SPEECH ACT USED BY THE MAIN CHARACTERS IN BEAUTY AND THE BEAST MOVIE SCRIPT

THESIS

submitted to State Institute of Islamic Studies Jember
in partial fulfilment of the requirements to obtain a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JANUARY 2020

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Day   : Wednesday

Date   : 9th of January, 2020

Chairman   Secretary

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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَقُولُواْ قَوْلاً سَدِيدًا ۝

"O, you who have believed! Keep your duty to Allah and fear Him, and speak
(always) the truth.[1]

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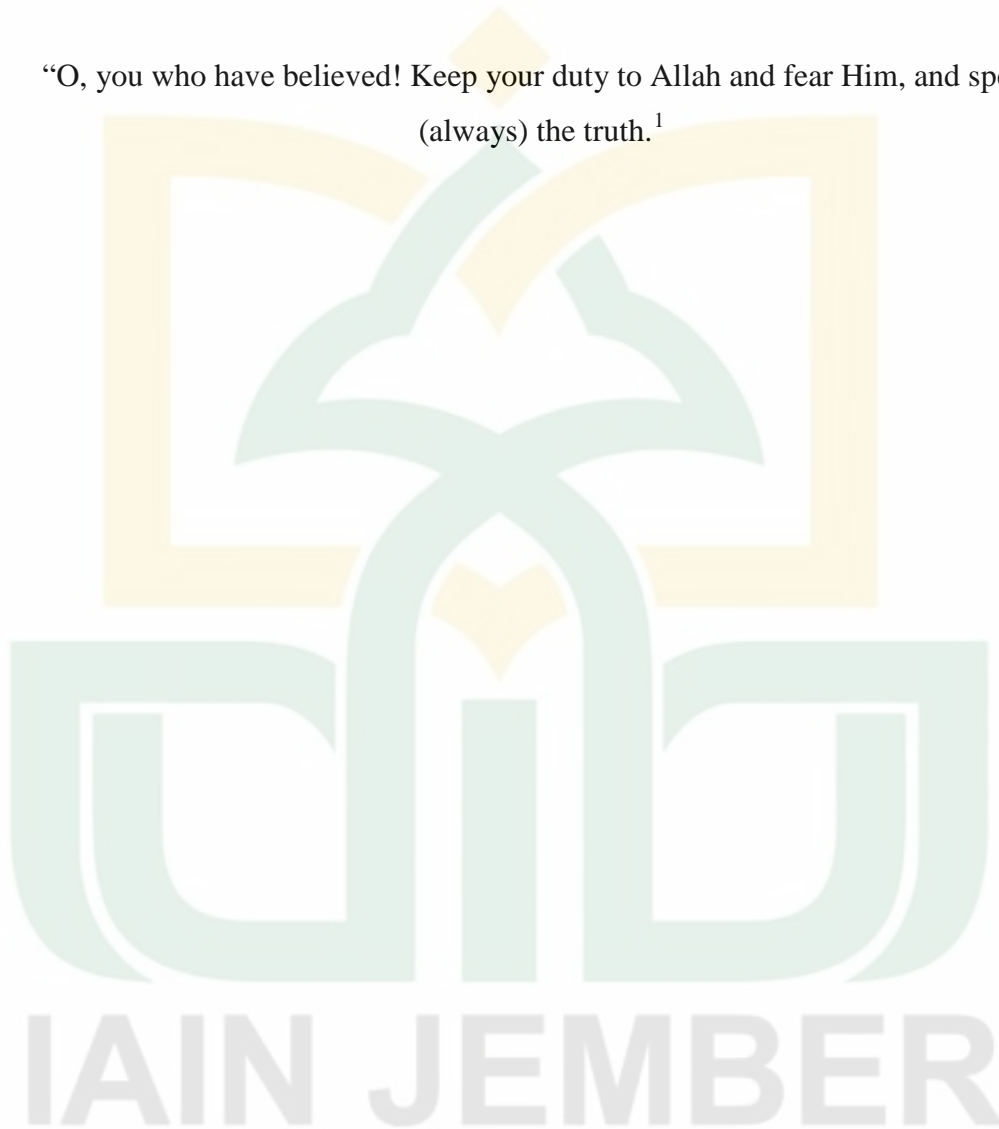
[1] Muhammad Taqiuddin Al-Hilali and Muhammand Muhsin Khan, *The Nobel Qur'an*, (Medina:
Darus Salam Publications, 1996), 572.

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DEDICATIONS

"I dedicate this thesis to my beloved parents, whose affection, love, encouragement and prays of day and night make me able to reach this stage.

All my classmates in TBI-2 for every great moment we share together since that day in august 2015, especially Kamila, Nicken, Fikri, Baming for always sharing your knowledge and helping me finished this thesis.

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"Thank you, May Allah replaces all your kindness with blessing"

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

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The writer would like to express her sincerest gratitude to many people who give their help, guidance, criticisms, motivations, and encouragement to me during the process of writing this thesis, they are:

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The writer realizes that this research is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted. However, the writer hopes this thesis would give some contribution for everyone.

Jember, 22nd November 2019

The Writer
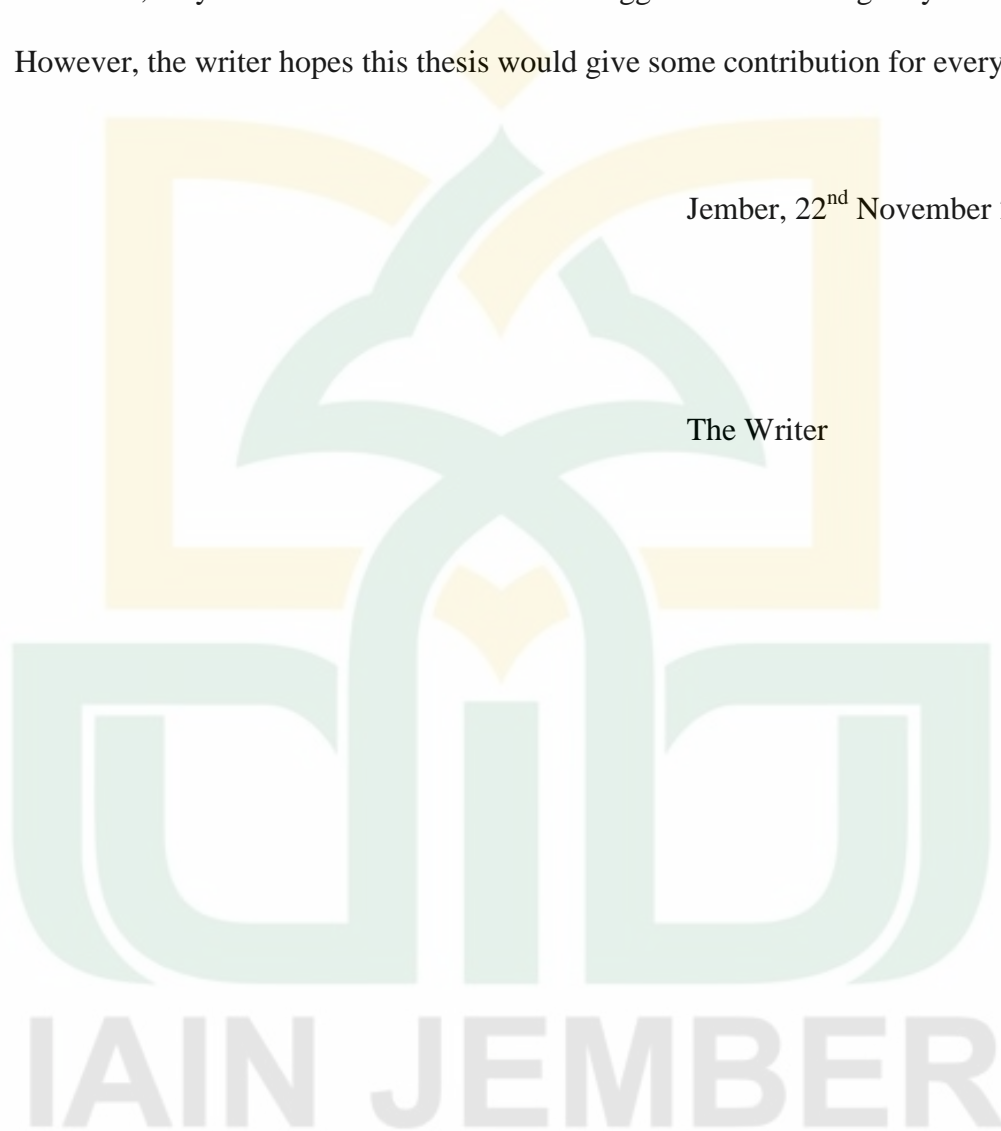
ABSTRACT

Muawana, 2019: *Speech Act Used by the Main Characters in Beauty and the Beast Movie Script.*

Achieving the successfulness of communication was not enough by only seeing the grammatical aspects of the utterance, but understanding the speaker's intention was considered more urgent to avoid misunderstanding in a conversation. Pragmatics was a study which concerned to the interpretation of what the speakers mean in a certain context and how the context affect what they said. Speech act was one of many pragmatics aspects that study people's utterance. Since movie was reflection of human's real life, this thesis analysed speech act performed by the main characters in *Beauty and the Beast* movie.

The formulation of the research focus was aimed to answer the question 1) what are the types of illocutionary act employed by the main characters in *Beauty and the Beast* movie? 2) what are the educational values and the significance of speech act in *Beauty and the Beast* movie to English language learning? Meanwhile the research objectives in this research were: 1) to identify the types of illocutionary act employed by the main characters in *Beauty and the Beast* movie. 2) to identify the educational values and the significance of speech act in *Beauty and the Beast* movie to English language learning.
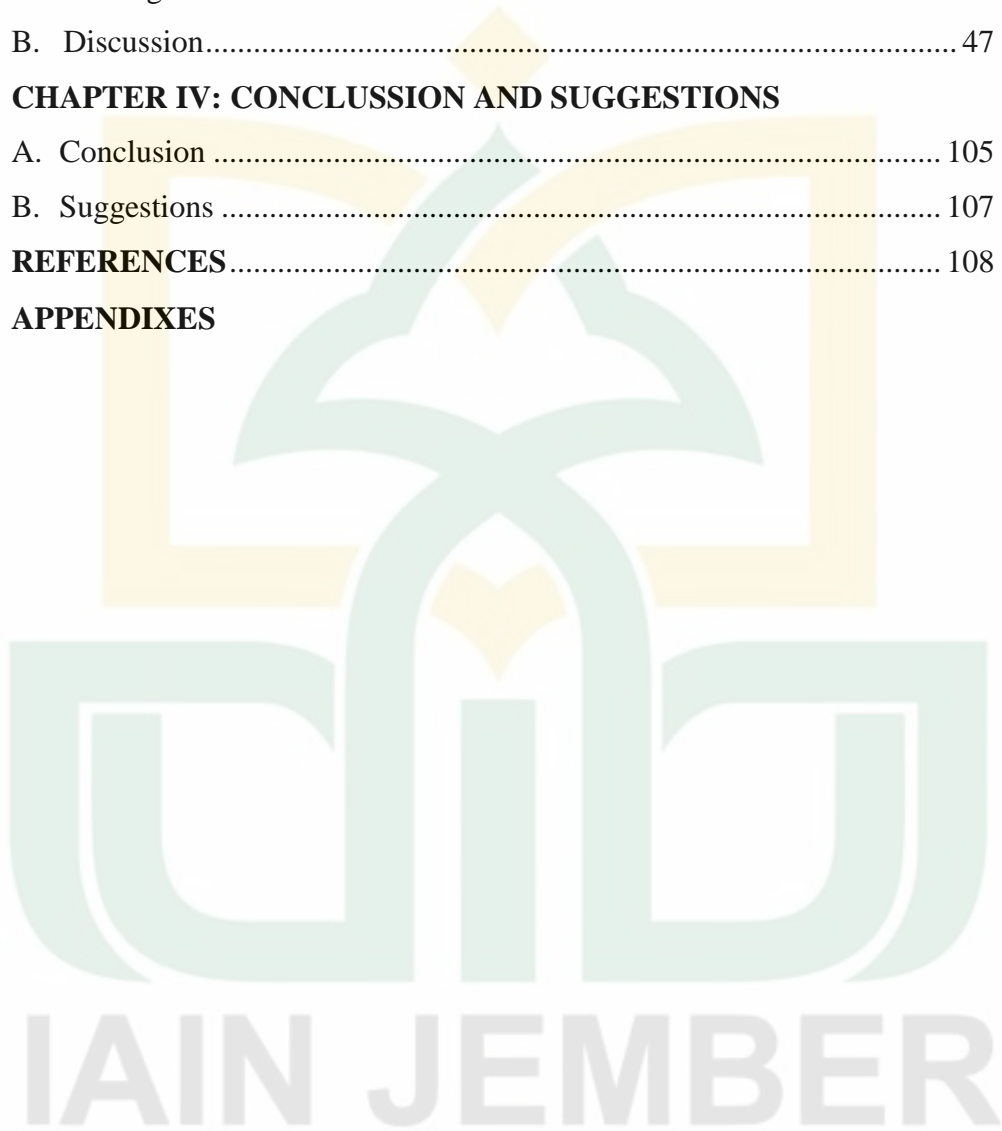
This research used descriptive qualitative research. In compiling the data, the researcher used document analysis. The data were in the form of utterances produced by the main characters in *Beauty and the Beast* movie. In analyzing the data, this research used classification of illocutionary acts theory by John R. Searle. Investigator triangulation was used as in validating the data, analysis, and the result of this research.

The result of this research showed that from 189 utterances, all of the types of illocutionary act proposed by Searle performed in *Beauty and the Beast* movie, they were (1) representative 60 times, (2) directive 65 times, (3) commissive 24 times, (4) expressive 34 times, and (5) declarative 3 times. (1) Representative had 9 types: informing, describing, convincing, agreeing, denying, stating, deducing, arguing and boasting. (2) Directive had 7 types: asking, commanding, suggesting, warning, advising, suggesting and begging. (3) Commissive had 5 types: planning, promising, refusing, offering, and threatening. (4) Expressive had 8 types: thanking, praising, apologizing, blaming, stating pain, stating surprise, stating confusion, and regretting. (5) Declarative act only had 2 types: declaring and dismissing. The researcher also found a number of the educational values that showed by Belle's character, they were: Bravery, loyalty, honesty, self-confidence, love affection, and kind and friendly. Meanwhile, the significance of speech act in the movie for English language learning is its use as a media in teaching pragmatics through speech act. For example, teacher asks student to role playing how an inappropriate greeting is used or a miscommunication is acted out based on cultural differences as in the movie
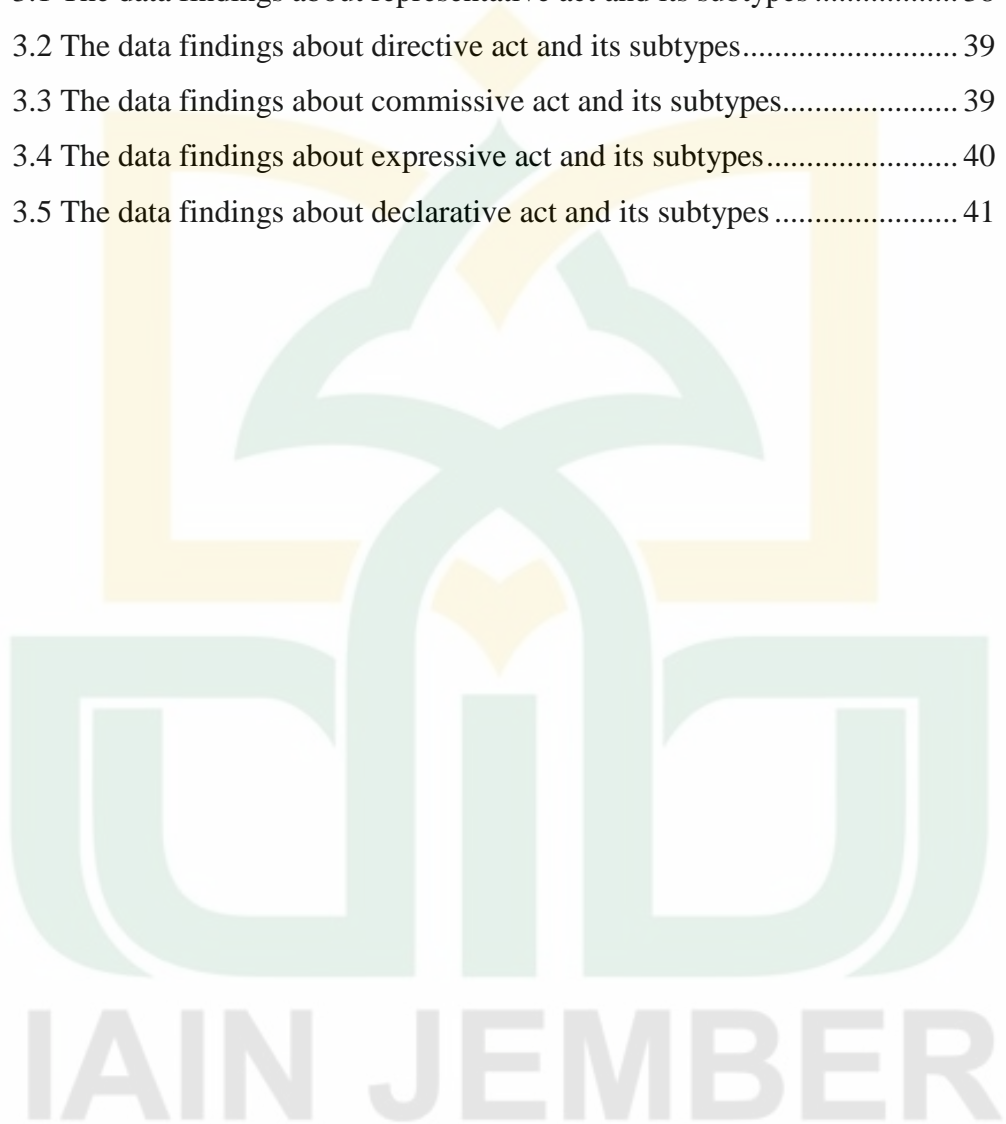
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CHAPTER I

INTRODUCTION

A. Research Background

In reaching the purpose of communication, both of the speaker and the hearer need to understand and get the context. In conversation, both the speaker and the listener were supposed to respond to each other in their turn and exchange with the needed information or massage that benefits both of them. To achieve maximum result in communication, it should be supported by the use of appropriate language with the intention of conveying the correct and proper information or messages to avoid misinterpretation and misunderstanding.

