (Advisories)
4.	<p>“ Their father is leaving this house for the last time. They should be there to say goodbye to him.”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is advising Nancy (interlocutor) on what she believes is the best course of action regarding the children. Jackie emphasizes the significance of this moment, highlighting the importance of the children being present to bid farewell to their father as he leaves the house for the last time. By framing it as a matter of respect and closure, Jackie asserts her belief that the children should have the opportunity to participate in this poignant moment.</p>	59.22	Directive (Advisories)
5.	<p>“ Bobby, watch your mouth—”</p> <p>Discussion :</p>	1.09.03	Directive (Advisories)

<p>In this situation, Jackie (main speaker) is advising Bobby (interlocutor) to be mindful of his language or to refrain from using profanity. By saying "<i>watch your mouth,</i>" Jackie is indirectly cautioning Bobby to choose his words more carefully and to speak with greater restraint. This advice reflects Jackie's desire for a more respectful and composed interaction, especially given the solemnity of the setting and the gravity of their conversation.</p>		
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3. Commisives

Commisives are speech actions that indicate the speaker's purpose and conviction that they must take action as a result of their remark (sometimes subject to certain restrictions). In a commissive speech, the speaker promises or commits to carrying out a certain action mentioned in the propositional content. The propositional content may also outline the circumstances under which the action should or should not be taken. Based on the findings, there is just one Commissive sentence with category sub-type as follow :

Table 3.22 Commissive Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“...And I will walk to the Cathedral. With the casket.”</p> <p>Discussion :</p> <p>In this utterance, Jackie is expressing her commitment to a future action. She is offering to walk to the Cathedral with the casket as part of the funeral procession, thereby indicating her willingness to participate in the event in a specific way. This aligns with the definition of a commissive sentence, which involves the speaker committing to or offering to perform a future action.</p>	1.12.47	Commissive (Offer)

4. Acknowledgement

expressed feelings about the listener or interlocutor, in cases where the speech was clearly perfunctory or formal. The speaker or utterer's intention was for their speech to meet social expectations in expressing certain feelings, and their belief that it was true. The types in the category according to Bach were apologize, condole, congratulate, greet, thank, bid, accept, and reject. Based on the findings, there are 14 Acknowledgement sentences divided into several sub-types as follows :

Table 3.23 Acknowledgement Speech Act

No.	Expression	Time	Type of Illocutionary act
1.	<p>“.. Thank God I was with him.”</p> <p>Discussion :</p> <p>In this situation , Jackie (main speaker) is expressing gratitude for having been present with The president (Jackie’s husband) during a crucial moment. Although the primary focus is on the relief and thankfulness for being there, it indirectly acknowledges the situation's gravity and the comfort her presence might have provided. This aligns with acknowledgment-thank sentences, which typically express gratitude and recognition of a positive aspect in a given situation.</p>	04.36	Acknowledgement (Thank)
2.	<p>“Thank you”</p> <p>Discussion :</p> <p>This utterance expressed Jackie (main speaker) which expressing gratitude in response to the Journalist's compliment (interlocutor) about her performance in</p>	05.25	Acknowledgement (Thank)

	<p>the program. This fits the category of acknowledgment-thank sentences, which are used to convey appreciation or gratitude for something that has been said or done. In this sentence, "Thank you" acknowledges the Journalist's positive feedback and expresses Jackie's appreciation for it.</p>		
3.	<p>“ Welcome to the White House”</p> <p>Discussion :</p> <p>In this utterance, Jackie (the main speaker) is greeting someone entering the White House (the palace) , which fits the category of acknowledgment-greeting sentences. These types of sentences are used to welcome, recognize, or acknowledge someone's presence in a friendly manner. The utterance <i>“Welcome to the White House”</i> serves to greet and acknowledge the arrival of guests or viewers, establishing a hospitable and welcoming tone.</p>	05.59	Acknowledgement (Greeting)
4.	<p>“--I'm sure those people would love that. What do they call themselves? The Birch Society? No, I will not sneak out the back door.”</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) acknowledges the suggestion made by Hill (interlocutor) about exiting out the rear of the plane due to press and security concerns. However, Jackie immediately rejects the idea, expressing</p>	20.36	Acknowledgement (Reject)

