



The Pragmatics of Power: Investigating Illocutionary Acts in *Wonder Woman* Subtitles and Their Role in EFL Speaking Development

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Abstract

The objectives of the study were: 1) to identify and interpret types of illocutionary acts in Wonder Woman movie subtitles used by the main character in Wonder Woman movie subtitle. 2) to explore EFL students' perception of the relevance of these identified illocutionary acts in developing their speaking skills. This research belongs to qualitative research method for analyzing the data that was needed focuses on discourse-pragmatics approach. The data were taken by Wonder Woman movie subtitle through the main character who is Diana's utterances and used questionnaire to answer students' perception. In addition, to analyze the utterances, the study uses Searle's theory. The findings indicate that they are four kinds of the illocutionary act which are assertive (154 utterances), directive (87 utterances), commissive (11 utterances), and expressive (15 utterances), and interpreted the meaning of illocutionary acts based on their function. Second, EFL learners' perception demonstrated that illocutionary acts, such as suggestions and apologies, relevant for developing their speaking skills, especially when observed through movie subtitles in Wonder Woman. Watching the film helped them connect language with real-life use, improve pronunciation and vocabulary, and they recommended the activity as both effective and enjoyable. In short, types of illocutionary acts in Wonder Woman movie subtitles can be applied as an English learning media for developing EFL learners speaking skills. Therefore, future researchers should provide a different approach, theory, and object to find out the types of illocutionary act and students' perception using movie subtitles from different views.

Keywords: Illocutionary Acts, EFL Speaking Skills, Discourse-Pragmatics, Movie-Subtitles

1. Introduction

Language that is used in communication, whether spoken or written should be as clear as possible in order that the listener can ease to

comprehend what the speaker says. Besides that, the listener will also capture the message and meaning well. The meaning can be understood by user through context. The context itself occurs in utterances of the conversation or dialogue between speaker and listener. A study has been conducted about the meaning and utterances of speakers within the framework of a conversation. There are several types of conversational context that can be examined. According to (Darong, 2024) a speaker's meaning is determined by their context, which is not a single phrase or sentence. The listener should comprehend the context of the conversation in order to prevent misunderstandings between the speaker and the listener and to make it easier for the listener to comprehend the speaker's meaning in utterances during the conversation. When doing conversation, the speaker and the listener perform language involves many utterances in daily life conversation. Based on Yule in the research from (Widyawanti et al., 2024) the utterance produced in everyday conversation divided by three acts such as the locutionary act, the illocutionary act, and the perlocutionary act. Three kinds of acts above are called speech act. The phenomenon of speech act not only can be encountered in daily conversation but also in the movie.

In any conversation like in a movie have the context of the conversation that occurs in the story of the movie. Moreover, while watching the movie, people will also see subtitle that is used. Therefore, by watching the movie and reading its subtitle, the people can find the utterances through conversation or dialogue in that movie. The utterances that they found it also helps the to develop their speaking skill. Speech act especially illocutionary acts become the main analysis to analyze for this research. Because it concerns with what the speaker's intents on and what the speaker want to achieve by uttering something. For studying illocutionary acts, to evaluate the speaker's utterance and determine its intended meaning, we require additional knowledge. According to Searle in (Lia Rosdiana, 2024; Rachmawati et al., 2022), classified the illocutionary act into five kinds that are assertives or representatives, directives, commissives, expressive, and declaration. Recently, research about speech act, especially in illocutionary act in movie subtitle that relate in pedagogical are limit. The researcher only finds the kind of speech act it self rather that connected with education. That is align with this research by (Nugraha & Citraresmana, 2022; Santaso et al., 2025) conduct of commissive and expressive speech act that used in the object of the research. By utilizing the rich information available, the researcher

chooses the movie entitled Wonder Woman as an object which analyzed because that movie is one of the popular and interesting movies and also easy to learn English with subtitles especially in learning speaking. The researcher limited the data only focuses on the main character who is Princess Diana based on her utterances in movie subtitle. Besides, the researcher analyzes the kind of illocutionary acts based on Searle's theory which are assertive or representatives, directives, commissive, expressive, and declarations. Then, interpret it on pragmatic functions in spoken English. Moreover, the researcher also explores EFL students' perceive the relevance of these identified illocutionary acts in developing their speaking skills, this study seeks to answer the question:

1. What types of illocutionary acts do students identify in Wonder Woman subtitles, and how do they interpret their pragmatic functions in spoken English?
2. How do EFL Learners perceive the relevance of these identified illocutionary acts in developing their speaking skills?

By investigating types illocutionary acts in Wonder Woman movie subtitles, the study aimed to provide specific insights into the EFL Learners' perspective that occurs in movie subtitle, enriching the field of discourse pragmatics, and directly benefits EFL learners by advocating for the use of authentic movie subtitles as effective and interest tools for developing.

2. Literature Review

2.1. Pragmatics

Pragmatics is a discipline of linguistics. Pragmatics is an important aspect of communication because it helps the listener understand and recognize what the speaker says and means. However, they ought to all be contextually appropriate. According to Griffiths in (Chong-yuan, 2021) Pragmatics is the study of how senders and addressees utilize context to expand on literal meaning when communicating. People should understand the context and meaning of what the speaker is saying. In agreement with Yule in (Landy, 2012) also proposes a definition for pragmatics. He mentions that pragmatics has four different definitions. The original definition of pragmatics is the study of what speakers mean. It implies that pragmatics is analyzed by humans. The second definition of pragmatics is the investigation of contextual meaning. Consider how speaker structure what they intend to say in accordance with who they're speaking to, where, when, and the circumstances. Context plays a vital part

in communication between the speaker and the listener. Pragmatics is the study of how people communicate more than they express. Fourth, pragmatics deals with the expression of relative distance. Here, relative distance refers to how close or remote the speaker and hearer are when communicating, whether physically, socially, or conceptually.

