Jane Eyre movie: illocutionary acts in focus and its contribution to English language teaching

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ABSTRACT

The objectives of this research are to showcase 1) the types of Illocutionary act found in the *Jane Eyre* movie, 2) the most dominant type of the Illocutionary acts, and 3) the contributions of the illocutionary acts in teaching English. This research is descriptive qualitative where the researcher presents the result of the research in the form of description. The data collection followed some procedures: downloading the movie, watching the movie, reading the script repeatedly, finding illocutionary acts, and taking the collected illocutionary act into the note. In analyzing the collected data, descriptive analysis technique was applied by the researcher. The study findings demonstrate that there are the entire five types of illocutionary acts. From the total 19 utterances which contain illocutionary act, there were 5 utterances belong to assertive, 4 utterances belong to directive, 4 utterances belong to expressive, 3 utterances belong to commissive, and 3 utterances belong to declarative illocutionary act. The most dominant type of illocutionary acts performed by the characters of the *Jane Eyre* movie is assertive. In addition, the result of this research can contribute to the use of instructional media in English language teaching.

Introduction

In interacting and communicating with other people, we pay attention to the meaning contained in the speech conveyed by the partner. The most appropriate tool used to understand speech is language. Therefore, the main function of language is as a means of communication. Having a very important position in human life, several branches of linguistics emerge, one of which is pragmatics. Verhaar (1996) argues that pragmatics is a branch of linguistics that discusses the structure of language as a means of communication between speakers and listeners and as a reference to language signs in the things being

discussed. Human actions in uttering utterances are called speech acts. Rustono (1999) explains that in pragmatics, a speech act is a central entity.

A speech act is an embodiment of a language function that has the meaning of the spoken sentence. As happened in Austin (1962) when communicating between speakers and speech partners, there are three types of speech acts: locutionary acts (the act of saying something), illocutionary acts (the act of doing something), and perlocutionary acts (the act of affecting someone). Searle (1979) classifies illocutionary speech acts into five types, namely assertive, directive, expressive, commissive, and declarative. Speech acts are actions carried out through someone's utterances or utterances that are intended to make the hearer do something. By performing speech acts, the speaker tries to convey the intent and purpose of communicating with the interlocutor in the hope that the opponent understands what is meant (Hapsari et al., 2016).

Films are reflections of reality by using audio-visual depictions of stories. What is seen by the eye and heard by the ear is still faster and easier for the mind to understand than what can only be read, which requires more imagination to catch it (Rahma, 2018). In other words, films are able to provide signals in the form of meaning to the audience through the speech acts uttered directly by the characters. One of the films in which there are various illocutionary acts is *Jane Eyre*, directed by Cary Joji Fukunaga. The film is a 2011 American romantic film that was adapted from the novel of the same name and starred Mia Wasikowska, Michael Fassbender, Jamie Bell, and Judi Dench. The movie reveals how Education has shaped the protagonist's life both as a student and a teacher.

In conducting this study, there are some previous studies used by the researcher as the guideline and comparison. Those previous study are conducted by Simbolon and Pasaribu (2009), Sembiring and Ambalegin (2019), and Hidayani et al. (2023). Then, there are Fitriani et al. (2020) and Rahayu et al. (2018) who focused their research on finding the types of illocutionary act in fantasy movies. These previous studies have both the similarity and difference with the present study, the researcher found that the present study has the similarity with the previous study in the term of the objective of the research and the research method. Meanwhile, the difference between the present study and the previous studies is found in the term of the object of the study and the result of the study.

Illocutionary acts can be said to be the most important acts in the study and understanding of speech acts (Nadar, 2009). This analysis is part of a qualitative descriptive study that raises the issue of speech acts, especially illocutionary acts performed by teachers during the learning process in the classroom. The speech conveyed in the learning activity has a very significant meaning in shaping student understanding. Therefore, the present study aims to showcase the types of teacher illocutionary acts in learning interactions in the classroom using the *Jane Eyre* movie.

Method

Methods are techniques and steps that are carried out systematically and regularly. Sugiyono (2016) states that the research method is a scientific way to obtain data with specific purposes and uses. This research is a type of qualitative research using descriptive methods. Moleong (2013) argues that qualitative research is research that produces descriptive data in the form of written or spoken words about the nature of an individual, a state, or a symptom of a

particular group that can be observed. This is because the data in this study are in the form of characters in the dialogue by *Jane Eyre* movie director Cary Joji Fukunaga.

