

Locutionary, Illocutionary, and Perlocutionary Speech Acts in *Ngeri-Ngeri Sedap* Movie as An Anecdote Teaching Material for Senior High School

Nuri Puji Hastuti¹

¹Master of Linguistics, Universitas Gadjah Mada
Bulaksumur, Caturtunggal, Kapanewon Depok, Kabupaten Sleman,
Daerah Istimewa Yogyakarta 55281
Email: nuripujihastuti547488@mail.ugm.ac.id

Abstract: *Students and teachers need many variations of teaching materials to learn 21st-century skills. However, teaching materials have been limited. This research aims to describe 1) locutionary in Ngeri- Ngeri Sedap, (2) illocutionary in Ngeri-Ngeri Sedap, (3) perlocutionary in Ngeri-Ngeri Sedap, (4) the use of those for anecdote teaching materials. This research has used descriptive qualitative method and the syntax has consisted of data collection, data reduction, data display, and data conclusion. A content analysis strategy was also used in this research. The data validity has been checked by triangulation of theories, sources, and methods. Locutionary, illocutionary, and perlocutionary speech acts have been conveyed well. The data consist of 1) 1345 locutionary data and declarative became the most dominant, while amount 62,6%, 2) 917 illocutionary data and directive became the most dominant, while amount 42,7%, 3) 705 perlocutionary data and verbal became the most dominant, while amount 84,68%, 4) The result shows that speech acts in Ngeri- Ngeri Sedap can be a reference to make stand-up comedy text, anecdote text, and strip comic.*

Keywords: *locutionary, illocutionary, perlocutionary, speech acts, anecdote, teaching material.*

Abstrak: Siswa dan guru membutuhkan materi pembelajaran yang bervariasi untuk mempelajari keterampilan abad 21. Akan tetapi, kenyataannya materi pembelajaran yang tersedia belum cukup bervariasi. Tujuan penelitian ini adalah mendeskripsikan dan menjelaskan (1) tindak tutur lokusi dalam film *Ngeri-Ngeri Sedap* karya Bene Dionysius, (2) tindak tutur ilokusi film *Ngeri-Ngeri Sedap* karya Bene Dionysius, (3) tindak tutur perlokusi dalam film *Ngeri-Ngeri Sedap* karya Bene Dionysius, (4) pemanfaatan tindak tutur lokusi, ilokusi, dan perlokusi dalam film *Ngeri-Ngeri Sedap* karya Bene Dionysius dalam pembelajaran teks anekdot di SMA. Penelitian menggunakan metode deskriptif kualitatif dengan strategi analisis isi. Sintaks yang digunakan meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian menggunakan purposive sampling sesuai tujuan tiap variabel dengan dasar klasifikasi tindak tutur teori Searle. Validitas data dilakukan dengan triangulasi teori, sumber, dan metode. Hasil penelitian menunjukkan bahwa tindak tutur lokusi, ilokusi, maupun perlokusi sudah disampaikan dengan baik. Selain itu, data hasil penelitian menunjukkan (1) terdapat 1345 data tindak tutur lokusi dengan pernyataan sebagai data dominan, yakni 62,6%, (2) terdapat 917 data tindak tutur ilokusi dengan direktif sebagai data dominan, yakni 42,7%, (3) terdapat 705 data tindak tutur perlokusi dengan verbal menjadi data dominan, yakni 84,68%, (4) hasil analisis tindak tutur *Ngeri-Ngeri Sedap* dapat dijadikan referensi materi ajar teks lawakan tunggal sederhana, anekdot, dan komik strip.

Kata Kunci: tindak tutur, lokusi, ilokusi, perlokusi, film *Ngeri-Ngeri Sedap*, materi ajar, teks anekdot

1. INTRODUCTION

Bahasa Indonesia becomes the potential media to equip students with 21st-century skills in disruption era. According to the learning purposes of *Bahasa Indonesia*, there are four skills

p. 79) can lead students to learn the way to collect ideas, elaborate them, communicate them, and create creative products or solutions to problems. The argumentation has been also supported by Pentury, et al. (2020, p. 79), there was a positive correlation between writing as the most complex skill in *Bahasa Indonesia* and 21st-century skills.

Anecdote as part of *Bahasa Indonesia* can be used to equip students with capabilities to face disruption. Research from Imrotin, et al. (2022, pp. 829–830) has found that writing anecdote can increase the capability of 21st-century skills. Many people have been also interested in anecdote because contain comedy and critics (Indah, 2022, p. 55). Moreover, this text is also popular with the millennial generation. It is also supported by Twitter trending phenomena about funny critics from Bintang Emon to the rose up of coconut oil in Indonesia (Pratama, 2022). The other example could be seen in the trending phenomena that have been caused by funny critics from Bima Yudho Saputro to the bad infrastructure in Lampung.

Unfortunately, the anecdote teaching materials in senior high school are limited. The book title *Cerdas Cergas Berbahasa dan Bersastra Indonesia* in Senior High School is not varied enough. There are five anecdote texts which titles *Liburan Kuli Bangunan*, *Perundungan Tanda Sayang*, *Pasien Lupa Orang Tua karena Kecanduan Ponsel*, *Pasien Anak Kecanduan Ponsel Bertambah di RS Jiwa Solo*, dan *Korupsi Kecil*. The text *Korupsi Kecil* does not have a complete structure. There is no orientation in that text. The other texts have been not categorized as unique texts. There is no topic about traditional food, indigenous knowledge, culture, or beautiful places that is utilized as a reference for *Projek Penguatan Profil Pelajar Pancasila (P5)*.

The limitation of teaching materials causes a bad impact on the learning process. The majority of students have perceptions that education knowledge which has been obtained by learning references becomes much more important in increasing 21st-century skills (Akhir, 2022, p. 60). Even though many teaching materials are available on the internet, unfortunately, teachers and students struggle to find the appropriate one. Research from Bani-Amer (2022, p. 721) shown that teachers and students have a lack of capability to use education facilities to collect the teaching materials. Moreover, the teaching materials based on the Kosasih (2021, pp. 21–24) must consider the validity of 1) content, 2), presentation, 3) language, 4) and graphics. Those made the way to choose teaching materials more complicated.

