

An Analysis on Pragmatic Force Used by the Main Character in Newell's Film *Mona Lisa Smile*

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ABSTRACT

This research used a descriptive qualitative method. The source of the data are document (the authentic manuscript) and video of "Mona Lisa Smile" film. The goals of this research are (1) to identify the contexts of declarative utterances uttered by the main character (Katherine Watson) in the film entitled "Mona Lisa Smile", (2) to explain the pragmatic forces of declarative utterances. To find the pragmatic forces of declarative utterances in the film entitled "Mona Lisa Smile" the researcher identifies the context of each datum in declarative utterance based on Austin's classification of act performance in language. There are 69 utterances in the film, then the researcher randomly takes 35 utterances of declarative utterances to be analyzed. The results of this research are, that (1) In every utterance, context has important role in determine the meaning of the utterance, (2) The hearer's response to Katherine Wattson's declarative utterances varies. The hearer's response can be in forms of a statement, question, act and sometimes silence to Katherine utterances, (3) From the 35 of declarative utterances that have been uttered by Katherine Watson there are 13 kinds of force: consisting of insisting, claiming,

complaining, apologizing, requesting, appointing, ordering, warning, suggesting, blaming, sentencing, asking, and advising. The implications of this research on teaching and learning activity are, (1) the pragmatic force of declarative utterances can be used as teacher's classroom instruction, and (2) the pragmatic force of declarative utterances can be used as a teaching material.

Keywords: *pragmatics, speech act, illocution, declarative*

INTRODUCTION

Human being as social creatures need communications. From the communication, they can get information and have a good relationship with others. According to Julia T. Wood (2009: 4), communication is a systemic process in which people interact with and through symbols to create and interpret meanings. It is a process to exchange meaning through symbols and interaction moreover, it happens at different times, situation, and among people. In communication there is the goal which the speaker wants to achieve. The goal is the meaning that the speaker wants to deliver to the hearer.

Uttering something in actual communication is an act. People perform various actions through the use of words and when utterances are made, a particular act is performed, this is called speech act. Searle (1969) categorizes speech acts into five classes: assertives, directives, commissives, expressives, and declarations. Those five classes of acts are used by the speaker to deliver their meaning in communication. Declarative sentence is the basic sentence that we usually find in communication. We use declarative sentence mainly when we want to say something like claiming, denying, accusing, and apologizing. Quirk & Greenbaum (1990: 231) state that declaratives are sentences in which a subject is present and precedes the verb. They are primarily associated with statements, defined later. Cruse (2000: 337) states that declarative structure may express a wide range of illocutionary force. For example, the sentence "He's not coming" can be used to simply inform someone, but also to ask whether it is true (with a proper intonation), or it would be meant as a threat. From this, it can be concluded that in communication the speaker must use the appropriate forms of declarative utterances to deliver the meanings to the hearer.

Communication is commonly done face to face, but now there are so many media available. Reid (1994: 51) defines media as "all means of communication, whatever its format". Media is all of the things that can be used in any communication in many kinds of format. According to Herry (2007: 31) there are three kinds of teaching media that the teacher can use in

school, these media are; visual media, audio media, and audio visual media. From this media, the speaker can reveal the message to the hearer and also get information anytime and anywhere without any difficulty.

The study of declarative utterances can be taken in many ways, one of which is by analyzing the conversation in the film that contains declarative utterances, especially uttered by the main character. According to Darojah (2011: 92) film is a series of images with the illusion of motion, so that it looks alive in a frame projected through a projector and produced mechanically so that it can be seen and heard. In this research the researcher uses film as the media to study pragmatic because it provides conversations, and in each conversation it has an utterance and context that can be analyzed. From the film, the main character has conversations with other characters in the story to make the film maker's message delivered to audience so the researcher decides to choose utterances in "Mona Lisa Smile" film to be analyzed in this research.

In "Mona Lisa Smile", there are many conversations that have various types of speech acts, and each speech act conveys its own meanings. The researcher finds one of the utterances uttered by Katherine Watson in the film "Mona Lisa Smile" (01:14:14) for the example:

Katherine Wattson: *"We are not engaged."*

The utterance *"We are not engaged."* is uttered by Katherine Wattson to Bill Dunbar when Bill trying to tell Kathrine to back to his fiance in Bill's office. From the example above, what Katherine really means, whether she just states she is not in a relationship or whether she implies a certain purpose in the statement. The outline of the research is to discuss cases like Katherine's utterance, the research discusses the pragmatic force in declarative utterances or the functions of utterances.