The primary data in this study is oral data in the form of dialogue in the *Jane Eyre* film. Primary data is data that is directly obtained from the research object (Ekasani et al., 2021). Meanwhile, secondary data is data obtained from a second source or a secondary source of the data needed. The data collection technique uses the listening method, which is followed by recording, transcription, and note-taking techniques. According to Zaim (2014), the listening method is a method of collecting data that is used through a process of listening or observing the use of the language under study. This technique is used to observe, read, understand, record data on the object being analyzed.

The data analysis technique in this research uses the Miles et al. (2019) interactive model which suggests that the activities in qualitative data analysis are carried out interactively and take place continuously until complete. Data analysis techniques were carried out in several stages, including data reduction, data presentation, and drawing conclusions. Through the data reduction stage, the data in the form of types and functions of illocutionary speech acts in the dialogues of the *Jane Eyre* film were collected by director Cary Joji Fukunaga according to research needs. Then at the stage of presenting the data, the code, data number, and page are given. Furthermore, the drawing of conclusions is carried out by describing the results of the analysis in the form of the types and functions of illocutionary speech acts in the *Jane Eyre* dialogue film.

Findings and discussion

The types illocutionary acts found in Jane Eyre movie

The finding of the research reveals the types of the illocutionary acts found in the *Jane Eyre* movie, the most dominant type of illocutionary acts used, and the contribution of the illocutionary acts in learning pragmatics. The data were all the utterances spoken by the main characters of the *Jane Eyre* movie containing the illocutionary act and then categorized and analyzed based on Searle's classification of illocutionary acts: assertive, directive, commissive, expressive, and declarative.

Table 1. The types of illocutionary acts found in *Jane Eyre* movie

Types of illocutionary acts	Frequency	Illocutionary force	Sample of utterances
Assertive	5	Giving opinion	Don't interrogate her, St John.
		Stating	You said I was a liar. I am not a liar. If I were I should say that I loved you and I don't. I dislike you worst of anybody in the world except your son, John Reed.
			I'm eighteen. I've been teaching at Lowood for two years.
			I've examined Adele and I find you've taken great pains with her. She's not bright, she has no talents - yet in a short time she's improved.

Types of illocutionary acts	Frequency	Illocutionary force	Sample of utterances
			Yes. To paint is one of the keenest pleasures I have ever known.
Directive	4	Asking	Where are your parents?
			Lowood; that's a charity school, isn't it?
			Adele brought me these; are they yours?
			Then your pleasures have been few… Are you satisfied with them?
Commissive	4	Offering	There's milk for you.
			My name is Jane Elliott…
		Praising	These are wonderful…
			Well - that would be lovely. Adele is going to show us her accomplishments.
			How very French…
Expressive	3	Thanking	Mr Rivers, thank you. I accept.
			Thank you, Mr Rochester.
		Shouting	He cannot!
Declarative	3	Isolating	You wretched imp, you ingrate, you fury.
			She's an orphan. Her mother was my husband's sister. On his deathbed he exhorted me to care for her. I have always treated her as one of my own…
		Surrendering	I was brought up by my aunt, Mrs. Reed of Gateshead, in a house even finer than this. I then attended Lowood school where I received as good an education as I could hope for. I have no tale of woe, sir.
Total			19 utterances

Table 1 demonstrates that the initial data for the number of utterances containing illocutionary acts was 88 utterances, but after that data reduction was carried out with the aim of making the discussion in the discussion regarding utterances containing illocutionary acts more comprehensive and more appropriate to the context and title of the research so that there were 19 utterances. The duration of the *Jane Eyre* movie is 2 hours 10 seconds. From the 88 utterances which were then recorded as reductions to 19 utterances, there was a reduction of 69 utterances. There were 33 utterances whose context was too far from education and contained inappropriate words, therefore they were not included in the findings data. Furthermore, there are 2 utterances using French, which is why they are not included in the sample of utterances. There are also utterances that have a romantic context and are not related to education, namely 30 utterances. The next reduction in utterances was that there were 4 utterances whose context was business, therefore they were not included in the sample of utterances.

