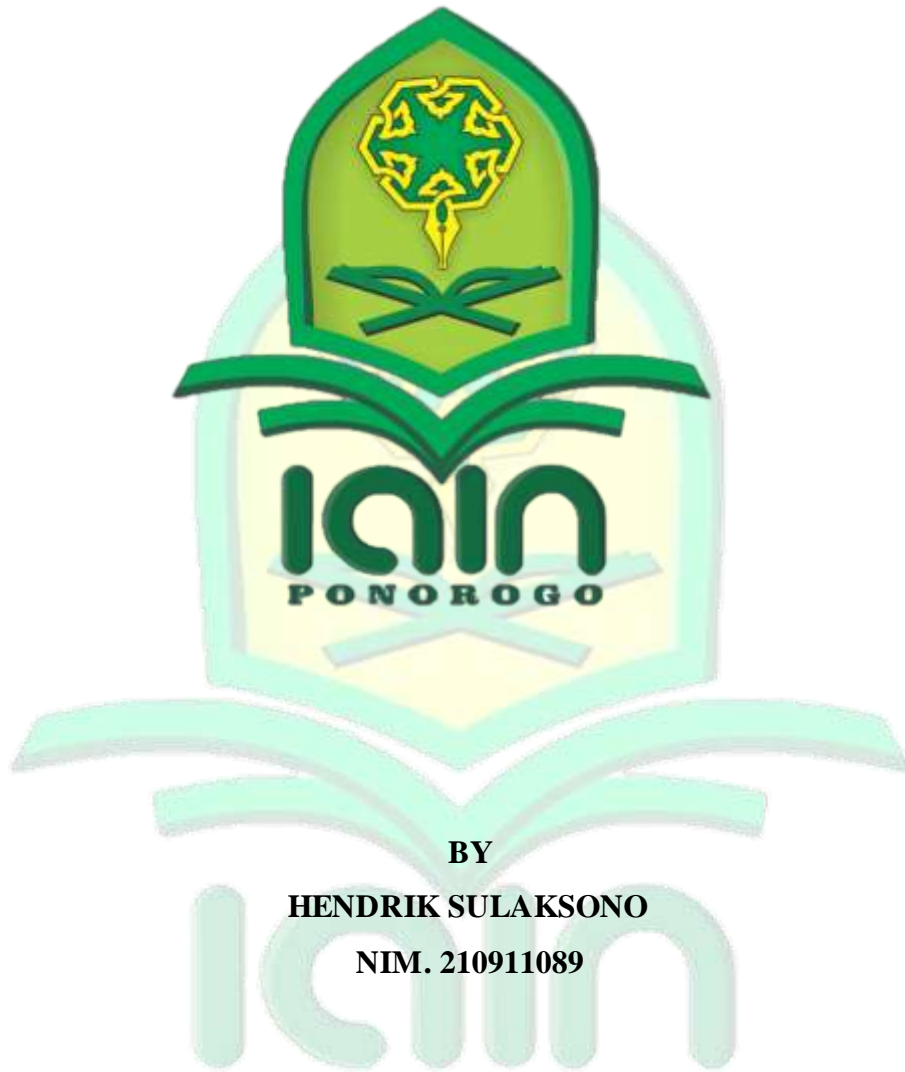


ANALYSIS OF ILLOCUTIONARY ACTS IN MIRACLE WORKER MOVIE

THESIS



BY

HENDRIK SULAKSONO

NIM. 210911089

**FACULTY OF EDUCATION AND TEACHERS TRAINING
ENGLISH EDUCATION DEPARTEMENT
STATE INSTITUTE OF ISLAMIC STUDIES OF PONOROGO**

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ABSTRACT

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Key Words: *Illocutionary act, The Miracle Worker Movie*

Language is any particular system of human communication. It means that human being can communicate and be understood by others if they know about language. The study of language is conducted within the field of linguistics. Pragmatics is another branch of linguistics that is concerned with meaning. The part of language which discuss about the meaning of the utterance is called by illocutionary act. Illocutionary act can found in the movie . one of the movie is the miracle worker. Miracle worker told about Annie Sullivan's struggle to face Helen Keller's act which is a deaf, blind, and mute girl out of her world of darkness and silence. This research is aimed to analyze the classification of illocutionary acts and the types that used in "The Miracle Worke" movie.

This research was qualitative research, especially library research. Data were collected by documentation. Researcher collected documents that related to this film, one of them was dialogue script of the movie to clarify the meaning of dialogue to find the classification of illocutionary acts and the types used.

From the analysis, the researcher found four types of illocutionary acts used by the character in the Miracle Worker movie. They are representative (reporting, complaining, and asserting), directive (commanding, recommending, advising, asking, requesting, begging, and suggesting), commissive (offering, refusing, and pledging), and expressive (praising, apologizing, and thanking). The results of this research show that the classification of illocutionary acts in this movie are : Representative (at 7 times), Directive (at 42 times), Commissive (at 11 times), Expressive (at 10 time. Besides that, the results of the types of illocutionary acts in this movie are, as follows: the first, Representative that consist of reporting (once), complaining (once), and Asserting (5 times). The second, Directive that is consist of commanding (13 times), recommending (once), advising (once), asking (4 times), requesting (19 times), begging (3 times), and suggesting (once). The third, Commissive that is consist of offering (once), refusing (9 times), and pledging (once). The forth, Expressive that is consist of praising (5 times), apologizing (4 times), and thanking (once). The fifth, Declarative (none).

APPOVAL SHEET

This is certify that undergraduate degree's thesis of:

Name : **HENDRIK SULAKSONO**

Student Number : **210911089**

Faculty : **Faculty of Theaching and Education**

Departement : **English Education**

Title : **Analysis Of Illocutionary Acts In Miracle Worker Movie**

Has been approved by the advisor for futher approval by the board of examiners

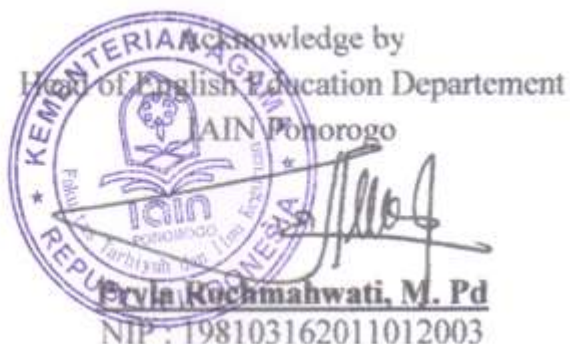
Advisor



Nurul Khasanah, M. Pd
NIP. 198406112009122003

Date July 3th, 2018

Acknowledge by
Head of English Education Departement
IAIN Ponorogo



Prilya Rochmahwati, M. Pd
NIP : 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES OF PONOROGO

RATIFICATION

This is certify that undergraduate degree's thesis of:

Name : Hendrik Sulaksono
Student Number : 210911089
Faculty : Faculty of Theaching and Education
Departement : English Education
Title : Analysis Of Illocutionary Acts In Miracle Worker Movie

Has been approved by the board of examiner on

Day : Thrusday

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Certified by

Dean of education and teacher training



Dr. Ahmadi, M. Ag

NIP : 196512171997031003

Board of Examiners :

1. Chairman : Kharisul Wathoni, M. Pd. I

2. Examiner 1 : Dr. Ahmadi, M. Ag

3. Examiner 2 : Pryla Rochmahwati, M. Pd

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CHAPTER I

INTRODUCTION

A. Background of the study

As a human being, everyone always communicates or interacts in habitually. For interaction, every people needs the way or something to communicate in interaction by “Language”. Language is any particular system of human communication.¹ It means that human being can communicate and be understood by others if they know about language.

Communication is the exchange of ideas, information, or other between two or more persons.² We can exchange ideas and information by using an act of communication. In communication, there is at least one speaker or sender, a message which is transmitted, a person or persons for whom this message is intended (the receiver). The communicative act or verbal communication is usually represented by the utterances of the speakers.

In communication, we need a partner or a hearer to understand and respond what we talk about. We also need a language to communicate with other in our environment. We can study about language in pragmatic.

Pragmatics is the branch of study of language becoming popular nowadays. Pragmatics is the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).³ According to Kreidler,

¹ Jack. C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics 4th Edition* (London: Pearson, 2010), 311.

² *Ibid*, page 97.

³ George Yule, *Pragmatics* (New York: Oxford University Press, 1996), 8.

pragmatics is another branch of linguistics that is concerned with meaning. Pragmatics is focus on a person's ability to derive meanings from specific kinds of speech situations to recognize what the speaker is referring to, to relate new information to what has gone before, to interpret what is said from background knowledge about the speaker and the topic of discourse, and to infer or 'fill in' information that the speaker takes for granted and doesn't bother to say.⁴ It can be concluded that pragmatics is the study of meaning of language for communication between speaker and listener or human in society.

In pragmatics, there is a theory about speech act. In study of pragmatic, speech act theory is the most interesting study and seems relevant in language teaching and language learning. Speech act is actions performed via utterances.⁵ Speech act is the study of what an utterance does beyond just saying something.⁶ According to George Yule, there are five speech acts categories that are declarations, representative, expressives, directives, and commissives.⁷

John searle said that there are five basic kinds of action that one can perform in speaking, by means of the following five types of utterance. The first, representatives (paradigm types: asserting, concluding, etc). The second, directives (paradigm types: requesting, questioning). The third, commissives

⁴ Charles W. Kreidler, *Introducing English Semantics* (London & New York: Roudledge, 1998), 19.

⁵ George Yule, *Pragmatics*, 30.

⁶ Victoria Fromkin, *An Introduction to Language 7th Edition* (Los Angeles: University of California, 2003), 239.

⁷ *Opcit*, 33.

(paradigm types: promising, threatening, offering). The forth, expressives (paradigm types: thanking, apologizing, welcoming, congratulating). The fifth, declarations (paradigm types: excommunicating, declaring war, christening, firing from employment).

Speech acts not only can be found in written text, but also in movie or film. One of the movies that will discuss to this research is The Miracle Worker. The researcher chooses The Miracle Worker as the object of study because this movie is the story about Annie Sullivan and her efforts in working with a young girl Helen Keller. The movie focuses on Annie's struggle to draw Helen, a blind, deaf and mute girl out of her world of darkness and silence. Helen has been unable to communicate with her family except through physical temper tantrums since a childhood illness took her three senses from her at the age of ten months old.

She is very wild. She is allowed to eat with her hands, knock over and break anything and basically do whatever else she desires. All of this while being looked at with pity by her family. Her family loves her but they are all convinced she is a dumb, soft brained child with the intelligence of an animal who will never learn anything. She is barely pacified with candy when she throws a tantrum and is headed toward institutionalization in a sanitarium when Annie Sullivan enters her life as Helen's parents' last ditch effort to avoid the inevitable.

Annie Sullivan has empathy and patient to turn her young student's behavior around and and teach her language. Annie goals is not just teach

Helen to behave but to break through to her with the gift of communication. Using sign language and signing the letters to spell words in Helen's open palm. Annie makes large strides toward improving Helen's behavior. There are many nonverbal communication between Annie Sullivan and Helen. The existence of illocutionary acts can be found in movie.

In this research, the researcher will find the types of illocutionary acts used in this movie based on John Searle's typology. According to the researcher, John Searle category on types of illocutionary acts is good, significant, and easy to understanding.

Based on the statement above, the researcher will discuss about the illocutionary acts in this movie by the title "An Analysis of Illocutionary Acts in "The Miracle Worker".

B. Statements of the Problem

Based on the background of study, the writer formulates some problems in the following research questions:

1. What are types of illocutionary acts which found in "The Miracle Worker"?
2. What are the affects of those acts toward the addresser at "The Miracle Worker"?

C. Objectives of the Study

Concerning with the problem statements, this study has some objectives described as the following:

1. To find the types of illocutionary acts that are found in “The Miracle Worker”.
2. To analyze the effects of those acts toward the addresser in “The Miracle Worker”.

D. Significances of the Study

After completing all research activities, this study is expected to give significances presented as follow.

