

**THE USE OF ILLOCUTIONARY ACTS IN THE MAIN CHARACTER IN
THE QUEEN CHARLOTTE MOVIE A BRIDGERTON STORY:**

A PRAGMATIC ANALYSIS

THESIS

This thesis is submitted to fulfill the requirement
for 'Bachelor' degree in English Language Education



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Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

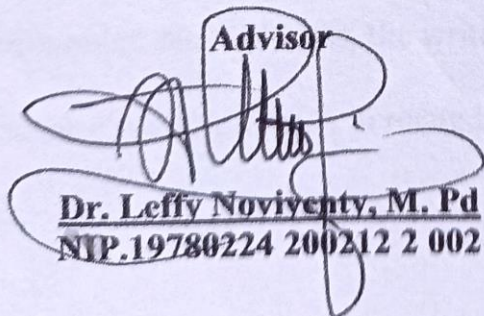
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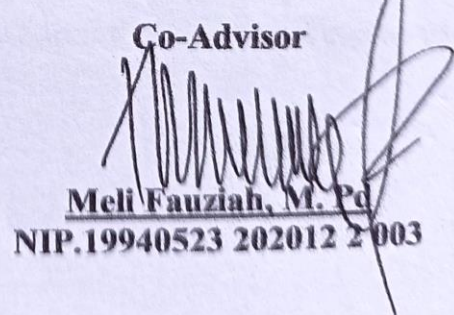
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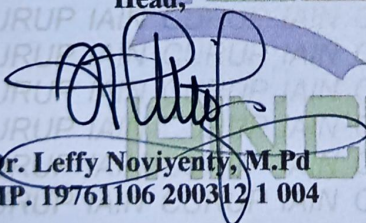
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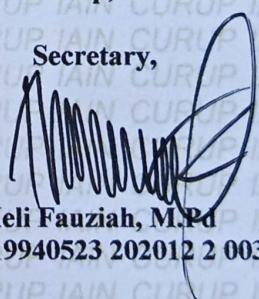
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PREFACE

All praise and gratitude be to Allah SWT. With His grace and blessings, the writer has successfully completed this thesis with full dedication and best effort. This thesis has been turned in to fulfill the requirements of Institut Agama Islam Negeri Curup for the Bachelor degree.

This research is motivated by the writer's interest in pragmatics, particularly in how speech acts, especially illocutionary acts are reflected in audiovisual media. The film *Queen Charlotte: A Bridgerton Story* presents a compelling portrayal of language use in royal and social contexts, making it a valuable object of analysis for understanding communicative intent in dialogue.

Throughout the writing process, the writer encounters many challenges, including literature selection, data interpretation, and conceptual framework building. However, with patience, guidance, and continuous learning, this thesis has reached its final form. It is hoped that this study can contribute meaningful insights to the field of linguistics, particularly for those who study speech act theory and its application in media analysis.

The writer is fully aware that this thesis is far from perfect. Therefore, constructive feedback and suggestions are warmly welcomed for future improvement. Nevertheless, the writer sincerely hopes that this thesis can be useful and inspire future research in related fields.

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The researcher finally finished the thesis entitled "**The Use of Illocutionary Acts in The Main Character in The Queen Charlotte Movie A Bridgerton Story: A Pragmatic Analysis**" This thesis is submitted to fulfill the requirements for the "Bachelor" degree in English Language Education of IAIN Curup. Throughout the process of completing this thesis, I have been very fortunate to receive unwavering support, invaluable guidance, meaningful assistance, thoughtful contributions, and constant motivation from many individuals. In light of this, I would like to express my deepest appreciation and heartfelt gratitude to everyone who played a role in this meaningful journey.

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To Bobo, the gentle soul with velvet paws. Thank you for staying beside me through long nights and quiet mornings. In your silent company, I found comfort no words could offer. Your soft purrs calmed the storms in my heart, and your presence was a tender reminder that love sometimes comes wrapped in fur and silence. In the midst of chaos, you were my quiet poetry.

I am profoundly my beloved advisor grateful to Dr. Leffy Novienty, M. Pd., as my beloved advisor, for invaluable guidance and support. She who has dedicated her time and expertise to providing corrections, suggestions, and unwavering support. She gives me valuable learning and experiences in my education process.

My sincere appreciation goes to ma'am Meli Fauziah, M. Pd., my co-advisor, her direction and encouragement have been instrumental, not only in shaping this thesis but also in shaping myself into a better student today. Her contributions have been essential not only to the successful completion of this thesis but also to the person I have been throughout this path.

To my dearest love, Mr. M. Royhan Hidayat. Thank you for being the calm in my chaos, the light in my darkest hours, and the steady hand that never lets go. Your love, patience, and quiet strength have been the soul behind every step of this

journey. This thesis is more than just a work of mine. It is a testament to the unwavering bonds we share and the dreams we build together. I carry your heart with me, always.

To my best friend Regina Putri Damaiyanti, my friend since childhood, thank you for being the constant in my life, for walking beside me through every joy, every challenge, and every quiet moment in between. No matter where life takes us, I know that this friendship will remain a timeless part of my heart.

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MOTTO

*"May this day rise brighter than the last, a silent
promise of becoming more."*

—Nurul Dzakiyyah —

Dedication

I dedicate this thesis wholeheartedly to my beloved mother, father,
brother, sister, honey and Bobo. Your never-fading love and support have
been the foundation that keeps me going and going through every step of
this journey.

ABSTRACT

Nurul Dzakiyyah : The Use of Illocutionary Acts in The Main Character in
The Queen Charlotte Movie A Bridgerton Story: A
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Student ID Number : 21551031
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This study analyzes the use of illocutionary acts by the main character in *Queen Charlotte: A Bridgerton Story*, focusing on episodes 1 “Queen to Be” and 6 “Crown Jewels”. The research aims to identify the types of illocutionary acts based on Searle’s theory; assertive, directive, commissive, expressive, and declarative. And to examine their use through contextual analysis using Yule’s five types of contexts: physical, linguistic co-text, contextual knowledge, social, and situational. A qualitative descriptive method was employed, with data collected through documentation and transcription of the character’s utterances. The selection of episodes was based on data saturation, as both represent consistent and shifting speech patterns. The findings reveal that assertive (70 utterances) and expressive (65 utterances) acts are the most dominant, reflecting the character’s strong authority and emotional depth. Directive acts were moderately frequent (46), while commissive acts were less common (21), and declarative acts were not found. These results indicate that the historical romantic drama genre emphasizes personal belief and emotional expression rather than institutional declarations. This study contributes to pragmatic research by demonstrating how genre, character role, and context influence the distribution and function of illocutionary acts in film discourse.

Keywords: *Pragmatics, illocutionary acts, speech act theory, movie analysis.*

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LIST OF ABBREVIATIONS

Ass	: Assertive
Ach	: All Children
Adp	: Adholphus
Aff	: All Friends
Brm	: Brimsley (Queen's Servant)
Com	: Commissive
CU/CUE	: Context of Use
Dec	: Declarative
Dir	: Dir
Dr4	: Doctor fourth (Monro)
E1, and 6	: Episodes 1 and 6
Edw	: Edward
Exp	: Expressive
IF	: Information
INT/ITC	: Interruptor
Kg	: King George
Lyd	: Lady Danbury
Rn	: Reynolds
TC	: Total Component
TM	: Time
TP	: Total Per Episode
TT	: Total Type
UT	: Utterances
Vvb	: Vicountes Violet Bridgertone

CHAPTER 1

INTRODUCTION

A. Background of the Research

Successful communication requires interaction between the speaker and the listener. When communication occurs, the utterances made by the speaker can contain a message or meaning. Therefore, listeners are expected to be able to successfully interpret the speech spoken by the speaker to successfully understand the speaker's intended meaning. However, there are still many communication failures that lead to misunderstandings between speakers and listeners. In successful communication, listeners must be able to interpret the meaning the speaker wants to convey.

One of the key factors that influences successful communication is the ability to understand not only the linguistic aspects of a language but also the context of its use as the presence of participant situations. ¹This is especially important in learning English as a foreign language. When English language learners can pay attention to and understand the habits of native speakers to how they use language within their cultural norms and communication styles they can minimize misunderstandings and improve their comprehension. ²By doing so, the process of acquiring and internalizing English knowledge

¹Austin. Austin. How to Do Things with Word. Great Britain: Oxford University press, 1962. P.12

²Canale, M., & Swain, M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics. 1980

becomes much more effective, allowing students to develop better communication skills.³

Linguistics is a fundamental field in English studies. It is divided into two main domains: microlinguistics and macrolinguistics. Microlinguistics focuses on the internal structure of language, studying elements such as syntax, semantics, phonology, and morphology, and the rules and patterns governing language use.⁴ Macro linguistics examines language in broader contexts, exploring its relationship with society, culture, psychology, and technology through fields such as sociolinguistics, psycholinguistics, neurolinguistics, and computational linguistics.⁵ Although these branches often overlap, such as in the study of syntax, both contribute significantly to advances in language teaching, learning, and technology. Microlinguistic research aids in developing language learning materials, while macrolinguistic studies inform language teaching program designs and contextual language use analysis.

Initially, language was only studied through its syntax which was limited to linguistic form or sentence structure (NP, VP, etc.), then it developed along with the awareness that it was also necessary to look at the logical meaning in the sentence in addition to its structure. The study of language was further refined with the fact that sentences would not be communicatively meaningful

³Byram, M. Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters.1997

⁴Wijana in Putri, Silvia." Illocutionary Act in Movie What's with Love 2 Directors Riri Riza". 2020

⁵Benedet et al., in Vocroix, L." Morphology in micro linguistics and macro linguistics". Macrolinguistics and Microlinguistics. 2021.

if they were only studied from the structure (syntax) or logical meaning (semantics), but it was necessary to look at the context (pragmatics). By studying language pragmatically, the semantic and syntactic aspects of sentences were automatically studied as a single unit of understanding, namely communicative.⁶ So that's why the analysis of language use in the context of pragmatics is a branch of linguistics that studies the meaning desired by speakers in certain speech situations.

Pragmatics is the study of speaker meaning, focusing on how more is communicated than what is explicitly said.⁷ It examines how utterances are interpreted based on context, shared assumptions, and the speaker's communicative intentions. Yule emphasizes that pragmatics involves not only the literal meaning of words but also how meaning is constructed through physical, linguistic, social, knowledge-based, and situational contexts.

In pragmatic studies, there is a speech act. How a particular utterance can be connected and interpreted as an action is called a speech act.⁸ Speech acts do not just describe words but also aim to communicate and convey information or thoughts from the speaker to the listener. These forms can only be recognized through context. This means that a speech act cannot be identified from its linguistic form (sentences or words) without paying attention to the context

⁶ L. Noviyenty. Research in Language Field. Corolla Education Center Foundation. IAIN Curup 2022

⁷Yule, George. Pragmatics. Oxford: Oxford University Press, 1996. p.3

⁸ Austin and Searle in Mujud. Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

behind the appearance of an utterance.⁹ Context language is the condition that follows the background of a language interaction.¹⁰ Therefore, research that studies or only studies speech acts can never be released without an understanding of the context of use.

Speech acts have been classified into locutionary, illocutionary, and perlocutionary acts.¹¹ The first type of speech act is the locutionary act. A locutionary act is the act of saying something with words and sentences according to its meaning in the dictionary and according to the rules of syntax. Locutionary oral tasks are the act of speaking using these words, phrases, and sentences. Apart from that, locutionary acts are the easiest speech acts to recognize because their identification tends to be done without considering the speech context included in the speech situation. From a pragmatic point of view, locutionary acts are not that important for understanding speech acts.¹² Because this type of speech act does not require contextual understanding to capture the intention of the speaker to the listener.

The Illocutionary act is an action of doing something with a certain purpose and function.¹³ Illocutionary speech acts have a deeper meaning than just saying words but also involve specific goals and functions in social interaction.

⁹Sperber and Wilson in Mujud and Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

¹⁰Wati Mahlia, and Hidayah Fridayul, S. Edy. An Analysis of Implicit Meaning on Fantastic Beasts; The Crime of Grindelwald Movie". IAIN Curup. 2020

¹¹Austin and Searle in Maujudand Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

¹²Maujud et all."Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

¹³Rahardi in Putri, Silvia. "Illocutionary Act in Movie What's with Love 2 Directors Riri Riza". 2020

The function of illocutionary speech acts is very important in communication because they can help speakers achieve certain goals and influence the behavior of other people. The Illocutionary Act is divided into five parts, namely assertive, directive, commissive, expressive, and declaration.¹⁴ The third type of speech act is perlocutionary. A perlocutionary speech act is a speech act that influences other people with the language used.¹⁵ The meaning of perlocutionary act is a result or effect of the utterance to the listener, either in the form of a response language or action.

The phenomenon observed in the English Department indicates that students face challenges not only in mastering grammar and vocabulary but also in comprehending the intended meanings of utterances in real-life communicative contexts. Among the various linguistic challenges identified, the pragmatic aspect particularly illocutionary acts stand out as a key concern. Illocutionary acts demonstrate how the intended meaning of an utterance can differ significantly from its literal form. This is especially relevant in the context of English as a Foreign Language (EFL), where students often produce or encounter utterances involving indirect requests, sarcasm, or emotional expressions. Understanding these forms of communication requires more than linguistic accuracy; it demands a deeper grasp of pragmatics.

¹⁴Searle in Maujudand Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

¹⁵Austin in Mujud and Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

One effective medium to explore pragmatic competence in EFL learning is through the use of movies. Films offer rich, authentic examples of language use within diverse social and emotional contexts, providing learners with exposure to how native speakers express intentions beyond literal meanings. According to recent studies, the integration of movies into EFL classrooms significantly enhances students' listening skills, cultural understanding, and pragmatic awareness, particularly in interpreting speech acts and indirect communication.¹⁶ In EFL settings, students may rarely interact with native speakers, making movies a valuable tool for encountering real-life language functions.

This research focuses on analyzing illocutionary acts as they appear in films to better understand how meaning is constructed and conveyed indirectly. Investigating such acts within cinematic dialogue not only highlights the gap between literal and intended meanings but also contributes to enhancing students' communicative competence. By drawing attention to how language functions in context, this study aims to promote students' pragmatic awareness and equip them to interpret nuanced forms of communication more effectively in their own use of English.

To provide a robust foundation for this investigation, the researcher has analysis 21 films of various genres produced by native speakers, including

¹⁶Almurashi, WA The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4 (3), 32–47. 2016

Harry Potter, Twilight, The Chronicles of Narnia, The Lord of the Rings, House of the Dragon, King Kong, Fantastic Beasts, Wonka, The School for Good and Evil, Snow White and the Huntsman, Jack, The Little Mermaid, Beauty and the Beast, Maleficent, Avatar, Jumanji, The Hobbit, Damsel, Percy Jackson & the Olympians: The Lightning Thief, Megalodon, and Cinderella . Among these films, *Queen Charlotte: A Bridgerton Story* has been selected as the primary object of study due to its intricately constructed dialogue, which features complex and layered utterances that often carry meanings beyond their literal expressions.

The phrase "intricately constructed dialogue" refers to conversations that are designed with deliberate complexity characterized by nuanced phrasing, indirect speech, figurative language, and subtle shifts in tone or intent. Such dialogue reflects not only the social and emotional depth of the characters but also the cultural and hierarchical structures of the Regency era in which the film is set. These features provide rich material for the analysis of illocutionary acts, enabling the researcher to explore how characters express intentions, emotions, and social roles through language. Thus, the selection of *Queen Charlotte* aligns with the broader objective of this study: to enhance students' pragmatic awareness and communicative competence through the exploration of authentic, context-bound language use in film media.

The novelty of *Queen Charlotte: A Bridgerton Story* as a recent and culturally resonant production significantly contributes to this research by offering insights into the evolution of language use in contemporary popular

media. Unlike many traditional film analyses that rely on outdated or canonical works, this study foregrounds a fresh and contextually rich narrative that resonates with modern audiences. The film features intricately constructed dialogue, filled with complex and nuanced speech acts that often diverge from their literal meanings, making it a fertile ground for pragmatic analysis.

The significance of this study lies in its attempt to explore how implied meanings are conveyed through speech acts within layered social interactions. The characters in *Queen Charlotte* engage in conversations that are deeply influenced by their social status, power relationships, and emotional undercurrents, all of which are crucial elements for understanding illocutionary acts in a more realistic context. With a sufficient number of episodes, the series also provides a substantial and authentic corpus, enabling the identification of varied patterns of language use that are representative of naturalistic discourse in hierarchical societies.

Moreover, this research offers practical value in the field of English as a Foreign Language (EFL) education. By drawing attention to the role of indirect speech, implied meaning, and social context in communication, the study aims to enhance students' pragmatic awareness and communicative competence skills that are often underdeveloped in formal grammar-focused instruction. Understanding how language functions beyond its surface meaning can empower students to interpret and respond appropriately in real-life communicative situations.

The novelty of this research also lies in its integration of contextual analysis as a complementary approach to Searle's Speech Act Theory. While Searle's classification of illocutionary acts provides a foundational framework, it has been widely criticized for its limited sensitivity to context, often overlooking the situational and interpersonal dimensions that influence how speech acts are interpreted. This study addresses that gap by emphasizing the context of utterances, including speaker intention, power dynamics, and socio-cultural settings, thus offering a more comprehensive understanding of how illocutionary acts operate in authentic discourse. By doing so, the research not only extends the applicability of speech act theory but also contributes to the development of more context-aware approaches in pragmatic studies.

Several previous studies have analysis illocutionary speech acts in various contexts, particularly in audiovisual and political discourse. Haucsa et al. examined Tom Cruise's interview and identified representative acts as dominant, revealing how media interviews convey meaning through representative and expressive functions.¹⁷ Similarly, Sa'adah's study on *The Jungle Book* and Anjani's research on *Enola Holmes* both found multiple types of illocutionary acts, with directive and representative acts being the most prevalent and highlighting the narrative function of speech acts in films.¹⁸ Rahmawati focused on expressive acts in *Crazy Rich Asians* , uncovering the

¹⁷Makhpirokh, Ghasella Haucsa et al. "Illocutionary speech acts in a Tom Cruise interview". Academic Journal perspective: Language, Education and Literature. 2020

¹⁸Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim, Malang. 2021

emotional depth expressed through types like apology, congratulations, and complaint,¹⁹ while Thao explored commissive acts in *Papillon*, identifying their narrative significance in character development and dialogue interaction.²⁰

In the realm of political discourse, Khater, Altakhaineh, and Dahnous analysis King Abdullah II's speech using Austin and Searle's theories, revealing how speech acts serve persuasive, social, and nationalistic purposes.²¹ Sari and Pranoto further contributed by examining illocutionary and perlocutionary acts in Queen Elizabeth II's motivational speech, showing assertive acts as dominant and impactful on audience perception.²² Most distinctively, Reiland's theoretical work revisits the foundational distinction between locutionary and illocutionary acts, reinforcing the need to separate linguistic force from social-communicative intention.²³ These studies collectively inform and support the current research, which focuses on illocutionary acts in Queen Charlotte: A Bridgerton Story, especially their non-literal usage and contextual embedding and an area relatively underexplored in previous studies, particularly within historical drama settings.

