

## TYPES OF SPEECH ACT USED IN “MONSTER UNIVERSITY” MOVIE

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**Abstract:** This study is aimed to analyze and describe the types of speech act that are used in the movie “Monster University” and the reasons why the characters used those speech acts. “Monster University” is a cartoon fantasy movie about two monsters that attends the same college as rivals and eventually becomes best friends. The method applied for collecting the data is documentation method. The data used were taken from the scripts of “Monsters University” movie released on June 21<sup>st</sup>, 2013. The data were analyzed descriptively based on Searle (1976). The steps to analyze the data started from watching the movie, reading the scripts, finding the kinds of speech acts that are used, classifying the functions of speech acts, and finding the reasons why the director of the movie used those speech acts classifications. The result showed that the types of speech acts that is dominant in the dialogue of the movie is the directives, because the scene that was shown performed more directives actions than commissives. The least used one is the commissives type. The reason of the characters use those speech acts is to show the reaction of the Monster University character, and to clarify the storyline in the scarer scene.

**Keywords:** Pragmatics, Speech Act Classification, Movie scene

**Abstrak:** Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan jenis-jenis klasifikasi tindak tutur yang digunakan dalam film “Monster University” serta alasan peneliti menggunakan klasifikasi tindak tutur tersebut. Film “Monster University” adalah film kartun fantasi tentang dua monster yang menghadiri satu universitas yang sama sebagai musuh dan berakhir menjadi sahabat. Metode pengumpulan data yang digunakan adalah metode dokumentasi. Data yang digunakan diambil dari naskah dialog film “Monster University” yang dirilis pada tanggal 21 Juni, 2013. Penelitian dianalisis secara deskriptif berdasarkan Searle (1976). Langkah-langkah dalam menganalisis data di mulai dari menonton film, membaca skrip, menemukan jenis tindak tutur yang digunakan, lalu mengelompokkan fungsi teks tindak tutur, dan menemukan alasan mengapa sutradara film menggunakan klasifikasi tindak tutur tersebut. Hasil penelitian ini menunjukkan bahwa klasifikasi tindak tutur yang paling banyak digunakan dalam dialog film adalah jenis tindak tutur directives, karena adegan yang ditampilkan lebih banyak tindakan direktif daripada komisi. Serta yang paling sedikit digunakan adalah commissives. Alasan sutradara menggunakan klasifikasi tersebut untuk menunjukkan reaksi dari pemeran Monster University, dan untuk memperjelas alur cerita dalam adegan “Scarer” di film tersebut.

**Kata kunci:** pragmatik, klasifikasi tindak tutur, adegan film

## RESEARCH BACKGROUND

Communication is one of the processes in delivering messages or ideas from the communicator to the recipient. In communication, a person can build social relationships with one another. Language is an important factor in communication, both spoken and written. This is because language can be known as a tool in evaluating a person's understanding. Hartley (1982: 11) points out that language is a means of communication. Language cannot be separated from human life and these two things are practically related. To achieve communication between humans, understanding from both parties is needed and language is essential.

In the occurrence of mutual communication, linguistic knowledge is not the only thing that is required, but also a contextual understanding of each other. It is emphasized that to have a cooperative communication, both the speaker and listener must reciprocally understand the meaning of each speech, to lessen the misunderstanding. These definitions are stated by Jannedy et. al (1994: 227) "the context of the utterances from a sentence must be understood in understanding the meaning of a sentence."

In this study, the researcher use Monster University movie, a cartoon movie which was released in 2013. In the context of language that occurs in spoken language, especially in films, speech act has an important role in the analysis. This also proves that there are not only semantic and syntactic elements in movies, but also the elements of speech acts that are uttered by the cartoon movies characters through their dialogues. The reason why the researcher use Monster University as the data in analysing speech acts classifications, is because it indicates the utterances from the dialogues that are shown in the movie as the speech acts. The types of classification that is used for this study are based from Yule (1996) and Searle (1967)'s theories. On the other hand, this study also only analyze the scripts from the "Scarer" scene of the movie which is limited for only 5 to 10 minutes. For the final stage, the researcher sums up the findings of the result and discussion.