2.2 EFL Learners and Pragmatic Competence

Pragmatic competence is the capacity to use language effectively in various social and cultural circumstances. For EFL (English as a Foreign Language) students, this entails not just learning grammar and vocabulary, but also understanding how to convey intentions, reply appropriately, and discern suggested meanings in everyday interactions. According to (Qalam & Keagamaan, 2024), pragmatic competence is the ability to properly carry out conversational actions in a variety of contexts, such as making requests, complimenting others, or politely denying. This competency is critical for avoiding pragmatic failure, which occurs when learners use grammatically correct language but inappropriately for the situation, resulting in misunderstandings or offense. (Hamdani, 2019) EFL learners frequently struggle with speech acts such as apologizing or denying because they have limited exposure to the cultural norms of English-speaking cultures. He believes that raising learners' knowledge of sociocultural diversity will help them speak more effectively and boldly. Added to (Wang et al., 2024) point out that pragmatic competence is frequently undeveloped in EFL learners compared to ESL learners due to restricted interaction with native speakers.

2.3 Discourse-Pragmatic Approach in Language Learning

The discourse-pragmatic method examines how language is utilized in everyday conversation, emphasizing the relationship between what is said and how it is interpreted in context. This method combines discourse analysis, which explores language beyond the sentence level, and pragmatics, which investigates speaker intention, social norms, and the impact of context on meaning. This method of language acquisition, particularly for EFL learners, helps pupils comprehend not just the structure of language but also how to use it effectively in a variety of contexts. Learners see how tone, politeness, turn-taking, and cultural expectations influence meaning, which are frequently not explicitly taught in grammar-based training. According to Bassols Puig (2003), discourse-pragmatic analysis enables learners to analyze speech acts, implicatures,

and conversational tactics, all of which are necessary for effective communication. Particular to (Hsu, 2018);(Hidayat, 2019) further underlines that language meaning is affected by social interaction and context, making this method perfect for evaluating subtitled films in which students can watch actual language use. Using this strategy with movie subtitles, students can understand how characters use language to request, apologize, debate, or persuade, and how these actions are influenced by the situation and relationship between speakers. This exposure improves learners' pragmatic competence and helps them develop speaking skills in a more natural and socially appropriate way.

2.4 Speech Act Theory

People conduct a variety of acts with words, and each utterance results in a specific act known as a speech act. Austin first established the definition of speech act in his book *How to Do Things with Words*. As reported by Yule in (Helvira et al., 2025) defined a speech act as the action taken by a speaker in making an utterance. When the speaker states, "I'll be there at six," he or she should not just speak but also take action. Yule also classified that speech act divided by three types, locutionary acts, illocutionary acts, and perlocutionary acts.

2.5 Illocutionary Acts

In the previous section, an illocutionary act was described as one of three types of speech acts. According to Austin in (Mayer,2009) indicates that while making utterances to get someone to do something. This is considered by illocutionary force. The term "illocutionary act" refers to the act of speaking something with the intention of causing the hearer to do something. For example, the illocutionary act "it's hot air" serves the function of instructing the hearer to open the window immediately or turn on the fan. Added (Searle,2005), he classified the illocutionary act into five types, which are Assertive or Representatives, Directives, Commissive, Declarations, and Expressives.

1. Assertive/Representatives

Assertive or Representative means stating the truth in the world. According to (Searle, 2005), the objective or purpose of assertive class members is to commit the speaker (in varied degrees) to the truth of the articulated notion. The direction in which words fit into the world; the psychological condition communicated is belief. All assertive class members can be assessed on the assessment dimension, which contains

true and false. So assertive or representational is a statement of the truth communicated, which can be true or untrue depending on the understanding. For example, in this case, we found uttering such as stating, affirming, and concluding.

2. Directives

A directive occurs when the speaker creates an utterance and then requests the hearer or listener to do something. (Searle, 2005) defines the illocutionary point of these as the speaker's efforts to persuade the hearer to do something. They can be relatively small efforts made by the speaker while asking the hearer to do something or issuing a command. The direction of fit is worldwide, and the sincerity condition is lacking. The propositional content always demands the listener to take some future action. Commonly used verbs include ask, order, command, request, beg, plead, implore, beseech, invite, permit, and advise.

3. Commissives

Commissive signifies that the speaker must do something in the future. Searle also discusses the many forms of illocutionary acts that attempt to commit the speaker (in varying degrees) to a future course of action. The direction of fit is worldwide, and sincerity is defined as the aim. The propositional content is always that the speaker will perform a future action. Commissive verbs include shall, intend, favor, promise, threaten, and offer, among others.

4. Declarations

According to (Searle, 2005) the defining property of this class is that effective performance by one of its members results in the correspondence between propositional content and reality; successful performance ensures that the propositional content conforms to the world. It implies to convey the predicate that someone is something or to change anything through an utterance based on external status, state, or situation. Declarative verbs include excommunicating, declaring war, christening, and discharging from work.

5. Expressive

According to (Searle, 2005) the illocutionary point of this class is to represent the psychological state expressed in the sincerity condition in relation to the state of objects specified in the propositional content. It represents the speaker's emotional expressions. Expressive verb paradigms include thanking, congratulating, apologizing, condoling, deploring, and welcoming.