1. Theoretical Significances

Based on theoretical significance, the researcher hopes this research can give a useful contribution for development of linguistics theory especially in pragmatic aspect. Besides that, this research is expected to be able to rich the knowledge and references of speech acts, especially about illocutionary acts and types of it.

2. Practical Significances

- a. The Lecturer

This research can give information and understanding for English lecturers deeply. It also give contribute for English lecturers to increase comprehension in explaining about illocutionary act and perlocutionary act with analyzing the articles, journals, novels, books, and others.

- b. The Students

This study is expected to make students more excited and enthusiastic to learn pragmatics. For example write a journal, article, essay, and their daily conversations.

c. The other researchers

This research can be references for the other researchers to understanding the meaning of dialogue based on the illocutionary act and perlocutionary act in the movie. It can help them to find the purpose of movie easier.

E. Review of Related Literature

1. Speech Act

Speech acts is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers.⁸ According to Searle, speech acts defined as the basic or minimal units of linguistic communication.⁹ By doing speech acts, the speakers tries to convey purpose or intention of communication which is understandable by the hearer or addressee. George Yule said speech acts is describing actions such as “requesting,” “commanding,” “questioning,” or “informing”.¹⁰ It means speech acts as the action performed by a speaker with an utterance. The example, *I'll be there at six*, it defined that the

⁸ Victoria Fromkin, *An Introduction to Language 7th Edition*, 606.

⁹ Jacob L. Mey, *Pragmatics An Introduction 2nd Edition* (USA: Black Publishing, 2001), 109.

¹⁰ George Yule, *The Study of Language 4th Edition* (New York: Cambridge University Press, 2010), 133.

speaker is not just speaking, but the speaker seems to be performing the speech act of “promising”.

The particular bit of speech or writing is a request or instruction or an explication it’s concentrating on what that piece of language is doing, or how listener/reader is supposed to react, for this reason, such entities are often also called speech acts.¹¹ Actions performed via utterances are generally called speech act and, in English, are commonly more specific label, such as apology, complaint, compliment, invitation, promise, or request.¹²

2. The classification of Speech Acts

George Yule said, the actions performed by producing an utterance consist of three related acts. The first is locutionary act, which is the basic act utterance or producing a meaningful linguistic expression. The second is illocutionary act, which is performed via the communicative force of an utterance. The third is Perlocutionary act, which the utterance on the assumption that the hearer will recognize the effect.¹³

According J. L. Austin, three basic senses in which in saying something one is doing something, and therefore three kinds of acts that are simultaneously performed:¹⁴ First, locutionary is the utterance of a sentence with determinate sense and reference. Second, Illocutionary act

¹¹ Michael McCarthy, *Discourse Analysis for Language teachers* (UK:Cambridge university Press, 1991), 9.

¹² George Yule, *Pragmatics 2nd Edition*, 30.

¹³ *Ibid*, 31.

¹⁴ Stephen C. Levinson, *Pragmatics* (New York: Cambridge University Press, 1983), 128.

is the making of the statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase). Third, perlocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

Based on the statements George Yule and J.L. Austin above, it can be inferred that every action or speech has a relationship, including the act of saying something, the actions done in doing something, and the actions done by saying something. In this study, researchers focused on speech acts, especially the actions of illocution done in doing something

3. The Classification of Illocutionary Act

According to John Searle, there are five basic kinds of action that one can perform in speaking, by means of the following five types of utterance:¹⁵

a. Representative

Representative which commit the speaker to the truth of the expressed proposition. Representative are those kinds of speech acts that state what the speaker believes to be the case or not. The point of view, representatives are statement which commits the speaker to

¹⁵ *Ibid*, 130.

something being the case. The type performs action such as: stating, describing, affirming, boasting, concluding, claiming, and etc. The example:

Percy : Why she stick her fingers in my mouth?

Martha : Because she mad at you talking all day when she can't hear nothing. (*Reporting*)

b. Direction

Directive which are attempts by the speaker to get the addressee to do something. It's means, the utterance in this category attempt to make the addressee perform an action. The expressions are commanding, ordering, requesting, warning, suggesting, inviting, and etc. The example:

Percy : **Helen, stop! Helen. (*Commanding*)**

Helen : (moans)

c. Commissive

Commissive which commit the speaker to some future course of action. It's means speakers commit themselves to a future act which will make the words fit their words. In commissive the utterance is produces to give action in the future. The expression are promising, refusing, vowing, planning, threatening, offering, and etc.

The example:

Mr. Keller: Kate, darling, what can anyone do? The kindest thing we could do would be to find a sanitarium in a beautiful spot where she could be taken care of.

Mrs. Keller: **No. No, never. (Refusing)**

d. Expressive

Expressive is one category for speech act that focus on primarily on representing the speaker's feeling, it was expressive which express a psychological state. The expressions such as thanking, praising, apologizing, welcoming, condoling, and etc. The example:

Helen : (Moans)

Mrs. Keller : Ok. That's my pretty girl, huh? (Praising)

e. Declarative

Declarative which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions. The expression such as excommunicating, declaring war, christening, firing from employment.

4. Movie

a. Definition of Movie

Movie is simply short for motion pictures. Movie is a popular entertainment, a product produced and marketed by a large commercial studio. Regardless of the subject matter, this movie is pretty to look at-every image is well polished by an army of skilled

artists and technicians. The finished product, which is about two hours long, screens initially in movie theaters, is eventually released to DVD, and ultimately winds up on television. This common expectation is certainly understandable; most movies that reach most English-speaking audiences have followed a good part of this model for three-quarters of a century.¹⁶

b. Types of movie

According to Richard M. Barsam there are three major types of movies, including narrative movie, documentary movie, and experimental movie.¹⁷

1) Narrative movie

Narrative is a way of structuring fictional or fictionalized stories presented in narrative films. Narrative can be defined in a broader conceptual context as any cinematic structure in which content is selected and arranged in a cause-and-effect sequence of events occurring over time.

Narrative movie is tell stories or utilize other formal aspects of narrative, is that narrative films are directed toward fiction. Even

¹⁶ Richard M. Barsam, *Looking At Movies: An Introduction to Film 3rd Edition* (New York: W. W. Norton & Company, Inc, 2010), 3.

¹⁷ *Ibid*, 60-61.

those narrative movies that purport to tell a true story.¹⁸ A good story in narrative should have three sequential parts; there is a beginning, a middle, and an end. But, three part structure has been expanded into five parts today:¹⁹

- a) **Exposition.** Everything preceding and including the **inciting moment**- the event or situation that sets the rest of the narrative in motion. The exposition provides background information on the characters, setting, and basic conflict, and ends with an inciting moment that sets the action going.
- b) **Rising action.** The development of the action of the narrative toward a climax. During the *rising star*, the principle conflict develops and may be complicated by the introduction of related secondary conflicts.
- c) **Climax.** The narrative's turning point. The climax is not the end of the action but rather the turning point, where, for example, the protagonist may begin to overpower the antagonist, or the opposite.
- d) **Falling action.** The events that follow the climax and bring the narrative from climax to conclusion. During the *falling action*, the principle conflict moves toward resolution, with the protagonist winning or losing against the antagonist.

¹⁸ *Ibid*, 65

¹⁹ *Ibid*, 119

e) **Denouement.** The resolution or conclusion of the narrative. In the *denouement*, the final part, there should be no question about the resolution unless, of course, ambiguity is intended. We usually say that in a story which is considered a comedy, the protagonist is better off now than he or she was at the beginning of the story; if the story is considered a tragedy, the situation is the opposite.

2) Documentary movie

Documentary movie is more concerned with the recording of reality, the education of viewers, or the presentation of political or social analysis. Documentary filmmakers use actual people, places, and events as source material, their films always reflect adjective truth. Documentary movies have been broken into four basic approaches, there are factual, instructional, persuasive, and propaganda.

Factual movies, including *Nanook of The North*, usually present people, places, or processes in straightforward ways meant to entertain and instruct without unduly influencing audiences. Instructional movies seek to educate viewers about common interests, rather than persuading them to accept particular ideas. Today, these movies are most likely to teach the viewer basic skills like cooking, yoga, or golf swings.

Persuasive movies were originally called documentary movies. The founding purpose of persuasive documentaries was to address social injustice, but today any documentary concerned with presenting a particular perspective on social issues with corporate and governmental injustice of any kind could be considered persuasive. Propaganda movies are systematically disseminate deceptive or distorted information.

3) Experimental movie

Experimental movie is the most difficult of all types of movies define with any precision, in part because experimental filmmakers actively seek to defy categorization and convention. There are six criteria that outline the basic characteristics that most experimental films share.

- a) Experimental films are not commercial.
- b) Experimental films are personal.
- c) Experimental films do not conform to conventional expectations of story and narrative cause and effect.
- d) Experimental films exploit to possibilities of the cinema.
- e) Experimental films critique culture and media.
- f) Experimental films invite individual interpretation.

Based on the statement above, the researcher concludes that the Miracle Worker movie is documentary movie. The reason is the Miracle Worker told about the truth story based on events,

place, and actual people. The Miracle Worker told the biography who played in that movie. They are Annie Sullivan as the Helen Keller's teacher and Helen Keller herself.

c. The Miracle Worker Movie

The miracle worker is the second movie which is produced by Walt Disney and Arthur Hiller Penn as the film director. This story is taken from William Gibson's manuscript that is used for first theater in 1957. Gibson wrote the manuscript based on the autobiography Helen Keller by the title "The Story of My Life".²⁰

The Miracle Worker is the story about a little girl whose name is Helen Keller. Helen Keller is left blind and deaf. She grows into a wild, restless child who cannot communicate with her family. A doctor refers the Kellers to the Perkins Institution for the Blind, where director Michael Anagnos appoints a tutor for the young girl. Her name is Annie Sullivan. She is twenty years old. Herself partially blind, a recent graduate of Perkins.

Annie arrives at the Kellers' home Ivy Green in Tuscumbia, Alabama, to find six years old Helen an uncontrolled and spoiled child. Annie insists she must remove Helen from her family's indulgence in order to reach her. The Kellers allow Annie two weeks living alone with Helen and are amazed with her progress. But, Annie

²⁰ <http://mikhamelinda.blogspot.com/2011/18/November/resensi-film-miracle-worker.html>

Sullivan is not satisfied with a clean and obedient Helen. Annie wants to teach Helen language.²¹

The strengths contained in *The Miracle Worker* Movie that is on the players who play the characters. In this movie, Helen Keller which the savage child, dumb, blind, and deaf can change her character to be religious, responsible, discipline, honest, polite, care, hard work, good attitude, tolerate, creative, independent, curiosity, respect, friendly or communicative. It occur is caused by the character education which have given by Annie Sullivan.

Annie Sullivan is Helen's private teacher. She is a smartest student from the Perkins Institute for the Blind in Boston. She asked by the director of this institute (Dr. Michael Anagnos) to be a private teacher for Helen Keller. The first lesson that Annie have given to Hellen is language. Annie belief that language is the main lesson for Hellen. Annie thought that Helen is smart and she can understand everything by using language, especially is for communication.

The context that show Hellen can use the language and communicate when Annie Sullivan give her the doll and she grope the part of doll's body. Then, Annie teach her to spell "doll" by using Brailye letter and Hellen can repeat what Annie was conveyed by her fingers.

²¹ Willian Gibson, *The Miracle Worker* (Denver Centre Theatre Company, 2007), 2.

Based on the statement above, the miracle worker is the best movie and inside that teach us how the education is important and everyone have the right education for the future, especially for the disabilities.

5. Previous studies

The previous studies will help the researcher to finish this research. The first is from Muhammad Naf'an Sholihin's thesis by the title "An Analysis of Illocutionary Acts performed by Nemo in "Finding Nemo" a Movie by Andrew Stanton" from English department faculty of letters and humanities State Islamic University Sunan Ampel Surabaya.

This research focused on illocutionary acts performed by Nemo, the main character of Finding Nemo movie. The result of this analysis from the research is there are four types of illocutionary acts based on John Searle's theory. There are representative, directive, commissive, and expressive. The types of illocutionary acts found most in the dialogue of Nemo in this movie is directive.

