

**OBSERVING ILLOCUTION IN E-COMIC STRIP *THE ADVENTURE OF TINTIN* AND ITS IMPLICATION  
IN ENGLISH LANGUAGE TEACHING DURING THE PANDEMIC**

**MENGAMATI ILOKUSI PADA E-COMIC STRIP PETUALANGAN TINTIN DAN IMPLIKASINYA  
DALAM PENGAJARAN BAHASA INGGRIS SELAMA PANDEMI**

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**Abstract:** This research is about direct and indirect directive and commissive illocution in *The Adventure of Tintin* movie. The aims of this research to analyze direct and indirect directive and commissive illocution; to describe the application of teaching speaking by using direct and indirect directive and commissive illocution in the movie. Data collection techniques using observational studies. The result shows 42 utterances in the movie are categorized into direct and indirect directive and commissive illocution in the movie. 35 utterances of direct-directive (83,7%) contains ask (19,35%), command (14,2%), request (19,35%), challenge (7%) and insist (23,8%), 2 utterances of indirect-directive (4,7%) contains command, 4 utterances of direct-commissive (9,3%) contains guarantee (2,3%) and promise (7%), and 1 utterance of indirect-commissive (2,3%) contains promise.

**Keywords :** *directive illocution, commissive illocution, movie, ELT*

**Abstrak:** Penelitian ini membahas tentang ilokusi direktif dan komisif langsung dan tidak langsung dalam film *The Adventure of Tintin*. Tujuan dari penelitian ini untuk menganalisis ilokusi direktif dan komisif langsung dan tidak langsung; untuk mendeskripsikan penerapan pengajaran berbicara dengan menggunakan ilokusi direktif dan komisif langsung dan tidak langsung dalam film. Teknik pengumpulan data menggunakan studi pengamatan. Hasil penelitian menunjukkan 42 ujaran dalam film dikategorikan ke dalam ilokusi direktif langsung dan tidak langsung dan komisif dalam film. 35 ucapan direktif langsung (83,7%) berisi permintaan (19,35%), perintah (14,2%), permintaan (19,35%), tantangan (7%) dan desakan (23,8%), 2 ucapan direct-directive (4,7%) berisi perintah, 4 ucapan direct-commissive (9,3%) berisi jaminan (2,3%) dan janji (7%), dan 1 ucapan indirect-commissive (2,3%) mengandung janji.

**Kata kunci :** *ilokusi direktif, ilokusi komisif, film, ELT*

## Introduction

Language is a communication tool that everyone to play important role in daily life. Communication can be created using language both spoken and written. The success of communication depends on speakers' activity and hearer to catch each other's messages. By language, we can express our idea or expression in a communication (Tudgill, 1974).

There is illocution are part of linguistics. Directive and commissive are always appear in daily life. Among participants produced an utterance in the form of directive or commissive. The utterance of a directive can make the hearer does an action. It means that in directive utterance, there is a verbal action that contained there. Meanwhile, a commissive is only speaker that commits himself or herself about a certain action.

Both directive and commissive can be produced in the form of direct or indirect. The direct can be understood easily based on the structure of the sentence. Meanwhile, the indirect sometimes can make hearer confuses about the meaning of the sentence. In fact, there are still many people that have misunderstanding about those. In this case, not only learn from communicate with others or the material books, but also we can learn about the direct and indirect directive and commissive from a e-comic strip.

In this study, the e-comic strip *The Adventure of Tintin* is as the object of this research to analyze direct and indirect directive and commissive illocution based on the dialogue. Besides that, it can be applied in English learning and teaching (ELT) instruction.

This study discusses direct and indirect directive and commissive illocution in *The Adventure of Tintin* e-comic strip and its implication in ELT. There are some writers who conduct with this study. The first study was to find the purpose of saying the utterances and describe the speech acts used (Hairul, 2014), the second was to know the variants and forms of directive speech acts (DSA) (Nurhayati, 2017); (Qomariah, 2017); (Sumarti, 2012); (Ardianto, 2013); (Astuti, Widodo & Sunoto, 2017). The third was to describe the forms of Commissive Speech Acts (CSA) to elaborate the *locutionary*, *illocutionary*, and *perlocutionary* (Pambudi, 2017);

(Lumangkun, 2001)., the fourth, to describe the application in ELT at the tenth grade of senior high school (Audina, 2018); Alfiyati, 2018).