	<p>her refusal to comply with it. The acknowledgment is seen in her understanding of the situation "<i>I'm sure those people would love that. What do they call themselves? The Birch Society?</i>", and the rejection is clearly articulated "<i>No, I will not sneak out the back door</i>"). This fits the acknowledgment-reject category where the speaker recognizes the suggestion or request but declines to follow it.</p>		
5.	<p>" Caroline, I need you to be a big girl. You can be brave, right? You can be a soldier?"</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is acknowledging the difficult situation Caroline (interlocutor) is in and is implicitly recognizing Caroline's feelings and concerns after the president passed away. Jackie then makes a bid by asking Caroline to be brave and to take on the role of a soldier. This bid is essentially a request or a proposal for Caroline to rise to the occasion and exhibit bravery, thus aligning with the acknowledgment-bid category where the speaker recognizes the interlocutor's context or feelings and subsequently makes a request or suggestion.</p>	34.47	Acknowledgement (Bid)
6.	<p>"I shouldn't say these things..."</p> <p>Discussion :</p> <p>In this situation, Jackie (main speaker) is acknowledging her impulse or</p>	50.29	Acknowledgement (Reject)

	<p>inclination to share certain thoughts or feelings but simultaneously rejecting the appropriateness or advisability of doing so. This reflects an internal conflict where she recognizes her desire to speak while also indicating that she perhaps ought not to, thereby fitting into the acknowledgment-reject category where the speaker acknowledges something but ultimately rejects it.</p>		
7.	<p>“I can’t. They’re mixed up with all the others”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is acknowledging the suggestion to take comfort in her memories but simultaneously rejecting the possibility of doing so because her memories are entangled with painful ones at that time. This fits the acknowledgment-reject category as she recognizes the validity of the Priest's advice (interlocutor) but rejects its applicability to her situation</p>	53.48	Acknowledgement (Reject)
8.	<p>“...But I've read about what you did in the papers. And I just wanted to thank you”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) acknowledges the actions of Special Agent Hill (interlocutor) by referencing her awareness of his deeds through reading about them in the papers. Jackie then expresses gratitude for those actions. This suits to the</p>	57.39	Acknowledgement (Thanks)

	acknowledgment-thanks category as she is recognizing his efforts and explicitly thanking him for them.		
9.	<p>“My brave girl”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) is acknowledging Caroline's (interlocutor) bravery and implicitly congratulating her for being strong during a difficult time. This utterance suits to the acknowledgement-congratulate category as the speaker is recognizing and praising Interlocutor's bravery.</p>	1.00.01	Acknowledgement (Congratulate)
10.	<p>“No, of course not”</p> <p>Discussion :</p> <p>In this situation, the Journalist (interlocutor) is acknowledging Jackie's question (main speaker) and simultaneously bidding for her understanding and cooperation by clarifying that exploitation was not implied. This fits the category of an acknowledgement-bid as it acknowledges main speaker's concern while also seeking to clarify the intention behind the question.</p>	1.02.07	Acknowledgement (Reject)
11.	<p>“ I wish Jack... She trails off. And then who knows if he would have cared”</p> <p>Discussion :</p> <p>In this situation, Jackie acknowledges her own thoughts and emotions "<i>I wish Jack...</i>" but then trails off, leaving her</p>	1.05.32	Acknowledgement (Bid)

	<p>statement unfinished. This unfinished statement serves as a bid for the listener's understanding or interpretation. It suggests that Jackie is uncertain about how Jack (the president) would have felt about the changes she's made, leaving room for speculation or reflection.</p>		
12.	<p>“ Don’t be. You and the Johnson’s have already done so much”</p> <p>Discussion :</p> <p>In this utterance, Jackie (main speaker) means to acknowledges Valenti's apology (interlocutor) and expresses gratitude for the efforts he and the Johnsons have made. By <i>saying "Don't be,"</i> Jackie reassures Valenti that there's no need for him to feel sorry, indicating that she appreciates his and the Johnsons' efforts. This response functions as a form of thanks for their assistance.</p>	1.13.57	Acknowledgement (Thank)
13.	<p>“I.. I do”</p> <p>Discussion :</p> <p>In this utterance, Jackie means to responds affirmatively to the Journalist's question about whether he should write down what she's about to say. By saying <i>"I.. I do,"</i> Jackie tried to acknowledges the Journalist's suggestion and accepts it, indicating her agreement with the idea of him taking dictation. This response functions as an</p>	1.14.48	Acknowledgement (Accept)