One of the potential teaching material references are movie. Research from Azis and Arfuddin (2021, p. 86) has shown that movies can be media to increase the student writing capability. The movie consists of a theme, plot, accident, speaker, hearer, and context (Zoebazary, 2010, p. 104). Those components make movies more potential as teaching materials than short videos, recordings, paintings, or text. One of the potential movies is *Ngeri-Ngeri Sedap*. This movie can be an alternative object because contains of criticism and comedy which is appropriate to the learning purpose points 10.8-10.15. Based on the report from Dwinanda (2022, p. 2022), *Ngeri-Ngeri Sedap* has become the representative of Indonesia in Oscar 2023. This movie also got an 8.1 rating, which was the highest rating until the middle of 2022 (IMDb, 2022). The minimum age of *Ngeri-Ngeri Sedap* viewers based on Netflix (2020) was 7. It is impossible the movie has offensive utterances or inappropriate scenes.

Speech acts which consist of locutionary, illocutionary, and perlocutionary could be the alternative to analyzing the object (Ihyak et al., 2019, p. 73). Speech acts analysis could present the form, mean, and effect of utterances (Husain et al., 2020, p. 86). The forms of

utterances have been studied on locutionary (Leech, 1983, p. 200). The means of utterances have been studied on illocutionary (Searle, 1969, pp. 23–24). The study about the effect has been done on perlocutionary. This argumentation has been supported by Astutik and Prabawa (2022, p. 180) that speech acts could be a guideline for analyzing utterances in the movie to make teaching material. The example can be seen on the utterances in that research when the teacher talking to her students who late to come to school, “*Ini peringatan terakhir ya, kalian ini sudah kelas dua belas jadi **seharusnya** bisa menjadi contoh yang baik untuk adik-adik kalian, mengerti*” The word **seharusnya** can be the sign of persuasive utterance in directive class of illocutionary speech acts. This means the utterance is categorized to be the content of persuasive teaching material.

The other example can be seen in the research from Yani, et al. (2021, p. 4297) that describe the use of illocutionary speech acts in Tokopedia’s Instagram caption as persuasive teaching material. The example can be seen on the utterances, “**Download atau update versi terbaru aplikasi Tokopedia ya!**” Based on the context, **download** and **update** can be the sign words of a directive in an illocutionary speech act that has persuasive meaning. The purpose is to persuade people to know more about Tokopedia’s news product. Because the utterance has a persuasive meaning, it is classified as persuasive teaching material.

Research about speech acts has been also done by Umalila, et al. (2022, p. 59) which focuses on describing the locutionary, illocutionary, and perlocutionary speech acts in the movie. The previous research and this research focus on describing the same field of speech acts, however different in the way to describe the data and the data source. The previous research focuses on describing speech acts in *Dignitate* movie as drama teaching material. The data in the previous research have been only described in qualitative description without numbers. This research focuses on analyzing speech acts in the *Ngeri-Ngeri Sedap* movie as anecdote teaching material. While the data is described in qualitative description with specific numbers.

The other research that is relevant to this research has been done by Rini (2023, p. 58) titled *Tindak Tutur Asertif dalam Interaksi Jual Beli di Pasar Bondowoso dan Pemanfaatannya dalam Pembelajaran Teks Negosiasi di SMA* and research from Paramitha, et al. (2024, p. 160) which title *Analisis Tindak Tutur Direktif dan Representatif dalam Siaran Youtube CNN Indonesia serta Pemanfaatannya sebagai Bahan Ajar Teks Berita Jenjang SMP*. Both the previous researches and this research focus on analysing speech acts and their use as teaching material. However, the previous researches prefer to analyze assertive speech act to be negotiation teaching material and directive speech act as news teaching material, while this research focuses to analyze locutionary, illocutionary, and perlocutionary speech acts in *Ngeri-Ngeri Sedap* as anecdote teaching material. Based on the analysis, the previous research only analyzes the relevance of the utterances that classify as assertive with purpose learning, while this research process is more advanced. This research not only describes the relevance of utterances with the purpose of learning, but also validates the teaching material. Based on the teaching material validity process, the scores are 84,06, 83,33 for content validity, 87,5 for presentation validity, 81,25 for language validity, and 84,38 for graphic validity.

Based on the literature review, both previous researches and this research have relevancy. Both of these researches are analyzing speech acts in the objects as teaching materials. However, the data of speech acts in the previous research was only described qualitatively without a specific number or presentation. In this research, the data are described with qualitatively with specific presentation. Moreover, the previous research only

analyzed the relevance of speech acts with the teaching purpose, while this research does a more advanced process. This research not only describes the relevance of utterances with the purpose of learning but also validates the teaching material with specific numbers of results.

This research has been done at Universitas Gadjah Mada (UGM) and SMAN 1 Kartasura. In UGM, researchers have analyzed the speech acts. In SMAN 1 Kartasura, researchers have collected data about the utilization of speech acts as teaching material. SMAN 1 Kartasura has been chosen because this school used the *Merdeka* curriculum and *Cerdas Cergas Berbahasa dan Bersastra Indonesia* as the main teaching book. The students and teachers also understand the speech acts and anecdote materials. All those components have made the school appropriate for research purposes.

The anecdote teaching materials have been limited. However, students need much more appropriate teaching material to improve their 21st-century skills in the disruption era. The changes in the disruption are increasingly faster, and the need for teaching material is increasing. Therefore, this research to solve the problem must have been conducted.

