

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion, the conclusions could be formulated as the following:

1. The first objective of this research is to identify and describe the types of speech acts in terms of the locutionary acts, the illocutionary acts and the perlocutionary acts delivered by the main character of Ryan Fleck's *Half Nelson* outside and inside the school.

Related to the locutionary acts, the main character, Dan, employs three forms, i.e. *declarative*, *interrogative*, and *imperative* outside and inside the school. The *declarative* form becomes the most dominant form in his utterances in both contexts. It is used by him in almost all functions of illocutionary act types, such as to inform, convince, state, describe, clarify, argue, request something or someone to do something, express his feeling, refuse, and offer. On the contrary, the *imperative* is the least performed type. It is due to the fact that it is only used by Dan to make commands, to request or to give instruction while coaching basketball.

Further, in terms of illocutionary act, Dan employs four types of this act outside the school, i.e. *assertive*, *directive*, *expressive*, and *commissive*. He uses *assertive* most that is to *inform*, *convince*, *state*, *argue*, *clarify*, *correct*, *agree with*, *describe*, *predict*, and *conclude*. 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. On the contrary, the *commissive* category stands in the lowest frequency because he only uses it in *offering*, *refusing* and *denying*. Dan does not employ *declaration* because outside the school, he plays a role as a common person, not a teacher who has an institutional position. The conversations outside the school are between Dan and his friends or Dan and his family members.

On the other hand, outside the school, all types of illocutionary act are found in Dan's utterances. They are *directive*, *assertive*, *expressive*, *commissive*, and *declaration*. He employs the *directive* type most. This condition can normally happen because he is a teacher and basketball coach who *asks questions* to his students, *requests* and *commands* them to do something, including *giving instructions* during coaching them, *suggests* and *encourage* them, even *forbid insists*, *warn* and someone. On the other hand, *commissive* is in the fourth place. He only employs this act *to offer* and *refuse*. On the contrary, *declaration* is the least of five types since he employs it only once in the classroom, namely *sentencing*.

Concerning the perlocutionary acts, there are four classifications as the results of Dan's illocutionary 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*. It shows that Dan would rather employ the acts aimed to *get h to know* such as informing, arguing, convincing, clarifying, etc. than perform other acts. He tends to express what he thinks/believes to others so that they recognize it since the situation around

him in his daily life is not in line with his opinion. On the contrary, the least occurring perlocutionary act is *get h to expect something*. Dan only performs three acts that make the hearers expect something, i.e. offering, refusing, and denying.

On the other hand, there are five kinds of perlocutionary act found in Dan's utterances inside the school, i.e. *get h to do something*, *get h to know*, *express feeling*, *praise*, and *get h to expect something*. As a teacher, he employs the most acts aimed to *get h to do something*. For example, he gives his students questions that make them answers his questions, or give them instructions that make them follow them while coaching basketball. On the contrary, *get h to expect something* is the least-employed act because he only employs two acts that *make h expect something*, namely offering and refusing.

In addition, outside the school, Dan who is a drug addict also performs both drug and history-related terms. For example, *rehab* and *solid* are for drug-related terms, *Mein Kampf*, *Nazi*, and *dialectics* are for history-related terms. Inside the school, Dan is a history teacher and basketball coach, thus he performs history and basketball-related terms, such as *the civil rights movement*, *the South*, *historical turning points* for history-related terms, and *ref. foul*, *shooting* for basketball-related terms.

2. Regarding with the second objective of this research which is to describe the way the main character who is a drug addict copes with the life outside and inside the school, it can be inferred that he cannot completely split between

both lives. Sometimes he can act as what a teacher is supposed to do without being influenced by his outside life. However, sometimes, his act as a teacher or coach can be considered abnormal. This condition is caused by his habit of consuming cocaine.

This drug has many negative effects on people who use it. For example, it can lose one's ability to think clearly, exercise good judgment, control his/her behavior that cause bizarre, erratic, sometimes violent behavior, apathy, confused exhaustion, irritability, and mood disturbances and Dan suffers from them. Those effects drive him to behave strangely and rudely inside the school. He even performs the offensive words when he gets angry or annoyed, such as, *fucking*, *bullshit*, and *bitch*.

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' no matter where he is, outside or inside the school. He also does not have a true friend as what normal people have. He only has Rachel, his ex-girlfriend who has cleaned up from the drug and Drey, his student who catches him using cocaine in the girl's toilet after the basketball match, whom he considers friends. He does not even get along with his family (his dad, mom, and brother).

This condition makes him hard to quit from the drug. It is known that the best thing people can do to help a drug addict is to learn how to recognize the signs of drug abuse and be prepared to take action to get help for themselves or a loved one. In fact, Dan does not have close friends and good relationship with his family. It means that no one cares about him. He will not

get the help from anyone to get away from his bad habit. It is only Drey who finally tries to care about him. However, this is not enough. He actually needs sincere support from his family.

B. Suggestions

The results of this study can lead to the suggestions for the following parties:

1. the students of English Language and Literature

The students majoring in linguistics are suggested to learn pragmatics since it is important to know the intended meaning in communication and it helps them avoid misunderstanding in communication. In addition, reading this research, students as foreign language learners can get some knowledge that performing act via language can be in various ways. They can perform a command not only through an imperative sentence, but also through an interrogative sentence and a declarative sentence.

2. other researchers

Speech act is still a broad topic, which needs to be analyzed with many different approaches. This research only discusses the types of speech act related to the setting and to the human problem. Therefore, other researchers can explore speech act related to social level or between different ages in this movie.