The Holy Quran has referred communication as one of human natures. To know how human should communicate, the Holy Quran provided key concepts related to that case. One of them was stated in Al-Ahzab verse 70:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَقُولُوا۟ قَوْلًا سَدِيدًا ﴿٧٠﴾

Meaning: "O, you who have believed! Keep your duty to Allah and fear Him, and speak (always) the truth. (33:70)"[1]

In the verse above, Allah the almighty commanded human beings to always be cautious accompanied by the right words. Whoever obeys Allah and His Messenger will surely attain great luck. Thus, proper speech was a

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[1] Taqiuddin Al-Hilali, *The Nobel Qur'an*, 572.

principle of communication in the Quran and contains several meanings of true understanding.

In non-English speaking country as in Indonesia, in order to be able to communicate English effectively learners need to know the English expressions or sayings commonly used in day-to-day life. Brown stated that someone's ability to speak a language was indicated by his taking a part in a conversation competently and rationally.[2] Nevertheless, to achieve the successfulness of communication, it was not enough by only seeing the grammatical aspect of the utterances, understanding the speaker's intention was considered more urgent. For example when someone said "Sorry about that!" it may serve as an apology in some situations. In other perception it may be perceived as a rude, even arrogant. In yet other situations, it may not even be intended as an apology in the first place.

Hence, it has become increasingly clear that the teaching of second language words and phrases isolated from their sociocultural context may lead to the production of linguistic curiosities which do not achieve their communication purposes. Given this reality, Cohen stated that second language teachers may well find that an understanding of speech act theory and practice will improve their ability to prepare their learners to meet the challenge of producing more contextually appropriate speech in the target language.[3] It meant that understanding speech act was important to English

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[2] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (San Francisco: State University, 2001), 267.
[3] Andrew D. Cohen, *Sociolinguistics and language teaching,* (Cambridge: Cambridge University Press, 1996), 383.

learners in order to understand the meaning sentences or utterances spoken in English so that they can communicate with English speakers effectively based on polite and proper verbal exchanges.

Blackman as cited in Barron identified pragmatic competence as one element of communicative competence, placing pragmatic competence as part of illocutionary competence, which is a combination of speech acts and speech functions along with the appropriate use of language in context.[4] There were many aspects of pragmatics, such as deixis and distance, reference and inference, politeness and interaction, speech act and event, discourse and culture, and etc. This research will give emphasize on the employing of speech act only.

When communicating one another, people were not only saying something but also there is an action embedded in their utterances. Actions performed via speaking were called speech acts. A speech act was an action through which people do something by using their language. Every utterance spoken by people in real life consists of speech act which has functions such as giving suggestion, informing, commanding, promising, etc. It was interesting to study speech act because we can know how actually the utterances reflected into actions. The phenomena of speech act occurred in real life situation, including the conversations that occurred among the characters in the movie. The conversation in the movie can be a good example of speech act since it was the reflection of human's real life and represented

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[4] Anne Barron, *Acquisition in Inter language Pragmatics Learning how to do things with words in a study abroad context.* (Philadelphia: John Benjamins Publishing Company, 2003), 173.

the complex case of speech act in order to find out what the main character intention by saying something. Therefore, it was an interesting research to analyze the speech act employed by the characters in a movie.

We can learn many things from a movie, such as educational value, moral value, the acting of the actor or actress, and about the literary elements within it. Other than that, using English movie as media in English language learning may be effective in holding students' interest. It also provided language learners the opportunity to view the social dynamics of communication as native speakers interact in authentic setting.

Based on the explanation above, the researcher intend to analyze the types of illocutionary act classified by John Searle employed by the main characters in movie script entitles *Beauty and the Beast.* It was American musical romantic fantasy film and a live-action remake of Disney's 1991 animated film of the same name. The dialogues in this movie were easy to be understood and rich of speech acts, like when Belle made the act of commanding, informing, inviting, asking, apologizing, declaring, etc. Those acts certainly related to speech act theory that it was worth to analyze it further in this study. Furthermore, the researcher will conduct this research under the title: *"Speech Act Used by the Main Character in Beauty and the Beast Movie Script"*

B. Research Questions

Based on the research background above, the researcher attempt to analyze the types of illocutionary acts found in *Beauty and the Beast* movie used John Searle's theory and the educational values in the movie. The questions that would be answered were:

1. What are the types of illocutionary act employed by the main characters in *Beauty and the Beast* movie?

2. What are the educational values and the significance of speech act in *Beauty and the Beast* movie to English language learning?

C. Research Objectives

Based on the research questions above, the research objective was:

1. To identify the types of illocutionary act employed by the main characters in *Beauty and the Beast* movie

2. To identify the educational values the significance of speech act in *Beauty and the Beast* movie to English language learning

D. Significance of the research

The result of the research is expected to give some contributions:

1. For other researchers, the result of this research hopefully can be used as one of the references and information for further researcher related to speech act, types of illocutionary act, and its function in English teaching. It also can be used as additional knowledge in pragmatics, speech act and its types, and others.

2. For the English teachers, through this research which analyzed speech act in a movie, it became one of the sources to study English language as a real talk in action for the student. So, teachers can use it as media to improve English learners' language competence comprehensively so that English learners can communicate in target language effectively based on polite and proper verbal exchanges.

E. Definition of Key Terms

In this section, the researcher provided the definition of key terms regarding this research as follow:

1. Speech act is a kind of verbal communication that study how to do things with words as the actions that the main characters in *Beauty and the Beast* movie performed when they produce utterances.

2. Searle's Classifications of Speech Act were: Representatives: statement which commits the speaker to something being the case. Directives: utterances that aimed at making the hearer do something. Expressives: utterances that express what the speaker feels. Commissives: utterances which commit the speaker to future action. Declaratives: words or expression that can change the world.

3. Movie is a recording of moving images that tells a story. Beauty and the Beast movie was 2017 American musical romantic fantasy film directed by Bill Condon from a screenplay written by Stephen Chbosky and Evan Spiliotopoulos, and co-produced by Walt Disney Pictures and Mandeville

Films. The film an adaptation of Jeanne-Marie Leprince de Beaumont's 18th-century fairy tale.

F. Research Method

1. Research Design

In conducting this research, the method that used by the researcher was descriptive qualitative research. It was called descriptive qualitative research because the nature of the study attempted to describe the linguistic phenomena found in a movie. Moreover, the collected data were in the form of sentences. As Bogdan and Biklen stated in Sugiyono that qualitative descriptive method was the method that used to collect the data in the form of words of pictures rather than number.[5] It meant that the result of descriptive qualitative research was presented in form of description, because the data that collected were words, not numeral data.

Also, Creswell stated:

> "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general theme, and making interpretations of the meaning of the data. The final written report has flexible writing structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of situation".[6]

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[5] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABET cv, 2014), 21.

[6] Jhon W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th ed*. (California: SAGE Publications, Inc, 2014), 32.

Ary also stated the major characteristics of qualitative research, those are: Concern with context and meaning, natural setting, human instrument, descriptive data, emergent design, and inductive analysis.[7] Further, Moleong stated the purpose of qualitative research is to understand something specifically, not always looking for the cause and effect of something but to deepen comprehension about something that studied.[8]

2. Data and Source of Data

According to Moleong, primary data in qualitative research have form as words and acts. Moreover of that was an addition data such as document and the others.[9] In this case, the data for this thesis was *Beauty and the Beast* movie script. The data was obtained by downloading from the official website of movie script: *www. Imsdb.com*. Another source of the data was *Beauty and the Beast* movie that obtained by downloading from *lk21 website*. It will be needed to see the gestures, mimic, or the body movement of the characters that can be seen in the movie to found out the hidden or implicit meaning that can't be interpreted only based on the movie script.

The data of this research were in the form of utterances produced by the main characters in *Beauty and the Beast* movie. Also, to complete the necessary, the writer used certain books or journals, and also from the

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[7] Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 453-454.

[8] Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), 31.

[9] Moleong, *Metodologi Penelitian Kualitatif*, 157.

internet to gain some information related to this study. In conducting this research, the writer took all of the utterances that conveyed by the main characters from the beginning until the end of the movie as the data.

3. Data Collection Technique

Collecting data was important for the researcher to get information needed dealing with the object of the research. In collecting the data, this research used document analysis. According to Ary:

> "Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television pro-grams, advertisements, musical compositions, or any of a host of other types of documents. He also states that in educational research, analyze types of errors in students' writings is one of the purposes of document analysis."[10]

This research applied a document analysis because the data was in the form of document or written text. There were some steps used by the researcher in collecting the data. The first step was collecting the data by downloading the movie and also the movie script. After that, the writer watching the movie repeatedly and carefully, finding any important details from all of the main character utterances while reading and observing the dialogue from the script at the same time. The next step was separating the main character utterances from the supporting characters'. And then the researcher moved the main characters' utterances that are relevant to the research into analysis table.

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[10] Ary, Jacobs, Sorensen, and Razavieh, *Introduction*, 457.

4. Data Analysis Technique

In this research, the data were analyzed by using the theory of illocutionary act proposed by John Searle. The theory would be used to identify the kinds of illocutionary force from each 5 illocutionary acts in every utterances produced by the main characters in the *Beauty and the Beast* movie. The procedures of data analysis are formulated as follows:

The first step, the data which previously the researcher put on analysis table was identified. The next thing to do was analyzing and categorizing the data into the five categories of illocutionary acts theory by John Searle, they were representative, directive, commissive, expressive and declarative. After finding out what kind of illocutionary acts in every utterance, the researcher looked for the illocutionary force from each category that suited those utterances. Next, the researcher grouped the data into their own categories. Then, analyzing the data to find the function in every utterance based on the theory and trying to explain why those utterances include the types. And drawing conclusion was the last procedure of analyzing the data of this research.

5. Validity of Data

Validation is the process of collecting and analyzing evidence to support such inferences.[11] As stated by Creswell and miller validity is one of the strengths of qualitative research and is based on determining whether the finding can be accurate from the point of view of researches,

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[11] Jack R, Freenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGrow-Hill, 2006), 151.

participant, or readers.[12] In this case, the researcher used triangulation in testing the data to measure the validity and the trustworthiness.

Triangulation is a technique of checking the validity of data that used something else outside the data to check or compare data.[13] There were four types of triangulation based on Denzin in Litosseliti, those are data triangulation, methodological triangulation, theoretical triangulation, and investigator triangulation.[14]

This research used investigator triangulation. Silverman in Cohen stated that investigator triangulation is this type engages more than one observer, data are discovered independently by more than one observer.[15] Hence, the researcher invited two expert researchers that consisted of the researcher's advisor and one of English lecturers to checked the data, the data analysis and the result of the research.

G. The Procedure of Discussion

The result of this research delivered in 5 chapters and each chapter had some sub-chapters that relevant to each other. Nevertheless, this research also had 3 chapters that consisted of initial part, core part, and final part.

The first part was initial part including the tittle of the research, approval sheet, ratification sheet, the writer's motto, dedication, acknowledgment, research abstract, the table of content, and the list of table.

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[12] Creswell, *Research Design,* 269.
[13] Moleong, *Metode Penelitian Kualitatif*, 175.
[14] Lia Litosseliti, *Research Methods in Linguistics*, (London: Continuum International Publishing Group, 2010), 24.
[15] Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education 6th Edition*, (New York: Routledge, 2007), 142.

The second part was core part that consisted of four chapters:

1. Chapter I was introduction including research background, research question, research objectives, significance of research, definition of key term, research method that consist of research design, data source, data collection, data analysis, validity of the data, and systematic discussion.

2. Chapter II contained review of related literature, including previous studies and theoretical frameworks.

3. Chapter III was finding and discussion.

4. Chapter IV was conclusion and suggestion.

The third part was the final part that contained references, statement of authenticity of writing and appendixes that consisted of research matrix, biodata of researcher, declaration sheet, research journal, script and result of the types of illocutionary act in *Beauty and the Beast* movie, and the profile of the *Beauty and the Beast* movie.
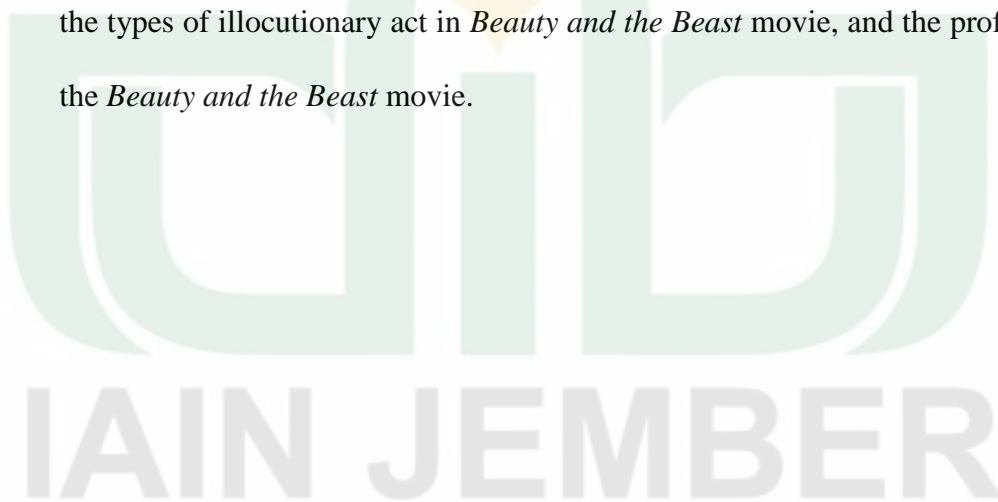
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

This research was not the first in analyzing speech act. There were some studies have been done before that related with this study.

1. The first was Try Fahmi Umar in thesis entitled "The Analysis of Speech Act of President Joko Widodo at APEC Forum" published in 2016. This study focused on identifying the kinds of communication function in illocutionary act in a speech made by President Joko Widodo in his speech at APEC forum. Further, this study also focused identifying the effects contained in speech by President Joko Widodo. The data sources of the research used the transcript of the speech by President Joko Widodo at the APEC CEO Summit on November 10, 2014, in Beijing, China as the primary data and he also used article to find the effect of President's speech as the secondary data. This research focused on John Searle's theory. Then, it was analyzed by using descriptive qualitative method. The writer used note taking as the instrument to find out more validity data.

There were some differences between this research and Try's research. First was this study focused on analyzing the five types of illocutionary act classified by Searle, the educational values and the significances of speech act in *Beauty and the Beast* movie to English language learning. While the aim of the previous research was conducted in order to find out kinds of communication function in illocutionary act

and perlocutionary act used by President Joko Widodo. The next difference was, in this case, the data for this thesis was the movie, while Try's used the transcript of the speech. Furthermore, this study analyzed utterances in conversation between main characters in the movie, meanwhile Try's research analyzed speech conveyed by Presiden Joko Widodo.

2. The next research related to speech acts was written by Winda Ayu Citra Dewi in her thesis entitled "Speech Act in the Great Gatsby Movie script". The objectives of the study were to know the illocutionary act based on Searle category that used by the main characters which was found in "The Great Gatsby" movie script and to find out the strategies that used to realize the illocutionary acts by the main characters in "The Great Gatsby" movie script. The writer analyzed the strategy of speech acts in the movie script. The types of the strategy of speech acts were direct and indirect speech act. The difference of the previous findings with this research was the focus analysis and object of research. This study focused on analyzing the five types of illocutionary act classified by Searle, the educational values and the significances of speech act in *Beauty and the Beast* movie to English language learning. Meanwhile Dewi's research also analyzed the strategy of speech acts in the movie scrip. And the other difference was the movie itself.

3. Another research regarding speech act was written by Isnawati FD, Anam Syamsul and Diana Sabta in research analysis entitled "Speech Acts

Analysis of the Main Character in Shrek Movie Script". The aims of this research were to describe the types of speech acts and to analyze the most dominant speech acts produced by the main character. Besides, the aim of this research was also to know and describe the purposes of Shrek as the main character to use speech acts. The objects of this research were the texts in the form of movie script. Austin's theory of speech acts is applied in this research as the major theory. This research used both qualitative and quantitative research. Qualitative research was applied to analyze the data in the form of the text. Quantitative research was used to count the member of speech acts used by Shrek to conclude which types of speech acts were dominantly used.

The differences between this study and the previous study was this study focused on analyzing the five types of illocutionary act classified by Searle, the educational values and the significances of speech act in *Beauty and the Beast* movie to English language learning. Besides, this research was applied John Searle's theory, not Austin's theory as the previous research did. And in conducting this research, the method that used was descriptive qualitative research. It was different with Isnawati FD et.al that used both qualitative and quantitative research.

Table 1
Similarities and Differences of Previous Research and This Research

No	Research Tittle	Similarities	Differences
1.	Thesis by Try Fahmi Umar entitled "The Analysis of Speech Act of President Joko Widodo at APEC Forum"	Both researchers focused on analyzing speech acts used John Searle's theory and used descriptive qualitative method as the method.	• Try's thesis focused on finding out kinds of communication function in illocutionary act and perlocutionary act while this research analyzed types of illocutionary act, the educational values and the significances of speech act for English language learning • The data for this thesis was movie script meanwhile Try's used the transcript of speech.
2.	Thesis by Winda Ayu Citra Dewi in her thesis entitled "Speech Act in the Great Gatsby Movie script"	• Both researchers focused on analyzing 5 types of illocutionary acts by Searle • Both researchers used movie and movie script as the data source • Both researchers used descriptive qualitative research	• Dewi's research focused on the illocutionary act and the strategy of speech acts meanwhile this research analyzing the types of illocutionary acts in Searle's theory, the educational values the significances of speech act for English language learning • Dewi used "Great Gatsby" movie script while this research used "Beauty and the Beast" movie script.
3.	Article by Isnawati FD, Anam Syamsul and Diana Sabta in research analysis entitled "Speech Acts Analysis of The Main Character in Shrek Movie Script"	• Both researchers focused on analyzing speech acts Both researchers used movie as the data source	• They used both qualitative and quantitative research while this research used descriptive qualitative research. • They used Austin's theory while this research used Searle's theory.

The three previous researchers above wrote their theses relating to the speech act on their own ways, whether it was the method, data sources, or the theories they used. Meanwhile, this research focused on analyzing the types of illocutionary act which performed by the main characters in Beauty and the Beast movie based on John Searle's theory.

