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Theme : Education Innovation in Globalization Practice

22 September 2020
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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	**Activities**	**PIC/Moderator**
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	**Opening Ceremony** 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: **Prof. Dr. Syawal Gultom, M.Pd** (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 **Prof. Emmanuel Manalo** (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 **Dr. Susan Ledger** (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 **Prof. Dr. Ekkarin Sungtong** (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 **Assoc. Prof. Yuri Uesaka** **(**The University of Tokyo - Japan)	
12.05 – 13.30	**Break**	
13.30 – 15.30 (pm)	**Parallel Session 1** **(divided to 19 parallel rooms)**	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	**Parallel Session 2** **(divide to 19 parallel rooms)**	Moderator/Operator
17.00 – 17.10 (pm)	Cloossing	committee

Proceedings of the 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020)

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Univesitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme "Educational Innovation in Globalization Practice".

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..
The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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Expressive Speech Acts in *Up in the Air* Movie

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***Abstract*—Expressive speech acts are one of the five basic categories of speech acts identified by Searle (1976). The category of expressive speech acts has traditionally proven elusive of definition in contrast to other types of speech acts. This might explain why this group of speech acts has been less researched.This study aims to describe the expressive speech acts performedin *Up in the Air* movie. Likewise, it will find out how often the expressive speech act performed, and what kind of expressive speech act used in the movie. This study used qualitative method in which data collection were done by watching the movie, analyzing the body movement and the dialogues of each character, reading the script and library research. The results of the study showed that there are eleven kinds of expressive speech act found in the movie, namely expressing apology, expressing thanks, expressing sympathy, expressing attitudes, expressing greeting, expressing wishes, expressing joy, expressing likes, expressing dislikes, expressing volition, ande expressing xclamations. The forms of expressive speech act are direct literal expressive speech act, direct nonliteral expressive speech act, indirect literal expressive speech act, and indirect non-literal expressive speech act. This study is expected to give some useful insights in understanding what expressive speech acts is.**.

***Keywords*—Pragmatics, Expressive Speech Acts.**

I. INTRODUCTION

When people are communicating with each other, they transfer certain meanings through the language. A branch of linguistics studying about meanings in communication is covered in what so-called Pragmatics. It is concentrated on the dynamic aspects of meanings in context. One main interest of pragmatics is defining the principles for the determination of intended meaning. This meaning may be transmitted verbally or nonverbally. Pragmatics studies language that is not directly spoken. Instead, the speaker hints at or suggests a meaning, and the listener assumes the correct intention. In a sense, pragmatics is seen as an understanding between people to obey certain rules of interaction. In everyday language, the meanings of words and phrases are constantly implied and not explicitly stated. In certain situations, words can have a certain meaning. People might think that words always have a specifically defined meaning, but that is not always the case. The definition might be a bit confusing, so let us look at an example to clarify the role of pragmatics in our language. This example is one that you probably use in your own life every day. When our friend asks, 'How are you today?', do you immediately go into an in-depth account of your health issues, varying mood, relationship status, and everything else going on in your life? Of course not! Usually, you respond with something similar too, 'Fine, how are you?' with the same expectation that our friend will not go into full detail of how he or she truly is. This interaction perfectly shows pragmatics at work. It is understood that this question does not really ask you to explain everything going on in your life. The implication relies on the context and situation. Thus, to understand more about pragmatics in context and situation, it is much better to study about speech acts which become significant aspects to be discussed further.

Speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning from what is said. This is obviously important to take account of speech acts into a deep analysis in conjunction with a large number of issues which potentially arise. Just take a look at the following illustration. When the speakers utter something, then the hearers afford to catch the meanings produced by the speakers. It can even cause misunderstanding when the hearers fail to process the intended meanings from the speakers. Furthermore, the speakers have something in their mind in which they expect the hearers to do so, but in some cases the speakers' expectation is not the same as what the hearers understand. Speech acts try to discuss how any utterances are produced by speakers so that they have intended meanings which should be comprehended by hearers not only explicitly but also implicitly. Furthermore, those intended meanings affect the hearers to react, act, and do something. Speech acts itself can be dividedinto locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary act refers to the literal meaning of what is said. For example: 'It is hot in here'. Illocutionary act is the social function of what is said. For example: 'It is hot in here' could be an indirect request for someone to open the windows, an indirect refusal to close the window because someone is cold, or a complaint implying that someone should know better than to keep the windows closed (expressed emphatically). While perlocutionary act is the effect of what is said. For example: 'It is hot in here' could result in someone opening the windows. Speech acts have a crucial role in pragmatics because they are not merely a matter of speeches and acts, but there is power or force behind the words which really need a deep analysis.

