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Revealing the types of directive speech acts in “Frozen” movie

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ABSTRACT

An understanding of speech acts is necessary for communication because humans will frequently be required to use a variety of speech acts. A directive speech act is a type of speech act in which the speaker attempts to influence someone else to act; directive speech acts are essential to comprehend and ensure no instruction is misinterpreted and communication flows smoothly. This study aims to determine the types of directive speech acts used in Frozen movies. This study uses a descriptive qualitative methodology in which the researcher interprets the utterances that contain the types of directive speech acts in the Frozen movie. To collect the research data, the researcher employs the Observation Method. Searle's classification of directive speech acts is used to analyze the data. This study showed that 42 utterances of directive speech acts were identified. There is order (23 utterances or 54.76%), request (12 utterances or 28.57%), and command (7 utterances or 16.66%). It can be concluded that the most dominant type is order. With these results, the study is expected to provide readers with a better understanding of the types of directive speech acts.

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1. Introduction

A speech act is a linguistic term that refers to an utterance defined by the speaker's intention and its effect on the listener. It is a verbal expression that performs an action (Rustono, 1999: 32). An understanding of speech acts is necessary for communication because humans will frequently be required to comprehend and use a variety of speech acts. The speaker must choose an appropriate speaking strategy to deliver the message effectively. Searle (1979) identified four speech acts: declarations, representatives, expressives, directives, and commissives. A directive speech act is a type of directive speech act that many people use in their daily lives (Aldila et al., 2020; Della & Sembiring, 2018). A directive speech act is a speech act in which the speaker attempts to influence someone else to perform an action using directives; the speaker attempts to fit the world to the word through the hearer.

Speech acts are essential to comprehend. In Indonesia, the mastery of speech act is a critical concern because it is included in the most recent national curriculum, known as Kurikulum 2013, and is referred to as *tindak tutur* in Indonesian. Consequently, foreign language educators in Indonesia should pay close attention to this speech act competency. This is because the pragmatic element is integrally tied to social-cultural knowledge, which enables foreign language students, particularly EFL students, to utilize language as an appropriate mode of communication (Cohen & Olshtain, 1993).

1.1. Directive Speech Acts

J. L. Austin was the first to propose the speech act theory. Throughout his book, he points out that by saying something, we are performing something (Austin, 1975). It signifies that there is an action associated with the stated utterances. Cutting (2002) stated that three distinct levels of analysis could be applied to the action that occurs when an utterance is produced. When the utterances are spoken, the first level is reached. This is referred to as a locutionary act. The second level of analysis is the illocutionary act, which is related to how speakers employ their language. The final level is the perlocutionary act; it is about producing the effect of the utterance.

Searle (1976) proposed five different types of speech acts. The first type is representative. The speaker's belief influences a representative illocutionary act; a directive is a type that instructs the listener to do or not to do something; a commissive commits the speaker to act in the future; an expressive is the type that expresses the speaker's feelings about an event, and a declaration is an illocutionary act in which the speaker makes a statement intended to alter the current state of affairs in the world.

Searle (1979) mentioned that directives are illocutionary, implying that the speaker intends for the listener to do something. These illocutionary acts can be pretty modest, such as when someone invites another to do it or suggests that someone else do it, or quite aggressive, such as when someone insists that another does it. Searle and Vanderveken (1985) classified directives as follow: direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray.

1.2. Directive Speech Acts in Movies

There are numerous sorts of discourse media in which the speech act can be easily seen and analyzed, such as in books, newspapers, movies, magazines, etc. According to previous research on speech acts, movie is one of the popular discourse media to analyze speech acts. The reason is that it contains a wide range of utterances. In a movie, for example, characters use utterances to ask other characters to do something, which means that the characters perform directive speech acts. Additionally, the movie provides authentic or actual dialogue from real life, allowing viewers to easily identify the various forms and functions of the language (Putri et al., 2019). As a result, study on directive speech acts in films is relatively common. The majority of studies have concentrated on the type of directive speech act contained in the dialogues of the movie (Hariani et al., 2021; Sugiantini et al., 2021; Aldila et al., 2020; Yuniati et al., 2018). These studies employ a variety of theories, including Yule and Kreidler's theory of directive speech acts. Based on the findings, these studies reveal that the most common type of directive speech act in the film is the command type. However, the researcher focuses on Searle's theory of the directive speech act in the current study. Hopefully, this study will help close existing gaps and prove whether the various theories used can produce different findings. Also, it is expected to provide a clearer understanding of the directive speech acts.