B. Theoretical Frameworks

1. Pragmatics

Pragmatics is a branch of linguistics. We cannot really understand the nature of language itself unless we understand pragmatics, how language is used in communication. Pragmatics is the study about the meaning of speaker's utterances in relation to the contexts which involves how the speaker conveyed the message and how the hearer interprets what speaker meaning by their utterance. There are other definitions from some experts concerning pragmatics

Yule in his book stated that pragmatics is concerned with the study of meaning communicated by speaker and interpreted by listener. It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. He stated that pragmatics is the study of speaker meaning, the study of contextual meaning, the study of how more get communicated than is said, and the study of the expression of relative distance.[17] Meanwhile, Levinson defines that pragmatics is a study of relation

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[17] George Yule, *Pragmatics*, (New York: Oxford University Press, 1996), 3.

between languages, grammatical and encoded in the structure of language.[18] Pragmatics is closely related terms in language study. Pragmatics refers to meaning construction in specific interactional context, it is also cite to the study of meaning in use or meaning in interaction.[19]

Another expert has different definition of pragmatics. Morris defines that pragmatics is the study of the relationships between linguistics and the users and also discusses the contextual meaning because pragmatics involve the interpretation of what people mean in particular context and how the context influence what is said.[20] Pragmatics has known as the area of investigation a number of aspects of language use that consider under the heading of discourse. Pragmatics is especially interested in the relationship between language and context.[21]

In addition, Mey presented another definition of pragmatics. She defines pragmatics as study of the way humans use th eir language in communication, bases itself on a study of those premises and determines how they affect, and effectualized, human language use. Hence: *Pragmatics studies the use of language in human communication as determine by the condition of society*[22] Mey considers pragmatics as the study of human language uses' condition, which has a close relationship

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[18] Stephen C Levinson, *Pragmatics*, (Cambridge: Cambridge University Press, 1983), 1.

[19] Mullany, Peter, Louis, and Stockwell, *Introducing English Language*, (New York: Routledge, 2010), 10.

[20] Morris, *Oxford Textbooks in Linguistics: Semantic Analysis*, (Oxford University Press, 1983), 3.

[21] Brian Paltridge, *Making Sense of Discourse Analysis*, (Brisbane: Gold Coast, 2000), 5.

[22] Jacob. L. Mey, *Pragmatics: an Introduction*, (Oxford: Blackwell Publisher Ltd, 1993), 6.

with the context of society.[23] According to Yule, the advantage of studying language via Pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of action (for example, request) that they are performing when they speak.[24] In pragmatics, the hearer does not only understand the meaning of spoken by the speaker, but hearer also understands the context for interpreting an utterance.

Based on some definitions regarding pragmatics stated by some experts above, it can be concluded that pragmatics is the study of speaker's meaning or wants by their utterance related to the context. In other word, it is a study how language is used and how language is integrated in context of communication itself.

2. Speech Act

Speech act is a kind of verbal communication. The words speech act were derived from two words, they are speech and act. Speech is the utterance that occurs and act means action. Speech acts is the study which deals with how to do things with words. The first concept of speech acts was originally by Philosopher J. L Austin on his book entitled *How to Do Things with Words* and then it developed by one of his student John R. Searle. Austin defined speech acts as the actions we performed when we produce utterances like; giving suggestion, apology, greeting, request, complaint, promising, inviting, requesting, forbidding, and so on. Speech

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[23] Ibid,.43.
[24] Yule, *Pragmatics*, 4.

acts is an act performed when someone says something. The following will present the definitions and classification of speech acts by some experts.

Yule states that speech act is actions performed via utterance. Speech act also is actions performed via utterances and it is commonly given more specific labels, such as: apology, complaint, compliment, invitation, promise or request.[25] He also writes on his book that in every occasion, speech act that produced action by performing some utterance, consists of three elements indeed. Austin in Tsui also gives other definitions of speech acts. He states that speech act is an act refers to the action that is performed in making an utterance.[26] The discussion of speech act cannot be separated from the other aspects of speaking activities, such as speech situation and speech event. Speech situation is a speech which is associated with the situation and an event may consist of one or more speech acts.

The next definition is proposed by Mey who viewed that speech act are actions happening in the world, that is, they bring about a change in the existing state of fairs.[27] In addition, Parker also defined speech act as every utterance of speech act constitutes some sort of fact.[28] Every utterance has implicit and explicit meaning that should be understood by others. It is about the language use. By studying speech act, it can make

[25] Yule, *Pragmatics,* 47
[26] A. B. M. Tsui, *English Conversation: 4th Edition*, (Oxford: Oxford University Press, 1994), 4.
[27] Mey, *Pragmatics,* 111.
[28] Frank Parker, *Linguistics for Non-linguistics*, (London: Taylor and Francis Ltd, 1986), 14.

us comprehend what message that discovered in every utterance. Regarding the study of speech acts, some experts or linguists also have different categorization concerning this study. But, here the writer present only speech acts classifications by John R Searle.

3. Searle's Classification of Illocutionary Acts

    Searle criticized Austin's speech act classification. Searle commented Austin's categories, "I think they form an excellent basis for discussion but I also think that the taxonomy needs to be seriously revised because it contains several weaknesses".[29] He continues that even granting that the lists are of illocutionary verbs and not necessarily of different illocutionary acts, it seems to me, one can level the following criticisms against it. Then he presents a list of what he regards as the basic categories of illocutionary acts.

    Searle proposes five basic classes of illocutionary acts. Those were representatives (or assertives), directives, commissives, expressives, and declaratives. According to Searle in Saputro, someone perform three different acts when they are speaking, namely utterance acts, propositional acts, and illocutionary acts. Utterance acts refer to uttering the collection of words. Meanwhile propositional acts and illocutionary acts deal with uttering words in sentences in certain contexts, under certain conditions, and with certain intentions.[30]

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[29] John R. Searle, *Expression and Meaning: Studies in the Theory of Speech Acts*, (Cambridge: Cambridge University Press, 1999), 8.

[30] E. P. Nugroho Saputro, *The Analysis of Illocutionary Acts of Jokowi's Speeches*: A Thesis, (Yogyakarta: Sanata Dharma University Yogyakarta, 2015), 29.

Speech act or acts performed in the utterances of a sentence were in general a function of the meaning of the sentence. The meaning of a sentence does not in all cases uniquely determine what speech act was performed in a given utterances of that sentence, for a speaker may mean more than what he actually says, but it was always in principle possible for him to say exactly what he means.[31] Therefore, it was in principle possible for every speech act to perform or could perform to be uniquely determined by a given sentence (or set of sentences), given the assumptions that the speaker is speaking literally and that the context was appropriate. And for these reasons a study for the meaning of sentences was not in principle distinct from a study of speech acts.

Later, Searle present a list of what he regards as the basic categories of illocutionary acts, namely representatives, directives, commissives, expressives, and declarations.

a. Representatives

The first category is representatives. Searle stated that the point and purpose of the members of the representative class is to commit the speaker to something being the case, to the truth of the expressed proposition. All of the members of the representative class are assessable on the dimension of assessment which includes *true* and *false*[32]. Statement of fact, asserting, concluding, describing, informing, boasting, convincing arguing, and affirming are part of

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[31] John R. Searle, *SPEECH ACTS An Essay in the Philosophy of Language* (UK: Cambridge University Press, 1969), 17-18.
[32] Searle, *Expression and Meaning*, 12.

members of this category. Searle added that the simplest test of a representative is you can literally giving question whether a case can be classified as true of false.[33]

Yule also stated that representatives are those kinds of speech acts that state what the speaker believes to be the case or not. He said that in using representative, the speaker makes the words fit the world (of belief).

Furthermore, Yule illustrated such utterances regarding this act as below:

1) The earth is flat. (stating)

2) It was a warm sunny day (describing).[34]

Both of the utterances above were the examples of statements that showed the speakers who represented the world as they believe it was to be. In example (a) the speaker stated "*The earth is flat*" as sign of their belief although in fact it's not true. Meanwhile in example (b) the speaker said *"It was a warm sunny day"* as he described their opinion about the weather based on their belief although maybe it was the opposite. By performing representative acts the speakers made their words fit the world.

b. Directive

Searle stated that the illocutionary of these consists in the fact that they are attempts or use by the speaker to get the hearer to do

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[33] Searle, *Expression and Meaning*, 13.
[34] Yule, *Pragmatics*, 53

something (perform an action). Paradigm cases of this class are ask, order, command, suggest, request, beg, plead, pray, entreat, invite, permit, and advise. He also thought that dare, defy, challenge, which Austin listed as behavitives are included in this class.[35] Yule also stated that in using a directive, the speaker attempts to make the world fit the words (via the hearer).[36]

The example of utterances regarding this category presented below:

a) Please, just tell me one more thing about her. (requesting)

b) Choose! (commanding)

c) Where did you take us? (asking)

d) You should learn to control your temper. (suggesting)

By uttering directives as the examples above, the speaker attempted to get the hearer to do something (perform an action). The example (a) was requesting. It said to make the hearer to do what the speaker wanted that was to tell her/him one more thing about someone. The example (b) was a command, the speaker aimed to get the hearer perform an action which was to choose. In example (c) the speaker was asking which mean it said to get the hearer do what they said that was answered the question. Then in example (d), the speaker uttered their suggestion which attempted to get the hearer learned to control their temper.

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[35] Searle, *Expression and Meaning*, 14.
[36] Yule, *Pragmatics*, 54

c. Commissives

Searle stated that Austin's definition of commissives seems unexceptionable to him. According to Searle, commissives are those illocutionary acts whose point is to commit the speaker to some future course of action. The direction of fit is world to words and the sincerity condition is intention. The propositional content is always that the speaker does some future action.[37]

Meanwhile Yule describes this class as the kinds of speech acts that the speakers use to commit themselves to some future action. They express what the speaker intends. Yule also states that in using a commissive, the speaker undertakes to make the world fit the words (via the speaker).[38] The commisives acts include promising, threatening, refusing, vowing, offering, planning, etc.

The examples of utterances of these acts are presented below:

a) I'll be back. (planning)

b) I promise to pay you the money. (promising)

c) If you say beast one more time, I will feed you to the wolves. (threatening)

The three sentences above were utterances which expressed what the speakers intended to do. The example (a) showed the speaker commit to the future action that she/he will come back again. Speaker in example (b) promised to pay the hearer the money which showed

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[37] Searle, *Expression and Meaning*, 14.
[38] Yule, *Pragmatics*, 54

his/her the intention in the future. Meanwhile in example (c) the speaker commit to the future action as he/she threatened would feed the hearer to the wolves. By using commissives, the speakers undertake to make the world fit their words (via the speaker).

d. Expressives

The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.[39] Yule describes expressive as the kinds of speech acts that state what the speaker feels. In using an expressive, he said that the speaker makes words fit the world (of feeling).[40] The paradigms of expressive verbs according to Searle were thank, congratulate, apologize, condole, deplore, blame, regret, praise, and welcome. Yule also added statement of pleasure, pain, likes, dislikes, joy, and sorrow as the expressive acts.

The examples of utterances of these acts were presented below:

a) I am so sorry for blaming you. (apologizing)

b) Thank you for giving the money. (thanking)

c) It's wonderful. (praising)

By uttering sentences as above, the speakers expressed their psychological state. In example (a) the speaker expressed the psychological state of apologizing he/she felt sorry for what he/she had done. While in example (b) the speaker expressed the psychological

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[39] Searle, *Expression and Meaning*, 15.
[40] Yule, Pragmatics, 53.

state of thanking which indicated the speaker felt grateful for something. Then the example (c) expressed the psychological state of speaker that he/she amazed by something.

e. Declaratives

The last category was declaratives. Cutting stated declaratives were the words and expressions that can change the world by their very utterance.[41] Yule has similar opinion as Cutting, he describes declaratives as kinds of speech acts that change the world via their utterance and in using a declarative, the speaker changed the world via words. In order to perform a declaration correctly, the speaker has to have a special institutional role, and there must be a specific context. The paradigm cases of declarative acts include pronouncing, marrying, sentence, christening or baptizing, declaring war, dismissing, naming, resigning, betting, excommunicating etc.

Cutting illustrated the examples of utterances regarding this act as below:

a) I baptize this boy John Smith (christening)

b) I hereby pronounce you man and wife (marrying)

c) This court sentences you to ten years imprisonment (sentencing)[42]

All the utterances above can change the world. In example (a), the priest christened a boy John Smith, which caused the boy called by

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[41] John Cutting. *Pragmatics and Discourse: A resource book for students*. (USA:Routledge, 2002),16.
[42] Ibid, 17.

the name since that time. The example (b) was the utterance by the priest who declared two single people as husband and wife which caused their status change into a married couple. In example (a) the court led by a judge changed person's life by sentencing a free man to be imprisoned in ten years.

4. Pragmatic Competence

Blackman as cited in Barron identified pragmatic competence as one element of communicative competence, placing pragmatic competence as part of illocutionary competence, which is a combination of speech acts and speech functions along with the appropriate use of language in context.[43] Lin, Su, and Ho stated that pragmatic competence should be noticed by language learners and educators.[44] Pragmatic competence helps learners understand, employ, and interpret language in context. They contend that one of the benefits in learning pragmatics was that the learners can understand the meanings of language from a broader intercultural feature. After the students have a basic concept of pragmatic organization, they will be more responsive to people's intended meanings implanted in worldwide communication.[45]

Koike and Pearson as cited in Gomez said pragmatics and language teaching should coexist. Pragmatic instruction in the classroom can help

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[43] Barron, *Acquisition in Inter language,* 173.

[44] Grace H. C. Lin, Simon C. F. Su, M. M. H. Ho. *Pragmatics and communicative competences.* Proceedings of the International Conference on TESOL & Translation, (JinWen: University of Science & Technology, 2009), 54.

[45] Ibid, 56.

English learners develop greater pragmatic competence.[46] Teaching pragmatic features is challenging for language teachers. Therefore, teachers as well as learners need to be instructed on issues of pragmatic competence in order to properly address those issues within language teaching.

Many scholars have focused on the issue of how to train the students to apply knowledge of pragmatics. Teaching pragmatics can be a taxing task for teachers due to the complex nature of the field. Speech acts, as part of pragmatics, can help teachers orient their instruction on developing a general awareness of how language forms are used appropriately in context. Consequently, pragmatics can be taught through speech act strategies for various particular purposes.

In Weizman's terms as cited in Lin, Su, and Ho pragmatics can be trained through speech act strategies in dissimilar cultures. For example, for teaching "request" speech act in pragmatics, the "hint" strategy needs to be introduced to the learners. It was because the "hint" approach was applied in countless counties as a conventional technique, especially nations in Asia.[47] Moreover, a fundamental feature of pragmatic competence is the ability to recognize the specific speech act that a speaker performs. Language was used for performing a variety of actions. So, being able to recognize the actions that people perform with their utterances was a significant component of successful language use. Thus,

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[46] Marjorie N. Gómez, *Focusing on Speech Acts to Understand and Teach Pragmatics in Language Instruction*, (UNAN-managua/FAREM-Esteli, 2016), 60.
[47] Lin, Su, and Ho. *Pragmatics and communicative,* 59.

it is necessary to teach learners appropriate pragmatic realizations patterns of speech acts in the target language classroom.

5. Education value

Education value is education in the concerned with the development of the total personality of the individual intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the thought and action.[48] In a row educational value is to develop rational critical thinking, to educate the emotions, to cultivate the imagination. According to Linda and Eyre the true value and universally accepted is the value that produces a behavior, and it is behaviors that have a positive impact for both the run and for others.[49]

Education value is the spirit of education, so wherever they are taught the value of education will present itself. Educational value is the value of education. Educational value not only can be found in academic processed but also can be found in anything experience.[50] Education value also can define a something or limitation of anything that educate someone directed to maturation, which have good or bad character, so it can useful for human live that can reach from educational process.

Education values are the result of process comprehension implementing of God and humanity values in life. These values will guide

[48] C. Seshadri, *An Approach to Value Orientation of Teacher Education*, 2005, 12 (on-line). Availableon https://www.sciencedirect.com/journal/...journal...educational.pdf (January 9th 2020)
[49] Linda, Eyre, Richard. *Mengajarkan Nilai-Nilai Kepada Anak*.(Jakarta: Gramedia, 1997), 27.
[50] Zaim Elmubarok, *Membumikan Pendidikan Nilai* (Bandung: Alfabeta, 2008), 12.

human knowledge and creativity appropriately. It can be divided into two groups as follows:

a. Value of being

The value of being is a value within human being involved into the behavior and the way we treat others, which include values of being are:

1) Honesty

Honesty is a part of value being. Strength and confidence that comes from deep because there was nothing to hide.[51]

2) Bravery

Bravery is doing something that is difficult but correct and is the best choice for long-term period.[52]

3) Peace

Peace ability is calm and patient. The tendency to try to accept other people's opinions rather than denied and opposed. Understand that the differences are rarely resolved through conflict and that the obstinacy of a person indicates that he has a problem or feel insecure and therefore expect your understanding.

4) Self-discipline

Self-discipline is an attitude that makes up ourselves to not follow desires of the heart that lead to overrunning of self-worth or

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[51] Linda and Eyre, *Mengajarkan Nilai-Nilai Kepada Anak*. 3.
[52] Ibid., 56.

companies themselves, but to pursue anything that is good for us, and to pursue healthy or positive desire in the corresponding levels.

5) Self-Confidence

Characteristic of confidence are believe in themselves and they strongly believe that their life fulfills a special important purpose in the world. They definitely know their strengths and ability and have accepted their weakness.

6) Sincerity

Sincerity is saying and doing what is true without pretending or hiding anything.

b. Value of giving

The value of giving is a value that need to be practiced or provided which would then be accepted as giving, which include values of being are:

1) Loyalty

Loyal to family, job, state, school, and other organization and institutions to whom we are responsible. A loyalty people usually ready to support, ready to serve, ready to help and trusted in carrying out consistent promises.[53]

2) Respect

Respect is a way of treating or thinking about something or someone. It also can define as act in a way which shows that you

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[53] Linda and Eyre, *Mengajarkan Nilai-Nilai Kepada Anak*. 101.

are aware of someone's right, wishes etc. Characteristics of respect are treat others with respect, be tolerant and accepting of differences, use good manners, not bad language, be considerate of the feelings of others, don't threaten, hit or hurt anyone, deal peacefully with anger, insults, and disagreements

3) Loving and affection

Love and affection is a positive feeling you may have or express for other people or things. Affection define as a feeling of liking and caring for someone or something. Love is more than just a loyal and respectful. Love can be indicated to dear friends, dear to the neighbors, whom also love to hate us.[54]

4) Kind and Friendly

Kind is a good attitude having people to others or things. It is aware friendly and caring attitude is more commendable than the rough and tough attitude. It can be shown by tenderness, especially on the younger or weaker. Capable of making new friends and maintain friendships.

