A PRAGMATIC ANALYSIS OF ILLOCUTIONARY AND PERLOCUTIONARY ACTS PERFORMED BY THE CHARACTERS IN *COCO* MOVIE AND ITS APPLICATION IN TEACHING SPEAKING

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Abstract
This research focuses on the using of illocutionary and the impact of perlocutionary acts by the characters in *Coco* movie. Illocutionary and perlocutionary act has become an important thing in studying language. When people have conversation, sometimes they misinterpret the meaning. Therefore, they do inappropriate responses. The objectives of this study are (1) to find the types of illocutionary and perlocutionary acts by the characters in *Coco* movie and (2) to describe the application of illocutionary and perlocutionary acts by the characters in *Coco* movie in teaching speaking.The researchers use descriptive qualitative because this study aims to analyze the types of illocutionary and perlocutionary acts. Besides, the form of data is in the word form rather than number. The research is conducted based on Searle's theory. The data was collected by finding the movie, watching the movie, donwloading the script, reading the script, then collecting illocutionary acts utterances of the characters in movie and the perlocutionary effect. After the data collected, the researchers analyzed the data based on its types.From the research, the researchers found 5types of illocutionary acts by the characters of *Coco* movie are as follows: assertives with 33,3%, directives with 38%, commisives with 4,1%, expressives with 23,8%, and declaratives with 0,8%. From the data, the researchers concluded that directives serves the most dominant type of illocutionary found in the characters of *Coco* movie. Directives is the most dominant types because potentially represent the power and the dominance of the speaker. Directives is the speaker who want to get the hearer to do something. The application of illocutionary and perlocutionary acts by the characters in *Coco* movie in teaching learning is to teach speaking of complimenting material in the tenth grade of Vocational High School. The teacher can use the utterance applied by the characters in *Coco* movie to teach speaking.

Keyword: *Pragmatic, Illocutionary and Perlocutionary acts, Coco movie, Teaching Speaking.*

INTRODUCTION
In daily life, as human, people use language to do interaction with other people. Language is used to create a meaningful communication among human being. In other words, communication is the main function of language. By using language, a person can communicate with others and convey his ideas among the people either it is by written or spoken.

Language that have a common source are genetically related with linguistic. Linguistic is the scientific study of human language, while language is the body of knowledge about speaking, reading or writing, in other words language is a way of communication between group of people. Language is the object study of linguistics which is used in everyday as a communication tool.

To understand people in a certain situation, it needs to know their linguistic and non linguistic behavior. To understand their linguistic behavior, they need to learn their language. Understanding linguistic behavior is learnt in pragmatics field. Pragmatic is a study about the meaning of the context between the speaker and hearer. Specifically, pragmatics is concerned with the use of language and what the speaker and the hearer utter in communication.

Pragmatic has many aspects that can be studied in linguistics. It can be used not only to analyze the linguistic forms, but also to analyze the context of utterances. Pragmatic is the branch of study of language becoming popular nowadays. As one of branches in linguistics, pragmatic is the study of how linguistic greatly influences human's speech. Linguists are aware that the effort to get the essence of language will not give the best result without understanding pragmatics. A pure pragmatics would be concerned with concepts like belief, utterance, and intension and their inter-relation. One of pragmatics study which is relation to the communication and also the utterance is speech acts.

Speech acts theory as a branch of pragmatics deals with the meaning of an act performed in the speaker's utterance in a particular context. Speech acts is an action performed in saying something / an utterance that contains acts as a function in communication that takes into account aspects of the situation said. Whereas speech acts discuses about how language represent an acts. People perform speech acts when they offer an apology, greeting, request, invitation, compliment, or refusal. On any occasion, the action performed by producing an utterance will consist of three related acts. There are locutionary, Illocutionary, perlocutionary. Locution is what the speaker says, illocution is the purpose of what speaker says, and perlocution is the effect of what the speaker says.

The phenomena of speech act can also be found in movie is a representation of natural society. Many people say that movie or motion picture, are culture artifacts created by certain cultures which reflect those culture. Just like a daily conversation, the speakers in movie may use language pragmatically, i.e. they do not utter their intention explicitly. This is very possible for them that what has been said by the speaker does not always sound like what is heard. The speaker and the listeners can have different interpretation for an utterance.