In this study, the researcher is interested in analyzing directive speech acts in the animated movie Frozen. Frozen (2013) is an animation movie produced by Walt Disney Animation Studios. The movie tells the story of a princess who embarks on a journey with a snowman, an iceman, and his loyal reindeer in search of her sister, who has icy power.

Based on the background above, this research leads to the major question: What types of directive speech acts are used in the Frozen movie? Due to limited time, the researchers will only analyze order, request, and command types based on Searle's directive speech act classification. The reason for selecting these types is that they are the dominant types discovered based on previous studies about movies' directive speech acts. Another reason is that according to Yani and Maharani (2022), command, request, and order have similar meanings. The definition of these three types is principally to get someone to do something. Regarding this problem, the researcher tries to find a more detailed understanding.

2. Method

This study belongs to descriptive qualitative research since it aims to provide brief information about the types of directive speech acts in the Frozen movie. The research subject for this study is the dialogue of characters in the Disney film Frozen. To collect the research data, the researcher

employed Observation Method. Sudaryanto (2015) stated that observation method used in language research involves listening to how language is used in the object being studied. To gain several data on it, the researcher watched the Frozen film, then paused the scene and repeated the film. The researcher then identified the minutes and utterances containing directive speech acts. Then, the utterances that contained directive speech acts were marked. The final step was to create data sets from the utterances. Then, the researchers analyzed the data using Searle's theory of directive speech act. Lastly, to ensure the trustworthiness of the data, the researcher used triangulation with the investigator. Triangulation by the investigator involved consulting the research data with an expert to ascertain the data's validity.

3. Findings and Discussion

3.1. Findings

The researcher classifies the types using Searle's directive speech act theory. As mentioned in the previous section, Searle categorizes directive speech acts into 24 categories, including direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray. However, the author will only analyze 3 of the 24 types (order, request, and command). The following are some examples of the dataset:

1) Request

A request expresses the speaker's desire for the addressee to do or refrain from doing something and does not assert power over the person addressed (Kreidler, 2002). The hearer can obey or refuse a request (Searle & Vanderveken, 1985). Requesting types of directive speech acts are used to politely ask people to do what the speaker wants them to do (Aldila et al., 2020). There are 12 data containing request types of directive speech acts. The following is an example of the dataset:

Anna and Hans : We would like... your blessing of... our marriage!

Elsa : I'm sorry, I'm confused.

Duration: 00:25:58 - 00:26:04

Context the situation: Anna has agreed Hans' request to marry her. Anna and Hans then made their way to the dance floor to meet Elsa and asked for her blessing for the marriage.

The dialogue happens between Anna and Hans with Elsa and takes place on the dance floor. After Anna, the main character establishes a close relationship with Hans and states that they want marriage, they immediately rush to Elsa to ask for her blessing. Through the utterance "We would like... your blessing of... our marriage!", Anna and Hans employed a request type of directive speech act. They requested to get Anna's blessing. The speaker wants the addressee (hearer) to do or not do something without asserting power over them (in polite ways). In this utterance, Anna and Hans are the speakers, and they have no authority or degree of control over Elsa, the hearer.

2) Command

A command is telling someone to perform an action that exerts a degree of control over the addressee's actions (Searle & Vanderveken, 1985; Kreidler, 2002). The speaker should be in authority over the hearer in issuing a command. Using a position of authority or power to tell someone what to do, commits the speaker to not giving him the option of not doing it (Searle & Vanderveken, 1985). Typically, a command in a directive act is a type of communication sentence used primarily to convey illocutionary acts and is described as having an imperative form.

There are 7 data that contain command type of directive speech acts. The following is an example of the dataset:

Grand Pabbie : You are lucky it wasn't her heart. The heart is not so easily changed, but the head can be persuaded.

King : Do what you must.