2. METHOD

In this research, a naturalistic approach has been used with a descriptive qualitative method. Based on the Leavy (2017, p. 39), this approach focused on collecting the data in a natural setting. In this research, the descriptive qualitative method also has been used which refers to Miles, Huberman, and Saldana (2014) which consist of data collection, data reduction, data display, and conclusion. Based on the purposes, this research focuses on describing the locutionary, illocutionary, and perlocutionary in *Ngeri-Ngeri Sedap* as anecdote teaching material. The classification of speech acts refers to the theory from Searle (1979, p. 16) which consists of locutionary, illocutionary, and perlocutionary. Locutionary has been divided into declarative, interrogative, and directive (Anggraini, 2020, p. 80). Illocutionary has been divided as assertive, directive, commissive, expressive, and declarative (Searle, 1979, p. 16). Perlocutionary has been divided as verbal, nonverbal, and verbal nonverbal (Nurfadhila et al., 2021, pp. 106–107). All of those results have been utilized as anecdote teaching material which was appropriate for teaching purposes points 10.8-10.15.

The research used purposive sampling. Which means, the utterances that have been chosen should consist of criticism and comedy. To collect the data, the research has used taping and taking notes. Based on the Azwardi (2018, p. 103), taping is used to filter the relatable information for research purposes. The next step is taking note of the data that were relatable to Searle's theory (Taylor et al., 2015, p. 82). After that, researchers analyzed the document curriculum. Then completed them with the result of the interview. The data validities were checked by theories, resources, and methods triangulations. Teaching materials as the product have been checked by experts and teacher judgment.

3. RESULTS

Each speech act classification has different amounts of data After collecting the data, there were found 1345 locutionary speech acts, 917 illocutionary speech acts, and 705 perlocutionary speech acts. All the categories have different dominant data.

Locutionary Speech Acts in the *Ngeri-Ngeri Sedap*

Locutionary speech acts are categorized into three types: declarative (*pernyataan*), interrogative (*pertanyaan*), and directive (*perintah*). The classification of locutionary speech

acts in the movie *Ngeri-Ngeri Sedap* can be seen in the following table.

Table 1. The Result of Locutionary Analysis

No	Speech Acts Classification	Cod es	Frequenc y	%	Description of Speech Acts
1.	Declarative (<i>Pernyataan</i>)	Pn	842	62,6%	Praise, expression of frustration, giving information, and giving explanation.
2.	Interrogative (<i>Pertanyaan</i>)	Pt	292	21,7%	The kind of question which need answer or not.
3.	Directive (<i>Perintah</i>)	Pi	211	15,7%	Direction, advice, prayer, suggestion, request, and demand.
Total Data			1345	100%	

Locutionary analysis has been focused on the structure and the reference of utterances without considering the context or truth condition. Based on the data, the locutionary speech acts have been conveyed well. The analysis of locutionary also found 1345 data which consist of declarative, interrogative, and directive. Declarative become the most dominant data, there are 842 or 62,6% of data. Declarative became the most dominant because there have been found so many locutionary utterances such as praise, expression of frustration, giving information, and giving an explanation. Meanwhile, directives become the least dominant data which consist of 211 data or 15,7%. Directive becomes the least dominant because in *Ngeri-Ngeri Sedap*, locutionary utterances such as direction, advice, prayer, suggestion, request, and demand are rare to use by the characters. Declarative becomes the most dominant and directive becomes the least dominant data also because based on the movie context, Indonesian people can be valued as more polite if they use the kind of words that do not force others to do something directly. The description can be seen below.

Data 1

Code of Data : (MD-60/L/pn)

Context :

Pak Domu was asking his wife to call Domu. He wanted Domu to cancel his plan to marry Neny, a Sundanese woman. Based on the context, the first son of Batak had to continue their clan by marrying a woman from the Batak tribe. However, Domu rejected Pak Domu's suggestion.

Utterances :

Domu : "Jadi kek manalah ini, Mak? Gak mau Mamak kenalan? Aku mau kawin lo."

Mak Domu : "Kata bapakmu, jangan kenalan, jumpa kaupun dia gak mau kalau kerjamu cuma melawan."

Domu : "Ya sudah, aku juga gak mau-mau kali kok jumpa. Formalitas saja."

Based on the context, Mak Domu wanted to criticize Domu by reminding him about customary rules that Batak people could not marry Sundanese. She said, **“Jumpa kaupun dia gak mau kalau kerjamu cuma melawan.”** The utterance declares that Pak Domu will not face Domu if he always disobeys the advice from his father. Domu could not go home if he still continued his plan to marry a Sundanese woman. This means, **“Jumpa kaupun dia gak mau kalau kerjamu cuma melawan.”** this can be a sign that Mak Domu’s utterance can be classified as declarative in locutionary field. However, in the illocutionary field, the word **“kalau”** can be a sign of force that Domu must obey his father's advice if he still wants to go home one day. So, it can be concluded that the utterance is classified as commissive in the illocutionary field. Then, Domu gave reponse in verbal utterances, **“Ya sudah, aku juga gak mau-mau kali kok jumpa. Formalitas saja.”** It means, the response can be categorized as verbal in the perlocutionary field.

Data 2

Code of Data : (MD-79/L/pt)

Context :

Pak Domu asked Mak Domu to call Sahat. He wanted Sahat to go to home. As the last son, Sahat had to take care of his parents. However, Sahat always gave reasons to reject Mak Domu. He had to take care of Pak Pomo, a person who met him when he studied in Jogja.

Utterances :

Sahat : **“Nggak ada beresnya, Mak. Aku ada usaha, Mak. Aku juga yang harus jagakan Pak Pomo.”**

Mak Domu : **“Kenapa pula harus kau yang jagain dia, Nak?”**

Sahat : **“Pak Pomo nggak ada anak. Istrinya juga sudah meninggal.”**

Mak Domu said, **“Kenapa pula harus kau yang jagain dia, Nak?”** The utterances are classified as interrogative in locutionary field because of two reasons. First, the utterance starts with **“kenapa”** as the word sign of interrogative utterance. Second, the form of the utterance is a question to ask why Sahat must take care Pak Pomo? Does he has not any child to take care of him? This means, from a locutionary point of view, Mak Domu’s utterance is classified as interrogative. Little bit different from the locutionary perspective, the implicature of the question is to ask an answer from Sahat. So, it can be concluded that the utterance in the illocutionary field is classified as a directive. The argumentation about illocutionary analysis is also supported by the answer from Sahat, **“Pak Pomo nggak ada anak. Istrinya juga sudah meninggal.”** Remembering that the form of the answer is verbal, the response in perlocutionary point of view can be classified as as verbal.