	acceptance of the proposal presented by the Journalist.		
14.	<p>“I’m just so happy that he could be proud”</p> <p>Discussion :</p> <p>In this statement, Jackie (main speaker) acknowledges and accepts the feeling of happiness that arises from the possibility that the president (Jackie’s husband) could be proud of her. This acknowledgment implies a sense of validation and contentment derived from the idea that her actions or accomplishments may have brought pride to her husband, President Kennedy.</p>	1.29.51	Acknowledgement (Accept)



CHAPTER IV

THE RELATION BETWEEN THE ILLOCUTIONARY ACTS BY MAIN CHARACTER IN “*JACKIE*” AND SOCIAL NORMS THROUGH *MERDEKA BELAJAR CURRICULUM*

A. Data Display and Discussions

1. Religious Norms

In the backdrop of the movie "*Jackie*," certain illocutionary acts resonate with Religious norms, demonstrating the power of speech to shape beliefs and behaviors in accordance with spiritual principles. These acts may include persuasive appeals to faith, calls for moral righteousness, or expressions of reverence towards divine authority, all of which serve to influence the audience's perception and adherence to religious teachings.

No.	Expression	Type of Speech Act	Type of Social Norms
1.	...Thank God I was with him. This illocutionary act shows appreciation for a higher power, which is consistent with social norms that prioritize belief in a single God.	Acknowledgement (Thank)	Religious Norms
2.	Was he in the bullet that killed Jack? Regarding its connection to religious norms, in this specific context of the movie, the question delves into existential and theological inquiries, touching upon the presence of God in moments of suffering and tragedy. By questioning whether God was present in the bullet that killed President Kennedy, Jackie is probing the Priest's understanding of divine intervention and theodicy, which	Directive (Question)	Religious norms

	are deeply rooted in religious norms and beliefs.		
3.	<p>Won't God let me be with my husband?</p> <p>In this context, Jackie's statement reflects a deeply personal and existential struggle, grappling with themes of faith, grief, and the afterlife. By questioning whether God will allow her to be reunited with her husband in the afterlife, Jackie is expressing a fundamental aspect of religious belief – the hope for divine mercy and reunion in the hereafter.</p> <p>This utterance delves into the realm of religious norms by touching upon themes of divine providence, the concept of an afterlife, and the role of faith in coping with loss. It reflects the universal human experience of seeking solace and meaning through religious belief and underscores the importance of spirituality in navigating moments of profound sorrow and existential questioning.</p>	Constative (Suggestive)	Religious norms
4.	<p>Is he inside me right now?</p> <p>In this context, Jackie's question delves into the theological concept of divine presence, exploring the idea of God's indwelling within individuals. This concept is deeply rooted in religious beliefs across various faith traditions, reflecting the notion that God is omnipresent and can dwell within believers through the Holy Spirit or divine grace.</p>	Constative (Responsive)	Religious norms

	Jackie's inquiry reflects a profound existential and spiritual contemplation, seeking reassurance and understanding regarding the presence of God within her own being. By posing this question to the Priest, Jackie engages in a dialogue that touches upon fundamental aspects of religious belief, such as divine immanence and personal spirituality.		
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The religious norms present in *Jackie's* speech acts can be used to promote understanding and respect for diverse religious beliefs and practices. This aligns with the *Merdeka Belajar Curriculum's* goal of fostering cultural sensitivity and inclusivity.

2. Legal Norms

Within the context of the film "Jackie," some illocutionary acts align with legal principles. For instance, the conversations often delve into issues of accountability, justice, and moral duty, reflecting the underlying legal and ethical frameworks that govern societal behavior.