¹⁹Risa Dewi Rahmawati. *AN ANALYSIS OF EXPRESSIVE SPEECH ACTS USED IN CRAZY RICH ASIAN MOVIE*. (English Department, Faculty of Letters and Culture, Gunadarma University, 2021). P. 85 – 93

²⁰Thao, Purba, and Herman. *Pragmatics Analysis on Commissive Speech Act in a Movie*. *European Journal of Humanities and Educational Advancements*. 2021

²¹Khater, D., Altakhaineh, ARA, & Dahnous, S. *Pragmatic analysis of King Abdullah's speech: Exploring speech acts and societal context*. *Theory and Practice in Language Studies*. Taylor and Francis. 2022

²² Indah, Putri Sari et al. Queen Elizabeth's Speech During The COVID-19 Pandemic. *Linguistics and Literature Journal*. 2022

²³Reiland, I. *Austin vs. Searle on locutionary and illocutionary acts*. *Inquiry*. Taylor and Francis. 2024

The film "Queen Charlotte: A Bridgerton Story", a spin-off of the third Bridgerton series, which is an interesting object in the realm of speech act. The film is set in the British Regency era, which is known for its strict social hierarchy, important role of the royal family, and luxurious aristocratic lifestyle, thus providing a rich context for communication exploration. Queen Charlotte was selected as the main subject based on preliminary observations indicating that she employed more illocutionary acts than any other character in the series. Her central role in the storyline and the diversity of her speech styles, ranging from formal royal commands to personal and emotional expressions, make her an appropriate focus for pragmatic analysis. Her language use offers valuable insights into how intentions are conveyed across various physical contexts, linguistic co-texts, contextual knowledge, as well as social and situational settings.

Episodes 1 ("Queen to Be") and 6 ("Crown Jewels") were selected based on the principle of data saturation. Episodes 1 through 5 exhibited similar patterns in the types and frequencies of illocutionary acts. However, a significant shift in Queen Charlotte's communicative behavior was observed in Episode 6, likely influenced by developments in the narrative. Episode 1 represents a consistent pattern of language use at the beginning of the story, while Episode 6 reflects a transformation in her speech strategies and pragmatic intent. These two episodes were chosen because they provide a balanced and focused dataset for in-depth analysis of the character's language use.

This research aims to enhance students' understanding particularly those in English Language Education of the complex ways in which language is used in various communicative situations. Language is not merely a tool for conveying information directly; it also functions to express intentions, attitudes, and social relationships, often in implicit or indirect ways. In practice, the meaning and intent of a speaker's utterance are not always explicitly stated, but are frequently implied. The inability to recognize these hidden meanings may lead to misunderstandings or even communication breakdowns.

Therefore, this research highlights the importance of understanding the context in which language is used. Through a pragmatic approach, particularly by analyzing illocutionary acts, students are expected to develop the ability to identify the speaker's intentions and to understand how those intentions are shaped by the communicative situation, the speaker's goals, and the relationships between interlocutors. This supports a language learning process that moves beyond grammar and vocabulary, focusing instead on how language functions meaningfully within specific contexts.

Furthermore, this study emphasizes that film can serve as an effective medium for illustrating authentic language use in real-life situations. The dialogue found in films reflects the way native speakers use language across diverse and often complex scenarios, thus providing a rich source of linguistic data for analysis. By analyzing *Queen Charlotte: A Bridgerton Story*, this research explores how factors such as character identity, gender, power

relationships, social status, and film genre may influence the types and forms of illocutionary acts used. In doing so, the findings of this study are expected to broaden students' insights into the pragmatic dimensions of language and to support a more contextualized and applicable approach to English language learning. Therefore, the focus of this research is to explore *"The Use of Illocutionary Acts in the Main Character in The Queen Charlotte Movie A Bridgerton Story: A Pragmatic Analysis"*.

B. Research Questions

Based on the background problems, the researcher formulated the problem as follows:

1. What type of Illocutionary act is used in the Main Character in the Queen Charlotte Movie: A Bridgerton Story?
2. What is the context of that Illocutionary act used in the Main Character in the film Queen Charlotte Movie: A Bridgerton Story?

C. Research Objectives

Referring to the question above, the research objectives to investigate:

1. To investigate the types of use of illocutionary acts in the Main Character in the film Queen Charlotte: A Bridgerton Story
2. To investigate the context of that Illocutionary act used in the Main Character in the Queen Charlotte Movie: A Bridgerton Story

D. Definition of Key Terms

The researcher explains the important topics that will be discussed in this research to prevent misunderstandings.

1. Speech Act

The pragmatic studies there is a speech act. How a particular utterance can be connected and interpreted as an action is called a speech act.²⁴ Speech acts do not just describe words but also aim to communicate and convey information or thoughts from the speaker to the listener. A speech act is an action involving parties who can interact well which results in actions that can influence the interlocutor.

2. Illocutionary Act

Illocutionary speech acts are actions of doing something with a certain purpose and function. Illocutionary speech acts have a deeper meaning than just saying words but also involve specific goals and functions in social interaction. Illocutionary speech acts can be direct or indirect actions, such as asking, asking, giving orders, or giving advice.

This research focuses on illocutionary acts, with an emphasis on the types of illocutionary acts and their contextual usage, which allows for the identification of utterances that do not align with their literal meaning. The primary focus of this study is to examine how speakers use various types

²⁴Austin and Searle in Maujudand Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language" . 2019.

of illocutionary acts to convey implicit or non-explicit intentions, where the intended meaning is not directly revealed in the words spoken.

3. The Context of Use of Illocutionary

Context of use refers to all situational aspects surrounding an utterance that influence the meaning produced or understood from that utterance. In pragmatic studies, context of use includes factors such as who is speaking, to whom, where, when, under what conditions, as well as what has been and is being discussed. Yule explains that to accurately understand meaning, we must consider five types of contexts: physical, linguistic, social, situational, and shared knowledge. By understanding the context of use, we can interpret hidden or implied meanings in an utterance, which are often not conveyed by the literal meaning of the words alone.

4. Queen Charlotte Movie: A Bridgerton Story

Queen Charlotte: A Bridgerton Story is a prequel to the popular series "Bridgerton" which focuses on the character of Queen Charlotte as a main character. This film depicts Queen Charlotte's life and romance since her youth, including how she met and married King George III. Set in the Regency era in England, this film highlights the social and political life of that time, showing the luxury of the palace and the dynamics of power and love. Apart from that, the film also explores social issues such as social hierarchy, the role of women, and interracial relationships in a historical context. With lavish production and an immersive story, "Queen Charlotte:

"A Bridgerton Story" provides a new and deeper look at one of the key characters in the world of "Bridgerton".

E. Significance of the Research

According to Mahsun, the significance of conducting the research is to solve the problems that become the research focus. This research has theoretical and practical contributions. Theoretically, this research is expected to provide real evidence that the pragmatics theory is used in daily life conversations of humans. It is hoped that this research can contribute to significant progress both theoretically and practically.²⁵ The following points are explained regarding the importance of this research;

1. For Students

This research will make a significant contribution to students, especially those studying linguistics, literature, communication, and media studies. Students will gain in-depth insight into speech act theory and how this theory is applied in film dialogue analysis. This research will also develop their analytical and critical skills, helping them understand language use in complex fictional and social contexts. In addition, students will be better able to apply linguistic theory in a variety of contexts, enriching their understanding of verbal interactions and enhancing their research abilities.

²⁵Mahsun in Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". Maulana Malik Ibrahim State Islamic University, Malang. 2021.

2. For Lectures

Lectures will get practical benefits from this research in the form of contextual and relevant teaching materials. The findings from this research can be used to illustrate the concepts of speech act theory with real examples from film dialogue. This lecture will help explain complex material in a way that is more interesting and easier for students to understand. In addition, lectures can develop more effective teaching methods by integrating media analysis into the curriculum, which can increase student interest and participation in learning.

3. For Institutions

Educational institutions will gain significant contributions from this research in curriculum development and improving the quality of education. This research can be used as a basis for developing richer and more diverse study programs in the fields of linguistics, literature, communication, and media studies. Institutions can also utilize the results of this research to enrich the academic resources available for teaching and research. In this way, institutions can improve the quality of learning and research, support the development of linguistic and critical competencies among students and teaching staff, and promote innovative interdisciplinary research.

F. Organization of the Research

This research framework includes Chapter I which includes general research information, research problems, research questions, research objectives, research limitations, research significance, and research structure.

Chapter II explains the literature review which contains theories about the Speech Act, Illocutionary Act, Context of Use of Illocutionary Act, The Queen Charlotte Movie, and finally related findings.

Chapter III explains research methodology, including research design, data and corpus, research instruments, research collection techniques, and research data analysis techniques.

Chapter IV, it explains about findings and discussion involving types of illocutionary used by main character and Context of the Use of Illocutionary Act.

Chapter V consists of conclusion and suggestion, involving the conclusion of all the points findings that have already been mentioned in research as well as the suggestions that are expected to broaden the understanding and pave the way for better related research in the future.

CHAPTER II

LITERATURE REVIEW

In this section, the researcher lays out some explanations regarding the Speech Act, Illocutionary Act, and The Queen Charlotte Movie. The details of each of the previously mentioned points will be further explained below.

A. Speech Act

Speech act is a crucial element in the study of pragmatics because it helps reveal how language is used to carry out actions and achieve communicative goals in everyday interactions.²⁶ By analyzing speech acts, we can understand more deeply contextual meaning, communication effects, and the use of language in various social situations.

Speech act is an action performed by the speaker through speech. According to Austin, language is not only used to express information, but also to take action. He introduced the concept of "doing things with words," which emphasizes that every speech has a specific function in communication. Searle later developed this theory by showing that speech acts are an integral part of the use of language in everyday interactions. Speech acts have three types, namely locutionary, illocutionary, and perlocutionary.²⁷

²⁶Austin. *How to Do Things with Word*. Great Britain: Oxford University press, 1962. P.12

²⁷Austin in Mujud, and Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

1. Locutionary

In the study of pragmatic linguistics, locutionary act is one of the types of speech acts in speech act theory that was first introduced by John L. Austin. The act of locution refers to the act of saying something by involving the act of saying a word, phrase, or sentence that is grammatically structured and has a literal meaning.²⁸ This concept, according to Wibowo, reflects the meaning of language contained in the speaker's speech, which can be understood without the need for a broader context or situation of speech.

Austin involved locutionary act includes phonetic act, phatic act, and rhetic act.²⁹ The phonetic act is the act of pronouncing the sounds of language. Based on Austin's statement, he said that the phonetic act is merely the act of uttering certain noises.³⁰ The second type is phatic. The phatic act is the act of pronouncing language sounds that have been arranged in a dictionary or vocabulary and the vocabulary interacts according to certain grammatical rules. The third is rhetic. The Rhetic act is the act of pronouncing language sounds arranged in vocabulary with specific meanings and references. Austin said that the rhetic act is performing an act by using those vocabs with a certain more-or-less

²⁸Austin in Mujud, and Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

²⁹Huang in Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim Malang. 2021.

³⁰Austin in Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim Malang. 2021.

definite sense and reference. Thus, locution includes a series of linguistic actions, ranging from the production of language sounds (phonetic act), grammatical arrangements (phatic act), to the delivery of specific meanings and references (rhetic act). As the basic foundation in speech acts, locution provides a clear initial view of speech, before continuing with an analyze of the intention (illocution) or its impact on the listener (perlocution).

2. Illocutionary

Illocutionary acts are an action of doing something with a certain purpose and function.³¹ Illocutionary speech acts have a deeper meaning than just saying words but also involve specific goals and functions in social interaction. If someone wants to say something, it means to take a certain action. Illocutionary acts are reminding, giving advice, naming things making a promise, asking for information about something, giving an order to someone, accusing or indicating, humiliating, rejecting, etcetera.³² The function of speech which includes an illocutionary speech act is generally called the power of an illocutionary speech act or the essence of speech. The term "speech act" in a narrow meaning is often taken specifically to refer to an illocutionary act.

³¹Rahardi in Putri, Silvia. "Illocutionary Act in the Film What's with Love 2 Director Riri Riza ". 2020.

³²Huang in Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim Malang. 2021.

3. Perlocutionary

Perlocutionary act is a speech act that influences other people with the language used.³³ The meaning of a perlocutionary act is a result or effect of the utterance to the listener, either in the form of a response language or action. The perlocutionary speech act is a speech act that has an influence, effect, or consequence on the interlocutor. The speech act can also convince or persuade, influence or influence the feelings and thoughts of the interlocutor or the listener.³⁴ As Huang said, a perlocutionary act concerns the effect an utterance may have on the addressees.³⁵

Analysis of speech acts, especially locution, illocution, and perlocution, shows that language has a complex role in communication. The act of locution includes pronunciation with a literal meaning, illocution focuses on the intention that the speaker wants to achieve, while perlocution emphasizes the impact of speech on the listener. These three types of speech act work synergistically to create effective and meaningful interactions.

Illocutionary acts, as the core of speech acts, have a significant role in conveying certain intentions involving social and emotional contexts. The use of this act of illocution cannot be separated from the situational and

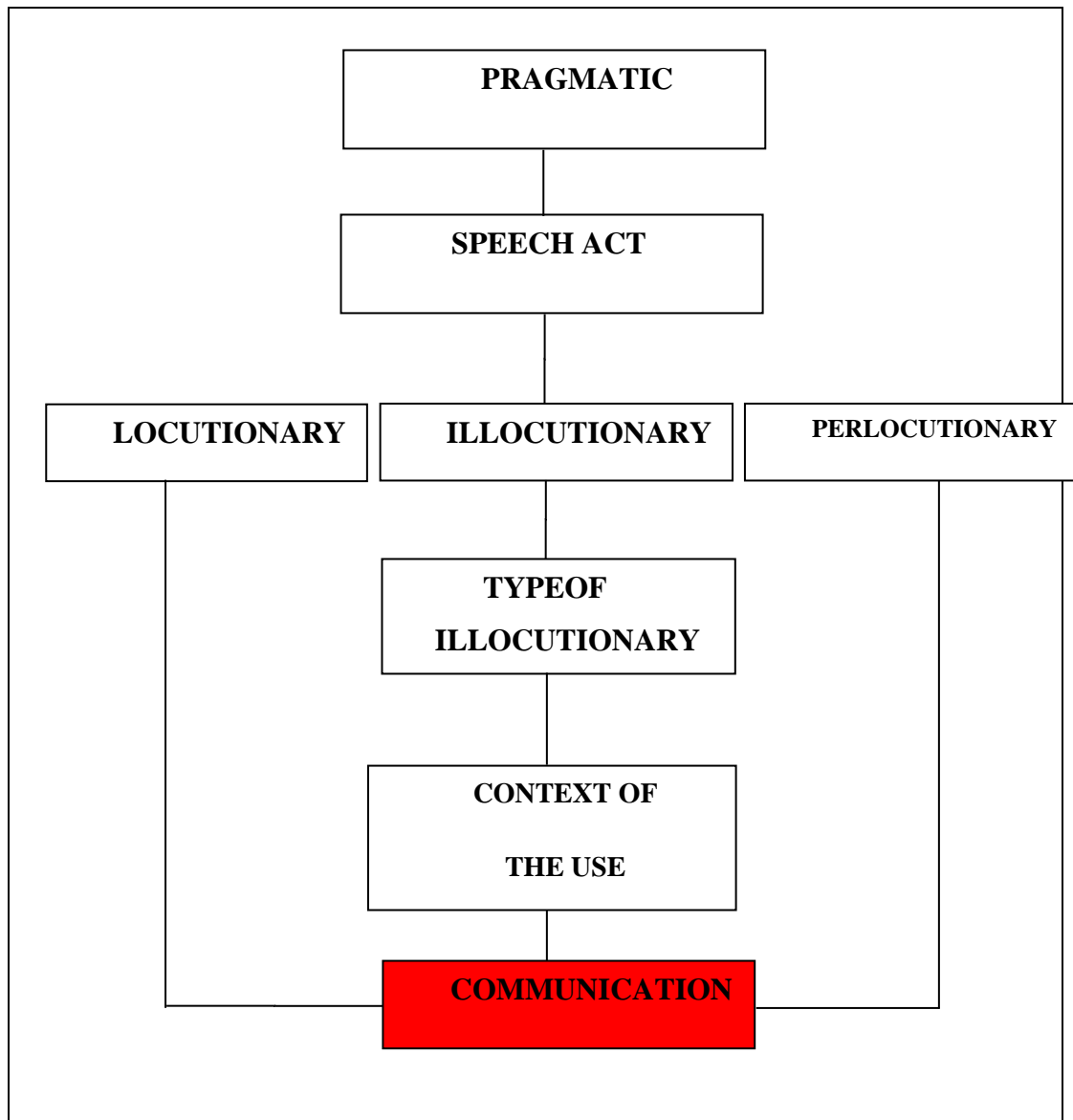
³³Austin in Mujud, and Sultan. " Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

³⁴Austin in Sa'adah, Nika Lailatul Nur. " Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim Malang. 202.

³⁵Huang in Sa'adah, Nika Lailatul Nur. " Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim Malang. 2021.

cultural context behind each speech. Through film analysis, it can be seen how the context affects the way the illocutionary act is used to achieve certain communicative goals. It includes elements such as power dynamics, emotional relationships, and communication strategies. This study provides a deeper understanding of the role of language as a tool to create social and emotional impact in human interactions, both in the real world and in fictitious representations such as

Diagram 2.1. Relationship of Speech Act-Illocutionary-Type-Context of The Use-Communication



B. Illocutionary

According to the book "Pragmatics Book: Theory and Analysis of Context Meaning in Language" by Maujud and Sultan, illocutionary acts are very important for understanding how speakers convey their intentions and how listeners interpret these intentions in the context of communication.³⁶ Illocutionary acts play a crucial role in communication as they enable speakers to convey their intentions effectively and ensure that listeners interpret and respond appropriately. Understanding illocutionary acts makes communication clearer and more structured, reducing the likelihood of ambiguity or misunderstanding. If the speaker's intention is not adequately understood, communication may fail, potentially leading to confusion or even conflict. Furthermore, illocutionary acts reflect how language is used in various social contexts, highlighting the norms and rules of communication within a society. In fields such as education, law, and business, illocutionary acts shape social interactions and determine how messages are delivered and received. Therefore, a strong understanding of illocutionary acts is essential for maintaining effective communication in everyday life.

Illocutionary act is a fundamental concept in the field of pragmatics, which is the study of how context influences the interpretation of meaning in language.³⁷ Illocutionary act is an action carried out by speakers through their

³⁶Mujud and Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019.

