

AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN “CINDERELLA” MOVIE

Suryanti¹, Afriana²

Student of English Department, Putera Batam University

Lecturer of English Department, Putera Batam University

Email: *pb151210003@upbatam.ac.id*¹, *afriana@upbatam.ac.id*²

ABSTRACT

It is a common phenomenon for people in using pragmatics in their daily communication. People tend to express themselves implicitly with intention which is discussed in illocutionary acts. The intention are such as commanding, informing, expressing themselves and so on. Illocutionary acts that was developed by Searle (1976) has five types, representative/(assertive), directive, commissive, expressive and declaration. One of the types that often be used is directive which is classified into few classes such as command, beg, advise and request. This research was aimed to analyzed the classes and the frequency of directive speech acts that are uttered by the characters in “Cinderella” movie. This research was analyzed by applying descriptive qualitative method which is explained in words, phrases and sentences. The data will be collected from the characters’ utterance in “Cinderella” movie. The researcher used observational method, non-participatory and note taking technique method in collecting the data. The result of this research showed that the characters in “Cinderella” movie used all classes of directive speech acts. The most frequently used is command which had 36 data (69,2%) meanwhile the least used is request which had only 1 data (1,9%).

Keywords: Illocutionary acts, directive, command

INTRODUCTION

Language is a communication tool in gathering people around the universe together. People communicate by using appropriate language according to the usage of each country. It plays an important role for people in conveying messages. They use it in expressing themselves, interacting with each other and even exchanging their ideas. The way language used is studied in linguistics.

According to Biner (2013), linguistics is scientific study of language which studies about the knowledge of sound system, word structure, sentence structure and also meaning. It means that linguistics discusses about how language is constructed in a meaningful way. It has the relation to either society or even psychic. Linguistics means the sounds of language, the structure of sentences, meaning, words and their

parts, language change, writing, dialect various and discourse. Linguistics studies about language which covers some approaches such as: pragmatics, phonology, morphology, syntax, semantics, sociolinguistics, psycholinguistics and others.

In relation to the explanation above, pragmatics which is one of the linguistics studies is discussed in this research. Biner (2013) stated that pragmatics may be defined as the study of language used in context as compared with semantics which means the study of meaning based on the context instead of literally. Pragmatics occurs in both spoken and written however it is mostly found in spoken rather than written. Meanwhile, speech acts is considered as one of the studies that covered up in pragmatics. According to Bangun, Daulay, & Saragi, (2017), speech acts is an action that is produced through

language with the accompaniment of actions. Speech act is simply defined as the action performed by uttering an utterance. As the intention of the utterances, ones are capable to have others to carry out the action. In conclusion, speech acts is used when the speaker asks someone to do or perform an action.

According to Christison (2018), Speech acts is categorized into three categories, they are locutionary act, illocutionary act, and perlocutionary act. Locutionary Act is the utterance in the act by its actual meaning which means syntactically and semantically. Illocutionary act is the intention of a speaker expressed implicitly in order to be done. Meanwhile, perlocutionary acts is the effect or result regarding the speech acts.

Regarding the categories of speech acts, one of the phenomena in society is the usage of illocutionary acts. People tend to use implicit meaning in asking or ordering someone to help or even do something. As the result, illocutionary is no longer unfamiliar but instead of being one of the way for people in communication. Illocutionary act which means the intention of what the speaker wants to convey to the hearer implicitly. It is not only found in written but also widely found in spoken. In fact, illocutionary act is not easy to be identified as there are a lot of factors that we need to consider such as who, whom, when and where the communication is which means the context is needed.

It can be concluded that people have been using pragmatics in their conversation either consciously or unconsciously. According to Searle as quoted in Christison (2018), Illocutionary acts are categorized into five types: directive, representative, expressive, commissive and declaration. In which, directive is about order, representative is about stating, commissive is about promise, expressive is about expressing feeling, and declaration is about declaring.

Refer to the types in explanation above, directive speech acts is commonly used in various way in conveying messages. The use of directive speech acts is widely found in this era. People tend to give information indirectly in where cause the usage to increase. The way that people commanding others or even ordering others to do something is analyzed through the study of directive speech acts which is studied in Searle's theory as stated in (Christison, 2018). Based on Searle's theory, directive is categorized into some classes such as challenge, dare, order, command, request, invite and advice.

REVIEW OF RELATED LITERATURE

According to Biner (2013), pragmatics is in opposition to the field of semantics which is found in conversation. Pragmatics concerns with meaning which is non-literal, context-dependent, inferential, and non-truth condition. In other words, it is the ability of speaker in uttering the language based on its context. Speech act as one of the branches in pragmatics is the study that related to the act of doing something as mentioned in Putrayasa (2014). As a result, in this research, the researcher analyzes speech acts since this act is widely used by community either consciously or unconsciously which involves the intention of one's utterance.