No.	Expression	Type of Speech Act	Type of Social Norms
1.	<p>I want the procession to resemble Abraham Lincoln's as closely as possible, where historical significance to be preserved. It's not just about security; it's about honoring his legacy.</p> <p>In this exchange, Jackie emphasizes the desire for funeral procession to mirror that of Abraham Lincoln, a historical figure (previous president) whose funeral procession was significant in American history. Jackie insistence on historical</p>	<p>Constative (confirmative)</p>	<p>Legal Norms</p>

	accuracy and preservation reflects understanding of the importance of legal norms governing presidential funerals and the symbolic representation of presidential legacies.		
2.	<p>And what about my role in this transition? What legal rights do I have as the widow of the President?</p> <p>In this situation, legal norms related to presidential succession and the role of the First Lady are discussed. This utterance expressed Jackie seeks clarity on the legal procedures governing the transfer of power and the own rights responsibilities in the aftermath of The president assassination. This utterance response by advisor utterance that provides insights into constitutional protocols and acknowledges Jackie's influential role in the transition process, highlighting the intersection of legal principles and political traditions in ensuring a lawful and orderly transfer of presidential authority.</p>	Directive (Question)	Legal norms

Legal norms highlighted in the movie offer a platform for discussing the importance of laws and regulations in maintaining social order. Educators could use these examples to teach students about their rights and responsibilities as citizens, fostering a sense of civic duty and awareness.

P O N O R O G O

3. Ethical Norms

Within the context of the film "Jackie," some illocutionary acts align with ethical norms. These acts reflect characters' moral convictions and societal expectations, shaping their interactions and decisions throughout the narrative.

No.	Expression	Type of Speech Act	Type of Social Norms
1.	<p>I didn't do that program for me. I did it for the American people.</p> <p>In this context, Jackie Kennedy expresses the motivation for participating in the television program about the White House, emphasizing intention to serve the public rather than seeking personal gain or recognition. This statement aligns with ethical principles such as altruism, selflessness, and a sense of duty to others. By prioritizing the interests and well-being of the American people over her own, Jackie demonstrates a commitment to ethical conduct and public service.</p>	<p>Constative (Ascriptive)</p>	<p>Ethic Norms</p>
2.	<p>I value my privacy, I always have</p> <p>This utterance aligns with ethical principles such as dignity, integrity, and the protection of personal space and information. Jackie's assertion of privacy rights underscores the ethical imperative to honor and safeguard individuals' private lives, even in the midst of public scrutiny or attention.</p>	<p>Constative (Assertive)</p>	<p>Ethic norms</p>
3.	<p>I believe the characters we read about on the page end up being more real than the men who stand beside us</p>	<p>Constative (Suggestive)</p>	<p>Ethic norms</p>

	<p>In this context, Jackie Kennedy expresses a profound reflection on the nature of reality and perception. By suggesting that fictional characters depicted in literature may seem more genuine or relatable than real individuals, Jackie touches upon themes of truthfulness and sincerity in human relationships.</p> <p>This statement aligns with ethical principles such as integrity and transparency. Jackie's contemplation underscores the importance of authenticity and genuine connection in interpersonal interactions, highlighting the ethical imperative to uphold truthfulness and sincerity in our dealings with others.</p>		
4.	<p>A First Lady must always be ready to pack her suitcases. It's inevitable</p> <p>In this context, Jackie Kennedy is expressing a societal expectation placed upon First Ladies, suggesting that they must be prepared for the transient nature of their role and the constant possibility of relocation. While there may be ethical considerations surrounding the personal sacrifices made by individuals in positions of public service, this particular statement seems to address more the conventional roles and responsibilities associated with being a First Lady rather than ethical principles such as honesty, integrity, or fairness.</p>	<p>Constative (Assertive)</p>	<p>Ethic norms</p>

5.	<p>Most people don't have to make those kinds of decisions, hours after watching their husband get murdered next to them</p> <p>In this context, Jackie Kennedy is highlighting the unique and extreme situation she found herself in after the assassination of her husband, President John F. Kennedy. By emphasizing the immediate and immense pressure she faced in making critical decisions amidst overwhelming grief and shock, Jackie underscores the ethical complexities inherent in such situations. This statement speaks to broader ethical considerations surrounding moral judgment and responsibility. Jackie's assertion implies that the moral standards applied to her actions should take into account the extraordinary circumstances she experienced, suggesting a nuanced understanding of ethical decision-making in contexts of extreme adversity.</p>	<p>Constative (Retrodictive)</p>	<p>Ethic norms</p>
6.	<p>Because something sad was happened . And this is how we dress when something sad happens.</p> <p>In this context, Jackie Kennedy is explaining to her children why they are dressed in mourning attire, connecting their attire to the somberness of the occasion. This statement reflects ethic norms regarding appropriate behavior and dress during times of mourning or sadness. It underscores the societal</p>	<p>Constative (Informative)</p>	<p>Ethic norms</p>

