A PRAGMATIC ANALYSIS OF SPEECH ACTS OF THE MAIN CHARACTER IN RYAN FLECK'S *HALF NELSON*

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of a *Sarjana Sastra* Degree in English Language and Literature

By:

Astin Nuffika Rois

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ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL SHEET

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OF THE MAIN CHARACTER IN RYAN FLECK'S *HALF NELSON*

A THESIS

Accepted by the Board of Examiners of Faculty of Languages and Arts of Yogyakarta State University on …… June 2012 and declared to have fulfilled the requirement for the attainment of the degree of *Sarjana Sastra* in English Language and Literature

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Judul : **A Pragmatic Analysis of Speech Acts of the Main Character in Ryan Fleck's *Half Nelson***

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang dipublikasikan atau ditulis orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi akhir di perguruan tinggi lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 Juni 2012

Peneliti,

Astin Nuffika Rois

MOTTOS

Then which of the favours of your Lord will you deny?
(Q.S. Ar-Rahman: 13)

When haters are busy talking, I am busy making it happen.
When they are busy mocking, I am busy walking.
When they are busy laughing, I am busy running.
And they're still wondering why they're left behind.
(With lots of love, me)

Never tell me the sky's the limit
when there are footprints on the moon.
(Anonymous)

DEDICATIONS

This thesis is simply dedicated to:

Ibuk, ibuk, and *ibuk*

Adek

and

the memory of

Bapak

"You are the apples of my eye"

ACKNOWLEDGEMENTS

All praise be to the Almighty God, Allah SWT, the Creator of the world, the Lord of the universe, who does always give me mercies and blessings, without which I would never have finished this thesis. I wish to express my sincere gratitude to all of those who have contributed a lot to helping me work on the process of this thesis writing.

My deepest gratitude goes to Dra. Nury Supriyanti, M. A., my first consultant, for her valuable time, advice, patience, help, and knowledge given during the process of writing this thesis. Special recognition and gratitude must also be given to Siti Mukminatun, S. S., M. Hum., my second consultant, for being so patient in giving me valuable advice, time, care, lesson, and positive criticism given while accomplishing this thesis. I also wish to express my gratitude to all lecturers of the English Education Department of Yogyakarta State University for their deep sense of caring for their students in gaining knowledge.

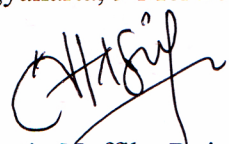
For the never-ending love, care, prayer, great patience and support, I thank to my mother, Suprihatin and my brother, Bias "Thole" Maesyi Rois. I also wish especially to thank my late father, Wusono, for the most precious legacy he left for me, memory. My special thanks go to my close and old pal, Krisna, for his patience, support, and care in the happy and sad days.

I would like to express my deepest thanks to all the helpful seniors, *mbak* Intan, *mbak* Yuri, *mbak* Tiwi', *mbak* Sinta, and *mbak* Ayik, for their help and encouragement. I also thank all friends in Linguistic Class 2007, Endang, Tiwi',

Ryang, Fitria, Furqon, Ajar, Besti, Indah, Rani, Inta, Amri, Indah, Sherly, Galih, Arum, Lintang, Jihan, Talita, Icha, Lisa, Nita, Widi, Nina, Banu, for always coloring every class we attended with laughter, joys, motivating spirit and even silliness and all "A" class members, for the memorable time we have spent together during our study in this university and for being a part of all my daily contact. My heartfelt thanks are also addressed to all members of *KKN Unit 4 Pedak*, for the sweet togetherness and to all people behind the scene whom cannot be mentioned one by one. Only God knows how grateful I am to receive their help.

Finally, I realize that my thesis is far from being perfect. Weaknesses as well as mistakes are here and there. Therefore, I would gratefully accept any constructive comments and suggestions for the betterment of this thesis.

Yogyakarta, 9 Mei 2012



Astin Nuffika Rois

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ABSTRACT

This research aims at (1) identifying and describing the types of speech acts in terms of the locutionary acts, the illocutionary acts and the perlocutionary acts delivered by the main character in Ryan Fleck's *Half Nelson* outside and inside the school and (2) describing the way the main character copes with the life outside and inside the school.

This research employed a descriptive qualitative method. The existence of number was used to reveal the frequencies of the types of speech act. The object of this research was the main character's utterances in Ryan Fleck's *Half Nelson*. The data were in the form of scenes that were analyzed based on Austin's classification of types of speech act and Searle's classification of illocutionary acts, and Holmes's theory of context. The researcher was the primary instrument in this research. The secondary instrument was the data sheet. The data analyses of this research were based on the types of speech acts outside and inside the school.

The results show that: first, related to the types of speech act, in terms of locutionary acts, there are three kinds of form, i.e. *declarative, interrogative,* and *imperative*. *Declarative* is the most dominant form used outside and inside the school. It is used in almost all functions of illocutionary act types. Regarding with the illocutionary acts, the main character, Dan, employs four types of act outside the school, i.e. *assertive, directive, expressive,* and *commissive*. *Assertive* holds the highest frequency. In the daily life, he feels that the condition around him is not in line with his opinion. Therefore, he uses his utterances to assert what he believes to be the case. *Declaration* is not performed by him outside the school since he is as a common person, who has no institutional position. On the other hand, inside the school, *directive, assertive, expressive, commissive,* and *declaration* are found. *Directive* is in the highest frequency because he is a teacher and a basketball coach who performs questioning, requesting, commanding, encouraging, suggesting, etc. Concerning the perlocutionary acts, there are four types of act found outside the school, i.e. *get h to know, get h to do something, to express feeling,* and *get h to expect something*. The most-dominant act is *get h to know*. He often expresses what he believes to others, so that they recognize it. Further, there are five kinds of perlocutionary act found inside the school, i.e. *to get h to do something, get h to know, express feeling, praise,* and *get h to expect something*. As a teacher, he employs the acts aimed *to get h to do something* most, such as questioning, requesting, commanding, etc. Second, he cannot completely split between both lives, outside and inside the school because of the effects of cocaine on his brain. However, he can be honest to tell what he thinks and feels about his life to people he likes or considers them as his 'friends' everywhere.