Table 2. The dominant type of illocutionary acts found in *Jane Eyre* movie

Types of Illocutionary act	Amount	Percentage
Assertive	5	1.00
Directive	4	1.00
Expressive	4	1.00
Commissive	3	1.00
Declarative	3	1.00
Total	19	100%

Informed in Table 2, it can be seen that the most dominant type of illocutionary act found in the *Jane Eyre* movie are "Assertive" illocutionary act which has the percentage of 26% out of 100 %, and "Directive" illocutionary act and "Expressive" illocutionary act which has the percentage of 21% out of 100%. Meanwhile, "Commissive" illocutionary act and "Declarative" illocutionary act holds the position as the least dominant illocutionary act found in the movie. Its percentage is only 16 % out of 100%.

From the data – the utterances of character of the *Jane Eyre* movie, which have been analyzed by the researcher, there are found the entire five types of illocutionary act—assertive, directive, commissive, expressive, and declarative—which contains in 19 utterances.

Types illocutionary acts found in Jane Eyre movie

Representative/Assertive

Representative or assertive is an illocutionary act in which the utterance which is produced by the speaker represents the world according to what the speaker's belief. It states what the speaker believes or what the speaker does not believe about something. In this movie the researcher found some actions, intended by the main characters of this movie, which belong to representatives:

Jane   : My name is Jane Elliott.
St John   : Who can we send for to help you?
Jane   : No one.
St John   : Do you mean to say that you are absolutely without home and without friends?
Jane   : Yes sir.
St John   : How did you come to be roaming the moors, Miss Elliott?
Jane   : I will tell you all I can. I was brought up…
St John   : Where?
Diana   : Don't interrogate her, St John.

The context of this statement is that Jane wants to introduce herself by saying that her name is Jane Elliot and she comes from a village called Lowood, with the aim of making it easier for everyone to call her. As for other utterances that are included in the illocutionary act, namely "No one", this sentence is included in the assertive type. After reading and understanding the explanation of the context of the saying "No one" by Jane Eyre, it is informative. Meanwhile, according to Searle's theory, the classification of informing is included in the Assertive category. Jane wished to convey to them that she had no home and

no friends or family to call upon, and she hoped that her arrival would be well received at Thornfield. Jane only said that she came from Lowood.

The last utterance which is included in the type of illocutionary in the dialogue above is "Don't interrogate her, St John", this sentence is included in the assertive type in the giving opinion part. According to Searle (1979) the assertive category is further classified into examples of more specific actions or utterances, and as for the utterance above, if it is adapted to the context of the film "Jane Eyre", it is included in the "giving opinion" classification. Diana requested that St. John did not rush to ask Jane many questions. The utterance spoken by Diana. The context of Diana's words was because she was not feeling well and felt sorry for Jane Eyre's condition, which was still unstable because she had just woken up from fainting, but people were already asking her lots of questions. Diana felt sorry and said these words so that everyone, especially St. John, would stop asking questions.

Directive

Directive illocutionary act is the type of illocutionary act in which the utterance which is produced by the speaker may cause or may direct the listener to do some sort actions for the speaker. In performing directive illocutionary act, the speaker tries to get the world fit to the words through the listener. In this movie the researcher found some actions, intended by the characters of this movie, which belong to directives:

Rochester	: Where are your parents?
Jane	: Dead.
Rochester	: Do you remember them?
Jane	: No.
Rochester	: And why are you not with Mrs. Reed of Gateshead now?
Jane	: She cast me off, sir.
Rochester	: Why?
Jane	: Because I was burdensome and she disliked me.
Rochester	: Lowood; that's a charity school, isn't it?
Jane	: Yes.
Rochester	: How long did you survive there?
Jane	: Eight years.

The excerpt is a dialogue between the main character, Jane, and the owner of the boarding school where Jane teaches. If you pay close attention to the dialogue above, the way Jane answers Mr. Rochester is short but clear (enough). The dialogue above is included in the illocutionary type of directive in the asking section. Yule (1996) states kind of illocutionary act that attempts by the speaker to get the hearer to do something are called directives.

The context of the statement above is that Mr. Rochester wants to hear clarity about who Jane Eyre is directly from him. Big question marks in Mr. Rochester's head, including, "Where did he come from?", "How did he know about this place?", "Is there a specific aim or purpose?", or "Did he run away from his previous school?" If yes "Why is that?" So many questions will be asked because Jane Eyre's arrival was very sudden at the same time as the weather conditions outside were heavy rain. According to Searle (1979), the act of asking or questioning something is a type of directive illocutionary act, especially asking. Jane Eyre first arrived at Thornfeld in quite a mess. Pale face, all wet from the rain, Jane Eyre came alone,

she managed to panic everyone because, after knocking on the door, she fainted due to being in the rain for too long.

