
ILLOCUTIONARY ACTS UTTERED BY MAIN CHARACTER, DEWEY FINN IN SCHOOL OF ROCK MOVIE

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Abstract

This thesis entitled Illocutionary Acts Uttered by Main Character, Dewey Finn in *School of Rock* Movie. The aims of this thesis are to find out the types, the dominant type, the functions types and the implications used by main character *School of Rock* movie. The design of this research is conducted by using descriptive qualitative research. There are 125 utterances spoken by main character were classified into illocutionary acts. The finding shows that there are four types of illocutionary acts used by the main character in *School of Rock* movie. They are Directives 69 utterances (55.2%), representatives 38 utterances (30.4%), expressive 13 utterances (10.4%) and commissives with 5 utterances (4%), while declarative is not found in this movie. And Directives is the most dominant type of illocutionary acts used by main character in *School of Rock* movie. Next, there are 21 functions of illocutionary acts used by main character in *School of Rock* movie. They are questioning, asking, informing, answering, asserting, requesting, commanding, describing, thanking, greeting, stating pleasure, predicting, stating an opinion, vowing, threatening, advising, warning, offering, statement of pain, stating unpleasure, statement of like. The questioning is 36 utterances (28.8%) as the most dominant function of illocutionary acts used by the main character, Dewey Finn in *School of Rock* movie.

Keywords: *Illocutionary Acts, Directives, Movie.*

INTRODUCTION

The most important aspect in human life which is used as communication is language. All people around the world use the language in communication and interaction to each other. Without language people cannot interact to other people. People can express their ideas or feelings through the language. Beside it, the communicative function of language as the gift for human being, it is the important

thing that makes human being different from animal. So human and language cannot be separated one another.

A good communication is when the speaker can convey his or her ideas to the listener well and can be understood by the listeners which will draw feedback and reaction of them. When using language, people just not talk or write to one another but rather they perform actions.

Pragmatics, as a branch of linguistics, plays its role to study about the meaning of language and its relation to the context. Yule (1996:3) says that Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by reader (or listener). The advantage of studying Pragmatics is that one can talk about people intended meanings, their assumptions, their purposes or goals, and the kinds of actions that they are performing when they speak.

When speakers communicate with others, they produce Speech act. Yule (1996:47) says that actions performed via utterances called Speech act. By using the utterances during the conversation, the speaker performs speech act such as making statement, giving command, suggestion, asking question, etc. In Pragmatics, there are

three types of speech act; locutionary, illocutionary, and perlocutionary Austin (1969: 109-110). All of them are very important to make the intended meaning of an utterance or interpretation can be understood by the hearer. From the three types of speech act, the discussion is focused in illocutionary act.

illocutionary act studies about nonliteral meaning of the speaker utterances. Based on Searle in Wardhaugh(2006) said that illocutionary acts must be performed 'intentionally'. In order to communicate something in a language that will be understood by another speaker as an utterance it must be correctly uttered with its conventional meaning and satisfy in truth conditions. We have to perform illocutionary act with intended meaning as uttered by a speaker to the hearer based on the situation and real condition. We need more knowledge to interpret the speaker utterance which has intended meaning by studying illocutionary act. There are several kinds of Illocutionary act based on Searle in Seken (2015:56) states the classifications of illocutionary act; representatives, directives, commissives, expressives, and declaratives.

Movie is one media that reflects the social life of human. Movie is one example of literary works. One of the important aspect mostly occurred in movie is the dialogue (conversation) among the characters. The characters speak each other and there will be illocutionary act. So the movie here is just a source of the data.

School of Rock movie is a musical comedy movie which has been released in 2003. This movies tells about a man that fired from his band and he is hard to earn some money. Dewey Finn (Jack Black) is a guitarist and singer in the band work as a fourth grade substitute teacher in a private school. After witnessing the musical talent in his students in their music class, Dewey forms a band of fourth-graders to attempt to win the upcoming [Battle of the Bands](#) and pay off his rent.

School of Rock has been released on October 3, 2003 by [Paramount Pictures](#), grossing \$131 million world wide on a \$35 million budget. It was the highest grossing musical comedy of all time until it was overtaken in 2015 by [Pitch Perfect 2](#).

In this research, the researcher does not discuss generally speech acts study, but illocutionary acts will be the focus of this research. Illocutionary acts influence in the act of speaking. Not only showing literal meaning of an utterance, but also showing the functions of the utterance. Based on the background of the study above, the researcher conducts research entitled 'Illocutionary Act Uttered By Main Character, Dewey Finn in *School of Rock* Movie'. From the tittle, the researcher would like to analyze the utterances in the movie uttered by the main character of the movie Dewey Finn because the movie contain of many illocutionary acts can enrich the reader's knowledge about illocutionary types and functions that they can apply in their daily lives in order to express their ideas into an action.

METHOD

Participants / subject / population and sample (Level 2)

The subject of this research is the main character, Dewey Finn (played by Jack Black), in the movie *School of Rock*. The data consists of utterances spoken by Dewey Finn in interactions with other characters, such as his students, the school principal, and his roommate.

The primary instrument for this study is the researcher himself, who performs the observation and documentation. Supporting instruments include the digital copy of the *School of Rock* movie and the movie script used to verify the utterances.

Data analysis procedures

Data were analyzed through a systematic procedure:

1. Watching the *School of Rock* movie carefully.
2. Identifying utterances produced by Dewey Finn.
3. Classifying the utterances into five types of illocutionary acts based on Searle (1979): representatives, directives, commissives, expressives, and declaratives.
4. Determining the dominant type of illocutionary acts.
5. Analyzing the functions of the dominant type using Leech's (1993) classification.
6. Interpreting the implications of the findings.