2.6 Use of Subtitled Movie in Language Learning

Subtitled Movie have gained popularity in language instruction due to their effectiveness in improving listening, speaking, and pragmatic skills among EFL learners. In regard to (Marwan, 2021);(Dipta, 2019) found that watching English movies with subtitles increases learners' vocabulary learning, listening comprehension, and speaking fluency by providing authentic language input in a contextualized situation. Subtitles bridge the gap between spoken and written language, allowing students to correlate pronunciation with spelling and meaning. In reference to (Sabouri & Zohrabi, 2015) discovered that subtitled videos lower learners' anxiety while increasing motivation, making language instruction more accessible and engaging. Furthermore, (Kord, 2022) underlined that subtitles are instructional tools that aid in language retention and understanding, particularly when learners are subjected to repetitive and meaningful material. These findings indicate that incorporating subtitled films into EFL training not only promotes language development but also improves pragmatic awareness, as students watch how language is utilized in real-life social interactions.

In this research aligns with several previous studies, the first grounded on (Widyawanti et al., 2024) this reserch aimed to investigate the types of Illocutionary acts and its function of Illocutionary acts in the short movie "The Translator". This study also used searle's theory to clasified the types and leech's theory to classified the function. The second comes from (Sianipar et al., 2025) this analyzed the use of in the Inside Out 2 animated movies to understand how the characters use their utterances to achieve their intentions and goals. This study interpreted the illocutionary act in this movie into five types of intentions by using Searle's theory. The researcher also recommends that this study can be used as a reference for learning about the illocutionary act. The third study, as pointed out (Asri et al., 2022) the study aimed to describe the teacher strategy in forming the character of Pancasila students that use qualitative descriptive approach with pragmatics approach. The results indicate that use directive speech act is of the type of ordering, asking, advising, warning, and inviting can be able to speak frankly. These research, while enlightening, leaves a gap in our understanding of how EFL learners interpret illocutionary acts in authentic, subtitled media and how this affects their speaking abilities.

Previous studies have emphasized the role of discourse and pragmatics in enhancing EFL learners' speaking competence. Susanto (2025) explored interpersonal meaning in classroom discourse, stressing the significance

of appraisal in spoken interaction. Similarly, Susanto, Bimo, and Pinandhita (2025) underscored how discourse-based teaching enhances pragmatic awareness and speaking skills. The integration of multimodal resources such as YouTube and memorization (Umam et al., 2025) and storytelling (Susanto, Elmasari, & Bimo, 2025) has shown to promote fluency and pragmatic sensitivity. Dias Andris (2025) and Hentihu et al. (2025) also highlighted action-based learning for improving communicative effectiveness. A sociopragmatic lens was adopted by Rohmadi et al. (2023) to examine oral discourse and power dynamics in urban contexts, aligning with the current study's interest in illocutionary force. These studies indicate that pragmatic features in media discourse, such as subtitles, hold pedagogical value in fostering learners' speaking development in EFL contexts.

Recent studies have reinforced the relevance of discourse analysis and appraisal theory in English language teaching. Susanto (2023) examined attitudinal meanings in religious discourse, while Susanto and Bimo (2023) explored evaluative language in political editorials, both highlighting how stance and power are discursively constructed. Ayuningtyas et al. (2023) analyzed illocutionary acts in Webtoon dialogues, emphasizing pragmatic functions in digital narratives. Similarly, Salsabillah et al. (2023) used mood analysis in film scripts to demonstrate how media texts can support EFL instruction. Thematic progression in public speeches (Septiana et al., 2023) also contributed to pragmatic fluency. In addition, cognitive and memory learning strategies (Wardhani & Susanto, 2023; Dias Andris, 2023) offer insight into learner engagement with authentic texts. Collectively, these findings underline the pedagogical potential of fictional and multimedia texts in developing learners' pragmatic awareness and enhancing spoken language performance in EFL contexts.

Thus, the current study fills this vacuum by evaluating illocutionary acts in Wonder Woman subtitles using a discourse-pragmatic lens and investigating EFL learners' interpretations and perceptions. This method not only broadens understanding of pragmatic ability, but it also has educational implications by tying audiovisual materials to learners' speaking development.

3. Research Methodology

This study adopts descriptive qualitative research. Based on Creswell in (Ishtiaq, 2019) qualitative research approach is described as a research

procedure that produces descriptive data in the form of spoken or written words about individuals and observable behavior. It means that the results of qualitative research are presented in the form of words rather than numbers. Another definition of research designs is the precise techniques used in the research process, such as data collecting, analysis, and report writing. It indicates that research design plays a vital role in numerous stages of the research process, including data collecting, analysis, and report writing. It indicates that research design plays a vital role in numerous stages of the research process, including data collecting, analysis, and report writing. As a result, the researcher analyzed this study using descriptive qualitative research methods. The data was acquired by the primary character's utterances, Princess Diana from the Wonder Woman movie subtitle. This focuses on the types of the illocutionary act based on Searle's theory. Furthermore, this research identifying the kind of illocutionary act used by the main character, describing how the kinds of illocutionary acts are realized in Wonder Woman movie and explores EFL students' perceive the relevance of these identified illocutionary acts in developing their speaking skills.

3.1 Partisipants

Participants consist of the researcher itself because wanted to analyze the kind of illocutionary acts, then 5 (five) EFL learners from the advanced level, selected through randomly to answer the questionnaire. They are undergraduate students university enrolled in an English language Department program who have experience using English subtitles while watching movies in six semesters that have already taken pragmatics and discourse analysis subjects.

3.2 Data Collection Methods

The procedures that were used by the researcher to collect the data in order to work systematically as follows:

1. Watching the Movie

The researcher watched the movie first in order to understand the content of the story in the movie, read the subtitle all of the utterances in that movie, then transcript the subtitle.

