

SPEECH ACTS ANALYSIS OF “SPIDER-MAN NO WAY HOME” MOVIE AS A MEDIUM OF LEARNING MATERIAL

Nurmala Dewi, Dhesyalda Angga West Surya
*nurmala.nmd@bsi.ac.id
Universitas Bina Sarana Informatika, Indonesia

ABSTRACT

A movie is one of the beneficial teaching media. Its main function is for entertainment, but it is a good resource for language learning as well. The dialog in the movie provides material for learning language skills and language structure which can be learned for any element of language. In this research, the writer investigated the language structure focused on speech acts. The study aims to identify the types of speech acts delivered by the main actor in the Spider-man movie, which was used a learning material, along with their frequency. This research was conducted in descriptive qualitative method. The analysis of speech acts used Searle's theory which divided speech acts into five classifications, commissive, declarative, directive, expressive, and representative. After analyzing, the writer found all types of speech acts in the conversations. Although, the amount utterances of each type are various. Directive (46%) is frequently used in the dialogue followed by expressive (30%) commissive (12%), declarative (6%), and representative (6%). Therefore, expressions such as command, order, request, thank, apology, etc., which are parts of the directive and expressive type, often appear in conversation, especially in action movies.

Keywords: Speech act, learning material, movie

INTRODUCTION

Linguistics is the scientific study of language which comprise study of language elements and the principles governing their combinations and organizations. This area includes the structure, grammar, meaning, pronouncement, and other elements that build a language. One of the linguistic areas regarding the meaning is Pragmatic. It is related to the meaning in context which is connected between language expressions and their applications (Kroeger, 2018). In communication, it reflects how to use the language based on social contexts and the way people create and understand the meaning behind the language. There is a specific part of pragmatic that has concern for the speech and the action that we called speech acts. It is the language in its implementation, where people use for taking action on their conversations.

Speech act is an act of communication performed using language. It is an action or reaction that shows from expression. According to Yule (1996) speech act is the utterance that are performed in action by two people or more as a speaker and hearer. Similarly, Altikriti (2011) said, speech acts are related to how speakers use the language to perform intended actions and how listeners understand the intended meanings. There is an intentional meaning behind the utterances which needs to be understood by the hearer. In other words, the hearer

* Corresponding author
Nurmala Dewi
Email: nurmala.nmd@bsi.ac.id

does something when the speaker says or asks something. Speech act does not only focus on the sentence in the conversations but also the circumstances around it; a sentence has meaning when it is related to the situation or the context. Hence, when a speech act is performed by people, it cannot separate from their activities, situations, and conversations. Hence, it is part of language to promote people's ability to comprehend language and its connection with society and culture. All utterances which appear in conversation are included in speech act. In this case, speech act is used every day, every time, and everywhere in various situations, (Austin, 1955).

Study about speech acts has lasted for decades. Linguistics and semantics have slightly different terms and classifications. However, the views are not quite far from the basic concept of speech acts. Among all philosophers, J.L Austin and John Searle were the two main pioneers of this theory. Austin (1955) made the initial investigation and analysis which put as a foundation of speech acts and followed by Searle (1979) who developed a significant contribution to its further systematization (Mabaquiao, 2018). Both Austin (1955) and Searle (1979) divided language's purported functions into three categories of speaking acts: locutionary, illocutionary, and perlocutionary. The action of locutionary is the literal meaning of the utterance. Meanwhile, illocutionary action refers to the extra meaning of utterance which is produced on the basis of its literal meaning. The last is perlocution which regards to the effect of utterance on the listener, that causes others to act.

Furthermore, they also classified speech acts into several classifications, and Searle's (1979) classification is commonly used as a reference for analyzing speech acts (Bayan, 2021). The classifications are commissive, declarative, directive, expressive, and representative. The first is directive, which aims at leading the hearer to do something (ordering requesting, forbidding). The second is declarative, which aims to create a change (resigning, appointing). Third, commissive shows that the speaker undertakes to do something by expressing an intention (promising, refusals, pledges). The fourth is expressive, which reveals the speaker's state of mind concerning a situation (apologizing, celebrating, complaining). The last is representative, which refers to the accuracy of what is said (claiming, swearing, reporting). Those classifications are based on the action taken when speaking that serves a purpose or could be referred to as a spoken language function. Study about speech acts is very important because every dialogue in communication includes a speech act (Austin, 1989). Therefore, it is crucial to know how to conduct these acts and be able to identify them to make communication run smoothly and the information or message is delivered clearly.