Actually, not only in oral communication but by watching a movie, everyone can learn some other things besides the storyline and the actor of the movie, the moral values, the language style, culture, character, dialect, and how the actor pronounce every words said. Movie is a medium of education that can demonstrate the human audio visual so people with such a device would be easier to accept education.

Among the movies which is interesting to be analyzed, the researchers chose*Coco* movie to analysis the illocutionary acts and perlocutionary effect performed by the characters in *Coco* movie. The characters in *Coco* movie has many unique utterances and various ways of communications to each other that contain illocutionary acts and perlocutionary effect. This research tries to find and explain the types of illocutionary acts and analyzed how the hearer gives perlocutionary effect to the speaker. The researcher also describes the application of using the character's utterances of *Coco* movie in teaching speaking.

In conducting the research, the researchers take theories which are used as a foundation to run the research in sequence. Those theories are related to illoctionary and perlocutionary acts and teaching speaking. The details of the literature are as follows:

1. Pragmatic

   According to Mey (2004:6), pragmatics studies the use of language in human communication as determined by the condition of the society. Communication in society happens chiefly by means of language. However, the users of language, as social beings, communicate and use language on society's premises, society controls their access to the linguistics and communicative means. Pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and effect human language use.Furthermore, Levinson (2008:24) says that pragmatics is the study of the ability of language users to pair sentences with the contexts in which they would be appropriate.

2. Illocutionary and Perlocutionary Acts

According to Yule (2003:48), illocutionary act is the act of utterance. Illocutionary act is the term of speech act that is generally interpreted quite narrowly to mean only the illocutionary force of an utterance. This type of speech act is generally said to be central of speech acts and even said as the speech act themselves. Searle (2015: 12-16) classifies illocutionary acts into five categories, they are assertives, directives, commisives, expressives, and declarations.

   a. Assertives

The purpose of this type is to commit the speaker to the truth of the expressed proposition. All of the members of this type are assessable on the dimension of assessment which includes true and false. The direction of fit words to the world; the psychological state expressed is belief.

   b. Directives

This type of illocutionary act consists in the fact attempts by the speaker to get the hearer to do something. They may be very modest attempts as when the speaker invites the hearer to do something or suggest to do something. The direction of fit is world-to-words the sincerity condition is want (or wish or desire).

   c. Commisives

This type of illocutionary acts are those whose point to commit the speaker to some future course of action. The direction of fit is world-to-word and the sincerity condition is intention. The propositional content is always that the speaker does some future action. In this type, the speaker is one who intends the situation.

   d. Expressive

This illocutionary act point is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. There is no direction of fit in expressive. The speaker is neither trying to get the world to match the words nor to match the world; rather the truth of the expressed proposition is purposed. In this type, the speaker feels about the situation.

   e. Declarations

This type effects immediate changes in the institutional state of affairs and which to tend to rely on elaborate extra-linguistic institutions. Declarations bring about some alteration in the status or condition of the referred to object or object solely in virtue of the fact that the declaration has been successfully performed. In this type, the speaker is one who caused the situation happen.

Then, According to Hurford et al (2007:271), perlocutionary act (or just simply the perlocution) carried out by a speaker making an utterance is the act of causing a certain effect on the hearer and others. Moreover, some effects of the perlocutionary acts are in the following:

a) hearer knows something, b) hearer thinks of something, c) hearer is doing something, d) hearer is convinced, e) hearer is irritated, f) hearer feels frightened, g) hearer is amused, h) hearer is inspired, i) hearer is impressed, j) hearer is attracted, k) hearer is relieves tension, l) hearer is giving an answer.

3. Teaching Speaking

According to Brown (2007: 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know understand. Moreover, (Louma 2004:20) says that Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have. Then, Luoma in Richard (2008:19), states that there are some of spoken discourse: 1)

composed of idea units (conjoined short phrases and clauses), 2) may be planned (e.g., a lecture) or unplanned (e.g., a conversation), 3) employs more vague or generic words than written language, 4) employs fixed phrases, fillers, and hesitation markers 5) contains slips and errors reflecting online processing 6) involves reciprocity (i.e., interactions are jointly constructed), 7) shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.