Commissive

Commissive illocutionary act is the type of illocutionary act in which the utterance produced by the speaker ties the speaker himself to a commitment to do some kinds of future action. The speaker states the action he/she intends to do or not to do in the upcoming time. In performing directive illocutionary act, the speaker tries to get the world fit to the words the speaker himself. In this movie the researcher found some actions, intended by the characters of this movie, which belong to commissive:

> Hannah　　　　　　: There's milk for you.
> (*Jane tries to mouth her thanks. She sips the milk. Diana kneels at her side.*)

The utterance said by Hannah falls into the offering category. Meanwhile, according to Searle's (1979) theory, the act of offering category is part of the type of illocutionary act commissive. The context of the statement above is that Hannah, who saw Jane arrive in a worrying condition, her face pale and her clothes wet from being in the rain for too long, immediately rushed to make warm milk to help warm her body. Meanwhile, Hannah's other friends helped Jane lie down, got a blanket, and arranged a place for Jane.

Expressive

Expressive illocutionary act is the type of illocutionary act in which the utterance produced by the speaker expresses the mental condition or the feeling of the speaker as a reaction or response of the particular situation he/she is experiencing. In this movie the researcher found some actions, intended by the characters of this movie, which belong to expressive:

> Mary　　　　　　　: These are wonderful.
> Jane　　　　　　　 : Well - that would be lovely.

The utterance said by Mary. The context of the conversation above is: Marry and Jane are in a room; Marry sees Jane painting. Jane's painting was so beautiful that Marry, who saw it, was amazed by Jane's painting and said, "See how skilled Jane is. Better than any drawing master." But Jane only replied by saying "Well, that would be lovely," because for Jane, painting is her favorite. After understanding the context of Mary's words is a type of praise. Searle (1979), in his book, explains that the act of praising is an action or utterance that is praising in nature, and this utterance is included in the type of illocutionary act expressive.

Declarative

Declarative is the type of illocutionary act in which the utterance uttered by the speaker makes a situation appear to existence so that there will be alteration on the situation or the status of the object (the listener). The speaker is able to successfully perform declarative illocutionary act only if he/she has special institutional or social role to do so. In this movie the researcher found an action, intended by the characters of this movie, which belong to declaratives:

> Rochester　　　　　: All governesses have a tale of woe; what's yours?
> Jane　　　　　　　 : (Slightly insulted)

> I was brought up by my aunt, Mrs. Reed of Gateshead, in a house even finer than this. I then attended Lowood school where I received as good an education as I could hope **for**. I have no tale of woe, Sir.

According to Searle (1979), the act of surrendering is classified as the illocutionary act declarative. Jane's words in the dialogue above are a form of surrendering and stating what she is to the person she is talking to, and it is known that sayings in the context of surrendering are a type of classification of surrendering. The context of the statement above is that Mr. Rochester is asking Jane about her past. Did Jane ever experience anything unpleasant when she went to school and then became a teacher at Lowood? Because in general, teachers have that experience, and Mr. Rochester wants to know about Jane's stories from her time at Lowood.

The contribution of the illocutionary acts found in Jane Eyre movie in English language teaching

English language teaching (ELT) includes various approaches, techniques and methods that are involved in teaching English, to people with English as First Language and also those who use it as a second and a foreign language (Nation & Newton, 2009). The scope of ELT includes the following fields: theory and practice in English language teaching and learning, teaching English as a second or foreign language, English language teachers' training and education (CCSE, 2008). Of the many abilities that must be possessed by both English teachers and students is the ability to speak a foreign language, in this case it is very synonymous with English (Waters & Hutchinson, 1987).

Brown (1994) states that the objective of language classes is communicative competence. The utilization of language with the end goal of exactness as well as with the end goal of familiarity, or familiarity, will assist with accomplishing the objectives of correspondence. According to Yule (1996), a discipline of the relationship between the units of linguistics and its users is called pragmatics. In the other word, pragmatics is a branch of linguistics which discusses about the relationship between language, its user, and how it is used in a particular context. Pragmatics is often thought to the students of English education study program who will be graduated as an English teacher. The result of this research can be used by the students who learn pragmatics as the reference to develop their knowledge about pragmatics. In addition, as the individual who has the possibility to be graduated as English teacher, this research will be beneficial for them to be reference in the term of teaching media. The movie called *Jane Eyre*, which is the object of this research, can be used as an interesting teaching media when they are teaching English.

