

AN ANALYSIS OF DIRECTIVE SPEECH ACT IN “PUSS IN BOOTS : THE LAST WISH” MOVIE

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Abstract: *This research aims to find out the types of Directive Speech Acts by the main characters “Puss in Boots: The Last Wish” movie and analyze the types of directive speech act that most dominant used in the movie. The research utilized a qualitative descriptive research approach to qualitatively collect and interpret data for analyzing speech acts, employing the documentation technique for data collection and thematic analysis for data analysis. The object of this research is Puss in Boots: The Last Wish directed by Joel Crawford. From the result of this research, the researcher finds that there are 55 utterances of directive speech act used by Puss. The result show that, first, the types of directives speech act were Command, Order, Request, and Suggestion. Second, the types of directive speech act that most dominant used were command type. In term of types, command is the most dominant used (25 utterances) and order (6 utterances) is the rarely used type. Through examining specific scenes, the research reveals how Puss employs these speech acts to influence others and advance the plot. This research also highlights the strategic use of different directive types to achieve specific communicative goals, showcasing the nuanced role of language in animated storytelling.*

Key Words: *Speech act, Directive Speech Act, A movie*

ANALISIS TINDAK TUTUR DIREKTIF DALAM FILM “PUSS IN BOOTS : THE LAST WISH” FILM

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Abstrak: Penelitian ini bertujuan untuk mengetahui jenis-jenis Tindak Tutur Direktif yang digunakan oleh tokoh utama “Puss dalam film ”Puss in Boots: The Last Wish” dan menganalisis jenis tindak tutur direktif yang paling dominan digunakan dalam film tersebut. Penelitian ini menggunakan pendekatan penelitian deskriptif kualitatif untuk mengumpulkan dan menginterpretasikan data secara kualitatif untuk menganalisis tindak tutur, dengan menggunakan teknik dokumentasi untuk pengumpulan data dan analisis tematik untuk analisis data. Objek penelitian ini adalah film Puss in Boots: The Last Wish yang disutradarai oleh Joel Crawford. Dari hasil penelitian ini, peneliti menemukan bahwa ada 55 ujaran tindak tutur direktif yang digunakan oleh Puss. Hasil penelitian menunjukkan bahwa, pertama, jenis-jenis tindak tutur direktif yang ditemukan adalah Perintah, Perintah, Permintaan, dan Saran. Kedua, jenis tindak tutur direktif yang paling dominan digunakan adalah jenis perintah. Dari segi jenis, perintah adalah yang paling dominan digunakan (25 tuturan) dan perintah (6 tuturan) adalah jenis yang paling jarang digunakan. Dengan meneliti adegan-adegan tertentu, penelitian ini mengungkapkan bagaimana Puss menggunakan tindak tutur ini untuk mempengaruhi orang lain dan memajukan plot. Penelitian ini juga menunjukkan penggunaan strategis dari berbagai jenis direktif untuk mencapai tujuan komunikatif tertentu, yang menunjukkan peran bahasa yang bernuansa dalam penceritaan animasi.

Kata Kunci: Tindak Tutur, Tindak Tutur Direktif, Film.

INTRODUCTION

Language is a complex and dynamic tool that humans use to share thoughts, ideas, and emotions. It's essential for our society and culture, playing a significant role in the development of civilization. Through language, we communicate, expressing a wide range of feelings and ideas. However, sometimes communication can be tricky because what the speaker means might not match what the listener understands. This mismatch highlights the importance of studying language to better understand what people mean. Language is closely tied to our identity and culture, shaping how we see the world and interact with others.

Communication shapes our language and influences our perceptions and interactions, helping us define who we are. Owen (2006) defines language as a socially shared and rule-governed system of symbols. There are two main views of language. First, it is a way for people to communicate using symbolic sounds. Second, it is a system using random vocal symbols. Language is crucial in our daily lives for both spoken and written communication. Studying language is important in fields like linguistics, psychology, anthropology, and sociology, giving insights into how we think and behave.

Sociolinguistics looks at the relationship between language and society. It explores how language affects social interactions and how society influences language. According to Mesthrie (2011), sociolinguistics aims to explain why people speak differently in various social situations and to identify the social functions of language. Understanding the meaning of spoken language is essential to prevent miscommunication. Pragmatics, a branch of linguistics, studies meaning in context, focusing on how people use language to achieve specific communication goals. Bach and Bach and Harnish (1979) describe pragmatics as the study of how speakers convey meaning and how listeners interpret it. Mey (2001) adds that pragmatics involves understanding the relationships between language forms and their users, as well as the context affecting language use.

One key concept in pragmatics is interpretation, where meaning is conveyed through implied or indirect language. For example, saying "I don't have any cash with me" might imply an inability to lend money. Politeness, another important concept, involves using language to maintain social relationships and avoid offense. Pragmatics also examines the importance of context, including the speaker's goals, the relationship between speaker and listener, and the cultural norms influencing language use.

Speech acts, a significant part of pragmatics, study the meaning and function of speech, helping people understand expressions better. According to Austin (1962), not all sentences merely describe or report; some perform actions. He categorizes speech acts into constative, which are statements, and performative, which are actions performed through speech. Searle (1969) further developed this theory, introducing the concept of illocutionary acts, which are the intended actions performed by a speaker. He identified five basic actions in speaking: representative, directive, commissive, expressive, and declarative. Yule (1996) explained that directive speech acts aim to get the listener to perform a specific action, frequently occurring in daily life and communication.