Data 3

Code of Data : (PD-1014/L/pi)

Context :

Pak Domu was having conversation with his friend in lapo, a small Bataknese restaurant, about *Sulang- Sulang Pahompu’s* party. He has discussed about the cost he need pay for the party. Not far from there, Gabe has seen his father.

Utterances :

LBP : **“Namanya gitu lah Lae. Namanya pesta adat ya mahallah.”**

Pak Domu : *Namanya pesta adat ya mahal lah. Ada cerita, meninggallah ompungnya si Ucok. Dibikinlah pesta Saur Hormat Tuan. Habis lima puluh juta. Si Ucok bilang ke bapaknya. Bah, lima puluh juta mahal kali Pak. Mending kita beli kereta ninja rr. Emosilah bapaknya. **Oke kita beli kereta ninja RR, tapi kau bonceng mayat opungmu ke mana-mana ya!***

Orang-Orang : *"Hahaha."*

Pak Domu's utterance, "**Oke kita beli kereta ninja RR, tapi kau bonceng mayat opungmu ke mana-mana ya!**" intends to ask Ucok to bring his grandfather's dead body to surround his village by riding ninja RR. It means the utterance can be categorized as a directive from a locutionary speech act perspective. Moreover, the verb phrase "**kau bonceng**" can also be the sign of directive in locutionary. Meanwhile, remember that the implicature of "**tapi kau bonceng**" is to force Ucok to bring his grandfather's dead body, so it can be categorized as a directive in illocutionary point of view. After Pak Domu said, people in *lapo* start laughing so the responses can be called as nonverbal in a perlocutionary standpoint.

Illocutionary Speech Acts in the Ngeri-Ngeri Sedap

Illocutionary become the second speech acts was been found. Illocutionary has been categorized as assertive, directive, commissive, expressive, and declarative. The more description could be seen on the table 2.

Table 2. The Result of Illocutionary Analysis

No	Speech Acts Classification	Codes	Frequency	%	Description of Speech Acts
1.	Assertive	a	325	35,4%	Statement, opinion, argumentation, notification, explanation, description, identification, and prediction.
2.	Directive	d	392	42,7%	Request, suggestion, demand, prayer, advice, and command.
3.	Commissive	k	8	0,87%	Agreement, obligation, and compliance with traditions.
4.	Expressive	e	186	20,3%	Expressions of sadness, anger, being peeved, happiness, love, and longing (miss).
5.	Declarative	de	6	0,65%	Declaration of goodness, capability, or status changes.
Speech Acts Total			917	100%	

In the *Ngeri-Ngeri Sedap* movie, the speech acts have been conveyed well.

Moreover, this research also has found 917 illocutionary data which consist of assertive, directive, commissive, expressive, and declarative. The directive became the most dominant data consisting of 392 data or 42,7%. The directive became the most dominant data because in that movie has been often found utterances such as request, suggestion, demand, prayer, advice, and command. The example of the directive can be seen in the fourth data. Different from directive, declarative becomes the least dominant data which consists of 6 data or 0,65%. Declarative becomes the least dominant because the utterances that intend to declare a goodness, capability, or status change are so rare. Those also remember that the movie is talking about Mak Domu and Pak Domu, a Batak parent who usually gives advice or requests to make sure their children have a bright future one day.

Data 4

Code of Data : (GP-18/I/a)

Context :

Mak Domu and Pak Domu have asked Gabe to stop being a comedian. They have wanted Gabe became a judge or prosecutor. However, Gabe has consistently refused.

Utterances :

Gabe : ***"Berhenti kek mana sih, Mak? Bukan angkotlah aku bisa disuruh-suruh berhenti gitu."***

Mak Domu : *"Bapak tak suka kau jadi pelawak, Nak."*

Gabe : *"Terus kenapa Bapak kerjanya ngelawak, Mak?"*

Mak Domu : *"Maksudmu?"*

Gabe : *"La itu ngatur-ngatur pilihan orang kayak gitu. "Kan lucu, Mak, bikin ketawa, hahaha."*

Gabe's utterance from locutionary standpoint consists of interrogative and declarative speech acts. Interrogative refers to the question, ***"Berhenti kek mana sih, Mak?"*** The word phrase ***"kek mana"*** can be a sign of interrogative utterance from a locutionary standpoint. While, declarative refer to the utterance, ***"Bukan angkotlah aku bisa disuruh-suruh berhenti gitu."*** The phrase ***"bukan angkotlah aku"*** can be sign of declarative. Gabe is not *angkot* (the kind of public transportation) that could stop freely in wherever places. All of those utterances could be categorized as assertive because consist of some information to inform Mak Domu that Gabe ought to choose something in his life freely. Then, Mak Domu gave respond in speaking form, ***"Bapak tak suka kau jadi pelawak, Nak."*** Based on the response, it can be concluded that the utterance can be called verbal in the perlocutionary field.

Data 5

Code of Data : (PD-608/I/d)

Context :

Pak Domu's family members have been getting ready to celebrate the party called *Sulang-Sulang Pahompu*. They have dressed up in red clothes. Then, Mak Domu asked Domu to bring *ules*, a cloth for party.

Utterances :

Mak : *"Domu, tolong ambikan ules di lemari Nang!"*

Domu : *"Iya Mak." (Mengambil ules.)*

Gabe : "Ules untuk orang meninggal itu. Kalau kau bawa ules kek gitu, mau kau bunuh ompungmu?"

Domu : "Ya manalah aku tahu, Pak? Cuma ules ajapun."