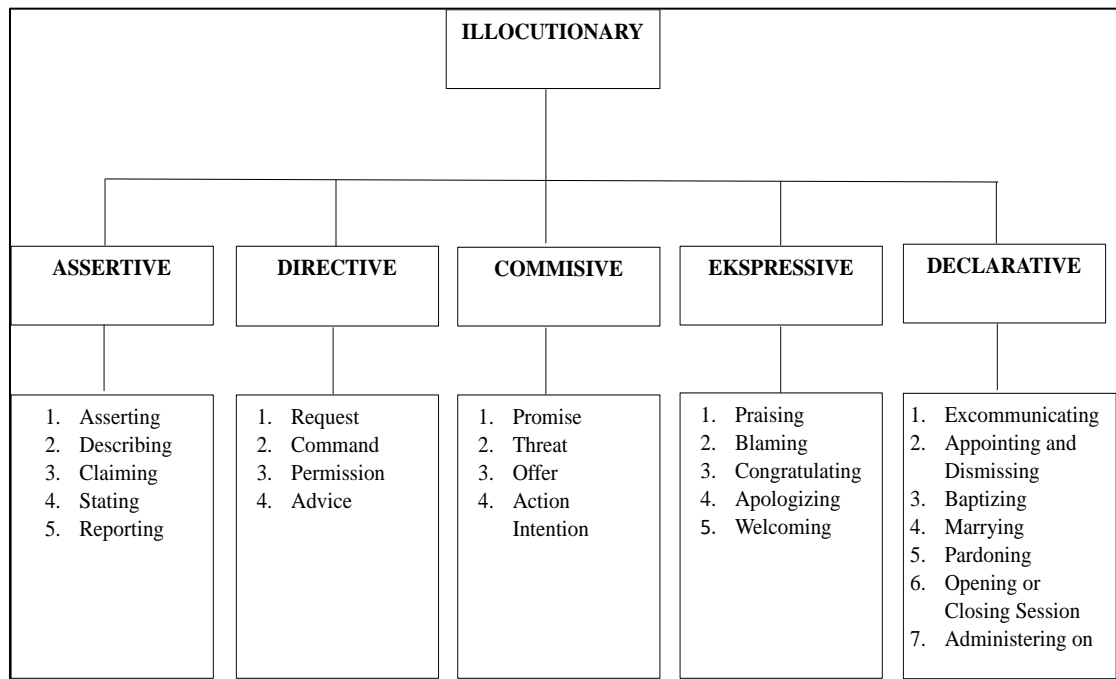
³⁷Cutting in Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim Malang. 2021.

speech, which reflects the intention or purpose of the speech. In contrast to locutionary acts which focus on the pronunciation and literal meaning of words, illocutionary acts focus more on what is meant by the speaker and how the utterance is understood by the listener in a particular context.

The Illocutionary act theory developed by Searle is considered more concrete by Austin. Searle used Austin's ideas as a basis for developing a theory of speech acts in the book "Speech Acts: An Essay in the Philosophy of Language". For Searle, all language communication involves an action. Language communication units are not only supported by symbols, words, or sentences, but the production of symbols, words, or sentences in realizing speech acts.³⁸ In its development, Searle developed his Illocutionary act theory based on the purpose of the action implied in the speaker's utterance. Illocutionary acts can be categorized into five types based on their communicative function and purpose.

This research focuses on illocutionary acts, with an emphasis on the types of illocutionary acts and their contextual usage, which allows for the identification of utterances that do not align with their literal meaning. The primary focus of this study is to examine how speakers use various types of illocutionary acts to convey implicit or non-explicit intentions, where the intended meaning is not directly revealed in the words spoken.

³⁸Searle in Mujud, and Sultan. "Pragmatics Book: Theory and Analysis of Context Meaning in Language". 2019

Diagram 2.2. Types of Illocutionary

1. Assertive

According to Searle, assertive is a speech act intended to express the truth of a proposition or statement, with the main purpose of conveying information, describing the state of the world, or reporting facts.³⁹ Assertive speech acts are characterized by the speaker's commitment to conveying information they believe to be true, whether in the form of facts, opinions, or beliefs. These statements focus on objective truth and aim to inform the listener rather than request action or command. While assertive speech can include both facts and opinions, it always implies a responsibility for the truth of the proposition. Additionally, the

³⁹Searle. "Speech Acts: An Essay in the Philosophy of Language" Cambridge: University Cambridge. 1969

effectiveness of assertive speech depends on the communication context and shared general knowledge, as interpretations may vary based on perspective and situation.

Assertive speech acts are used to convey propositions that the speaker believes to be true, aiming to provide information rather than complete action. These statements focus on facts or opinions with a commitment to truth, ensuring clarity and accuracy in communication. Assertive speech is proposition-oriented, meaning it describes reality through reports, claims, or descriptions. Unlike directives, it does not pressure the listener to act but rather informs and influences understanding. Typically expressed in declarative sentences, assertive speech presents information in a clear and verifiable manner, enriching the listener's knowledge while maintaining an objective and factual approach.

Table 2.1. General Used Words Assertive

Category	Type of Assertive				
	Asserting	Describing	Claiming	Stating	Reporting
Verb	Assert, State, Declare, Affirm, Announce, Claim, Maintain, Confirm, Insist, Contend	Describe, Depict, Portrait, Illustrate, Explain	Claim, Assert, Maintain, Alleged, Insist	State, Declare, Mention, Announce	Report, Inform, Announce, Describe
Adverb	Clearly, Undoubtedly, Explicitly, Firmly, strongly	Clearly, Specifically, In detail, precisely	Strongly, Clearly, Undoubtedly, definitely	Clearly, Directly, Simply	Recently, Yesterday, Last week, actually

Supporting Phrases	"It is evident that...", "There is no doubt that...", "I strongly believe that...", "As a matter of fact,"	"It can be seen that...", "This is a clear example of..."	"It is clear that...", "There is no doubt that..."	"As a matter of fact," "It is a fact that..."	"It has been reported that...", "According to..."
Adjective	True, Certain, Evident, Clear, Factual	Detailed, Specific, Clear, Precise	Best, Strong, Valid, True	Clear, Simple, Direct, Obvious	Recent, Heavy, Severe, Significant
Noun	Truth, Fact, Evidence, Claim, Assertion	Description, Depiction, Account, Illustration	Claim, Assert, Maintain, Alleged, Insist	Fact, Truth, Information, Statement	Report, Information, News, Account

According to Searle, assertive classification reflects different communication functions in conveying information. Each type of speech act asserts, describes, claims, states, and reports. It has a specific purpose, from expressing beliefs to reporting events. An in-depth understanding of this classification can help individuals identify and use assertive speech effectively in a variety of communication contexts. Searle further divides the types of assertive into five categories, namely:

a. Asserting

Assertive in the form of asserting is an act of speech that aims to convey information or beliefs of the speaker firmly, with full commitment to the truth of the proposition conveyed.⁴⁰ This action shows that the speaker believes in the validity of the statement based

⁴⁰Searle, JR Expression and Meaning: Studies in the Theory of Speech Acts. Cambridge: Cambridge University Press. 1979

on existing knowledge or evidence. Asserting is usually used to convey established facts or information that does not require further elaboration, because it has been widely accepted by the public or supported by empirical evidence.⁴¹ Thus, asserting plays an important role in conveying objective facts that favor clarity and accuracy in communication.

b. Describing

Describing is a type of assertive speech that aims to provide a detailed description of an object, situation, or event, with a focus on a clear and detailed description so that the listener or reader can understand or imagine the context being conveyed.⁴² In this act of speech, the speaker not only states the facts or truth, but provides a more complete and specific description of the object being discussed, often by adding relevant details to enrich the listener's understanding . For example, the statement "Mount Everest is the highest mountain in the world" provides a clear geographical description of the position of Mount Everest, providing specific and objectively verifiable information.⁴³ Thus, describing serves to clarify and give a deeper

⁴¹Kuhn, T. S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press

⁴²Searle, J.R. (1979). *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press

⁴³Searle, J.R. *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press. 1969

picture of an object or event, which helps the listener to better understand the context being discussed.⁴⁴

c. Claiming

Claiming is an act of speech that is used to state something as a fact even though there may be differences of opinion or debate. Claiming functions to make statements that confirm the speaker's views or opinions as facts, even though they can be debated. This act of speech often involves the speaker's subjective belief in the proposition being conveyed, although the claim may be based on evidence or a more generally accepted view. Claiming serves to affirm the views or opinions that the speaker considers correct even though there is a possibility that the other party may offer different claims.

d. Stating

Stating is the act of speaking those states facts or opinions directly without the need for further explanation or proof. This act of speech aims to provide information concisely and clearly, so that listeners can immediately understand the information conveyed. Stating is often used to convey facts that do not require further elaboration because they are self-explanatory.

⁴⁴Searle, JR Expression and Meaning: Studies in the Theory of Speech Acts. Cambridge: Cambridge University Press.1979.

e. Reporting

Reporting is a speech act used to provide a report on an event, occurrence, or situation. Reporting is often based on first-hand experience or information received by the speaker. This act of speech aims to convey information about events or events that have occurred paying attention to aspects of chronology and accuracy.

2. Directive

Directive act in John Searle's theory of illocution is a type of speech act that aims to influence or change the behavior of the listener.⁴⁵ In complex terms, directive action occurs when speakers attempt to influence the state of the world directly through instructions or appeals to the listener. It reflects the speaker's attempt to use the power of language to change situations or conditions beyond the speech itself. The importance of directive actions in communication is that they not only convey information or provide statements but also direct interactions and manage the relationship between speakers and listeners. In a social context, the ability to use directive actions appropriately allows individuals to influence the outcome of their communicative interactions, both in formal and informal situations.

⁴⁵Searle. *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.1969

Table 2.2. General Used Words Directives

Category	Type of Directive			
	Request	Command	Permission	Advice
Verb	Request, Ask, Demand, Beg, Order, Require, Inquire, Suggest, Recommend	Command, Order, Direct, Instruct, Require, Tell, Demand, Ask, Urge	Can, May, Could, Allow, Permit, Let, Grant	Suggestion, Advise, Recommend, Counsel, Urge, Propose
Adverb	Kindly, Politely, Please, Willingly, Gently	Immediately, Now, Quickly, urgently, right away	Please, Kindly	Perhaps, Maybe, Probably, Likely, Honestly
Supporting Phrases	Would you mind...", "Could you please...", "Would you be willing to...", "I would appreciate it if..."	"I need you to...", "Make sure to...", "You are required to..."	"Is it okay if...", "Would it be okay if...", "Do you mind if..."	"I think you should...", "It might be a good idea to...", "Why don't you..."
Adjective	Necessary, Required, Important, Helpful, Suitable	Urgent, Necessary, Important, Mandatory, Required	Free, Open, Willing, Ready	Good, Better, Wise, Helpful, Useful, Important
Noun	Request, Favor, Assistance, Permission, Help	Command, Order, Instruction, Directive, Request	Permission, Consent, Authorization, Approval	Advice, Suggestion, Recommendation, Tip, Guidance, Counsel

Searle identifies directive action as one of the five main types of illocutionary acts that speakers perform when speaking. Here is a more in-depth and complex explanation for each type of directive speech act proposed by Searle:

a. Request

The act of speech request is one of the subcategories of directives that are included in John Searle's theory of speech action. In this context, a request refers to a request made by a speaker to a listener to perform an action or fulfill a speaker's needs. The main purpose of a request is to influence or change the behavior of the listener through a request or submission of a wish.

A request has a function to ask or beg the listener for something, be it an action or an object. In other words, the speaker expects the listener to do something in response to the request made. The main difference between a request and other directive acts such as commands is that requests are usually more polite and do not force the listener to act. In this case, the speaker provides space for the listener to accept or reject the request.

In everyday communication, requests play a very important role in maintaining harmonious social interactions. The use of the right request shows a level of politeness and understanding of the listener's feelings or situation. Therefore, the use of requests is often tailored to the relationship between the speaker and the listener. For example, a request made by a boss to a subordinate may be more formal than a request between peers.

b. Command

A command is an instruction or order given by the speaker to the listener to do something. It reflects the speaker's authority or power in directing the listener's actions or behavior. An example of a command is "Close the door, please." Here, the speaker gives an order to the listener to perform a certain action, emphasizing the need to do something immediately. Command has the following main character.

c. Permissions

Permission is a request or question posed by the speaker to the listener to allow or give consent to an action or request. It reflects the speaker's recognition of the hearer's authority or decision to allow or deny a request. An example of permission is "Can I borrow your book for a minute?" In this request, the speaker asks for permission or approval from the listener before acting.

Permission is a type of directive speech that leads to a request for approval or permission from the listener to perform a certain action. In this context, the speaker asks for approval or permission from the listener, recognizing that the listener has the authority to grant or deny such permission. Permission has a key characteristic.

d. Advice

Advice is a speech act in which the speaker gives a recommendation or advice to the listener about what should be done. It reflects the speaker's intention to provide guidance or advice that is helpful to the

listener. An example of a suggestion is "Maybe you should try another method to solve that problem." In this statement, the speaker conveys a recommendation to find an alternative solution, showing the intention to help the listener in dealing with a situation or problem.

Each of these directive speech act types allows speakers to actively influence the actions or responses of listeners in communicative situations. The appropriate use of each of these types depends on the context and purpose of the speaker's communication, as well as the dynamics of the relationship between the speaker and the hearer in their interaction.

3. Commissive

Commissive act in John Searle's theory of illocution is one of the five main types of speech acts that speakers perform when speaking. The commissive act is specifically concerned with a commitment or promise expressed by the speaker towards a future action or event. It involves speakers expressing an intention, promise, or obligation to do or not do something in the future. Complexly, the commissive action reflects the speaker's statement binding himself to a future behavior or event. It not only expresses an intention or desire but also asserts the speaker's moral or social commitment to fulfill or keep the promise. The importance of commissive acts in communication is that they establish expectations, trust, and responsibility among speakers and listeners. Through commissive actions, speakers express their moral integrity and reliability in carrying

out expressed commitments. In social and professional contexts, the ability to use commissive actions appropriately helps strengthen interpersonal relationships and ensures consistency in the execution of promises or commitments.

Table 2.3. General Used Words Commissive

Category	Type of Commissive			
	Promise	Threat	Offer	Action Intention
Verb	Promise, Swear, Assure, Guarantee, Vow	Threaten, Warn, Promise, Intend, Refuse	Offer, Give, Provide, Promise, Volunteer	Will, Begin, Start, Plan, Intend, Aim, Try, Hope
Adverb	Always, Definitely, Surely, Certainly, Undoubtedly	Never, Again, Immediately, Quickly, always	Willingly, Freely, Gladly, eagerly	Soon, Later, In the Future, Eventually
Supporting Phrases	"I promise that...", "I swear to...", "I give you my word..."	"If you don't...", "I will...", "You better...", "Unless you..."	"I will...", "Howabout ...", "Would you like..."	"I will...", "I plan to...", "I intend to...", "I am going to..."
Adjective	Sure, Committed, Certain, Reliable	Dangerous, Unpleasant, Severe, Immediate, Strict	Generous, Willing, Helpful, Kind	Future, Planned, Intended, Upcoming
Noun	Promise, Commitment, Guarantee, Vow, Pledge	Threat, Warning, Punishment, Consequence	Offer, Gift, Help, Opportunity	Plan, Goal, Intention, Future, Project

Therefore, understanding the concept of commissive acts according to John Searle is important to understand how language is used to affirm one's intentions and commitments to future actions, as well as how it affects the dynamics of interaction and trust between individuals in various

communicative contexts. John Searle suggests several types of commissive actions based on commitments or promises expressed by speakers towards future actions or events. Here are some types of commissive acts according to Searle:

a. Promise

A promise is a commitment or statement by the speaker that they will do something in the future. It reflects the intention and moral commitment to fulfill or keep the promise. An example of a promise is "I promise I will help you complete this project." In this statement, the speaker explicitly states his intention to act according to the listener's request or need.

Promise is a type of speech that falls under the category of directives in the theory of illocution by John Searle. Promise is a form of speech in which the speaker expresses his intention and commitment to do something in the future. In this act of speech, the speaker promises to meet the needs or requests of the listener, and thus demonstrates moral commitment or responsibility for the promise given

b. Threat

A threat is a commissive action in which the speaker threatens to do something in the future if the hearer does not comply or does not do something. It reflects the speaker's intention to enact negative consequences if their demands or wishes are not met. An example of a threat is "If you are late again, I will report to the boss." In this

statement, the speaker threatens to take action that may affect the listener's situation or behavior.

Threat is a type of commissive speech in which the speaker threatens to do something in the future if the listener does not meet his or her wishes or demands. This act of speech serves to inform the listener that there are negative consequences that will occur if certain actions are not taken. In this context, threats are not just statements but include the intention to perform an action that has the potential to harm the listener.

c. Offer

An offer is a commitment to do something or give something to the listener in the future. It reflects the speaker's intention to provide a favorable or favorable opportunity for the listener. An example of an offer is "I'll give you tickets to this concert if you want to go." In this statement, the speaker offers something of value to the listener as a form of commitment or generosity

Offer is a type of commissive speech in which the speaker makes a commitment to give something or do something for the audience in the future. This act of speech shows the speaker's intention to give something as a form of generosity, help, or a favorable opportunity for the listener. In an offer, the speaker not only talks about their intentions or plans, but also promises to take actions that benefit the listener.

d. Action Intention

An intention action is a commissive action in which the speaker expresses an intention or plan to do something in the future. It reflects the organizing or planning of the speaker to act according to a specific desire or goal. An example of an action intention is "I will start looking for a new job starting next week." In this statement, the speaker states their intention to start looking for a new job, showing a commitment to act according to their wishes. Each of these types of commissive acts indicates different ways in which speakers use language to express intentions, promises, or commitments to future actions or events. The appropriate use of each of these types depends on the context of communication, the speaker's purpose, and the dynamics of the interpersonal relationship between the speaker and the hearer

Action Intention is a type of commissive speech in which the speaker expresses an intention or plan to do something in the future. This act of speech shows the plan or goal that the speaker has thought of, and with that, the speaker is committed to carrying out the action. This act of speech is often used to express hopes or goals related to future changes. In contrast to promises or offers, which involve giving or acting on the listener, action intention focuses more on the speaker's personal intention to act according to his or her own goals.

4. Expressive

Expressive act in John Searle's theory of illocution is a type of speech act that aims to express the speaker's feelings, emotions, or mental attitude towards a situation or circumstance.⁴⁶ It reflects the speaker's attempt to state or express a personal response to events or conditions experienced or seen. Complexly, expressive action according to Searle involves the use of language to reflect the speaker's emotional or psychological state in response to a particular situation. This not only includes the expression of emotions such as joy, sadness, or anger but also includes subjective evaluation and judgment of the situation being experienced. The importance of expressive acts in communication is that they allow individuals to reveal themselves personally, establish emotional closeness with listeners, and better manage social interactions. Through expressive acts, speakers not only convey factual information but also create emotional bonds and strengthen interpersonal relations in a communicative context.