Learning speech acts or a language in general needs various resources and technics. Nowadays, teachers are demanded to develop their teaching skills and choose the appropriate methods and materials which can influence students' performances. These aspects of learning can promote their integrated skills which embed in mastering a language. According to Oxford (2001), integrated skill instruction includes content-based and task-based language instruction which the first stresses learning content through language, while the last emphasizes the performance of tasks that involve communicative language use. Moreover, the integrated skill approach challenges the students to interact naturally when using the language because it introduces English language students to authentic language (Oxford, 2001). Integrating language skills also promotes the learning of real content, not just the organization of language forms. In terms of learning content, there are vast resources available on many platforms. The learning materials can be derived from the internet with various content for example YouTube, applications, websites, printed media such as newspapers and magazines, and also moving graphics like television and movie.

Movie is one of the popular media for entertainment that can also be utilize as a learning material. Watching a movie is not only fascinating and enjoyable but it has many other advantages. Harmer (2007) said that there are several positive reasons for learning English by watching movies. Besides, it is available for analyzing English structure that enhances language skills specifically speaking and listening as well. It was confirmed by Sabouri and Zohrabi (2015) that movies can help with various problems in learning English, such as lack

of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills. In conclusion, if used properly, audio-visual media can be a very successful medium for teaching language skills (Silvani, 2020).

In the process of learning in EFL contexts, students often misunderstand the context of what the speaker says in English, so they frequently need subtitles while watching a movie. By watching the movie with English subtitles, students can clearly catch the meaning of the words and phrases, mimic the intonation in producing precise pronunciation and analyze the structure and grammar of the sentences (Rokni & Atae, 2014). Moreover, students can also analyze the subtitles with more aspects of language, for example, studying language structures and the context of circumstances where the communication is taking place in which speech acts as the subdivision of pragmatics. Regarding this research, the writers chose *Spider-man, No Way Home* movie as the object of the research. It is an American superhero movie released in 2021, based on the Marvel Comics character. As a superhero movie, the story told about Spiderman as the hero versus the villains or simply the fight between the good people versus the bad people. In this movie, the true identity of Spiderman was revealed which brought him into conflict with his normal life and put those he cared at some risk. With those conflicts, he had to fight to overcome all problems to save both his life and the multiverse. This is a popular movie that becomes an interesting option as learning material since the wide genre that it has includes family, action, fiction, and adventure movies whereas likable by any strata of ages. Besides, the sophisticated technology demonstrated in the actions and the moral values sent behind the story, could bring delightful, emotional, and excitement that caused the movie gained immense popularity. Therefore, it could also deliver enjoyment and fun for the students when the movie becomes learning material.

Many studies have revealed that movies have been preferred in teaching and learning and should be included in learning material due to their contributions in developing language skills (Kusumawardhani & Nurhayati, 2019; Silvani, 2020; Yazici, 2020). It has been integrated in the language pedagogy to enhance language teaching and learning. Containing with rich visual dimensions as well as all kinds of sounds and voices for language resources, movie demonstrates as an enjoyable source of input and language acquisition (Kalra, 2017). Specifically in using movie's subtitle, it has been proven to be more effective in improving overall comprehension of language skills (Ebrahimi & Bazae, 2016). Therefore, it can be said that movie helps and supports a successful process of learning and acquiring language. Besides, the sense of real-life stories which demonstrated in the movie gives hidden values or messages to be learnt by the viewers. Thus, watching movie has benefits either a good resource for language learning and entertaining and good medium for delivering the moral values of life. Moreover, its accessibility, makes people can watch it everywhere and every time on different media such as laptops, CDs, DVDs, television, smartphone, etc. With providing all advantages, movies have been put as significant resource in area of pedagogical aspects of language learning, entertainment, and moral learnings.