5) Fair and Humanist

Fair is treating someone in a way that is right or reasonable, equally and not allowing personal opinion to influence a judgment. Also agreeing with what is thought to be right or acceptable. Humane is characterized by tenderness, compassion and sympathy

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[54] Linda and Eyre, *Mengajarkan Nilai-Nilai Kepada Anak*. 124.

for people or things. Appreciate the generous and forgiving attitude and understand that revenge is futile.

6. Movie and Script

Movie was produced by recording the picture or photographic images cameras, and some by creating images by animation techniques and visual effect, and also some music. According to Mariam Webster ictionary, movie was a recording of moving images that told a story and that people watch on a screen or television.[55] Meanwhile Klarer stated that movie or films, and particularly video tapes, are like novels, which in theory can be repeatedly read, or viewed. Klarer also stated that the visualization in movie has the action that not left merely to the imagination of a reader, but rather comes to life in the performance, independent of the audience.[56].

Script in Merriam Webster was defined as something written: text, an original or principal instrument or document, the written text of a stage play, screenplay, or broadcast specifi cally the one used in production or performance, and a plan of action.[57] As stated by Nawani in Quora,

> Script is like a soul of the movie. It is basically a structure of whole movie, with complete plots, characters, and tone of the movie. It is different than the screenplay as screenplay is final version that ultimately completes the movie. Script also elaborates the tone and flavor of the movie along with the treatment. When a writer writes an idea and decides it to write it further, script is written first. It is kind of a draft for screenplay, before you pin it down. Once the script is completed, the writer moves on to the next phase that is screenplay.[58]

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[55] Merriam Webster dictionary
[56] Mario Klarer, *an Introduction to Literary Studies*. (USA: Routledge, 2004), 57.
[57] Merriam Webster dictionary
[58] Nalin Nawani, *"What is a movie script?"* (April 2019)

A script was a document that outlines every aural, visual, behavioral, and lingual element required to tell a story. A screenplay, or script, was a written work by screenwriters for a film, television program or video game. These screenplays can be original works or adaptations from existing pieces of writing. In them, the movement, actions, expression and dialogues of the characters were also narrated.

7. Synopsis of *Beauty and the Beast* movie

Beauty and the Beast was a 2017 American musical romantic fantasy film directed by Bill Condon from a screenplay written by Stephen Chbosky and Evan Spiliotopoulos, and co-produced by Walt Disney Pictures and Mandeville Films. The film was a live-action remake of Disney's 1991 animated film of the same name, and adaptation of Jeanne-Marie Leprince de Beaumont's 18th-century fairy tale. The actors were Emma Watson as Belle, Dan Stevens as Beast, Luke Evans as Gaston, Kevin Kline as Maurice, and Josh Gad as LeFou.

The film was about the story of the handsome Prince and his entire kingdom that were condemned by a witch to be monster or Beast because of his arrogance. He can only return to his normal body if he falls in love and there are women who feel the same way. Many years he lived lonely with his servants who were also condemned to become living and talking things in the palace, until one day came Maurice (Kevin Kline), a middle-aged man who was arrested for trying to take the rose in his palace garden. Maurice was locked up in a royal prison. Luckily, the horse he was riding

towards the cursed palace managed to escape and returned to the village where he lived. His beautiful daughter named Belle (Emma Watson) was suddenly surprised that the horse did not return with his father. She immediately asked the horse to take her to the place where his father was last seen, which finally brought her together with the Beast (Dan Stevens).

The characters built in this film are very unique and interesting. Especially the palace officials who were also condemned become living and talking things. Belle's character may be the 'strongest' in this film. Very inspiring and good as a role model for children. Her great curiosity about the outside world and her love of reading became the strongest message in it. On the other hand, what make it more perfect was that she never looks at people from the physical appearance, but based on their heart and temperament.
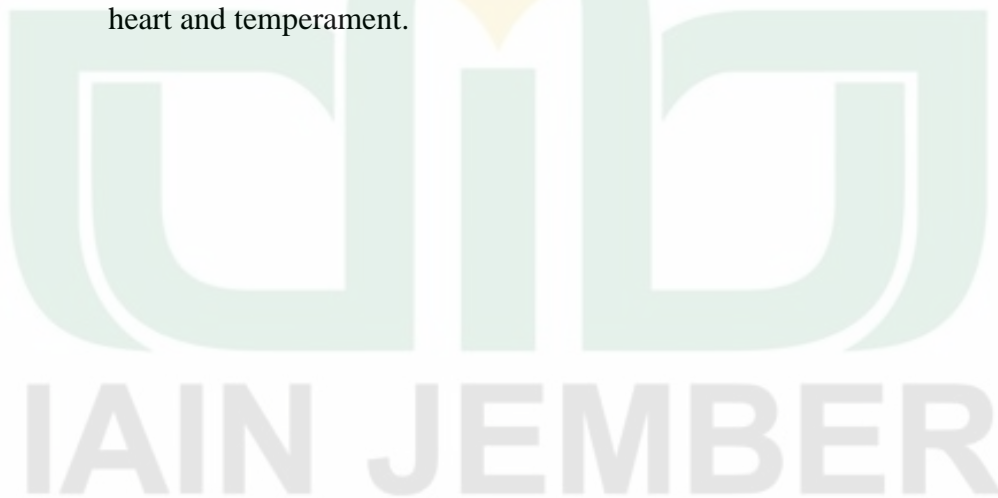
CHAPTER III

FINDING AND DISCUSSION

In this chapter, the researcher presented the finding and the discussion of the types of illocutionary acts found in the dialogue between the main characters in the movie entitled *Beauty and the Beast*. The data were analyzed based on the classification theory of illocutionary acts by John. R. Searle. The first section was finding, including the finding of illocutionary types, educational values in the movie. The second section was discussion that described interpretative data analysis according to the finding that related to the research questions.

A. Finding

1. The types of illocutionary acts employed by the main characters in *Beauty and the Beast* movie.

   After collecting the one hundred and eighty six (186) data in the form of utterances from the beginning until the ending of the movie, the researcher then identified and classified the types of illocutionary acts employed by the main characters in the *Beauty and Beast* movie. Based on the classification theory of illocutionary acts by John R Searle, the writer has found that all of the five categories were performed by the characters. They were representatives, directives, commissives, expressives, and declaratives. Moreover, each category has its own subtype as known as illocutionary forces.

   a. The first type of illocutionary act was representative. The illocutionary force of representative type found in the *Beauty and the Beast* movie

were informing, describing, convincing, stating, agreeing, denying, arguing, deducing, and boasting. The frequency from each subtype of representative were presented in the table below:

Table 2
The data findings are about representative act and its subtypes.

No.	Kind of representative act	Frequencies
1.	Informing	19
2.	Describing	9
3.	Convincing	7
4.	Stating	7
5.	Denying	5
6.	Arguing	5
7.	Agreeing	4
8.	Boasting	2
9.	Deducing	2
	TOTAL	60

Based on the table above, the researcher has found 60 utterances include as representative act in *Beauty and the Beast* movie. It also showed that representative act possessed several illocutionary forces or subtypes, they were informing that occurred 19 times, describing 9 times, convincing 7 times, stating 7 times, agreeing 4 times, denying 5 times, arguing 5 times, then deducing and boasting each occurred twice.

b. The second type of illocutionary act found in the *Beauty and the Beast* movie was directive. There were several types of directive act, they were asking, commanding, suggesting, warning, advising, and begging. Like representative type, the frequency from each subtype of directive were also presented as below:

Table 3
The data findings are about directive act and its subtypes.

No.	Kind of directive act	Frequencies
1.	Asking	25
2.	Commanding	18
3.	Suggesting	9
4.	Warning	7
5.	Advising	2
6.	Begging	3
7.	Requesting	1
	TOTAL	65

According to the table, this type was the most dominant act found in Beauty and the Beast movie. There were 65 utterances performed by the characters and the most of them were asking which uttered 25 times. Commanding act 18 times, suggesting 9 times, warning 7 times, advising twice, begging 3 times, and the least was requesting in which only occurred once.

c. The third type of illocutionary act found in the *Beauty and the Beast* movie was commissive act. Like representative and directive act, commissive also had a number of subtypes; they were refusing, planning, promising, offering, and threatening. The frequency from each subtype were presented as below:

Table 4
The data findings are about commissive act and its subtypes.

No.	Kind of commissive act	Frequencies
1.	Refusing	7
2.	Planning	7
3.	Promising	5
4.	Threatening	3
5.	Offering	2
	TOTAL	24

The table showed the third illocutionary act found by the researcher, along with the subtypes and how many times they were occurred. There were 24 utterances that include to commissive act in total. Most of them were refusing and planning which each occurred 7 times. Then it followed by promising which uttered 5 times, threatening 3 times, and offering twice.

d. The fourth type of illocutionary act found in the *Beauty and the Beast* movie was expressive act. The illocutionary force of expressive type were stating confusion, praising, blaming, thanking, apologizing, stating surprise, regretting, and stating pain. The frequency from each subtype of expressive act were presented as below:

Table 5
The data findings are about expressive act and its subtypes.

No.	Kind of expressive act	Frequencies
1.	Stating confusion	10
2.	Praising	5
3.	Blaming	5
4.	Thanking	4
5.	Apologizing	3
6.	Stating surprise	4
7.	Regretting	2
8.	Stating pain	1
	TOTAL	34

The table above showed the forth illocutionary act that was expressive along with its illocutionary forces and its frequencies. The researcher found 34 utterances and there were also 8 subtypes of this act. The most of them were stating confusion which uttered 10 times. Praising 5 times, blaming 5 times, thanking 4 times, apologizing 3

times, stating surprise 4 times, regretting twice, and least was stating pain which only happened once.

e. The last type of illocutionary act found in the *Beauty and the Beast* movie was declarative act. In the movie, the researcher found declarative only covered 2 subtypes, they were declaring and dismissing. The frequency from each subtype were presented as below:

Table 6
The data findings are about declarative act and its subtypes.

No.	Kind of declarative act	Frequencies
1.	Declaring	2
2.	Dismissing	1
TOTAL		3

The table showed that the researcher found the fifth illocutionary act; declarative act. This type was the rarest type found in the *Beauty and the Beast* movie. There were only 3 utterances and only 2 subtypes that include to this act. They were declaring which uttered twice and dismissing which only uttered once.

2. The educational values in *Beauty and the Beast* movie and the significances of speech act in *Beauty and the Beast* movie to English language learning.

a. The educational values in *Beauty and the Beast* movie

After identifying and classifying the types of illocutionary acts employed by the main characters in the *Beauty and Beast* movie, the researcher look for the educational values from Belle's utterances. The researcher took only six examples from the eleven values, they were:

1) Bravery

Belle is just a small village girl. But she is so strong and brave-hearted. One day, she found that her father imprisoned in a castle by the Beast. Belle went to the castle by herself alone despite she had to get through the woods. And once she got there, she faced the Beast bravely although he looked hideous and fierce.

The Beast	: Who are you?
Belle	: **I've come for my father**
The Beast	: Your father is a thief.
Belle	: **Liar**
The Beast	: He stole a rose.
Belle	: **I asked for the rose. Punish me, not him!**

Belle also showed her bravery when she took her father's place in the prison. She pushed him out without his agreement and said "**I'm not afraid. And I will escape, I promise."** Although she's only an ordinary girl, she dared to face stronger opponents from her. She was also able to convince and soothed her father of her decision.

Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you
Maurice	: I love you, Belle. Don't be afraid
Belle	: I love you too, Papa. **I'm not afraid. And I will escape, I promise.**

Bravery that shown by Belle on the movie is good for the children to learn to be brave on life. The character can inspired them to have the courage to do the right thing, dare to try new things, and dare to follow their good heart although they have to suffer from it first.

2) Honesty

In Beauty and the Beast movie, Belle's honesty showed in dialogue between Maurice and her. She told her honesty to her father when they were locked up in a cage. Belle honestly told him that she already knew the truth behind her mother's death.

Belle	: He let me go, papa. He sent me back to you.
Maurice	: I don't understand
Belle	: **He took me there. I know what happened to mama**
The Beast	: Then you know I had to leave her there. I had to protect you. I've always tried to protect you... too much, perhaps...

Belle's honesty above can be exemplary for student to learn to be honest to others. Honesty is the most valuable thing in life. Telling the truth allows everyone to know what is exactly happened and help people feel safe and peaceful inside because there was nothing to hide. Each person must be honest if he wants a good life. Because honestly is the key for others to believe in us.

3) Self-confidence

Character Belle in the movie known as her self-confidence. It showed in dialogue between her and Gaston below when Gaston told her that all spinsters in their village became beggars. He said such thing because Belle refused to marry him. She disagree with him, she told him "**I might be a farm girl, but I'm not simple"** that indicate she won't let other's judgment changed her believe.

Gaston	**:** Belle, do you know what happens to spinsters in our village after their fathers die? They beg for scraps, like poor Agathe. This is our world, Belle. For simple folk like us, it doesn't get any better
Belle	: **I might be a farm girl, but I'm not simple.** I'm sorry, but I'll never marry you, Gaston.

Belle taught us that we need to be confident in doing a variety of things such as exemplified by her in maintain her believe in herself. This scene gives indirect impact to the audience to confidently tell others our ability, strength, and self-capacity. Self-confidence is the initial capital for the totality of us in doing something.

4) Loyalty

In the movie, Belle showed her loyalty to the Beast when she came back to the castle. Although she was dismissed and Beast gave her freedom, she back to warn him that Gaston was going to kill him. She also promised him not to leave him ever again. This scene indicated Belle a loyal person, who not abandoned the people she care but ready to help when they need.

The Beast	: You came back.
Belle	: **Of course I came back. I'll never leave you again.**
The Beast	: I'm afraid it's my turn to leave.

5) Love and affection

In Beauty and the Beast movie, love and affection showed between Maurice and his daughter, Belle. It was when they in the castle, Belle rescued him and planned to take his place in the prison.

Maurice said that he loved her and told her to not be afraid. Belle replayed by saying she love him too.

Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you
Maurice	: **I love you, Belle. Don't be afraid**
Belle	: **I love you too, Papa.** I'm not afraid. And I will escape, I promise.

6) Kind and friendly

Belle's character was also known by her kind personality. One of those moments she showed in dialogue below. The scene happened when Gaston confronted her about her little trouble with the headmaster. She told him that all she wanted was to teach a child to read. But everyone else mocked just how different and strange she is just because she loved to read books.

Gaston	: Belle! Heard you had a little trouble with the headmaster. He never liked me, either. Can I give you a little advice about the villagers, though? They're never going to trust the kind of change we're trying to bring.
Belle	: **All I wanted was to teach a child to read.**
Gaston	: The only children you should concern yourself with are... your own.

From what Belle said, we can clearly see that she is a kind person who cared about others in spite of everyone's judgment. Her character can be motivation for the children to learn how to be friendly and show kindness to others.

b. The significances of speech act in *Beauty and the Beast* movie to English language learning.

Teaching pragmatics through speech acts can be taught by using English movie as the real representation of the used of authentic English language. It may be effective in holding students' interest. It also provided language learners the opportunity to view the social dynamics of communication as native speakers interact in authentic setting. In this case, *Beauty and the Beast* movie can be used as a good media in teaching pragmatics through speech act.

As stated before, teachers better focus on teach one or more speech acts, such as asking and answering a question, either accepting or rejecting an offer, or interpret requesting utterances in various ways. That kind of speech acts were employed by the character in *Beauty and the Beast* movie. The teacher may ask students to discuss the content of the movie in groups or to write reviews. Moreover, the teacher may ask learners to role play some situations that happened in the movie.

For example, teacher asks student to role playing how an inappropriate greeting is used or a miscommunication is acted out based on cultural differences as in the movie. Meanwhile, other students observe the role play and try to identify if there was the inappropriateness or the miscommunication. Then, they can be encouraged to act out the same situation using a culturally appropriate form of address.

B. Discussion

This section presented the discussion of research finding. The researcher analyzes the language phenomena of speech act employed by the main characters in *Beauty and the Beast* movie used theory of illocutionary act classification by John. R. Searle. Further, the finding analysis would be presented based on the research questions as follows: (1) what types of illocutionary acts employed by the main characters in *Beauty and the Beast* movie script. (2) what are the educational values and the significances of speech act in *Beauty and the Beast* movie to English language learning**.** Then, the researcher analyzed the data as follows:

1. The types of illocutionary acts employed by the main characters in *Beauty and the Beast* movie.

a. Representatives

Representatives are the first division from the classification of illocutionary acts proposed by John Searle. He stated that the point and purpose of the members of the representative class is to commit the speaker to something being the case, to the truth of the expressed proposition.[59] The examples are informing, describing, affirming, boasting, convincing, etc.

In Beauty and the Beast movie, the researcher has found 60 utterances contain representative acts. It consisted of 19 informing, 9 describing, 7 convincing, 7 stating, 4 agreeing, 5 denying, 5 arguing, 2

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[59] Searle, *Expression and Meaning*, 12.

deducing, and 2 boasting. Then the analyses of utterances which include representative acts are presented as below:

1) Informing

The first type of representative act found in the movie was informing. Informing was something people said when they tell someone about particular facts. The researcher has found 19 utterances having the act of informing. But in this case we only analyzed 4 utterances. The data 1:1, 1:2, 1:3, and 1:4 below are the examples of informing act.

Data 1:1

Lefou	: Am I catching you at a bad time?
Gaston	: What is it, LeFou?
Lefou	**: A certain damsel is in distress.**

Data 1:2

Maurice	: Help! Somebody help me! We have to go... you must help me
Tavern keeper	: Whoa. Slow down, Maurice.
Maurice	**: He's got Belle... locked in a dungeon!**
Tavern keeper	: Who's got her?
Maurice	: A beast... a horrible monstrous beast!

Data 1:3

Belle	: So you know Shakespeare
The Beast	: I had an expensive education.
Belle	**: Actually, "Romeo and Juliet" is my favorite play**

Data 1:4

The Beast	: Where did you take us?
Belle	**: Paris.**
The Beast	: Oh, I love Paris. What would you like to see first? Notre Dame? The Champs-Elysées? No? Too touristy?

Analysis:

The dialogue in data 1:1 occurred between Gaston and Lefou in the market. It happened when Gaston was admiring his reflection at window shop. Lefou appeared behind him and ask whether he catched him at bad time. When Gaston asks him what was that, Lefou informed him that there was a certain damsel in distress. While the utterances *"He's got Belle... locked in a dungeon!"* in data 1:2 conveyed by Maurice when he informed the villagers in the inn about Belle's circumstance.