FINDINGS

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Table: 1 Frequency of Illocutionary Act Types

Types of Illocutionary Acts	Frequency	Percentage(%)
Directives	69	55.2%
Representatives	38	30.4%
Expressives	13	10.4%
Commissives	5	4.0%
Declaratives	0	0%

The table illustrates that Directives are the most dominant type of illocutionary act, accounting for 55.2% of the total data. This indicates that the main character primarily uses language to direct, command, or ask others to perform certain actions to achieve his goals. In contrast, Declaratives were not found (0%), as the main character lacks the formal institutional authority required to perform such acts within the school setting.

DISCUSSION

The findings of this study reveal that directives are the most dominant type of illocutionary acts used by Dewey Finn, accounting for 55.2% of the total utterances. This dominance indicates that Dewey Finn frequently uses language as a tool to influence, control, and direct the behavior of others, particularly his students. This result is closely related to his role as a teacher in the classroom setting, where giving instructions, asking questions, and managing activities are essential aspects of interaction.

From a pragmatic perspective, the high frequency of directives reflects the function of language not only as a medium of communication but also as a means of performing actions. Dewey's frequent use of questioning, asking, and commanding shows that he actively engages students in the learning process while simultaneously maintaining authority. This supports the idea proposed by Searle that directives are used by speakers to get listeners to do something, which is clearly evident in Dewey's teaching style.

Furthermore, the dominance of the questioning function (28.8%) suggests that Dewey Finn adopts an interactive and dynamic communication style. Rather than delivering information in a one-way manner, he tends to involve students through questions. This can be interpreted as an informal teaching strategy that encourages participation and reduces the hierarchical gap between teacher and students. In other words, questioning is not only used to obtain information but also to stimulate engagement and build a collaborative learning environment.

In addition, the presence of asking and commanding functions strengthens the argument that Dewey frequently directs students' actions. However, unlike a traditional teacher, Dewey often uses informal and less authoritative language. This indicates that his directives are not always rigid but sometimes appear as suggestions or encouragement. This unique style contributes to a more relaxed classroom atmosphere, which aligns with the theme of creativity and freedom portrayed in the movie.

The second most dominant type is representatives (30.4%), which shows that Dewey Finn also frequently conveys information, expresses beliefs, and describes situations. Functions such as informing, answering, and asserting indicate that Dewey plays a role in providing knowledge and clarifying situations for his students. However, compared to directives, representatives are less dominant, suggesting that Dewey prioritizes action-oriented communication rather than purely informational interaction.

Interestingly, the use of predicting and stating opinions within representatives reflects Dewey's optimistic and expressive personality. For example, his belief that the band will win the competition shows confidence and motivation, which can influence students' attitudes. This indicates that language is used not only to describe reality but also to construct expectations and inspire others.

The relatively low frequency of commissives (4%) suggests that Dewey Finn rarely commits himself to future actions. This may reflect his spontaneous and unstructured personality, as he tends to act in the moment rather than making long-term commitments. However, when commissives do appear, such as in vowing or threatening, they serve important functions in emphasizing determination or controlling behavior.

Meanwhile, expressives (10.4%) demonstrate Dewey's emotional involvement in interactions. Through thanking, praising, and expressing pleasure, Dewey builds a positive relationship with his students. These expressive acts contribute to creating a supportive and motivating environment, which is essential in the learning process. The use of praise, in particular, can increase students' confidence and engagement.

Another important finding is the absence of declaratives in the data. Declaratives typically require institutional authority to change a situation (e.g., declaring someone fired or married). The absence of this type suggests that Dewey Finn does not operate within a formal institutional role, especially since he is not a legitimate teacher. This reinforces the idea that his authority is informal and interactional rather than institutional.

Overall, the findings indicate that Dewey Finn's communication style is highly interactive, directive-oriented, and expressive. His dominant use of directives reflects his effort to guide and influence students, while the use of questioning and expressives supports a more engaging and emotionally connected learning environment.

These results also imply that illocutionary acts play a significant role in shaping classroom interaction. Language is not only used to transfer knowledge but also to manage behavior, build relationships, and create meaningful learning experiences. Therefore, understanding illocutionary acts can provide valuable insights into effective communication strategies, particularly in educational contexts.

CONCLUSION

This study is concerned in the illocutionary acts used by main character *School of Rock* movie. The writer identify illocutionary acts and illocutionary

functions used by main character. Based on the data analysis the writer conclude that:

1. There are four types of illocutionary acts used by the main character in *School of Rock* movie with the total utterances are 125 utterances. They are directives 69 utterances (55.2%), representatives 38 utterances (30.4%), expressives 13 utterances (10.4%), Commisives 5 utterances (4%) while declarative is not found in the movie. The directives are the most dominant illocutionary acts type. The directives acts imply that the main character Dewey Finn is uttering questioning, requesting, asking, commanding, advising, and warning in 69 utterances which Dewey Finn is uttering performing verbs to get something done by the other characters in *School of Rock* movie.
2. There are 21 functions of illocutionary types used by the main character in *School of Rock* movie. They are questioning, asking, informing, answering, asserting, requesting, commanding, describing, thanking, greeting, stating pleasure, predicting, stating an opinion, vowing, threatening, advising, warning, offering, statement of pain, stating unpleasure, and statement of like. The questioning function is the most dominant function with 36 frequency of utterances (28.8%) from 125 utterances used by Dewey Finn in order to get the reply, answer, or information from the other characters in *School of Rock* movie. Asking as the second rank are 21 utterances (16.8%) that imply Dewey Finn asked other character to do what the he wants. This is because the central ideas in the movie. This movie told about Dewey Finn was a substitute teacher in Horace Green School. So in the movie so many utterances that contain questioning and asking function which indicated that Dewey Finn is a teacher.

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