The second is from Dian Septiani's thesis by the title "Directive illocutionary acts in the Miracle Worker Movie" from English letters department letters and humanities faculty state islamic university Syarif Hidayatullah Jakarta.

This research focused on directive illocutionary acts performed by the character of the miracle worker movie. The result of this analysis from the research is there are three types of directive, such as asking,

requesting, and commanding. The types of directive found most in the dialogue of the miracle movie is commanding and requesting.

The third is from Nur Azni Wardani's thesis by the title "An Analysis of Illocutionary Act in Prince of Persia: The Sand of Time Movie" from English letters department letters and humanities faculty state islamic university Syarif Hidayatullah Jakarta.

This research focused on illocutionary acts performed by the main character of Prince of Persia: The Sand of Time movie. The result of this analysis from the research is there are five types of illocutionary acts. There are representative, directive, commissive, expressive, and declarative. The types of illocutionary acts found most in the dialogue of Nemo in this movie is directive.

Based on the statement above, most of the previous research above discuss about illocutionary acts focused on the main character and the directive illocutionary act in the movie. This research is similar in analysing the illocutionary act, however it focus on the types of illocutionary acts and the effect of the dialogue in "The Miracle Worker" Movie.

6. Theoretical framework

In this research, the researcher discusses about meaning which use to communicate with the speaker or hearer. In linguistic, the science that study meaning about is called pragmatics. Pragmatics is another branch of linguistics that is concerned with meaning.

Pragmatics is a branch of linguistics which studies about meaning of language as a communication tool between listener and speaker.

The action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers is called by speech act. J. L. Austin's theory of speech acts divided three types of act, there are locutionary act which is the act of saying something, illocutionary act which is the act performed in saying something, and perlocutionary act which is the act performed by saying something. But, in this research just discuss about the illocutionary acts.

Illocutionary acts has a classification. According to Searle, there are five categories of illocutionary act, including representative, directive, commissive, expressive, and declarative. And each of categories has a types to perform the action.

The representative's types are stating, describing, affirming, boasting, concluding, claiming, and etc. The directive's types are commanding, ordering, requesting, warning, suggesting, inviting, and etc. The commissive types are promising, refusing, vowing, planning, threatening, offering, and etc. The expressive types are thanking, praising, apologizing, welcoming, condoling, and etc.

Based on the statement above, the researcher want to review the illocutionary act in "The Miracle Worker" Movie by Arthur Penn

with the specific aims to analyze the illocutionary act and the effect of the utterance.



F. Research Methodology

1. Research Design

In this research, the method used to collect the data was qualitative research, which means that a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. It is called content or document analysis. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host other types of documents.²² Content analysis is needed as a step in understanding social phenomenon in depth.

In this case, the researcher will discuss in depth about illocutionary act.

2. Data source

To get description about situation of problem and to make decision and to solve the problems, the data sources are needed in conducting research. According to Suharsimi Arikunto, "Data source is subject where the data come from".²³

a. Primary data source

Primary sources are original documents (correspondence, diaries, reports, etc). In this research, the primary data source is

²² Donald Ary, *Introduction to Research in Education* (USA: Wadsworth Cengage Learning, 2006), 457.

²³ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2013), 172.

taken from documentation transcript of *The Miracle Worker Movie* by Arthur Hiller Penn.

b. Secondary data source

Secondary sources are materials which written and published by authors who does not directly observe or participate in the fact that she describes or not invent the theory. This resource contains the results of the synthesis of materials that are derived from primary sources, both empirically and theoretically.

The secondary data sources is the other sources related to this movie, books, journal, news, internet media, dictionary, encyclopedia, and all of kind of literature there are have relation with this research. They are:

- a. Pragmatics 2nd Edition by George Yule
- b. Pragmatics by Stephen C. Lavinson
- c. Discourse Analysis For Language Teachers by Michael Mc Carthy
- d. The study of Language by George Yule
- e. Pragmatics An Introduction by Jacob L. Mey.
- f. Looking at Movies: An Introduction to Film 3rd Edition by Richard M. Barsam

3. Techniques of data collection

This research used one way in collecting data. That is documentation. This way is used because the object of this research is the illocutionary acts categories and data are taken from “The Miracle Worker” movie. Therefore, this way is suitable in order to get and collect the data from “The Miracle Worker” movie.

Basrowi points out that “documentation is a way of collecting data that produce important records related to the problem under study, so that it will obtain complete data, legitimate, and not based on estimates”. Guba and Lincoln defined that “document is any material written or compiled movie person or institution for the purposes of testing an event”.²⁴

Based on the statement above, it can be said that documentation is one method for collecting data. To collect data, the researcher may obtain information from books, transcripts, newspaper, agenda, etc. So, in this study, researcher takes the script of movie up to complete the data.

4. Technique of data analysis

Miles and Huberman’s view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion is employed²⁵ in this research.

²⁴ Basrowi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), 158-159.

²⁵ Matthew, M and M. Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. (Beverly Hills: SAGE Publication Inc, 1994), 24.

a. Data reduction

Data reduction is the stage of processing the “raw” data in order to be ready analyzed. The process, as suggested by Miles and Huberman, might be in the form of selecting, simplifying, focusing, summarizing, coding, sorting, or even making cluster of the themes. In the context of this study, data reduction refers to the process of selecting the illocutionary act from the documentation transcript of the movie. The example, **representative**: Because she mad at you talking all day when she can’t hear nothing. (*Reporting*). **Directive**, Helen... Listen, you cannot do things like that, OK? (*Advising*). **Commissive**, I will never accept it, Captain. I can't. (*Refusing*). **Expressive**, Thank you. (*Thanking*).

b. Data display

Data display is the process of demonstrating the data either in the form of narrative text, matrices, graphs, networks or charts. The displayed data are expected to ease the researcher to completely understand what happens in the field and come to the conclusion. In the context of this research, the data are displayed in the form of illocutionary act.

In this research, researcher displays the data in the form of table.

No	The Types of Speech Acts	Frequency	Data Number
1	Representative	8 times	12, 25 ... 568
2	Directive	42 times	8, 21, 30 ... 750, 82
3	Commissive	11 times	51, 107, 126 ... 964, 826
4	Expressive	10 times	39, 583, 936, 396 ... 684

c. Conclusion drawing

The above steps, starting from reducing data to displaying data, are applied each time the researcher obtained data from one discussion session. Based on these activities, the researcher makes a tentative conclusion of the analysis which provides the researcher with information needed to come to a more focused attention in the subsequent data collection. This conclusion is written based on the analysis of documentation transcript in the relation with the research problem that had been formulated.

The first column of table above is number, the second column is kinds of illocutionary act, the third column is frequency of illocutionary act appears in this movie, and fourth column is location where illocutionary act appear during the movie (based on the dialogue script numbering). So, from the first cell above we know that kind of

illocutionary act representative appear 8 times in the dialogue script number 12, 25 ... 568 . Directive appear 13 times in the dialogue script number 8, 21, 30, 321, 413, ... 1379. Commissive appear 11 times in the dialogue script number 51, 107, 126 ... 964, 826. Expressive appear 10 times in the dialogue script number 39, 583 ... 684.

G. Organization of the Thesis

The thesis will be divided into four chapters as follow:

CHAPTER I

Introduction

This chapter introduces the whole of the research content that involves: background of the study, statements of the problem, objectives of the study, and significances of the study, review of related literature, previous research finding, research methodology, and organization of the thesis.

CHAPTER II

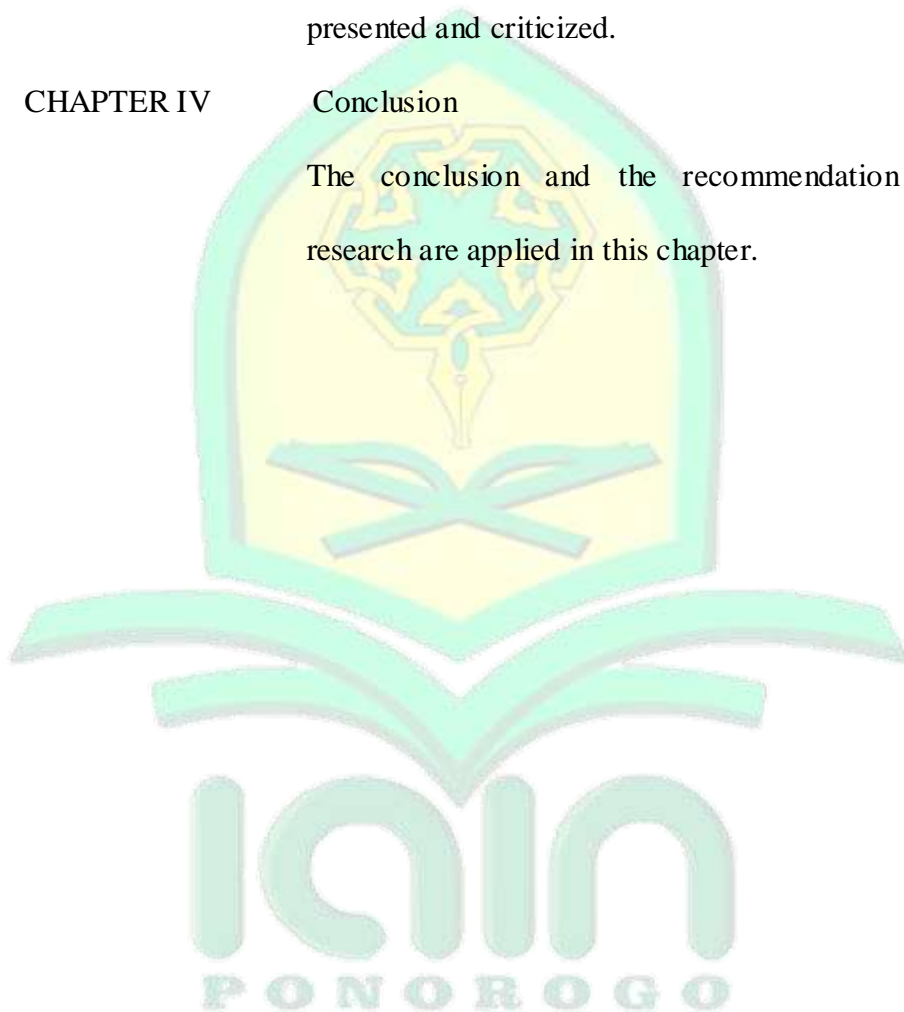
Types of speech acts

This chapter discusses about data and analysis of the first statement of the problem. It contains data analyzing about kind of speech acts in “The Miracle Worker” movie.

CHAPTER III Analysis of the effects of those acts toward the addresser in “The Miracle Worker” Movie.

This chapter is the main discussion of this thesis. Because in this chapter all of speech acts which used in “The Miracle Worker” movie would be presented and criticized.

CHAPTER IV Conclusion
The conclusion and the recommendation of this research are applied in this chapter.



CHAPTER II

**AN ANALYSIS OF TYPES OF ILLOCUTIONARY ACTS IN THE
MIRACLE WORKER MOVIE**

A. Types of Illocutionary Acts Found in “Miracle Worker” Movie

In this chapter, the researcher will serve the finding of the research of the types of illocutionary acts in The Miracle Worker Movie by Arthur Hiller Penn. The objective of this research is to know the illocutionary acts in The Miracle Worker Movie by Arthur Hiller Penn.