⁴⁶Searle. "Speech Acts: An Essay in the Philosophy of Language." Cambridge: Cambridge University Press.1969

Table 2.4. General Used Words Expressive

Category	Type of Expressive				
	Praising	Blaming	Congratulations	Apologizing	Welcoming
Verb	Appreciate, Admire, Commend, Congratulations, Praise, Recognize, Acknowledge	Blame, Accuse, Criticize, Condemn, Denounce, Fault, Reproach, Rebuke, Censure, Blame	Congratulations, Praise, Celebrate, Commend, Applaud, Compliment	Apologize, Regret, Say sorry, Express regret, Pardon, Excuse	Welcome, Greet, Receive, Accept, Invite, Celebrate, Embrace
Adverb	Highly, Truly, Really, Extremely, very	Completely, Totally, Seriously, Directly, solely	Sincerely, Truly, Heartily, Warmly, deeply	Sincerely, Truly, Deeply, Truly, Extremely, very	Warmly, Cheerfully, Gladly, Happily, Excitedly, Truly
Supporting Phrases	"Great job," "Well done," "You did an excellent job," "I'm proud of you"	"It's your fault," "How could you," "You should have known better," "This is unacceptable"	"Well done," "Great job," "I'm proud of you," "Keep it up," "You did it!"	"I'm sorry," "I apologize," "Please forgive me," "I didn't mean to," "I regret"	"Welcome," "It's great to see you," "We are happy to have you here," "I'm glad you're here"
Adjective	Great, Excellent, Amazing, Wonderful, Outstanding, Brilliant, Impressive, Admirable, Remarkable	Wrong, Inappropriate, Irresponsible, Unacceptable, Faulty, Misguided, Mistaken, Negligent	Successful, Impressive, Outstanding, Remarkable, Excellent, Admirable	Sorry, Regretful, Remorseful, Apologetic, Ashamed	Warm, Friendly, Happy, Glad, Pleased, Excited, Inviting
Noun	Achievement, Success, Effort, Contribution, Talent, Skill, Quality, Excellence	Fault, Mistake, Error, Blame, Criticism, Wrongdoing, Guilt, Responsibility, Injustice	Achievement, Success, Victory, Triumph, Accomplishment, Milestone	Mistake, Error, Fault, Regret, Apology, Misunderstanding	Greeting, Reception, Invitation, Arrival, Welcome

Therefore, understanding the concept of expressive acts according to John Searle helps in recognizing the role of language in expressing emotions, attitudes, and subjective evaluations of individuals situations towards or experiences, as well as how it affects the dynamics of social interactions and relationships between individuals. The following is the division of expressive acts according to Searle:

a. Praising

Praising is an action used to express appreciation or praise for something or someone. It involves a positive evaluative expression that praises a trait or quality that is considered good or outstanding. Praising serves to increase individual or group motivation, reinforce positive behavior, and build a good relationship between the speaker and the recipient of the praise.

Praising is a speech act used to express appreciation or praise for something or someone. This speech act includes positive evaluative expressions that praise traits or qualities that are considered good or extraordinary. Praise serves to increase individual or group motivation, reinforce positive behavior, and build a good relationship between the speaker and the recipient of the praise. Praise is often used in a variety of contexts, both social and professional, to show appreciation for achievements, good qualities, or positive actions performed by others.

b. Blaming

Blaming is an action used to express dissatisfaction or criticism towards someone or something perceived as wrong or bad. It involves negative evaluative expressions that highlight mistakes or actions deemed inappropriate or inappropriate. Blaming can serve as an affirmation of social norms or standards of expected behavior, as well as a mechanism to correct or correct undesirable behavior.

Blaming is a speech act that is used to express dissatisfaction or criticism of someone or something that is considered wrong or bad. This speech act involves negative evaluative expressions that highlight mistakes or actions that are considered inappropriate or inappropriate. Blaming serves as a reinforcement of expected social norms or behavioral standards, as well as a mechanism for correcting or correcting unwanted behavior.

c. Congratulations

Congratulating is an action used to express feelings of pleasure or appreciation for someone's achievement or success. It involves a positive evaluative expression of a person's outcome or achievement. Congratulating can strengthen an individual's motivation, increase the sense of being valued and recognized, and strengthen positive interpersonal relationships.

Congratulations is a verbal act used to express feelings of joy or appreciation for someone's achievements or successes. This act of

speech involves positive evaluative expressions of a person's results or achievements. Congratulating can strengthen individual motivation, increase feelings of appreciation and recognition, and strengthen positive interpersonal relationships.

Congratulations are a very important act of speech in strengthening social relationships and providing motivation to others. By providing appropriate congratulations and appreciation, speakers not only acknowledge the achievements of others, but also encourage them to continue striving for further success. This act of speech can strengthen interpersonal relationships, increase self-confidence, and inspire individuals to achieve higher goals.

d. Apologizing

Apologizing is an action used to express regret or apology for a mistake or wrong action that has been committed. It involves an open acknowledgment of an error or omission, as well as an expression of intent to correct or avoid similar actions in the future. Apologizing can repair or restore disrupted relationships, affirm values such as integrity and responsibility, and promote peace and cooperation in social interactions.

Apologizing is a speech act used to express regret or apology for mistakes or wrong actions that have been taken. This act of speech involves an open admission of error or omission, as well as an expression of intention to correct or avoid similar actions in the future.

Apologizing can repair or restore damaged relationships, affirm values such as integrity and responsibility, and promote peace and cooperation in social interactions

Apologizing is an important act of speech in maintaining interpersonal relationships. By expressing sincere remorse, apologizing, and admitting mistakes, speakers can mend broken relationships, maintain trust, and demonstrate social responsibility. This act of speech is very important in social communication, both in personal and professional contexts, to relieve tension and correct mistakes that occur.

e. Welcoming

Welcome is an action used to express warmth or the arrival of someone or something with positive acceptance. It involves expressing positivity towards the arrival or presence of someone or something, creating a friendly and welcoming atmosphere. Welcome can create a good initial relationship between individuals or groups, increase a sense of comfort and trust, and demonstrate an open and friendly attitude on the part of the welcoming party.

Each type of expressive act not only describes subjective feelings or evaluations, but also plays an important role in the dynamics of interpersonal communication and the formation of social norms in society.

The act of welcoming speech plays an important role in creating a positive and friendly atmosphere in interpersonal communication. By

expressing acceptance and warmth towards the person who comes or attends, this action serves to strengthen social relationships, create a sense of comfort, and increase confidence among individuals. Welcome is essential in a variety of contexts, such as first meetings, social events, or in a professional setting, to build a welcoming and inclusive atmosphere.

5. Declarative

John Searle developed a theory of illocutionary acts, including Declarative Acts, as part of his framework in linguistics and philosophy of language. Declarative Acts refer to a type of illocutionary act in which the speaker performs a statement that claims something about the world or changes the status of reality through his or her actions.⁴⁷ Declarative illocutionary acts are speech acts that directly influence reality by creating a change in status or situation through speech itself. These acts are performative, meaning the utterance itself constitutes an action, such as a judge sentencing a defendant or a priest declaring a marriage. The effectiveness of declarative speech depends on the authority of the speaker, as only individuals with formal power in a given context can successfully perform such acts. Additionally, social validity plays a crucial role, as the community must recognize and accept the authority for the speech to have real consequences. Declarative acts are typically conducted in formal or ceremonial environments, such as courtrooms, official meetings, or

⁴⁷Searle. "Speech Acts: An Essay in the Philosophy of Language." Cambridge: Cambridge University Press.1966

religious rituals, where the structured setting ensures their legitimacy and impact.

Table 2.5. General Used Words Declarative

Category	Type of Declarative				
	Excommunicating	Appointing and dismissing	Baptism	Marrying	Pardoning
Verb	excommunicate, expel, exclude, ban, reject	appoint, hire, dismiss, terminate, assign	baptize, christen, bless	marry, wed, unite, bind	pardon, forgive, grant clemency, absolve
Adverb	formally, officially, immediately, permanently	officially, formally, immediately, legally	ritually, spiritually, solemnly	Officially, ceremoniously, legally	officially, graciously, unconditionally
Supporting Phrases	"I hereby excommunicate," "You are expelled from," "Effective immediately"	"I hereby appoint," "You are dismissed from," "Effective immediately"	"I baptize you," "In the name of the Father, Son, and Holy Spirit"	"I declare you married," "You are now united in marriage"	"I grant you clemency," "You are absolved of guilt"
Adjective	excommunicated, expelled, excluded, banned	appointed, dismissed, official, temporary	baptized, holy, spiritual	marital, matrimonial, married	official, unconditional, presidential
Noun	excommunication, expulsion, rejection, banishment	appointment, dismissal, position, resignation	baptism, christening, sacrament	marriage, union, wedding	pardon, clemency, amnesty

Category	Type of Declarative	
	Opening or Closing a Session	Administering an Oath
Verb	open, close, commence, adjourn	swear, promise, declare, state
Adverb	Formally, officially, efficiently	officially, honestly, in front of witnesses
Supporting Phrases	"This meeting is now open," "This session is closed"	"Before God," "I swear hereby"
Adjective	official, final, regular	honest, fair, official
Noun	session, meeting, proceedings	Oath, promise, witness, duty

More technically, in Searle's framework, declarative acts are those that create an attachment between the proposition being uttered (which can be true or false) and the world that exists outside the utterance itself. For example, when someone says "I am now in the office," they are performing a declarative act by claiming the truth of the statement about the state of the real world (they were in the office at that moment). Searle's theory of illocutionary acts, including Declarative Acts, is important in understanding how language is used to perform social actions and influence reality. ⁴⁸John Searle classifies declarative acts into the following types:

a. Excommunicating

Excommunicating is a declarative act of speech that aims to remove a person from membership of a certain organization or community, especially in the context of a religion such as the church. This action not only serves as an administrative decision, but also has a profound impact on the social and spiritual status of the individual concerned. Excommunication is usually carried out by a legitimate authority, such as a religious leader or an official body of an organization, which has the authority to make such decisions. In its implementation, this action often uses formal language or involves certain rites that have been established beforehand, emphasizing the seriousness and validity of the decision. The impact of this action is immediate, changing a person's status from a

⁴⁸Searle. "Speech Acts: An Essay in the Philosophy of Language". University Cambridge. 1969

member to a non-member, both in community recognition and in spiritual aspects. This kind of decision is also often accompanied by official documents or written statements to ensure its legitimacy and formality

b. Appointing and Dismissing

Appointing and dismissing is a declarative act of speech that involves the appointment of a person to a certain position or dismissal from that position in various contexts, such as work, politics, or other organizations. This action has the power to change an individual's status or role in a community or institution, assign new responsibilities or end a formal relationship with a previously held position. Usually, this act of speech is carried out by individuals or institutions that have legitimate authority or authority, such as organizational leaders, heads of state, or company managers.

In its implementation, these actions tend to use formal language and are often accompanied by administrative or legal procedures to ensure their validity. The appointment or dismissal of a person from a particular position has a significant impact, both legally and socially, affecting the organizational structure and professional life of the individual concerned.

c. Baptism

Baptizing is a declarative act of speech that has a special function in religious traditions, especially to change a person's spiritual status through a formal rite. In this context, baptism is often seen as the first step or formal confirmation of one's faith or membership in a particular religious

community. Usually, the act of baptism is carried out by religious leaders who have the authority to carry out the rite, such as pastors, priests, or deacons in the Christian tradition. The baptismal process involves established rituals, such as the use of water poured onto the head or through immersion, which symbolizes spiritual cleansing and new birth in the faith.

This action not only has a symbolic dimension but also spiritual impact, as it is often accompanied by prayers and official statements such as "I baptize you in the name of the Father, the Son, and the Holy Spirit." The validity of baptism depends on its implementation in accordance with specific religious rules or traditions, which includes the executing authority, the ritual context, and voluntary acceptance by the baptized individual or by their guardian, if the individual is a child. Thus, baptizing is not just a religious ritual but also an act that affirms one's spiritual commitment to a community of faith.

d. Marrying

Marrying is a declarative act of speech that officially changes the relationship status of two individuals to husband and wife through the marriage process. This action has a significant impact both legally and socially, making marriage one of the most important events in an individual's life. The marriage process is usually carried out by an official authority, such as a headman, priest, or authorized civil official, and takes place within a formal framework that has been regulated by the cultural, religious, or legal traditions of a country.

In a wedding ceremony, the authority uses certain predetermined phrases or formulas, for example, "I hereby declare you husband and wife," to give an endorsement to the marriage bond. This action is often accompanied by the presence of witnesses as part of the legitimacy of the event, as well as the creation of official documents such as marriage certificates that serve as legal proof of the couple's new status.

In addition to the formal aspect, this act also involves symbolic elements, such as the exchange of rings or wedding vows, which reinforce the emotional and spiritual meaning of these events. Thus, marrying not only legally binds couples but also reaffirms their commitment to living together under the social and moral recognition of their community.

e. Pardoning

Pardoning is a declarative act of speech that officially frees a person from punishment or wrongdoing, both in legal and moral contexts. This action is usually carried out by individuals with the highest authority, such as the president, king, or other officials who have the authority to grant clemency or amnesty. Pardoning has significant legal force, as this decision is final and binding, and has a direct impact on the legal status of the individual who is granted pardon.

In many cases, this action is based on considerations of justice, mercy, or as an attempt to remedy a situation that is considered unfair. The decision to grant a pardon is often accompanied by a formal procedure, including a formal statement stating the pardon, for example, "I hereby grant you a

pardon." Pardoning not only removes the legal consequences of an action, but it also has social and moral repercussions, as it can provide an opportunity for individuals to restart their lives with a restored status. This process reflects human values in the legal system and is an important symbol of executive power in exercising mercy.

f. Opening or Closing a Session

The act of opening or closing an official session is a form of declarative action that marks the beginning or end of a formal event, such as a parliamentary session, organizational meeting, or other official meeting. This act of speech is carried out by an individual with authority or an official role in the session, such as the chairman of the session, moderator, or leader of the organization.

This process is usually conveyed directly through a simple formal statement but has significant legal or procedural significance. Its key characteristics include a clear formal structure, established procedures, and straightforward delivery to ensure the message is received and understood by all participants. An example of an opening sentence such as, "I hereby open the session today," indicates that the official session has begun with full legitimacy. Instead, statements such as, "The session is closed," signify that the session has ended and that decisions made during the session have passed. This act of speech is not only symbolic but also has an impact on the official status of the session, ensuring an orderly framework in the formal communication process.

g. Administering an Oath

The act of taking or ratifying an oath is a declarative act that provides official recognition or endorsement of a promise or oath taken by a person. This act of speech is often carried out in a legal, juridical, or other formal context, such as during the inauguration of public officials, taking the oath of witnesses in court, or the appointment of a person to a certain position. This process involves official authorities, such as judges, government officials, or religious figures, who serve as witnesses to ensure the validity of the oath.

C. The Context of Use of Illocutionary

In pragmatics, the meaning of an utterance is determined not only by grammatical structure or word choice, but also by the context in which it is used. This makes context a crucial aspect in the study of meaning, as it can alter or even reverse the meaning of a particular utterance. One contemporary pragmatic figure who made a significant contribution to explaining the relationship between context and meaning is George Yule, through his work, *Pragmatics*.

George Yule explained that understanding the intent of communication is highly dependent on the context in which it is used. In his pragmatic framework, context is not merely the background to communication but also an active factor influencing how utterances are produced, interpreted, and understood by participants in the interaction. According to Yule, to analyze speech acts such as illocutionary acts, an analyst cannot simply rely on the

surface form of a sentence (for example, whether it is a statement, a question, or a command), but must also consider the various dimensions of the context surrounding the utterance.

Yule divides context into several important categories: physical context, linguistic context (co-text), epistemic context, social context, and contextual implicature. The following is an explanation of each type of context:

1. Physical Context

Physical context includes the location, time, and environmental conditions when an utterance is made. This aspect can provide important information that influences the interpretation of meaning. For example, when someone says "It's cold in here," the utterance literally means reporting the room temperature, but in certain contexts it can be understood as a request to close the window or turn up the heater. Without understanding the physical situation in which the utterance is delivered, the interpretation of its communicative intent can be distorted.

2. Linguistic Context or Co-text

Linguistic context refers to the other utterances that surround or precede a particular utterance in a text or conversation. This co-text is crucial because the meaning of many words or phrases is context-dependent. For example, the phrase "He did it again" will have very different meanings depending on previously expressed information. In analyzing film dialogue, linguistic context is very helpful in understanding references (anaphora) and the continuity of meaning between utterances.

3. Contextual Knowledge

Contextual knowledge is knowledge background the back that is owned in a way shared by the speaker and listener, which functions as runway for understand meaning speech in context certain. George Yule (1996) stated that contextual knowledge includes information that is not need expressed in a way explicit in speech, because has considered known by both split parties. Knowledge This can in the form of relation social between participants, values culture adopted, experience together, and assumptions relevant social and historical with conversation. In the study pragmatics, contextual knowledge holds role important in understand implied meaning, such as in presupposition and implicature, because meaning speech often rely on information that is not present in a way textual, but is at in memory or understanding collective participants.

4. Social Context

Social context refers to the social relationship between speaker and listener, as well as the social roles they play in a communication situation. According to George Yule, understanding social context is crucial because a person's speech cannot be separated from the status, power, social distance, and norms of interaction that apply between participants. This context includes factors such as formality, relational proximity, hierarchy, and behavioral expectations based on social structure. In pragmatics, social context influences how an utterance is produced and interpreted. The same utterance can have different meanings when delivered to a peer than to a

superior or authority figure. Thus, analyzing social context allows researchers to understand how speech acts function as tools to negotiate status, maintain dominance, demonstrate solidarity, or even avoid conflict. In practice, social context helps explain how power and interpersonal relations influence the language strategies chosen by speakers in various situations.

5. Situational context

Situational context refers to the background situation real which includes place, time, activity, and relationship social media that is currently ongoing when something speech spoken. George Yule explains that context situational is element important in analyze pragmatics Because allows speaker and listener for understand Meaning speech in a way more accurate, with consider condition external surrounding conversation. This context includes who is speaking, to whom, in what situation, and the social relationships between the participants in the communication. For example, a sentence like "Could you please be quiet for a moment?" can mean a polite request or a firm command, depending on the context and social status of the participants when the speech occurs. Thus, situational context not only serves as a setting for interaction but also determines the form, tone, and strength of the speech acts that emerge in the conversation. In research pragmatics, situational context analyze allows researchers for linking structure speech with structure more social, emotional, and institutional wide.

Yule explains that the meaning of an utterance depends on the interaction of all these contexts, not just a single factor. Therefore, a thorough understanding of pragmatics requires a comprehensive contextual analysis. In research analyzing speech acts in film dialogue, particularly illocutionary acts, as conducted in this study, Yule's contextual framework is very useful for distinguishing between literal and intended meaning.

For example, in one scene in the film *Queen Charlotte*, a noble character might say, "I suppose you have done your duty well enough." Structurally, this sentence seems neutral or even complimentary, but in certain social contexts (eg, the power relations between the queen and her servant), and considering the tone of voice and the preceding circumstances, it can be interpreted as sarcasm or a form of derogatory evaluation. By using Yule's theory of context, researchers can explain how a sentence can have an illocutionary function that differs from its surface form. Thus, George Yule's theory of context offers a very useful approach in uncovering the meaning of speech acts in real contexts, and is very relevant for analyzing utterances in film dialogue, which are often loaded with implicit meanings, complex social relations, and indirect communication strategies.

D. *Queen Charlotte* Movie A *Bridgerton* Story 2023

Queen Charlotte: A Bridgerton Story is a 2023 romance spin-off from *Bridgerton*. It tells the story of Queen Charlotte, a German princess who married King George III of England. The series follows her challenges adapting to royal life, managing marriage, and becoming a symbol of change in 18th-

century British society. The complex relationship between Charlotte and King George is central, showing their struggles amid political, social, and mental health pressures. The series also explores themes of social class, race, and cultural transformation.⁴⁹

With its stunning cinematography, costumes, and music, the series creates a strong emotional atmosphere. Queen Charlotte's character develops from an innocent young woman into a strong and wise leader. The large and diverse cast features many characters, each showing a high frequency of illocutionary acts in their dialogues. This makes the series especially interesting for linguistic and pragmatic studies.

This research focuses on how Queen Charlotte uses various types of illocutionary speech acts such as assertives, directives, commissives, expressives, and declaratives to build social relationships and face personal and political challenges. Using Yule, the study examines physical, linguistic context, epistemic, social, and implicature contexts influencing communication, including the royal court setting, cultural norms, gender roles, and power relations.