The domain of speech acts is then focused on the intended meanings or illocutionary acts. The concept of an illocutionary act is central to the concept of a speech act. Sometimes what is

said is what is meant, but it is very often that what is said is not what is meant. In particular contexts, utterances are contrasted to meanings that want to be conveyed by speakers. When what is said is what is meant, hearers need not do interpretation complicatedly and it is easy to understand. Meanwhile, when what is said is not what is meant, hearers endeavor hard to catch the meanings of the utterances. Illocutionary acts have a force as an aspect of speaker meaning. It means that speakers, in producing utterances, have power to control someone else to do something in accordance with what they desire. For example, in a classroom situation when a lecturer utters "do this assignment and submit it tomorrow" to the students, then the students are most likely to obey what their lecturer instructs. Though the students may possibly refuse the lecturer's instruction, they in fact do not do that. Here it is obviously illustrated that an utterance produced by the lecturer is not a mere utterance, but there is power that forces the students to do a lecturer's instruction.

II. Literature review

A. *Speech Acts*

When we say something to someone, at the same time we also do something dealing with the arrangement of our utterances. Our acts in using utterances in everyday communication are known as speech acts. The notion of a speech act is fairly well understood. Searle (1969: 7) stated that the theory of speech act starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statement, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc. In addition, Bach (2003) notes that a speech act is quintessentially pragmatics because it is created when speaker makes an utterance to hearer in context and must be interpreted as an aspect of social interaction. In general, speech acts are acts of communications. Moreover, to communicate is to express a certain attitude, and act defined as the units at the lowest rank of discourse (Coulthard, 1977:8). As an act of communication, a speech act succeeds if the audience identities, in accordance with the speaker's intention, are expressed. The first thing one should notice is that speech acts are actions happening in the world, that is, they bring about a change in the existing state of affairs. We can make requests, ask questions, give orders, make promises, give thanks, offer, apologies, and so on. A major task for the theory of speech acts is to account for how speakers can succeed in what they do despite the various ways which linguistic meaning under determines use. Furthermore, Almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention. Speech acts might be seen as a prototypically pragmatics phenomenon in the sense that they challenge the notion that there is a one to one correspondence between a form and its function (Grundy, 1995:105).

B. *Expressives Speech Acts and Their Categorization*

Searle (1969) observes that verbal utterances are normally used to describe the world around us, but they may also encourage people to do things, or even constitute actions themselves, e.g. where a marriage is pronounced by a speaker who by his office is empowered to do so, or when a ship is named in a ship-naming ceremony. In later work, Searle (1976) distinguishes five types of speech acts in detail. These are representatives, directives, commissives, expressives and declarations. Representative speech acts are utterances in which the speaker’s words mirror the world truthfully. Second, there are directive speech acts, which lead the recipient to carry out a task. Implicitly, this also refers to questions, which intend to produce a reaction on the receiver’s part, and to implicit directives which are encoded by implicatures such as e.g. the statement it is very cold in here, which might imply that the recipient should close the window. Third, by using a commissive speech act, the speakers promise to undertake a certain action and in that way they make the world fit their words. A further category of Searle’s speech acts are declarations. These, if uttered by a person with the appropriate authority under certain well-defined circumstances, create situations that fit the words, e.g. a judge sentencing someone in a courtroom or a member of the clergy baptizing a child in church.

The category with which the present paper is concerned is expressive speech acts. They are speech acts that express the speaker’s feelings about themselves or the world (Searle 1976: 12). Norrick (1978: 279) specifies that expressive speech acts express psychological conditions, and thus not beliefs or intentions, which arise to given states of affairs. Some expressive speech acts have also been discussed by Taavitsainen and Jucker (2010), who treat 18th century English, and concentrate on the use of politeness and on thanking, and who define expressives as expressing the state of mind, the attitudes, and the feelings of speakers (Taavitsainen and Jucker 2010: 159).

In further research, Clark (1996: 134–135) adds that Searle's categories are not unified, but consist of different subgroups. Thus representatives, called assertives by Clark, clarify the speaker's belief, but can, amongst others, also express diagnoses, predictions, notifications, confessions or denials. While commissives mainly commit the speaker to further action and offer a promise, according to Clark directives can be further divided into the major subgroups of requests for action and requests for information. Searle's declarations are divided into two distinct categories, effectives and verdictives. Clark argues that verdictives apply rules within an institution, e.g. a referee's ruling in a match must be obeyed. Other illocutionary acts which are typically associated with verdictives are acquitting, assessing, certifying, grading, ranking or ruling. In effectives, a change takes place which is not confined to the institutional setting, like a boss hiring or firing employees. In the context of effectives, Bach and Harnish (1979) mention e.g. banning, censoring, firing, moving, sentencing or voting.

In describing expressives, Clark, too, refers to thanking, apologizing, congratulating and greeting (1996: 134). Four different events of speaker-hearer interaction lead to the use of

expressive speech acts. First, this is a hearer being offended by something, which calls for the expressive speech act of apologizing. Second, a hearer achieving something positive, which leads to the speech act of congratulating. Third, a hearer doing a favour to the speaker which leads to the act of thanking and finally a hearer approaching the speaker which leads to the expressive act of greeting.

There have been approaches during the history of pragmatic research which have discussed different groupings within the types of speech acts. An early differentiation of expressive speech acts has been carried out by Norrick (1978). His definition of expressive speech acts is that of A state of affairs X perceived as factual and judged to have positive or negative value for some person, the patient, brought about by a person, the agent (who may be identical with the patient), and, just in case either the agent or patient role is not filled or both are filled by the same individual, an additional person, the observer.

