AN ANALYSIS OF IMPERATIVE SENTENCES IN *HARRY POTTER AND THE SORCERER'S STONE* MOVIE AS AUTHENTIC MATERIAL FOR TEACHING ENGLISH

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THESIS

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CHAPTER I
INTRODUCTION

A. Background of The Research

EFL students can obtain sentence types in the following way: textbook. In many situations, by using textbooks, imperative sentence has been provided to EFL students, although the classroom activities mainly revolve around how to create these sentences based on the certain formula and how these sentences can be developed separately.

People utter imperatives in everyday life, so it is in the movie that reflect real world, the characters frequently vocalize imperative sentences as well. In real life, it can be a mother says "Wake up son, you have a morning class." So it is in the movie, for instance, we often hear, a character yells to someone, "Go away! Leave me alone!". With all this association between the use of imperative sentences in real situation and movies, students can benefit by watching movie, or at least the movie clips that contain someone, who is native, utters imperative sentences. In other words, the students can learn English, especially imperative sentence, by the usage of movies.

The function of English imperative is not only to command, yet it can be used to request, give suggestion, invite someone, etc. Morover, illocutionary force has role in the comprehension and representation of the sentence[1]. Hence, understanding the force exertion of an English imperative sentence can provide a deeper understanding of its intended meaning which is important for improving students English proficiency.

The material of imperative sentences is provided in the 2013 Curriculum. In schools below the university level, listening, speaking, reading and writing are all taught together in one subject called English Subject[2]. In the textbook entitled "Bahasa Inggris: Think Globally, Act Locally" for the

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[1] Thomas Holtgraves and Aaron Ashley, "Comprehending Illocutionary Force," *Memory & Cognition,* 2001, Vol.29, No.1, p.84.

[2] Maulana Mualim and Feisal Aziez, "Reading Portfolio as a Supplementary Activity to Leverage Students' Reading Competency," *JURNAL BASIS,* 2020, Vol.7, No.2, p.246.

9th-grade students of Junior High School, published by Kemendikbud (Ministry of Education and Culture), imperative sentence material is included in chapter 3: *What should I do that for?* The basic competencies in the chapter are the students are expected to be able to create oral and written texts of imperative sentences and implement the social functions of imperative sentences material based on the context by using its text structure and language features.

In many cases, teachers only use textbook in teaching English to their students and do not use additional resource. Learners who only use textbooks will not be exposed to real language as it is used in the real world[3]. Students learn English is not only to understand the meaning but also to understand the usage of sentences and to develop appropriate sentences according to the context so that the students can implement the language in real condition. Given to the situation, the solution for this problem is authentic materials. Teachers must use more of authentic material in the classrooms because authentic material is important for learners[4]. In order to be prepared for real-life situations, practicing authentic language is a must for the students.

The term "authentic" is referred to the language samples or materials that reflect naturalness or appropriatness of situational and cultural context that would be discovered in the language as used by native speakers[5]. Authenthic materials support learners to discern the relation between the language taught in the classroom and the language used in real life. In other word, authentic materials can be a bridge of the gap between the language

[3] Jonathan Brown and Maxine Eskenazi, "Retrieval of Authentic Documents for Reader-Specific Lexical Practice," 2004, p.4 quoted in Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching," *International Journal of Scientific & Technology Research*, 2014, Vol.3, No.10, p.250.

[4] Ian Dunlop, "Reading and Communication: Using Authentic Materials," *World Language English,* 1981, Vol.1, No.1, p.54.

[5] Carmen Villegas Rogers and Frank W. Medley, "Language with a Purpose: Using Authentic Materials in the Foreign Language Classroom," *Foreign Language Annals,* 1988, Vol.21, No.5, p.467.

being taught in the classroom and the language used by real people in real situations in the real world[6].

Movie is considered as one of media that represent the use of language as in the real world. Moreover, a good video can attract the imagination and interest of the audience[7]. Movies have been found to be main motivational force in studying English since the video can reflect a relatively natural and living context for the language it contains, the communication behavior can be easier to grasp and can be understood in all directions [8].

