# SPEECH ACTS CATEGORIES: AN ANALYSIS OF CHARACTERS' UTTERANCES IN "BEAUTY AND THE BEAST"

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**Abstract**
This study aims at analyzing speech acts in the dialogue conducted among characters in "Beauty and The Beast" movie and the implication of analysis for teaching English in EFL cSntext. Qualitative and quantitative methods were employed in order to process the data comprehensively. Movie script and movie video were exploited as the source of data. The procedure of analysis was conducted through identification, classification, and utilization of comprehensive analysis of language use in relation to pragmatics and contexts in discourse approach. The findings showed that all type of speech acts were used by all characters in their dialogue. Among types of speech acts, directive speech act was frequently employed since it reached 92 times of use (57%). Particularly, the analysis of speech acts in characters' utterances can benefit teaching practitioners mainly in making connection of using movie as learning media with the teaching of language in EFL setting. Therefore, students do not only watch the movie but they also learn the language simultaneously.

**Keywords:** *Dimension of Speech acts, Language  Teaching, Speech Acts Type*

## INTRODUCTION

Making a conversation with others is very essential since human beings' existence is determined by their way of creating meaningful communication. Certainly, the communication is dependent on the social context. Related to the dependence of communication to the existing context, linguistics plays a significant role in it mainly through pragmatics. Pragmatics is the study that concerns with the speaker meaning, contextual meaning, and speaker's intended meaning to be interpreted by the hearer (Yule, 1996). Further, pragmatics deals with information, encoding, convention, and context and these four aspects can help both speaker and hearer (vice versa) to produce meaningful interaction (Cruse, 2000). Briefly, this study enables the investigation of communication

process involving speaker utterance to the hearer in particular context. Concerning the importance of utterance and its interpretation in communication related to its social contexts, speech act contributes greatly on this matter because it is not merely about the speaker's attempt to express their thought via utterance but it is also useful to get someone perform particular action.

Speech act has several dimensions in its practice. They are locutionary, illocutionary, and perlocutionary acts (Yule, 1996). Locutionary act is the first dimension at which the speaker produces his/her utterance meaningfully. Apart from the first dimension, people also form their utterance which contains various function for communicative purposes. This is what commonly known as illocutionary act. Lastly, the dimension which can give an effect to the hearer is perlocutionary act. Simply, this dimension is created with a purpose to get someone to react appropriate with the speaker's intended meaning.

Particularly, the practical dimension embedded in speech acts, in fact, is closely associated with the types of general functions consisting of declarations, representatives, expressives, directives, and commissives.

| Speech act type | Direction of fit | S= speaker; X = situation |
|---|---|---|
| Declarations | words change the world | S causes X |
| Representatives | make words fit the world | S believes X |
| Expressives | make words fit the world | S feels X |
| Directives | make the world fit words | S wants X |
| Commissives | make the world fit words | S intends X |

Table 1. The five general functions of speech acts (Searle as cited in Yule, 1996)

The five categories of speech act are thought-provoking since the emergence of them all is probable in any occasion of communication process—not only in daily life but also in movie as digital multimodal texts. Utterance of characters in movie is interesting because for those who watch it, they can learn the language and relate it to their own context. In educational context, movie is proven as media that can contribute on students' grammar (Haghverdi, 2015; Nugroho, 2014; Rokhayani, 2017). However, the most provoking factor about the reason of using movie in language learning is the ability of this media to create a context, interaction among characters so they could learn linguistic expressions from those

characters and see the facial expression and gestures as the visual supports which strengthen the delivery of characters' intended meaning (Allan, 1985; Brinton, 1991; Gebhard, 1996; Sheerin, 1982).

Regarding the interesting points of using movie in language learning mainly through speech acts analysis, several previous researches have already been conducted. Muhartoyo and Kristiani(2013) asserted that while someone watch movies, she/he can learn grammar, pronunciation, and vocabulary by focusing on the speech acts being utilized in particular circumstances. Further, Isnawati, Anam, and Diana (2015) found that through analysis of speech acts, the purpose of the main character to use particular speech acts in Shrek movie could be determined. Considering aforementioned researches, it is still necessary to conduct a research of speech acts that links with its benefit for pedagogical purposes especially teaching language aspect or skills. Therefore, this paper aims at filling this gap by analyzing the speech acts in the dialogue among characters in "Beauty and The Beast" movie and using the analysis result to be connected to its implication on language pedagogical context. The questions to answer in this study were as follows:

1. What types of speech acts and dimension of speech acts are available in "Beauty and the Beast" movie?
2. What frequent speech acts is used by the characters?
3. How to use the result of analysis to be implemented in EFL teaching context?