From this, Norrick, creates the schema, where [items] are optional, and /value/ may be positive or negative:

(agent) /value/ X (patient) (observer),

In which 'value' can stand for a positive or a negative. According to this formula, he compares nine different kinds of expressive illocutionary acts. These are

1. Apologizing, where an agent-speaker expresses negative feelings towards a patient-addressee to appease them.
2. Thanking, where the speaker expresses positive feelings to the addressee, who has done a service to the speaker.
3. Congratulating, where the speaker has observed that the addressee has either benefitted from or carried out a positively valued event
4. Condoling, which resembles congratulating, except that the experienced event is negatively valued.
5. Deploring, or censoring, in which the addressee is criticised for an event which had a negative impact on the speaker or a third person
6. Lamenting, where the speaker expresses his or her own misfortune, either at their own or somebody else's doing, the speaker is also the main observer
7. Welcoming, where the speaker expresses positive feelings towards the arrival of the addressee. points to the conceptual similarity with thanking.
8. Forgiving, which is found to have a similar conceptual set-up as deploring, except for the fact that the speaker does not resent the addressee's action
9. Boasting, where the speaker expresses positive feelings about his or her own actions towards and addressee

C. Up in the Air movie

Up in the Air is a 2009 American comedy-drama film directed by Jason Reitman and written by Reitman and Sheldon Turner, based on the career of J Weller. The story is centered on corporate "downsizer" Ryan Bingham (George Clooney) and his travels Vera Farmiga (Anna Kendrick). The filming was primarily done in St. Louis, Missouri, which substituted for a number of other cities. Several scenes were filmed in Detroit, Omaha, Las Vegas and Miami. Ryan Bingham works for a human resources consultancy firm that specializes in termination assistance, and makes his living traveling to workplaces across the United States, conducting company layoffs and firings on behalf of employers. He also gives motivational speeches, using the analogy "What's in Your Backpack?" to extol the virtues of a life free of burdensome relationships with people as well as things.

III. RESEARCH METHOD

This study was conducted by qualitative method, which means the qualitative data were collected andqualitatively interpreted. Theoretical framework for this study was obtained through a library research. The data for this study was taken from the movie script retrieved from the internet. The data will be analyzed by using speech acts theories. The other source of data was derived from the movie. The researcher will analyze gestures or the body movements of the characters that can be seen from the movie

In analyzing the data, the researcher uses interactive model of Miles, Huberman and Saldana (2014:33). Miles, Huberman and Saldana elaborate several steps of analyzing data, they are: (1) data collection (2) data condensation, (3) data display and (4) data conclusion/verification

A. Data collection

Data collection is process of collecting the data. Data collection suggested by Bogdan and Biklen (1992:64) can be done by likert scaleor questionnaire, and participant observation.

B. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body (corpus) of written up field notes, interview, transcripts, documents, and other empirical materials (Miles & Huberman, and Saldana 2014).In this research, data condensation is done by selecting the utterances in *Up in the Air* movie script containing expressive speech act,classified them based on the formulation of the problems. Next, the data analyzed grouped into their own types and transferred into data sheets. Then the researcher described and interpreted the data in order to answer the formulation of the problems. Lastly the related data will be transformed into the real data, during the process of analysis, the researcher will be applied the trustworthiness of the data and analyzed the data to gain the results of the research.

C. Data display

Miles and Huberman argue that data display refers to a group of information which can be used as the guidance for the researchers to make a conclusion and as the base to take a further action. Generally, the utterances that had been condensed were displayed.In this study, the researcher will make it through textual, table and graph representation based on the form of expressive speech acts found in *Up in the Air*

movie script so that the analyst can see what is happening and either draw justified conclusions or move to the next step analysis.

D. Data conclusion/verification

The data should be concluded and verified after reducing and displaying it. All the data that had been collected on the observation, recording and interview needed to be verified before the researcher took the final conclusion.

IV. FINDINGS AND DISCUSSION

In line with the questions of this study, there are 108 utterances contains of expressive speech actsfound from the movie. They are expressive speech acts of apologizing as many as 10 utterances (9,25%), thanking as many as 10 utterances (9,25%), condoling as many as 15 utterances (13,88%), congratulating as many as 9 utterancess (8,33%), complaining as many as 15 utterances (13,88%), lamenting as many as 7 utterances (6,48%), protesting as many as 11 utterances (10,18%), boasting as many as 4 utterances (3,70%), complimenting as many as 9 utterances (8,33%), greeting as many as 13 utterances (12,03%), and welcoming as many as 5 utterances (5,64%).

V. CONCLUSION

The main point of expressive is that a certain psychological state is expressed. It is to express the speaker's inner state toward a certain thing. It has no direction of fit; in which the proposition ascribes a property or act to the speaker or the hearer. The result of this study shows eleven types of expressive speech act found in the *Up in the Air* movie, which condoling and complaining expressive speech acts were the most frequently used by the character.

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