METHODS

This research used the descriptive qualitative method with content analysis as the research design. Creswell (2014) stated that the historic concept of qualitative research originally comes from anthropology, sociology, the humanities, and evaluation. In this regard, this study related to the human in a specific object of literature. It creates the output in the form of a descriptive explanation, with words and sentences as proof of source rather than numbers and tables. To support the analysis, library research has also been conducted in order to investigate the existing theory. The main theory used to analyze speech acts is derived from Searle (1979) who is a pioneer in this field and most taken as a reference in this topic.

The object of this present study is Spiderman No Way Home movie directed by James Watt. In this case, all utterances and scenes were analyzed based on Searle's (1979) theory. Specifically, this study analyzed the utterances of Peter Parker as the main character of this movie. In addition, the writers also collected some theories related to speech acts from the library, internet, books, and other journal articles. Two steps were employed to collect the data; the first is watching the movie and identifying the kinds of speech act in the movie; then, the writer continues to analyze the utterances and classify them according to the types. The last, having all analysis, the writers drew the conclusion which would bring it into the report.

FINDINGS AND DISCUSSION

The object of the research is *Spider-Man: No Way Home* movie which released on December 15, 2021. It is directed by Jon Watts and written by Chris McKenna and Erik Sommers. The main actor is Tom Holland who acted as Peter Parker (Spiderman), and in this case his utterances were used as the source of the data in this study. In terms of its function as a media for entertainment, Spider-man movie can be an interesting resource of language learning material that provides any aspects of language such as speaking, listening, writing, reading, even grammar. As a learning material, this movie is a good option because its popularity and fame which watched by all people over the world. Superhero, as the theme of the movie, is a likable theme that reaches viewers in any ages. This movie also had a lot of viewers, especially teenagers who often like imaginative and sophisticated movies. This is a popular movie that becomes an interesting option as learning material since the wide genre that it has including action, fiction and adventure, and family movie whereas likable by any level of ages. Besides, the sophisticated technology demonstrated in the actions and the moral values sent behind the story, bring delightful, emotional, and excitement to the viewers. So, during watching, the learners who utilized the movie as medium of learning, will get enjoyment and fun which are important aspects of an effective learning process. In this case, the teacher asked the students to watch the movie assisted by the English subtitle. Then, they were asked to analyze various speech acts delivered by Peter Parker as the main character of this movie. Through this activity, they could fulfil their entertainment needs while learning about English from the movie. Bringing this movie as learning material in English classes supports Hammer's (2007) claimed that it provides several benefits for the students. Specifically, it is also available for analyzing English structure that enhance language skills specifically speaking and listening as well (Kalra, 2017).

While the aim of the research is to analyze speech acts employed by the main character in Spider-man movie. The research results were obtained from the analysis of speech acts which were found in the movie and analyzed them according to the theories. In this research, Searle's theory (1979) was applied to the analysis is a of the data since it is a common theory that researchers used for investigating speech acts.

According to Searle (1979), there are five basic kinds of actions that people can perform in speaking or utterance, by means of the following types: representatives, directives, commissive, expressive, and declarative. After analysis, the writer found that these five types of speech acts all existed in some utterances used by the main character in Spiderman movie script. The collected data of speech act can be classified with a total of 33 utterances. They are 4 commissive (12%), 2 declarative (6%), 15 directive (46%), 10 expressive (30%), and 2 representative (6%). Here are some examples of each type that are used in this movie.

Commissive

Commissive is a type of speech act that is applied to make promises about a future action. The speaker commits themselves to do the future action or has an agreement and a plan to do something related to the word. The sentences include kinds of utterances such as offering, promising, planning vowing, etc. The commissive type is found in the dialog at the scene when Peter tried to calm MIT Assistant Vice Chancellor because she was stuck in the hanging car above the river by saying: *"I promise, I've got this all under control"* (00:31:52 – 00:31:55). Peter assured her that everything will be under his control by promising to do something to help her.