**METHODS**

This study utilized descriptive qualitative design since the research relied on the data of dialogue uttered by the characters in the movie of Beauty and the Beast released in 1991. In addition, qualitative and quantitative methods were applied in order to fortify the result of the data analysis. Qualitative method was used to analyze the speech acts and dimension of speech acts found in the movie and interpret the analysis result. Meanwhile, quantitative method was significantly in use to count the existing and frequent speech acts types simultaneously.

The source of qualitative data was from utterance of characters in the movie of "Beauty and the Beast" and script. The movie was available at YouTube channel. Particularly, by watching the movie, the researcher could analyze the types of speech acts, the actions performed by utterances, and/or characters' gestures or body movement related to hidden/implicit meaning of utterances. Then, the researcher also used the movie script as the supporting artifact to analyze the utterances. The movie script was downloaded from webpage http://www.fpx.de/fp/Disney/Scripts/BeautyAndTheBeast.txt. Next, the quantitative data was from the categorization of speech acts. Given frequency of particular types based on the categorization, the most frequently used speech acts type was able to recognize.

Followings were the stages of qualitative data analysis: 1) identification of speech acts covering declarations, representatives, expressives, directives, and commissives (Searle as cited Yule, 1996); 2) classifying dimension of speech acts consists of locutionary act, illocutionary act, and perlocutionary act (Yule, 1996); and utilizing comprehensive analysis of language use, with reference to pragmatics and contexts in discourse approach (Archer, Aijmer, & Wichmann, 2012; Cutting, 2008; Laila, Subroto, Samiyati, & Sumarlam, 2018). After all qualitative data analysis was totally done; simple statistics was conducted to count the frequency of speech acts types and find out the most frequently used speech acts.

**FINDING AND DISCUSSION**

Based on the analysis, it can be calculated that speech acts, which are delivered by the characters, are as depicted in Chart 1 below.
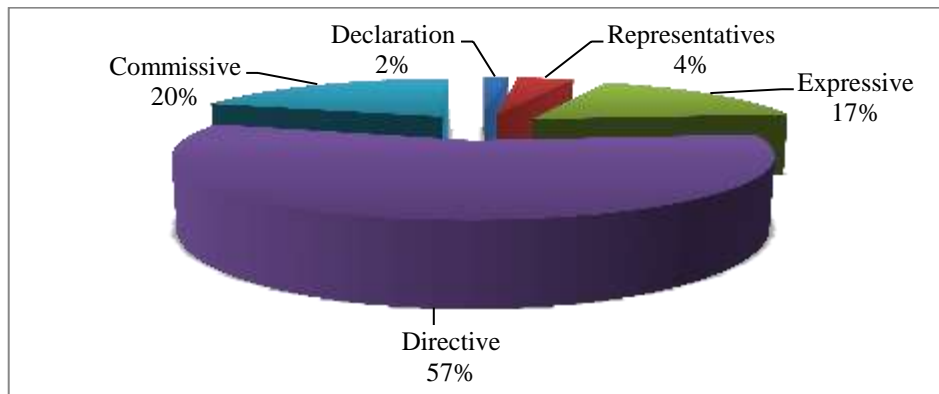
Chart 1. The percentage of speech act categorization

| Characters | Speech act types & Dimension | | | | | Total |
|---|---|---|---|---|---|---|
| | Declarative | Representative | Expressive | Directive | Commissive | |
| Beast | 3 (3 ILC) | 0 | 6 (4 ILC, 2 PLC) | 18 (1 ILC, 17 PLC) | 2 (2 PLC) | 24 |
| Belle | 0 | 1 (1 ILC) | 13 (13 ILC) | 20 (2 ILC, 18 PLC) | 10 (9 ILC, 1 PLC) | 44 |
| Chip | 0 | 0 | 0 | 1 (1 PLC) | 0 | 1 |
| Cogsworth | 0 | 0 | 4 (4 ILC) | 10 (3 ILC, 7 PLC) | 1 (1 ILC) | 15 |
| D'Arque | 0 | 0 | 1 (1 ILC) | 0 | 1 (1 ILC) | 2 |
| Featherduster | 0 | 0 | 0 | 1 (1 PLC) | 0 | 1 |
| Gaston | 0 | 3 (3 ILC) | 1 (1 ILC) | 10 (10 PLC) | 7 (6 ILC, 1 PLC) | 21 |
| Lefou | 0 | 0 | 0 | 1 (1 PLC) | 0 | 1 |
| Lumiere | 0 | 1 (1 ILC) | 2 (2 ILC) | 8 (1 ILC, 7 PLC) | 0 | 11 |
| Maurice | 0 | 1 (1 ILC) | 2 (1 ILC, 1 PLC) | 15 (1 ILC, 14 PLC) | 5 (5 ILC) | 23 |
| Mrs. Potts | 0 | 1 (1 ILC) | 1 (1 ILC) | 9 (9 PLC) | 4 (3 ILC. 1 PLC) | 15 |
| Mrs. Potts & Lumiere | 0 | 0 | 0 | 1 (1 PLC) | 0 | 1 |
| Wardrobe | 0 | 0 | 1 (1 ILC) | 2 (2 PLC) | 1 (1 ILC) | 4 |
| Total | 3 | 7 | 28 | 92 | 33 | 163 |