2. Transcript the Subtitle

The researcher rewrote the subtitle then, gave the name and time of the conversation.

3. Selecting

The researcher only selected the conversation or sentences that uttered by the main character who is Princess Diana.

4. Numbering

This procedure, the researcher gave the number of the sentences or conversation that was selected.

5. Identifying

The researcher identified the utterances in the numbered sentences by reducing to find clause, phrase inside the sentences.

6. Coding

The researcher was coded the clause and phrase that was gathered.

D. Ph.1.1: Yeah.	Ph: PhraseC/:
D. C/1.18: I am sorry.	Clause D: Diana`s

7. Collecting and analyzing the questionnaire with thematic analysis

3.3 Data Analysis Techniques

Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions. Qualitative researchers analyze their data by reading it several times and conducting an analysis each time. Each time you read your database, you develop a deeper understanding about the information supplied by your participants (Creswell, 2010). In this research, the researcher used descriptive analysis technique in processing the data to identify the kinds of the illocutionary acts in Wonder Woman movie subtitle.

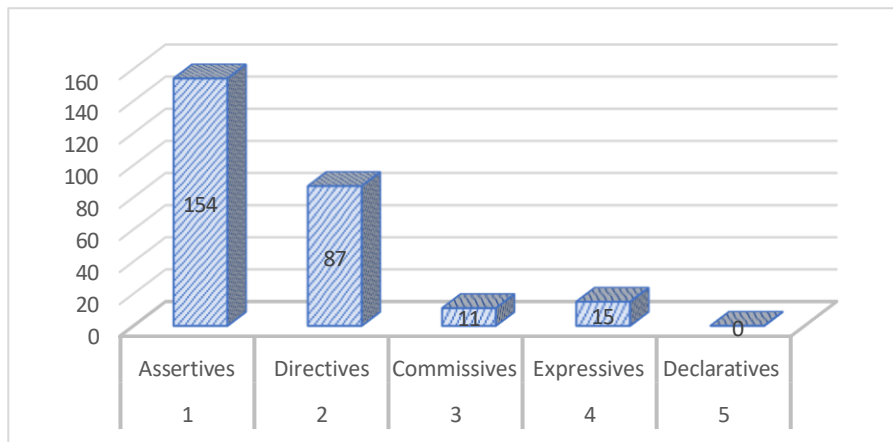
Meanwhile, the steps used to analyze the data based on Searle`s theory as follows:

1. Identifying the kinds of illocutionary acts that are uttered by Diana in Wonder Woman movie subtitle. The researcher identified the utterance based on the main character`s utterance who is Diana.
2. Listing the main character`s utterances based on the kinds of illocutionary acts that was identified. The researcher listed the utterances by put them based on each kind of illocutionary acts in the framework of Searle`s theory in to the table of illocutionary acts.
3. Analyzing how the kinds of illocutionary acts realized in Wonder Woman movie subtitle.
4. Interpreting kinds of illocutionary on pragmatic functions in spoken English and explores EFL students`perceive the relevance of these identified illocutionary acts in developing their speaking skills by using a questionnaire.

5. Making a conclusion based on the result of the analysis.

4. Findings

Based on the research, the data were found categorized based on Searle's theory, such as assertives, directives, commissives, expressive, and declaratives. But this research only found four kinds of illocutionary acts performed by the main character's utterance, who is Diana in Wonder Woman movie subtitle. There are assertives, directives, commissives, and expressives. For declaratives are not found. The results of the data findings are presented in the diagram below to answer the first research question



The diagram above that there are 267 utterances of the main character, who is Diana. The assertives present the highest of frequency of all five types of illocutionary acts there are 154 utterances, including informing, affirming, stating, denying, asking, reporting, assuring, predicting, offering, arguing, agreeing, disagreeing, insisting, believing, unbelieving, confirming, understanding, describing, and guessing. It is followed by directives which are 87 utterances consisting of suggesting, questioning, commanding, offering, begging, asking, ordering, advising, requesting, telling, and curiosity, expressive which are 15 utterances consisting of apologizing, thanking, leave taking, praising, surprising, and wondering, and the lower- rank frequency of illocutionary acts are the commissives only 11 utterances consisting of promising, committing and hoping. Meanwhile, the declaratives are not found in this research.

1. What types of illocutionary acts do students identify in Wonder Woman subtitles, and how do they interpret their pragmatic functions in spoken English?

1. Assertives

The researcher found 154 utterances of assertives in Wonder Woman movie subtitles of the main characters. The meaning of each illocutionary acts from all the clauses and phrases of utterances found in assertives are different. Here, the researcher explains some of clauses and phrases in the main characters' utterances in Wonder Woman movie subtitle. Some of the assertive that are performed in Wonder Woman movie subtitle are:

a. Datum 5

NO	Data	Utterances	Illocutionary Act	Function
5	D (00:05:25-00:05:27)	Cl. 1.5: Just the shield then, no sharp edges.	Assertive	Affirming

The kinds of illocutionary acts of the bold clause are assertives. It is because the clauses above telling the true. The illocutionary meaning of the utterance above is affirming. Affirming is the expressed by the speaker to give the assertion about what the speaker says to the hearer. Here, the speaker affirming that just shield and no sharp edges.

b. Datum 46

NO	Data	Utterances	Illocutionary Act	Function
46	D (00:39:21-00:39:33)	Cl. 1.46: The God of war is our responsibility.	Assertive	Informing
		Cl. 2.46 Only Amazon can defeat him.	Assertive	Informing