Overall, *Queen Charlotte: A Bridgerton Story* offers rich material for analyzing language use in a historical yet socially relevant context. The series highlights how speech acts reflect identity and social dynamics, making it a valuable subject for audiovisual pragmatic research.

⁴⁹ Shonda Rhimes, *Queen Charlotte: A Bridgerton Story*, Netflix, 2023.

1. Synopsis

The series tells the life journey of Queen Charlotte, who in her youth was an intelligent, strong-willed, but naïve German princess. Charlotte was sent to England to marry King George III as part of a political alliance between European countries. Their marriage, which was initially filled with tension and uncertainty, developed into a complicated but loving relationship.⁵⁰

The story highlights Charlotte's struggles in dealing with the intrigue-ridden British monarchy, including challenges from royalty who doubt her ability to be queen. On the other hand, King George III himself faces a major challenge in the form of mental health disorders that threaten the stability of his government. Their relationship is a touching picture of love that endures in the midst of severe trials.⁵¹

In addition, the series also depicts Charlotte's influence in overhauling the social order of conservative British society to be more inclusive. In a world marked by racial segregation, Charlotte is a central figure who introduces inclusivity, which indirectly helps unite society. With strong supporting characters, such as Lady Danbury and Brimsley, the series

⁵⁰Rhimes, Shonda. *Queen Charlotte: A Bridgerton Story*. Netflix, 2023.

⁵¹Screen Rant. "How Queen Charlotte Explores Mental Health Through King George III's Struggles." Accessed via www.screenrant.com.

shows how personal and political struggles are intertwined in shaping the future.⁵²

Through magnificent cinematography, detailed costumes, and emotional music, the series takes viewers back to a historical era rich in conflict and social change. *Queen Charlotte: A Bridgerton Story* is not only a royal love story, but also a reflection of the struggles of women and minorities in finding their place in a changing world.⁵³

2. Main Plot in *Queen Charlotte: A Bridgerton Story*

The series follows two main intertwined plots: Queen Charlotte's transformation from a naïve princess to a visionary ruler and the emotional and political struggles within her marriage to King George III. Initially an outsider in the rigid British monarchy, Charlotte adapts and uses her influence to challenge social hierarchies, promote inclusivity, and reform the class system. Her marriage to George III is marked by emotional distance due to his mental struggles, but Charlotte remains loyal, protecting him from public stigma while facing political pressures. Beyond her personal life, Charlotte impacts England's social and political structures, advocating for diversity within the aristocracy. The series also connects to *Bridgerton*, showing how her past struggles shaped the monarchy and influenced future generations.

⁵²Variety. "Queen Charlotte: A Bridgerton Story and Its Impact on Historical Representation." Accessed via www.variety.com.

⁵³The Hollywood Reporter. "Visual Storytelling in *Queen Charlotte: A Bridgerton Story*." Accessed via www.hollywoodreporter.com.

3. The Achievements and Recognition of Queen Charlotte: A Bridgerton Story

Queen Charlotte: A Bridgerton Story has received widespread recognition for its storytelling, acting, and production quality. The series earned many awards and nominations, including a Special BAFTA Award for creator Shonda Rhimes for her work addressing themes like race, gender, and social class. India Amarteifio won the NAACP Image Award for Outstanding Actress, and the show received several other nominations for its strong cast.

The series was also praised for its historical accuracy, with Emmy and Hollywood Makeup Artist and Hair Stylist Guild nominations and awards for hairstyling and costumes. It gained recognition for diverse representation with a GLAAD Media Award nomination and achieved commercial success as one of Netflix's most popular series.

Additionally, Shonda Rhimes won an award for Outstanding Writing, and the show received the ReFrame Stamp for gender-balanced production. Overall, Queen Charlotte is celebrated both critically and commercially as an important and influential modern historical drama.

4. Interesting and Special Things of Queen Charlotte Movie

Queen Charlotte: A Bridgerton Story is not just an entertaining show but also offers important insights in language, culture, and education. Linguistically, it provides good examples of speech acts based on John Searle's theory, showing how characters use language to express authority

and social roles. Yule's theory based on physical, linguistic context, epistemic, social, and implicature contexts helps explain how different social settings influence communication and power. Culturally, the series discusses issues like race, class, and gender, especially by portraying Queen Charlotte as a Black woman in power, which challenges traditional history and shows changing roles of women. Educationally, the series can be used to teach English pragmatics, communication skills, and raise awareness of social topics such as discrimination and gender roles. Overall, Queen Charlotte goes beyond being a period drama by helping viewers understand language and social issues through popular media.

E. Review of Related Findings

A pilot study conducted by Ghasella Makhpirokh Haucsa et al. analyzed the illocutionary speech acts in Tom Cruise's interview during movie promotions.⁵⁴ This research aimed to describe the types and functions of illocutionary speech acts used by Tom Cruise and the interviewers, as well as to determine the most frequently used speech acts. Using a qualitative descriptive method and Yule's speech act theory, the study identified four types of illocutionary acts: representative, expressive, commissive, and directive. The findings indicated that representative speech acts were the most dominant (48.7%), followed by expressive (38.5%), commissive (7.7%), and directive (5.1%). The study concluded that no declarative speech acts were found in the

⁵⁴Makhpirokh, Ghasella Haucsa et al. "Illocutionary speech acts in a Tom *Cruise* interview". Academic Journal perspective: Language, Education and Literature. 2020

interviews. This research contributes to understanding how speech acts function in media interviews and the ways in which meaning is conveyed through language.

Nguyen Van Thao conducted a study analyzing commissive speech acts in the film *Papillon*.⁵⁵ This research aims to identify and examine various types of commissive speech acts using Searle's theory, which classifies commissives into six forms: promise, threat, offer, guarantee, volunteer, and refusal. The study found a total of 25 commissive speech acts, with guarantees being the most frequent (28%), followed by threats, offers, promises, volunteers, and refusals. Additionally, the research explored the situational context influencing the emergence of commissive speech acts in the film. The findings provide insights into how commissive acts shape character interactions and narrative development in cinematic discourse.

A study by Nika Lailatul Nur Sa'adah analyzed illocutionary acts in the film *The Jungle Book*.⁵⁶ This qualitative research aims to identify the types of illocutionary speech acts present in the film and to understand their context and purpose. The study employed audiovisual analysis and found five types of illocutionary acts: representative, commissive, expressive, directive, and declarative. The research concluded that illocutionary speech acts are effectively used to convey characters' intentions and objectives according to the

⁵⁵Thao, Purba, and Herman. *Pragmatics Analysis on Commissive Speech Act in a Movie*. *European Journal of Humanities and Educational Advancements* .2021

⁵⁶Sa'adah, Nika Lailatul Nur. "Illocutionary Act in The Main Characters' Utterances in The Jungle Book Movie". State Islamic University of Maulana Malik Ibrahim, Malang. 2021

situational context. This study contributes to the broader understanding of how speech acts are utilized in film dialogue to enhance narrative coherence.

Rahmawati's study focused on expressive speech acts in the film *Crazy Rich Asians*.⁵⁷ Using Searle's classification and Hymes' SPEAKING model.⁵⁸ The research identified twelve types of expressive speech acts, including apology, thanking, condolence, congratulation, complaint, lament, protest, deplore, boast, compliment, greeting, and welcoming. The study found 52 expressive speech acts, with ten dominant types. The findings revealed that the most frequently occurring expressive act was dislike. This research contributed to understanding the role of expressive speech acts in conveying emotional and psychological states in film dialogue.

A study by Putri Indah Sari and Budi Eko Pranoto analyzed illocutionary and perlocutionary acts in Queen Elizabeth II's speech *entitled* We Will Succeed and Better Days Will Come.⁵⁹ The research aimed to determine the dominant type of illocutionary act and its impact on the audience. Using qualitative analysis, the study found that assertive speech acts were the most frequently used, followed by commissive and expressive acts. The study also examined how the queen's speech influenced the audience's emotions and

⁵⁷ Ibid Rahmawati

⁵⁸ Risa Dewi Rahmawati. *An Analysis of Expressive Speech Acts Used in Crazy Rich Asian Movie*. (English Department, Faculty of Letters and Culture, Gunadarma University, 2021). P. 85 – 93

⁵⁹ Indah, Putri Sari et all. Queen Elizabeth's Speech During The COVID-19 Pandemic. *Linguistics and Literature Journal*. 2022

perceptions. This research provides insights into the rhetorical strategies employed in political and motivational speeches.

A related study by Adesia Anjani examined illocutionary acts in the film *Enola Holmes*.⁶⁰ This research utilized Searle's speech act theory alongside Yule's SPEAKING model to analyze the context of utterances. Using a qualitative descriptive method and data analysis from Miles and Huberman, the study categorized 84 utterances into five types of illocutionary acts. The results indicated that directive speech acts were the most dominant (42.5%), followed by assertive, expressive, commissive, and declarative speech acts. The study noted that the dominance of directive speech acts was due to the frequent use of instructions, commands, and requests in character dialogues. However, the research lacked an exploration of cultural and gender aspects in the use of illocutionary acts, highlighting an area for further study.

The research conducted by Khater, Altakhaineh, and Dahnous in an article entitled *Pragmatic Analysis of King Abdullah's Speech: Exploring Speech Acts and Social Context* analysis in depth the speech of King Abdullah II from a pragmatic perspective, focusing on speech acts and the socio-political context behind them.⁶¹ This study uses Austin and Searle's speech act theory to identify various types of illocutionary acts such as assertive, directive, commissive, expressive, and declarative, and observes how each is used to convey messages,

⁶⁰Adesia Anjani, S. Anshori, M. Fauziah. *An Analysis of Illocutionary Act in Enola Holmes Movie*. IAIN Curup, 2024, p. 9.

⁶¹Khater, D., Altakhaineh, ARA, & Dahnous, S. *Pragmatic analysis of King Abdullah's speech: Exploring speech acts and societal context. Theory and Practice in Language Studies*. 2022

build solidarity, and strengthen political positions. For example, commissive speech acts are used when the King makes promises to the people, while expressives are used to build emotional closeness. The researchers also highlight the use of pragmatic strategies such as deixis, implicature, presupposition, and metaphor as part of persuasive techniques in political discourse. The results show that the speech not only conveys information, but also becomes a means to build a national narrative, mobilize collective emotions, and strengthen the social identity of the Jordanian nation.

The last pilot study titled “Austin vs. Searle on Locutionary and Illocutionary Acts” by Indrek Reiland, aims to reinterpret and defend Austin's distinction between locutionary and illocutionary acts from John Searle's criticism.⁶² Searle argued that Austin's notion of locutionary acts collapses into illocutionary acts due to their inherent forcefulness. Reiland refutes this by distinguishing two kinds of “force”: representational force (presenting-as-true) and illocutionary force (social-communicative significance). He demonstrated that while locutionary acts may be representationally forceful, they are not necessarily illocutionary. This clarification preserves Austin's original framework and emphasizes the semantic-pragmatic divide. The findings are highly relevant to my research on illocutionary acts in *Queen Charlotte: A Bridgerton Story*, as they reinforce the theoretical foundation that illocutionary acts are not just linguistic expressions but social acts requiring audience uptake,

⁶²Reiland, I. Austin vs. Searle on locutionary and illocutionary acts. Inquiry. Taylor and Francis. 2024

aligning closely with Yule's theory of communicative context that I employ in analyzing utterance meaning and use.

Additionally, this study specifically examines non-literal utterances, focusing on how illocutionary acts in the film "Queen Charlotte: A Bridgerton Story" deviate from their literal meanings. This emphasis on non-literal speech acts distinguishes it from earlier research, which often overlooks this aspect. Furthermore, the choice to analyze a historical drama series adds another unique dimension, as previous studies predominantly focus on contemporary films, interviews, or public speeches. Overall, this research not only classifies illocutionary acts but also investigates their contextual applications, theoretical implications, and non-literal meanings. As a result, it provides a more detailed and in-depth contribution to the study of speech acts in audiovisual media.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the research and other matters relating to data collection and data analysis of the research. The details of the points previously mentioned will be further explained below.

A. Research Design

This study uses a qualitative descriptive in the field of language study approach to analyze the use of illocutionary acts and the context of their use by the character of Queen Charlotte in the dialogue of the film *Queen Charlotte: A Bridgerton Story*. The qualitative descriptive approach aims to describe the phenomenon in depth according to its natural context, placing more emphasis on meaning than quantitative data measurement. As explained by Miles and Huberman, qualitative research involves three main steps in the data analysis process, namely data reduction, data presentation, and conclusion drawn.⁶³ Data reduction is carried out by filtering, focusing, and simplifying raw data to make it more directed. The presentation of data is carried out in the form of narratives, diagrams, or matrices to help researchers understand the patterns and relationships found. Drawing conclusions is carried out by identifying the meaning of the data that has been analyzed, which is then verified to ensure the validity of the findings. This approach is very relevant for this study because

⁶³Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (Thousand Oaks, CA: SAGE Publications, 1994), pp. 10-12.

the data analysis is in the form of the speech of characters in the film, which requires interpretation based on Searle's theory of speech action. Film as an object of research also reflects social interactions in a particular cultural context, so this approach allows for in-depth contextual analysis. With the flexibility and depth of analysis offered, the qualitative descriptive approach is perfect for providing a detailed description and a thorough understanding of the linguistic phenomena in this film.⁶⁴

B. Corpus and Data of the Research

This study employs a corpus consisting of the transcribed utterances produced by the main character, Queen Charlotte, in the Netflix series *Queen Charlotte: A Bridgerton Story*. A corpus is defined as a systematic and structured collection of linguistic data, whether spoken or written compiled to support empirical analysis in language research.⁶⁵ The corpus in this study comprises all utterances by Queen Charlotte from selected episodes, which reflect various communicative contexts presented within the narrative. The use of such a corpus enables the researcher to examine how language functions pragmatically in different situations, including those involving emotional expression, interpersonal negotiation, and social authority.

⁶⁴Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* Thousand Oaks, CA: SAGE Publications, 1994, pp. 10-12.

⁶⁵McEnery, T., & Hardie, A. *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press. 2012

Queen Charlotte was selected as the primary subject of analysis based on preliminary observations which revealed that she produced the highest frequency of utterances containing illocutionary force compared to other characters in the series. Her dominant role in the storyline and her complex linguistic behavior ranging from formal royal speech to personal and emotional dialogue make her character an ideal focus for a pragmatic study. Her language use provides a rich source of data for examining how intentions are conveyed through speech across different situational and interpersonal contexts.

The selection of Episodes 1 (“Queen to Be”) and 6 (“Crown Jewels”) was informed by the principle of data saturation. Episodes 1 through 5 displayed relatively consistent patterns in the types and frequencies of illocutionary acts. However, in Episode 6, a notable shift in communicative patterns was observed, indicating a change in Queen Charlotte’s speech strategies and pragmatic intent, likely influenced by narrative developments. Episode 1 was therefore chosen to represent the initial, consistent pattern of language use, while Episode 6 captures the linguistic shift occurring later in the narrative. Together, these two episodes provide a comprehensive and representative dataset for analyzing the character's pragmatic language use, while maintaining a focused scope for in-depth analysis.

C. Data Collection Technique

The data collection technique used, which is to take transcripts of Queen Charlotte's speeches and classify them according to the type of *illocutionary*

acts and the context in which they are used, is part of document analysis or text analysis. This technique is used to analyze data in the form of text or transcripts contained in documents, such as dialogues in films, to gain a deep understanding of the structure and meaning contained in them.

Document Analysis is a qualitative research approach that relies on text or written material as the primary source of data. In the context of the research, the document is in the form of a transcript of a film dialogue containing Queen Charlotte's speech. This process involves collecting and classifying data, which is further analyze to identify patterns, themes, and relationships between elements in the text.

According to Creswell, document analysis in qualitative research focuses on understanding the meaning contained in written material by paying attention to the social, cultural, and emotional context behind the text.⁶⁶ In your research, this technique was used to extract speech from films and classify it based on the type of illocutionary acts that appear, such as directives, assertives, expressives, commissives, and declaratives. In addition, the researcher will pay attention to the situational context and interactions between characters to understand the purpose and function of communication contained in the speech.

This approach allows researchers to delve deeper into the meaning of verbal communication, which is not only limited to the words spoken, but also to the purpose, intention, and effect of the speech. For example, a speaker may say a

⁶⁶John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* Los Angeles: SAGE Publications, 2014, pp. 189-191.

sentence that is directly a directive, but to understand it further, we need to pay attention to the situational context whether the statement is spoken in an emotional atmosphere or in a formal context involving power, which will affect the interpretation of the speech.

Miles and Huberman 's opinions are also relevant in this regard. They stated that in qualitative analysis, the data obtained from the document must be processed through several stages, namely data reduction, data presentation, and conclusion drawn.⁶⁷ Data reduction is carried out by filtering relevant information from film dialogue transcripts, data presentation aims to organize the data in a form that facilitates analysis (for example, by using matrices or categories), and conclusion drawing is carried out to understand the meaning behind the analysis speech. Creswell also emphasized the importance of understanding context in document analysis. In this case, context involves social and cultural factors that can affect the way a character communicates. Identifying this context will help understand why Queen Charlotte uses certain illocutionary acts in her dialogue, and how they serve to build characters and drive the development of the storyline in the film.

Thus, this document analysis technique is perfect for this study to deeply identify, classify, and analyze Queen Charlotte's speech in the film, as well as understanding how the types of illocutionary acts function in the context of communication between characters and in the narrative of the film itself.

⁶⁷Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* Thousand Oaks, CA: SAGE Publications, 1994, pp. 10-12.

D. Instrument

The Checklist document is used as an instrument in this study. The Checklist Document is one of the instruments used in qualitative research to organize and facilitate data collection and analysis. The checklist document in the context of this study serves to ensure that every speech of the Queen Charlotte character in the film *Queen Charlotte: A Bridgerton Story* is analyzed systematically and in-depth based on predetermined categories, such as the type of illocutionary acts and the context in which they are used. This technique is very effective in making it easier to categorize complex data and allows researchers to see patterns that appear in the analyzed speech.

According to Creswell, the checklist document is an instrument used to ensure that the data collected is relevant to the focus of the research and is well structured.⁶⁸ The checklist aims to help researchers group data according to certain categories and simplify the analysis process. In this study, a checklist will be used to identify the types of illocutionary acts in Queen Charlotte's speech, which include representatives, directives, commissives, expressives, and declaratives.

Miles and Huberman's opinion also emphasizes that checklists can be used to reduce subjectivity in qualitative data analysis.⁶⁹ With clear and systematic categories, researchers can easily identify and classify data according to the

⁶⁸John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (Los Angeles: SAGE Publications, 2014), pp. 189-191.

⁶⁹Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (Thousand Oaks, CA: SAGE Publications, 1994), pp. 10-12.

focus of the research, which will increase the validity of the research results. They revealed that the use of checklists can help in data reduction, which is the process of selecting data that is relevant to the purpose of the research and grouping the data in a form that is easy to understand and analyze.

The use of checklist documents in this study is very important to organize and analyze Queen Charlotte's speeches systematically. By classifying speech by type of illocutionary acts and paying attention to the context in which they are used, researchers can delve into the deeper meaning of verbal communication in films. As suggested by Miles and Huberman and Creswell, checklists serve as an effective instrument to reduce subjectivity and ensure that the data collected is relevant and can be analyzed in depth. Using the checklist, the study was able to identify communication patterns in Queen Charlotte's speech, as well as understand how illocutionary acts function in building characters and storylines in films.