A study conducted by Kabooha found the indication that both students as well as teachers had positive attitudes towards the use of movies in their classes to improve students' language skills. She also found that well-selected movie materials could enhance students' language learning process and increase their motivation to learn the target language[9]. Another study by As Sabiq also found that audio-visual media could improve students' motivation, including interest, attitude, and effort in learning English[10].

Harry Potter and The Sorcerer's Stone is a fantasy movie about a boy named Harry and his adventure. It was released in 2001 and the soryline was originally based on J.K. Rowling bestselling novel entitled Harry Potter and The Philosopher's Stone[11]. According to Common Sense Media (a nonprofit media that offers objective reviews and trustworthy recommendations to help families select smart media and technology), Harry Potter and The Sorcerer's Stone movie is appropriate for kids aged 7 and up, because it delivers light

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[6] Azri and Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching." p.251.

[7] David John Wood, "Aspects of Video Movie English Teaching," *Journal of Chikushi Jogakuen University*, 1999, No. 11, p.95.

[8] David Kirk, "Comparison of Student Responses to Sources of Motivation," *The Language Teacher*, 1992, Vol.16, No. 2, p.23–25 quoted in Wood, "Aspects of Video Movie English Teaching."p.95.

[9] Raniah Hassen Kabooha, "Using Movies in EFL Classrooms: A Study Condudcted at the English Language Institute (ELI), King Abdul-Aziz University," *English Language Teaching,* 2016, Vol.9, No.3, p. 248.

[10] Agus Husein As Sabiq, "Improving Students' Motivation and Reading Skills in ELT through Audio Visual Media," *Diksi,* 2017, Vol.25, No.1, p.57.

[11] Nell Minow, "Harry Potter and The Sorcerer's Stone," *Common Sense Media* (blog), September 4, 2020, https://www.commonsensemedia.org/movie-reviews/harry-potter-and-the-sorcerers-stone, accessed on June 13, 2020, at 12.02.

adventure and presents educational value, and positive messages and characters[12]. The movie entitled Harry Potter and The Sorcerer's Stone has been chosen as the object of the research based on several factors: the scenes portrayed in the movie are age-appropriate; the use of imperative sentences contained in the movie can be used as authentic material for ELT; the moral principles presented in the movie are valuable for students' character development.

Considering all the statements above, this research attempted to analyze imperative sentences based on the force exertion to provide additional authentic material that can be used in learning process, given to the fact that the use of textbook is not enough in developing students' English skill. Textbooks may serve the material, but that does not mean the students understand the use of the material as in the real life. Moreover, students' main goal of learning materials of the target language in the classroom is to be able to communicate effectively[13], and textbook does not cover in improving students English skill, especially communicative skill. By using clips of movies, which considered as authentic media, students can see the facial expression, hear the pronounciation and understand the context of the utilization of imperative sentences uttered originally by the native speakers.

B. Conceptual Definition

In order to avoid unnecessary misunderstandings and to convey the same perception between the researcher and readers, several key terms have been added to this research. These terms are explained below.

1. Imperative sentence

Imperative is a type of sentences used to affect someone's action and usually express the desire to give order or command.

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[12] Nell Minow, "Harry Potter and The Sorcerer's Stone," 2020, accessed on June 13, 2020, at 12.02.

[13] Alex Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning," *Language Teaching* Vol.40, No.2, 2007, p. 98.

2. Authentic Material

Authentic material, can be defined as material that represents the original aspect in the real world. In other word, material that reflects the real situation.

3. Harry Potter and The Sorcerer's Stone Movie (HP1)

HP1 is a fantasy movie released in 2001 and based on J.K. Rowling's novel, Harry Potter and The Philosopher's Stone. The movie is about Harry's adventure in Hogwarts, school of magic.

C. Research Questions

In line with the issue arisen previously and considering that authentic material is very important in teaching and learning activities, this research attempts to analyze a movie that can be used as real materials in the classroom. Therefore, the following research questions are proposed.

1. What are the functions of imperative sentences based on the force exertion used in Harry Potter and The Sorcerer's Stone movie?

2. What is the pedagogical implication of Harry Potter and The Sorcerer's Stone movie for teaching imperative sentences as authentic material?