METHODS

This study uses descriptive qualitative research because data collected without giving treatment with the object of the research to find the result. The data in this study are in the form of words rather than number. Therefore the researchers use descriptive qualitative research method to analysis by the characters in *Coco* movie.According to Creswell (2012:238), qualitative research is "interpretive" research, in which the researchers make a personal assessment as to a description that fits the situation on themes that capture the major categories of information. The interpretation that the researcher makes of a transcript, for example, differs from the interpretation that someone else makes.This research is qualitative research, so the primary instrument is the researchers themselves. The researchers are the planner, the data collector, the data analyzer, and the data reporter of the research.

In the techniques of analyzing data, the researcher applies the following steps:
1. classifiying the types of illocutionary acts whether assertives, directives, commisives, expressives, and declarations by the charachters of *Coco* movie with the perlocutionary effect.
2. explaining the utterances by the characters of *Coco* movie which includes the types of illocutionary acts and perlocutionary effect.
3. calculating each type of illocutionary acts in a precentage.
4. describing application using illocutionary and perlocutionary act by the characters of *Coco* movie in teaching speaking.
5. making a conclusion.

RESULT AND DISCUSSION

1. Illocutionary and Perlocutionary Acts by the Characters in *Coco* Movie

The researchers use Searle's theory to analyze the type of illocutionary act and perlocutionary effect in *Coco* movie. Based on Searle, there are five types of illocutionary act. They are assertives, directives, commisives, expressives, and declarations.

Table 1. Data Findings of Illocutionary Act in *Coco* movie.

No	Illocutionary Act	Frequency	Precentage (%)
1	Assertives	80	33,3%
2	Directives	91	38%
3	Commisives	10	4,1%
4	Expressives	57	23,8%
5	Declarations	2	0,8%
	Total	**240**	**100%**

Based on the tables, the researchers foundthere are 240 utterances containing illocutionary acts. They are 80 utterances (33,3%) containing assertives, 91 utterances (38%) containing directives, 10 utterances (4,1%) containing commisives, 57 utterances (23,8%) containing expressives, and 2 utterances (0,8%) containing declaratives.

From the data and computation, the researchers got the findings and it will be discussed below:

1. The illocutionary act and perlocutionary effect in the Coco movie.
   a. Assertives
      1) 169/A/00:08:44→00:0:50

      Abuelita   : *"I found your son in Mariachi Plaza."*
      Papa   : "Ay Miguel?"

      a) Context of situation

      The participants of the dialogue above are Abuelita and Miguel's father. The setting of the place is in Rivera's family factory. Abuelita, Miguel, and Tio Berto come back from Plaza. At morning, Abuelita and Tio Berto went to Plaza to looking for Miguel. In plaza they found Miguel was holding Mariachi's guitar. Abuelita got angry to Mariachi in the plaza. She asks Mariachi to keep away from Miguel. Abuelita looks angry to Miguel because she didn't wan Miguel in plaza with musician. Arriving at home, Abuelita informs to Miguel's father that she found Miguel in Plaza.

      b) Data analysis

Illocutionary	: By utterance *"I found your son in Mariachi Plaza"*, Abuelita informs to his son that she found Miguel in Mariachi Plaza with a musician. Abuelita's illocutionary act is assertive, and the part of type is informing, because the speaker give information to hearer.
Perlocutionary	: Miguel's father as the hearer know something from Abuelita. Miguel's father got angry to Miguel, because he didn't want Miguel shining shoes in the plaza. He warned to Miguel not to shining shoes in plaza again.

      2) 546/A/00:27:59→00:28:01

      Man   : *"Well, you're cursed."*
      Miguel   : "What?"

      a) Context of situation

      The participants of the dialogue above are the man officer in the Land of Dead and Miguel. The setting of the place is in the Land of Dead's office. All the death rivera's family and Miguel are in there to find the causes why Miguel can come to the Land of Dead and Mama Imelda can't crosing the bridge. The officer said that Miguel was cursed. He was cursed because he stole the guitar from the dead.

      b) Data analysis

      illocutionary   : From the dialogue above, by utterance *"Well, you're cursed"* the man's illocutionary act is assertives, and the part of type is stating. The speaker state to hearer that e was cursed.

      Perlocutionary   : Miguel as hearer getting shock and almost faint, and he wants to back to the land of living.

      3) 570/A/00:28:44→00:28:48

      Mama Imelda : "You took my photo off the ofrenda?"
      Miguel   : *"It was an accident."*
      Mama Imelda : "How do we send him back?"