In this movie, all of speech acts were not completely existed. Declarative was not existed. In detail, researcher presented it in the table below:

Table 1 Types of Illocutionary Acts Found In “The Miracle Worker” Movie

No	The Types of Illocutionary Acts	Frequency	Data Number
1	Representative	7 times	12, 44, 61, 262, 269, 276, 568
2	Directive	42 times	8, 21, 30, 321, 413, 430, 435, 445, 575, 876, 1055, 1325, 1379, 91, 149, 294, 403, 603, 596, 513, 555, 571, 602, 715, 755, 788, 796, 822,

			836, 839, 844, 848, 899, 1001, 1124, 1199, 1031, 1136, 587, 720, 750, 82,
3	Commissive	11 times	51, 107, 126, 553, 707, 735, 763, 808, 955, 964, 826
4	Expressive	10 times	39, 583, 936, 396, 730, 688, 744, 1005, 525, 684
5	Declarative	-	-

The first column of table above is number, the second types of speech acts appear in this movie, the third column is frequency, and the fourth column is data number appear during the movie (based on the dialogue script numbering). So, based on the column above, we know that kinds of speech acts of representative appears 8 times, directive appears 42 times, commissive appears 11 times, expressive appears 10 times, and declarative was not appears in the dialogue.

B. The classification of Illocutionary Acts

Based on the explanation from the column above, illocutionary acts can be classified into:

1. Representative

Representative is kind of speech acts that state the speaker believe to be the case or not. The dialogue number 12, Percy : Why she stick her fingers in my mouth? Martha : *Because she mad at you talking all day when she can't hear nothing.* The dialogue between Percy and Martha in the garden.

The others are:

(44) Mr. Keller : What story is that?

James : *The one you're going to tell when the little savage kills somebody. Your honor, I had no idea that poor deaf and dumb child could be so violent.*

(61) James: Helen is the real head of this house. She's probably just pretending she can't speak or hear so she don't have to answer to anyone.

Mr. Keller: *Your jealousy of that helpless child is intolerable.*

(262) James: Can you teach her to sit still, Miss Sullivan?

Annie: *I'd have to teach her language first.*

(269) Mrs. Keller: Miss Sullivan, perhaps you were misled as to Helen's condition. She can neither see nor hear.

Annie: *But if it is her senses that are impaired and not her mind, she must have language. Language is more important to the mind than light is to the eye.*

(276) Mrs. Keller: But how will you teach her if you can't talk to her?

Annie: *Anyway I can.*

(568) Mrs. Keller: Oh, look, now she's hurt herself.

Annie: *No, she hasn't. I know a tantrum when I see one and a badly spoiled child.*

2. Directive

Directive is kind of speech acts that speaker use to get someone else to do something. The dialogue number 8, Percy : *Helen, stop! Helen.*
Helen : (Moans). The dialogue between Percy and Helen in the garden.

The others are:

(21) Martha : **Helen. Helen. Stop it. Helen. (Commanding)**

Helen : (Moans)

(30) Helen : (Moans)

Mrs. Keller : *Stop it, Helen! Stop it! Ok, Ok, give mother the scissor.*

(321) James: Now you have 2 blind girls to take care of,
Father.

Mr. Keller: *You stay out of this.*

(413) Mr. Killer: *James, go upstairs and bring her down.*

James: Certainly. I'll get the ladder.

(430) Mr. Keller: *Put that ladder away, Jimmy.*

James: Whatever you say, Father.

(435) Mr. Keller: *James. Bring the ladder back.*

James: Whatever you say, Father.

(445) Mr. Keller: I hope this is not a sample of what we can expect of you. *Come out and sit on my shoulder.*

Annie: I'm perfectly capable of going down a ladder by myself.

(575) James: Hear, hear.

Mr. Keller: *You stay out of this.*

(1055) Annie: She's learning to talk, Captain. The words are in her fingers already. I can't risk her unlearning it when she goes back to her old life in the house.

Mr. Keller: *Oh, look.*

(1325) James: *Let her go!*

Mr. Keller: What?

(1379) Annie: Captain Mrs. Keller, *come quickly!* She knows!

Annie: Mrs. Keller... she knows! She knows!

(876) Annie: M." Why should I talk to you? I'm teaching Percy. M-I-L-K.

No. I'm teaching Percy. Ooh, you're jealous.

Helen: [Moans]

(91) Mr. Keller: We have taken her to every hospital in 2 states. No one holds out any hope.

Aunt Ev: *what about that Dr. Chisolm up in Baltimore? I read an article in your very own newspaper, Arthur. They say he has cured many cases of blindness that other doctors have given up on. Now, why not write to him?*

(149) Helen: Uhmmm

Mrs. Keller: *Helen... Listen, you cannot do things like that, OK?*

(294) Mr. Keller: I have it, Miss Sullivan.

Annie: No, please, *let me.*

(403) Annie: Helen! *Let me out,* you wicked girl. Helen!

Ohh!

Helen: Unh.

(603) Annie: *Give us a moment, please.*

The waitress: Oh...

(596) Mrs. Keller: Yes, but I—

Annie: *I need to be alone with Helen.*

(513) Mrs. Keller: *Can you teach me those letters?*

Annie: I'll start tomorrow. If both of us are spelling to her, that makes only about half a million words each.

(555) Mr. Keller: *Viney, please bring Miss Sullivan another plate.*

Annie: There's nothing wrong with my plate, Captain, only that Helen's hands don't belong in it.

(571) Mr. Keller: *Please, show some pity.*

Annie: For this kind of behavior? Pity's the one thing she doesn't need. The whole house waits on her hand and foot.

(602) Mr. Keller: Miss Sullivan--

Mrs. Keller: *Captain. James. Captain, may I speak with you outside?*

(715) Mr. Keller: Uh... Miss Sullivan... I find that I am not satisfied with this--That is, this arrangement—*Will you please take off your glasses?* I find it very difficult to speak to you with them on.

Annie: Well, of course.

(755) Mr. Keller: Obviously, Miss Sullivan thinks it's hopeless.

Annie: Here! It's hopeless here! I'm only just beginning!

[Sighs] *Please let me show you. Please follow me.*

(788) Mr. Keller: Am I to understand that if I say no to this, you will abandon your charge to an asylum?

Annie: An asylum is no place for Helen, Captain. *Believe me, I know.* I grew up in an asylum—

(796) Annie: *Please give me this chance. Give her this chance to save herself.*

Mr. Keller: Miss Sullivan, do you like this child?

(822) Mr. Keller: For all she knows she could be in another town.

Annie: *Bring her inside, please.*

(836) Annie: Percy! *Wake up.* I need your help.

Percy: Ohh.

(839) Annie: *Try again. Try again.*

Helen: [Moans]

(844) Helen: [Sniffs]

Percy: *Let me go.* She gonna pinch me.

(848) Percy: I think she's trying to talk. Annie: She can talk, but she's got to use her hands. Here. *Let me show you.*

Percy: Aah!

(899) Jimmie: Annie. I can't sleep, Annie. There are rats in my room. *Can't we live somewhere else?*

Annie: We don't have anywhere else, Jimmie.

(1001) Mr. Keller: Well, with the roots gone, we get a bad rain, we stand to lose a whole layer of topsoil.

James: Well, I was thinking of that, too. *Let's plant some low grass for the winter. Look for some, would you, Francis?*

(1124) Mrs. Keller: How is she?

Annie: *Please. Please give me more time.*

(1199) Mr. Keller: Well, you'll have all the time you need now.

Annie: *Will you help me, Captain?*

(1031) Mr. Keller: Miss Sullivan, I've brought Helen a playmate. A kind of graduation present.

Annie: *Please, wait outside, Captain.*

(1136) Jimmie: Annie I'm so hot, Annie! *Can you bring me some water? Annie*

Annie: I have to go to him! He's got no one on the earth but me! Do you think I want an epidemic on my hands?

(587) Mr. Keller: Leave the room?

Annie: *Yes. Please, Captain. Right now, if you'll leave the room.*

(720) Annie: *Please tell me, Captain, is the little house in the grove of trees being used for anything?*

Mrs. Keller: The garden house?

(750) Annie: I'm afraid your love for Helen is a greater handicap to her than her blindness or her deafness. than her blindness or her deafness.

Mrs. Keller: Annie, before you came, we spoke of putting Helen in an asylum. *Please don't give up.*

(82) Aunt Ev: *You and Arthur must do something and soon.*

Mr. Keller: What can we do, Evelyn?

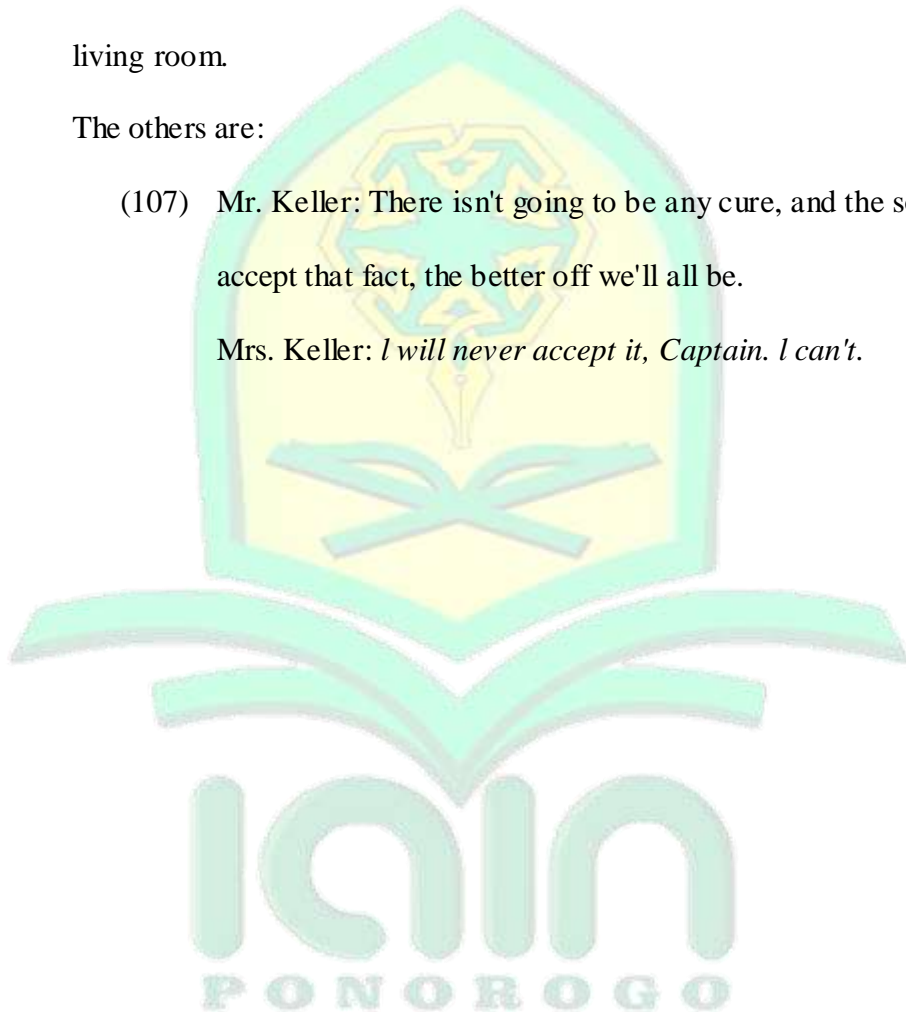
3. Commisive

Commissive is kind of speech acts that speakers use to commit them selves to some future action. The dialogue number 51, Aunt Ev: *Why don't l ever meet any of your young friends, James?* James: *How can l invite people here?* The dialogue between Aunt Ev and James in the living room.

The others are:

(107) Mr. Keller: *There isn't going to be any cure, and the sooner we accept that fact, the better off we'll all be.*

Mrs. Keller: *l will never accept it, Captain. l can't.*



(126) Mr. Keller: Kate, darling, what can anyone do? The kindest thing we could do would be to find a sanitarium in a beautiful spot where she could be taken care of.

Mrs. Keller: *No. No, never.*

(553) Mrs. Keller: Miss Annie, Helen is used to helping herself from our plates.

Annie: *I'm afraid. I'm not used to it.*

(707) Mr. Keller: And if what happened this morning wasn't enough, Helen can't stand to be near her. Things have gotten worse, and I want you to give her notice.

Mrs. Keller: *No.*

(735) Annie: It is hopeless here, and the sooner we realize that, the sooner we can get to a solution.

Mrs. Keller: *It is not hopeless! Helen could talk by the time she was 10 months old. Before this illness, she was such a good child.*

(763) Mrs. Keller: But you already have that.