## REVIEW OF RELATED LITERATURE

### Pragmatics

Pragmatics is a study of how a language used by speakers and hearers has various intended purposes in it. Yule (1996) defines pragmatics as a study about contextual meaning communicated by speakers or writers, and interpreted through listeners or readers. Pragmatics is a field where it allows human to analyze goals, actions or even assumptions while they are speaking. On the other hand, Pragmatics is also about how people understand the others linguistically. As quoted by Yule (1996) pragmatics deals with the study of meaning as communicated by a speaker or a writer and interpreted through a listener or reader. In other words, pragmatics learns more on investigating how listeners concludes on what are the speakers inteded to say, it can be asking for something, or even giving, and these are called utterances. Utterances that require the hearer to do something as what the speakers said are called speech acts.

### Speech Act Classification

The study of speech acts is mainly focusing on how someone convey something and takes action of the information. Yule (1996:47) defines speech acts as "actions performed via utterances" which can be classified into apology, complaint, compliment, invitation, promise, or request . This means that when a speaker tells a hearer to initiate a course of action, the

hearer must do the thing as requested. Austin (1962: 94) also stated speech act as the things that are done while discussing or communicating are all functioning verbally. In a speech act, the use of a first-person perspective is needed, the tenses used tend to be simple present and not descriptive. The speech act uses the simple present because in its direct impact on the current situation, the past tenses cannot be used as a reference.

There are various classifications in speech acts pointed out by expert. As stated by Searle in Trosborg (1995: 14) there are five types of general functions performed by speech acts (illocutionary), namely declarations, representatives, expressives, directives, and commissives.

#### **a) Declarations**

Are speech act performed by someone who has certain privileges in declaring a specific context effectively. Yule (1996:53) defines declarations as the kinds of speech acts that change the world via their utterance. This speech act happens when a speaker causing a situation after the declaration. In this context, the utterances are focusing on an immediate changes in an official institutions that was affected by the declarations such as imposing punishments, baptism and many more. e.g : Judge : “You are sentenced for 15 years.”, this example shows that the judge who has the privilege changed the situation of the villain.

#### **b) Representatives or assertives**

Are speech acts that state what the speaker believes to be the case, such as statement of fact, descriptions, conclusions, and assertions. Mey (2001) also added that representatives are assertions about a state of affairs in the world as Leech (1983:128) called it as assertive since the true and false are also carried there. This makes the the speakers representate the word to fit the world he believes in. e.g: “The earth is flat.” , this example represents what the world that the speaker believes , and it can be used as a representative because the speaker can make a statement of fact based on his utterance.

#### **c) Expressives**

Are speech acts that represent what the speaker feels. According to Yule (1996) and Levinson (1983) the feelings they express are in the state of psychological and they can be affirmation of sorrow, pleasure, dislikes or joy. The feelings that are felt by them are influenced by their own personal feelings and opinion which does not affect the world. Hence, expressive speechacts can also be affected by what the speaker or the hearer have done and expressive speech acts are mainly focusing o the speaker’s experience. E.g : “Wow this is great!.”, this example shows that the speaker convey the feeling of pleasure towards something

#### **d) Directives**

Are speech acts that state what the speaker believes to be the case, such as statement of fact, descriptions, conclusions, and assertions. Mey (2001) also added that representatives are assertions about a state of affairs in the world as Leech (1983:128) called it as assertive since the true and false are also carried there. This makes the the speakers representate the word to fit the world he believes in. e.g: “The earth is flat.” , this example represents what the world that the speaker believes , and it can be used as a representative because the speaker can make a statement of fact based on his utterance.

### e) Commisives

are the types of speech acts that states what the speaker intends for some future actions, namely threat, promise, refusal, and pledges which can be delivered alone by the speaker or in a group. As stated by May (2001: 121) resembling directives, commissives operate a change in the world by means of creating an obligation that is created by the speaker not the hearer.

e.g : “She will not go there”, from that example, it shows that the utterance uses the word “will” to represents the intention of a future action.