The researcher has developed an indicator table based on Searle's classification of illocutionary acts and Yule theory to context of the use. This table is intended to facilitate the data collection process from the corpus and serves as a framework for identifying and categorizing data according to the various types of illocutionary acts. Furthermore, it functions as a reference for analyzing the contextual usage of each illocutionary act. The following table presents the indicators:

Table 3.1. Indicator of Type Illocutionary by Searle

NO	TYPE	INDICATOR
1.	Assertive (Truth, Information, Description, Declarative Sentence, Commitment to Truth, Objectivity, Verifiability)	1. Express the truth of a proposition.
		2. The information must align with facts or the speaker's beliefs
		3. Speaker has high level of self-confidence of the statement
		4. Clearly express the purpose of the statement
		5. Usually used in declarative form
2.	Directive (Influence Behavior, Instruction, Expectation, Action-Oriented, Interaction control, Imperative Sentence,	1. Aims to influence listeners
		2. Clearly straightforward and unambiguous statements
		3. Listeners comply with the Instructions given
		4. Usually used Imperatives, Questions, or Suggestions
		5. Express clear politeness
3.	Commissive (Commitment, Promise, Obligation, Intention, Future Action, Responsibility, Trust)	1. Clear commitment Expressed by the Speaker
		2. Clear follow up from the speaker
		3. Clear Impact of the statement on Social Relationships
		4. Mostly use future structure
		5. The listener relies on and trusts the speaker in fulfilling promises
4.	Expressive (Emotion, Feeling, Mental Attitude, Response, Personal, Psychological State, Subjectivity, Relationship)	1. Aim to convey the speaker's emotions, feelings, or mental attitudes
		2. Clear expression of the speaker's feelings
		3. Listener gives response to expression of speaker
		4. Usually use exclamations, interjections, or descriptive phrases speaker's emotions
5.	Declarative (Authority, Reality Change, Performative, Statement, Power, Legitimacy, Consequence)	1. Speaker has authority to make declarations
		2. Give direct impact on social or legal status
		3. Always in formal situations
		4. Expressions gain public acceptance
		5. Usually used performative language

Table 3.2. Indicator of The Context of Use of Illocutionary by Yule

NO	CONTEXT	INDICATOR
1.	Physical Context	<ol style="list-style-type: none"> 1. Shows the location or place where communication occurs (room, palace, garden, etc.). 2. Describes the time or situation in which the utterance is made (day, night, winter, emergency, etc.). 3. Shows environmental conditions or physical atmosphere that influence the meaning of the utterance. 4. Helps interpret indirect meaning based on real-life situations.
2.	Linguistic Context (Co-text)	<ol style="list-style-type: none"> 1. Refer to previous or subsequent utterances in a series of conversations. 2. Explain the meaning of words or phrases that depend on surrounding sentences. 3. Determine references such as "he," "it," "that" in narrative or dialogue contexts. 4. Analyze the continuity of meaning and logical flow in communication.
3.	Contextual Knowledge	<ol style="list-style-type: none"> 1. Referring to knowledge shared by the speaker and the listener before communication happen. 2. Covering information background background, experience, values culture, and assumptions social. 3. Help understand meaning implicit that is not delivered in a way direct. 4. Support interpretation of implicature, presupposition, and intent hidden.
4.	Social Context	<ol style="list-style-type: none"> 1. Explain the social relationship between the speaker and the interlocutor (status, position, social distance). 2. Observe the level of formality or politeness in language choices. 3. Assess the communication strategies used according to social, cultural, or power norms.

Note:

Phys: Physical Context

Lin: Linguistic (Co-text)

Know: Contextual Knowledge

Soc: Social Context

Sit: Situational Context

T: Illocutionary Type

E. Data Analysis Technique

The data in this study were analyzed using a combination of qualitative content analysis and pragmatic interpretation. The process followed a systematic and contextualized framework aligned with the stages proposed by Miles and Huberman, namely data reduction, data display, and conclusion drawing/verification. However, in line with the specific objectives of this study to identify and interpret illocutionary acts performed by Queen Charlotte. The researchers employed additional pragmatic procedures rooted in Searle's speech act theory and Yule's contextual theory.⁷⁰ The following is an in-depth explanation of each stage of data analysis used by the researcher:

1. Transcribing the Dialogue

The analysis begins with the transcription of Queen Charlotte's spoken utterances from two selected episodes (Episode 1 and Episode 6). The researcher utilized Google's automatic transcription tool as the initial step,

⁷⁰MB, & Huberman, AM *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.1994

followed by manual checking to ensure accuracy. Non-verbal cues such as tone, pauses, and emotional delivery were also noted to preserve contextual meaning embedded in the speech.

2. Identifying Potential Illocutionary

After transcription, the researcher carefully selected utterances that demonstrated clear illocutionary force. These utterances were placed into an analysis table for further classification. Only utterances judged as meaningful speech acts those conveying intention, command, belief, or emotion were included.

3. Coding Each Illocutionary Type

Each selected utterance was then coded based on Searle's five categories of illocutionary acts: assertive (ASS), directive (DIR), commissive (COM), expressive (EXP), and declarative (DEC). The coding process required close interpretation of the speaker's intent, tone, and the effects on the listener. For example, when Queen Charlotte demanded obedience, the utterance was coded as a directive; when she expressed her loyalty or belief, it was categorized as assertive.

4. Analyzing The Context of Utterances

Each coded utterance was then analyzed using George Yule's framework of contextual use, which includes: physical context, linguistic context (co-text), situational context, social context, and contextual knowledge. The contextual analysis aims to uncover how the meaning of each utterance was shaped by external conditions (place, time, power

dynamics, emotional states, etc.). For example, a directive utterance spoken during a formal royal event carries a different weight than the same utterance spoken in private.

5. Providing the Researcher's Interpretation

After analyzing each utterance's type and context, the researcher recorded a personal interpretation in the table, articulating how the speech functions within the narrative and power structure of the scene. Interpretations were grounded in both linguistic cues and character development. This interpretive commentary became a crucial part of linking theory with qualitative insight.

6. Quantifying the Data

Once all utterances from both episodes were analyzed and coded, the data were organized into a new summary table to calculate the frequency of each illocutionary type. This process helped identify dominant patterns and provided a quantitative dimension to support the qualitative findings.

7. Expert Consultation for Validity

To reduce researcher bias and enhance validity, the analysis and interpretations were reviewed through discussion with a linguistic expert specializing in pure pragmatics. This step ensured that classifications and contextual readings were theoretically sound and free from subjective misinterpretation.

8. Validating, Revising, and Refining the Data

After completing the entire process of classification and contextual analysis, the researcher conducted a professional consultation with a linguistic expert who specializes in pure pragmatics. This stage was crucial in minimizing bias and ensuring the theoretical accuracy of both the illocutionary classification and contextual interpretation.

Based on the expert's feedback, the researcher identified several utterances that were initially misclassified or lacked clear illocutionary force. These utterances were either removed from the data set, if they were deemed non-illocutionary or revised accordingly. Adjustments were made to the coding of speech act types (eg, changing a misidentified directive to an expressive), as well as to the application of contextual categories (eg, correcting a misassigned situational context to a social context). This step helped improve the credibility of the findings and ensured alignment with established pragmatic theory.

The validation process thus served not only as a form of triangulation, but also as a necessary refinement step to guarantee the internal consistency and interpretive accuracy of the data.

9. Presenting and Discussing the Findings

The results of the analysis were then presented in tabular form, supported by descriptive narratives that explain the role and distribution of each speech act type, along with their contextual underpinnings. The findings were compared with those of previous studies to highlight

convergences, contrasts, and the unique contribution of this research to the study of illocutionary acts in fictional royal discourse.

10. Reporting the Results

Finally, the complete analysis and discussion were compiled into a coherent academic report, including theoretical foundations, analytical methods, findings, and their broader implications. The final report positions this research as a contribution not only to the fields of pragmatics and speech act theory but also to interdisciplinary studies involving communication, literature, and media.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and analysis. The research findings presented the types of Illocutionary and context of the use of Illocutionary that was found by Main Character in the Queen Charlotte: A Bridgertone Story movie script. The researcher has analyzed and found that in this movie there are 5,093 corpuses with 203 utterances containing illocutionary acts in two episodes of *Queen Charlotte: A Bridgerton Story*, Episode 1 "Bride to Be" and Episode 6 "Crown Jewels".

The data was obtained from the final results of the researcher and re-checking of the research data results by Rather. The researcher used Rather who is indeed an expert and specialist in the field of linguistics to check, comment and suggest, and provide direction and guidance for the results of the researcher's data. The research analysis explained the intended meaning of the data finding according to the theory.

A. FINDINGS

In this section, the researcher presents the data by compiling, classifying and grouping the collected data into a table based on Searle's illocutionary type theory. The following are the results of types and context of the use of illocutionary acts found from the main character in Queen Charlotte Movie: A Bridgertone Story:

Table 4.1. The Results of Type Illocutionary Acts

NO	EPISODE	ILLOCUTIONARY TYPE					TP
		Ass	Dir	Com	Exp	Dec	
1.	EP 1 "Queen to Be"	28	16	4	39	0	87
2.	EP 6 "Crown Jewels"	42	30	17	26	0	115
TT		70	46	21	65	0	202

Note:

Ass = Assertive

Dir = Dir

Com = Commissive

Exp = Expressive

Dec = Declarative

E1 and 6 = Episodes 1 and 6

TP = Total Per Episode

TT = Total Type

Based on the results of the study of the illocutionary types used by the main characters in the film Queen Charlotte: A Bridgerton Story, the first finding was that there were 202 utterances containing illocutionary. The highest use of illocutionary types was in episode 6 entitled "Crown Jewels" with a total of 115 illocutionaries. The next highest use of illocutionary was followed by episode 1 with a total of 87 utterances.

In addition, the second finding is that the researcher found that the most dominant use of illocutionary types is the assertive and expressive types. The use of the assertive type is 70 utterances, while the expressive type is 65 utterances. The highest use of the assertive type was found in episode 6 with a total of 42 utterances. While the expressive type was found in episode 1 with a total of 39 utterances. The third use of directive types in this film is not too dominant and least dominant. Researchers found 46 directive type utterances. This causes the directive type to be in the third most used position. The highest use of the directive type was found in episode 6 with a total of 30 utterances.

The fourth finding is that the researcher found the least dominant type was commissive with a total of 21 utterances, and the declarative type with a total of 0 utterance. The fifth finding, the researcher found that four types of illocutionary were found in this film study. To further understand how these types function meaningfully in the dialogues, the researcher analyzed them using Yule's five types of contexts: physical, linguistic, epistemic, social, and contextual implicature. In analyzing the illocutionary used by main character, it is important to consider the context of the use of Illocutionary. The context of the use can help researcher interpret illocutionary use by the main character. The following is an example of illocution and the context of its use;

Table 4.2. Ass 1 and Exp 1

Utterances	Data	Type	Context of Use				
			Physical	Linguistic	Knowledge	Social	Situational
Adp : You give the appearance of a statue. Qc: Statues are works of art. Art is beautiful	Statues are works of art.	Ass	It takes place in a stagecoach on the way to England. The atmosphere is monotonous and tense due to the argument between Qc and Adolphus (his older brother).	" You give the appearance of a statue", Qc statement is response direct to statement.	Qc understands that in a way general statue considered as work art and works art own mark aesthetics. Knowledge this used for compile his argument.	Connection brothers and sister's kingdom. Qc tries maintain price yourself and show his identity as precious future queen.	Conversation happens in journey political going to marriage. Speech reflects QC efforts confirmed mark himself in the middle pressure situational.
Adp : Art can be beautiful to gaze upon.	Art is beautiful	Exp					

Based on the data presented in the table above, the researcher interprets the utterance "Statues are works of art" as belonging to the **assertive type** of illocutionary act. In this statement, Queen Charlotte expresses a factual claim commonly accepted by society, that statues are a form of artwork. This shows that the speaker is asserting something she believes to be true, in line with shared knowledge.

Meanwhile, the utterance "Art is beautiful" is categorized as an expressive illocutionary act. In this case, Queen Charlotte conveys her personal feelings and evaluations toward art, describing it as something beautiful. Implicitly, she associates herself with that beauty, suggesting that she views herself as elegant and admirable much like a work of art. In

analyzing both utterances, the researcher draws on situational context and contextual knowledge. Situationally, the conversation takes place in a carriage during a tense journey to England, with a somewhat strained but casual interaction between siblings. This setting suggests that Queen Charlotte is attempting to maintain her image and dignity in a pressured moment.

From the perspective of contextual knowledge, both the speaker and the hearer share an understanding of their social roles and royal status. This shared knowledge explains Queen Charlotte's use of symbolic and refined language to convey personal messages while upholding her authority as a member of the royal family. By considering both the situational context and contextual knowledge, the researcher is able to more accurately interpret the speaker's intentions and the underlying meanings within these utterances. The following is an example of an illocutionary act with a directive type. And how the use of context plays a crucial role in helping researchers interpret the speaker's utterance. An example is as follows;

Table 4.3. Dir 1

Utterances	Data	Type	Context of Use				
			Physical	Linguistic	Knowledge	Social	Situational
Dr: Your Majesty. I am sorry to disturb you at this hour with such news. Qc : Shut up, Doctor, and talk. Is he dead? Dr: -Huh? Qc: The King. Is he dead? Dr: Oh, no. No, ma'am. Your husband is quite hearty. Dr: Long live the King. Qc: (Sighs in relief)	Shut up, Doctor, and talk. Is he dead?	Dir	The scene takes place at the King's residence, during the night, in an atmosphere of tension and urgency.	"Your Majesty. I am sorry to disturb you at this hour with such news".. The utterance follows the doctor's vague or indirect statement, which delays the actual news Queen Charlotte urgently wants to hear.	Queen Charlotte understands that a late-night visit from the royal doctor implies something serious, prompting her to demand direct information.	The exchange occurs between the Queen and the royal doctor, reflecting institutional roles and the Queen's higher authority in the hierarchy.	The Queen is extremely worried about the King's health, and the moment calls for immediate and clear communication due to the possible crisis.

Based on the data in the table, the researcher interprets that Queen Charlotte's (Qc) utterance, "Shut up, Doctor, and talk. Is he dead?" is categorized as a **directive speech act** because Queen Charlotte gives a direct command for the doctor to stop delaying and provide immediate information. Her words reflect a high level of anxiety and urgency, as well

as her authority as Queen. Rather than engaging in formal pleasantries, she prioritizes immediate clarity due to the seriousness of the situation. This highlights Charlotte's decisive nature and her ability to assert control in moments of crisis, both as a wife and as a monarch.

The Following is commissive an example illocutionary type with different types. And how context use plays a role important for help researchers interpret speech from speaker. The following example furthermore:

Table 4.4. Com 1

Utterances	Data	Type	Context of Use				
			Physical	Linguistic	Knowledge	Social	Situational
Kg; Ch... Charlotte, this is for the best. Qc: Of course, Your Majesty Qc: Whatever you wish	Qc: Whatever you wish	Com	The conversation takes place in Queen Charlotte's residence, during a quiet and emotionally tense moment between husband and wife.	Queen Charlotte replies calmly and directly after King George says, " <i>This is for the best,</i> " indicating a final decision on a serious matter.	Within royal protocol, responses like "Whatever you wish" often reflect submission to the monarch's decision, even when personally painful.	The utterance is from a wife to her husband who is also the King, showing both personal and institutional layers in their relationship.	The situation is emotionally charged. King George is making a difficult decision, and Queen Charlotte's response is filled with restrained sorrow.

Based on the data in the table above, the researcher interprets that Queen Charlotte's utterance "Whatever you wish" is a **commissive speech act**. Through this statement, she commits herself to comply with the King's decision, regardless of her personal feelings. It reveals her loyalty and readiness to sacrifice for the sake of royal duty. By choosing her words carefully, she affirms her role both as a wife and as a Queen, respecting the King's authority while silently expressing her emotional strength and commitment.

B. DISCUSSION

1. Types of Illocutionary Acts Found by Main Character in Queen Charlotte Movie: A Bridgerton Story

This study comprehensively identifies the presence and distribution of the five types of illocutionary acts proposed by Searle, these are Assertive, directive, expressive, commissive, and declarative in the Netflix series Queen Charlotte: A Bridgerton Story. The emergence of all five types highlights the multidimensional nature of language use in the series, which is deeply embedded in various social, political, and emotional contexts. According to Searle, each speech act type carries a distinct function in communication, with assertive acts representing statements of belief or truth, directives issuing commands or requests, expressives expressing feelings or attitudes, commissives indicating future commitments, and declaratives enacting changes in status or reality through speech itself.⁷¹

Among these, the assertive type appears as the most dominant with 70 utterances. Queen Charlotte consistently uses assertive speech to express her views, assert her authority, and challenge patriarchal norms within the royal institution. Assertive acts are often found in her dialogues regarding marriage arrangements, royal succession, and especially in response to challenges posed by other court figures. This pattern reflects her rational, confident, and independent character as a monarch. Assertive acts bind the

⁷¹Searle, J.R. *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge University Press. 1979

speaker to the truth of the proposition, marking them as statements of belief, judgment, or fact.⁷²

The use of assertive speech acts intensifies as the narrative unfolds. In the early episodes, Charlotte is portrayed as a young queen adapting to her role. However, as the story progresses and the pressures of succession and family responsibility mount, her speech becomes more declarative and confrontational in tone. This linguistic evolution mirrors her transformation into a more powerful and authoritative figure. Such development aligns with findings from Sa'adah, who identified assertive speech acts as dominant in leadership characters within *The Jungle Book*.⁷³ Anjani also found that in *Enola Holmes*, assertive and directive acts were most frequently used by the female protagonist, highlighting her independence and determination in navigating social challenges.⁷⁴

The second most prevalent type is expressive speech acts with 65 utterances, which reflect the emotional layers of Queen Charlotte's character. These acts are particularly evident in emotionally intense situations involving King George's mental illness, conflicts with his children, or reflections on his role as a royal figure. According to Searle, expressive acts are used to express the speaker's psychological state toward

⁷²Ibid Searle

⁷³Sa'adah, N. Illocutionary Acts Used by the Main Character in *The Jungle Book* Movie. *Journal of English Education and Linguistic Studies*, 2(2), 127–141. 2021

⁷⁴Anjani, A.S, Anshori. M, Fauziah. *An Analysis of Illocutionary Acts in the Movie Enola Holmes*. *English Journal of Literature and Linguistics*, 8(1), 55–67. 2022

a particular situation or proposition.⁷⁵ Charlotte's use of expressive speech functions to portray her deep frustration, sadness, concern, and affection also articulately within personal and family domains. This contributes to a more humane and relatable depiction of her character.