In this part the researcher discusses the contribution of illocutionary acts found in the movie to the teaching English. It is known that illocutionary acts are the part of materials taught in teaching English. They are important because they allow people to perform a wide range of functions. They enable us to compliment, apologize, request, complain, etc. This is in line with Brown's (1994) principles of language teaching *automatization* which demonstrates that the teaching of a language allows for the systematic study of its meaning in relation to a given task, as well as its meaning in relation to a given task in terms of communication. Now if speech acts give people the chance to do all this in native language for sure they can do the same thing in the second/foreign language that people are attempting to learn. It is important to master speech acts, especially illocutionary act while

learning a foreign language because they not only facilitate the process of communication, but also make it more effective. In addition, by having a good communication, the students can get inspiration and motivation to study. With solid inspiration, language learning can be energizing and enthusiastic. However, language learning becomes dull when motivation is low or absent (Mukalel, 2003).

Jane Eyre movie provides the variety of representative form such as giving opinion and stating. Moreover, while people want to learn how to command, order, and advise, people can learn through this movie because some characters of this movie utter in that way. For example, during the speaking class, especially while discussing the material about giving advice, the students are asked by the teacher to analyze a conversation between two main characters in the movie to find out which one is the expression of giving opinion before they are asked to make their own conversation, and to practice it in front of their classmates later. This is in line with Brown's (1994) principle of autonomy which states that a person's success depends on their capacity to learn a foreign language independently. In this case, we can see that indirectly the students are asked to find out "illocutionary act" because "the expression of giving opinion" is the illocutionary force of one of the main characters who perform "illocutionary act" in that conversation. In order for the students to successfully find out which one is the expression of giving opinion, it is important for the teacher to slightly give their students' knowledge about pragmatics so that the student will look into the context of the conversation before they can determine which one is the correct expression of giving opinion.

Brown (1994) also proposes the principle of the anticipation of rewards, where people generally have a tendency to act or behave for the reward, whether it is short-term or long-term, tangible or intangible, obtained as a result of their action or behavior, according to this principle. Positive behavior can be reinforced and students' sense of self-worth and self-esteem raised by giving prizes or rewards. In planning a learning process, a teacher is not only demanded to determine an effective learning strategy, but also an interesting and effective teaching media to avoid boredom which often be experienced by the students during the learning process. In this case, a movie called *Jane Eyre* will be an interesting and effective teaching media to be used in teaching English because based on the result of the analysis, there were so many utterances, which were uttered by the main characters of the movie, which contained the entire type of illocutionary acts.

In addition, the main characters also performed the illocutionary acts vividly through their gesture, and especially their speech tone which was shown in the movie so that it will be easier for the students to be able to analyze and determine the illocutionary act correctly. Brown (1994) states that language and culture are inseparable in human life. Then again, language is likewise significant considering the turn of events and support for culture. A group of people's ideas, practices, skills, arts, and tools over a specific time period are referred to as their culture. Moreover, just as being previously stated by the writer, the *Jane Eyre* movie itself presents an interesting and heart touching story.

Conclusion

After analyzing the utterances of the character of the *Jane Eyre* movie, the researcher found that there were the entire five types of illocutionary act which were assertive, directive, commissive, expressive, and declarative. From the total 19 utterances 5 utterances belong to

assertive illocutionary act, 4 utterances belong to directive illocutionary act, 4 utterances belong to expressive illocutionary act, 3 utterances belong to commissive illocutionary act, and 3 utterances belong to declarative illocutionary act.

The most dominant types of illocutionary act which were performed by the main characters of the *Jane Eyre* movie were assertive illocutionary act which possesses the percentage 26% out of 100%, and directive illocutionary act which possesses the percentage 21% out of 100%. This result indicates that the *Jane Eyre* movie is dominated by expressions of asserting others about what the speakers believe and directing others. These kinds of act are often found in interactions among students and teachers.

The contribution of this research in teaching English was that for the students of English education program study, this research could become a source or a reference to deepen and to develop their knowledge about pragmatic especially when they learnt about speech act, and for the English teacher, this research could be contributed as a reference in the term of teaching media. The teacher could utilize the *Jane Eyre* movie as a media in teaching English expressions such as the expression of giving opinion, the expression of giving compliment, congratulating, making promise, etc. which are often found in writing class, speaking class, reading class, and listening class. Moreover, it could avoid them from a boring and pressuring learning process.

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