Annie: *No.*

(808) Mrs. Keller: Percy could stay here. He could run errands for you.

Annie: *2 weeks is not enough.*

(955) Annie: Yes. Why not?

Mrs. Keller: *Because I can't—I*

(964) Annie: Spell it. you're the first person she's going to want to talk to. She... needs... me. She needs me, too.

Mrs. Keller: *No. You have 3 days, Annie. That's all you have.*

(826) Mrs. Keller: Miss Annie, please take good care of her.

Annie: *I will.*

4. Expressive

Expressive is kind of speech acts that state what speaker feels.

The dialogue number 39, Helen : (Moans) Mrs. Keller : *Ok. That's my pretty girl, huh?* The dialogue between Mrs. Keller and Helen in the garden.

The others are:

(583) Mr. Keller: Well, I've not seen that you've taught her anything yet, Miss Sullivan.

Annie: *Quite right, Captain. Well observed. I'll start right now if you'll leave the room.*

(936) Annie: Soup. Ooh, such a lady. She'd rather starve than eat without a spoon.

Mrs. Keller: *You have taught her so much in a week and a half.*

(396) Helen: Uhh! Mm-mm-mm. Uhh! [Sighs]

Annie: *D...O...L...L. Very good, Helen. Very good. Good first lesson. Very well done. Very well done.*

(730) Mr. Keller: This is just what I am talking about. Miss Sullivan, if you expect to stay on here, there must be a change in your manner. And you must convince me that there is the slightest hope of teaching a child who flees from you like the plague. You could show some sympathy.

Annie: *You're absolutely right, Captain.*

12 (688) Annie: My brother Jimmie was the last I had. He died
years ago.

Mrs. Keller: *I'm sorry. I—*

(744) Annie: I've seen pets behave better than she does and it's your pity that's the cause of it.

Mr. Keller: *I beg your pardon!*

(1005) James: Did you need something, Father?

Mr. Keller: I think I have it, Jimmy. *Sorry to interrupt.*

(525) Annie: Why does she get a reward for stabbing me?

Mrs. Keller: *I--I don't know. I'm--I'm sorry.*

(684) Mrs. Keller: After this morning's lesson... the Captain wants me to dismiss you, but I am going to insist that you remain.

Annie: *Thank you.*

C. The Analysis of Illocutionary Acts

In the case, the researcher will analyze the illocutionary acts in the Miracle Worker Movie.

1. Data

The conversation between Percy and Martha in the dialogue number 12, as following:

Percy : Why she stick her fingers in my mouth?

Martha : *Because she mad at you talking all day when she can't hear nothing.*

From the dialogue, Percy as her friend asks Martha why Helen try to enter her fingers to the mouth? Then Martha says “*Because she mad at you talking all day when she can't hear nothing*”. From the utterance, Martha does not only give a report but also reason that she mad to him when he talking all day when helen can't hear anything what was he said.

Based on the context, it is obvious that Martha's illocutionary act is representative. Representative describe some state of affairs.

2. Data

The conversation between Mr. Keller and James in the dialogue number 44, as following:

Mr. Keller : What story is that?

James : *The one you're going to tell when the little savage kills somebody. Your honor, I had no idea that poor deaf and dumb child could be so violent.*

From the dialogue, Mr. Keller as his father asks James what story is about? Then James answers “*The one you're going to tell when the little savage kills somebody. Your honor, I had no idea that poor deaf and dumb child could be so violent*”. From the utterance, James gives a report

to his father that her child (Helen) who is deaf and dumb want to kill someone.

Based on the context, it is obvious that James's illocutionary act is representative. Representative describe some state of affairs.

3. Data

The conversation between James and Annie Sullivan in the dialogue number 262, as following:

James: Can you teach her to sit still, Miss Sullivan?

Annie: *I'd have to teach her language first.*

From the dialogue, James asks Annie can you teach Helen to sit still? Then Annie answers "*I'd have to teach her language first*". From the utterance, Annie does not give a report but she gives a manner to teach her, it is used the language first.

Based on the context, it is obvious that Annie's illocutionary act is representative. Representative describe some state of affairs.

4. Data

The conversation between Mrs. keller and Annie Sullivan in the dialogue number 269, as following:

Mrs. Keller: Miss Sullivan, perhaps you were misled as to Helen's condition. She can neither see nor hear.

Annie: *But if it is her senses that are impaired and not her mind, she must have language. Language is more important to the mind than light is to the eye.*

From the dialogue, Mrs. Keller says to Annie about Helen's condition that she can't see or hear. How is she can learn language? Then Annie answers "*But if it is her senses that are impaired and not her mind, she must have language. Language is more important to the mind than light is to the eye*". Annie does not give a report but she gives a explanation, during Helen's senses that are impaired and not her mind, she must have a language. Because the language is more important for her than her eyes.

Based on the context, it is obvious that Annie's illocutionary act is representative.

5. Data

The conversation between Mrs. keller and Annie Sullivan in the dialogue number 568, as following:

Mrs. Keller: Oh, look, now she's hurt herself.

Annie: *No, she hasn't. I know a tantrum when I see one and a badly spoiled child.*

From the dialogue, Mrs. Keller asks Annie to look at Helen that she want to hurt her self. Then Annie answers "*No, she hasn't. I know a tantrum when I see one and a badly spoiled child*". From the

utterance, Annie gives a report that she doesn't hurt her self. She is a tantrum or mad, it proved by a badly spoiled child.

Based on the context, it is obvious that Annie's illocutionary act is representative.

6. Data

The conversation between Mrs. Keller and Aunt Evelyn in the dialogue number 91, as following:

Mr. Keller: We have taken her to every hospital in 2 states. No one holds out any hope.

Aunt Ev: *what about that Dr. Chisolm up in Baltimore? I read an article in your vey own newspaper, Arthur. They say he has cured many cases of blindness that other doctors have given up on. Now, why not write to him?*

From the dialogue, Mr. Keller feels despair after he took every hospital in states. All hospital haven't give him any hope for him. Then, Aunt Ev said "*what about that Dr. Chisolm up in Baltimore? I read an article in your vey own newspaper, Arthur. They say he has cured many cases of blindness that other doctors have given up on. Now, why not write to him?*" From the utterance, Aunt Ev gives the solution to call Dr. Chisolmi Baltimore. Based on the article in the newspaper which has read by her, Dr. Chisolm has cured many cases of blindness.

Based on the context, it is obvious that Aunt Evelyn's illocutionary act is directive. Directive describes the speaker's represent to get the addressee to do something.

7. Data

The conversation between Mrs. Keller and James in the dialogue number 413, as following:

Mr. Keller: *James, go upstairs and bring her down.*

James: Certainly. I'll get the ladder.

From the dialogue, when Mrs. Keller want to dinner in the dining room, he says to James "*James, go upstairs and bring her down*". Then, James said certainly. I'll get the ladder. From the utterance, Mr. Keller asks James to bring her (Annie) down from the upstairs.

Based on the context, it is obvious that Mr. Keller's illocutionary act is directive. Directive describes the speaker's represent to get the addressee to do something.

8. Data

The conversation between Mrs. Keller and Annie Sullivan in the dialogue number 555, as following:

Mr. Keller: *Viney, please bring Miss Sullivan another plate.*

Annie: There's nothing wrong with my plate, Captain, only that Helen's hands don't belong in it.

From the dialogue, when Mr. Keller in the dining room, he asks to the waitress (Viney) "*Viney, please bring Miss Sullivan another*

plate". Then, Annie answers that her plate is nothing wrong. She wants to teach Helen in order her hands don't belong in it. From the utterance, Mr. Keller asks the waitress (Viney) to bring another plate for Annie.

Based on the context, it is obvious that Mr. Keller's illocutionary act is directive. Directive describes the speaker's represent to get the addressee to do something.

9. Data

The conversation between Mrs. Keller and Annie Sullivan in the dialogue number 750, as following:

Annie: I'm afraid your love for Helen is a greater handicap to her than her blindness or her deafness. than her blindness or her deafness.

Mrs. Keller: Annie, before you came, we spoke of putting Helen in an asylum. *Please don't give up.*

From the dialogue, Annie Sullivan in the Mr. Keller's room says to Mrs. Keller that she is afraid with her love which has given for Helen it will make a greater handicap than her blindness or deafness. Then, Mrs. Keller answer "Annie, before you came, we spoke of putting Helen in an asylum. *Please don't give up*". From the utterance, Helen's parents want to put her in an asylum. So, Helen's mother hope don't give up to handle her.

Based on the context, it is obvious that Mrs. Keller's illocutionary act is directive.

10. Data

The conversation between Mr. Keller and Annie Sullivan in the dialogue number 788, as following:

Mr. Keller: Am I to understand that if I say no to this, you will abandon your charge to an asylum?

Annie: An asylum is no place for Helen, Captain. *Believe me, I know. I grew up in an asylum—*

From the dialogue, in the garden house, Mr. Keller ask to Annie if he refuse her request, is she will let Helen to an asylum? Then Annie said “*An asylum is no place for Helen, Captain. Believe me, I know. I grew up in an asylum*”. From the utterance, Annie explain that an asylum is not the best place for Helen. Annie request for Mr. Keller to believe her. It caused Annie grew up inside it.

Based on the context, it is obvious that Mrs. Keller’s illocutionary act is directive.

11. Data

The conversation between Mr. Keller and Mrs. Keller in the dialogue number 107, as following:

Mr. Keller: There isn't going to be any cure, and the sooner we accept that fact, the better off we'll all be.

Mrs. Keller: *I will never accept it, Captain. I can't.*

From the dialogue, Mr. Keller concludes that there is not any cure for Helen and Mr. Keller asks to accept of the fact immediately, it will make the condition will be better. But Mrs. Keller refuse it by the utterance, "*I will never accept it, Captain. I can't*". Mrs. Keller refuses Mr. Keller's decision that she does not agree with his reason about there isn't any cure for her child and she can't accept of the fact about Helen's condition.

Based on the context, Mrs. Keller's illocutionary act is commissive.

12. Data

The conversation between Mr. keller and Mrs. keller in the dialogue number 126, as following:

Mr. Keller: Kate, darling, what can anyone do? The kindest thing we could do would be to find a sanitarium in a beautiful spot where she could be taken care of.

Mrs. Keller: *No. No, never.*

From the dialogue, Mr. Keller thinks that there is no thing can do, the kindest thing is find the sanitarium in a beautiful spot where Helen can be taken care of. But Mrs. Keller refuse it by the utterance, "*No. No, never*". Mrs. Keller refuses Mr. Keller's decision that she does not agree with his reason about there isn't anything can do and she refuse to find the beautiful sanitarium for Helen which will make her can be taken care of.

Based on the context, Mrs. Keller's illocutionary act is commissive.

13. Data

The conversation between Mr. Keller and Mrs. Keller in the dialogue number 707, as following:

Mr. Keller: And if what happened this morning wasn't enough, Helen can't stand to be near her. Things have gotten worse, and I want you to give her notice.

Mrs. Keller: *No*.

From the dialogue, Mr. Keller saw what was happen in the morning. He concludes that Helen can't stand to be near with her teacher (Annie), the condition have gotten worse and he want his wife to give her (Annie) notice. But Mrs. Keller refuse it by the utterance, "*No*". Mrs. Keller refuse to give Annie notice.

Based on the context, Mrs. Keller's illocutionary act is commissive.

14. Data

The conversation between Annie Sullivan and Mr. Keller in the dialogue number 735, as following:

Annie: It is hopeless here, and the sooner we realize that, the sooner we can get to a solution.

Mrs. Keller: *It is not hopeless! Helen could talk by the time she was 10 months old. Before this illness, she was such a good child.*

From the dialogue, when Annie explains about Helen, if she hopeless in the parent's house. Annie want to make agreement with Helen's parent in order to get a solution. But Mrs. Keller refuse it by the utterance, "*It is not hopeless! Helen could talk by the time she was 10 months old. Before this illness, she was such a good child*". Mrs. Keller refuses what was Annie said is not true. She explains that Helen has a hope. She can talk when she was 10 months old and she is a good child before sick.