      Illocutionary   : From the dialogue above, Miguel says *"It was an accident."* By the utterance, Miguel claims to Mama Imelda that he accidently took her photo from the ofrenda. He never know what will happen to him and his dead family if he took the photo from the ofrenda. Miguel's illocutionary

act is assertive, and the part of type is claiming, because Miguel claims to Mama Imelda about the photo.

Perlocutionary : Mama Imelda as hearer ask the man in the office of the Land of Dead to send back Miguel to his alive family.

b. Directives
1) 62/Di/00:04:07→00:04:09

Mama : ***"Be back by lunch, mijo."***
Miguel : "Love you Mama!"

Illocutionary : From the dialogue above, Miguel's mother says ***"Be back by lunch, mijo."*** It means that Miguel should back home at lunch, and have lunch with his family at home. By the utterance, Mama's illocutionary act is directives, and the part of type is ordering.

Perlocutionary : As hearer, Miguel runs out of the house to go to plaza, and just giving answer ***"love you Mama"*** to his mother.

2) 120/Di/00:06:38→00:06:44

Mariachi : ***"Look, if I were you, I'd march right up to my family and say, Hey, I'm a musician. Deal with it!"***
Miguel : "I could never say that."

a) Context of situation

The setting of the situation is in the plaza. Miguel and Mariachi are the participants in the dialogue above. At the time, Miguel was shoe shine Mariachi's shoes. Miguel tells to Mariachi his feelings about music and his family. Miguel said that he wants to be a musician like his idol, Ernesto De La Cruz, but his family didn't want he become a musician. His family hates music, but Miguel never knew the reason why they really hates to music.

b) Data analysis

Illocutionary : From the dialogue above, Mariachi says ***"Look, if I were you, I'd march right up to my family and say, Hey, I'm musician. Deal with it!".*** By the utterance, Mariachi give suggestion to Miguel that he should tells his family that he wants to be a musician. Mariachi's illocutionary act above is directives, and the part of type is suggesting because the speaker gives suggestion to hearer.

Perlocutionary : Miguel as hearer giving answer ***"I could never say that."*** It means that Miguel refusing Mariachi's suggestion, he knows that his family would be angry if they know he wants to be a musician.

3) 164/Di/00:08:29→00:08:33

Abuelita : ***"Hey, go away, you. Go!"***
Miguel : "It's just Dante".

Illocutionary : From the dialogue above, by utterance ***"Hey, you go away. Go!"*** Abuelita's illocutionary acts is directives, and the part of type is commanding. As a speaker, Abuelita commanding to hearer to go away from her.

Perlocutionary : Actually, the hearers in the dialogue above are Miguel and Dante. Dante as hearer then go away from there, and

Miguel defends Dante, because he thought Dante was not guilty.

c. Commisives

1) 401/C/00:21:34→00:21:41

Woman : "Dios mio, little boy! Are you okay? ***Here, let me help you***."

Miguel : "Thanks. I..."

a) Context of situation

The participants of the dialogue above are Abuelita and Miguel. The setting of the place is in the street, when Miguel and his Abuelita want to go home. Dante, a street dog who always follows Miguel, disturb Abuelita in the street. Abuelita doesn't like that street dog, she command to that dog to go away from her.

b) Data analysis

Illocutionary : From the dialogue above, the woman says ***"Here, let me help you."*** By the utterances, the woman's illocutionary act is commisives and the part of type is offering, because the speaker offering help to hearer.

Perlocutionary : Miguel as hearer accept the woman's help and say thanks to her.

2) 874/C/00:41:49→00:41:56

Chicharron : "My prized, beloved guitar?"

Hector : ***"I promise we'll bring it right back."***

Chicharron : "Like the time you promised to bring back my van? Eh... Or my mini fridge?"

Illocutionary : From the dialogue above, Hector ***says "I promise we'll bring it right back."*** By the utterance, Hector's illocutionary act is commisives, and the part of type is promising, because the speaker promise something to hearer.

Perlocutionary : Initially, Chicharron didn't want lend his guitar to Hector, but he feels that he'll fading, so he ask Hector to play something for him and give his guitar to Hector.