Table 2. The categorization of speech act and its dimension

Considering the calculation result, it is found that the most frequently used speech act type was directive speech acts. It was used 92 times. Further, the most frequently used dimension of directive speech acts was perlocutionary acts (85 utterances/52%). Additionally, the sub-categories of directive speech acts frequently found in perlocutionary acts were various such as commanding, demanding, ordering, suggesting, forbidding, threating, begging, requesting, warning, and inviting. Followings are several examples of utterances related to the mentioned sub-categories and the context for the production of utterance.

| Sub-categories | Context | Utterance | Explanation |
|---|---|---|---|
| Suggesting | The character (Cogsworth) speaks to the hearer (Mrs.Potts); the relationship is close and the situation of the conversation is informal; the topic is about suggesting the hearer to clean up the food being served. | Well, I guess we better go downstairs and start cleaning up. (Data no.81) | In this utterance, the speaker uses directive speech act and the sub-category is suggesting. Literally, the speaker wants the hearer to follow him for cleaning up the food. Nevertheless, the speaker intends to let the hearer realize that there is nothing they can do to make the main character (Belle), who is not involved in the conversation, does something what they expect to happen (having a dinner with their master). |
| Commanding | The characters (Lumiere& Mrs. Potts) speak to the hearer (their master/Beast); the relationship is close and the situation of the conversation is informal; the topic is about commanding the hearer to control his temper. | You must control your temper! (Data no.72) | In this utterance, the speakers uses directive speech act and the sub-category is commanding. Literally, the speakers want the hearer to control his temper since he is always out of control if he doesn't get what he wants. Nevertheless, the speakers also have an intention to remind their master that perhaps the prisoner can break the spell given to them all in the castle. Thus, it is very reasonable that the characters shout loudly to their master in order to make their master remember about their condition. |
| Begging | The main female character (Belle) speaks to the hearer (Beast); their relationship is not close and this is the reason for the situation of the conversation which sounds formal; | Please, stop! No! (Data no. 96) | In this utterance, the speaker uses directive speech act and the sub-category is begging. Literally, the speaker wants the hearer to stop his action of throwing the furniture around him. However, the |

| | | the topic is about the speaker's mistake for entering West Wing while the hearer previously has already warned about it. | | speaker intends to let the hearer know that she feels very sorry for entering West Wing—breaking the rule determined by the hearer. |

Table 3. Data analysis of context in directive speech acts type

Surprisingly, commissive speech acts were used 33 times after directive speech acts. The dimension for this speech act type was various covering illocutionary and perlocutionary acts. Followings are the examples of utterances and the context for the production of utterance.

| Speech act | Dimension | Context | Utterance | Explanation |
|---|---|---|---|---|
| Commissive | Illocutionary | The main female character (Belle) speaks to the hearer (Lumiere); the relationship is not close and the situation of the conversation is formal; the topic is about breaking the promise stated by the speaker previously since the main male character commands her to leave him. | Promise or no promise, I can't stay here another minute! (Data no.98) | In this utterance, the speaker uses commissive speech act. Literally, the speaker is very sad of what the hearer did to her until she utters her disappointment, determines to leave the castle, and above all, break her vow about staying in the castle. |
| Commissive | Perlocutionary | The main female character (Belle) speaks to the hearer (Beast); the relationship is not close and the situation of the conversation is formal; the topic is about Belle's commitment to replace her father to be imprisoned in Beast's castle. | You have my word. (Data no.40) | In this utterance, the speaker uses commissive speech act. Literally, the speaker promises to replace her father's position as the prisoner in the castle under the protection of Beast. However, this utterance also has other intended meaning at which Belle expects Beast to release her father. Briefly, the utterance |

| | | | | is produced to give an effect on the hearer. |
|---|---|---|---|---|

Table 4. Data analysis of context in commissive speech acts type

Next, expressive speech acts were used 28 times after commissive speech acts. The dimension for this speech act type was mostly dominated by illocutionary act. Following is the example of utterance and the context for the production of utterance.