Based on the context, Mrs. Keller's illocutionary act is commissive.

15. Data

The conversation between Annie Sullivan and Mrs. Keller in the dialogue number 964, as following:

Annie: Spell it. you're the first person she's going to want to talk to. She... needs... me. She needs me, too.

Mrs. Keller: *No. You have 3 days, Annie. That's all you have.*

From the dialogue, Annie asks to Helen's mother to practice spelling. She explains that the first person who is invited to talk is mother. Finally, Helen's mother spells "she needs me". Annie says, she needs me, too. But Mrs. Keller refuse it by the utterance, "*No. You have 3 days, Annie. That's all you have*". Mrs. Keller refuses Annie's desire. Although Helen needs her, she just give her 3 days again with Helen. It's enough time for Annie.

Based on the context, Mrs. Keller's illocutionary act is commissive.

16. Data

The conversation between Mr. Keller and Annie Sullivan in the dialogue number 583, as following:

Mr. Keller: Well, I've not seen that you've taught her anything yet, Miss Sullivan. Annie: *Quite right, Captain. Well observed. I'll start right now if you'll leave the room.*

From the dialogue, Mr. Keller feels that Annie doesn't teach anything yet. Then, Annie says "*Quite right, Captain. Well observed. I'll start right now if you'll leave the room*". From this utterance, Annie expresses what she feels about Mr. Keller's observation. Mr. Keller appraised that what was Annie do is failed. Annie praises Mr. Keller who evaluates of her job.

Based on the context, Annie's illocutionary act is expressive. Expressive describes the expression of psychological attitude in the speaker. Annie expresses her psychological attitude to praise Mr. Keller.

17. Data

The conversation between Annie Sullivan and Mrs. Keller in the dialogue number 936, as following:

Annie: Soup. Ooh, such a lady. She'd rather starve than eat without a spoon.

Mrs. Keller: *You have taught her so much in a week and a half.*

From the dialogue, Annie feels that Helen decide to starve than eat without a spoon. Then, Mrs. Keller says “*You have taught her so much in a week and a half*”. From the utterance, Mrs. Keller expresses proud to Annie who has teach her girl so much in a weekend a half. Mrs. Keller praise Annie’s job.

Based on the context, Mrs. keller’s illocutionary act is expressive. Expressive describes the expression of psychological attitude in the speaker. Mrs. keller expresses her psychological attitude to praise Annie.

18. Data

. The conversation between Helen and Annie Sullivan in the dialogue number 396, as following:

Helen: Uhh! Mm-mm-mm. Uhh! [Sighs]

Annie: D...O...L...L. *Very good, Helen. Very good. Good first lesson. Very well done. Very well done.*

From the dialogue, Annie feels that Helen is smart, she can spell the words. The example, the words D...O...L...L. Then, Annie says “*D...O...L...L. Very good, Helen. Very good. Good first lesson. Very well done. Very well done*”. From the utterance, Annie expresses proud to Helen who has spell the words D...O...L...L. Annie praises Helen’s development.

Based on the context, Annie's illocutionary act is expressive. Expressive describes the expression of psychological attitude in the speaker. Annie expresses her psychological attitude to praise Helen.

19. Data

The conversation between James and Mr. Keller in the dialogue number 1005, as following:

James: Did you need something, Father?

Mr. Keller: I think I have it, Jimmy. *Sorry to interrupt.*

From the dialogue, James feels confused when his father come to the garden. Is his father need something or help? Then, Mr. Keller says "I think I have it, Jimmy. *Sorry to interrupt*". From the utterance, he expresses his psychological attitude or his emotion to apologize.

Based on the context, Mr. Keller's illocutionary act is expressive.

Mr. Keller expresses his psychological attitude to apologize.

20. Data

The conversation between James and Mr. Keller in the dialogue number 684, as following:

Mrs. Keller: After this morning's lesson... the Captain wants me to dismiss you, but I am going to insist that you remain.

Annie: *Thank you.*

From the dialogue, Mrs. Keller sure that after morning's lesson she still insist to remain Annie to teach her girl although her husband

want to dismiss her. Then, Annie says “*Thank you*”. From the utterance, she expresses his psychological attitude or his emotion to thank.

Based on the context, Mr. Keller’s illocutionary act is expressive. Annie expresses his psychological attitude to thank.



CHAPTER III

THE AFFECTS OF ILOCUTIONARY ACT TOWARD THE

ADDRESSER IN THE MIRACLE WORKER MOVIE

BY ARTHUR PENN

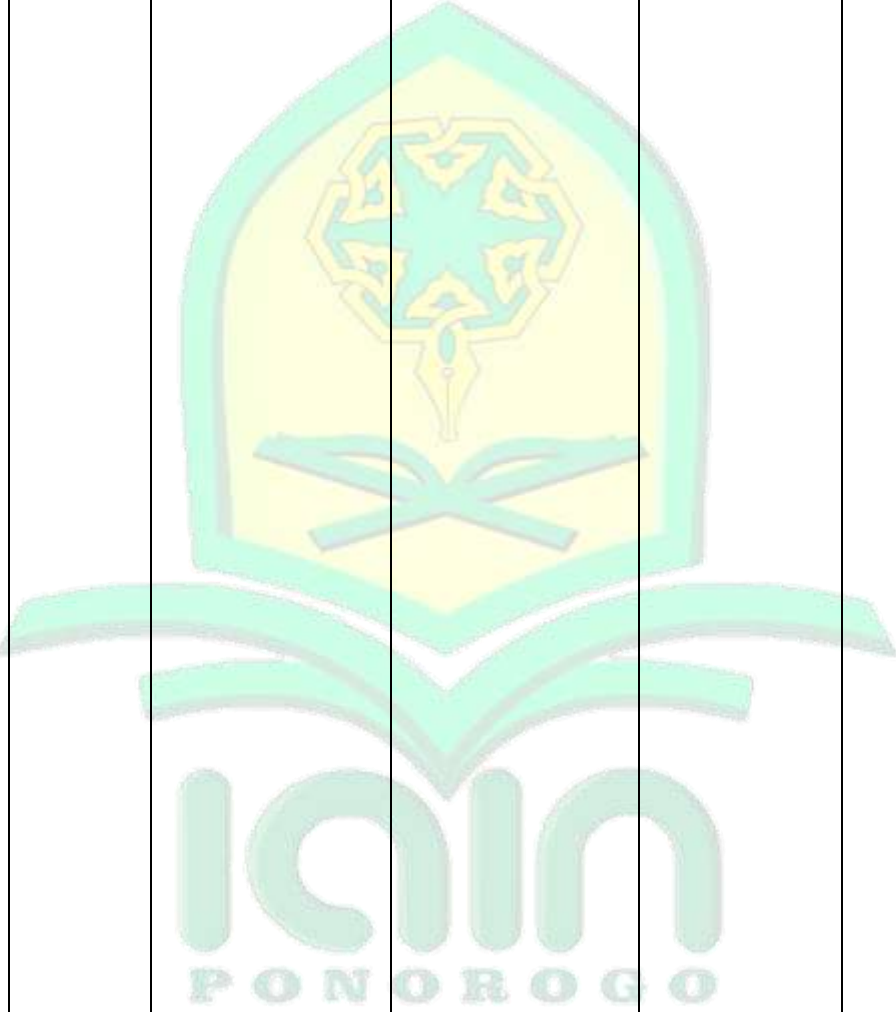
A. The classification of Illocutionary Acts in “Miracle Worker” Movie

The classification of Illocutionary Acts Found In “The Miracle Worker” Movie

	The classification of illocutionary Acts		Frequency	Distribution
	Representative	Reporting	1	2
		Comparing	4	4
		Other	4	4