Pak Domu : "***Makanya kawin sama orang Batak biar ada yang ngajarin!***"

Sarma : "Udah, Bang, biar aku aja!" (*Sarma mengambil ules.*)

The analyzation starting with Pak Domu's utterance, "***Makanya kawin sama orang Batak biar ada yang ngajarin!***" Based on the locutionary perspective, the verb phrase, "***makanya kawin***" can be a sign of directive utterance. Then, based on the context, the utterance has implicature to force Domu to marry a Batak woman. So, he can understand the culture of the Batak people. Based on this analysis, Pak Domu's utterances can be classified as a directive in illocutionary speech acts. After Pak Domu said that, then Sarma gave a respond "***Udah, Bang, biar aku aja!***" (*Sarma mengambil ules.*) The response has consisted of verbal and nonverbal forms. Verbal form can be seen in utterance Sarma's response, "***Udah, Bang, biar aku aja!***" While nonverbal response can be seen on (*Sarma mengambil ules*). This means, that in perlocutionary speech acts, Sarma's response can be classified as verbal and nonverbal in a perlocutionary standpoint.

Data 6

Code of Data : (MD-33/I/k)

Context :

Pak Domu asked Mak Domu to called Domu. He wanted Domu to cancel his plan to marry Nenry, a Sundanese woman. As the first son, Domu should continue his clan by marrying a Batak woman.

Utterances :

Domu : "*Kenapa harus sih Mak? Mau Batak, Mau Sunda, kan sama-sama manusia, Mak.*"

Mak Domu : "***Kau itu anak pertama, Nak. Kau yang melanjutkan marga. Kau yang melanjutkan adat. Kek mana kau mau bertanggung jawab kalau istrimu nanti gak ngerti adat, Nak?***"

Domu : "*Duuh, zaman sudah maju, Mak. Orang bisa lo hidup tanpa adat.*"

The analysis focus on the utterances, "***Kau itu anak pertama, Nak. Kau yang melanjutkan marga. Kau yang melanjutkan adat.***" The bold utterances contained information that Domu as the first son of Batak must marry Batak also, especially in the utterance, "***Kau itu anak pertama, Nak.***" So, in locutionary, it can be categorized as declarative. The implicature of Mak Domu's utterance is to force Domu to marry a Bataknes woman. It can be seen especially in the utterance, "***Kau yang melanjutkan adat.***" It made the utterances have been classified as commissive or illocutionary. Then Domu gave response, "***Duuh, zaman sudah maju, Mak. Orang bisa lo hidup tanpa adat.***" Remember the the form of the response is speaking, so the response can be categorized as verbal in perlocutionary speech acts.

Data 7

Code of Data : (LBH-630/I/e)

Context :

Pak Domu and his friends set down in *lapo* (the kind of street restaurant near Toba Lake). They were talking about their children.

Utterances :

People "Hahahaha."

Person "Memang Lae ini jago melawak. Ya pantas si Gabe sukses jadi
with pelawak. Bakatnya turun dari lahir rupanya. La mantap kali."
black cloth

Pak Domu "Sukses apa? Si Gabe bilang dia melawak cuma sementara. Dia mau jadi hakim atau jaksa."

The analysis has been focused on the bolded utterance, "**Memang Lae ini jago melawak. Ya pantas si Gabe sukses jadi pelawak. Bakatnya turun dari lahir rupanya. La mantap kali.**" Those utterances contain praise for Pak Domu because his sons have been successful. It could be categorized as declarative from a locutionary point of view. Based on the context, the man with black cloth wanted to express his admiration for Pak Domu especially in utterances, "**Ya pantas si Gabe sukses jadi pelawak. Bakatnya turun dari lahir rupanya.**" The utterance could be categorized as expressive because showing admiration. According to Pak Domu's response, the utterance has been classified as verbal from a perlocutionary standpoint because the form of response is speaking.

Data 8

Code of Data : (BH-72/I/de)

Context :

The night has come, but Pak Domu and his friends still at *lapo* while discussing something did not important. They have discussed Sarma, Pak Domu's second child.

Utterances :

Man with : "Kenapa belum kawin-kawin dia, Bang? Kan gak papa perempuan
white shirt duluan?"

Pak Domu : "Ya belum ada jodohnya. Kita doakanlah ya!"

Bapak : "Aku salutlah sama Lae. **Anak Lae sukses-sukses. Gak bikin malu
Hotman orang tua.** Gak kaya si Lae Sianipar itu. Berantem terus sama anaknya. Jadi gak ada anak-anaknya yang mau pulang, kacau kalilah."

Pak Domu : "Sukses apa? Si Gabe bilang dia melawak cuma sementara. Dia mau jadi hakim atau jaksa."

(Suddenly, Bapak Hotman has been called by his wife.)

"**Anak Lae sukses-sukses. Gak bikin malu orang tua.**" Based on form and meaning point of view, Bapak Hotman wanted to declare that Pak Domu's children have been successful. It can be seen in the word "**sukses-sukses**". They also did not make their parent embarrassed which can be seen in the phrase, "**Gak bikin malu**". This utterance could be categorized as declarative on locutionary and illocutionary points of view. Then, Pak Domu answered, "**Sukses apa? Si Gabe bilang dia melawak cuma sementara. Dia mau jadi hakim atau jaksa.**" Based on the argumentation, the response can be categorized as verbal in perlocutionary point of view.

Perlocutionary Speech Acts in the Ngeri-Ngeri Sedap

~~Analysis of the ... The ...~~

could be analyzed from the perlocutionary standpoint. The result has been categorized as

verbal, nonverbal, and verbal nonverbal.

Table 3. The Result of Perlocutionary Analysis

No	Speech Acts Classification	Code	Frequency	%	Description of Speech Acts
1.	Verbal	v	597	84,68%	The kind of utterances that contain answer, promise, agreement, and disagreement.
2.	Nonverbal	n	75	10,64%	Crying, laughing, or acting without saying.
3.	Verbal nonverbal	vn	33	4,68%	The kind of saying with laughing, crying, or doing something.
Total Data			705	100%	

Perlocutionary speech acts in *Ngeri-Ngeri Sedap* are conveyed well. In this movie also has been found 705 perlocutionary speech acts data which consist of verbal, nonverbal, and verbal nonverbal. Verbal became the most dominant data and the total data is 597 or 84,68% data. Verbal became the most dominant because the majority of responses of utterances are speaking and the content is answer, promise, agreement, and disagreement. Meanwhile, verbal nonverbal become the least dominant data which consists of 33 data or 4,68%. This kind of perlocutionary becomes the least dominant because the form of speaking responses such as saying with laughing, crying, or doing something is rare to use by the characters. Those happen also considering that verbal response or speaking with utterance can be understood and be done easier than response with verbal nonverbal form.