Siagian, Suwandi, & Andayani (2018) stated that speech acts is a part of linguistics that studies how the utterances are used in saying an act. A communication made with the expectation of doing an action from the speaker's utterances is known as speech acts. Based on Yule mentioned in Ratnasari & Edel (2017), speech acts is used in describing action such as question, request, inform, and command. Speech acts means the utterance contains the implied meaning with the intention that must be

discovered by the hearer. In summarize, speech acts refers to the context taken into when the speaker and hearer are having communication.

According to Christison (2018) Speech act is originated by Austin in 1962 and later is being developed by Searle in 1975. Based on Austin's theory quoted in Christison (2018), Speech act refers to the terms in which the utterances have the performative function and it is divided into three main categories which are locutionary speech act, illocutionary speech act and perlocutionary speech act. Locutionary act is the result of sounds and lexical meaning, illocutionary act is the case of utterance said in implicated meaning, and perlocutionary act is the result or effect cause by the utterance.

Locutionary act

According to Christison (2018) the first type of speech act, locutionary act, it studies about the actual meaning and semantic aspects of an utterance. It is considered as words used by the speaker in semantic meaning which is being said as the act of saying something. According to Biner (2013), locutionary act discusses about the act based on what is said. This term means there is no implicit meaning behind the utterance. These kinds of acts are divided into a few categories. They are the act of stating ("it is hot here"), asking ("are you sure?"), inviting ("come to the party tonight"), warning ("don't do it anymore") and requesting ("may I have this chair?"). Therefore, locutionary act is the act performed of saying something based on the certain meaning and reference.

Example:

A: **The earth is round**

B: What about the others?

In the above, the utterance is said just purely to inform the general knowledge which everyone knows that the earth is round without any implicated intention for the hearer to do something or even giving the impact for the reader.

Illocutionary act

The second type of speech acts which is discovered by Austin is the illocutionary act. It is used in performing to say something by means of some kinds of conventional force either explicitly or implicitly. This act is used to utter something in a suitable situation with an appropriate intention. In accordance to Christison (2018), illocutionary act refers to the intended meaning contained within the utterance. Illocutionary acts are usually found in promising, asserting, communicating, representing, and asking or even answering a question. In other word, illocutionary is also known as the act of doing something. In example:

Teacher: **Your hair is too long!**

Student: Ok, teacher. I will get them cut.

In the above example, the utterance is said by a teacher to his student. Through the utterance above, the teacher has the implicated meaning which is asking the student to cut his hair. In the other side, the student gets what actually the teacher intended the student to do. Therefore, Illocutionary act is considered as a significant act in speech act, it depicts the speaker intention.

In accordance to Christison (2018) quoted from Searle, Austin's taxonomy of illocutionary act has deficiency and need to be improved which the principle of classification is not clear and consistent enough which cause the confusion among illocutionary acts and illocutionary verbs. Due to this deficiency, Searle categorized the illocutionary acts into five categories: representatives, directives, commissives, expressives, and declarations as described in below:

1) Representative

According to Searle (1976), representatives speech acts is the utterance with the intention to commit the speaker to something with the truth of expressed proposition. The representative speech acts classes are

state, claim, believe, remind, suggest, report, assure, agree, predict, insist, hypothesize, boast, complain, conclude or deduce. It usually occurs in the sentence of question, description, statement of fact and conclusion. Example **“It is very hot. The sun is shining brightly.”** From that utterances, it is just purely stating that the current situation in where both the speaker and listener has the same opinion or belief. Besides that, the speaker intends the hearer to do something for him regarding the situation. Therefore, it can be said that representative speech acts is used to express the truth in condition where the speaker or even the listener's share the same belief.

2) **Directive**

According to Searle (1976), directive speech acts is the utterance that consists the attempt by the speaker to the hearer in doing something such as command, request, beg or advise. Based on Della & Sembiring (2018), directive speech acts is mostly being used in movie since it can express one's thought and meaning. Besides that, they claim that directive speech acts is used in gain or give attention from the hearer within a conversation. Example **“Sweep the floor!”** from the utterances, it shows that speaker A is giving command to speaker B in sweeping the floor which means that the hearer gets the intention of the speaker's has commanded. Therefore, it can be said that directive speech acts is used to express a command in what the speaker intends the hearer to do.