The kinds of illocutionary acts of the bold clauses above are assertives. It is because in the first and second clauses contains the speaker's information. The speaker who is Diana give information about the hearer's question. The illocutionary meaning of the movie subtitle above is informing. Informing is expressed when the speaker wants to make something clear or understand by giving informing about it.

c. Datum 54

NO	Data	Utterances	Illocutionary Act	Function
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54	D (00:42:15 -00:42:2)	Cl. 1.54: I have no father.	Assertive	Informing
		Cl. 2.54: My mother sculpted me from clay.....	Assertive	Informing
		Cl. 3.54: and I was brought to life by Zeus.	Assertive	Informing

The bold clauses in Wonder Woman movie subtitle are assertive. It is because the clauses telling the true. The illocutionary meaning is informing. Informing is expressed by the speaker to give information to the hearer. The speaker informed to the hearer that she haven't father, her mother sculpted her from clay, and Zeus gave her life.

d. Datum 65

NO	Data	Utterances	Illocutionary Act	Function
65	D (00:47:20 - 00:47:30)	Cl. 5.65: Yeah. And a deal is a promise.	Assertive	Agreeing

The bold expressed in datum 65 above presented about the kinds of illocutionary acts of assertive. The illocutionary meaning is agreeing. It is because agreeing is the expression of agreement about something. Here, the speaker agrees about the hearer's said. It showed in phrase 'yeah' and the speaker also assert to the hearer that a deal is promise.

2. Directives

This research, the researcher founds 87 utterances of the directives which formed clauses in Wonder Woman movie subtitle of the main characters. The meaning of the illocutionary acts of directives is different. Here the researcher explains more detail about some utterances that containing of directives. The examples of directives are as follows:

a. Datum 1

NO	Data	Utterances	Illocutionary Act	Function
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1	D (00:04:18 - 00:04:22)	<i>Cl. 1.1: How are you today?</i>	Directive	Questioning
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The kinds of the illocutionary acts of the bold utterances above are directives. It is because the speaker wanted to the hearer to answer her question. Here, the speaker wanted the hearer to do something by using interrogative sentences. The speaker wants to get information from the hearer by giving the question. The meaning of the illocutionary is questioning. Questioning is asking somebody about something, especially officially.

b. Datum 2

NO	Data	Utterances	Illocutionary Act	Function
6	D (00:05:39 -00:05:41)	<i>Cl. 1.6: You've told me this story.</i>	Directive	Commanding

The bold utterances of the main characters are directives. It is because the speaker desires to the hearer to do something or suggest something. The speaker commands to the hearer that has told her the story. The meaning of the illocutionary is commanding. Commanding is expressed that used to asked or order someone to do something in direct way.

c. Datum 21

NO	Data	Utterances	Illocutionary Act	Function
21	D (00:22:17 -00:22:29)	<i>Cl. 1.21: No, please no. No, no! No!</i>	Directive	Begging

The bold clauses that showed of the main character above are directives. The context of the movie is when Antiope hit by arrow, the speaker begs to the hearer did not leave her. The illocutionary meaning is begging. Begging is the expressed that used to order the hearer not to do something. Here the speaker ordered the hearer did not leave her.

3. Commisive

This research, the researcher found 11 utterances of the commissive which formed clauses in Wonder Woman movie subtitle of the main

characters. The meaning of the illocutionary acts of commissive is difference. Here the researcher explains more detail about some utterances example of commissive in Wonder Woman movie subtitle. Some examples of commissive are as follows:

a. Datum 36

NO	Data	Utterances	Illocutionary Act	Function
36	D (00:32:02 - 00:32:13)	Cl. 2.36: And I wish to go plan.	Commissive	Hoping

The data in Wonder Woman movie subtitle above is commissive. It is because the speaker hopes that in the future, she can reach a plan. The illocutionary meaning is hoping. Hoping is expressed that is used by someone's desire in the future. The bold utterances above showed the speaker's hopes in the future.

b. Datum 38

NO	Data	Utterances	Illocutionary Act	Function
38	D (00:35:27- 00:35:34)	Cl. 1.38: Now. I'll show you the way off the island.....	Commissive	Committing

The utterance above showed that includes the kinds of illocutionary of commissive. It is because the speaker commits an action in the future to the hearer. From the bold utterances above, the illocutionary meaning is committing. Committing is expressed used by the speaker to promise sincerely that the speaker will do something. Here, the speaker committed to the hearer that will help the way off the island.

4. Expressive

This research, the researcher found 15 utterances of the expressive which formed clauses and phrases in Wonder Woman movie subtitle of the main characters. The meaning of the illocutionary acts of expressive is difference. Here the researcher explains more detail about some utterances' example of expressive in Wonder Woman movie subtitle. These examples of expressive are as follows:

a. Datum 9

No	Data	Utterances	Illocutionary Acts	Function
9	D (00:09:34 - 00:09:43)	<i>Cl. 1.9: It's beautiful</i>	Expressive	Wondering

The bold font of the utterances above is expressive. It is because the clauses of the speaker's statement above is showing the speaker's feeling. The utterances show the speaker's wonder. The meaning of the illocutionary is wondering. Wondering is expressed that is used by the speaker to show the amusement about something.

b. Datum 15

No	Data	Utterances	Illocutionary Acts	Function
15	D (00:14:14 - 00:14:15)	<i>Cl. 1.15: I'm sorry.</i>	Expressive	Apologizing

The main character's brave utterance is an expressive speech act especially, an apology. The illocutionary force expresses the speaker's remorse for the hearer. This approach demonstrates how expressive activities such as apologizing function within a discourse environment, expressing both emotional aim and social interaction.