In the previous research the researcher used action film as the main subject of pragmatic analysis. Each film has their own specific utterance, mainly on action film which has complex utterances rather than in the other film such as, romance, comedy, and education which are more easy to be understood by the students. From the previous research the researcher also find that action film more emphasizes on the teenager and the adult learner. The analysis of pragmatic force in action film spent more time, especially on the context of the film because the context reveal the truth meaning of the utterances. To find the truth meaning of the utterances the researcher must analyze the context clearly. The researcher wanted to make another pragmatic force analyzing using education movie. So, the researcher expected that it will make a new contribution on pragmatic research especially on the declarative utterances.

Using educational movie will help the researcher explore classroom situation and also the context of the utterances. By exploring the context and the utterance in the film the researcher

can have reference for teaching students on how to construct declarative utterance in classroom situation. Based on the approaches above, the researcher wants to analyze the contexts of declarative utterances and identifying the pragmatic forces of declarative utterances uttered by the main character (Katherine Wattson) in the film entitled “Mona Lisa Smile.

RESEARCH METHOD

The aim of this research was to analyze declarative utterances based on the context and identify the linguistic form, meaning, and their illocutionary force in the film entitled “Mona Lisa Smile” by using speech acts theory under the scope of pragmatics study. In conducting this research the researcher used a descriptive qualitative research.

The research was also done using qualitative research. Gay and Airasian (2000: 627) define qualitative research as ‘the collection of extensive data on many variables over an extended period of time, in a naturalistic setting, in order to gain insights not possible using other types of research’. Qualitative research was used in this research because the researcher studied and analyzed the phenomenon of pragmatic force in the film entitled “Mona Lisa Smile”. Further, the researcher uses document (the authentic manuscript) and video (film) to collect the data. The data from the manuscript was in the form of utterance uttered by the main character. There are 69 utterances in film entitled “Mona Lisa Smile”, then the researcher took 35 utterances of declarative utterances from the data population randomly as the sample of this research.

The researcher adopted simple random sampling technique. Each utterance was written in a slip of paper and then those slips are mixed, and finally, 35 slips were randomly chosen as the sample. In collecting the data there are some procedures as the technique of collecting data: 1) watching and replying the film entitled “Mona Lisa Smile”; 2) reading the document of manuscript in the film entitled “Mona Lisa Smile”; 3) finding all declarative utterances in manuscript in the film entitled ”Mona Lisa Smile”; 4) checking the declarative utterances in the video with the manuscript in the film entitled "Mona Lisa Smile"; 5) taking notes on the sentences that contain declarative sentences in this research; 6) identifying the context of the situation in each utterance; 7) identifying the pragmatic forces of declarative utterances in the film “Mona Lisa Smile”.

In this research, the researcher used sources triangulation that was done by combining more than one data sources. The sources of the data in this research are from the video and the manuscript of the film “Mona Lisa Smile”. The researcher analyzed the data using qualitative descriptive research method. In this research the researcher used interactive model data analysis for the technique of analyzing data. According to Miles and Huberman (1994: 10), interactive

model data analysis needs three current flows of activity: data reduction, data display, and conclusion drawing and verification.

RESULT & DISCUSSION

The researcher identified the pragmatic forces of declarative utterances uttered by the main character in the film entitled "Mona Lisa Smile" and takes randomly 35 declarative utterances which is being analyzed in this part. In analyzing the data the researcher used Austin's theory on the classification of act performances in language. In addition, the researcher also used situational context based on Cutting's theory.

Datum 01/ 137

One morning when Bill Dunbar teaches in the class, Katherine Wattson breaks the door suddenly and complains the system of the college concerned with the problems of disobedient students during the study in front of the class. Bill Dunbar asks Katherine to go to his office to talk about the problems. Katherine Wattson complains her problems to Bill Dunbar dealing with the system in Wellesley College. Moreover, Bill Dunbar gives solution to Katherine Wattson and suggests her to leave from the college and back to her fiance, but Katherine denies it and tells Bill that she is unmarried with her fiance.

Katherine Wattson : *"We are not engaged"*.

In this utterance, Katherine's utterance means that she is not married to her fiance. Pragmatically it was an insist that Katherine was single then.