In addition, the commissive type is also regarded as a swearing utterance. It was presented when Peter and Doctor Strange doing a ritual to brainwash people around the world: *"Okay, I'm done. I swear I'm done"* (00:24:04 – 00:24:05). These utterances said by Peter to Doctor Strange. Peter said this utterances when Doctor Strange was focusing on his spell, but Peter disturbed his concentration by constantly changing spells so that Doctor Strange was distracted. Another dialogue was found when Peter was talking to Doctor Strange who explained about the real situation. Peter felt guilty and realizes that he made a mess. He swore to fix all of the problems, but he needed help. He said to Doctor Strange: *"I swear to you I'll fix it"* (00:37:15 – 00:37:18). In this case, the word "swear" in his utterance refers to a promise to do something which could fix all the mess. In commissive, sometimes the utterance refers to the statement of offering. It is demonstrated at scene as Peter called Flash for asking help, but they had to meet to talk about the plan. In the negotiation for meeting, Peter offered: *"Okay, I will, um... pick you up and swing you to school for one week?"* (00:26:35 – 00:26:44). This utterance indicated that Peter swore to do something which is picking Flash to school for a week. Those examples of utterances above, reflect the statements which the speaker will promise or offer doing certain action after he or she delivers the sentences. These kinds of sentences are part of commissive of speech acts.

Declarative

Declarative is a class of speech acts that change the state of the world. A speaker changes the external state of an object or situation simply by saying it. Declarations commonly result in immediate changes in the institutional state of affairs and which tend to rely on elaborate extra linguistic institutions. In this regard, the utterance alters the course of events. Announcement, declaration, etc are type declarative utterances. In the movie, the declarative statement found at a scene when Peter put stuff on Max's chest to make his power vanish and cured him. Peter said *"It just goes right here. This... that should be drawing power now"* (01:09:06 – 01:09: 11). This utterance made a change of condition, since before the action, Max had a great power, but after Peter put the stuff in his chest, his power was weakening. Then, after the light indicator was all green, the electricity or the power of Max disappeared. This utterance includes in declarative type because in this case, the situation had been changed since Max lost his power. Another declarative utterance is when Peter explained about his idea to the villain in order to ask for their collaboration. He said: *"If I can fix what happened to you, then when you go back, things will be different, and you might not die fighting Spider-Man"* (01:00:15 – 01:00:22). In this utterance Peter tried to make the villains agreed on his idea by fixing the current situation and taking that chance, so they did not need to fight risk their lives by fighting Spider-man. As a result, this statement caused the villain agreed on taking the action. These two sentences are the examples of declarative type of speech acts found in this movie.

Directive

Directives means that speaker direct the hearer to perform some future action which will make the condition fit the speaker's words. In other words, the speakers use directive speech acts in order to ask a hearer to take an action. They simply express what the speaker wants. Directive is performed for utterances such as calling, commanding, ordering,

requesting, suggesting, etc. The following are some example of directive speech acts found in this movie. The first utterance showed at the scene between Edith and Peter at the initial part of the movie. In this case, Edith confirmed Peter about an attack, then Peter answered : *"Do it, execute them all"* (00:00:25 – 00:00:33). This utterance was classified as a command to Edith for executing all of the drones. The second example is when Peter on the car roof trying to ask MIT Assistant Vice Chancellor to get out of the car because of the villain was going to attack them. He said: *"Ma'am, you should get out of the car. Everybody gets off the bridge"* (00:28:51 – 00:28:55). In this scene, Peter firmly asked people to get out of the bridge since a villain attacked them. This sentence has two functions, both as a request and a command. The third sentence was when Peter helped MJ out of the crowd after witnessing the news about him. He said to a man: *"Please don't touch her, sir"* (00:01:31 – 00:01:32). This utterance was a request to a man for not touching MJ. This utterance is a kind of request since Peter asked nicely to the man. The fourth example is at a scene where Peter was fighting with Max, and Flint Marko was trying to help him. He said to Flint Marko: *"You try to surround him, and I'll pull the plug. Alright. Let's go!"* (00:44:21 – 00:44:25). This utterance indicates a command from Peter to Flint to tried surround Max. It is a command because Peter instructed Marko firmly. The fifth utterance which indicates a command expression, was also showed at scene when Peters fought against the villains. The sentence from Peter is: *"Stop arguing, both of you! Listen to Peter 1!"* (01:45:47 – 01:45:50). He gave a command to Peter 2 and Peter 3 as his shadows to stop arguing. The sixth example of directive speech act depicted from scene when Peter tried to put a chip into Doctor Otto. The chip was for making Doctor Otto cured and not controlled by the tentacles. Peter said: *"Please, stop moving your head. Hold still"* (01:06:42 -01:06:45). In this case, Peter asked Doctor Otto not to move and still hold his head. This utterance was classified as a request rather than as a command since he proposed Doctor Otto nicely by adding "please" in the sentence. From all examples above, it indicated that directive type are quite often used in the dialogues.