	<p>expectation that individuals outwardly express their grief and respect for the deceased through their appearance and demeanor.</p>		
7.	<p>A very bad man hurt Daddy. Daddy would come home if he could. But he can't. He has to go to heaven</p> <p>In this context, Jackie Kennedy is explaining to her children the circumstances surrounding their father's lost in a truthful yet sensitive manner. This statement demonstrates Jackie's ethical commitment to being honest with her children about the events that transpired, while also considering their emotional well-being and understanding.</p> <p>The utterance also touches upon ethical norms related to accountability and justice. By attributing their father's death to the actions of a "<i>very bad man</i>," Jackie implicitly acknowledges the moral responsibility of the perpetrator and reinforces the concept of accountability for one's actions.</p>	<p>Constative (confirmative)</p>	<p>Ethic norms</p>
8.	<p>I could have saved him</p> <p>In this context, Jackie's statement reflects a moral dilemma and a profound sense of responsibility. By expressing her belief that she could have saved the President, Jackie is grappling with the ethical question of whether she had a duty to intervene or protect him from harm. This utterance resonates with ethical norms concerning moral obligation,</p>	<p>Constative (Assertive)</p>	<p>Ethic norms</p>

	<p>accountability, and the duty to act for the greater good. Moreover, Jackie's assertion highlights the ethical complexity of her situation and the internal conflict she experiences as she reflects on her perceived missed opportunity to prevent tragedy.</p>		
9.	<p>Inform them that I will walk with Jack tomorrow. (beat) Alone if necessary.</p> <p>In this context, Jackie Kennedy is expressing the determination to participate in president's funeral procession, despite potential risks or challenges. By stating that she will walk with Jack (The president), even if she has to do so alone, Jackie demonstrates her ethical commitment to fulfilling her role as First Lady and honoring her husband's memory. The utterance also touches upon ethical norms related to leadership and responsibility. Jackie's willingness to lead by example and show solidarity with her late husband reflects her sense of duty and dedication to upholding the values and traditions of the presidency, even in the face of adversity.</p>	<p>Directive (requirement)</p>	<p>Ethic norms</p>
10.	<p>Don't look at me like that. I was First Lady of the United States. Women have been doing far worse for far less.</p> <p>In this context, Jackie's statement reflects her assertion of dignity and agency in the face of perceived judgment or pity from the Priest. By rejecting his sympathetic gaze and asserting her position as a former</p>	<p>Directive (Prohibitive)</p>	<p>Ethic norms</p>

	<p>First Lady, Jackie asserts her right to be treated with respect and acknowledges the struggles faced by women in positions of power. This utterance resonates with ethical norms concerning dignity, equality, and the recognition of individual worth. Jackie's assertion challenges societal norms and expectations regarding gender roles and power dynamics, highlighting the importance of ethical principles such as autonomy and respect for personal agency.</p>		
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This ethical norms expressed through *Jackie's* utterances provide material for discussing moral education. Students could analyze how ethical principles guide behavior and decision-making, encouraging them to reflect on their own values and actions

4. Etiquette Norms

Lastly, by the context of the film "*Jackie*," some illocutionary acts align with Etiquette norms. For instance, characters frequently exchange polite greetings and observe social conventions during formal events, reinforcing the importance of decorum and respect in interpersonal interactions.