Datum 02/18

Context: One morning after the lesson in the classroom ended, Dr. Staunton asks Katherine to go to his office. She was asked by Dr. Staunton about her subject in dissertation. Dr. Staunton compares between Picasso and Michelangelo art style in canvas and telling Katherine that she compares both of them especially on the art of the style in canvas. Katherine denies it because she is not compares them in her dissertation. She just does research on the influencing movements of Picasso in the 20th century.

Katherine Wattson : *"I'm not comparing them"*.

In this utterance, Katherine's utterance means that she is not comparing between Picasso and Michelangelo.

Pragmatically it was a complaint that she is not comparing between Picasso and Michelangelo.

Datum 03/192

Context: One night at the boarding house, Katherine saw a lot of foods, drinks, and snacks. She is wondering if there was any party in the boarding house. Then, she found a book with many signatures from the occupants of the boarding house. All of them were making a great party to celebrate Katherine for returning back on her job next year. Instead, Katherine came late to the boarding house and saw no one was in the dining room. In that room it just Nancy who still watches TV and Katherine felt upset that she came late and did not realize about the party.

Katherine Wattson: ***“I didn't realize.”***

In this utterance, Katherine's utterance means that she did not realize that there is a party for her. Pragmatically it was an apologize to Nancy for did not realize the party.

Datum 04/66

Context: One morning at Katherine's office, Joan and Katherine had a conversation about Joan's curriculum vitae. In that file, Katherine asks about her Pre-law and asks Joan which school she wants to go to. Joan still confuses about her desire to enter Yale. Then, Joan spontaneously speaks to Katherine that Yale gives 5 slots for women and one unofficially for a Wellesley girl. Katherine complains on Joan about the chance she did not take to enter in Yale.

Katherine Wattson: ***“But you haven't really thought about it.”***

In this utterance, Katherine's utterance means that Joan didn't ever consider about the chance that she might be entering Yale. Pragmatically it was a complaint to Joan why she didn't consider about the chance in front of her.

Datum 05/6

Context: One morning after the opening ceremony in Wellesley College, Katherine Watson look for the dormitory in the campus to live in. Then, she asks the housemother about the rules in the dormitory. The housemother tells about the rules in the dormitory, the rules are no holes in the wall, no pets, no loud noises, no radio, no hot plates, and no male visitors. Finally, Katherine feels disappointed because she can't use hot plate and try to find another boarding house.

Katherine Wattson: ***“I don't think I can go a year without a hot plate”***

In this utterance, Katherine's utterance means that she can't live without a hot plate in a year. Pragmatically it was a request for Housemother allows Katherine to use a hot plate in the dormitory.

Datum 06/20

Context: In the afternoon, when Katherine feels upset and depressed about her students in the class. She makes a phone call to Paul, then Paul asks her about the classes. He guesses that all of

her students were snobs and it was really hard for Katherine to teach them. Katherine was crying silently on the phone and said that she can't talk to Paul right now.

Katherine Wattson: *"I can't really talk right now."*

In this utterance, Katherine's utterance means that she is not ready to talk about her problem to Paul. Pragmatically it was a claims that Katherine is not ready to talk about her problem to Paul.

Datum 07/9

Context: In the class, Katherine Watson teaches the students in Wellesley College and explains briefly about the History of Art 100. She will use Dr. Staunton's syllabus for teaching. The students feel curious about her and ask her to introduce herself. After that, Katherine Watson is asking back the students to introduce themselves.

Katherine Wattson: *"We'll be following Dr. Staunton's syllabus".*

In this utterance, Katherine's utterance means that she uses Dr. Staunton's syllabus. Pragmatically it was a claiming that she will use Dr. Staunton's syllabus for teaching on the class.

Datum 08/18

Context: One morning after the class ended, Dr. Staunton had a conversation with Katherine about the subject of Katherine's dissertation. During the conversations Dr. Staunton asks Katherine about Michelangelo's Sistine chapel. Then, he asked her "did you ever been to Europe before? Katherine answers the question and believes that she also wants to go there. After that, Dr. Staunton tells her that she must discipline her class for the next lesson.

Katherine Wattson: *"I've never been to Europe."*

In this utterance, Katherine's utterance means that she is never been to Europe. Pragmatically it was a claims that she has never been to Europe before.

In this part the researcher discussing the findings of the research about the film entitled "Mona Lisa Smile".

The context of declarative utterances in the film "Mona Lisa Smile"

The researcher found that the context determines the pragmatic force/ illocutionary force of an utterance. The context of the utterance helps the speaker to get the real meaning from the utterances uttered by the speaker. The context of the declarative utterances in film entitled "Mona Lisa Smile" affect different meanings in each utterances that depends on the participants, place, and time. By describing the context properly the hearer can avoid ambiguity when interpreting the meaning of the speaker.