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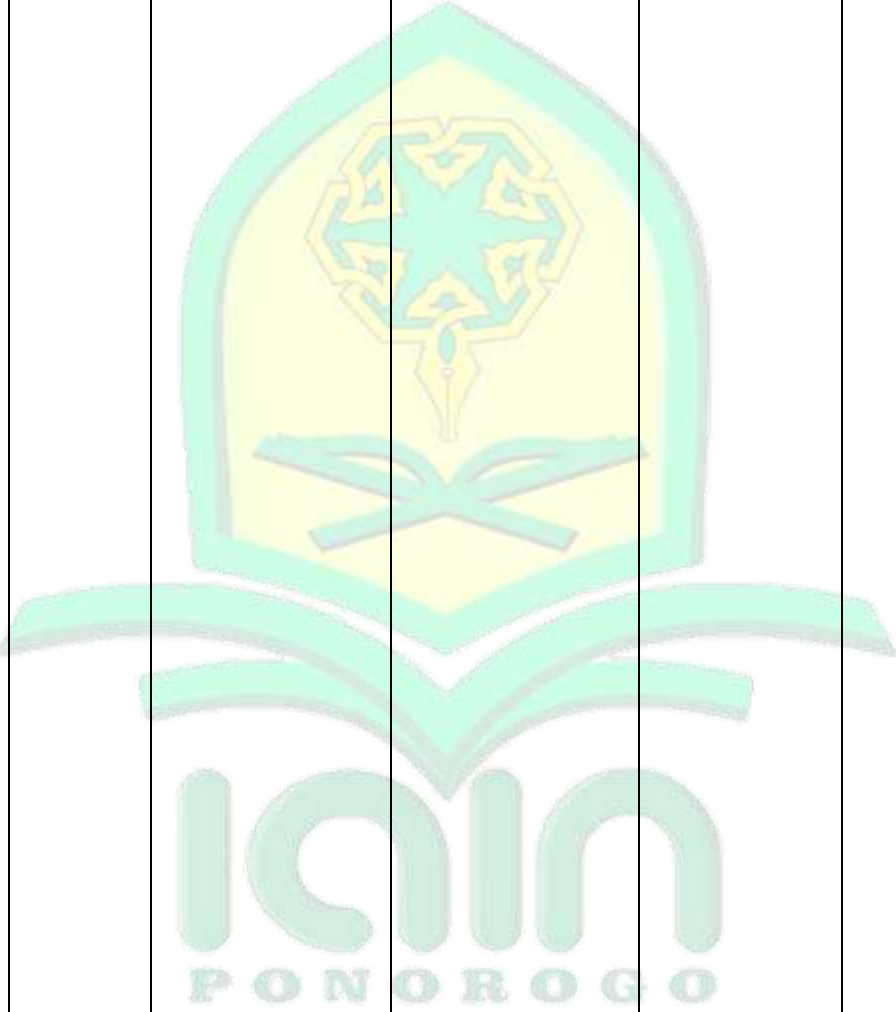
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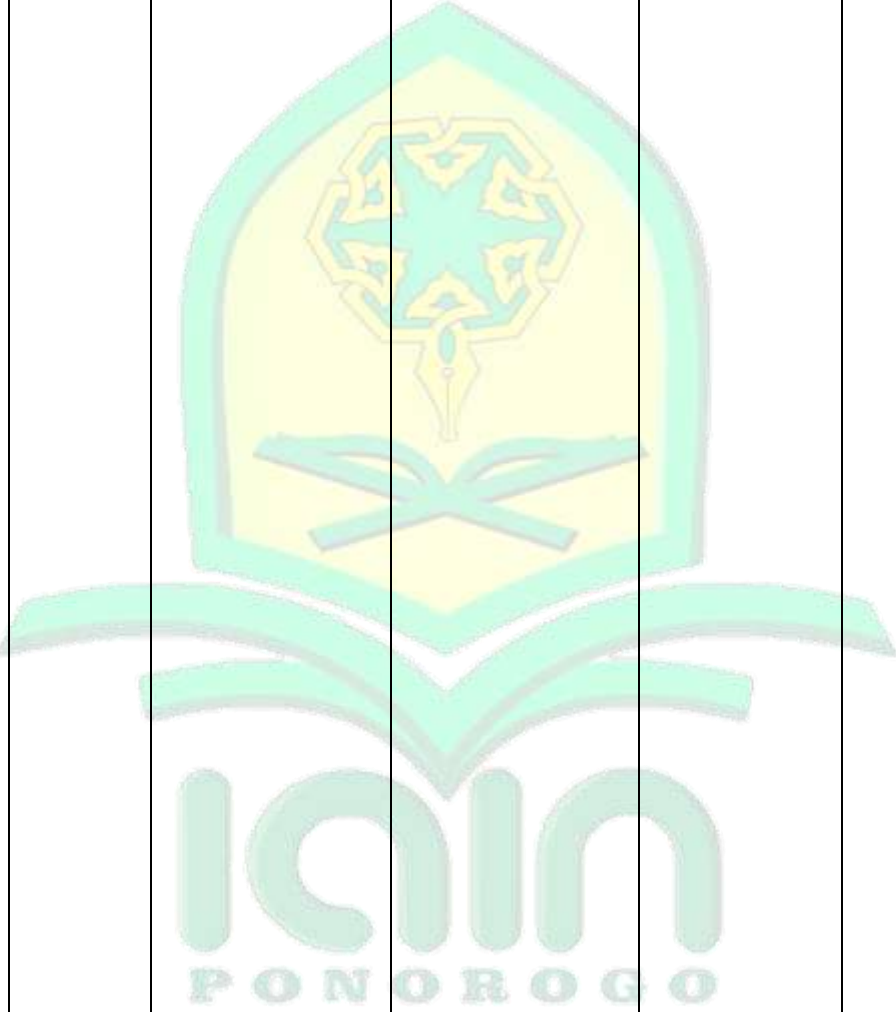
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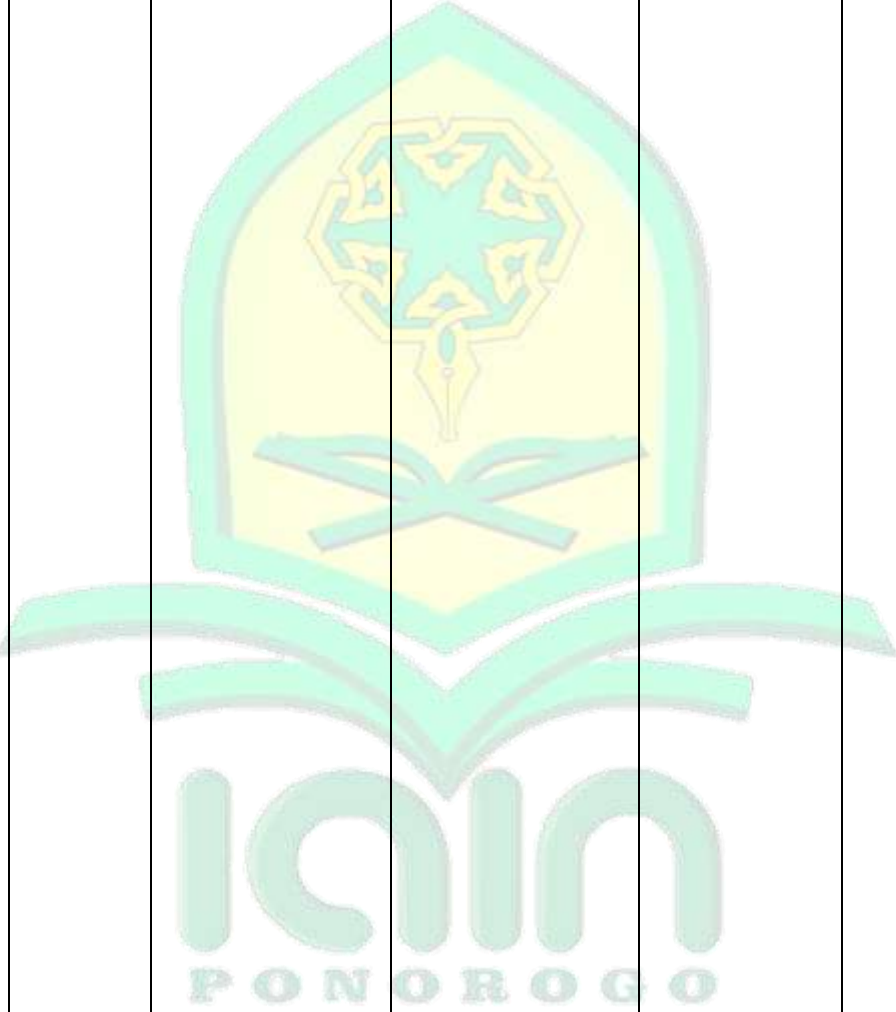
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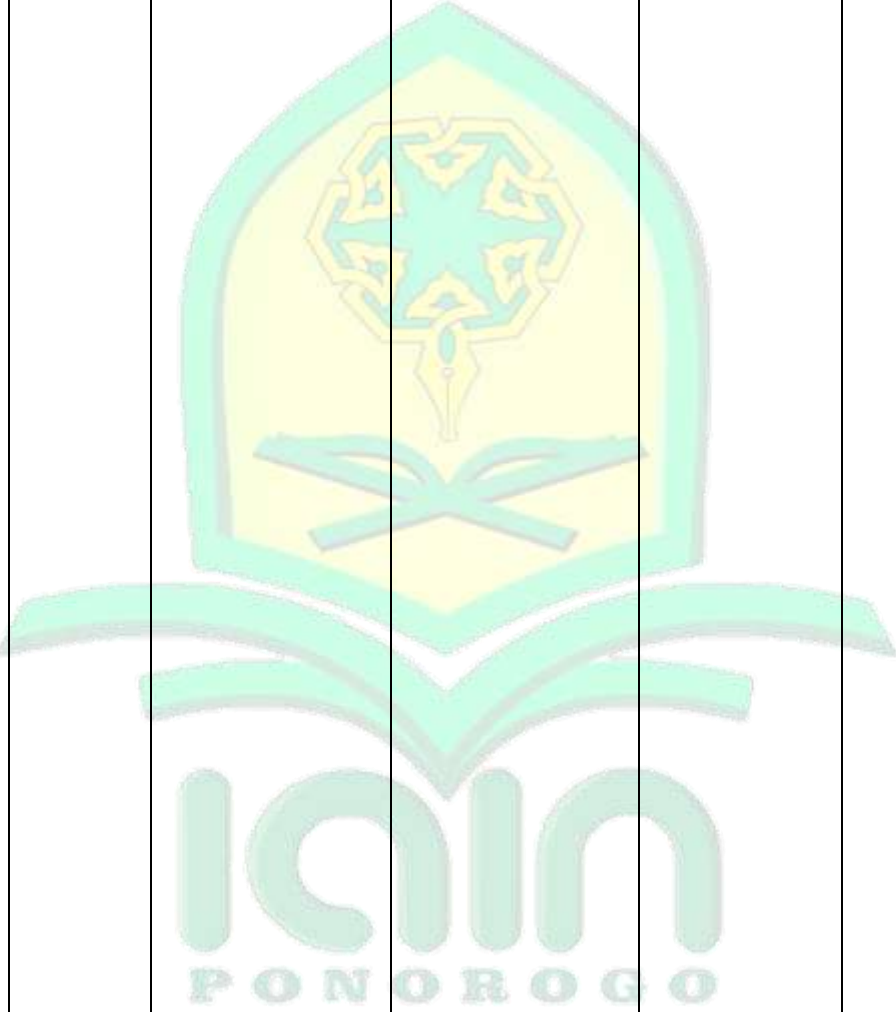


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Based on the statement above, The first column table above is number, the second column is the classification of illocutionary acts that is found in The Miracle Worker Movie, the third column is frequency of the classification of illocutionary acts appear in this movie, and the fourth column is location where the classification of illocutionary acts appear during the movie (based on the dialogue script numbering).

B. The Affects of Acts Toward the Addresser in “Miracle Worker” Movie

In this chapter, The researcher took the data from the dialogue of the Miracle Worker’s character in *The Miracle Worker Movie* by Arthur Penn. First, he identified the illocutionary acts classification of the character’s utterance of the Miracle Worker. Second, he observed the effects of acts toward the addresser which supported the analysis.

1. Representative

Representative shows the truth condition of the meaning of the utterance. George Yule stated that representative is those kinds of speech acts that state what the speaker believes to be the case or not. The example of this types are reporting, complaining, and asserting.

There are 8 representatives found in the “Miracle Worker” Movie. Three of them will be analyzed deeply is the following:

a. Reporting

Data number 12 is the conversation between Percy and Martha in the garden beside house, as follows:

Percy : Why she stick her fingers in my mouth?

Martha : **Because she mad at you talking all day when she can't hear nothing.**

The meaning from the dialogue, Percy asks to Martha wherefore Helen enter her fingers to his mouth. Then Martha answers, “*Because she mad at you talking all day when she can't hear nothing*”. From the utterance, Martha reports that Helen is angry or mad, it caused she can't hear anything like her other family.

Martha's illocutionary act above is representative. Martha tells that Helen is mad which is caused she can't hear anything. So, the utterance including reporting because here the speakers gives information or tells something to somebody.

The effect of this utterance is Percy still confused with Helen's act.

b. Complaining

Data number 44 is the conversation between James and Mr. Keller in the living room, as follows:

James: Well, Father, I hope you got your story ready.

Mr. Keller : What story is that?

James : **The one you're going to tell when the little savage kills somebody. Your honor, I had no idea that poor deaf and dumb child could be so violent.**

The meaning of the dialogue, when Mr. Keller asks to James what is story talking about? Then James answers, "*The one you're going to tell when the little savage kills somebody. Your honor, I had no idea that poor deaf and dumb child could be so violent*". From the utterance, James complain about Helen's act which she wants to try to kill somebody. He had no idea that poor deaf and dumb child could be so violent.

James's illocutionary act above is representative. James tells how is she poor deaf and dumb child could be so violent and she wants to kill somebody. So, the utterance including complaining about Helen's act that she wants to kill somebody.

The effect of this utterance is James is very confused about Helen's act, especially her act that wants to kill somebody and she is to be wild child.

c. Asserting

Data number 61 is the conversation between James and Mr. Keller in the living room, as follows:

James: Helen is the real head of this house. She's probably just pretending she can't speak or hear so she don't have to answer to anyone.

Mr. Keller: **Your jealousy of that helpless child is intolerable.**

The meaning of the dialogue, when James tells about Helen is the real head of his house, and Helen pretended about her condition, she can't speak and listen so she don't have to answer anyone. His father answers "*Your jealousy of that helpless child is intolerable*". From the utterance, Mr. Keller assert that James's jealousy and what does James tells about Helen's condition is intolerable.

Mr. Keller's illocutionary act is representative. His utterance about James's jealousy of that helpless child is intolerable. So, the utterance including asserting that the jealousy of the helpless child is intolerable.

The effect of this utterance is Mr. Keller is angry about James's statement if Helen Just pretended about her condition.

Data number 269 is the conversation between Mrs. Keller and Annie on the trip from the station, as follows:

Mrs. Keller: Miss Sullivan, perhaps you were misled as to Helen's condition. She can neither see nor hear.

Annie: **But if it is her senses that are impaired and not her mind, she must have language. Language is more important to the mind than light is to the eye.**

From the dialogue, Mrs. Keller says to Annie about Helen's condition that she can't see or hear. How is she can learn language? Then Annie answers "*But if it is her senses that are impaired and not her mind, she must have language. Language is more important to the mind than light is to the eye*". Annie does not give a report but she gives a explanation, during Helen's senses that are impaired and not her mind, she must have a language. Because the language is more important for her than her eyes. Based on the context, it is obvious that Annie's illocutionary act is representative.

The effect of this utterance is Annie give the positive response that Helen can learn language during her senses is not impaired, especially her mind.

2. Directive

Directive is kinds of speech act that represent attempts by the speaker to get the addressee to do something. The example of this types are commanding, recommending, advising, asking, requesting, begging, and suggesting.

There are 42 directives found in the “Miracle Worker” Movie. Three of them will be analyzed deeply is the following:

a. Commanding

Data number 430 is the conversation between Mr. Keller and James in front of the house, as follows:

Mr. Keller: *Put that ladder away, Jimmy.*

James: Whatever you say, Father.