Then the dialogue in data 1:3 and 1:4 happened between Belle and the Beast. First was when they discussed about books in Beast's chamber, Belle informed him that her favorite play was Romeo and Juliet. Second was when they tried the magic atlas from the enchantress that truly allows them go anywhere they want. When Beast asked her where she takes them, Belle informed him they were in Paris. LeFou's words in data 1:1, Maurice's in 1:2, and Belle's in 1:3 and 1:4 was the act of informing because what they told was fact. As stated by Searle that the point and purpose of representative is to commit the speaker to something being the case.[60] Since their utterances were statement that has the intention to provide information to other people, they are characterized as representative acts.

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[60] Searle, *Expression and Meaning*, 12

2) Describing

The second type of representative act employed in the movie was describing. Describing was to tell someone the appearance, sound, smell, or events of something or someone (to say what something or someone is like). There were 9 utterances counted describing act but I just analyzed 3 utterances. The analyses of describing act are presented below in data 1:5, 1:6, and 1:7.

Data 1:5

Maurice	: He's got Belle... locked in a dungeon!
Tavern keeper	: Who's got her?
Maurice	**: A beast... a horrible monstrous beast!**

Data 1:6

Maurice	: Oh, People. This village may be small, small-minded even, but small also means safe. Even back in Paris, I knew a girl who was so different, so daring, so ahead of her time that people mocked her until the day they found themselves imitating her
Belle	: Please just tell me one more thing about her
Maurice	**: Your mother was... fearless. Fearless**

Data 1:7

Belle	: I understand. Will you help me now?
Maurice	: It's dangerous.
Belle	: Yes. Yes it is
Maurice	: Of course I could try to pick the lock. **After all, it's only gears and springs. But I would need something long and sharp**

Analysis:

Maurice's utterances above are categorized as representatives act since he describes what he believes (something or someone characters, appearance, etc.) The dialogue in data 1:5 occurred

when Maurice informed the villagers that her daughter locked in the dungeon. When one of the villagers ask him who's got Belle, Maurice tell them it was a beast, and he described it's appearance as a horrible monstrous beast.

Afterwards, the dialogue in data 1:6 and 1:7 happened between Maurice and Belle. First was when Belle asked him to tell her something about her mother since Belle never met her since she was born. Then he described her character as a fearless woman. While in data 1:7 the dialogue happened when they were locked in the cage. Belle told Maurice she needed to go to the castle to warn the beast that Gaston and the villagers were going to kill him. So, she asked his help to unlocked the cage and Maurice describe that he need something long and sharp to do it. As stated by Yule, representatives are those kinds of speech acts that state what the speaker believes to be the case or not.[61] Thus, those examples were representative class since it describes what the speaker believes.

3) Convincing

The next type of representative act found in Beauty and the Beast movie was convincing. It was utterance that causing someone to believe that something is true or certain. The researcher has found 7 utterances counted convincing act, but only

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[61] Yule, *Pragmatics*, 53

analyzed 2 utterances. The data 1:8 and 1:9 below are the example of utterances having the act of convincing.

Data 1:8

Belle	: My father's not crazy! Gaston... Tell him!
Gaston	: Belle, you know how loyal I am to your family, but your father has been making some unbelievable claims.
Jean	**: It's true, Belle. He's been raving about a beast in a castle.**

Data 1:9

Belle	: I have just come from the castle and there is a beast!
Gaston	: We all admire your devotion to your father, but you'd say anything to free him. Your word is hardly proof.
Belle	**: You want proof?** (To magic mirror: *Show Me the Beast*!) **There is your proof!**

Analysis:

The utterances written in bold in data 1:8, 1:9, and 1:10 are classified as representatives act since it was the statement that makes the hearer certain or believe that some case was true because as stated by Searle that the point and purpose of representative is to commit the speaker to something being the case.[62] The dialogue in data 1:8 happened when Belle tried to rescue her father from the cage. She told Gaston to unlocked the cage but he refused and told her that her father make unbelievable claims. Then, one of the villagers convinced her and said it's true her father have been raving about a beast in a castle. He said it to make Belle believe that what Gaston is true.

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[62] Searle, *Expression and Meaning*, 12

The convincing act in data 1:9 was uttered by Belle. The event occurred when Gaston and the villagers cage her father because he's been raving about beast and magic. Belle told them she has just came from the castle and there really was a beast, but Gaston did not buy it. So, Belle convinced him by showing the beast through the magic mirror that caused him to believe that what her father said was true.

4) Arguing

Another representative act found was arguing. Arguing was a statement to give reason for or against something in order to change someone's opinion about what is true, what should be done, or to disagree or fight by using angry words, etc. The researcher discovered at least 5 utterances included this kind of act. But only 2 examples that would be analyzed as presented in data 1:10 and 1:11 below.

Data 1:10

Gaston	: I'm done playing this game of yours. Where is Belle?
Maurice	: The beast took her!
Gaston	**: There are no such things as beasts, or talking teacups, or... magic! But there are wolves, frostbite, and starvation**

Data 1:11

Gaston	: The only children you should concern yourself with are... your own.
Belle	: I'm not ready to have children.
Gaston	: Maybe you haven't met the right man
Belle	**: It's a small village, Gaston. I've met them all.**

Analysis:

In data 1:10, Gaston uttered his argument toward Maurice's statement about the existence of the Beast. The event took event in the woods at night when him, Maurice, and Lefou on their way to the castle to save Belle. Maurice kept babbling about there was a Beast and magic in the castle through the trip. Gaston grew impatient at Maurice. So, when Maurice still said that the Beast who took Belle, he angrily argued because he disagree with Maurice's statement by uttering "*There are no such things as beasts, or talking teacups, or... magic! But there are wolves, frostbite, and starvation*" in order to change Maurice's opinion.

While in data 1:11, it's Belle who argued Gaston statement. It happened in her cottage when she told him that she's not ready to have children. Belle argued when he stated that that maybe because she haven't met the right man, she said that they life in a small village and she have met them all as indication she disagreed with his opinion. As stated by Searle that the point and purpose of representative is to commit the speaker to something being the case.[63] So, those examples were classified as representative act.

5) Agreeing

The fifth representative act found was agreeing. Agree means to have same opinion, to say that you will do, accept, or allow

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[63] Searle, *Expression and Meaning*, 12

something that is suggested or requested by another person. It has found 4 utterances counted agreeing act performed by the characters. However the writer would only analyze 2 examples in the data 1:12 and 1:13 below.

Data 1:12

The Beast	: All that heartache and pining and...There are so many better things to read
Belle	: Like what?
The Beast	: Should be something here you can start with...
Belle	: It's wonderful.
The Beast	: **Yes, I suppose it is.** Well, if you like it so much, then it's yours

Data 1:13

Belle	: I understand. Will you help me now?
Maurice	: It's dangerous.
Belle	: **Yes. Yes it is**.

Analysis:

The conversation between Belle and the Beast in data 1:12 took place in the castle. They were talking about books and he invited her to his library so that she could read better books. It amazed her how huge the library was. The moment she looked at het surrounding and said it's wonderful, Beast agreed by saying "*Yes, I suppose it is*" as a sign that he had the same opinion as Belle. In data 1:13 the conversation happened between Maurice and Belle when they were locked in the cage. She planned to escape and went to castle to warn the Beast about Gaston and the villagers. Maurice told her that it's dangerous. She said "*Yes. Yes it is*" to show her agreement to his statement. Searle stated that the simplest

test of a representative is you can literally giving question whether a case can be classified as true of false.[64] Since the utterances written in bold above are aimed to convey their belief that some case was true, they were categorized as representative acts.

6) Denying

Denying was the next type of representative act presented in the movie. It means to say that something is not true or to refuse to accept of admit something. There were 5 utterances found in having denying act but the researcher only analyzed 2 examples. The analyses of denying act are presented in data 1:14 and 1:15 below:

Data 1:14

The Beast	: Who are you?
Belle	: I've come for my father
The Beast	: Your father is a thief.
Belle	: **Liar**
The Beast	: He stole a rose.

Data 1:15

Maurice	: Monsieur LeFou! He was there. He saw it all.
Lefou	: Me?
Gaston	: You're right. Don't take my word for it. LeFou, my dearest companion, did I, your oldest friend and most loyal compatriot, try to kill the father of the only woman I've ever loved?
Lefou	: **It's a complicated question on a number of accounts, but... no. No, he did not**

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[64] Searle, *Expression and Meaning*, 13.

Analysis:

In data 1:14 the dialogue occurred when Belle came to the castle for the first time to rescue her father. The Beast told her that her father was a thief. She denied the accusation and refused to believe it. Meanwhile in data 1:15, it occurred in the inn among the crowd. Maurice accused Gaston in attempted of murder. One of the villagers asked him the proof to his accusation for Gaston. He told them that LeFou was there when the incident was happening. But LeFou denied it. He said that it's not true. Searle stated that the simplest test of a representative is you can literally giving question whether a case can be classified as true of false.[65] The utterance written in bold in both data above was classified as representative acts since it was the thing they believe being the case.

7) Stating

The seventh type of representative act found was stating. The speaker produces a statement that expressed something in words to state what they thought or their opinion. There were 7 utterances having the act of stating in the movie. But, the researcher only analyzed 2 utterances as in data 1:16 and 1:17 below:

Data 1:16

Belle	: My father taught me to dance. I used to step on his toes a lot.
The Beast	: **You must miss him**
Belle	: Very much

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[65] Searle, *Expression and Meaning*, 13.

Data 1:17

Maurice	: What would you like me to bring you from the market?
Belle	: A rose like the one in the painting.
Maurice	: **You ask for that every year**

Analysis:

In data 1:16 the act of stating performed by the Beast. It was when he and Belle stood at the terrace of castle under the stars after they have danced. Belle told him about her father who taught her to dance. The beast stated his thought that she must miss her father. However in data 1:17 Maurice's utterance was a statement which stated what he thought about Belle's unchanged request every year when he went to the market. Both utterances by Beast and Maurice above were statements that expressed something in form of words to state what they thought about. And it classified as representative since what they stated was being the case, according to Searle's theory that the point and purpose of representative class is to commit the speaker to something being the case.[66]

8) Deducing

Another representative act employed in Beauty and the Beast movie was deducing. This act was to state using logic or reason to form a conclusion or opinion about something after thinking about the known facts. There were only 2 utterances discovered as deducing act. One of them showed in data 1:18 below:

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[66] Searle, *Expression and Meaning*, 12.

Data 1:18

Belle	: He let me go, papa. He sent me back to you.
Maurice	: I don't understand
Belle	: He took me there. I know what happened to mama
The Beast	: **Then you know I had to leave her there. I had to protect you. I've always tried to protect you... too much, perhaps...**

Analysis:

The dialogue in data 1:18 happened between Belle and her father, Maurice. At the time, they were locked up in the cage. In the example above, what Maurice stated was deducing act. He uttered *"Then you know I had to leave her there"* after he heard what Belle said as he deduced after thinking about the facts she had told him considering her experienced and her mother's case. Searle stated that the simplest test of a representative is you can literally giving question whether a case can be classified as true of false.[67] Since what Maurice said was a statement which aimed to convey his belief that the case was true, it categorized as representative act.

9) Boasting

The next type of representative act found in the Beauty and the Beast was boasting. This act was a statement in which you express too much pride in yourself or in something you have, have done, or are connected to in some way. There were 2 utterances found

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[67] Searle, *Expression and Meaning*, 13.

counted as boasting act in which performed by Maurice. The analyses of boasting act shows in data 1:18 and 1:19 below:

Data 1:18

Lefou	: Am I catching you at a bad time?
Gaston	: What is it, LeFou?
Lefou	: A certain damsel is in distress
Gaston	: **Oh well. It's hero time.**

Data 1:19

| Belle | : So you know Shakespeare? |
| The Beast | : **I had an expensive education.** |

Analysis:

The act of boasting in data 1:18 occurred in the market. Gaston was admiring his reflection in the window shop. LeFou appeared behind him and told him there was a damsel in distress. Gaston with too much pride as a war hero boasted *"Oh well its hero time."* The dialogue in data 1:19 happened in Beast's chamber. Belle recited one of Shakespeare's book when suddenly Beast joined in that surprised her. So, she asked him whether he knew Shakespeare and his responded was *"I had an expensive education"* by boasting his expensive education as a prince. Gaston and Beast's utterances above included boasting act because what they said expressed too much pride in something they have done. And it's representative because as Yule stated "representatives are those kinds of speech acts that state what the speaker believes to be the case or not".[68]

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[68] Yule, *Pragmatics*, 53

b. Directives

Searle stated that the illocutionary of these consists in the fact that they are attempts or use by the speaker to get the hearer to do something (perform an action). Paradigm cases of this class are ask, order, command, suggest, request, beg, plead, pray, entreat, invite, permit, and advise. [69]

This category was the most dominant act found in Beauty and the Beast movie. There were 65 utterances performed by the characters and the most of them were belonging asking act in total 25. It followed by commanding act 18, 9 suggesting, 7 warning, 2 advising, 3 begging, while the least act was requesting in which only 1 act presented. Then the analyses of utterances which include directives acts are presented as below:

a. Asking

The first type of directives act found in Beauty and the Beast movie was asking. Asking was to call on for an answer or to put a question about something. This type is the most performed act among the others. The researcher has found 25 utterances counted asking act. However there were only 4 utterances that would be analyzed as in the data 2:1, 2:2, 2:3, and 2:4 below:

Data 2:1

Gaston   : Good morning, Belle! Wonderful book you have there.

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[69] John R. Searle, *Expression and Meaning*, 14.

Belle	: **You've read it?**
Gaston	: Well, not that one. But, you know Books. *(hands her the flowers)* For your dinner table. Shall I join you this evening?
Belle	: Sorry, not this evening.

Data 2:2

Belle	: **So you know Shakespeare?**
The Beast	: I had an expensive education.
Belle	**:** Actually, "Romeo and Juliet" is my favorite play

Data 2:3

The Beast	: **Where did you take us?**
Belle	**:** Paris.
The Beast	: Oh, I love Paris. What would you like to see first? Notre Dame? The Champs-Elysées? No? Too touristy?

Data 2:4

Belle	: It's wonderful.
The beast	: Yes, I suppose it is... Well, if you like it so much, then it's yours.
Belle	: **Have you really read every one of these books?**
The beast	: Not all of them. Some are in Greek.

Analysis:

The act of asking in data 2:1 and 2:2 was uttered Belle. The first was between her and Gaston when they were in the market. He greeted her and praised the book in her arm. Then she asked *"You've read it?"* While in data 2:2 the event occurred in Beast's chamber when Belle recited a story and he join in that surprised her. So, she asked *"So you know Shakespeare?"* as her curiosity.

In data 2:3, the asking act performed by Beast. It occurred when he and Belle tried the magical atlas from the enchanters that

truly allow them to go wherever they want. He asked her "*Where did you take us?"* when they land up. Then in data 2:4 the dialogue occurred when Beast showed his library. It amazed her how huge the library was. He told her it could be hers if she liked it so much, and when he was about to leave, she asked "*Have you really read every one of these books?"* Searle stated that directive act attempts or use by the speaker to get the hearer to do something (perform an action).[70] The utterances in bold written in four data above are interrogative sentences ended up by a question mark that indicate as asking. It means they are directive acts since they tried to make their hearer did future action that was answering the question.

b. Commanding

The second type was commanding. This kind of act means having authority to tell someone to do something in a forceful way. There were 18 utterances performed by the characters counted as commanding act. Although there were only 3 utterances that would be analyzed as presented in the data 2:5, 2:6, and 2:7 below:

Data 2:5

Gaston	: **Everyone! Stop making fun of this man at once!**
Maurice	: Thank you, Captain. Thank you.
Gaston	: Don't thank me, Maurice. Lead us to the beast.

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[70] Searle, *Expression and Meaning*, 14.

Data 2:6

Gaston	: Have you ever seen the inside of a mad house, Maurice? You wouldn't last a week. Just give me your daughter's hand, and I'll set you free.
Maurice	: Never.
Gaston	: **Take him away!**

Data 2:7

The Beast	: Belle? Belle! You came back!
Belle	: I tried to stop them!
The Beast	: **Stay there!** I'm coming!

Analysis:

The dialogue in data 2:5 happened when Maurice back from the castle and inform the villagers that Belle was locked in the dungeon by Beast. He asked their help but nobody believes him, instead they laughed at him and call him crazy. Suddenly, Gaston took step toward him and said that he would help him. Then he said *"Everyone! Stop making fun of this man at once!"* as his command. While in data 2:6, Gaston offered Maurice a deal to set him free if he let Gaston marrying Belle. But Maurice rejected it and made Gaston furious. Then he said *"Take him away!"* That indicated his commanded to the wagon driver to take Maurice to the mad house immediately.

In data 2:7, the commanding act was uttered by Beast. It was when Gaston tried to kill the Beast in the castle. At the time, he surprised to see Belle again and told her *"Stay there!"* that signified his command. Those utterances in bold written said by

Gaston and Beast were imperative, and they have authority to tell others to do something in a forceful way. Yule stated that in using a directive, the speaker attempts to make the world fit the words (via the hearer).[71] Since their words make the hearer do what they said, it was classified as directives act.

c. Suggesting

Suggesting was to mention something as idea, action, or thing to be done for another people to consider. In this movie, the researcher found 9 utterances regarding suggesting act. But there were only 3 utterances that would be analyzed. The analyses of suggesting act shows in data 2:8, 2:9, and 2:10 below.

Data 2:8

Belle	: I'm not ready to have children.
Gaston	: Maybe you haven't met the right man.
Belle	: It's a small village, Gaston. I've met them all.
Gaston	: **Maybe you should take another look. Some of us have changed.**

Data 2:9

Gaston	: Picture it, LeFou, a rustic cabin, my latest kill roasting on the fire. Adorable children running around us while my love rubs my tired feet. But what does Belle say? "I will never marry you Gaston."
Lefou	: **You know, there are other girls.**
Gaston	: A great hunter doesn't waste his time on rabbits.

Data 2:10

| Belle | : Actually, "Romeo and Juliet" is my favorite play. |
| The Beast | : Why is that not a surprise? |

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[71] Yule, *Pragmatics*, 54

Belle	: Sorry?
The Beast	: All that heartache and pining and, **there are so many better things to read.**

Analysis:

In data 2:8 Belle told Gaston that she's not ready to have children and there were no suitable man in their village for her. As his suggestion, he told her that maybe she should take another look, and consider that some of them have changed. In data 2:9, Gaston and LeFou sit together in the inn while Gaston told his sorrow regarding Belle's rejection at his proposal. As best friend, LeFou suggested that there were other girls who always ready to marry him.