3) 1650/C/01:24:13→01:24:17

Miguel : ***"I promised I put your photo up. I promised you'd see Coco."***

Hector : "We're both out of time, mijo."

a) Context of situation

The participants of the dialogue above are Hector and Chicharron. The setting of the place is in Chicharron's bungalow. Miguel and Hector wants to come in Ernesto's party, but they are not on the guest list. If they really wanna get to Ernesto, they can join the music competition in the Plaza de la Cruz. The winner of the competition get to play in de la Cruz' party. Miguel and Hector thinks that they will sign up the competition, but they should have an instrument performed in the music competition. Hector invite Miguel to meet someone who can lend them a guitar. Hector comes to Chicharron's bungalow to borrow a guitar. Initially, Chicharron didn't want lend his guitar, because Hector always borrows his items and never returned. Hector promised to Chicharron that he will bring it right back.

b) Data analysis

Illocutionary : From the dialogue above, by the utterance ***"I promised I put your photo up. I promised you'd see Coco."*** Miguel's illocutionary act is commisives and the part of type is promising, because the speaker is promised something to hearer.

Perlocutionary : Hector as hearer just giving answer to Miguel that Miguel should back to the world of life soon. They run out of time to find Hector's photo.

d. Expressives
   1) 36/E/00:03:05→00:03:107
      Miguel : ***"Hello, Mama Coco."***
      Mama Coco : "How are you, Julio?"
      a) Context of situation
         The participants of the dialogue above are Miguel and Mama Coco. Mama Coco is Miguel's great-grandmother. Mama Coco has trouble remembering things, but miguel always tells her pretty much everything. At that time, in the morning Miguel would going to the plaza to shining shoes. He greets his Mama Coco before he went to plaza.
      b) Data analysis
      Illocutionary : From the dialogue above, by utterance "Hello, Mama Coco", Miguel's illocutionary acts is expressives, and the part of type is greeting. The speaker greet the hearer by saying hello.
      Perlocutionary : Mama Coco as hearer doesn't replay Miguel's greet.
   2) 497/E/00:25:51→00:25:59
      Hector : "Okay, when I said I was Frida, just now that. That was a lie. ***And I apologize for doing that."***
      Woman : "No photo on an ofrenda, no crossing the bridge."
      a) Context of situation
         The setting of the place is in the Land of the Dead. the participants of the dialogue are Hector and the woman officer. Hector want to crossing the bridge and meet with his alive family. He knows that his photo not displayed on ofrenda, so he disguise as Frida Kahlo. Hector thinks if he disguise as Frida Kahlo he can crossing the bridge, but there is also no photo of Frida Kahlo in ofrenda. He open his disguise and apologize to the officer and persuade the officer to crossing the bridge, but the officer not permit him.
      b) Data analysis
      Illocutionary : The participants of the dialogue above are Hector and the officer in the Land of Dead. By utterance ***"And I apologize for doing that"*** Hector's illocutionary act is expressive, and the part of type is apologize. It is because Hector apologize to the officer for his lie.
      Perlocutionary : The woman officer not permit Hector to across the bridge, because his photo not detected on the ofrenda.
   3) 1058/E/00:51:37→00:51:55
      Hector : ***"Look at me, I'm being forgotten, Miguel. I don't even know if I'm gonna last the night. I'm not gonna miss my one***

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> *chance to cross that bridge 'cause you want to live some stupid musical fantasy."*

Miguel   : "It's not stupid."

a) Context of situation

     The participants of the dialogue are Miguel and Hector. The setting of the place is in the music competition at Plaza de la Cruz. Miguel's familys are there to found Miguel. The host of music competition give announcement to the audiences to help them found Miguel. Hector heard what the host said, he getting angry to Miguel, because Miguel lied to him. Before, Miguel said to Hector that he didn't have others family, Ernesto just his family in the Land of the Dead. Hector disappointed to Miguel, because Miguel didn't say the truth.

b) Data analysis

Illocutionary   : From the dialogue above, hector says ***"Look at me, I'm being forgotten, Miguel. I don't even know if I'm gonna lat the night. I'm not gonna miss my one chance to cross that bridge 'cause you want to live some stupid musical fantasy."*** By the utterance, Hector's illocutionary act is expressive, and the part of type is tantrum.