D. Objectives and Significances of the Research

1. The Objectives of the Research

Congruent with the aforementioned problems, this research aimed to:

a. analyze imperative sentences used in Harry Potter and The Sorcerers' Stone movie based on the force exertion; and

b. describe the pedagogical implications of imperative sentences in Harry Potter and The Sorcerers' Stone movie for teaching English.

2. The Significances of the Research

In accordance with the purpose of the study, for individuals involved in pedagogical fields in particular, this research is expected to provide a significant contribution. There are two significances: theoritical and practical significances.

a. Theoritical Significances

   1) It is expected this study can provide more knowledge for understanding the use of imperative sentences in multiple media, such as movies, songs, and another literary works.

   2) It is expected this study can be useful to improve the quality of authentic English teaching materials.

   3) It is expected this study can provide references for other researchers.

b. Practical significances of this research are:

   1) For teachers

   The findings of this research are expected to be beneficial for the teachers who can use it as additional authentic materials in teaching imperative sentence in the classroom.

   2) For readers

   The results of this research hopefully will be useful for other researchers with the related issue in understanding the force exertion and also improving authentic material especially for imperative sentences.

E. Review of Relevant Studies

There are some previous studies related to this research. The comparison between the results of this study and previous studies are explained below.

1. A research conducted by Nada Rona Amiroh Khozin H.S. and Tatik Muflihah in 2020 entitled *An Analysis of Tenses Used in Finding Nemo Movie Script: The Relevance to 2013 Curriculum for Teaching Tenses to Junior High School Students* from Nahdlatul Ulama University of Surabaya. Their research aimed to find out types of tenses used in Finding Nemo movie script and the relevance to 2013 curriculum for teaching tenses to junior high school students. This research found 6 types of tenses that are relevant with 2013 curriculum and came to the conclusion

that the movie script can be used as additional material for teaching tenses to the JHS students. The sameness of their research and the researcher's is found in the object, both analyze movie as supporting material and also have the implication in ELT. The difference is that this research identifies an animated movie entitled Finding Nemo based on the use of tenses, while the researcher tries to analyze a children's fantasy movie entitled Harry Potter and The Sorcerer's Stone based on the force exertion of the imperative sentences.

2. A research written by Nuzulul Isna in 2018 entitled *An Analysis of Tenses Usage in Animated Movie "Up": The relevance with 2013 curriculum for teaching EFL at junior high school in Indonesia* from STKIP Muhammadiyah Aceh Barat Daya. Her research focuses on analyzing kinds of tenses used in the movie "Up" and describing the relevance of the sentences used in the movie "Up" to the 2013 English curriculum for teaching EFL at junior high school. This research found that there are 10 categories of tenses from the specific sentences in the movie that can be used as resource in teaching tenses. The resemblance of the previous research conducted by Isna and this research is found in the object, both analyze movie as authentic material and also have the implication in ELT. The difference is that this research identifies an animated movie entitled Up based on the use of tenses, while the researcher tries to analyze a children's fantasy movie entitled Harry Potter and The Sorcerer's Stone based on the force exertion of the imperative sentences.

3. A master's thesis conducted by Jason Daniel Wolfe in 2015 entitled *The Ted Word List: An Analysis of Ted Talks to Benefit ESL Teachers and Learners* from University of British Columbia. His research was focused on identifying specific vocabulary that complements the still popular ESL word lists, the GSL (General Services List) and AWL (Academic Word List) on TED Talks. He compiled the TED specific vocabulary into a third word list which can assist both teachers and learners by enriching

and identifying more need-to-know vocabulary for better understanding of TED Talks as authentic listening materials. This research found that the TWL with 421 high-frequency word families and 2502 total word types can assist the learners in determining the properness of TED Talks for study and help the teachers to determine vocabulary that may need particular instruction. The similarity between the research conducted by Wolfe and this research is the object, both analyze audio-visual media to provide authentic material that can be used in ELT. The difference is this thesis investigates General Services List (GSL) and Academic Word List (AWL), New General Services List (NGSL) and New Academic Word List (NAWL) vocabulary used in a free online talk called Ted, while the researcher tries to analyze the use of imperative sentence in a children's fantasy movie entitled Harry Potter and The Sorcerer's Stone based on the force exertion.