A directive speech is called impressive speech act. A speech act that the speakers make someone do in action. When the speaker tries to get the hearer to do it, it will make precise situation. This situation is called directive (Sumponogati, 2015), for example utterances included forcing, inviting, asking, ordering, demanding, fulfillment, urging, begging, suggesting, reigning, giving cues, or challenging (Nahak et. al, 2021). It is the kind of speech acts that speaker makes hearer else to do something which is essentially commands (Emmiyati and Andriani, 2015). According to the explanations, that hearer doing something based on speaker's utterance. The types of directive are:

a. Ask

requesting permission to do something is called *ask* (ASK), such as: *Just take my hands* (Nindyasari and Nugroho, 2015).

b. Command

This is about authority or at least power of pretends institutionalized Command (COM) (Nindyasari and Nugroho, 2015). Thus, to give an instruction from speaker to hearer. Speaker does something while invoking a position of authority, for example: *Fly the plane!* The phrase *fly the plane* shows the act of command.

c. Request

It has taken to be the paradigmatic directive, has special achievement mode, for example: *Could you tell her Archer's here? and I've got the story she wants.* It is called Request (REQ) (Nindyasari and Nugroho, 2015).

d. Challenge

This is a dialogical mechanism for generating argumentation, for example:

*The choice is yours. Step down or fight.*

It means that speaker challenges hearer about something that they are arguing about. It is called challenge (CHA) (Nindyasari and Nugroho, 2015).

e. Insist

This is bit similar with suggestion, but the illocutionary point that presented have the different strength for example, in a sentence *I insist that we go to the movies*. The sentence means that speaker wants to go to the movies without any resistance from H. It is called insist (INS) (Searle, 2014).

Illocution is included on speech act. Utterances according to the meaning of the illocutionary, namely: veridicive, exercisive, behabitive, commisive, and expositive. The study focused on commisive. The utterances included on commisive are adopting, agreeing, betting, determining, espousing, embracing, engaging, envisaging, guaranteeing, offering, opposing, persuading, planning, promising, siding with, swearing, undertaking, vowing (Austin, 1962). When speaker is committed, in varying degrees, to certain action course, it appears a certain condition that to commit speaker to a certain course of action (Sumponogati, 2015). This condition is called commissive (Pambudi, 2017). Based on the definitions above, the writer concluded that commssive is an utterance that speaker says to commit himself or herself about a certain action. Types of Commissive :

a. Guarantee

The type of guarantee (GUA) is is assertive and firm, for example:

*This device works really well, I guarantee!* (Liestyorini, 2017).

The word *guarantee* shows that speaker convinces hearer about thing and it must be a truth.

b. Pledge

This type of commissive is pledge (PLE). It is to commit someone or the addressee by a solemn promise, for example:

*I meet the governor this morning and I will not forget it for the rest of my life* (Ramadhan, 2018). This sentence means that speaker make a pledge for himself/herself not to forget the meeting with the governor.

c. Promise

A commitment by someone to do or not do something is called promise (PRO) (Chasanah, 2017), for example:

*I promise for always be by your side.*

The word *I promise* shows that speaker commits to himself/herself to do what he/she said in the future.

d. Swear

A sentence to use offensive words, especially when angry, to say or promise something very seriously is called swears (SWE), for example:

*I have never seemed him before. I swear it (Ashari, 2017).*

The word *I swear* is shows that speaker assures hearer that what he/she said is serious.

e. Vow

Vow (VOW) is to make promise to do something or a determined decision. Vow is a very serious form of promise, for example:

*She hurried from the forest, vowing she would never go back (Wardana et.al., 2019)*

If there is a direct relationship between the structure and the function of the utterance, the DSA will happen, for example, when speaker says *Close the window!* to someone, it means that the meaning is obvious, speaker wants hearer to *close the window* (Oktadistio et.al., 2018). Meanwhile, Indirect Speech act (ISA) can be understood by hearer who is common in understanding the contextual meaning (Wardana et.al., 2019). It means that when speaker says something to hearer, the utterance is a direct speech, but the meaning is indirect speech. Sometimes, indirect speech can make hearer confuses about the meaning. Even though speaker says directly, but it can have indirect meaning understand the function of the utterance by speaker.