The pragmatic forces of declarative utterances in the film entitled "Mona Lisa Smile"

The main focus of this research is the pragmatic force of declarative utterances from the social goals and the illocutionary goals of an utterance. The social and illocutionary goals of an utterance is reflected by the function of the speaker's utterances. This research also analyzed the pragmatic force using the theory of Searle as the guideline to determine the function of each declarative utterances uttered by the main character in the film. To identify the pragmatic force need to consider the context of situation and the illocutionary goal. The functions of declarative utterances can be presented on the table 1:

No.	Function	Force/Notion	ΣData	Percentage
1.	Insisting	Insisting (assertives)	1	3%
2.	Claiming	Claiming (assertives)	9	26%
3.	Complaining	Complaining (assertives)	4	11%
4.	Apologizing	Apologizing (expressives)	2	6%
5.	Requesting	Requesting (directives)	4	11%
6.	Deciding	Appointing (declaratives)	1	3%
7.	Ordering	Ordering (directives)	4	11%
8.	Warning	Warning (directives)	1	3%
9.	Suggesting	Suggesting (directives)	1	3%
10.	Accusing	Blaming (declaratives)	2	6%
11.	Verdicting	Sentencing (declarative)	2	6%
12.	Questioning	Asking (directives)	1	3%
13.	Advising	Advising (directives)	3	9%
	Total		35	100%

Table 1 Declarative Utterances' Functions

According to the table above, claimming, complaining, requesting and ordering are the most dominant notions that the main character utter. The other, less dominant notions are advising, apologizing, blaming, sentencing, insisting, appointing, warning, suggesting, and asking.

According to Cutting (2002: 16) illocutionary force means, 'what is done in uttering the words', the function of the words, the specific purpose that the speaker has in mind. In this case, force is used in the term of illocution. Pragmatic force is the interpretation of

speech depending on the speaker. What the speaker said to hearer can have more than one meaning when it have been interpreted by the hearer.

CONCLUSIONS AND SUGGESTION

The results in this research found that context has important role in determine the meaning of the utterance. Each utterance has its own context that depends on the situation, participants, place, and time. The hearer's response to Katherine Wattson's declarative utterances are varies. From the 35 declarative utterances that have been uttered by Katherine Watson, there are 13 kinds of force: insisting (3%), claiming (26%), complaining (11%), apologizing (6%), requesting (11%), appointing (3%), ordering (11%), warning (3%), suggesting (3%), blaming (6%), sentencing (6%), asking (3%), advising (9%). The finding shows that there are various kinds of force in declarative utterances. The most dominant notions are claiming, complaining, requesting and ordering while, the other notions are advising, apologizing, blaming, sentencing, insisting, appointing, warning, suggesting, and asking.

The implications from this research on language teaching are the researcher can use the pragmatic force of declarative utterances in the film "Mona Lisa Smile" for the references on the teaching learning process. First, the researcher can use the pragmatic force as a teaching instruction in the classroom. In teaching learning process in the classroom, the teacher needs to give clear instruction for students so that the students will understand clearly the details of instructions from the teacher. Declarative utterances can be applied in various functions as claiming, complaining, apologizing, requesting, deciding, ordering, warning, suggesting, accusing, verdicting, questioning, and advising. Next, the researcher also can use it for the teaching material for the students. The researcher makes lesson plan for Junior High School students with the theme "Thanking and Apologizing expression" in 7th grade as the example of the contribution in teaching declarative utterances in the school. It expected that the students can construct declarative utterances and make interpersonal dialogue in classroom situation between the teacher and the students and vice versa.

The various kinds of force may give a big contribution to the speaker and hearer when using declarative utterances in daily communication. From this, the researcher expects that this research will give a contribution or recommendations for learners and other researchers as follows: 1) For students, in English Department Students, who are interested in studying pragmatics especially on the analyzing of declarative utterances it can be an additional references on their study; 2) Junior High School students are expected to have a better understanding on pragmatic fields for exploring declarative utterances in clasroom contexts and make

interpersonal dialogue in classroom situation with the teacher or peers; 3) For other researcher who are interested to analyze on pragmatic study can use other subjects such as short movies, animation movies, and formal public speech, and reality shows as the subjects of the research and took another speech acts in conducting pragmatic study

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