No.	Expression	Type of Speech Act	Type of Social Norms
1.	<p>I'll be ready in a moment In this context, Jackie's response to Larry O'Brien's (as interlocutor) inquiry demonstrates polite and courteous behavior, aligning with social expectations regarding proper manners and communication etiquette. Despite experiencing intense emotional distress,</p>	<p>Constative (assertive)</p>	<p>Etiquette Norms</p>

	<p>Jackie maintains composure and responds politely to O'Brien's concern. This utterance reflects etiquette norms concerning responsiveness and consideration for others' time and feelings. By indicating that she will be ready shortly, Jackie acknowledges O'Brien's presence and reassures him that she is attending to the situation.</p>		
2.	<p>Their father is leaving this house for the last time. They should be there to say goodbye to him.</p> <p>In this context, Jackie's response to Nancy's suggestion (interlocutor) demonstrates adherence to social conventions regarding familial relationships and respect for the deceased. By insisting that the children accompany her to say goodbye to their father, Jackie prioritizes the emotional needs of her children and honors the significance of the moment. This utterance underscores the importance of familial bonds and the value of paying respects to loved ones, even in the face of external pressures or disruptions. It reflects etiquette norms related to family dynamics and the appropriate handling of sensitive situations involving loss and grief.</p>	<p>Directive (Advisories)</p>	<p>Etiquette norms</p>
3.	<p>Bobby, watch your mouth---</p> <p>In this context, Jackie's response to Bobby's use of profanity demonstrates her adherence to social conventions regarding appropriate language and respectful</p>	<p>Directive (advisories)</p>	<p>Etiquette norms</p>

	<p>communication. By admonishing Bobby for his coarse language, Jackie upholds standards of politeness and decorum in the conversation, particularly given the seriousness of the topic being discussed. Jackie's statement serves as a polite reminder to Bobby to be mindful of his language, especially in a formal or sensitive setting. It reflects etiquette norms related to maintaining civility and respectfulness in interpersonal interactions, even during moments of intense emotion or disagreement.</p>		
4.	<p>Thank you</p> <p>In this context, Jackie's response to the journalist's compliment demonstrates her adherence to social conventions regarding courteous behavior and acknowledgment of praise. By expressing gratitude for the journalist's compliment, Jackie displays appreciation for the kind words and recognizes the effort made by the journalist to offer positive feedback. Jackie's statement serves as a polite acknowledgment of the journalist's compliment, contributing to a positive and respectful interaction between them</p>	<p>Acknowledgment (Thank)</p>	<p>Etiquette norms</p>
5.	<p>...But I've read about what you did in the papers. And I just wanted to thank you.</p> <p>In this context, Jackie's expression of gratitude towards Special Agent Hill (interlocutor) for his actions demonstrates her adherence to social conventions</p>	<p>Acknowledgment (Thanks)</p>	<p>Etiquette norms</p>

	<p>regarding courteous behavior and acknowledgment of assistance. By thanking Hill for his service and expressing appreciation for his efforts, Jackie displays politeness and recognition of his role in ensuring her safety during the traumatic event. Jackie's statement serves as a polite acknowledgment of Hill's actions, contributing to a positive and respectful interaction between them. It reflects etiquette norms related to expressing gratitude and maintaining civility in interpersonal communication, especially in situations where individuals have provided assistance or support.</p>		
6.	<p>Don't be. You and the Johnson's have already done so much</p> <p>In this context, Jackie's response to Valenti's apology demonstrates politeness and gratitude. Despite any potential shortcomings or limitations, she acknowledges the efforts made by Valenti and the Johnsons, expressing appreciation for their assistance and support. By reassuring Valenti and acknowledging the efforts already made, Jackie adheres to social conventions of politeness and gratitude, which are core components of etiquette norms</p>	<p>Acknowledgment (Thank)</p>	<p>Etiquette norms</p>
7.	<p>My Brave Girl</p> <p>In this context, Jackie offers encouragement and validation, which can help boost her daughter's confidence and sense of self-worth. Jackie's expression of</p>	<p>Acknowledgment (Congratulate)</p>	<p>Etiquette norms</p>

	<p>admiration towards Caroline contributes to a positive and supportive interaction between them, fostering a nurturing and affirming environment. It reflects etiquette norms related to expressing appreciation and recognition of others' strengths or virtues, especially within familial relationships</p>		
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The etiquette norms observed in *Jackie's* interactions provide valuable lessons in social manners and communication skills. Educators can emphasize the importance of politeness, respect, and appropriate conduct in various social contexts.