While in data 2:10, the dialogue happened when Belle told Beast about her favorite book. He mocked her choice in book and suggested that there were so many better things to read. The utterances said by the three of them was counted suggesting act because they mentioned something else or another option for other people to consider. According to Yule "in using a directive, the speaker attempts to make the world fit the words (via the hearer).[72] So, they were categorized as directives act since their words were aimed to make the hearer do as they said.

d. Warning

The fourth type performed by the characters was warning. It was a statement or action that tells someone about possible danger

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[72] Yule, *Pragmatics*, 54

or trouble. In the movie, it found that 7 utterances included this act are performed. The researcher would analyze 2 examples in the data 2:11 and 2:12 below.

Data 2:11

Maurice	: Belle? How did you find me!?
Belle	: Oh, your hands are ice. We need to get you home.
Maurice	: **Belle, you must leave here at once. This castle is alive! Now go, before he finds you!**

Data 2:12

The Beast	: What are you doing here!? What did you do to it!?
Belle	: Nothing.
The Beast	: **Do you realize what you could have done!? You could have damned us all!** Get out! Go!

<u>Analysis:</u>

The warning act in data 2:11 was performed by Maurice. It happened when he was prisoned in the castle. Belle came to rescue him, but he told her to leave and go back to the village. He warned her that the castle was alive and told her to leave him before the Beast found her.. While in data 2:12, the event happened at night in the west wing of castle. It was forbidden place where the enchanted rose placed inside a glass jar. Belle had no idea about what she was doing. She lifted the jar and reached out to touch the rose. Suddenly, Beast appeared behind her and asked what she has done. Then he said "*Do you realize what you could have done!? You could have damned us all!*" as his warning. The two utterances by

Maurice and Gaston above were included as statement that told about possible danger or trouble and it classified as directives act since it aimed to make the hearer do something.[73]

e. Advising

Advising was the fifth type found in Beauty and the Beast movie. Advising was to give an opinion or suggestion to someone about what should be done. There were only 2 utterances performed counted as advising act, that would be analyzed as in the data 2:13 and 2:14 below.

Data 2:13

Gaston : Belle! Heard you had a little trouble with the headmaster. He never liked me, either. **Can I give you a little advice about the villagers, though? They're never going to trust the kind of change we're trying to bring.**
Belle : All I wanted was to teach a child to read.
Gaston : The only children you should concern yourself with are... your own.

Data 2:14

Belle : I'm not ready to have children.
Gaston : **Maybe you haven't met the right man.**
Belle : It's a small village, Gaston. I've met them all.

Analysis:

Suggesting act in data 2:13 and 2:14 was performed by Gaston. The first was when he heard Belle had trouble with the headmaster because she taught children to read. He approached her in front of her cottage and gave advice that the villagers never going to trust

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[73] Searle, *Expression and Meaning*, 14.

the kind of change she was trying to bring. The second one was when Belle told him that she was not ready to have children, Gaston said "*Maybe you haven't met the right man.*" as his advice. According to Searle Gaston's utterances was advising act since he gave his suggestion to Belle about what should be done.[74]

f. Begging

Begging was also the type of directives act found in the movie. Begging was to ask someone in a very serious and emotional way for something needed or wanted very much. There were only 3 utterances found having the act of begging conveyed by Maurice, Gaston, and Belle. The analyses of begging act shows in data 2:15 and 2:16 below.

Data 2:15

| Gaston | : **No. Don't let me go. Please. Don't hurt me, beast. I'll do anything.** |
| The Beast | : I am not a beast. Go. Get out. |

Data 2:16

The Beast	: You came back.
Belle	: Of course I came back. I'll never leave you again.
The Beast	: I'm afraid it's my turn to leave.
Belle	: **No... please, no... Please, don't leave me. Come back.**

Analysis:

The bold written text in data 2:15 and 2:16 said by Gaston and Belle were begging act since what they words were to ask someone in very emotional way for something they wanted very badly. In

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[74] Searle, *Expression and Meaning*, 14.

data 2:15 the event was in the castle when Gaston tried to kill Beast. The Beast choked Gaston around the neck and swung him out over the edge of landing. Gaston uttered "*No. Don't let me go. Please. Don't hurt me, beast. I'll do anything.*" as sign that he sincerely asked Beast to let him go.

In data 2:16, the event was the continuance of the previous data. After his fight with Gaston, Beast was dying in Belle's arms. While he finally died, she begged him to not leave her. She said "*No...please, no... Please, don't leave me. Come back*". The word "please" in both examples indicated a sincerity or seriousness way in asking something they needed and wanted very much. According to Searle's theory, since they wanted the hearer do something, the utterances are classified as directive acts.[75]

g. Requesting

The last type of directives act found was requesting. Requesting was when someone asks another person to do something in a polite or formal way. There is only one utterance found in the beauty and the beast movie counted as requesting act. It was performed by Belle. The data 2:17 below is the example analysis of requesting act.

Data 2:17

| Maurice | : Even back in Paris, I knew a girl who was so different, so daring, so ahead of her time |

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[75] Searle, *Expression and Meaning*, 14.

	that people mocked her until the day they found themselves imitating her.
Belle	: **Please just tell me one more thing about her.**
Maurice	: Your mother was... fearless. Fearless.

Analysis:

In data 2:17, the dialogue happened between Belle and Maurice when they were inside their cottage. Maurice told Belle about her mother when she was still alive. Belle who never seen her since she was born asked him to told one more thing about her mother. What Belle said was requesting act because she asked her father in a polite way. As stated by Yule that in using a directive, the speaker attempts to make the world fit the words (via the hearer)[76] by doing the speaker's request. Hence, it classified as directives act since it made Maurice did what Belle said.

c. Commissives

According to Searle, commissives are those illocutionary acts whose point is to commit the speaker to some future course of action. The direction of fit is world to words and the sincerity condition is intention. The propositional content is always that the speaker does some future action.[77] The examples are promising, planning, offering, vowing, and threatening.

In Beauty and the Beast movie, the writer has found there were 5 types of commissives acts performed by the characters. They were

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[76] Yule, *Pragmatics*, 54

[77] Searle, *Expression and Meaning*, 14.

refusing, planning, promising, offering, and threatening. There were 24 utterances found in total, the detail was 7 refusing, 7 planning, 5 promising, 2 offering, and 3 threatening. Then the analyses of utterances which include commissives acts are presented as below:

a. Refusing

Refusing was to say that you are not accepting something (gift, offer) or not willing to do something that someone wants you to do. In this movie, the researcher has found 7 utterances having the act of refusing. In this case, I have just showed 3 examples of refusing act. The analysis of refusing utterances presented in the data 3:1, 3:2, and 3:3 below.

Data 3:1

Gaston	: Well, not that one. But, you know Books. *(hands her the flowers)* For your dinner table. Shall I join you this evening?
Belle	: **Sorry, not this evening.**

Data 3:2

The Beast	: Will you join me for dinner?
Belle	: You've taken me as your prisoner and now you want to have dinner with me? Are you insane?
The Beast	: I told you to join me for dinner.
Belle	: **And I told you no!** I'd starve before I ever ate with you!

Data 3:3

Gaston	: Have you ever seen the inside of a mad house, Maurice? You wouldn't last a week. Just give me your daughter's hand, and I'll set you free.
Maurice	**: Never.**
Gaston	: Take him away!

Analysis:

In data 3:1, Gaston greeted Belle and praised the book she was holding. She asked him whether he have read it or not. Instead of answered the question seriously, he handed her the flower and invited her to join him for dinner. Belle refused the invitation by saying *"Sorry, not this evening"* as a sign she's not willing to do what Gaston wants her to do. While in data 3:2, Beast ask Belle to join her for dinner. Belle refused his demand rudely due to his action in took her as a prisoner. She said *"And I told you no!"* indicated her refusal or her unwillingness to do what beast told her.

In data 3:3, Gaston and the villagers were bringing Maurice to mad house. Gaston approached Maurice whom locked in the cage and said that he would set him free if he let Gaston marry Belle. Maurice refused it instantly. He said *"Never"* as indicate that he would never do what Gaston tell him to do. Yule stated commissive act express what the speaker intends.[78] Therefore, the three utterances in data above are classified as commissive acts since the point of what they said was to commit some future action.

b. Planning

The next type was planning. This kind of act has meaning as a set of action or something that a person intends to do. The researcher has found 7 utterances counted planning act. But here

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[78] Yule, *Pragmatics*, 54

just showed 2 utterances that would be analyzed as presented in the data number 3:4, and 3:5 below.

Data 3:4

Maurice : Belle, I won't let you do this. I lost your mother. I won't lose you too. Now go!

Belle : **Alright, Papa. I will leave**. *(to the beast)* I need a minute alone with him.

Data 3:5

Gaston : **When we return to the village, you will marry me, and the beast's head will hang on our wall!**

Belle : Never.

Analysis:

The dialogue in data 3:4 happened in the castle when Belle tried to rescue his father from the prison because he stole a rose in there. Belle felt guilty because she was the one who asked for the rose. She asked the Beast to punish her instead and spare her father's life. But Maurice won't let her do that and asked her to go because he has lost his wife and he won't lose his daughter too. Then she said "*Alright, Papa. I will leave.*" as her plan that means it was the act she intends to do. While in data 3:5 Gaston conveyed his plan for Belle when they were in the castle. He said that when they return to the village, she will marry him and the beast's head will hang on the wall. The word "will" in bold written said by Belle and Gaston in data 3:4 and 3:5 above are indicated as planning act because the word "will" was used to express futurity (something they intend to do). Yule stated commissive act express

what the speaker intends.[79] It means their utterances are commissive acts since it commit them to do action in future.

c. Promising

The third type of commissives act was promising. Promising was a statement telling someone that you will definitely do something that gives the person to whom it is made a right to expect. There were 5 utterances conveyed by the characters having the act of promising. However there were only 2 examples that would be analyzed as in the data number 3:6 and 3:7 below.

Data 3:6

Maurice	: What would you like me to bring you from the market?
Belle	: A rose like the one in the painting
Maurice	: You ask for that every year
Belle	: And every year, you bring it
Maurice	: **Then I shall bring you another**. **You have my word.** Come on, Philippe!

Data 3:7

Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you
Maurice	: I love you, Belle. Don't be afraid
Belle	: I love you too, Papa. I'm not afraid. **And I will escape, I promise.**

Analysis:

In data 3:6, the act of promising was uttered by Maurice. It happened in front of his cottage when he was about to go to the market. He asked Belle what she would like him to bring for her and she said she wanted a rose. He told her he will bring it and add

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[79] Yule, *Pragmatics*, 54

"*You have my word*" as his promise. And it makes Belle has right to expect her father to do what he said he would do. In data 3:7, Belle tried to rescue her father in the castle. Belle took his place so that she was the one in prison. She told him that she loved him and she's not afraid. Then hugged him while whispered in his ear *"And I will escape, I promise*". When she said those words, she intended to do it and as well make her father expected what she said. According to Searle, the point of commissives is to commit the speaker to some future course of action.[80] Since those utterances are act of promising, they characterized as commissive acts because the speakers intend to do what they said in future.

d. Offering

Offering was the statement or an action of giving someone the opportunity to accept or take something. The researcher has only found 2 utterances performed in the movie counted offering act. It showed in the data number 3:8 and 3:9 below.

Data 3:8

Belle	: My father taught me to dance. I used to step on his toes a lot
The Beast	: You must miss him
Belle	: Very much
The Beast	: **Would you like to see him?**

Data 3:9

| Gaston | : Have you ever seen the inside of a mad house, Maurice? You wouldn't last a week. |

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[80] Searle, *Expression and Meaning*, 14.

	Just give me your daughter's hand, and I'll set you free.
Maurice	: Never.
Gaston	: Take him away!

<u>Analysis</u>:

Offering act in data 3:8 was performed by the Beast. Belle told him about her father who taught her to dance. When he knew that she missed her father very much, Beast offered her a chance to see him. His words "*Would you like to see him?*" are an action of giving someone the opportunity to accept something.

While in data 3:9, the dialogue happened when Gaston and the villagers were taking Maurice to mad house. Gaston approached Maurice whom locked in the cage and offered to free him if he agreed to let Gaston marrying her daughter. The words "*Just give me your daughter's hand and I'll set you free*" was indicated as an action of giving someone the opportunity to accept or take something. According to Searle, the point of commissives is to commit the speaker to some future course of action.[81] Thus, the utterances in bold written in data 3:8 and 3:9 was commissive acts since it make the speaker do future action as they said.

e. Threatening

The last type of commissives act discovered in the movie was threatening. It was a statement saying you will be harmed if you do not do what another person wants you to do. There were only 3

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[81] Searle, *Expression and Meaning*, 14.

utterances discovered as threatening in the movie. There were only 2 utterances that would be analyzed as in the data 3:10 and 3:11 below.

Data 3:10

Maurice	: If you think I've made all this up, then why did you offer to help?
Gaston	: Because I want to marry your daughter! Now let's go home.
Maurice	: Belle is not at home! She's with the..
Gaston	**: If you say beast one more time, i will feed you to the wolves!**

Data 3:11

Gaston	: We can't have her running off to warn the beast. Lock her up too.
Belle	: This isn't over Gaston, you'll see!
Lefou	: Gaston, with all due respect
Gaston	: **Do you want to be next?!** Fetch my horse. That creature will curse us all if we don't stop him!

Analysis:

Data 2:10 showed the threatening act was performed by Gaston. The event takes place in the woods when he, LeFou, and Maurice were in their way to the castle to rescue Belle. Gaston started furious when Maurice kept talking about a Beast and magic in the castle. So, when he asked them to go home and Maurice argued by saying Belle was not home, Gaston yanked the collar of his clothe and said *"If you say beast one more time, i will feed you to the wolves!"* The utterance was a threat for Maurice that he would be harmed if he did what Gaston said.

Later, in data 3:11 Gaston once again send a threat for other people. This time he was pointing it for his best friend LeFou. It

was when LeFou tried to defend Belle and Maurice. Gaston cut off LeFou's word before he could finish and threatened to lock him up in the cage as Belle and Maurice. Yule stated the speakers use commissive to commit themselves to some future action. They express what the speaker intends.[82] Since Gaston's utterances were statements that commit him to do certain action in future, they were characterized as commissive act.

d. Expressives

Expressive was the fourth division of the illocutionary act classification proposed by John. R. Searle. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.[83] The paradigm of expressive acts: thanking, apologizing, praising, congratulating, regretting, etc.

The researcher has discovered that there were 8 types of commissives acts performed by the characters in Beauty and the Beast movie. They were thanking, praising, blaming, apologizing, stating confusion, stating pain, stating surprise, and regretting. There were 34 utterances found in total, the detail was 10 stating confusion, 4 thanking, 5 praising, 5 blaming, 3 apologizing, 1 stating of pain, 4 stating of surprise, and 2 regretting. Then the analyses of utterances which include expressive acts are presented as below:

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[82] Yule, *Pragmatics*, 54
[83] John R. Searle, *Expression and Meaning*, 15.

a. Thanking

The first type of expressive act discovered by the researcher was thanking. Thanking was to tell or express that you are grateful for something that he or she has done or given. It has found that there were 4 utterances included thanking act. Nevertheless, there were only 2 utterances that would be analyzed as displayed in data 4:1 and 4:2 below.

Data 4:1

Maurice	: The Beast is real! Do you understand?! Will no one help me?!
Gaston	: I'll help you Maurice.
Maurice	: You will?
Gaston	: Everyone! Stop making fun of this man at once!
Maurice	: **Thank you, Captain. Thank you.**

Data 4:2

The Beast	: You must go to him.
Belle	: What did you say?
The Beast	: You must go to him. No time to waste. No. Keep it with you. And you'll always have a way to look back on me.
Belle	: **Thank you.**

Analysis:

Based on dialogue in data 4:1, Maurice expressed his gratitude to Gaston for what he said. The event was in the inn when Maurice informed the villagers about Belle and asked their help to rescue her whom locked in the dungeon by Beast. Nobody believed his words. Instead, they laughed at him and call him crazy old man. Suddenly, Gaston took step toward him and stated that he would

help him and told everybody to stop making fun at the old man. Maurice said "*Thank you, Captain. Thank you*" as a sign that he felt so grateful and his appreciation to Gaston for his help.

While in data 4:2 Belle expressed her gratitude to the Beast when he let her go to save her father and let her to keep the magic mirror. She said "Thank you" indicated that she appreciated and felt grateful for what the Beast had done for her. The words "Thank you" in the two examples above were thanking act because they express the speakers' feeling that they were grateful for what other person has done or given. According to Yule, expressive is the kinds of speech acts that state what the speaker feels.[84] Hence, those utterances classified as expressives since they express the psychological state the speaker feels that are grateful.

b. Praising

The second type was praising. Praising was an expression of approval or to say good things about someone or something. The researcher has found 5 utterances included praising act performed by the characters. There were only 2 utterances that would be analyzed as in the data number 4:3 and 4:4 below.

Data 4:3

The Beast	: All that heartache and pining and...There are so many better things to read.
Belle	: Like what?
The Beast	: Should be something here you can start with...

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[84] Yule, Pragmatics, 53.

Belle   **: It's wonderful.**

Data 4:4

The Beast   : Another little "gift" from the Enchantress...A book that truly allows you to escape.

Belle   **: How amazing**

The Beast   : It was her cruelest trick of all. The outside world has no place for a creature like me. But it can for you.

Analysis:

Both praising act in data 4:3 and 4:4 were conveyed by Belle. The conversation between Belle and the Beast in data 4:3 took place in the castle. They were talking about books and he suggested her to read better thing rather than Romeo and Juliet. So, he showed her his library and stated she can start there. And what present before her made her speechless. It amazed her how huge the library was. The moment she looked at het surrounding she said *"It's wonderful"*. Her statement was a sign of her amazement or surprise about what she saw. The dialogue in data 4:4 happened when the Beast showed Belle another gift from the enchantress that was an antique world atlas. He told her that that thing was truly allowed people to go wherever they want. Belle looked at the book and said *"How amazing"* that indicated she approved and considered the book was a good thing. Yule stated that in using an expressive, the speaker makes words fit the world (of feeling).[85] Thus, Belle's utterance in both data above categorized as

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[85] Yule, Pragmatics, 53.

expressive act since it's a statement that expressed the psychological state she felt.

c. Blaming

Blaming also included as the act that performed in Beauty and the Beast movie. Blaming was to say or think that a person is responsible for something bad, fails, or wrong that has happened. In the movie there has found 5 utterances in having act of blaming but the researcher only analyzed 2 examples. The analyses of blaming act are presented in data 4:5 and 4:6 below.