F. Research Methodology

1. Type of the Research

This research applied qualitative approach which concentrated on analyzing words and information conveyed through the language in the movie. This research used content analysis method which focused on the communication characteristics of language with attention to the content or contextual meaning of the text[14]. Content analysis holds directly on text or transcripts of human communications[15]. In this case, imperative sentences uttered by the characters of Harry Potter and The Sorcecer's Stone movie.

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[14] Hsiu-Fang Hsieh and Sarah E. Shannon, "Three Approaches to Qualitative Content Analysis," *Qualitative Health Research*, 2005, Vol.15, No.9, p. 1278.

[15] Robert Philip Weber, *Basic Content Analysis*, 2nd ed, Sage University Papers Series, Newbury Park, Calif: Sage Publications, 1990, p.10.

2. Data Sources

   a. Primary Sources

   Primary sources provide raw data for the researcher[16]. Primary sources are the main resources directly from the people or situation under study. The main data sources in this research were gained from Harry Potter and The Sorcerer's Stone movie which realeased in USA and produced by David Heyman, distributed by Warner Bros. Pictures, and originally based on J. K. Rowling's 1997 novel Harry Potter and The Philosopher's Stone.

   b. Secondary Sources

   Secondary data sources are documents that summarize the main sources which do not represent material published by the original researcher or creator of the idea, for instance: handbooks, encyclopedia and selected journals that summarize research, such as an educational research review[17]. This research acquired secondary data sources from books and journal articles related to the main topic of the research.

3. Techniques of Data Collection

   In conducting this research, the data were collected through transcription technique. The process of transforming audiotape recordings or fieldnotes into written data is known as transcription [18]. Transcription technique was conducted by watching the movie and listening carefully to the dialogues uttered by the characters in the movie and then transcribing the imperative sentences into notation.

4. Technique of Data Analysis

   Qualitative data analysis mainly needs to classify things, people and events and the attributes that characterize them and the data will be

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[16] Roger Sapsford and Victor Jupp, eds., *Data Collection and Analysis*, 2nd ed, London: SAGE, 2006, p.150.

[17] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, Boston: Pearson, 2012, p.83.

[18] John W. Creswell, *Educational Research...*p.239.

classified and organized in chronological order. According to Flick, the process of analyzing the data can be defined as:

> The classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it[19].

In analyzing the data, the reseracher conducted some procedures below:

a. watching the movie while reading the data

b. selecting the imperative sentences

c. categorizing the data based on the speaker and the scene time.

d. describing the data based on the context

e. analyzing the data based on the force exertion[20]

f. writing conclusion.

After analyzing the data of imperative sentences in the movie, the researcher conducted these following actions:

a. proposing the relevance of the findings of the research to 2013 curriculum

b. selecting the appropriate data that have relation with English teaching materials (imperative sentences) based on 2013 curriculum

c. creating activities that can be implemented for teaching imperative sentences involving the use of HP1.

G. Structure of The Research

In order to create a systematic research, it is necessary to classify the structure of this research. This research is categorized into five chapters, which will be explained as follows:

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[19] Uwe Flick, 'Mapping the field' in Uwe Flick (Ed.), *The SAGE Handbook of Qualitative Data Analysis,* Los Angeles: SAGE, 2014, p.5.

[20] Hidemitsu Takahashi, *A Cognitive Linguistic Analysis of the English Imperative: With Special Reference to Japanese Imperatives*, Human Cognitive Processing, Vol.35, Amsterdam; Philadelphia: John Benjamins Pub. Co, 2012, p.70–82.

Chapter I is introduction which consists of background of study, conceptual definition, research questions, objectives and significances of the research, review of relevant studies, research methods and structure of the research.

Chapter II elaborates the theories of imperative sentence, authentic material, and Harry Potter and The Sorcerer's Stone movie as media for teaching English and each of them is classified into some sub parts.

Chapter III is research methodology, consists of the type of the research, data sources, technique of data collection, and techniques of data analysis.