3) **Commissive**

According to Searle (1976), commissive speech acts is the act when the speaker makes an utterance regarding to the future. In other words, it means that the speaker commits something to the hearer that contain intention or thought in any kinds of forms. As mentioned in Syafitri, Sawirman, & Usman (2019), commissive speech acts is mostly found in advertisements since in the

advertisement the kinds of promises are mostly found. Example: **“I will arrive at nine o'clock. Hope that you will be there”** from the utterance, it shows that speaker A is making promise to speaker B. Speaker A makes the promise to speaker B about the arrival time which means that the hearer gets the intention of the speaker's promise. Therefore, it can be said that commissive speech acts is used to make promises for future in what the speaker intends the hearer to get or do.

4) **Expressive**

According to Searle (1976), expressive speech acts is the act used when the speaker expresses the psychological feeling with intention. The expressive speech acts classes based on Searle's theory are such as thanking, pardoning, congratulating, blaming or praising which refers the similarity to the verbs being used as mentioned in (Ratnasari & Edel, 2017). Besides that as Christison (2018), expressive speech acts is used to signal a speaker's attitude or emotions to the hearer. Example: **“I am sorry for coming late”** from the utterance, it shows that speaker A is apologizing to speaker B. Speaker A apologizes to speaker B for coming late which means that the hearer gets the intention of the speaker's apology which speaker A knows that he is wrong. Therefore, it can be said that expressive speech acts is used to apologize in which the speaker intends to show the apology or the psychological expression.

5) **Declaration**

According to Searle (1976), declaration speech acts is used when the speaker utterances that has the ability to change the reality and content or even to the world. It means that what the speaker's utterance can make change to the hearer or world. According to Ratnasari & Edel (2017), the classes of declaration speech acts are such as resign, name, appoint, sentence, declare or even christen. Example: **“You are sentenced to death”** from the utterance, it shows

that a judge, who has the power to declare something, sentenced a criminal. So that, declaration speech acts is used to declare something that has the ability to alter the status or condition. It is usually used by authorized people in appropriate place and situation.

Perlocutionary act

The third type of act which is discovered by Austin is the perlocutionary act. According to Christison (2018) states that perlocutionary speech acts discusses about the effect caused by the speaker to the hearer. It is also mentioned in Biner (2013), perlocutionary speech acts is about the effect of utterance that contain thoughts or intentions to the hearer. In other words, it is used in saying something by means of giving impact to the hearer either intentionally or not. It occurs due to perlocutionary force within the utterance. It is the impact that happens due to the used of illocutionary speech acts to the listener. As in the example:

A: **I am feeling unwell.**

B: Have you gone to doctor?

In the above example, the utterance is said by employee to his employer as an act of feeling sorry as he cannot attend the meeting this afternoon due to his health condition. The impact or perlocutionary act of the utterance to his boss is to tolerate or

being understanding. In conclusion, perlocutionary speech acts is defined as the act of affecting and someone.

RESEARCH METHOD

This research is conducted by using qualitative descriptive method. It focuses on data in the form of description or words written as stated in (Sudaryanto, 2015). In this research, the researcher uses the observational method in collecting data which is non-participatory technique and note taking techniques. Since the researcher does not participate in the movie instead of being an audience. The researcher uses note taking in collecting the utterances that relating to directive illocutionary speech acts. The method being used is informal since the result and findings are all described in words and sentences namely textual.

FINDINGS

The researcher has found 52 data regarding of directive speech acts class from the characters' utterances that are being used in "Cinderella" movie. This research is analyzed based on Searle's theory about directive speech acts. The following table shows the percentage of most frequently used and the least used regarding the utterances that contain directive speech acts class.

Table 1. Directive Speech Acts Classes found in Cinderella Movie script

No	Directive Speech Acts Classes	Quantity	Frequency
1.	Command	36 Data	69,2%
2.	Advise	4 Data	7,7%
3.	Beg	11 Data	21,2%
4.	Request	1 Data	1,9%
	Total	52 Data	100%

(Source : Cinderella, 2015)

The followings are the analysis of some data that represent the result shown in the table above.

1. *Command*

Data 1:

Gus-Gus: take the Lucifer and look at.

Jack: No, Gus-Gus, no. **Now, listen here.** Lucifer not funny. Lucifer mean.

The utterances above happened when there was a new mouse came into the house and Jack is telling him about the cat, Lucifer. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its' utterance. From the utterance above, it can be seen that, Jack, the mouse commanded Gus Gus, the mouse listened and noted to what he said.

Data 2:

Cinderella: Good morning, Griselda. Sleep well?

Griselda: As if you care. **Take that ironing and have it back in an hour.** One hour, you hear?