Data 4:5

The Beast	: Rooooaarrrr! Ow! That hurts!
Belle	: If you held still, it wouldn't hurt as much.
The Beast	: **If you hadn't run away, none of this would have happened.**

Data 4:6

Gaston	: Oh, Maurice! Thank heavens. I've spent the last five days trying to find you
Maurice	: **No! You tried to kill me! You left me for the wolves!**
Gaston	: Maurice, it's one thing to rave about your delusions. It's another to accuse me of attempted murder

Analysis:

In the dialogue in data 4:5, the Beast was blaming Belle for running away from the castle. It was when Belle treated his wound after he helped her from a bunch of wolves that attacked her in the enchanted woods on her way back to her village. The Beast wounded badly and he blamed her for what had happened to him. His utterance "*If you hadn't run away, none of this would have*

happened" was his expression that Belle was responsible for what had happened.

Then in data 4:6 Maurice blamed Gaston that he trying to kill him and left him for the wolves. The dialogue happened in the inn after Maurice back to the village. It was after Gaston and Lefou left him in the woods in the middle of the night when they planned to save Belle in the castle. Maurice's utterance in data 4:6 signed that he felt Gaston responsible for leaving him in the woods alone. The Beast and Maurice utterances above were classified as expressive acts since it expressed what the speaker feels. As stated by Searle "illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.[86]

d. Apologizing

Apologizing is statement to express regret for something done or said (mistake). There were 3 utterances counted apologizing act and only 2 examples that would showed as in the data number 4:7 and 4:8 below.

Data 4:7

| Gaston | : If you say beast one more time, i will feed you to the wolves! |
| Lefou | : Gaston! Stop! Breathe. Think happy thoughts. Go back to the war. Blood, explosions, countless widows... |

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[86] Searle, *Expression and Meaning*, 15.

| Gaston | : **Please, forgive me, old bean.** That's no way to talk to my future father-in-law, now is it? |
| Maurice | : Future father-in-law? You will never marry my daughter. |

Data 4:8

The Beast	: What happened to your mother?
Belle	: That's the only story Papa could never bring himself to tell. And I knew better than to ask...
The Beast	: Plague. **I am sorry I ever called your father a thief.**

Analysis:

The conversation in data 4:7 showed the apologizing act was performed by Gaston. The event takes place in the woods when him, LeFou, and Maurice were in their way to the castle to rescue Belle. Gaston started furious when Maurice kept talking there was Beast in the castle. So, when he asked them to go home but Maurice keep talking about Beast, Gaston yanked the collar of his clothe and threatened to feed him to the wolf. After LeFou calmed him down, Gaston apologized *"Please, forgive me, old bean."* indicated he regretted and felt guilty for threatening him.

In data 4:8, Beast and Belle tried the antique world atlas. They traveled to the past when Belle was still a baby in Paris. She learned the actual case that happened to her mother. When they back to the future, Beast said *"I am sorry I ever called your father a thief"* as sign that he felt regret and guilty for what he had said. The words *"Please, forgive me"* and *"sorry"* above were the expression that used to tell someone that they wish they had not

done something that hurt other people. Yule stated expressive as the kinds of speech acts that state what the speaker feels.[87] Thus, the statements were classified as expressive act since it expressed the speakers' regret for what they had said and done.

e. Stating surprise

The next type of expressive act discovered was stating surprise. It was a statement or express feeling caused by something that is unexpected or unusual. In this case, the researcher discovered 4 utterances in having act of stating surprise. The analyses are presented in data 4:9 and 4:10 below.

Data 4:9

Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you
Maurice	: I love you, Belle. Don't be afraid
Belle	: I love you too, Papa. I'm not afraid. And I will escape, I promise.
Maurice	**: What?!**

Data 4:10

The Beast	**: Belle? BELLE! You came back!**
Belle	: I tried to stop them!
The Beast	: Stay there! I'm coming!

Analysis:

Maurice's utterance *"What?!"* in data 4:9 showed that he was really surprised when Belle told him that she would escape the prison cell. She pivoted and pushed her father through the cell door

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[87] Yule, Pragmatics, 53.

so that she was the one who in the cell. Maurice never assumed that his daughter would take his punishment for her to save him. His statement above showed that the event was unexpected and clearly he surprised by what Belle had done.

The utterance "*Belle? BELLE! You came back!*" in data 4:10 also showed the expression of surprise. The dialogue happened when the Beast saw Belle again in the castle. After she left the castle to save her father in her village he had thought she would never come back again. He never expected she will come back. So, his statement was his expression for her unexpected appearance in his castle that truly surprised him. According to Yule, expressive is the kinds of speech acts that state what the speaker feels.[88]Thus, the both utterances above were expressive acts since they expressed the psychological state the speaker felt.

f. Stating confusion

Stating confusion was the utterance which people said when they felt do not understand or uncertain what was happening, what was expected, what to do, etc. There were 10 utterances discovered including this act. But, only 2 examples that would be analyzed as in data 4:11 and 4:12 below.

Data 4:11

      Belle   : Papa, do you think I'm odd?

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[88] Yule, Pragmatics, 53.

Maurice	:	**My daughter? Odd? Where did you get an idea like that?**

Data 4:12

Belle	:	I have to warn the beast
Maurice	:	**Warn him? How did you get away from him?**

Analysis:

Stating confusion in both examples above stated by Maurice. Maurice's utterance *"My daughter? Odd? Where did you get an idea like that?"* in data 4:11 showed that he was really confused about Belle's question. At the time, they were in their cottage. He uttered that as indication he felt do not understand how could she possibly think that way about herself.

Meanwhile in data 4:12 when Maurice and Belle locked up in the cage, he showed his confusion when Belle stated that she had to warn the Beast. He asked her *"Warn him? How did you get away from him?"* because her words confusing him, because as he knew the Beast locked her in his castle as a prisoner. So, Maurice felt do not understand what was happening when Belle appeared to save him instead in the castle. The utterances above were expressive acts since the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.[89]

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[89] Searle, *Expression and Meaning*, 15.

g. Stating pain

Stating pain means to express the physical feeling caused by disease, injury, or something that hurts the body. There was only 1 utterance discovered as stating pain by the researcher. It can be seen in the data 4:13 below.

Data 4:13

The Beast	: Rooooaarrrr! **Ow! That hurts!**
Belle	: If you held still, it wouldn't hurt as much.
The Beast	: If you hadn't run away, none of this would have happened.

Analysis:

The pain expression "*Ow! That hurts!*" in data 4:13 was stated by the Beast. It was when Belle treated his wound after he helped her from a bunch of wolves that attacked her in the enchanted woods on her way back to her village. The words *"Ow! That hurts!"* was an exclamation showed that someone was hurt. In this case it showed that Beast was in pain because of his wound. Beast's utterance expressed his feeling that the wound hurts his body, therefore it categorized expressive act since it express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.[90]

h. Regretting

The last type of expressive act found in Beauty and the Beast movie was regretting. Regretting means a statement of an

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[90] Searle, *Expression and Meaning*, 15.

expression of feeling sad, sorry or disappointment about something that you did or did no. There were only 2 utterances counted as regretting act presented below in the data 4:14.

Data 4:14

Belle	: **I should have been with you.**
Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you.
Maurice	: I love you, Belle. Don't be afraid.

Analysis:

The utterance "*I should have been with you*" in data 4:14 by Belle was a statement that expressed her regret for letting her father suffered alone. The event takes place at the prison cell in the castle. It was when Belle tried to save her father. She felt guilty when she knew the reason why was her father in prison. She told the Beast to punish her instead and let her father go. Yule describes expressive as the kinds of speech acts that state what the speaker feels.[91] The utterance included the type of expressive act since it expressed the psychological state the speaker felt.

e. Declaration

The last illocutionary act employed by the main characters in Beauty and the Beast movie was declarative. Cutting stated declaratives were the words and expressions that can change the world

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[91] Yule, Pragmatics, 53.

by their very utterance.[92] The paradigm cases of declarative acts include pronouncing, marrying, sentence, christening or baptizing, declaring war, dismissing, naming, resigning, betting, excommunicating etc.

Unlike the other four, this type was rarely found since in order to perform a declaration correctly, the speaker has to have a special institutional role, and there must be a specific context. Therefore, the researcher has only found 2 types and 3 utterances declarative acts. They were 2 declaring and 1 dismissing. Further, the discussion analysis of declarative act presented below.

a. Declaring

Declaring was a statement to say or state in an official or public way, to state emphatically, and to announce someone's intention. There were only 2 utterances discovered as declaring act, and it would be analyzed in data 5:1 and 5:2 below.

Data 5:1

Gaston	: We can't have her running off to warn the beast. Lock her up too.
Belle	: This isn't over Gaston, you'll see!
LeFou	: Gaston, with all due respect --
Gaston	: Do you want to be next?! Fetch my horse. That creature will curse us all if we don't stop him! **Well, I say WE KILL THE BEAST!**

Data 5:2

The Beast	: I'm afraid it's my turn to leave.

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[92] John Cutting. *Pragmatics and Discourse*. 16.

Belle	: We're together now. It's going to be fine. You'll see.
The Beast	: At least I got to see you one last time
Belle	: No.. please, no. Please, don't leave me. Come back. **I love you.**

Analysis:

Gaston utterance in bold in data 5:1 above was declaring act. He said it when he and the villagers arrested Belle and Maurice in the village square. He accused them to be cursed with dark magic by the Beast. He addressed the crowd that it was a threat to their very existence. Gaston said that that creature would curse them all if they didn't stop him. Then he declared *"Well, I say WE KILL THE BEAST!"* as he announced to the villagers a war against the Beast. Gaston utterance classified as declarative act since because he said that, the war was on.

The utterance *"I love you"* in data 5:2 by Belle was also declaring act. It happened after Beast fight with Gaston, he was dying in Belle's arms while she begged him not to leave her. As she said *"I love you"*, the Beast who formerly a Prince whom condemned by a witch to be monsters or Beast because of his arrogance, returned to his normal human body, along with his entire servants that returned to their human form. It happened since the curse only can be broke if he falls in love and there are women who feel the same way. So, since Belle openly declared her love for the Beast, the curse was broken. Belle utterance above included declarative act since it changed the world because according to

Cutting "declaratives were the words and expressions that can change the world by their very utterance".[93]

b. Dismissing

Another declarative act found in *Beauty and the Beast* movie was dismissing. It was an utterance which intended to send someone away, or to cause or allow someone to leave. There was only 1 utterance discovered as dismissing act. It showed in discussion analysis in data 5:3 below.

Data 5:3

Belle	: My father taught me to dance. I used to step on his toes a lot.
The Beast	: You must miss him
Belle	: Very much
The Beast	: Would you like to see him?
Belle	: Papa! What are they doing to him?! He is on trouble
The Beast	: **You must go to him.**

Analysis:

The utterance in bold by the Beast in data 5:3 above was categorized as dismissing of declarative act. The event took place in the castle when he let Belle saw her father through the magic mirror. What see saw in it really shocked her, her father manhandled in the village square and he looked terrified. Seeing her suffering, the Beast made his choice. He said "*You must go to him*" as he allow her to leave. Beast's utterance characterized as

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[93] John Cutting. *Pragmatics and Discourse: A resource book for students*. (USA:Routledge, 2002),16.

declarative act since it caused Belle who was a captive in his castle to be freeman because according to Cutting "declaratives were the words and expressions that can change the world by their very utterance".[94]

2. The educational values found and the significances of speech act in *Beauty and the Beast* movie to English language learning.

1) The educational values found in *Beauty and the Beast* movie

Based on the result of data analysis used in *Beauty and the Beast* movie, the researcher took six examples from the eleven of educational values, they were:

a. Bravery

Bravery is doing something that is difficult but correct and is the best choice for long-term period.[95] Bravery is dare to try things that either though difficult. Majority who dared to oppose the flow is moving toward one: dare to say no to an invitation, dare to follow your good heart in spite of marginalize and suffer from it.

Belle is just a small village girl. But she is so strong and brave-hearted. One day, she found that her father imprisoned in a castle by the Beast. Belle went to the castle by herself alone despite she had to get through the woods. And once she got there, she faced the Beast bravely although he looked hideous and fierce.

The Beast   : Who are you?

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[94] Cutting. *Pragmatics and Discourse,* 16.
[95] Linda, *Mengajarkan Nilai-Nilai Kepada Anak*. 56.

Belle	: **I've come for my father**
The Beast	: Your father is a thief.
Belle	: **Liar**
The Beast	: He stole a rose.
Belle	: **I asked for the rose. Punish me, not him!**

In the dialogue above, the part written in bold is an example of Belle's bravery in the movie. She confronted the Beast who punished her father for stealing a rose fearlessly. She even asked Beast to punish her instead and spare her father's life because she was the one who asked the rose.

Belle also showed her bravery when she took her father's place in the prison. She pushed him out without his agreement and said "**I'm not afraid. And I will escape, I promise."** Although she's only an ordinary girl, she dared to face stronger opponents from her. She was also able to convince and soothed her father of her decision.

Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you
Maurice	: I love you, Belle. Don't be afraid
Belle	: I love you too, Papa. **I'm not afraid. And I will escape, I promise.**

Bravery that shown by Belle on the movie is good for the children to learn to be brave on life. The character can inspired them to have the courage to do the right thing, dare to try new things, and dare to follow their good heart although they have to suffer from it first.

b. Honesty

Honesty is a part of value being. Honesty is one of the values of respect for people in manner not deceive, cheat or steal. This refers to nature of the nature of justice requires us to treat people equally and not discriminate. Honestly toward others, institutions, society and ourselves. It is strength and confidence that comes from deep because there was nothing to hide.[96]

In Beauty and the Beast movie, it showed in dialogue between Maurice and Belle. She told her honesty to her father when they were locked up in a cage. Belle honestly told him that she already knew the truth behind her mother's death.

Belle	: He let me go, papa. He sent me back to you.
Maurice	: I don't understand
Belle	: **He took me there. I know what happened to mama**
The Beast	: Then you know I had to leave her there. I had to protect you. I've always tried to protect you... too much, perhaps...

Belle's honesty above can be exemplary for student to learn to be honest to others. Honesty is the most valuable thing in life. Telling the truth allows everyone to know what is exactly happened and help people feel safe and peaceful inside because there was nothing to hide. Each person must be honest if he wants a good life. Because honestly is the key for others to believe in us.

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[96] Linda and Eyre, *Mengajarkan Nilai-Nilai Kepada Anak.*, 3.

c. Self-confidence

Self-Confident is a good though that will affect someone what they do will make happiness. They will ignore all words from other, but if it makes a good thought they will do it. Self-confident is confident of one's own strength or ability.[97]

Character Belle in the movie known as her self-confidence. It showed in dialogue between her and Gaston below when Gaston told her that all spinsters in their village became beggars. He said such thing because Belle refused to marry him. She disagree with him, she told him "**I might be a farm girl, but I'm not simple"** that indicate she won't let other's judgment changed her believe.

> Gaston **:** Belle, do you know what happens to spinsters in our village after their fathers die? They beg for scraps, like poor Agathe. This is our world, Belle. For simple folk like us, it doesn't get any better
>
> Belle : **I might be a farm girl, but I'm not simple.** I'm sorry, but I'll never marry you, Gaston.

Belle taught us that we need to be confident in doing a variety of things such as exemplified by her in maintain her believe in herself. This scene gives indirect impact to the audience to confidently tell others our ability, strength, and self-capacity. Self-confidence is the initial capital for the totality of us in doing something.

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[97] Websters, *Third New International Dictionary*. (USA: Merriam Webster Inc, 1981), 2059.

d. Loyalty

Loyalty is the state or quality of being loyal, faithfulness to commitments or obligations. Loyal can indicated to family, to work, to the school, and to organizations and other institutions are responsible to us. A loyalty people usually ready to support, ready to serve, ready to help and trusted in carrying out consistent promises.[98]

In the movie, Belle showed her loyalty to the Beast when she came back to the castle. Although she was dismissed and Beast gave her freedom, she back to warn him that Gaston was going to kill him. She also promised him not to leave him ever again. This scene indicated Belle a loyal person, who not abandoned the people she care but ready to help when they need.

> The Beast : You came back.
> Belle : **Of course I came back. I'll never leave you again.**
> The Beast : I'm afraid it's my turn to leave.

e. Love and affection

Love and affection is a positive feeling you may have or express for other people or things. Affection define as a feeling of liking and caring for someone or something.[99]

In Beauty and the Beast movie, love and affection showed between Maurice and his daughter, Belle. It was when they in the castle, Belle rescued him and planned to take his place in the prison.

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[98] Linda and Eyre, *Mengajarkan Nilai-Nilai Kepada Anak*, 101.
[99] Ibid,. 124.

Maurice said that he loved her and told her to not be afraid. Belle

replayed by saying she love him too.

Maurice	: Belle, listen to me. It's all right. Live your life. Forget me.
Belle	: Forget you? Everything I am is because of you
Maurice	: **I love you, Belle. Don't be afraid**
Belle	: **I love you too, Papa.** I'm not afraid. And I will escape, I promise.

Love is the basic thing that is common to all people. As

described in the dialogue above. A father's love will always be there

for his daughter, likewise to others.

f. Kind and friendly

Kind is a good attitude having people to others or things. It is

aware friendly and caring. It can be shown by tenderness, especially on

the younger or weaker. Capable of making new friends and maintain

friendships.

Belle's character was also known by her kind personality. One

of those moments she showed in dialogue below. The scene happened

when Gaston confronted her about her little trouble with the

headmaster. She told him that all she wanted was to teach a child to

read. But everyone else mocked just how different and strange she is

just because she loved to read books.

Gaston	: Belle! Heard you had a little trouble with the headmaster. He never liked me, either. Can I give you a little advice about the villagers, though? They're never going to

> trust the kind of change we're trying to bring.
>
> Belle   : **All I wanted was to teach a child to read.**
>
> Gaston   : The only children you should concern yourself with are... your own.

From what Belle said, we can clearly see that she is a kind person who cared about others in spite of everyone's judgment. Her character can be motivation for the children to learn how to be friendly and show kindness to others.

2) The significances of speech act in *Beauty and the Beast* movie to English language learning.

English learners repeatedly face many obstacles when communicating in English in real condition. For that reason, learners should practice the target language in real life to achieve communicative purposes. Nevertheless, it's not enough if learners only know the grammatical aspects of the utterance. Understanding the speaker's intention was considered more urgent in order to avoid misinterpretation or misunderstanding.

Moreover, being able to recognize the actions that people perform with their utterances is a significant component of successful language use.[100] Speakers need to employ language appropriately to communicate with people and avoid communication breakdowns. They need to be aware of the restraints they may encounter in using language in social interaction, and the effects their use of language may have on other participants in the act of communication. Only

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[100] Gómez, *Focusing on Speech Acts*, 62.

through learning pragmatic forms can learners raise their pragmatic consciousness so as to produce effective speech acts.[101] Thus, it is necessary to teach learners appropriate pragmatic realizations patterns of speech acts in the target language classroom.