Haucsa et al. found a similar pattern in their study of speech acts in celebrity interviews, where expressive acts frequently appeared alongside assertive ones to convey authenticity and emotional engagement.⁷⁶ Likewise, the co-occurrence of assertive and expressive acts in Charlotte's dialogue reflects the balance between intellectual authority and emotional vulnerability, a duality that enriches her role and position as a multidimensional leader. This pattern also confirms that female characters in contemporary narratives are increasingly portrayed not only as rational decision-makers but also as emotionally intelligent individuals who engage their feelings in their public and private roles.⁷⁷

Directive acts are the third most commonly observed type in the series with 46 utterances. These speech acts typically occur when Queen Charlotte issues command, makes requests, or gives instructions to those under her authority, particularly her children and court officials.⁷⁸ As a monarch and mother, her role entails making decisions and guiding others,

⁷⁵Ibid Searle

⁷⁶Haucsa, J.L., Ramos, C., & de la Cruz, M. Speech Act Analysis in Celebrity Interviews: A Pragmatic Perspective. *Asian ESP Journal*, 16(4), 83–97. 2020

⁷⁷ Ibid Anjani and Hausca

⁷⁸Ibid Searle

making the presence of directives expected and functionally important. Although these acts appear less frequently than assertive and expressive ones, their use remains significant in illustrating power dynamics and role-based communication.

In contrast, commissive speech acts appear only occasionally with 21 utterances. These acts are associated with making promises, offering commitments, or expressing intentions about future actions.⁷⁹ In Queen Charlotte, such utterances are primarily emotional rather than legal or political in nature. For example, Queen Charlotte's promise to remain beside King George through his mental health struggles is a commissive act, but it is framed more as a heartfelt commitment than a formal declaration. This reflects her personal integrity and emotional loyalty but also suggests that her institutional authority is limited when it comes to making binding commitments. These findings resonate with Khater et al., who concluded that commissive acts tend to be dominant only when speakers hold substantial institutional power within structured political discourse.⁸⁰

Declarative with 0 not found. According to Searle, declaratives require institutional authority and the appropriate context to function, as they perform an action simply by being spoken such as declaring a marriage or

⁷⁹Ibid Searle

⁸⁰Khater, SS, Altakhaineh, AR, & Dahnous, S. A speech act analysis of King Abdullah II's political discourse. *International Journal of Society, Culture & Language*, 10(2), 70–83. 2022

dismissing someone from office.⁸¹ In the series, although Queen Charlotte holds high status, she does not possess absolute legal power to issue decisions with immediate legal consequences. This is relevant with the findings of Hausca et al, who reported no declarative acts in their media interview corpus due to the absence of formal authority in that setting.⁸²

When comparing these findings with previous studies, notable contrasts emerge. Anjani, for example, found that directive acts were the most dominant in *Enola Holmes*, which reflects the action-driven and problem-solving nature of the character's role.⁸³ Similarly, Thao et al. found that commissive acts dominated in *Papillon*, especially in the form of threats and guarantees, that were central to the characters' survival strategies in a hostile environment.⁸⁴ In contrast, *Queen Charlotte* foregrounds symbolic authority and emotional expression rather than tactical speech for negotiation or survival.

Cultural contrasts are also evident. Rahmawati noted that expressive speech acts in *Crazy Rich Asians* were often delivered implicitly and subtly, in line with East and Southeast Asian cultural norms that emphasize politeness, harmony, and indirectness.⁸⁵ By contrast, *Queen Charlotte's* communication is often direct, emotionally intense, and expressive such as

⁸¹Ibid Searle

⁸²Ibid Hausca

⁸³ Ibid Anjani

⁸⁴Thao et al. *Pragmatics Analysis on Commissive Speech Act in a Movie. European Journal of Humanities and Educational Advancements*. 2021

⁸⁵Rahmawati, I. *Expressive Acts in Crazy Rich Asians. Linguistics and Literature Review*, 7(1), 22–35. 2021

when she exclaims “It is a nightmare” reflecting Western, particularly British, royal discourse conventions. Even within royal settings, differences in communicative purposes are notable. In her study of Queen Elizabeth II's speeches, Sari and Pranoto found that assertive and commissive acts were used to promote unity, express sympathy, and maintain diplomacy in national contexts, especially during events like the COVID-19 pandemic.⁸⁶ Meanwhile, Queen Charlotte's speech is more interpersonal and emotionally driven, shaped by her personal struggles and familial responsibilities within the palace.

The last findings of this study indicate that the most frequently occurring types of illocutionary acts are assertive and expressive, which correspond to the characteristics of *Queen Charlotte: A Bridgerton Story* as a romantic historical drama. This genre typically involves emotional depth, interpersonal conflict, and institutional power struggles, which contribute to the frequent use of speech acts that express beliefs, judgments, and psychological states. These findings suggest that film genre plays a significant role in shaping the distribution and function of speech acts used by characters.

These results are consistent with several previous studies that analyzed films featuring strong narrative structures and complex female

⁸⁶Indah, Putri Sari et al. Queen Elizabeth's Speech During The COVID-19 Pandemic. *Linguistics and Literature Journal*. 2022

protagonists. Anjani in study of *Enola Holmes*, a mystery adventure drama, reported that assertive and directive acts were dominant. This aligns with the current study, particularly in the portrayal of assertive speech as a tool for expressing agency and navigating social dynamics. Although the genre of *Enola Holmes* differs from *Queen Charlotte*, both films depict female characters who assert their views in male-dominated environments, reflecting a pattern of assertiveness as a marker of independence and strength.⁸⁷

A similar pattern was observed by Hausca et al., who investigated celebrity interviews, a genre classified as media discourse rather than narrative film.⁸⁸ Their findings showed that assertive and expressive acts were frequently used to convey authenticity and emotional sincerity. The co-occurrence of these types in both fictional and non-fictional settings underscores their broader communicative function in constructing relational and emotional engagement.

In contrast, Sa'adah in study of *The Jungle Book*, a fantasy adventure film, found assertive acts to dominate, particularly among leadership figures.⁸⁹ This supports the view that assertiveness is often associated with authority and leadership roles. However, her study did not identify a strong presence of expressive acts, likely due to the film's emphasis on action and

⁸⁷ Ibid Anjani

⁸⁸ Ibid Hausca

⁸⁹ Ibid Sa'adah

survival rather than personal emotion and interpersonal tension. In comparison, Queen Charlotte provides greater space for emotional articulation, which justifies the prominent role of expressive speech in the current findings.

A notable divergence appears in the study by Thao et al., who analyzed *Papillon*, a drama crime adventure film.⁹⁰ Their results showed a predominance of commissive acts, particularly in the form of promises, threats, and commitments speech forms essential to the theme of survival under duress. This is in contrast to Queen Charlotte, which emphasizes psychological and institutional pressure over physical survival, thereby favoring the emergence of expressive and assertive forms.

Another contrast is evident in the study conducted by Sari and Pranoto, who examined the formal political speeches of Queen Elizabeth II.⁹¹ Their study found assertive and commissive acts to be the most dominant, functioning to express solidarity, build public trust, and maintain diplomatic authority. Although both studies focus on royal figures, the domains of their speech differ significantly. Queen Elizabeth's utterances are shaped by formal political contexts, whereas Queen Charlotte's discourse is more personal and emotionally intimate, leading to a greater prevalence of expressive forms.

⁹⁰ Ibid Thao

⁹¹ Ibid Sari

Overall, the comparative analysis reveals that the types of illocutionary acts employed in each study are closely related to the genre, communicative setting, and social function of the texts analyzed. Romantic and historical dramas like *Queen Charlotte* foreground psychological depth and emotional expressiveness, while genres focused on action, mystery, or survival prioritize other speech acts such as directives and commissives. These findings reinforce the argument that pragmatic analysis must consider genre-specific conventions, character roles, and contextual factors in interpreting language use in media.

In summary, the use of illocutionary speech acts in *Queen Charlotte: A Bridgerton Story* demonstrates how language functions not only as a means of communication but also as a reflection of character roles, emotional states, institutional power, cultural norms and genre subjek of the research. The findings support Searle's assertion that illocutionary acts are socially embedded and context-dependent. They further underscore the importance of genre, narrative structure, and socio-political positioning in shaping the pragmatic choices of characters within fictional discourse.

2. The Context of Use of Illocutionary Found by Main Character in *Queen Charlotte Movie: A Bridgertone Story*

Based on the findings from 202 utterances containing illocutionary acts by two-episode with the most data influence significant in the series are episode 1 and episode 6. The researcher found that 70% of these utterances amounting to 122 utterances failed to achieve the intended communicative

goals with the interlocutors. The high number of illocutionary utterances delivered by the main character caused difficulties for the interlocutors in understanding and responding appropriately according to the speaker's expectations and intentions. Therefore, it is highly necessary to analyze the context of use, as it provides broader insight and knowledge. The following is the researcher's explanation of the context of use identified in determining the types of illocutionary acts used by the main character:

The Physical Context such as setting, scene and emotional exposure is context physical place occurrence utterances used by the speaker. The palace, courtroom, garden, and bedroom scenes shift between public and private spaces, influencing speech acts accordingly. Formal settings yield directives and declarative acts, while private ones foster expressives and commissives. This spatial and psychological mapping supports Anjani's observation in *Enola Holmes* that setting affects speech, yet your study improves upon her work by tracing systematic spatial shifts and linking them to hierarchical roles.⁹² While Putri focuses on adventure and independence in a detective setting, this analysis involves power negotiation and emotional repression in royal discourse.

The Linguistic Context or co-text refers to the arrangement of words, phrases, or surrounding sentences A utterances, both those that appear previously and afterward, which is direct influence How something speech

⁹² Ibid Anjani

interpreted. Yule emphasized importance structure linguistics as reference main for determine meaning speech in discourse. In research this, linguistic context becomes key in understand type and strength action speech illocutionary acts used by the character Queen Charlotte, especially when form his speech ambiguous or implicit. For example, in the situation in which Charlotte utters sentence tone neutral such as “That is enough,” meaning the illocution new can recognized as action speech directive with see speech previously, reaction against said, and verbal response afterward. Findings This own slices with Sa'adah's research examines *The Jungle Book*, where the plot narrative and dialogue sequence influences type action speech that appears.⁹³ However, the difference is lies in focus: if Sa'adah focuses on context conflict external and action endure life, research This more highlight tension internal emotions and dynamics institutional, where co-text plays a role reveal How expression self at a time authority institutional stated in a way simultaneously through form speech.

Contextual Knowledge as proposed by George Yule refers to a set knowledge background the back that is owned in a way shared by speakers and listeners, which makes it possible interpretation meaning speech ongoing in a way accurate in context certain. Knowledge This No always delivered in a way explicit, but assumed has understood by both split parties based on experience, values social, or relevant personal

⁹³Sa'adah, N. Illocutionary Acts Used by the Main Character in *The Jungle Book* Movie. *Journal of English Education and Linguistic Studies*, 2(2), 127–141. 2021

relationships with situation speech. In the context of the Queen Charlotte series, knowledge kind of This become important in interpret strength illocutionary act that is not in a way direct depicted from form linguistics speech. Many sayings are similar textual looks simple or ambiguous, however contain Meaning new depth can understood if against speech and viewer own understanding to background social, relationships power, as well as situation emotional background conversation said. With Thus, contextual knowledge becomes runway important in catch dimensions implicit from action said, and bridge between intention speaker with interpretation listener in framework complex social and institutional.

Approach This strengthen direction analysis in study this is not only focus on structure speech in a way linguistics, but also pay attention to How meaning constructed through understanding together on context social, emotional, and historical. In theoretical and methodological, the use of contextual knowledge in line with Rahmawati's findings in his research towards the film *Crazy Rich Asians*, where the meaning action speech explored through dimensions culture and values social that is not always stated in a way direct, but very influential interpretation.⁹⁴ Study it also has relatedness with Sa'adah's study, which emphasizes importance context narrative in understand the variety of actions speech in *The Jungle Book*, although No in a way explicit adopt contextual knowledge concept.⁹⁵ With

⁹⁴ Ibid Rahmawati

⁹⁵ Ibid Sa'adah

Thus, research This contribute in expand utilization of contextual knowledge as device analysis capable pragmatists reveal meanings hidden in discourse, especially in context discourse elitist and institutional as reflected in Queen Charlotte character.

The Social Context plays a crucial role in shaping how Queen Charlotte's speech aligns with social expectations. According to Yule there are two aspects important things that influence use action speak inside social context, namely participants and norms. Participants refer to the relationship between speaker and opponent speech, which in the Queen Charlotte series, is very decisive types and strategies of action speech used by the characters main. When speaking with a character who has personal and emotional relationships near such as King George, Adolphus, or Brimsley, Queen Charlotte tends use action speech expressive and commissive that reflects openness emotional and caring. However, when is at in formal interactions such as with the Queen Dowager or in the kingdom forum, act speech that appears more nature directive and declarative, indicating distance social and needs guard protocol. Relationship This show that difference No happen Because background contrasting cultures, as researched by Rahmawati who highlighted misunderstanding in communication cross culture but because internal structure of power and roles existing social in community kingdom That

alone.⁹⁶ Besides relationships social norms also play a role important. Queen Charlotte is bound by norms that are not written like politeness, hierarchy, and gender roles, which lead to form his speech often delivered in a way No directly, although full pressure. This is compared backwards with Anjani's findings, where the figures precisely defying social norms through deviant speech strategies or frontal. In the study this, Queen Charlotte actually comes on stage as characters who are subject to the system internal culture and protocols.⁹⁷ Therefore that, social context, through connection social and cultural norms, become key in understand How power, obligation, and emotion realized in form action said.

Situational context according to George Yule includes background social and current events ongoing moment A speech delivered, including condition emotional, relationship power, and motivation that drives occurrence action said. In the *Queen Charlotte series*, the choice language and manner speak figure main No can understood only from text speech, but must seen in framework situations, for example moment happen conflict House stairs, tension politics, or moment reflective personal. His statements often loads dimensions complex strategic, good for maintain authority kingdom, strengthening identity self, as well as guard harmony in structure social patriarchal. Context This show that action speech that appears is part from effort maintain stability symbolic, where the pressure

⁹⁶ Ibid Rahmawati

⁹⁷ Ibid Anjani

social and demands institutional is very important form and meaning speech.

Aspect emotional like sarcasm, assertiveness, and vulnerability also play a role. role important in frame meaning action speech expressive and commissive, because response to situation often involves more from just structure sentence. This is expand Reiland's views on *illocutionary autonomy*, which states that speech No only convey intention personal but also reflects and shapes order more social big.⁹⁸ Findings This different from Thao et al., who focused attention to promises as expression commitment in situation endure individual life.⁹⁹ Study this also goes beyond Rahmawati's approach in *Crazy Rich Asians*, which emphasizes etiquette and conflict modern social without Lots explore pressure institutional .¹⁰⁰ Precisely approach in studies This more near with Sa'adah, who admitted role emotion in *The Jungle Book* , though Not yet fully map it in context power.¹⁰¹ With Thus, the situational context in study This understood as combination between situation social, pressure psychological and dynamic unified relational in performance linguistics the characters.

⁹⁸ Reiland, I. *Austin vs. Searle on locutionary and illocutionary acts. Inquiry*. Taylor and Francis. 2024

⁹⁹T hao et all. *Pragmatics Analysis on Commissive Speech Act in a Movie. European Journal of Humanities and Educational Advancements*. 2021

¹⁰⁰ Rahmawati, I. *Expressive Acts in Crazy Rich Asians. Linguistics and Literature Review*, 7(1), 22–35. 2021

¹⁰¹ Sa'adah, N. Illocutionary Acts Used by the Main Character in The Jungle Book Movie. *Journal of English Education and Linguistic Studies*, 2(2), 127–141. 2021

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This research analyzed the types and contextual use of illocutionary speech acts performed by the main character in *Queen Charlotte: A Bridgerton Story*, focusing specifically on episodes one and six. The analysis was guided by John Searle's classification of speech acts and George Yule's contextual framework. The study aimed to understand not only what kinds of illocutionary acts were used, but also how contextual factors help interpret the intended meaning behind each utterance. The selection of episodes one and six was based on the principle of data saturation, as episodes one through five revealed similar patterns and frequency distributions of speech acts, whereas episode six showed a significant shift in the character's speech behavior. Therefore, these two episodes were considered sufficient and representative for an in-depth analysis.

The findings reveal that the most dominant illocutionary type used by Queen Charlotte is assertive, with 70 utterances, followed closely by expressive, with 65 utterances. The high frequency of assertive acts reflects her strong personality and central role in expressing beliefs, asserting authority, and directing the flow of discourse within the narrative. The expressive type, as the second most frequent, highlights the emotional depth and vulnerability of her character, especially in response to personal and social conflicts. The directive

type appears in a moderate number, with 46 utterances, illustrating the complex hierarchical and relational dynamics within the royal environment. Meanwhile, commissive acts were less frequent, with only 21 utterances, and declarative acts were not found in the data analyzed.

This absence of declarative acts despite the character's high institutional status suggests that genre significantly influences the choice and frequency of speech acts. In this case, the historical romantic drama genre prioritizes emotional expression and relational dialogue over formal institutional declarations. As a result, the dominance of assertive and expressive types aligns with the genre's focus on personal convictions, internal struggles, and emotionally charged interactions rather than legal or status-altering speech. This indicates that beyond factors like character, gender, power, and social roles, genre plays a pivotal role in shaping pragmatic language use in narrative contexts. In analysis action speech, use context according to George Yule to be base important for understand How meaning speech formed No only through structure linguistics, but also through condition social, emotional, and institutional factors that surround it. Five categories the contexts offered by Yule are physical context, linguistic context, situational context, social context, and contextual knowledge. context help researchers for interpret speech in a way more intact, with consider location and time speech, the series of words surrounding it, the situation conversation, relationship social between figures, as well as background the knowledge they have have.

In research there is action speech illocution in the Queen Charlotte series, the fifth context the proven play a role important in dismantle meaning implicitly contained in every speech characters. Physical context helps interpret change in tone of communication moment move from room personal to the Kingdom forum, linguistic context becomes key moment figure use sentence short or ambiguous that only Can understood through speech previously or Afterwards , the situational context explains How pressure emotional, conflict power , or obligation social influence form and function speech, social context reveals differences in communication strategies based on status, closeness, and relationships hierarchical between Queen Charlotte and the characters others, while contextual knowledge becomes runway in understand meaning implied that is not appear in a way textual, but depend on knowledge shared by the characters and the audience.

With Thus, the implementation theory context the use of Yule in study This No only strengthen validity analysis to action speech illocutionary, but also provides a clearer picture deep about How speech in Queen Charlotte reflects struggle emotions, power, and roles social in frame complex institutional.

B. SUGGESTION

Based on the findings and conclusions of this study, the researcher provides the following suggestions:

1. For the Researcher

Future researchers are encouraged to explore speech acts in various genres and contexts, including everyday conversations, political discourse, or other media. Adding audience response analysis could offer deeper insight into how speech is interpreted.

2. For the English Education Students

Students should go beyond grammar and vocabulary by learning how language conveys intention and meaning in context. Studying speech acts through films can improve critical thinking, cultural awareness, and real-life communication skills.

3. For the Lecturers

Lecturers are encouraged to integrate speech act theory and film-based examples into teaching. This approach helps students connect theory to practice and can be used to design engaging classroom activities and research tasks.