REFERENCES

A. Printed Sources

- Aitchison, J. 2003. *Teach Yourself: Linguistics*. London: Hodder and Stoughton Ltd.
- Austin, J. L. 1962. *How to Do Things with Words*. Oxford: Oxford University Press.
- Bodgan, R. C. And S. K. Biklen. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Celce, M. and Olshtain. 2000. *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press.
- Clark and Clark. 1997. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Oxford University Press.
- Cutting, J. 2002. *Pragmatics and Discourse*. London: Routledge.
- Finegan, E., D. Blair, and P. Collins. 1997. *Language: Its Structure and Use* (2nd Ed.). Sydney: Harcourt.
- Finch, G. 2000. *Linguistic Terms and Concepts*. London: Macmillan Press.
- Grice, P. 1975. *Studies in the Way of Words*. Cambridge: Harvard University Press.
- Halliday, M. A. K. and R. Hasan. 1986. *Language, Context, and Text: Aspect of Language in Social Semantic Perspective*. Victoria: Deakin University Press.
- Holmes, J. 1995. *An Introduction to Sociolinguistics*. London: Longman Group.
- Hymes, D. 1974. *Foundations of Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.
- Hornby, A. S. 1995. *Oxford Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press.
- Kreidler, C. W. 1998. *Introducing English Semantics*. London: Routledge.
- Leech, G. 1996. *Principles of Pragmatics*. New York: Longman.
- Levinson, S. 1983. *Pragmatics*. Cambridge: Cambridge University Press.

- Mey, J. L. 1993. *Pragmatics: An Introduction*. Oxford: Blackwell Publisher Ltd.
- Nunnan, D. 1993. *Introducing Discourse Analysis*. England: Penguin Group.
- Pratista, H. 2008. *Memahami Film*. Yogyakarta: Homerian Pustaka.
- Searle, J. R. 2005. *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press.
- Tama, A. V. 2009. *A Pragmatic Analysis of Speech Acts in Yusuf Islam, Friends, and Children's Nasheed Lyrics of I Look I See and I Look I See Volume 2 Albums*. Undergraduate Thesis. Yogyakarta: Faculty of Languages and Arts, Yogyakarta State University.
- United Nations Office on Drugs and Crime. 2010. *World Drug Report 2010*. New York: United Nations Publication.
- Widdowson, H. G. 1996. *Linguistics*. Oxford: Oxford University Press.
- Wiersma, W. 1995. *Research Methods in Education: An Introduction* (6th Ed.). Boston: Allyn and Bacon.
- Wijayana, D. P. 1996. *Dasar-dasar Pragmatik*. Yogyakarta: Andi Offset.
- Yule, G. 1996. *Pragmatics*. Oxford: Oxford University Press.

B. Electronic Sources

- Bhawono, Aryo. "Jumlah Pengguna Narkoba di Indonesia Membahayakan". Retrieved on October 10, 2011 from <http://www.mediaindonesia.com/read/2010/07/20/156880/71/14/Jumlah-Pengguna-Narkoba-di-Indonesia-Membahayakan>
- Dargis, M. 2006. In Half Nelson, a Student Knows a Teacher's Secret. *The New York Times* on August 11, 2006. Retrieved on September 13, 2011 from <http://movies.nytimes.com/2006/08/11/movies/11half.html>
- Dialectics Home Page. "What is Dialectics?". Retrieved on January 4, 2012 from <http://home.igc.org/%7Eevenceremos/whatheck.htm>
- Encyclopedia Britannica. "The 10 Planks of *The Communist Manifesto*". Retrieved on September 3, 2011 from <http://www.criminalgovernment.com/docs/planks.html>
- Huggo. 2006. "The Film Half Nelson". Retrieved on September 13, 2011 from <http://www.halfnelsonthefilm.com/>

- IMDb. 2006. "Half Nelson". Retrieved on September 13, 2011 from <http://www.imdb.com/title/tt0468489/>
- Minster, C. 2001. "Biography of Ernesto "Che" Guevara: Idealist of the Cuban Revolution". Retrieved on January 4, 2012 from <http://latinamericanhistory.about.com/od/thehistoryofcuba/a/09cheguevara.htm>
- My Subtitles. 2006. "The Movie Script of Half Nelson". Retrieved on August 9, 2011 from <http://www.mysubtitles.com/subtitles/download/Half-Nelson/all/638698#>
- National Institute of Drug Abuse. 2010. "Drugs, Brains, and Behavior: The Science of Addiction". Retrieved on October 10, 2011 from <http://www.drugabuse.gov/sites/default/files/sciofaddiction.pdf>
- Official Foundation for a Drug-Free World. 2006. "Cocaine Addiction". Retrieved on October 10, 2011 from <http://www.drugfreeworld.org/drugfacts/cocaine.html>
- Schwarzbaum, L. 2006. "Movie Review: Half Nelson". Retrieved on September 13, 2012 from <http://www.ew.com/ew/article/0,,1224620,00.html>
- Shetterly, R. 2006. "American Who Tell the Truth: Daniel Ellsberg". Retrieved on January 4, 2012 from http://americanswhotellthetruth.org/pgs/portraits/Daniel_Ellsberg.php
- Spartacus Educational. 2001. "Mein Kamph". Retrieved on January 4, 2012 from <http://www.spartacus.schoolnet.co.uk/GERmein.htm>
- Vox, L. "The Civil Rights Movement: A Guide to the Civil Rights Movement of the '50s and '60s". Retrieved on January 4, 2012 from <http://afroamhistory.about.com/od/civilrightsstruggle1/tp/The-Civil-Rights-Movement.htm>