Duration: (00:07:05 – 00:07:06)

Context of the situation: After Elsa accidentally injures Anna, the king takes Anna to Grand Pabbie, the elder of the Trolls, to ask for healing.

The king asked Grand Pabbie to heal Anna because Elsa's magic power injured her. Through the utterance "Do what you must", the king uses a command-type directive speech act. The speaker (king) is a figure who has the authority to give command (has a degree of control). The utterance delivered by the king has an imperative form in which the king commands Grand Pabbie to heal his injured daughter.

3) Order

Searle and Vanderveken (1985) claimed that order has greater strength than telling. The primary distinction between commands and orders is that orders do not require an institutional structure of authority; anyone can give an order to anyone. 23 data contain order types of directive speech acts. The following is an example of the dataset:

Anna : Do the magic! Do the magic! (To Elsa)

Duration : 00:04:19 – 00:04:21

Context of the situation: Elsa is sleeping, then Anna wakes her up and invites her to play

Anna invites Elsa to play; she asks Elsa to use her magic power to make snow. When Anna said, "Do the magic! Do the magic!", she used an order type of directive speech act, and it can be seen that the utterance is imperative. Anna orders Elsa to show her magic power to make snow.

According to the findings, the types of directive speech acts that appear in the film Frozen have the following distribution:

Table 1. Types of directive speech acts and frequency

No.	Types of directive speech acts	Frequency	Percentage
1.	Order	23	54.76%
2.	Request	12	28.57%
4.	Command	7	16.66%

3.2. Discussion

In this study, the researcher found 42 utterances containing requests, commands, and orders made by the Frozen movie characters. The findings above show that order (54.76%) has a higher share than any other type. The next type is request (28.57%) has the largest portion after the order type. The last is command type (16.66%), with the smallest portion.

According to the findings above, there are significant differences if we compare them to the previous studies discussed in the previous section. The researcher assumes that the difference is caused by various factors, one of which is the difference in theory used to analyze the data. In this study, the researcher used Searle's theory of directive speech acts, while previous studies used a variety of different theories. This difference, in theory, causes the results of the analysis of this study to be different from those of previous studies. An example we can see is the study conducted by Hariani et al. (2020), Aldila et al. (2020), Sugiantini et al. (2021), and Yuniati et al. (2018). In these studies, Hariani et al. (2021) and Yuniati et al. (2018) used the directive speech act theory from Yule, and Aldila et al. (2020) with Sugiantini et al. (2021) used the directive speech act theory from Kreidler. According to their analysis, the most frequently occurring type of directive speech act in the four studies is a command. While in the current study, the type that often appears is order. This occurs as a result of the fact that each theory used as the basis for the analysis is classified as the types of directive speech acts differently. In his book "Foundations of Illocutionary Logic," Searle clearly explains the difference between command and order types. He separates the two types because each has a different context. The command type applies when the utterance is delivered by a speaker with a degree of control over the hearer and requires an institutional structure of authority. He adds that the speaker uses a position of authority or power to tell someone what to do, which commits the speaker to not giving the hearer option to refuse it. As for the order type, Searle mentioned that orders do not require an institutional structure of authority; anyone can give an order to anyone. This contrasts with the theory of Yule and Kreidler. Whereas some literature states that

they define command as an utterance to make people do something, the speaker has a degree of control over the hearer's actions. They do not divide the command type into other forms and are limited to that understanding. With this result, the researcher hopes this finding can fill in gaps and contribute to prior findings about the types of directive speech acts in movies.

4. Conclusion

Based on the result of data findings and discussion in the previous section, this study can be concluded that the researcher found 42 utterances that contain requests, commands, and orders made by the characters in Frozen movie. The findings showed that order (54.76%) has a higher share than any other type. The next type is request (28.57%) has the most significant portion after the order type. The last is command type (16.66%), with the smallest portion. The researcher intends to give readers a better understanding of the types of directive speech acts. Because in human communication, we will frequently be required to comprehend and use a variety of speech acts. So, with adequate understanding, it can help us communicate well. This research is far from perfect, and there are still gaps that require further discussion. Among its shortcomings is that it is still limited to a single film. Thus, further research is expected to complement and improve the limitations that exist in this study.

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