Cinderella: Yes, Griselda

The utterances above happened when Cinderella went into Griselda's room in the early morning. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding her utterance. From the utterance above, it can be seen that, Griselda, the step sister commanded Cinderella to do the house chores within the limited time.

Data 3:

Anastasia: She put it there. A big, ugly mouse under my tea cup.

Cinderella: All right, Lucifer. What did you do with him? Oh, you're not fooling anybody. We'll just see about this. Come on. **Let him go.** Now, the other one. Come on! Oh, poor little Gus.

The utterances above happened when Anastasia, the step sister screamed for a mouse that was in her cup and Cinderella quickly checked out what had happened. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding her utterance.

From the utterance above, it can be seen that, Cinderella commanded Lucifer, the cat to let the mouse go of his paw.

2. *Advise*

Data 4:

Cinderella: Oh, a visitor. Well, she'll need a dress

Jack: No, no, no. It's not a she, it's a he.

Cinderella: Oh, that does make a difference. **He should need a jacket and shoes**

Jack: Yes yes yes.

The utterances above happened when there was a new mouse came into the house and Cinderella was informed about it. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding her utterance. From the utterance above, it can be seen that, Cinderella advised that the new mouse should have a new outfit.

Data 5:

King: My son has been avoiding his responsibilities long enough. It's high time he married and settled down.

Duke: Of course, Your Majesty. **But we have to be patient.**

The utterances above happened when the king was worried about his prince's future. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding his utterance. From the utterance above, it can be seen that, the duke advised his King not to push the prince about his marriage.

Data 6:

Duke: Now, now, Your Majesty. **Perhaps if we should just let him alone**

King: Let him alone? With his silly romantic ideas?

The utterances above happened when the king was worried about his prince's future. The data above shows

the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its' utterance. From the utterance above, it can be seen that, the duke advised his King to leave the prince to deal with his own matter without any interruption.

3. *Beg*

Data 7:

Jack: **Go to get him out, please** It's in a rat trap

Cinderella: Where? In a trap? Why didn't you say so?

The utterances above happened when there was a new mouse came into the house and was trapped. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its' utterance. From the utterance above, it can be seen that, Jack, the mouse begged Cinderella to rescue the new mouse out of the mouse trap.

Data 8:

Stepmother: Now, remember, when you're presented to His Highness, be sure...

Cinderella: **Wait! Please, wait for me.** Isn't it lovely? Do you like it? Do you think it will do?

The utterances above happened when Cinderella's stepmother and her two step sisters were heading to the ball. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its' utterance. From the utterance above, it can be seen that, Cinderella begged them to wait for her since she also wanted to go along with them.

Data 9:

Anastasia: And look, that's my sash. She's wearing my sash. Mine!

Cinderella: **Oh, please. Please, no.**

Griselda: Thief!

The utterances above happened when Cinderella's stepsisters were ruining her gown. The data above

shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its' utterance. From the utterance above, it can be seen that, Cinderella begged them to stop ruining her gown.

4. *Request*

Data 10:

Cinderella: Your Grace? Your Grace, **May I try it on?**

Stepmother: Pay no attention

The utterances above happened when escaped from the locked room and hurried to try on the glass slipper. The data above shows the used of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its' utterance. From the utterance above, it can be seen that, Cinderella made a request to have a try on the glass slipper.

DISCUSSION

There are four classes of directive speech acts which are classified based on Searle's theory that is mentioned in (Christison, 2018). From the findings above, it is shown that there are four kinds of directive speech acts classes that are being used in "Cinderella" movie. Through the analysis, the researcher finds out that the most common used in Cinderella movie is "command" which has 36 data in total. Whenever this class is used, there was always an action obeyed through the utterances. Meanwhile, the second common used is "beg" which has 11 data in total. Whenever this class is used, the intention of the speaker might not always be fulfilled. The third one is "advise" which has 4 data in total. Whenever this class is used, the hearer has the right to either take it or no. The last one is "request" which has only 1 data. Whenever this class is used, the hearer has the right to either accept or reject the request. These are the utterances that occur between two or more persons since speech acts will

not be existed if there is only monologue. Therefore, in order to get the intention of the speaker, both the speaker and hearer must have the same context regarding the utterances.

CONCLUSION

From the findings and discussion above, the researcher concludes that it is important for either the speaker or the hearer to be in the same the context. Since, if the hearer is not in the same context with the speaker, the possibility of misunderstanding occurred is bigger. In "Cinderella" movie, both the speaker and hearer are always in the same context which the hearer could get the intention of the speaker. In addition, "Cinderella" movie tells about a girl who was treated badly like a servant. Therefore, in this movie, the directive speech acts class that was used the most is command which is 69,2% between all the data regarding directive speech acts.

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