Movies, as a form of visual storytelling, play a significant role in human experiences and activities, expressing emotions, ideas, and meanings intended by the director or producer. They are an important part of many people's lives worldwide. This research focuses on movies, especially animated ones, which engage audiences through

visuals and explore various themes related to human life. Viewers experience a range of emotions while watching movies, gaining insights and inspiration for addressing personal problems.

Based on the explain above, the research is interested to conduct a research entitled An analysis of Directive Speech act in “Puss in Boots: The Last Wish” Movie.

METHODOLOGY

This research employs a qualitative descriptive methodology to analyze the directive speech acts in "Puss in Boots: The Last Wish." The data source consists of the movie itself, movie's dialogue, transcribed from the English subtitles. The analysis focuses on the utterances of the main character, Puss in Boots, as he is the most frequent user of directive speech acts in the film.

The analysis proceeds in several stages. First, all of Puss's utterances are identified and transcribed. Second, each utterance is analyzed to determine whether it constitutes a directive speech act. This is done by considering the illocutionary force of the utterance, as well as the context in which it is uttered. Third, the directive speech acts are classified into at least four types identified by Yule (1996): command, order, request, and suggestio. This classification is based on the linguistic form of the utterance, as well as the speaker's intention and the relationship between the speaker and the listener.

In analyzing data, the researcher calculated the most dominant type of directive speech act and add up the percentages in each type, the researcher utilizing Sudjiono's equation to ascertain the rates of each types directive speech act:

$$P = (F/N) \times 100\%$$

Note:

P : Percentage

F : Number of types that appear

N : Sum of all data

FINDING AND DISCUSSION

Finding

The data of types of directive speech act that the researcher found are 55 data from the Puss in Boots : The Last Wish movie. The finding of this research, The researcher found four types of directive speech acts in Puss in Boots : The Last Wish movie delivered by character Puss. The types are based on Yule theory.

Table 1. Types of directive speech act in puss in boots : the last wish movie

No	Types of directive speech act	Amount of data
1	Command	25
2	Order	6
3	Request	11
4	Suggestion	13
Total		55

Table 2. Dominant types of directive speech act in puss in boots : the last wish movie

No	Types of directive speech act	Amount of data	Percentage
1	Command	25	45,4%
2	Order	6	10,9%
3	Request	11	20%
4	Suggestion	13	23,6%
Total		55	100%

The analysis identified a total of 55 directive speech acts used by Puss in Boots in "Puss in Boots: The Last Wish." The most dominant type was commands (25 utterances), followed by suggestions (13 utterances), requests (11 utterances), and orders (6 utterances).

- **Commands:** These are direct and forceful directives that express the speaker's authority or desire for the listener to perform a specific action. Examples from the movie include "Make yourselves at home!" and "Drive, perro!"
- **Orders:** These are similar to commands but are often less explicit and may be disguised as questions or statements. An example from the movie is "Where is the music?"
- **Requests:** These are polite directives that seek the listener's cooperation or permission. Examples include "Relax!" and "Kitty, may I please see the map?"
- **Suggestions:** These are indirect directives that offer guidance or advice without explicitly demanding compliance. Examples include "Trust me, I run hot" and "You are too good-looking to retire."

Discussion

The findings of this research provide valuable insights into the use of directive speech acts in animated films. The predominance of commands in Puss in Boots's dialogue reflects his role as a protagonist and leader. His use of suggestions demonstrates his ability to influence others through persuasion rather than force. The infrequent use of requests and orders suggests that Puss is not afraid to take charge and make decisions, but he is also willing to listen to others and consider their opinions.

The use of directive speech acts in "Puss in Boots: The Last Wish" also contributes to the film's humor and entertainment value. Puss's witty and often exaggerated commands and suggestions add a layer of charm and charisma to his character. His interactions with other characters, particularly his sidekick Perrito, are often driven by his use of directives, creating comedic moments and advancing the plot.

The findings of this research have implications for the study of pragmatics and film analysis. They demonstrate how directive speech acts can be used to create complex and engaging characters, drive the narrative forward, and enhance the overall entertainment value of a film. The study also highlights the importance of considering the context and character relationships when interpreting the meaning and impact of directive speech acts.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, this research has identified and analyzed the use of directive speech acts in the animated film "Puss in Boots: The Last Wish." The findings reveal a diverse range of directive types, with commands being the most dominant. The use of these speech acts contributes to character development, plot progression, and the overall entertainment value of the film. This study provides valuable insights into the role of language in animated storytelling and has implications for future research in pragmatics and film analysis.

Recommendations

According to this research, the researcher would like to offer several recommendations:

1. For teacher, the researcher recommend using a movie for media as teaching learning process to help students to be aware and understand about directive speech act.
2. For students, the researcher recommend students to expand their understanding of directive speech acts from other references. Students can use directive speech actions in everyday conversations. It helps in social relationships and communication.
3. For further research, this research can be a reference to do research to conduct and expand further studies under the same topic, especially in the scope of using directive speech act. Other researcher should expand this research to compare directive speech acts used by other characters in this movie or in similar films.

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