2. How do EFL Learners perceive the relevance of these identified illocutionary acts in developing their speaking skills?

Answering the second question, the researcher used open-ended questionnaire conducted by G-form. It contains of 6 questionnaires that have already answered by undergraduate students university selected randomly. All of students have already answered all of the questionnaire. First, six students answered that they were familiar with the kind of illusionary, secondly the main character in that movie subtitle help to understand using English in real-life situation. Third, they mentioned that kind of illocutionary acts can improve the speaking skill. Fourt, the students also think by using English movie subtitle is useful method for developing speaking skill. Fifth, the illocutionary act that occurred in movie subtitle are recommended by other learners. Lastly, the illocutionary act that have mentioned by english movie subtitle is suggested for improving while teaching leaning process.

The results showed below:

Question 1: How familiar were you with the idea of illocutionary acts (like commands, suggestions, requests) in English?

Theme	Students' Responses	Meaning Unit
Knowledge of Kinds of Illocutionary acts	<i>S1: I had a basic understanding of illocutionary acts such as commands, suggestions, and requests in English. However, this activity has really deepened my knowledge and helped me see how these acts function in real communication. I now have a clearer idea of how intention and context play a role in interpreting meaning, which has made me more confident in both recognizing and using them appropriately.</i>	deeper understanding, contextual awareness, growing confidence
	<i>S2: Honestly, I was quite familiar with the concept of illocutionary acts before participating in this activity. As an English department student, I've studied speech acts and pragmatics, which include illocutionary acts like commands, suggestions, and requests. The intention or function of the utterance (e.g., <u>promising, requesting, warning</u>)</i>	know types, understand culture, deep learning
	<i>S3: In my studies, I've learned about the different types of illocutionary acts, such as directives (e.g., commands, requests), expressives (e.g., apologies, thanks), and commissives (e.g., promises). I've also analyzed how illocutionary acts can be performed explicitly or implicitly, and how they can be influenced by context, tone, and cultural background.</i>	academic background, prior exposure, theoretical foundation
	<i>S4: Very familiar because always trying to speak using English</i>	speak often
	<i>S5: I was somewhat familiar with the concept of illocutionary acts, especially commands and requests, as they are commonly used in everyday conversations. For instance, I often use expressions like "Could you pass me the book?" or "Please turn off the light." However, I didn't fully understand the theory behind them or how they are categorized in English, such</i>	familiar from practice knew a little, now clearer, learned types

as the difference between directives,
commissives, and expressives.

The result above showed that 5 students university have already familiar with kind of illocutionary act. They can mention that illocutionary act including of directives (e.g., commands, requests), expressives (e.g., apologies, thanks), and commissives (e.g., promises).

Question 2: How did observing the way characters speak in Wonder Woman help you understand how to use English in real-life situations?

Theme	Students' Responses	Meaning Unit
Context	<i>S1: Observing the way characters speak in Wonder Woman helped me understand how English is used in real-life situations by showing how language changes depending on the context, emotion, and relationship between speakers. It was especially helpful to see how tone, body language, and word choice all work together to express intentions clearly—whether giving a command, offering support, or making a request. This made the idea of illocutionary acts feel more practical and relevant to everyday communication.</i>	Understanding the context, practical, and relevant to everyday communication
	<i>S2: Observing the way characters speak in Wonder Woman helped me understand how to use English in real-life situations because it showed me how language is used in different contexts.</i>	different situations
	<i>S3: Watching Wonder Woman helped me understand how to use English in real-life situations by showcasing authentic dialogue, contextual language use, and the importance of tone and pragmatics. I observed how characters adapted their language to suit different situations, used idiomatic expressions, and conveyed meaning through tone and body language. By analyzing these aspects, I gained insight into how English is used in everyday conversations and the significance of considering context, relationships, and power dynamics in</i>	daily use real talk, tone, idiom, situation

effective communication.

S4: Yeah. because the actress and actor speak English very well. and not that fast. So I can understand what they say.

clear speaking, good pronunciation

S5: Observing the characters in Wonder Woman helped me see how language is used in different social contexts, like giving orders, offering help, or showing disagreement. It showed me the importance of tone, politeness, and word choice when communicating, especially in formal or emotional situations.

politeness, expression, social situation

The result of the second question showed that the students university when used the movie subtitle especially in way of the character in the Wonder Woman help them to understand using English in real-life situation.

Question 3: Which specific speech acts (e.g., expressing disagreement, making suggestions, refusing) do you think are most helpful for improving your speaking skills? Why?

Theme	Students' Responses	Meaning Unit
Interaction	<i>S1: I think making suggestions and expressing disagreement are the most helpful speech acts for improving my speaking skills. Making suggestions helps me practice using polite and constructive language, which is important in both academic and everyday conversations. Expressing disagreement, on the other hand, teaches me how to share different opinions respectfully and clearly. Both require careful word choice and the ability to think critically, which helps me become a more confident and effective speaker in English.</i>	suggestions, disagreement, polite, critical
	<i>S2: I think the most helpful speech acts for improving my speaking skills are making suggestions and expressing disagreement politely.</i>	suggestions, polite
	<i>S3: I think expressing disagreement and making suggestions are two speech acts that are particularly helpful for improving speaking skills. These acts require a combination of linguistic and pragmatic skills, such as using appropriate language to convey nuanced meanings, managing tone and body language, and being sensitive to the listener's perspective. By practicing these skills, speakers can develop greater confidence and fluency in their communication.</i>	disagreement careful words, tone, perspective, fluency
	<i>S4: making suggestions because I can tell what I think or what's in my mind about something. So I try to convey my opinion.</i>	suggestions, share ideas, express opinion

S5: Think making suggestions and expressing disagreement are the most helpful for improving my speaking skills. These types of speech acts require you to think critically and choose polite and appropriate language, which is useful in both academic and everyday conversations.

suggestions,
disagreement, polite,
thinking

The result from the open-ended questionnaire shown that all of 5 students university made Positive opinions, most of them said that the spesific of the speech act especially the kind of illocutionary such as suggestion help them to make practice english in real-life situation and making easy interaction within speaker and hearer.