Perlocutionary   : Miguel as hearer feels irritated, he leaves Hector looking for de la Cruz by himself.

e. Declaration

1) 501/De/00:25:57→00:26:03

Woman   : ***"No photo on an ofrenda, no crossing the bridge."***

Hector   : "You know what? I'm just gonna zip right over. You won't even know I'm gone.

a) Context of situation

     The partciciapants of the dialogue above are Hector and the officer in the Land of Dead. Hector wants to crossing the bridge, but when his photo was checked, there is no photo of him on an ofrenda. The officer tells to Hector that he can't crossing the bridge because of it, but Hector didn't care and he ran to the bridge. Unfortunately, not yet to cross the bridge he was arrested by the security the Land of Dead.

b) Data analysis

Illocutionary   : From the dialogue above, the woman says ***"No photo on an ofrenda, no crossing the bridge."*** By the utterance, the woman's illocutionary act is declaration, because the woman declare that no photo on an ofrenda, he can crossing the bridge. If someone wants to cross the bridge, their photo should on an ofrenda.

Perlocutionary   : Hector as hearer gonna zip right over to across the bridge.

2) 357/A/00:17:35→00:17:39

Miguel   : ***"I don't wanna be in this family!"***

Papa   : "Miguel, Miguel!"

a) Context of situation

     Miguel finally knows his great-great-grandfather, he is Ernesto De La Cruz. Miguel knows from the photo in offrenda. In that photo there are Mama Imelda, Mama Coco, and a man with hold a guitar. Miguel didn't who the man in the photo, because the face in the photo has been torn. Then, Miguel knows from the guitar that it is Ernesto's guitar. Miguel

thinks that Ernesto is his great-great-grandfather. Then he tells his family about it, but his family got angry with him, and there is a dispute between Miguel and his family.

b) Data analysis

Illocutionary : From the dialogue above, Miguel says *"I don't wanna be in this family!"* Miguel angry, sad, and disappointed with his family, because he was forbidden to play music. After his Abuelita broke dwon his guitar, miguel stated that he don't wanna be in that family. Miguel's illocutionary act is declaratives , because he declare to himself and his family that he don't wanna be in the family.

Perlocutionary : Miguel's father as hearer getting shock with Miguel's statement. He rans to pursue Miguel, and try to persuade him back home.

2. The Application of Using Illocutionary and Perlocutionary Acts by the Characters in *Coco* Movie in Teaching Speaking

English has become the international language in the world. In Indonesia, English is learned from the elementary school, junior high school, senior high school, and in the university. The English teacher has to know many techniques and the interesting media, so that the student will more enjoying in learning English.

Learning English is important in educational world, no exception in Vocational High School. Learning English in Vocational High School is different from Senior High School. In Vocational High School, the orientation is to prepare students to be able to take part in the business and industry work. Consequently, English teachers in Vocational High School are expected to have the ability to analyze the needs of the students, so they can design an appropriate teaching-learning process.

The materials in Vocational High School, especially tenth grade are greeting, complimenting and showing care, expressing intention, congratulating, announcement, recount text, narrative text, and descriptive text. A movie and the illocutionary and perlocutionary act is an example to learning English especially in teaching speaking to learn more about greeting in the first semester. In a movie the students can learn how to greet someone with the response. The students may take the utterance of characters in *Coco* movie to understand the material of greeting. The teacher can use the utterance of characters in *Coco* movie to ask and to improve students' speaking skill in teaching learning process. The teaching and learning process can be in the following: teacher gives the students the kind of greeting and leave taking sentences and explains about the materials, shows the *Coco* movie to the students, asks the students to watch and find of greeting based on the utterance by the characters in *Coco* movie, asks to the students to identify the features of greeting based on the utterance by characters in *Coco* movie and finally teacher makes group discussion in which each group has to make dialogue which consist of the greeting with goal arrangement.

CONCLUSION

Based on the data have been collected and analyzed, the researchers may draw conclusion as follows:

1. The application of analyzing by the characters in *Coco* movie can be implemented in teaching speaking at the tenth grade of Vocational High School in greeting material.

The teacher can order the student to make dialogue about greeting with the response, then practice it. In the other, by watching the movie students can learn how to speak well.

2. The perlocutionary acts which occur in this movie get many kinds of perlocutionary acts from the hearer. In some cases, the purpose of the speaker was completely understood by the hearers and performed according to this performed, or the purpose of the speaker was understood by hearers, but the intended perlocutionary act didn't appear. Moreover, the purpose of the speaker was not understood by hearers and naturally the intended perlocutionary act could appear. This situation certainly could not achieve the illocutionary force that the speaker had expected.

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