Expressive

Expressive speech act refers to when the speakers express their feeling. It aims to convey or inform the speaker's psychological perspective on a situation. The expressive forms are applied in various utterances such as apologizing, demanding, grumbling, praising, regretting, responding, etc. In this movie, expressive type frequently comes up in the dialogue. The first was when Spider-Man swung using his spider's web with MJ to stay away from the citizen. Peter said: *"MJ, I'm so sorry, but I can't see anything with your hand in my hand"* (00:01:52 – 00:01:55). He apologized to MJ because he took her to swing again. The second utterance is: *"I'm really sorry that I dragged you into this. But you have to go home now"* (01:31:07 -01:31:14). Peter expressed his apology for making trouble to MJ. The third utterance also was found: *I'm sorry. I'm so sorry. I'm so so sorry. I love you"* (01:21:05 – 01:21:10). The three examples of sentences previously indicate expressive type in the form of apology. In addition, there were also some expressive types related to like and love were shown when Peter made a video call with MJ and mentioned what he liked: *"I love your relentless optimism"*, and *"I really like how you're a people person"* (00:10:30 -00:10:41). These expressions related to Peter's favourite things. It contains the word like and love which are part of expressive as well. Besides apology, love, and like, thanking utterances also include in expressive form. For example, at the scene when Peter wins the fight, he was talking to MJ by phone.: *"I couldn't do any of this without you, so thank you"* (00:47:49 – 00:47:52). Peter felt happy and gratitude because MJ helped him fighting with Max.

Another one is when Aunt May took Peter to Doctor Strange's house. Peter said thanks to his aunt for cleaning his suit: *"Thank for cleaning my suit"* (00:51:54 – 00:51:55). In addition, congratulatory expressions included into expressive type too. An example showed when Peter congratulated Wang because of his new title Sorcerer Supreme: *"Oh, well, congratulation."* (00:20:06 – 00:20:08). Another congratulating utterance was when Peter congratulated MJ for her performance on the show: *"Congrats!"* ((00:56:30 – 00:56:35). To sum up, all explanations

above are some examples of the expressive type in the form of apology, love and like, thank, and congratulation expressions with depictions of the situation backgrounds.

Representative

Representatives are the kinds of speech acts that express the speaker's beliefs about the truth or falsity of certain things. It presents external reality by making their utterance or words fit the condition as they believe it to be such as stating, asserting, describing, and claiming. The utterances made by the speaker tell the facts that represent the truth as people will believe it. It is like reporting, stating, informing, describing, explaining, affirming, announcing, etc. The examples of dialogues contain the representative type depicted at the scene when Peter was interrogated when he said: *"I didn't kill Quentin Beck. The drone did, okay?" (00:06:03 – 00:06:05)*. This utterance showed the claim of what he believed, and he asserted this statement to the officer. Another example is when Peter started to make some stuffs to cure the villains, and Peter said: *"It's a fabricator. It can analyze, design, construct, basically anything" (01:03:46 – 01:03:51)*. In the supporting dialogue, Peter explained to the villains what actually the box is. This type of speech act is basically a description of something which is included in a representative type. Representative happened when the speakers explain about what they believed to the hearers.