Visual electronic media is media for learning. It is usually used graphic with color. This media contains the story and reflects desires, needs, fears, and aspirations of a society. It becomes popular in Indonesia during the pandemic (Thamrin and Wargika, 2013). The purpose

of using electronic comic strip for ELT is to improve the production of the students by using oral instruction online (Maulidar et.al., 2019). The researchers use electronic comic strip (e-comic strip) because of social distance during pandemic.

This media is not also for lesson material but also for easy communication if the students have a poor understanding, lack of vocabulary, and confidence which make them tend to be afraid of using the language. So, the role of teacher is important in guiding the students fluently in oral speaking ability while the students are reading the e-comic strip.

Strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted (Maulidar et.al., 2019). Teachers can use different strategies of teaching to achieve teaching-learning goals and objectives (Maulidar et.al., 2019). It means that teachers' responsibility have to make students interact by speaking in English. That strategy is very important since they determine the success of teaching-learning process, for example, teaching speaking using direct and indirect directive and commissive. Direct and indirect directive and commissive utterance is really close to our daily conversation. We can find in the conversation between two people or more. Furthermore, we can find it through e- comic strip. There are many dialogues that reveal direct and indirect directive and commissive spoken by the participants. Directive and commissive illocution can be used to teach pronouns, vocabularies, grammar, etc, in teaching speaking by using role plays.

## **Method**

Qualitative research is a mean for exploring and understanding the meaning individual or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, the data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the reseracher making interpretations of the meaning of the data. This study uses three components, namely data reduction, data presentation, and verification (Miles and Huberman, 1984). These components

are interactive and continuous, forming a cycle. Based on the statement, this study employs descriptive design because it analysis the type of direct and indirect directive and commissive illocution (Daustina, 2017). Kesuma mentions steps to analyze some data: data selection, data classification, data analysis. After data are selected, they are classified based on research problem then the data are analyzed (Kesuma, 2015). The results of the data will be shown using informal technique representing ordinary words (Sudaryanto, 2015).

In qualitative research, the primary instrument is researcher because the researcher do themselves; from collecting, analyzing data and making the conclusion. So, the key instrument of this research is the writer's analysis (Alfiyati, 2018). The writers were taken the data from the dialogue of the actors in *The Adventure of Tintin; The Broken Ear* that consists of types of direct and indirect directive and commissive illocution based on Searle's theory. There are three steps in data collecting are reading, finding, and comprehending. The least is typing the data down. In this study, the steps to analyze the data are classifying, explaining, computing, describing, giving code, counting, and making conclusion.

## Results and Discussion

### Finding

The types of direct and indirect directive and commissive illocution used in *The Adventure of Tintin* movie can be seen in table

Table 1: The types of direct and indirect directive and commissive illocution used in *The Adventure of Tintin*

No.	Type of Illocutionary Act	Frequency	Percentage
1.	Direct-directive		
	a. ASK	8	19,35%
	b. COM	6	14,2%
	c. REQ		

	d. CHA	8	19,35%
	e. INS	3	7%
		10	23,8%
		<b>35</b>	<b>83,7%</b>
2.	Indirect-directive		
	a. ASK	0	0%
	b. COM		
	c. REQ	2	4,7%
	d. CHA	0	0%
	e. INS	0	0%
		0	0%
		0	0%
		<b>2</b>	<b>4,7%</b>
3.	Direct-commissive		
	a. GUA	1	2,3%
	b. PLE	0	0%
	c. PRO		
	d. SWE	3	7%
	e. VOW	0	0%
		0	0%
		<b>4</b>	<b>9,3%</b>
4.	Indirect-commissive		
	a. GUA	0	0%
	b. PLE		
	c. PRO	0	0%
	d. SWE		
	e. VOW	1	2,3%



		0	0%
		0	0%
		<b>1</b>	<b>2,3%</b>
<b>Total</b>		<b>42</b>	<b>100%</b>

Based on the table, the researcher concluded that there are 42 utterances categorized direct and indirect directive and commissive illocution in *The Adventure of Tintin* movie. Those are 35 utterances of direct-directive (83,7%) contains ask (19,35%), command (14,2%), request (19,35%), challenge (7%) and insist (23,8%), 2 utterances of indirect-directive (4,7%) contains command, 4 utterances of direct-commissive (9,3%) contains guarantee (2,3%) and promise (7%), 1 utterance of indirect-commissive (2,3%) contains promise.