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A P P E N D I C E S

APPENDIX 1

DOCUMENT ANALYSIS

Judul : Queen Charlotte: A Bridgertone Story

Episode : 1 “Queen to Be”

Minute : 55 Minute

Abbreviation

T: Type

Ass: Assertive

Dir: Directive

Com: Commissive

Exp: Expressive

Dec: Declarative

Qc: Queen Charlotte

Adp: Adolphus

Qm: Queen Mother

Kg: King George

Rn: Reynolds

Brm: Brimsley

Edw: Edward

Prncs: Princes

Ach: All Children

Data	Time	Context of Use					T	Interpretation
		Physical	Linguistic	Knowledge	Social	Situational		
Adp : You give the appearance of a statue. Qc: <i>Statues are works of art. Art is beautiful</i> Adp : Art can be beautiful to gaze upon. You are ridiculous to	04:54 --> 00:05 :05	It takes place in a stagecoach on the way to England . The atmosphere is monotonous and tense due to the argument between Qc and Adolphus (his older brother) .	" You give <i>the appearance of a statue</i> ", Qc statement is response direct to statement the .	Qc understands that in a way general statue considered as work art and works art own mark aesthetics . Knowledge This used For compile his argument .	Connection brothers and sisters kingdom . Qc tries maintain price yourself and show his identity as precious future queen .	Conversation happens in journey political going to marriage . Speech reflect QC efforts confirmed mark himself in the middle pressure situation al .	Ass and Exp	Speech <i>“Statues are works of art”</i> including action speech assertive Because convey propositions that are considered as fact general . Queen Charlotte responded statement his older brother who compared him with statue , with frame repeat the

the eye.							<p>meaning of " statue " as somethin g positive . Based on context linguistics and knowledg e general (knowled ge contextua l), he state that statue is work art , which is No direct defend himself . Speech This appear in situation social and physical stress , but used For maintain his dignity as future queen.</p> <p>Speech "Art is <i>beautiful</i>" is action speech expressiv e Because state evaluatio n personal</p>
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								to art . In the context this , Queen Charlotte does not only disclose view general , but also attitudes personal that implies that himself beautiful like work art . Speech This appear in situation stressful social , and functional as form expressio n self as well as affirmatio n to mark himself in the middle pressure wedding politics .
Qm : Brimsl ey . Take Charlot te to the seamst	16:00 --> 00:16 : 12	The convers ation took place in the palace meeting	" <i>Brimsl ey . Take Charlot te to the seamstr ess, so</i>	Qc shows his knowle dge and pride to the details	Queen and Queen Mother/Do wager Queen. A conversatio	Preparat ion wedding kingdom where customs palace arrange	E xp and A ss	Speech " <i>Tis quite a perfect fit</i> " show action speech expressiv

<p>ress, so we can have her gown fitted. Qc : Oh, no need. I brought my wedding gown. Tis quite a perfect fit. Qm : “But we have provided a gown for you. Qc: My gown was designed just for the wedding, in Paris. Qc: The lace is handmade by nuns Qc: The modiste called</p>		<p>room on the morning before the wedding . official However colored tension between Qc and Queen Mother</p>	<p><i>we can have her gown fitted."</i> Qc responds instructions from Queen Mother (Qm) who wants bring it to seamstress For match dress . Qc answered with state that He has bring her dress Alone .</p>	<p>of her dress — made in Paris, with lace artificial hand , and designed by famous fashionistas .</p>	<p>n between a daughter-in-law and her mother-in-law in a royal context. Qc wants to assert her freedom and personal preferences as a future queen, who cannot be completely controlled.</p>	<p>Lots aspects , including clothes . Qc tries maintain authority on choice his personal .</p>	<p>e because Queen Charlotte revealed evaluation personal to the dress she wore bring . In the context of social and situational , he currently face mix hand Queen Mother who wants arrange fashion his marriage . Through expression This , Qc conveys a sense of satisfaction and trust self to his choice alone , at the same time reject in a way fine intervention party palace in affairs his personal .</p>
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<p>it a' la mode</p> <p>Qm : Our gown is traditional. Simple.</p>							<p><i>"My gown was designed just for the wedding, in Paris. The lace was handmade by nuns. The fashionist a called it a' la mode."</i></p> <p>Third speech This is action speech assertive because Qc states facts about her dress , like origin proposal , manufacturing process , and design . In the context of contextual knowledge, it want to show that his choice No carelessly , but rather results work</p>
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								quality high . In terms of social and situational , Qc uses fact This For confirm its autonomy in choose fashion , at the same time implies that gown from party palace No comparable with his .
Kg: Are you in need assistance of some kind? Qc: Uh, I'm quite fine, thank you. Qc: You can go back inside and wait with all the other	29:54 --> 00:29:56	The conversation took place in the royal garden, moments before the wedding ceremony . quite formal and tense for Queen Charlotte. han	Qc utterance appears as response on question man foreigner : <i>"Are you in need of assistance of some kind?"</i> which are actually is the King .	Qc no realize that man the is the King. He think that man That just visitor too ordinary follow mix .	Connection between Qc (the future queen) and the real man is King, but Qc is not yet know it . He feel entitled guard distance from strangers .	Happen approaching wedding full of politics pressure . Qc wants alone and feeling disturbed by the presence of strangers around him .	Director	Speech This including action speech directive because Queen Charlotte gave directions or order in a way No direct to against his speech For return enter to in palace . Although delivered in a calm tone , the statement

gawker s.								This in a way context implies more rejection firm and displeasure to the person 's existence . In this situation this , Qc shows attitude dominant For arrange the surrounding situation , even though without realize that He currently speak with the King.
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Judul : Queen Charlotte: A Bridgertone Story

Episode : 6 “Queen Jewelys”

Minute : 1 hours 26 minute

Abbreviation

T: Type

Ass: Assertive

Dir: Directive

Com: Commsisive

Exp: Expressive

Dec: Declarative

Qc: Queen Charlotte

Adp: Adholphus

Qm: Queen Mother

Kg: King George

Rn: Reynolds

Brm: Brimsyle

Edw: Edward

Prncs: Princes

Ach: All Children

Data	Time	Context of Use					T	Interpretation
		Physical	Linguistic	Knowledge	Social	Situational		
Qc: Brimsley, this crown is breaking my neck Brm : It is gloriously regal to behold, Your Majesty . Qc: I'm so hot. Prnsc : We are all hot. Edw: I cannot breathe in this position	04:30 --> 00:04 :45	Conversation happens in space family during the painting process official by the painter kingdom . All family members were asked to sit quietly for a long time.	"crown is breaking my neck" Speech This appears as Qc complaints at the moment painter currently working , in the midst of dialogue with member another family who also complains	QC knows that the painting process This need time and formalities , but He still convey his discomfort to position and weight crown .	Interaction between the queen and waiter his personal (Brimsley) and members family kingdom others . Although He is the queen, her complaint delivered in a way fine .	Situation ongoing in formal and symbolic moments , namely manufacturing painting kingdom . However , in physical and emotional , Qc feels tired and not comfortable .	Exp	Speech " Brimsley , this crown is breaking my neck" is action speech expressive because Queen Charlotte is convey a feeling of dissatisfaction comfortable and tired personal consequence must sitting for a long time in formal

<p>. Ag: Move! Switch places with me. Gg: I will not move. This is my spot.</p>			<p>ned position they .</p>				<p>position while wearing heavy crown . Although delivered in a light tone , speech This is form complain t fine to a situation that is physique tiring . In the context of social , Qc remains guard authority as queen, so that He No convey protest in a way directly , but rather through expressio n personal that implies feeling No comforta ble . So, the utterance the including to in action</p>
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								expressiv e speech .
<p>Qc: Stop talking. Qc: None of it has any signific ance Qc: Without an heir, this portrait would be meanin gless Qc: A faint relic in a dusty storage room Qc: Our lineage will be a page in a history text.</p>	<p>04:48 --> 00:05 :00</p>	<p>Happen s in space family moment session painting official by the painter kingdo m . All member family sits down to painted together .</p>	<p>“Stop talking. ” Qc respond s convers ation light and joking from his children who are not focus . His words is form interrup tion and delivery more opinion s Serious .</p>	<p>Qc realize d that symbol s kingdo m like paintin g only meanin gful If There is success or throne . He underst and the importa nce of lineage for continu ity dynasty .</p>	<p>Interactio n happen between a mother (queen) with his children who are nobleman young . He speak as leaders and figures authoritat ive family .</p>	<p>Importan t moment However symbolic , namely painting family kingdom . Qc feels that moment the No meaningf ul without sustainab ility dynasty through heir .</p>	<p>As s and Co m</p>	<p>Utterance s like "None of it has any significan ce" , "Without an heir, this portrait would be meaningl ess" , is action speech assertive , because Queen Charlotte conveyed his judgment and belief to situation real middle they face . In the context linguistic s and contextua l knowledg e, Qc conveys statement s factual at a time evaluatio n rational regarding the importan ce existence</p>

							<p>heir throne . He evaluate that without descendants , all symbol kingdom , including painting , will lost meaning . Utterance This show claim to believed reality as truth by Qc, so that classified as in action assertive speech .</p> <p>(Our lineage will..) Speech This reinforce s Queen 's fear of disappearance dynasty and only become history that is not life .</p>
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<p>Kg: Charlotte. Listen to my words. You should not have come. I do not want you here. Qc: George Kg: Go back to Buckingham House, please. Do you hear me? I said, "Go back to Buckingham House." That's where you live. That is where you belong. Go. I don't want you. I want never to see you. Leave. Get</p>	<p>08:04 --> 00:08 : 35</p>	<p>It took place in King George's room, in situation emotional where George is encourage Charlotte to go leave it.</p>	<p><i>"I will stay, command it, hear, go away"</i></p> <p>Charlotte's words came out as response direct to orders and refusals from George who wants Charlotte to stay away from his life.</p>	<p>Charlotte knows that as Queen of England, she own equal status and rights. For be on the side her husband, regardless from condition emotional.</p>	<p>Interaction between partner husband wife kingdom, where the position social and power both of them play role important in dynamics communication.</p>	<p>Situation critical and full conflict, George is in crisis personal and mental, and Charlotte tries still accompany him even though rejected.</p>	<p>Communication</p>	<p>Speech like <i>"You cannot force me away. I will not go."</i> and <i>"I will stay!"</i> is form action speech commissive. Charlotte stated in a way firm his commitment. For still stay and accompany her husband refused all form expulsion. This is expression determination personal. For endure in situation difficult, which reflects loyalty and strength his inner self as a wife and queen at the same time.</p>
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<p>out!. I order you! Qc: No. No, George. ! Qc: You cannot force me away. I won't go. Qc: I comma nd it! Go! Qc: I will stay! Qc: I comma nd it. Kg: Please, Charlott e. Please go. Qc: No Kg: Charlott e, you're not listenin g to me. Qc: I am.</p>							<p>Speech "<i>I command it!</i>" that Charlotte threw out shows form directive , namely command . In the context This time , Charlotte uses his authority as Queen of England For emit order to George to accept his presence . He state that his rights and authoritie s No more low from George. This is challengi ng power patriarch al and shows that he also has voice and decision that should respected .</p>
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APPENDIX 2
VALIDATION BY RATHER

NO	TM	Utterances	IT	CU	IF
1.		Statues are works of art.	Ass	E & G	Ends (E) → The purpose of speech This is For disclose opinion or trust about statue as art . Genre (G) → Statement declarative in nature informative .
2.		Art is beautiful	Exp	K & E	Key (K) → Speech tone This is reflective and appreciative to art . Ends (E) → Aim For express opinion about art .
3.		I am wearing Lyonnais silk, encrusted with Indian sapphires, working with overlay of 200 year old lace	Ass	S & P	Setting (S) → Background in environment prominent nobles luxury . Participants (P) → Intended to Adolphus who questioned his clothes .
4.		Apparently too much movement can cause the sapphires to share the lace	Ass	K & A	Key (K) → Speech tone This Possible nuanced cynical or dramatic. Act Sequence (A) → Reveal consequence from clothes worn , perhaps as complaint implied .
5.		If that wasn't enough, the gown sits atop a bespoke underpinning made of whalebone.	Ass	K & A	Key (K) → Ironie tone , highlighting how excessive and luxurious clothes . Act Sequence (A) → Add information addition as continuation from description previously .
6.		The bones of whales	Ass	Terms & Conditions	Setting (S) → Still in progress context aristocratic , but with more tone reflective . Key (K) → The tone that can be played be dramatic or full emphasis .
7.		Whales die, so I could look like this	Exp	E & K	Ends (E) → Maybe aim For highlight irony or criticism to practice fashion nobleman .

					Key (K) → The tone of this speech can be cynical or reflective.
8.		All the finest corsets are whalebone.	Ass	P & E	Participants (P) → Could be speak to someone who questions clothes the . Ends (E) → Aim For confirm standard aristocrats in dressed
9.		You'd know that if you knew anything	Exp	P & K	Participants (P) → Intended to someone who is considered No understand something . Key (K) → Sarcastic tone or to belittle , to show frustration .
10		If you ever paid attention.	Dir	E & K	Ends (E) → Trying blame or criticize somebody Because lack of attention . Key (K) → Fixed pitch sarcastic , showing impatience .
11.		You also know that the problem with Whalebone is that it is rather delicate and also very, very sharp	Ass	S & A	Setting (S) → Context aristocrats and clothing nobleman . Act Sequence (A) → Explain whalebone characteristics with informative tone but Possible implies irony .
12.		So I give the appearance of a statue, ridiculous to the eye, but that is because I cannot move	Exp	K & E	Key (K) → Ironie and full tone complaint . Ends (E) → Aim For highlight absurdity restrictive clothing movement .
13.		And because I must arrive on display,	Ass	E & K	Ends (E) → Shows How woman nobleman expected For come on stage as object display . Key (K) → Satirical and critical tone .
14.		I am forced into a ludicrous gown so stylish	Exp	A & K	Act Sequence (A) → Describe clothes with excessive word choice For emphasize the absurdity of it . Key (K) → Sarcastic and critical tone .

15.		That if I move too much, I might be sliced and stabbed to death by my undergarments	Exp	A & K	Act Sequence (A) → Provide description extreme about danger clothes worn . Key (K) → Dramatic and ironic .
16.		Oh, how joy full to be a lady	Exp	K & E	Key (K) → Sarcasm clear in sentence This . Ends (E) → Aim For criticize oppressive social norms woman .
17.		This is a viable option I have considered	Exp	K & A	Key (K) → Serious tone but also implies irony or sadness. Act Sequence (A) → Show thinking about choice extreme in face situation This .
18.		Moving	Com	K & E	Key (K) → Dramatic and ambiguous . Ends (E) → Could be highlight choice limited owned woman nobleman .
19.		Choosing to be killed by my undergarments	Exp	K & E	Key (K) → Sarcastic and tragic . Ends (E) → Highlights the absurdity of clothing that is so restrictive that it becomes a threat.
20.		I believe if I'm diligent with my movements, I could most certainly bleed to my death before we reach London.	Exp	A & K	Act Sequence (A) → Describe consequence extreme in a hyperbolic tone . Key (K) → Satirical and tragic tone .

APPENDIX 3
DOCUMENTATION



"Queen to Be"

SEASON 1: EPISODE 1



Queen Charlotte | Dialogue | S1:E1 - "Queen to Be"

T R A N S C R I P T

PREMIERE	***	May 4, 2023
RUN TIME	***	54 minutes
DIRECTOR	***	Tom Verica
WRITER	***	Shonda Rhimes

"Holding the King"

SEASON 1: EPISODE 4



Queen Charlotte | Dialogue | S1:E4 - "Holding the King"

T R A N S C R I P T

PREMIERE	***	May 4, 2023
RUN TIME	***	60 minutes
DIRECTOR	***	Tom Verica
WRITER	***	Nicholas Nardini

APPENDIX

BIODATA VALIDATOR DAN RATHER

BIODATA VALIDATOR

Nama : Desti Ariani, S.S., M.Pd
Tempat/Tanggal Lahir : Serang/ 14 Desember 1982
Jenis Kelamin : Perempuan
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Tengah, Kabupaten Rejang Lebong, Provinsi Bengkulu
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Perguruan Tinggi : Universitas Negeri Padang
Program Studi : Pendidikan Bahasa Inggris
Tahun Lulus : 2015
Jenjang Pendidikan : Sarjana
Perguruan Tinggi : Universitas Andalas
Program Studi : Sastra Inggris
Tahun Lulus : 2005

Validator



Desti Ariani, S.S., M.Pd

BIODATA RATHER

Nama Lengkap : Abd. Rahman Zain
Tempat, Tanggal Lahir : Situbondo, 18 September 1992
Jenis Kelamin : Laki-Laki
Alamat : Situbondo, Jawa Timur
Email : zainarablack@gmail.com
Pendidikan : Magister
Universitas : Universitas Sebelas Maret Surakarta
Tahun Lulus : 2021
Jurusan : Ilmu Linguistik dan Penerjemahan

RatherA handwritten signature in black ink, consisting of stylized, overlapping loops and a long horizontal stroke extending to the right.**Abd. Rahman Zain, M. Li.**

AUTOBIOGRAPHY



My name is Nurul Dzakiyyah. I was born on September 13, 2003, in a small and beautiful village known for its neatly lined palm oil plantations and breathtaking sunset views over its lake, Dusun 4 Panang Jaya, Muara Enim Regency, South Sumatra Province. As the third of four siblings, I grew up with a strong sense of responsibility, yet surrounded by the warmth and love of a modest but caring family. My parents have always instilled in me the belief that knowledge is the light of life. Since childhood, I have believed that education is not merely an obligation but a pathway to a better future and that knowledge is not just for myself, but also for the benefit of those around me.

I began my formal education at SDN 06 Gunung Megang, continued at SMPN 02 Ujanmas, and completed my secondary education at SMAN 01 Ujanmas. From elementary school, I have had a strong interest in language, especially English. For me, English is not just a collection of vocabulary and grammar rules, but a window to understanding a broader world. This interest led me to continue my studies at IAIN Curup, majoring in English Education (Tadris Bahasa Inggris). Choosing this major was not merely an academic decision, but also a personal calling. Since school, I have been drawn to English and fascinated by the fields of linguistics and communication. This passion deepened during my university years, particularly when I began studying pragmatics, a branch of linguistics that explores meaning in context.

The most memorable experience during my time as a university student was writing my thesis. It was not merely a graduation requirement, but a journey of reflection and challenges that transformed the way I think and understand knowledge. The title of my thesis is “The Use of Illocutionary Act in Queen Charlotte Movie: A Bridgerton Story; A Pragmatic Analysis.” I chose this topic because I was intrigued by how the main character in the movie uses language not just to convey information, but also to influence, express emotions, make promises, give commands, and more, in line with Searle’s theory of speech acts and Yule’s approach to pragmatics.

Throughout the process of writing this thesis, I experienced many things from transcribing dialogues, analyzing linguistic and sociocultural contexts in the film, classifying types of illocutionary acts, to interpreting the hidden meanings behind each utterance. This journey not only honed my analytical skills but also taught me valuable lessons in patience and perseverance. I am deeply grateful to God, to my parents who were always there for me, to my siblings who supported my educational needs, to my lecturers and supervisor who guided me with patience, and to my friends who constantly encouraged me. I dedicate this thesis to everyone who believes that language is not only a tool for communication but also a mirror of thoughts, intentions, and human relationships.

Looking ahead, I hope to continue learning, teaching, and contributing to the field of education, particularly in English and linguistics. I believe that knowledge gained through hard work becomes an invaluable asset for life’s journey. Now, as I write this autobiography, I realize that my journey is still long. But I am thankful to

have completed this phase with meaningful experiences. I hope that the knowledge I've gained can continue to bring benefit to others, and that one day, I can become an educator who not only teaches but also inspires.

Curup, 25 May 2025
Author

Nurul Dzakiyyah
NIM. 21551031