## RESEARCH METHOD

This research is descriptive qualitative because it aims to describe the types of speech act classification in the “Monster University” movie dialogue that are obtained from observations. Shank (2002) defines qualitative research as “a form of systematical and empirical inquiry into meaning” (p. 5). It means in collecting the data there should be “plans, orders, and public”. The unit of analysis in this study is every utterance found in the “Monster University” movie containing speech acts classifications. The method used in acquiring the data is documentation. The data were taken from the dialogue scripts in “Monster University” movie particularly the dinner scene, released on June 21<sup>th</sup> 2013. The steps were analyzed based on the framework by Austin (1962). The steps taken to analyze the data were firstly, the researcher watched the movie. Then, the researcher read the transcripts of the dialogue from the movie and write part of it. After that, the researcher categorize the utterances in the movie. In the last step the researcher will analyze and present the utterances taken from the movie scene to then explain the data using Speech Act Classifications. The researcher used the Analysis of Function of the Speech Act Classification by Searle (1976) to determine the five categories as well as the function of the speech acts.

## RESULT AND DISCUSSION

### Result

The results of Speech Act Classification used in the Scarer Scene of “Monster University” Movie are presented in table 1.

**Tabel 1 Speech Acts Classification Used in “Monster University” Scarer Scene**

<b>N O</b>	<b>TYPES OF SPEECH ACTS CLASSIFICATION</b>	<b>Σ</b>	<b>%</b>
1	Representatives	6	20,68%
2	Commissives	2	6,89%
3	Directives	11	37,93%
4	Declarations	3	10,34%
5	Expressives	7	24,13%
<b>Total</b>		<b>29</b>	<b>100%</b>

As presented in table 1, the utterances that are found in the “Monster University” movie dialogue is in total. The most dominant types of speech acts that are used is directives (37,93%) , and the least used one is commissives (6,89%), because the scene that was shown performed more directives actions than commissives.

### Discussion

The examples and discussion of the five categories of Speech Act Classification used in the dinner scene of “Monster University” movie are analyzed based on Function of Speech Act by Searle (1976) as the followings:

#### 1. Declarations

No	Utterances	Function
1	“Okay, remember our field trip rules, everyone. No pushing, no biting and no fire breathing.”	Warning
2	“...Welcome to the Scare Floor. This is where we collect the scream energy to power the whole world.”	State

The utterances above shows that the speakers (teacher and worker) of both statements have a contextual privilege to state the declarations.

#### 2. Representatives

No	Utterances	Function
1	“No, I didn’t!”	State

The utterance (a) is called representatives because the speaker diagnose himself that he did not feel which became his beliefs as what the hearer thinks.

#### 3. Directives

No	Utterances	Function
1	“Hey, everyone! Partner up! Get your field trip buddy.”	Command
2	“Please don't call me Karen.”	Order
3	“Now, stay close together.”	Order

The utterances (1,3) shows that the speaker demands the hearer to do as what the speaker said to partner up and stay close together. The utterances (2) states a request where the speaker wants the hearer to stop calling her by her name. They are called directives because the

speakers intends the hearer to do what the speakers wants.

#### 4. Expressives

No	Utterances	Functions
1	“Thanks, Joe! Good luck finishing your crossword puzzle.”	Like
2	“Sorry, Michael. ...I didn't see you.”	Apology
3	“Okay! Good catching up!”	Like

In the utterances (1,3) above, shows the feeling of joy or like from the speaker towards the hearer. The (2) utterance express that the speaker shows regrets or sorrow feeling and ask for apology of what they’ve done that affected the hearer.

#### 5. Commissives

No	Utterances	Function
1	“...He’s gonna do a real scare!”	plan

In the utterance (a) above, the speaker said that someone is going to do something which is part of future action . It is shown by the word “gonna” which means going to which counts as a commissive speech act.

### CONCLUSION

Monster University is a cartoon fantasy movie about monsters’ life that attend the same school where they became bestfriends after a long time being enemy for each other. This movie taught us about friendship and loyalty in being friend with someone. This movie was released on June 21<sup>st</sup>, 2013 in cinemas in Indonesia. This study is emphasized in analyzing the classification of speech acts of the utterances found in the movie scene’s dialogue. From all the utterances shown in the movie, the researcher only took several samples for each speech acts type. The utterances used in the dialogues are showing the situation of the characters depending on the storyline and provide the viewer the meaning of the utterances that were uttered. Based on the research results, some conclusion can be found by the researcher. The conclusion are (1) Speech Acts Classifications are categorized in five types such as directives, representatives, commissives, expressives and declarations. (2) For the analyzed data results, the dialogue in the movie are classified into 5 types of speech act classifications, with Directives (37,93%) as the dominant type found and Commissives with 6,89%.

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