Data 9

Code of Data : MD-
129/P/v)

Context :

Pak Domu and Mak Domu have prepared for sleep. The day was getting night, but Mak Domu was still mad with her husband. She felt his husband was the reason why her sons refused to come home. Pak Domu asked Mak Domu to stop being mad at him. He asked for help from Mak Domu to make their sons go home.

Utterances :

Pak Domu : *"Mak, bantulah, Mak! Kek mana biar mereka mau pulang?"*

Mak Domu : *"Kan udah kubilang, ke Jawa kita, jumpai mereka, majak pulang."*

Pak Domu : *"Huh, kok malah malah orang tua yang ngemis ke anak? Di mana harga diri?"*

The analysis has begun by considering Mak Domu's utterance, *"Mak, bantulah, Mak! Kek mana biar mereka mau pulang?"* The form of those utterances can be categorized as

directive and interrogative from a locutionary point of view. The first utterance uses phrase **"bantulah"** as the sign word of a directive in locutionary speech acts. Meanwhile, **"Kek mana"** can be the word sign word of interrogative utterances in locutionary speech acts. The implicature of those utterances is to ask Mak Domu to think of a way to make their children go home. So, in illocutionary, those utterances are classified as directive. Then, Mak Domu gave response to her husband with utterance, **"Kan udah kubilang, ke Jawa kita, jumpai mereka, majak pulang."** Because Mak Domu gave a response by saying something, it means the utterance has been classified as verbal from a perlocutionary standpoint.

Data 10

Code of Data : (PD-23/P/n)

Context :

Mak Domu called Gabe. At that moment, Gabe was working as a comedian on popular a television station in Indonesia. Mak Domu and Pak Domu wanted Gabe to quit his job. He wanted Gabe to be a lawyer or judge. However, the request has been rejected by Gabe.

Utterances :

Mak Domu : *"Kata bapakmu, kalau kau melawan terus tak boleh kau pulang."*

Gabe : *"Tuhkan lucu kalikan. Macam anak kecil ngancam-ngancam. Jangan-jangan ini Mak, bakat ngelawak aku itu pasti nurun dari Bapak."*

Pak Domu : *(Pak Domu mematikan panggilan secara sepihak.)*

Mak Domu : *"Si Gabe kan masih ngomong, Pak."*

In this case, Gabe was saying three utterances. First, **"Tuhkan lucu kalikan."** Second, **"Macam anak kecil ngancam-ngancam."** Third, **"Jangan-jangan ini Mak, bakat ngelawak aku itu pasti nurun dari Bapak."** Both of those utterances have declarative forms or did not intend to ask or direct the hearer in a locutionary perspective. So, those are classified as declarative. While, from an illocutionary point of view, those utterances intend to give information to criticize Pak Domu's value as a childish father. The example, Gabe said, **"Tuhkan lucu kalikan."** The utterances consist of information that Pak Domu's acts really funny while in reality, it is not. He is childish and selfish. So, the utterances can be categorized as assertive Based on the nonverbal response, Pak Domu has been mad at Gabe by shut wond his phone *(Pak Domu mematikan panggilan secara sepihak.)* Based on Pak Domu's response, which is to shut down his phone, it can be categorized as a nonverbal speech act in the perlocutionary field.

Data 11

Code of Data : (MD-75/P/vn)

Context :

Pak Domu has joked with his friend at the *lapo* (a street restaurant near Toba Lake). He discussed how the telephone is so amazing. It can be used to make people come home without picking up them. However, suddenly Mak Domu has come to *lapo* to pick up Pak Domu.

Utterances :

Mak Domu : *"Memang bermanfaat teknologi ini. Gak perlu lagi orang rumah jemput-jemput, hahaha."*

Mak Domu : *"Pak Domu." (Mak Domu tiba-tiba datang ke lapo untuk menjemput suaminya.)*

Pak Domu : *"Teknologinya sudah maju, tapi orangnya belum, hahaha."*

The analysis starts with the utterance from Mak Domu when she picked up her husband at *lapo*, *"Pak Domu."* The form of the utterance can be categorized as declarative in the locutionary field because only calls his husband. However, in illocutionary speech acts, the utterance, *"Pak Domu,"* intends to ask her husband to go to his mother's house to discuss his mother's party. So, in illocutionary speech acts, it can be categorized as a directive. Based on the implicature that Mak Domu wanted his husband to hurry to go to his mother's home, then Pak Domu responded in verbal and nonverbal form, *"Teknologinya sudah maju, tapi orangnya belum, hahaha."* The verbal form can be seen in utterances *"Teknologinya sudah maju, tapi orangnya belum."* While, the nonverbal response can be seen when he was laughing, *"Hahaha."* Based on those forms of response, Pak Domu's response can be categorized as verbal and nonverbal in perlocutionary speech acts.

The Utilization of Locutionary, Illocutionary, and Perlocutionary Speech Acts in the *Ngeri-Ngeri Sedap* as Anecdote Teaching Material. The utilization of locutionary, illocutionary, and perlocutionary speech acts as anecdote teaching materials have been appropriate for the purpose of the learning process. It should be appropriate with teaching purposes points 10.8-10.15. The description can be seen in table 4.