Based on the results of data analysis above, all types of speech acts are available in the Spider-Man's movie. This result supports Austin's view (1955) that speech acts is applied in all daily conversation. The dialogue of the movie reflected the use of language in daily life. The implementation of speech acts includes various contexts of expression such as commanding, offering, requesting, thanking, etc. It unites in communication which language cannot separate from its culture and circumstances (Austin,1989). Therefore, all kinds of speech acts are shown by Peter Parker as the main character of the movie. The only difference is the usage frequency of those speech acts depending on each situation. In some occasions, commissive and representative types dominated the speech, but for another moment command and directive types are needed more for expressing the utterances. As shown in the result of this research, the most presented type of speech acts is directive which takes 46% (17 utterances), followed by 30 % expressive (15 utterances), 12 % commissive (4 utterances), 2% respective declarative (2 utterances) and representative (2 utterances). Therefore, it shows that the directive type is more frequently used than other types of speech acts. The directive type appears more frequently, perhaps because this film is in the action genre, where communication is dominated by giving orders, requests, and other firm statements. Besides, in an action movie, the scenes are more focused on how to demonstrate sophisticated movements or activities rather than providing full conversation among the actors as shown in the kinds of drama movies.

Two previous studies are related to this research. The first was a study by Yanwar (2020), who carried out research about speech acts in short stories. This study used descriptive qualitative analysis by using Yule's theory of speech acts. The study revealed that in the short stories were found all classification of speech which are 7 representatives, 17 directives, 1 commissive, 1 expressive and 1 declarative. It is also explained in further detail how O. Henry's short stories can be used to integrate reading and writing skills. In the paper, speech act analysis is made of O. Henry's short stories to implement the integrated teaching and learning process. There are some similarities and differences between Yanwar's (2020) research and this present research. The similarities are, the first that both studies have same speech acts topic to analyze. The second is the object of the research taken as a learning material to support the integrated learning and teaching process. The third the leading type of speech act is same type of directive. Meanwhile, the differences are, the first Yanwar's (2020) research used a short story as an object of the research, while this study used movie. The second is the theory of speech acts, the previous study applied speech acts theory from Yule's while this study applied Searle's theory. The third is the leading sequence of speech acts type in which Yanwar's (2020) study has directive, representative, commissive, expressive and

declarative, meanwhile this study is directive, expressive, commissive, declarative and representative.

In addition, this study focus on analysing speech acts from a movie which was similar with a study conducted Rahmawati (2021). However, this present study focus on analysing all types of speech acts based on Searle's (1979) theory from a movie which was utilize as a learning medium. Meanwhile, Rahmawati's (2021) study only focuses on expressive type of speech act seen from linguistic system. Therefore, this research also discussed the benefits of movie which was integrated as learning material in the classroom. This study confirms a claim that besides its main function as a source of entertainment, English language teachers can also utilize English movie in their teaching practices as a learning material or learning media, since it can support the development of students' language skills (Silvani, 2020). In this study, students can carefully watch, observe, and analyze the utterances of the movie characters while communicating with others. By doing so, it is expected that they can expand their knowledge of how the language is used in real life context, and thus develop both their receptive (listening and reading) and productive (speaking and writing) language skills.

CONCLUSION

A movie is one of the learning materials that gives a lot of advantages for the learner. Its main function is as a popular media for entertainment, but at the same time as a good resource for language learning especially in improving students' language skills such as speaking, listening, writing, and reading. Dialogs in the scripts can help the learners in analyzing the language structure or grammar in different subfields for example morphology, semantics, pragmatics, etc. The positive thing about learning a language by watching a movie is bringing the language into the real context of life. Therefore, the material is not merely analyzing structure based on the form of the language system but displays the implementation of language connected to the culture and society. The result of the analysis of speech acts in this research shows how the words have a different indication of meaning and result of future action that is expected by the speaker and hearer. Moreover, it was also found that all kinds of speech acts, commissive (4 utterances), directive (17 utterances), expressive (15 utterances), declarative (2 utterances), and representative (2 utterances) are available in the chosen dialogues. It indicates that speech act applied in daily conversation to make communication clear and understandable. The portion of each type of speech acts is various depending on context and circumstances. Moreover, it is expected this research will be useful for other researchers that may be interested in analyzing speech acts in any form of language materials. It could be a suggestion in further research to overview various theories of speech acts stipulated by experts that enlighten people's perspectives toward the distinctions among them.

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