Question 4: Do you think using English movie subtitles is a useful method for developing speaking skills? Please explain your answer.

Theme	Students' Responses	Meaning Unit
Facilitation	<i>S1: Using English movie subtitles is a very useful method for developing speaking skills. Subtitles help me connect spoken language with written words, making it easier to understand pronunciation, intonation, and natural sentence patterns. By listening to the dialogue while reading the subtitles, I can learn how native speakers express different emotions, use slang or idiomatic phrases, and respond in various situations. It also improves my vocabulary and helps me become more familiar with real-life conversations, which boosts my confidence in speaking.</i>	useful method
	<i>S2: Yes, I think using English movie subtitles is a very useful method for developing speaking skills. When I watch movies with English subtitles, I can see the words while hearing how they are pronounced, which helps me improve both pronunciation and listening <u>skills at the same time.</u></i>	useful method
	<i>S3: Of course! Using English subtitles in films can be very useful for developing speaking skills. By watching films and reading subtitles, you can improve your English listening and comprehension skills, as well as learn new vocabulary and</i>	natural effective method and way

phrases. In addition, you can also pay attention to how actors use intonation, rhythm, and word stress to convey meaning. This will help you improve your speaking skills in a more natural and effective way..

S4: Of course. because when I'm not a native speaker. I still learn about what the vocab meaning. and the subtitle help me a lot.

vocabulary help,
non-native support
helpful

S5: Yes, using English movie subtitles is a very helpful method for improving speaking skills. It allows learners to see the correct spelling, pronunciation, and context of new words and phrases. Subtitles also help us understand how native speakers use intonation, stress, and expressions naturally in conversation.

method,
expressions
naturally in
conversation

The fourth question, all of the student university mentioned that using english movie subtitle is useful method to develop speaking skill, their reasons are by listening the dialogue, reading its subtitle help them to know the correct pronounce, new words, understand how native speakers use intonation, stress, and expressions naturally in conversation so that be able to improve speaking in real-life situation.

Question 5: Would you recommend this activity to other learners? Why or why not?

Theme	Students' Responses	Meaning Unit
Recomendation	S1: Yes, I would definitely recommend this activity to other learners. It's an engaging and practical way to improve both listening and speaking skills. By observing how characters communicate in real-life contexts, learners can better understand how to use English naturally and appropriately. The activity also helps reinforce important concepts like speech acts, tone, and cultural context. Most importantly, it makes learning enjoyable and meaningful, which keeps motivation high.	useful, real use, motivation, fun
	S2: Yes, I would definitely recommend this activity to other learners because it's a fun and effective way to improve English skills. Watching movies with	fun, effective, subtitles, improve skills

subtitles helps learners improve listening, vocabulary, pronunciation, and speaking all at once.

S3: Very recommended, especially for students who want to practise correct pronunciation, improve their speaking skills, and discover new phrases and vocabulary.

pronunciation,
speaking, new
words
helpful

S4: Yes. its very helpful for people who learn english for the second language.

second- language
learners

S5: Yes, I would recommend this activity to other learners because it is both educational and enjoyable. Watching movies helps students learn real-life English in a fun way, and they can also improve their listening, vocabulary, and speaking skills without feeling bored.

enjoyable,
educational,
fascinated

Result of the fifth question from the open-ended questionnaire, 5 students university stated that by using subtitle in Wonder Woman movie as media is recommended for the leaners especially in studying english it's fun, enjoyable, and fascinating. It made better understand how to use English naturally and appropriately. That also can improve their speaking skill.

Question 6: What suggestions do you have for improving this learning activity?

Theme	Students' Responses	Meaning Unit
suggestion	<i>S1: One suggestion for improving this learning activity is to include more opportunities for active speaking practice, such as role-plays or group discussions based on scenes from the movie. This would allow learners to apply the expressions and speech acts they observed in a more interactive way. It might also be helpful to provide a short glossary of useful phrases or idioms from the film, along with explanations. Finally, allowing learners to choose from different movie clips could increase engagement and make the activity feel more personalized.</i>	Interactive to Practice
	<i>S2: One suggestion to improve this learning activity is to combine watching movies with active</i>	Activity support

speaking practice.

S3: *To improve this learning activity, I suggest adding interactive elements like discussions, debates, or role-plays to make it more engaging. Using authentic materials like news articles or TED talks can also make the activity more relevant. Providing constructive feedback on pronunciation, grammar, and vocabulary usage can help learners improve, and encouraging self-reflection can also be beneficial. By incorporating these elements, the activity can become more effective and engaging for learners.*

Engagement &
Personalization

S4: *It can be funny if we learn in group. so maybe learning with games together. I thinks it has to be so pleasant*

Adding that activity with
other

S5: *One suggestion would be to provide a short vocabulary list or discussion guide before watching the movie. This would help learners understand the key expressions better. It could also be helpful to include follow-up speaking activities, like role plays or group discussions, after watching the movie.*

method vocab list, prep,
post-speaking

Lastly, all of the student university mentioned the suggestions that by using subtitle movie as media and illocutionary act as approach can improve the learning activity, espeacially in speaking skill. Student A said that *this learning activity is to include more opportunities for active speaking practice, such as role-plays or group discussions based on scenes from the movie.* Therby, means that it makes opportunity to enhanced their speaking skill. The other student also agreed that *while combine watching movies with active speaking practice.*