Table 4. The Utilization of Speech Acts Analysis to the Anecdote Teaching Materials

No	Teaching Purposes	Implementation
1.	10.8	The result of speech acts analysis could be made into monologue text which consists of comedy and criticism.
2.	10.9	The result of the analysis could be anecdote text with complete structure (orientation, complication, and evaluation).
3.	10.10	The result of the analysis has been utilized to make anecdote text which could make students interpret the information and express their feelings about sympathy, empathy, or caring.
4.	10.11	The utterance analysis could be an example of fact to compare with other facts.
5.	10.12	The result of the analysis could be the example of the grammar rule on anecdotes as learning materials. The grammar contains rhetorical sentences, sarcasm figures of speech, and action verbs.
6.	10.13	The result of speech acts analysis could be a reference of facts to make exposition text. The exposition text has been developed to make anecdote text reference to P5.
7.	10.14	The result analysis could be a reference to make a comic strip which funny and critical.

8. 10.15 The analysis result could be an example of utterances to make stand-up comedy scripts. The utterances are classified as *set up*, *punch*, *bit*, and *rule of three*.

Locutionary, illocutionary, and perlocutionary speech acts on the *Ngeri-Ngeri Sedap* could be utilized as anecdote teaching material. Those speech acts could be utilized because some utterances have been appropriate for learning purposes. Examples of utilization such as made monologue text, anecdote text, comic strips, and stand-up comedy scripts. The teaching material from *Ngeri-Ngeri Sedap* has been validated by teachers and experts. The result can be seen in table 5.

Table 5. The Validity Test Result of Anecdote Teaching Material from *Ngeri-Ngeri Sedap*

No	Components	Score	Description
1.	Validation of content	83,33	Very valid
2.	Validation of presentation	87,5	Very valid
3.	Validation of language	81,25	Very valid
4.	Validation of graphic	84,38	Very valid

The anecdote teaching material has been very valid based on the content, presentation, language, and graphics. The highest score was on the graphic validation, which was 84,38. Graphic has got the highest score of validation because the arrangement of font, picture, and design has been better than other components.

4. DISCUSSION

Locutionary Speech Acts in the *Ngeri-Ngeri Sedap*

Locutionary analysis has been focused on the structure and the reference of utterances without considering the context or truth condition. Based on the data, the locutionary speech acts have been conveyed well. The analysis of locutionary also found 1345 data which consist of declarative, interrogative, and directive. Declarative become the most dominant data, there are 842 or 62,6% of data. Declarative became the most dominant because there have been found so many locutionary utterances such as praise, expression of frustration, giving information, and giving an explanation. Meanwhile, directives become the least dominant data which consist of 211 data or 15,7%. Directive becomes the least dominant because in *Ngeri-Ngeri Sedap*, locutionary utterances such as direction, advice, prayer, suggestion, request, and demand are rare to use by the characters.

The result is relevant to research by Nuridayanti et al. (2022, p. 298) and Ziraluo (2020, p. 251) which described that declarative consist of giving information, explanation of events, and expression of feelings. The different things from both of those researches only on the ways to analyze and display data. In the previous research, data have been collected by separate analyses, while now utterances have been analyzed on three terms of speech acts. In previous research, data has been only shown on quantitative, while now on quantitative and qualitative. The other relevant research has been done by Agustina and Simarmata (2022, p. 113) which found declarative as the most dominant data from a locutionary point of view. Declarative in the previous research was 48,2% and declarative

in this research was 62,6%. However, both of the research different in the steps. The previous research has been done on the speech acts analysis and this research has been done on the validity of teaching material.

Based on the analysis, declarative became the most dominant data from the locutionary point of view. Declarative became the most dominant because there were found so many utterances such as praise, expression of frustration, giving information, and giving an explanation. Meanwhile, directives become the least dominant data because in *Ngeri-Ngeri Sedap*, locutionary utterances such as direction, advice, prayer, suggestion, request, and demand are rare to use by the characters. Declarative becomes the most dominant and directive becomes the least dominant data also because based on the movie context, people can be valued more polite if they use the kind of word that does not force others to do something directly. The result has been relevant to the previous research, but different in the way to analyzing the way to display data, and steps of research.

Illocutionary Speech Acts in the *Ngeri-Ngeri Sedap*

In the *Ngeri-Ngeri Sedap* movie, the speech acts have been conveyed well. Moreover, this research also has found 917 illocutionary data which consist of assertive, directive, commissive, expressive, and declarative. Directive became the most dominant data consisting of 392 data or 42,7%. Directive became the most dominant data because in that movie has been often found utterances such as request, suggestion, demand, prayer, advice, and command. The example of the directive can be seen in the fourth data. Different from directive, declarative becomes the least dominant data which consists of 6 data or 0,65%. Declarative becomes the least dominant because the utterances that intend to declare a goodness, capability, or status change are so rare. The result is also supported by the research from Frandika and Idawati (2020, p. 66) and Wijayanti et al. (2022, p. 46) which has been found directive as the most dominant data from illocutionary standpoint. In those researches, utterances have been classified as directive if the purposes were commanding, asking, or suggesting. Different things have been also found in the focus of the analysis. The previous research only focuses on the illocutionary while this research focuses on locutionary, illocutionary, and perlocutionary.

The result has been also supported by Sukirman, Firman, Aswar, Mirnawati, and Rusdiansyah (2022, p. 143) and Trihanto, Astuti, and Arumi (2022, p. 17) which found the kind of declarative such as commanding, asking, and suggesting. The different things have been found only on the focus of analysis. The previous research only focused on illocutionary, while this research focused on the three types of speech acts. Declarative as the most dominant data has been supported by Santosa et al. (2021, p. 105) and Padang et al. (2022, p. 502) which finds the same result. The two previous researches have found a declarative amount of 40% and this research has found 0, 65% data. The different things in the previous and this research have been on the object. The previous research analyzed the utterances of teachers in EFL and listening comprehension tests, while this research has been focused on *Ngeri-Ngeri Sedep's* utterances.

Based on the analysis, directive became the most dominant data. It was because in that movie has been often found utterances such as request, suggestion, demand, prayer, advice, and command. Directive became the most dominant because in that movie were often found utterances such as request, suggestion, demand, prayer, advice, and command. Different from the directive, declarative becomes the least dominant data. Declarative becomes the least dominant because the utterances that intend to declare a goodness,

capability, or status change are so rare. Those also remember that the movie is talking about Mak Domu and Pak Domu, a Batak parent who usually gives advice or requests to make sure their children have bright future one day. Those results have been relevant to the previous research. However, differences in the focus of the analysis and the object.