| Speech act | Dimension | Context | Utterance | Explanation |
|---|---|---|---|---|
| Expressive | Illocutionary | The main female character (Belle) speaks to the hearer (Gaston); the relationship is not close and the situation of the conversation is formal; the topic is about Belle's shock of Gaston's sudden coming. | Gaston, what a pleasant...surprise. (Data no.22) | In this utterance, the speaker uses expressive speech act. Literally, the speaker doesn't expect the hearer's coming. Further, between the word and expression showed by the speaker, there is a contradiction in which the speaker utters word "pleasant" but her face expression shows her shock in negative way. |

Table 5. Data analysis of context in expressive speech act type

Then, representative speech acts were used 7 times after expressive speech acts. The dimension for this speech act type was mostly dominated by illocutionary act. Following is the example of utterance and the context for the production of utterance.

| Speech act | Dimension | Context | Utterance | Explanation |
|---|---|---|---|---|
| Representative | Illocutionary | The character (Gaston) speaks to the hearer (Lefou); the relationship is close and the situation of the conversation is informal; the topic is about | This is her lucky day! (Data no.20) | In this utterance, the speaker uses representative speech act. Literally, the speaker states what he believes to come true which is the acceptance of the hearer towards his |

| | | Gaston's plan to propose Belle. | | proposal. His confidence of the hearer's acceptance is shown through the use of word "lucky". This kind of confidence is because, in the context, the speaker is being admired by all female in his village. |
|---|---|---|---|---|

Table 6. Data analysis of context in representative speech act type

Additionally, declaration speech acts were used 3 times. All declaration speech acts are under illocutionary act dimension. It means that utterances produced by the character were in the purpose of making statement. Following is the example of utterance and the context for the production of utterance.

| Speech act | Dimension | Context | Utterance | Explanation |
|---|---|---|---|---|
| Declaration | Illocutionary | The main male character (Beast) speaks to the hearer (Belle); the relationship is close and the situation of the conversation is informal; the topic is about declaring that Belle is no longer the prisoner under Beast' protection. | I release you. You are no longer my prisoner. (Data no.124) | In this utterance, the speaker uses declaration speech act. Literally, the speaker declares about his prisoner's freedom. However, it also shows that the speaker has authority towards the hearer's freedom since he is the owner of the castle where the main female character is being imprisoned. |

Table 7. Data analysis of context in declaration speech act type

In view of the study result, it was found that there were 163 utterances which consisted of 3 (2%) declaration, 7 (4%) representatives, 28 (17%) expressive, 92 (57%) directive, and 33 (20%) commissive speech acts. Particularly, directive speech act type was the most frequently used speech act in the dialogue uttered by the characters. Hence, most utterances were used to get the addressee to perform an action. Further, it is thought-provoking since there are

two characters who frequently used directive speech act in their utterances. They are Beast and Belle, the main characters in the movie.

Both of the characters used directive speech acts for different sub-categories. Beast always gives an order when he talks to Belle or other characters. It occurs frequently and clearly understood because he, as the master of the castle, has a higher status than the others in his castle. As indicated by West and Zimmerman (cited in Maltz & Borker, 1982), males take possession of their power in society and in discourse. Thus, Beast, as the main male character in the story and master of the castle, represents that kind of power possession through his utterances. For example, Beast shows his power by delivering utterances to make the hearer carry out an action (e.g. "Take him to the village!" (Data no.43), "You...will join me for dinner. That's not a request!" (Data no.48). The dominance of Beast in conversation is also measured by the numerous perlocutionary acts in his utterances. For example, Beast said "You'll come out or I'll...I'll break down the door!" (Data no.74). Previous utterance has the dimension of perlocutionary act because Beast has an intended meaning to invite Belle for dinner and expect that Belle accepts his invitation. However, Belle does not directly give a response because of the way Beast delivers his utterance. Certainly, the acceptance of invitation can also be traced through the situation of the perlocutionary act itself. If we hear Beast utterance which is given to Belle and the situation which is created by that utterance, it is proper to classify that utterance as threat rather than an invitation. Therefore, right after Beast's utterance, the expectation that Belle accepts the invitation does not occur and the purpose of Beast is not achieved.