## Discussion

### 1). Direct-directive

#### a. ASK

Speaker: *"Dad, let me come! I can help."*

Hearer: *"No, son. You stay with the other cubs."*

*(The Broken Ear p. 56)*

Through speaker's utterance above, it is categorized into direct-directive illocution.

The form of the utterance is ask.

#### b. COM

Speaker: *"Or don't you remember? This is until the precious prince arrived."*

Hearer: *"Don't turn your back on me, Man."*

*(The Broken Ear p. 78)*

From the dialogue above, speaker's utterance is categorized into direct-directive. The form of the utterance is commanding. speaker is a boss, while Tintin is just his brother who has no position in the company.

c. REQ

Speaker: ***"I'm coming Dr.! Hold on!"***

*(The Broken Ear p. 128)*

Based on speaker's utterance, it is categorized into direct-directive. The form of the utterance is request. When speaker saw hearer in the gorge and tried to save himself in a tree.

d. CHA

Speaker: ***"The choice is yours, Dr. Step down or fight."***

Hearer: *"Must this all end in violence? I'd hate to be responsible for the death of a family member."*

*(The Broken Ear p. 4)*

Through speaker's utterance above, it is categorized into direct-directive speech act. The form of the utterance is challenge. speaker try to stop hearer to lie. In this case, speaker challenges hearer because hearer still becomes a liar at that time.

e. INS

Speaker: *"The boss controls the typing."*

Hearer: ***"That's why we're going to kill him."***

*(The Broken Ear p. 6)*

Based on speaker's utterance, it is categorized into direct-directive. The form of the utterance is insist. He insists not to report the real condition.

2). Indirect-directive

a. COM

*The Broken Ear* p. 25

**Speaker: "Tintin. The boss wishes to see you."**

From the speaker's utterance, it categorized into indirect-directive illocution. The form is command. speaker commands to hearer to tell other to see speaker. The indirect is because hearer conveyed what speaker commanded to.

3). Direct-commissive

a. GUA

**Speaker** : "What could you possibly offer us?"

**Hearer** : "A place where you can fill your bellies."

(*The Broken Ear* p. 128)

It is categorized direct-commissive illocution. The form of the utterance is guarantee. Scar said that if their plan is successful, he will provide a place where hyenas can satisfy their appetite.

b. Promise

**Thompson 1** : "It gets bigger."

**Thompson 2** : "Can we keep him? Can we please keep him? **Okay. I promise I'll walk him everyday!**"

(*The Broken Ear* p. 120)

Pumbaa's utterance is categorized into direct-commissive illocution. It is a promise. The twin Thompsons found Tintin who was fainting, and he wants to keep Simba so that he asked to brother. He promised that if Timon give him the permission he would be responsible if Tintin makes a little mess.

4). Indirect-commissive

1. Promise

**Speaker: "You said I could patrol with you today. And today has started."**

*(The Broken Ear p. 81)*

Based on Speaker's utterance, it is categorized into indirect-commissive illocution. The utterance is a form of promise. Speaker had promised hearer that he would invite someone to join the patrol the next day. Therefore, when speaker woke hearer, speaker said again the promise that hearer had told him. The indirect is when hearer repeated speaker's promise. Then the commissive is when he promise that he will invite hearer to join the patrol.

## Conclusion

After analyzing the utterance that found in *The Adventure of Tintin* movie, the researcher can give conclusions which can be presented as follows: There are 42 utterances categorized direct and indirect directive and commissive illocution in *The Adventure of Tintin* movie. Those are 35 utterances of direct-directive (83,7%) contains ask (19,35%), command (14,2%), request (19,35%), challenge (7%), and insist (23,8%), 2 utterances of indirect-directive (4,7%) contains command, 4 utterances of direct-commissive (9,3%) contains guarantee (2,3%) and promise (7%), 1 utterance of indirect-commissive (2,3%) contains promise.

1. The reason why direct-directive becomes the most appearance in the dialogue by the characters in *The Adventure of Tintin* because direct-directive is usually used to communicate. It can make hearer doing something based on speaker says.
2. The theory of direct and indirect directive and commissive illocution can be applied in teaching students' speaking skills especially in the material expressing command, ask, and promise that is taught at the tenth grade of Senior High School. In teaching direct and indirect directive and commissive illocution, the teacher can use comic strip as a

medium to teach speaking. By reading that comic, students can analyze the direct and indirect directive and commissive and they can produce the utterances from the movie based on the material that is being taught by the teacher.

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