The meaning of the dialogue, Mr. Keller command James “*Put the ladder away*” when Annie is locked up in her room and Helen has brought the key. James answers, whatever you say, father. Mr. Keller’s illocutionary acts is directive.

The effect from the utterance is James followed his father’s command to put ladder away.

Data number 435 is the conversation between Mr. Keller and James in front of the house, as follows:

Mr. Keller: *James. Bring the ladder back.*

James: Whatever you say, Father.

The meaning of the dialogue, Mr. Keller command James “*James. Bring the ladder back*”, when Annie is locked up in her room and Helen has brought the key. James answers, whatever you say, father. Mr. Keller’s illocutionary acts is directive.

The effect from the utterance is James followed his father’s command to bring the ladder back.

Data number 445 is the conversation between Mr. Keller and Annie in front of the house, as follows:

Mr. Keller: I hope this is not a sample of what we can expect of you.
Come out and sit on my shoulder.

Annie: I'm perfectly capable of going down a ladder by myself.

The meaning of the dialogue, Mr. Keller command Annie "I hope this is not a sample of what we can expect of you. *Come out and sit on my shoulder*", when Annie is locked up in her room and Helen has brought the key. James answers, I'm perfectly capable of going down a ladder by myself. Mr. Keller's illocutionary acts is directive.

The effect from the utterance is Annie follows Mr. Keller's command to come out from her room and sit on my shoulder to turn the ladder.

b. Recommending

Data number 91 is the conversation between Mr. Keller and Aunt Ev in the living room, as follows:

Mr. Keller: We have taken her to every hospital in 2 states. No one holds out any hope.

Aunt Ev: **what about that Dr. Chisolm up in Baltimore? I read an article in your vey own newspaper, Arthur. They say he has cured many cases of blindness that other doctors have given up on. Now, why not write to him?**

The meaning of the dialogue, Mr. Keller was despaired with Helen's behavior. He has taken her every hospital in two states. But, no one holds out any hope. Then, Aunt Ev recommend "what about that Dr. Chisolm up in Baltimore? I read an article in your very own newspaper, Arthur. They say he has cured many cases of blindness that other doctors have given up on. Now, why not write to him?" Aunt Ev said that Dr. Chisolm in Baltimore has cured many cases of blindness. Aunt Ev's illocutionary acts is directive.

The effect from the utterance is Mr. Keller agree with Aunt Ev's suggestion. Finally, Mr. Keller send the letter to Dr. Chisolm in Baltimore.

c. Asking

Data number 294 is the conversation between Mr. Keller and Annie in the farmer's house, as follows:

Mr. Keller: I have it, Miss Sullivan.

Annie: **No, please, let me.**

The meaning of the dialogue, Mr. Keller wants to bring Annie's bag, but Annie says "No, please, *let me*". Annie forbid him and she asks herself to bring her bag. It caused Annie have something for Helen. Based on the text, the illocutionary act is directive.

The effect of the utterance is Mr. Keller follows what is Annie want. He let's Annie to bring the bag by herself.

Data number 603 is the conversation between Annie and the waitress in the dining room, as follows:

Annie: ***Give us a moment, please.***

The waitress: Oh...

The meaning of the dialogue, Annie says to the waitress “*Give us a moment, please*”. Annie asks to the waitress to give her a moment with Helen. Then, the waitress follows what is Annie wants. Based on the text, the illocutionary acts is directive.

The effect of the utterance is the waitress agree with Annie’s command to give her a time at the moment with Helen.

d. Requesting

Data number 1031 is the conversation between Mr. Keller and Annie in the garden farmer’s house, as follows:

Mr. Keller: Miss Sullivan, I've brought Helen a playmate. A kind of graduation present.

Annie: **Please, wait outside, Captain.**

The meaning of the dialogue, Mr. Keller visited the farmer’s house where Annie and Helen lived. That time is the last day for Annie to teach Helen in that house. Mr. Keller brought the dog as playmate for Helen and a kind of graduation present. Annie said “Please, wait outside, Captain”. Annie’s illocutionary act is directive.

The effect from the utterance is Mr. Keller agree with Annie’s requesting to wait her outside.

Data number 513 is the conversation between Mr. Keller and Annie in the Annie's room, as follows:

Mrs. Keller: ***Can you teach me those letters?***

Annie: I'll start tomorrow. If both of us are spelling to her, that makes only about half a million words each.

The meaning of the dialogue, Mrs. Keller come to Annie's room then says "*Can you teach me those letters?*". Annie answers that she can start tomorrow to teach her spelling words. Based on the text, the illocutionary act is directive.

The effect from the utterance is Annie agree to teach Mrs. Keller to spell the words.

3. Commissive

Commissive is kinds of speech act that commit the speaker to some future course of action. The example of this types are offering, refusing, and pledging.

There are 11 commissives found in the "Miracle Worker" Movie. Three of them will be analyzed deeply is the following:

a. Offering

Data number 51 is the conversation between Aunt Ev and James in the living room, as follows:

Aunt Ev: **Why don't I ever meet any of your young friends, James?**

James: How can I invite people here?

The meaning of the dialogue, when Aunt Ev ask for james
“*Why don't I ever meet any of your young friends, James?* Aunt Ev
offering to invite James’s friend come in the his house. Aunt Ev’s
illocutionary act is commissive.

The effect from the utterance is James is very confused. How
can he invite people to come his house, while his family just focus on
Helen herself.

b. Refusing

Data number 107 is the conversation between Mr. Keller and
Mrs. keller in the living room, as follows:

Mr. Keller: There isn't going to be any cure, and the sooner we accept
that fact, the better off we'll all be.

Mrs. Keller: **I will never accept it, Captain. I can't.**

The meaning of the dialogue, Mr. Keller was despaired how to
handle Helen attitude. Mr. Keller taught that there is no cure for her,
and he taught that his family must accept Helen’s condition. It will
make better. But, Mrs. Keller said “I will never accept it, Captain. I
can't”. Mrs. Keller’s illocutionary act is commissive.

The effect from the utterance is Mrs. Keller disagree with
husband’s decision and she will never accept it.

Data number 126 is the conversation between Mr. Keller and
Mrs. keller in the living room, as follows:

Mr. Keller: Kate, darling, what can anyone do? The kindest thing we could do would be to find a sanitarium in a beautiful spot where she could be taken care of.

Mrs. Keller: *No. No, never.*

From the dialogue, Mr. Keller thinks that there is no thing can do, the kindest thing is find the sanitarium in a beautiful spot where Helen can be taken care of. Then, Mrs. Keller says “*No. No, never*”. Mrs. Keller refuses what is her husband to search the beautiful sanitarium for Helen. Based on the text is the illocutionary acts is commissive.

The effect from the utterance is Mrs. Keller is disagree with her husband decision which he want to find the beautiful sanitarium for Helen.

c. Pledging

Data number 826 is the conversation between Mrs. Keller and Annie in the farmer’s house, as follows:

Mrs. Keller: Miss Annie, please take good care of her.

Annie: **I will.**

The meaning of the dialogue, Annie urged Mrs. Keller in order to let his girl live with her. Mrs. Keller permitted it and she must take good care of her. Annie said “I will”. Annie’s illocutionary act is commissive.

The effect from the utterance is Annie promise will take good care of Helen when she live with her.

4. Expressive

Expressive is kinds of speech act that express a psychological attitude or state in the speaker such as joy, sorrow, and likes or dislikes. The example of this types are praising, apologizing, and thanking.

There are 10 expressives found in the “Miracle Worker” Movie. Three of them will be analyzed deeply is the following:

a. Praising

Data number 583 is the conversation between Mr. Keller and Annie in the dining room, as follows:

Mr. Keller: Well, I've not seen that you've taught her anything yet, Miss Sullivan.

Annie: **Quite right, Captain. Well observed. I'll start right now if you'll leave the room.**

The meaning of the dialogue, Mr. Keller seen that Annie not taught her anything yet. Then, said said “Quite right, Captain. Well observed. I'll start right now if you'll leave the room”. Annie praised him and she told if she will start her lesson right now when he leave the dining room. Annie’s illocutionary act is commissive.

The effect from the utterance is Annie praised Mr. Keller’s statement about her job and she start the lesson for Helen directly.

Data number 936 is the conversation between Annie and Mrs. Keller in front of the garden house, as follows:

Annie: Soup. Ooh, such a lady. She'd rather starve than eat without a spoon.

Mrs. Keller: *You have taught her so much in a week and a half.*

From the dialogue, Annie feels that Helen decide to starve than eat without a spoon. Then, Mrs. Keller says “*You have taught her so much in a week and a half*”. From the utterance, Mrs. Keller expresses proud to Annie who has teach her girl so much in a weekend a half. Mrs. Keller praise Annie’s job.

The effect from the utterance is Mrs. Keller proud with Annie’s job and she praised her by give a good evaluation.

b. Apologizing

Data number 525 is the conversation between Annie and Mrs. Keller in the bedroom, as follows:

Annie: Why does she get a reward for stabbing me?

Mrs. Keller: **I--I don't know. I'm--I'm sorry.**

The meaning of the dialogue, Annie asked to Mrs. Keller “Why did she give a reward for Helen after she stabbed her teacher”. Mrs. Keller said, “*I--I don't know. I'm--I'm sorry*”. Mrs. Keller’s illocutionary act is commissive.

The effect from the utterance is Mrs. Keller didn’t know if what did she do is fault. Then, she aware and asking apologize.

Data number 1005 is the conversation between James and Mr. Keller in the garden, as follows:

James: Did you need something, Father?

Mr. Keller: I think I have it, Jimmy. *Sorry to interrupt.*

From the dialogue, James feels confused when his father come to the garden. Is his father need something or help? Then, Mr. Keller says “I think I have it, Jimmy. *Sorry to interrupt*”. Mr. Keller’s utterance is expresses his psychological attitude or his emotion to apologize.

The effect from the utterance is Mr. Keller says sorry to James.

c. Thanking

Data number 684 is the conversation between Mrs. Keller and Annie in the bedroom, as follows:

Mrs. Keller: After this morning's lesson... the Captain wants me to dismiss you, but I am going to insist that you remain.

Annie: **Thank you.**

The meaning of the dialogue, Mr. Keller asked his wife to dismiss Helen’s teacher after this morning’s lesson done. But, his wife insist her to remain in her house. annie said, “*Thank you*”. Annie’s illocutionary act is expressive.

The effect from the utterance is Annie said thank for kindness which has belief her to teach her girl.

CHAPTER IV

CLOSING

A. Conclusion

1. The result of this research show that kinds of illocutionary act in this movie are: Representative (8 times), Directive (42 times), Commissive (11 times), Expressive (10 times), and Declarative (none).
2. The effect of illocutionary act toward the addresser is each the clasification of illocutionary act that found in this movie are:
 - a. Illocutionary act of representative, including: Reporting (2 times), Complaining (once), Asserting (5 times).
 - b. Illocutionary act of directive, including: Commanding (13 times), Recommending (once), Advising (once), Asking (4 times), Requesting (19 times), Begging (3 times), and Suggesting (once).
 - c. Illocutionary act of commissive, including: Offering (once), Refusing (9 times), and Pledging (once).
 - d. Illocutionary act of expressive, including: Praising (5 times), Apologizing (4 times), and Thanking (once).

B. Recommendation

Based on the results of this research, some suggestions re-enclosed as follows:

1. For teacher

The teacher, especially English teacher are suggested to know more about pragmatic. They can understand about meaning of utterance and improve English teaching.

2. For students

The students, especially the students of English department of IAIN Ponorogo are suggested to learn more about speech acts especially illocutionary acts because it can help them in improving skill.

3. For readers

The readers are suggested to get some new sources in pragmatics. Here focuses in illocutionary acts analysis so that this thesis can be used as references in study of language.

4. For other researcher

The other researcher is expected to analysis the other illocutionary acts in further movie. It will improve to analysis the meaning in other utterance.

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