5. Discussion

Based on *these* findings, various forms of illocutionary acts has been found in the Wonder Woman movie subtitle by the main character. These kinds of illocutionary acts include assertives, directives, commissives, dan

expressives. Assertives itself consist of affirming, the speaker wants to affirm to the hearer by the sentences *don't be afraid it is just the shield and no sharp edges*. Secondly, Informing, when the speaker wants to make something clear by giving information about the hearer's question. Thirdly is telling because the speaker wants to tell something true to the hearer. Next, the types of Assertives are denying. It is because the speaker denies the hearer's utterances. Then, showed stating because the speaker tells something fact to the hearer. Confirming presented because the speaker wants to confirm about something in order to establish the truth. Lastly, consisting of believing it is because the speaker said about what she believed to the hearer. Directives are an utterance used to get the hearer to do something. The speaker intends to produce some effect through action of the hearer. Directive illocutionary act which is founded in Diana's utterances are performed. identified as questioning because in this datum, the speaker asking to the hearer by using interrogative questions, here the speaker wants to the hearer to do something by using answer the speaker's question. Commanding of directives illocutionary acts identified appears the speaker command to the hearer that has told her story. Next, presented of begging of directives illocutionary act. It is because the speaker wanted to the hearer to do something that she ordered the hearer did not leave her. Lastly, identified as ordering because in this data the speaker orders the hearer to go. Commissives, this illocutionary acts in an acts which the speaker commits to do something in the future. Commissives illocutionary act which is founded in Diana" utterances are performed. Second, presented hoping of commissive illocutionary acts because the speaker hopes to the hearer in the future. Third, Committing, it is because the speaker commits an action in the future to the hearer. Last, the promising appeared because the speaker promises to the hearer to stop Ares in the future. Expressives act is the kinds of illocutionary acts that state or express what the speaker feels. Such thanking (e.g. "thank you"), apologizing (e.g. "I am sorry"), congratulating (e.g. "congratulation"), etc. The data for research findings showed also in identified of wondering, apologizing, greeting, and thanking. This results align with viewed express by searle's theory in (Manaf, 2021) that illocutionary act not only found in that conversation but also presented in movie subtitle.

For the second question from the results finding of the open-ended questionnaire that have been distributed and analyzed, it can be seen that five student university from english education department in one of central java university were familiar with the illocutionary act. It was because of

them have already learnt in pragmatics and discourse analysis subject. Besides, this activity is very useful method to the learners. By using subtitle in that movie can improve speaking skill, they were also argued that not only improve the speaking but also in vocabulary, listening, and pronunciation. They were also told that when doing an activity like improving speaking skill, they might combine it with another way. This results appropriate with viewed express in (Noviyenty & Anwar, 2023) that using movie subtitle as media and kinds of illocutionary act can improve the speaking skill.

6. Conclusion

After analyzing and discussing the utterances that formed of clauses and phrases found in Wonder Woman movie subtitle, the researcher took some conclusions as follows:

1. There were four kinds of illocutionary acts used by the main character that is assertives, directives, commissives, and expressives. This research, the researcher has found out 267 utterances which were included in the kinds of illocutionary act expressed by the main character (Diana) that formed of clauses and phrases in Wonder Woman movie subtitle. Based on the findings, the researcher found out 154 utterances of assertives, 87 utterances of directive, 11 utterances of commissive, and 15 utterances of expressives. In addition, the researcher didn't find out any declarative utterances in her utterances. The kinds of illocutionary acts of assertives is the most dominant in this research and the kinds of illocutionary acts of commissive is the low-rank of this research. All of the 267 utterances that consist of four such as assertives, directives, commissive, and expressive found in Wonder Woman movie subtitle of the main character who is Diana. The kinds of illocutionary acts interpreted in that movie by the word of "just, responsibility, sculpted, was brought, yeah, says, not, killing of assertive, ask, told, please, let's, and compel of directive, wish and will of commissive, beautiful, good, thank, sorry of expressives".
2. EFL Learners perceive the relevance of these identified illocutionary acts in developing their speaking skills, it can be seen in the findings that all of students university demonstrated that familiar with kind of illocutionary act, used the movie subtitle especially in way of the character in the wonder woman help them to understand using english in real-life situation, the specific of the speech act especially the kind of

illocutionary such as suggestion help them to make practice english in real-life situation and making easy interaction within speaker and hearer, useful method to develop speaking skill, their reasons are by listening the dialogue, reading its subtitle help them to know the correct pronounce, new words, understand how native speakers use intonation, stress, and expressions naturally in conversation so that be able to improve speaking in real-life situation, recommended for the leaners especially in studying english it's fun, enjoyable, and fascinated, and suggestions that by using subtitle movie as media and illocutionary act as approach can improve the leaning activity especially in speaking skill.

While, this study about Illocutionary Acts in Wonder Woman Movie Subtitles: A Discourse-Pragmatic Study on EFL Learners' Speaking Development, certain limitations should be noted. First, the researcher only focused on kinds of illocutionary acts rather than, perlocutionary, and locutionary, the object was gathered by subtitle movie. Moreover, the researcher only focused in students' perception while using subtitle movie for improving EFL learners speaking skill. Future research could explore all of the kinds of speech act, not only in the movie, might in classroom conversation interaction between students and teacher. Using another theory to classify the kinds of illocutionary act such as Yule's theory and giving insight from two object perceptions while using questionnaire.

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