THE USE OF ENGLISH MOVIE IN TEACHING AUSTIN'S ACT

Rahmatika Kayyis
English Education Departmen of STKIP Muhammadiyah Pringsewu
email: middlenigtrain@gmail.com

Abstract

The purpose of this research is to investigate and describe the finding about the use of English movie in teaching Austin's act in the fifth semester. This research is categorized as descriptive qualitative research. It means that the writer would describe the data gain as naturally as possible. The writer used this method in order to get specific, factual, and meaningful data. In this research, the writer used observation, interview, and documentation to collect the data. The population of the research was the students of fifth semester of STKIP Muhammadiyah Pringsewu Lampung in the academic year of 2014/2015. The writer could conclude that the use of English movie in teaching Austin's act has good response. the use of movie in teaching Austin's act based on attention and particioation reached "good" scale.

Keywords*: Austin's act, English movie, descriptive qualitative*

1. INTRODUCTION

Realize it or not, watching English movies has impacts on students English behaviour. Why it is behaviour? Because the way people act is completely alike what they seen in movie. For example: when someone is watching English movie entitled Terminator. Directly, they feel so attracted with the way of actor in saying "I'll be back!"as soon the utterance becomes a style, from a style becomes habitual. That is the way how they "meet and greet" with English. Once again, English movie also has the heart of its audiences, so whatever the inside of movie the audience may follow and imitate. A movie is media audio-visual can be used in teaching and learning process. It is the advantage of a movie because when it is used as a media in learning English, it brings not only sounds but also pictures. Harlow and Muyskens (1994) assert that the audio-visual medium is an effective way to bring authentic speech in to the foreign language classroom, thus exposing students to native speakers using English in authentic cultural context. By watching movie, students can learn cross-cultural different in language use and body language.In other words, movie is an authentic. It is a copy of real life. It can

be used as medium of observation, to observe any values of life. In this research, the main topic is not about life, but the use of mean to make life becomes alive, that is called as language. It is an open wide for everyone who wants to learn and teach about language from it.

As it is can be seen in movie, every people or actors uses language for some reasons. They use language for every mean to get meaning and become a meaning to others. They use language in every capacity and functions. Sometimes the utterance is polite to be used under some circumstance, but somehow it is not. Somehow, there is a rule of building conversation that cannnot be banned in order to build relationship or somehow people ruin and break the rule in order to get the conversation meaningful. It is quite unique and it happens. The dicipline which concern on those aspects is pragmatics especially the topic of speech act. Speech act deals with falls short of constituting a complete proposition, i.e. something truth-evaluable. In contrast, both 'what is said' and 'what is implicated' are context-dependent and propositional. The difference between 'what is said' and 'what is implicated' is that the former is constrained by sentence meaning in a way in which the implicatures aren't. What is said results from fleshing out the meaning of the sentence (which is like a semantic 'skeleton') so as to make it propositional (Grice, 1957: 24).

As Austin (1963: 13) recognizes, these "illocutionary acts" are often, or usually, performed in the issuance of a sentence, and thus in saying something; but Austin emphasizes that they are themselves not just acts of saying something. In order to work out both the differences and the relations, he makes an analysis of the mere act of saying, giving it the technical name "locutionary act". Moreover, Austin recognizes certain acts which, like "illocutionary acts", are often performed when people say something, are, like illocutionary acts, not just acts of saying something, but are to be distinguished from the "illocutionary act". Austin calls them "perlocutionary acts". Thus he ends up with the famous trichotomy of what is nowadays called "speech acts", of the "locutionary", the "illocutionary", and the "perlocutionary act". Why it is like throw back time by using Austin's theory? Because the owner of trychotomy copyright is Austin. Finally, the descrption above leads to investigation of the use of movie in teaching Austin's acts.

2. RESEARCH METHOD

The purpose of this research is to investigate and describe the finding about the use of movie in teaching macropragmatics in the fifth semester. This research is categorized as descriptive qualitative research. It means that the writer would describe the data gain as naturally as possible. The writer used this method in order to get specific, factual, and meaningful data. In this research, the writer used observation, interview, and documentation to collect the data. The explanation are as follows:

a. Observation

Riduwan (2006:76) states that observation is by doing direct investigation to analyse object deeply. Observation means that the writer observed every activity happened in the class and record it by using observation instrument.

b. Interview

Cohen *et al* (2007: 349) state that interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken, and heard. Interview.c. Documentation.

According to Arikunto (2010: 77), documentation is get the direct data from research place such as activity report, pictures, video, etc. In short, the writer uses the digital camera as an instrument to collect the data to strengthen the research.

3. FINDINGS AND DISCUSSION

a. The Result of Observation

In collecting the data, the writer employed observation. It is used to measurerespondents' activity in discourse analysis class. The observation was in the form of table that contains of the aspects that was measured. They are respondents' attention and respondents' participation. The details of the aspects that have been observed are:

1) Attention

It was used to measure the attention of the respondents, whether they pay attention or not.

2) Participation

It was used to measure respondents' participation during discourse analysis class. There are some examples of respondents' participation during learning process such as asked the questions to the teacher related to the material, showed their ability in discourse analysis, and answered the teacher's question.

Observation was conducted to observe respondents. In observing respondents, writer prepared an observation sheet. The observation conducted in the discourse analysis class in five meetings.

Table 1 The Result of Observation

No.	Aspects	Score				
		I	II	III	IV	V
1.	Attention	C	B	B	B	C
2.	Participation	B	B	B	B	B

Scales: A   (Excellent)
                B   (Good)
                C   (Fair)
                D   (Poor)
                E   (Very Poor)

The respondents' attention and respondents' participation in observation sheet showed the activity during discourse analysis class. Based on the scale their attention and participation, they got "good".

b. The Result of Interview

The writer did the interview with 5 respondents about their ability, their motivation and their experience about the use of movie in learning discourse analysis. From the result, overall students said that the use movie helps them to understand the illocutionary.

c. The Result of Documentation

The documentation including taking icture of the activity, filming the teaching and learning process, recording the interview. From those, it can be concluded that students felt enjoy in their way learning Austin's Act by usiing Movie.

4. CONCLUSION

Based on the previous chapter, the writer could conclude that the use of movie in teaching Austin's act has good response. the use of movie in teaching Austin's act based on attention and particioation reached "good" scale.

Considering all data gathered from the research, the writer has made some conclusions, as follows:

1. Through movie, students can learn that language used can have its implicature.

2. By watching movie, students can learn about the way of how to use proper act based on context.

3. Illocutionary act can be learnt by observing the conversation in real life, but because the real life of using English in conversation is rare, movie can be used as an alternative way.

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