Next, the other character who also contributes a lot in the story viewed from the number of her utterances is Belle, the main female character. Her utterances are dominated by the emergence of directive speech act and the dimension of perlocutionary acts. For example, Belle said that "Don't you talk about my father that way!" (Data no. 2). In this utterance, the context is Lefou said that Belle's father is a crazy old loon and Belle gets angry. Certainly, the anger is represented through her utterance. What is interesting is the use of direct

speech act. Commonly, we find the utterance 'don't talk about my father that way' is used to make the hearer realize that they have to stop talking. However, Belle puts the word 'you' between 'don't' and 'talk'. According to Hirschman (1973), in male-female conversation, it is likely to be found that women use a pronoun "you" to acknowledge the other speaker's existence. It means that although Belle is angry at Lefou but she is still polite in giving her order.

Considering previous explanation about the frequent emergence of directive speech act and perlocutionary act in the characters' utterance, it can be stated that Beast and Belle used this type of speech act because each of them wants others to do what he or she wants. It is directly related to the story in which Beast really wants someone to break a spell the fairy puts on him and Belle wants to release his father. Hence, these main characters' utterances contain sub-categories of directive speech acts such as commanding, demanding, ordering, suggesting, forbidding, threating, begging, requesting, warning, and inviting.

## PEDAGOGICAL IMPLICATION

Basically, speech act is related to speaking skill. However, it does not mean that this branch of pragmatics studies cannot be utilized for teaching other language skills or language aspects. Related to teaching-learning process in primary or secondary education levels, teaching grammar as one of language aspects used in writing can be conducted by focusing on the speech acts utilized by the characters in the movie. Movie is chosen because it is one of digital multimodal texts and interesting to be implemented for students mainly in learning grammar and writing simultaneously (Nugroho, 2014).

Certainly, students can be given a task to discuss about the linguistic expression delivered by the characters in particular condition. These linguistic expressions can represent their thought, feelings, beliefs, or even commitments. In short, these expressions—producing utterances contains words, structures, and intended meaning (whether to inform, state, or perform something)—are speech acts. Thus, in order to actualize the teaching process associating speech acts and grammar, teachers can focus on explaining about various linguistic expressions in

certain circumstances due to temporal and spatial aspects. For example, the utterance "*I'll tell you when you're older*" (data no.118) contains particular meaning. First, it is utterance about what the speaker is going to do in the future time indicated by the modal auxiliary verb "will". Second, the use of will is usually employed to express intention or promise. It can be traced through the subordinate clause "*when you're older*". Third, students can learn about the grammatical structure of future tense by analyzing the subject, predicate, object and/or complement. Fourth, students can find out the intended meaning of the speaker's utterance by analyzing his/her utterance through the stress, intonation, or even gestures and facial expression. Therefore, students will learn grammar aspect in whole package if teaching-learning process includes the fourth aforementioned points.

In accordance with the approach to teach writing in which grammar is included, teachers can utilize genre-based approach because genre "addresses the relationship between language and its social functions and sets out to show language a system from which users make choices to express meaning" (Halliday and Hasan as cited in Hyland, 2003). Further, teaching writing using genre-based approach can be held by implementing stages consisting of modeling a text, joint construction, and independent construction of a text (Rothery as cited in Dirgeyasa, 2016). Particularly, this Rothery's model can be adapted and made appropriately with the students' needs and learning goals. Overall, teaching grammar as one of language aspects in writing is more meaningful and interesting since the material is taken from movie representing the dialogue that might be able to find or experience by the students in their daily conversation.

**CONCLUSION**

Analyzing the speech acts and dimension of speech acts, the researcher found that all types of speech acts and dimension of speech acts occur in the movie "*Beauty and the Beast*". However, the most frequently used speech act type is directive speech act whereas the dimension of speech act is perlocutionary act. Then, in view of the categorization of the speech acts, it is found that the main

characters, both female and male, make use of directive speech acts frequently in order to get what they want. In addition, the dissimilar way of utterance delivered by female and male main characters is influenced by the context, power possession (social status), and gender.

Related to the educational context, speech acts can be taught to students in primary or secondary education level through grammar especially in writing skill. Teaching speech act will be more meaningful by utilizing genre-based approach because it can engage students with the materials and skill they are learning about. Certainly, to support the teaching-learning process, it is recommended that teachers use digital multimodal text which portrays the conversation occurs in the real world. All in all, the combination among speech acts materials, movie, focus of teaching writing including grammar, and models of genre-based teaching are feasible to create purposeful language teaching-learning process mainly for EFL students.

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