Chapter IV provides the findings of the research which consists of the analysis of imperative sentence forms in Harry Potter and The Sorcerer's Stone movie and its pedagogical implication in English teaching and learning.

Chapter V is conclusion and recommendations of the research. In this chapter, the researcher concludes and conveys some suggestions related to the research.
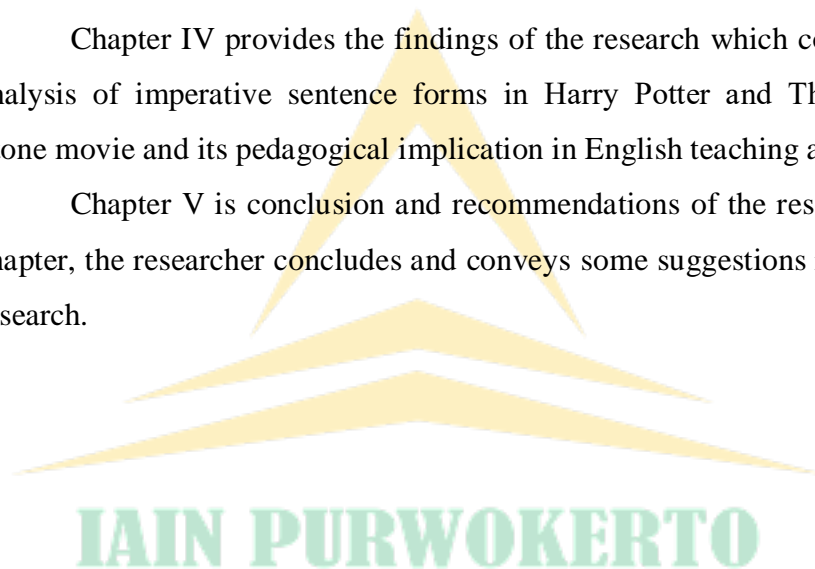
CHAPTER V
CLOSING

A. Conclusion

Based on the analysis of the imperative sentences in HP1 movie in the previous chapter, it can be concluded that:

1. The researcher analyzed 35 imperative sentences in HP1 movie that selected as representative based on the second person addressee using the force exertion theory proposed by Hidemitsu Takahashi with six parameters: desire, capability, power, cost, benefit, and obligation. After the analysis, the researcher discovered that the force exertion scale of each sentence is different based on the context and that affects the functions of the imperative sentences. There are 7 functions found: order (15), request (10), suggestion (5), warning (2), threat (1), irony (1), and permission (1). From 35 imperative sentences, 33 sentences are prototypical and 2 sentences are less prototypical.

2. HP1 movie can be used as material or media for teaching imperative sentences in the classroom. The researcher proposed two activities that can be utilized by the teacher as the reference for teaching imperative sentences. The first is "Let's Find Them!" activity that allows the students to watch the movie (with selected duration) and find the imperative sentences uttered by the characters of the movie. After that, they can write the results and discuss with friends or teacher. The second is "Learning by Doing" activity that implements Total Physical Response (TPR) method that combines the integration of speech and physical movement. In this activity, the students watch the selected scenes of HP1 that have been prepared by the teacher and practice the imperative sentences uttered by the characters of the movie.

B. Recommendations

The researcher provided some recommendations for teachers and students:

1. For Teachers

   a. The teachers must be more creative in developing the material and media for teaching English language so that the students can experience more fun and enjoyable learning activity.

   b. The fact that movies can be used as tool for teaching language, requires the teacher to explore more about movies that are appropriate and suitable for the students based on their level and age.

   c. In teaching imperative sentences, the teacher should explain other functions of imperatives regardless its main function, order or command. This is important because in real life, understanding the functions of imperatives can be used to conceive the meaning of the language to avoid misunderstanding in real communication.

2. For Students

   a. Students should be more active and creative in the learning activity and increase awareness of the importance of learning English, because the biggest motivation comes from inside.

   b. Students are suggested to learn more from the movies, not only enjoying the storyline but also trying to get something from the movies. For example, students can improve their vocabulary by paying attention to the dialogues uttered by the characters of the movie, and improve their pronunciation by imitating the words in the movies.

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