CHAPTER V

CLOSING

A. Conclusion

After analyzing illocutionary acts by the main character of "*Jackie*" movie and how they relate to societal standards through the *Merdeka Belajar Curriculum*, the writer has come to the following conclusions :

1. There are big four Illocutionary acts type found in *Jackie Movie* based on Illocutionary Kent bach's Theory (1979) with specific totals for each types :
 - 1) Constatives, are illocutionary speech acts where the speaker expresses a belief and desires that the listener adopts the same belief. A total of 193 constative utterances are identified, subdivided into the following specific subtypes : 40 utterances of Assertive, 5 utterances of Predictive, 16 utterances of Retrodictive, 16 utterances of Descriptive, 6 utterances of Ascriptive, 8 utterances of Informative, 22 utterances of Confirmative, 2 utterances of Concessive, 8 utterances of Retractive, 1 utterance of Assentive, 1 utterance of Dissentive, 5 utterances of Disputative, 25 utterances of Responsive, 19 utterances of Suggestive, also 19 utterances of Suppositive.
 - 2) Directives, are illocutionary speech acts that involve the speaker expressing an attitude toward a prospective action and trying to get the listener to perform that action. The study identifies 66 directive sentences which are subdivided : 12 utterances of Requestive, 38 utterances of Question, 6 utterances of Requirement, 4 utterances of Prohibitive, 1 utterance of Permissive also 5 utterances of Advisories.
 - 3) Commissives which reflect the speaker's commitment to a future action. It is only 1 subtype utterance of commissive example that found in the movie, that is called Promises.
 - 4) Acknowledgement, are illocutionary speech acts where the speaker expresses feelings toward the listener or interlocutor, often in a formal or perfunctory manner. A total of 14 acknowledgements are identified, covering various subtypes : 4 utterances of Thank, 1 utterances of Greeting, 4 utterances of Reject, 2 utterances of Bid, 1 utterance of Congratulate also 2 utterances of Accept.

2. A number of phrases related to the social norms in the *Merdeka Belajar Curriculum* were also discovered by the author using Illocutionary speech actions theory, including :

a. Religious norms, which resonate with religious teachings and principles. There are 4 subtype illocutionary utterances that point the Religious norms, such as : Acknowledgement (Thank), Directive (Question), Constative (Suggestive), also Constative (Responsive)

b. Legal norms, which reflect the societal structures and the rule of law, includes discussions about actions taken by government officials and the legal responsibilities of public figures. There are 2 subtypes illocutionary utterances that point the Legal norms, such as : Constative (Confirmative) also Directive (Question)

c. Ethic norms, which considerate highlight moral responsibility and integrity on the movie. *Jackie's* speech acts often demonstrate the struggle with ethical dilemmas, revealing character's complexity and the societal expectations placed upon her as First Lady. There are some type illocutionary utterance that could be relate to the ethic norms, such as Constatives with the subtypes : 1 utterance of Ascriptive, 3 utterances of Assertive, 1 utterance of Suggestive, 1 utterance of Retrodictive, 1 utterance of Informative, 1 utterance of Confirmative. Then, 2 subtypes of Directive utterance : 1 utterance of Requirement also 1 utterance of Prohibitive.

d. Etiquette norms, which portrays adherence to social etiquette through polite interactions and formalities expected in high society. In this movie, Jackie's exchanges reflect the importance of maintaining decorum, even in times of personal tragedy, pointed by 3 types of Illocutionary acts. Such as : Constative, with 1 assertive utterance. Directive, with 2 advisories utterance. And then Acknowledgement, with 3 thanks utterance also 1 Congratulate utterance.

B. Suggestion

1. Theoretically

This study should be beneficial to the field of education, particularly for teachers and film analysts who use films as a teaching and character-building tool.

2. Practically

a. Institution

In order for the character values expressed in the *Jackie* movie through illocutionary speech actions to be utilized as educational references, this research is anticipated to serve as a guide for completing character education and developing the *Merdeka Belajar Curriculum*.

b. Teachers

When practicing teaching using the *Merdeka Belajar Curriculum*, this research is anticipated to be one of the sources of instruction and reference.

c. Student

The goal of this research is to provide guidance for character development, particularly for teaching and learning activities utilizing the *Merdeka Belajar Curriculum*. Beyond this, maybe, this study will encourage them to carry out further in-depth research on the topic in order to get a deeper comprehension of speech actions, particularly those involving illocution.

d. Other researchers

Future research, particularly that pertaining to character education, is anticipated to utilize this study as a reference.

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