Perlocutionary Speech Acts in the *Ngeri-Ngeri Sedap*

Perlocutionary speech acts in *Ngeri-Ngeri Sedap* are conveyed well. In this movie also has been found 705 perlocutionary speech acts data which consist of verbal, nonverbal, and verbal nonverbal. Verbal became the most dominant data and the total data is 597 or 84,68% data. Verbal became the most dominant because the majority of responses of utterances are speaking and the content is answer, promise, agreement, and disagreement. Meanwhile, verbal nonverbal become the least dominant data which consists of 33 data or 4,68%. This kind of perlocutionary becomes the least dominant because the form of speaking responses such as saying with laughing, crying, or doing something is rare to use by the characters.

The result is appropriate with research from Hervianty et al. (2022, p. 712) which has described that response in perlocutionary became one of the important things to analyze utterances. However, there have been differences in the categories. The previous research has only categorized perlocutionary as verbal and nonverbal, while this research has categorized utterances as verbal, nonverbal, and verbal nonverbal. The other relevant research has been done by Nurfadhila et al. (2021, p. 109) which found verbal became the most dominant data. There was been found 84,62% verbal data, and this research has found 84,68% verbal data. The different things of those research only on the object of analyzation. The previous research analyzed novel while this research analyzed movie.

Based on the discussion, in the *Ngeri-Ngeri Sedap* movie, verbal became the most dominant data. Verbal became the most dominant because the majority of responses of utterances are speaking and the contents are answer, promise, agreement, and disagreement. Meanwhile, verbal nonverbal become the least dominant data. This kind of perlocutionary becomes the least dominant because the form of speaking responses such as saying with laughing, crying, or doing something is rare to use by the characters. Those happen also considering that verbal response or speaking with utterance can be understood and be done easier than response with verbal nonverbal form. Those results are supported by some previous research, however, differences in some parts especially in the object.

The Utilization of Locutionary, Illocutionary, and Perlocutionary Speech Acts in the *Ngeri-Ngeri Sedap* as Anecdote Teaching Material

Locutionary, illocutionary, and perlocutionary on the *Ngeri-Ngeri Sedap* could be utilized as anecdote teaching material. Those speech acts could be utilized because some utterances are appropriate with the learning purpose point 10.8-10.15. The analysis shows that speech acts in *Ngeri-Ngeri Sedap* can be anecdote teaching material for senior high school. The result of speech acts analysis can be the main reference to make stand-up comedy text, anecdote text, and strip comics. Based on the validity, the score amounts to 84,06, 83,33 for content validity, 87,5 for presentation validity, 81,25 for language validity, and 84,38 for graphic validity. Based on the data, it can be concluded that the teaching material was made potential to be anecdote teaching material.

The relevant research has been also done by Chowdhury (2022, p. 182) who described

that comedy in the books could be made as teaching material. The differences between both of those research can be found in the methods. The previous research used quantitative while this research used qualitative. The other research by Umalila et al. (2022, p. 59) has supported the result of this research. The previous research has described that speech acts analysis on movies could be utilized to make teaching material. The result is almost the same, but different on the steps of research. The previous research has been only done on relevant analysis, while this research has been done on the validity of teaching material.

Based on the analysis, the result of speech acts analysis could be made as anecdote teaching material. The score of teaching material from *Ngeri-Ngeri Sedap* has gotten a very valid predicate, and the highest score on the graphic component. Graphic has become the highest score because the arrangement of font, picture, and design has been better than other components.

5. CONCLUSION

The locutionary, illocutionary, and perlocutionary speech acts in the film *Ngeri-Ngeri Sedap* have been conveyed well. Moreover, the result data of speech acts is also different. In that movie has been found 1345 locutionary. From locutionary point of view, declarative becomes the most dominant, which consists of 842 or 62,6% data. Declarative became the most dominant because there were found so many locutionary utterances such as praise, expression of frustration, giving information, and giving an explanation. Meanwhile, directives become the least dominant data which consist of 211 data or 15,7%. Directive becomes the least dominant because in *Ngeri-Ngeri Sedap*, locutionary utterances such as direction, advice, prayer, suggestion, request, and demand are rare to use by the characters. The result has been relevant to the previous research, but different in the way to analyze, way to display data, and steps of research.

In this research also has been found 917 illocutionary data which consist of assertive, directive, commissive, expressive, and declarative. Directive became the most dominant data which consist of 392 data or 42,7%. Directive became the most dominant because in that movie were often found utterances such as request, suggestion, demand, prayer, advice, and command. Different from directive, declarative becomes the least dominant data which consists of 6 data or 0,65%. Declarative becomes the least dominant because the utterances that intend to declare a goodness, capability, or status change are so rare. Those results have been relevant to the previous researches. However, differences in the focus of analyzing and the object.

Perlocutionary speech acts in *Ngeri-Ngeri Sedap* have been conveyed well too. In this movie also has been found 705 perlocutionary speech acts data which consist of verbal, nonverbal, and verbal nonverbal. Verbal became the most dominant data and the total data is 597 or 84,68% data. Verbal became the most dominant because the majority of responses of utterances are speaking and the content is answer, promise, agreement, and disagreement. Meanwhile, verbal nonverbal become the least dominant data which consists of 33 data or 4,68%. This kind of perlocutionary becomes the least dominant because the form of speaking responses such as saying with laughing, crying, or doing something is rare to use by the characters. The result has been relevant to the previous research. Therefore, differences in the categories of perlocutionary and the objects of analysis.

The analysis of speech acts in *Ngeri-Ngeri Sedap* could be utilized as anecdote teaching material. The anecdote teaching material also has been validated from the content, presentation, language, and graphic aspects. The teaching material gets a very valid predicate, and the graphic aspect gets the highest score. The graphic aspect gets the highest score because the quality of font, picture, and design is better than other components.

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