Given this reality, Cohen stated that second language teachers may well find that an understanding of speech act theory and practice will improve their ability to prepare their learners to meet the challenge of producing more contextually appropriate speech in the target language.[102] According to Zhao and Throssell in Sundari, language learners have to know the culturally proper ways to offer greetings, make requests, show apologies, express thanks, agree or disagree with others. In other words, language learners should acquire pragmatic competence.[103]

Teaching pragmatics can be overwhelming for teachers due to the complex nature of the field, therefore, speech acts as the most important established and studied part of pragmatics, can provide a framework on which teachers can elaborate their teaching. Pragmatics taught through speech acts that is study intentions behind utterances, can support students' development of pragmatic competence.

The teachers do not have to teach pragmatics fully, but rather to orient instruction to language functions. If they focus on a specific

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[101] Gómez, *Focusing on Speech Acts*, 62.

[102] Cohen, *Sociolinguistics and language teaching,* 383.

[103] Tantri Sundari, *Understanding Speech Act and It's Application in Language Teaching* (Surabaya: UNESA, 2014), 9.

speech act or function, it can help learners enhance their pragmatic competence awareness to co-construct conversational moves, such as asking and answering a question, either accepting or rejecting an offer, or interpret requesting utterances in various ways like the native speaker.

In teaching-learning language activities, the challenge for language teachers is arranging learning opportunities in such a way that English language learners can develop their pragmatic competence in the target language. Effective media used in English as foreign language (EFL) classes was a crucial aspect of the teaching method. Therefore, it was important for the teacher to provide an attractive teaching media to attract students' interest during learning process.

In addition, good teaching media can stimulate students' interest and encourage their participation in learning practice. There were many various authentic sources from the native speech community that was effective to use in English language teaching. As stated by Holtgraves in Sundari, English movies, TV shows, news broadcasts and so on can make students engage in authentic cultural experiences.[104]

Teaching pragmatics through speech acts can be taught by using English movie as the real representation of the used of authentic English language. It may be effective in holding students' interest. It

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[104] Sundari, *Understanding Speech Act,* 9.

also provided language learners the opportunity to view the social dynamics of communication as native speakers interact in authentic setting.

In this case, *Beauty and the Beast* movie can be used as a good media in teaching pragmatics through speech act. With authentic media such as English movie as resource, learners can see how native speakers communicate each other since it was reflection of their daily life, the event that happened in the movie might be also occur to them. By watching movie, the students can indirectly analyze speech function in *Beauty and the Beast* movie that employed by the characters, such as asking question, offering help, giving command, etc.

As stated before, teachers better focus on teach one or more speech acts, such as asking and answering a question, either accepting or rejecting an offer, or interpret requesting utterances in various ways. That kind of speech acts were employed by the character in *Beauty and the Beast* movie. The teacher may ask students to discuss the content of the movie in groups or to write reviews. Moreover, the teacher may ask learners to role play some situations that happened in the movie. The students can get experience by imitating how the characters use the utterances. Then, the students practice it in learning activity or in daily life.

For example, teacher asks student to role playing how an inappropriate greeting is used or a miscommunication is acted out based on cultural differences as in the movie. Meanwhile, other students observe the role play and try to identify if there was the inappropriateness or the miscommunication. Then, they can be encouraged to act out the same situation using a culturally appropriate form of address. It is believed that this kind of training and practice can help language learners improve their pragmatic competence effectively.
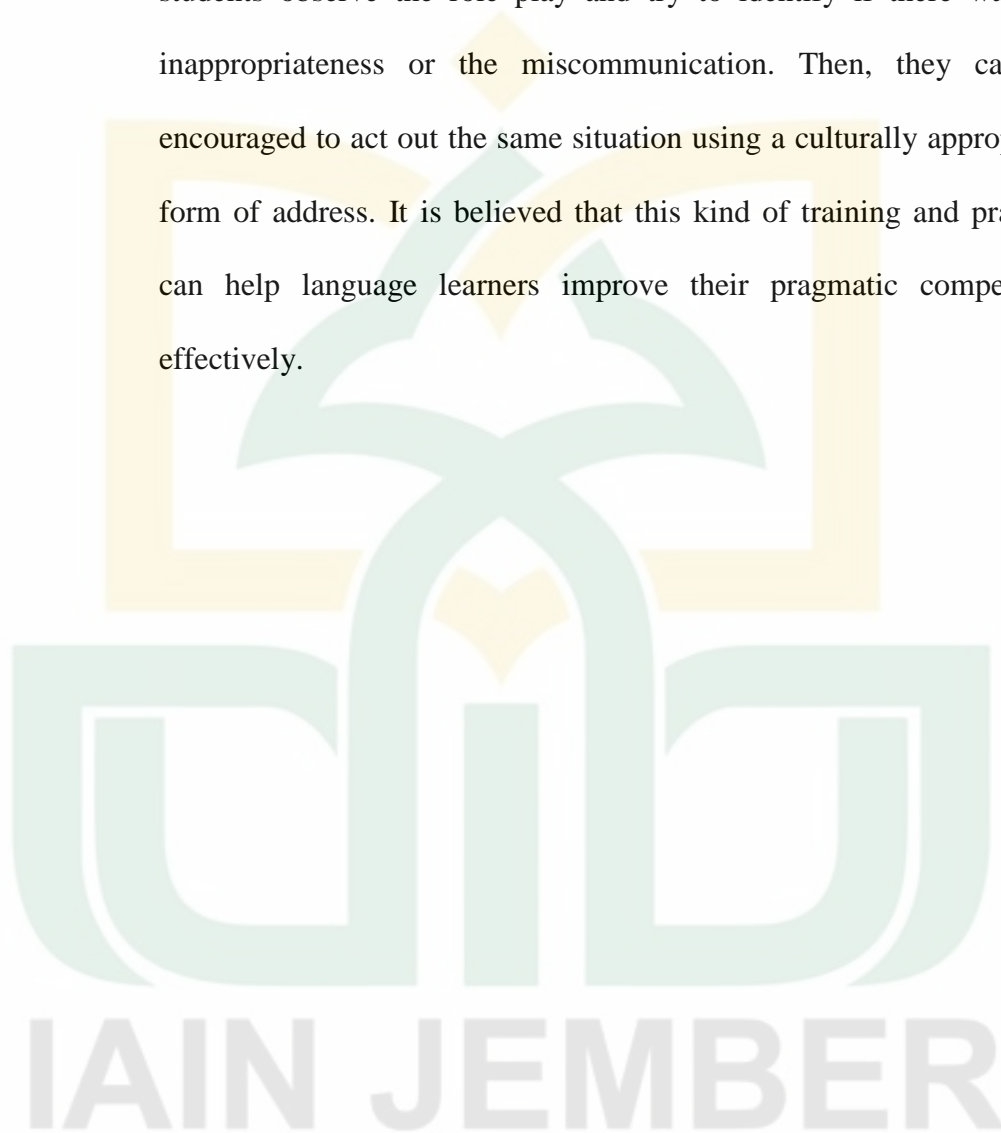
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

According to the result of the data analysis in the previous chapter, the researcher drew conclusions as follows:

1. The types of illocutionary acts employed by the main characters in *Beauty and the Beast* movie script

Based on the finding and result of data analysis in the previous chapter, all the types of illocutionary acts classified by John Searle were performed by the main characters in *Beauty and the Beast* movie script. They were representatives, directives, commissives, expressives, and declaratives.

Representative had 9 types which consisted of informing, describing, convincing, agreeing, denying, stating, deducing, arguing and boasting. Directive had 7 types which uttered in the form of asking, commanding, suggesting, warning, advising, suggesting and begging. Commissive had 5 types, they were planning, promising, refusing, offering, and threatening. Expressive had 8 types consist of thanking, praising, apologizing, blaming, stating pain, stating surprise, stating confusion, and regretting. Declarative act only had 2 types, they were declaring and dismissing.

2. The educational values and the significance of speech act in *Beauty and the Beast* movie to English language learning.

   a. The educational values in *Beauty and the Beast* movie.

      After identifying and classifying the types of illocutionary acts employed by the main characters in the *Beauty and Beast* movie, the researcher look for the educational values from Belle's utterances. There were four types of educational values showed by character Belle. They were: bravery, loyalty, honesty, self-confidence, love and affection, and kind and friendly.

   b. The significance of speech act in *Beauty and the Beast* movie to English language learning.

      Teaching pragmatics through speech acts can be taught by using English movie as the real representation of the used of authentic English language. It may be effective in holding students' interest. It also provided language learners the opportunity to view the social dynamics of communication as native speakers interact in authentic setting. In this case, *Beauty and the Beast* movie can be used as a good media in teaching pragmatics through speech act.

B. Suggestion

After drawing conclusion, the researcher would like to deliver some suggestions directing to other researchers who are interested in conducting research in the same field, the English teachers, and the students. The suggestions are presented in the following

1. For other researchers, the researcher suggests them analyze further because there are many interesting topics that can be analyzed regarding speech act study, such as direct and indirect speech or locutionary and perlocutionary effect in utterance. In this research, the researcher only analyzed the types of illocutionary act in a film. They can also use this study as a reference in doing related research.

2. For English as foreign language teachers, the researcher suggests them to acquaint pragmatics especially speech act to their students. Because understanding speech act theory and practice will improve their ability to prepare their learners to meet the challenge of producing more contextually appropriate speech in the target language. This study gives knowledge about the intended meaning behind an utterance, so it can reduce misinterpretation and misunderstanding in communication when they use the target language.

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Appendix 1: Research Matrix

Title	Variable	Indicator	Research Methodology	Research Question
Speech Act used by the main characters in Beauty and the Beast movie script	• Illocutionary act analysis	a. Representative b. Directive c. Commissive d. Expressive e. Declarative	**Research Design**: Qualitative Descriptive Research **Data and Source of Data:** The data were in the form of utterances produced by the main characters in *Beauty and the Beast* movie.	1. What are the types of illocutionary acts employed by the main characters in Beauty and the Beast movie script? 2. What are the educational values and the significance of speech act in Beauty and the Beast movie to English language learning?
	• Educational values	a. Bravery b. Honesty c. Loyalty d. Self-confidence e. Love affection f. Kind friendly	**Technique of Data Collection:** Document analysis **Data Analysis:** illocutionary act analysis based on John R. Searle's theory.	

PERNYATAAN SURAT KEASLIAN TULISAN

Yang bertanda tangan di bawah ini

Nama	: Muawana
NIM	: T20156071
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan
Prodi	: Tadris Bahasa Inggris

Menyatakan dengan sebenar benarnya bahwa skripsi yang berjudul

"Speech Act Used by the Main Characters in Beauty and the Beast Movie Script". Secara keseluruhan adalah hasil kajian atau karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Jember, 22 November 2019
Yang menyatakan

Muawana
NIM. T20156071

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama   : Siti Khodijah, S.S., M.Pd.

NIP   : 198609192019032016
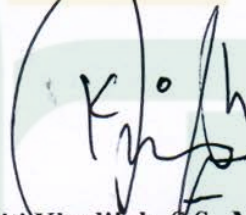
Jabatan   : Dosen IAIN Jember

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Muawana dalam penelitian yang berjudul "Speech Act Used by the Main Character in Beauty and the Beast Movie Script"

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 22 November 2019

Yang membuat pernyataan

Siti Khodijah, S.S., M.Pd.
NIP.198609192019032016

Appendix 2

Biography of the Researcher

Personal Information

- Name   : Muawana
- NIM   : T20156071
- Gender   : Female
- Place, Date of Birth   : Jember, April 10th 1997
- Address   : Dusun Sira'an RT: 002 RW: 005 Ds.

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- Religion   : Islam
- Department/ Major course   : English Language Education Department
- Email Address   : muawanahpbi1004@gmail.com

Educational Background

2003-2009: SDN Tisnogambar 03

2009-2012: MTs Bustanul Ulum

2012-2015: MA Bustanul Ulum

Appendix 3: Research Journal

Collected the Data Analysis

No	Things to do	Time	Notes
1	Watching and reading the script	June 12nd 2019	• Watching the movie repeteadly and carefully while reading and observing the dialogue from the script. • Finding the utterances that relevant to the research.
2	Dividing the data	July 04th 2019	• Separating the main characters utterances and other characters • There were 186 utterances by the main characters which relating speech act as the data • Putting the data having been chosen into the table of analysis
3	Identifying and classifying data	August 06th 2019	• Identifying the data having been put in the table analysis based on Searle's illocutionary types theory. • Classifying the data based on its own types.
4	Counting the data	August 19th 2019	• Counting the data in each five types of illocutionary act. • There were 186 utterances: 60 representatives, 65 directives, 24 commissives, 34 expressives, and 3 declaratives.
5	Analysing the data	September 10th 2019	• Analysing the data based on Searle's classification theory • There were 5 types of illocutionary acts performed in the movie • Interpreting how the types of illocutionary acts used in the movie
6	Validating the data	November 18th 2019	The researcher asked the advisor and one of English lecturer to check the data and the analysis of the data.
7	Concluding	November 22nd 2019	The researcher made conclusion based on the result of data analysis.

APPENDIX 4

The Findings of the Types of Illocutionary Acts

Found In *Beauty and the Beast* Movie

NOTE:

Rep   : Representative   Exp   : Expressive

Dir   : Directive   Dec   : Declarative

Com : Commissive

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	**Dir**	**Com**	**Exp**	**Dec**
1.	Gaston	Good morning, Belle! **Wonderful book you have there.**				Praising	
2.	Belle	**You've read it?**		Asking			
3.	Gaston	**Well, not that one.** But, you know Books. *(hands her the flowers)* For your dinner table. Shall I join you this evening?	Denying				
4.	Belle	**Sorry, not this evening**			Refusing		
5.	Gaston	**Busy?**		Asking			
6.	Belle	**No**	Denying				
7.	Belle	**Papa, do you think I'm odd?**		Asking			
8.	Maurice	**My daughter? Odd? Where did you get an idea like that?**				Stating confusion	
9.	Belle	**I don't know. People talk**	Informing				

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
10.	Maurice	**Oh. People. This village may be small, small-minded even, but small also means safe. Even back in Paris, I knew a girl who was so different, so daring, so ahead of her time that people mocked her until the day they found themselves imitating her**	Describing				
11.	Belle	**Please, just tell me one more thing about her**		Requesting			
12.	Maurice	**Your mother was... fearless. Fearless**	Describing				
13.	Maurice	**What would you like me to bring you from the market?**		Asking			
14.	Belle	**A rose like the one in the painting**	Describing				
15.	Maurice	**You ask for that every year**	Stating				
16.	Belle	**And every year, you bring it**	Agreeing				
17.	Maurice	Then I shall bring you another. **You have my word.** Come on, Philippe!			Promising		
18.	Belle	Bye papa. **I'll see you tomorrow!**			Planning		
19.	Maurice	**Tomorrow! With the rose!**			Promising		
20.	Lefou	**Am I catching you at a bad time?**		Asking			
21.	Gaston	**What is it, LeFou?**		Asking			
22.	Lefou	**A certain damsel is in distress**	Informing				
23.	Gaston	**Oh well. It's hero time**.	Boasting				
24.	Gaston	Belle! Heard you had a little trouble with the headmaster. He never liked me, either. **Can I give you a little advice about the villagers, though? They're never going to trust the kind of change we're trying to bring**		Advising			

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
25.	Belle	**All I wanted was to teach a child to read.**	Informing				
26.	Gaston	**The only children you should concern yourself with are... your own.**		Suggesting			
27.	Belle	**I'm not ready to have children.**			Refusing		
28.	Gaston	**Maybe you haven't met the right man**	Stating				
29.	Belle	**It's a small village, Gaston. I've met them all.**	Arguing				
30.	Gaston	**Maybe you should take another look. Some of us have changed**		Suggesting			
31.	Belle	Gaston, we could never make each other happy. **No one can change that much.**	Arguing				
32.	Gaston	**Belle, do you know what happens to spinsters in our village after their fathers die? They beg for scraps, like poor Agathe. This is our world, Belle. For simple folk like us, it doesn't get any better**	Stating				
33.	Belle	I might be a farm girl, but I'm not simple. **I'm sorry, but I'll never marry you, Gaston**				Apologizing	
34.	Belle	**Who said that? Who's there? Papa!? Is that you?**		Asking			
35.	Maurice	**Belle, How did you find me!?**		Asking			
36.	Belle	Oh, your hands are ice. **We need to get you home.**			Planning		
37.	Maurice	**Belle, you must leave here at once. This castle is alive! Now go, before he finds you!**		Warning			
38.	Belle	**Who?! Who's there? Who are you?**		Asking			
39.	Beast	**Who are you?**		Asking			

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
40.	Belle	**I've come for my father**	Informing				
41.	Beast	**Your father is a thief.**	Informing				
42.	Belle	**Liar!**	Denying				
43.	Beast	**He stole a rose**	Convincing				
44.	Belle	I asked for the rose**. Punish me, not him!**		Command			
45.	Maurice	**No, he means forever. Apparently that's what happens around here when you pick a flower**	Informing				
46.	Belle	**A life sentence for a rose?**				Stating confusion	
47.	Beast	I received eternal damnation for one. I'm merely locking him away. **Now... do you still wish to take your father's place?**		Asking			
48.	Beast	**Choose!**		Command			
49.	Maurice	Belle, I won't let you do this. I lost your mother. I won't lose you too. **Now go!**		Command			
50.	Belle	Alright, Papa. **I will leave.**			Planning		
51.	Belle	**I should have been with you.**				Regretting	
52.	Maurice	Belle, listen to me. It's all right. **Live your life. Forget me**		Command			
53.	Belle	**Forget you?** Everything I am is because of you				Stating confusion	
54.	Maurice	I love you, Belle. **Don't be afraid**		Advising			
55.	Belle	I love you too, Papa. I'm not afraid. **And I will escape, I promise.**			Promising		
56.	Belle	**Don't hurt him!**		Command			

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	**Dir**	**Com**	**Exp**	**Dec**
57.	Maurice	**Belle! I'll come back! I promise!**			Promising		
58.	Gaston	**Picture it, LeFou, a rustic cabin, my latest kill roasting on the fire. Adorable children running around us while my love rubs my tired feet.** But what does Belle say? "I will never marry you Gaston."	Describing				
59.	Lefou	**You know, there are other girls**		Suggesting			
60.	Gaston	**A great hunter doesn't waste his time on rabbits**			Refusing		
61.	Gaston	**Ah LeFou, you're the best.** How is it that no girl has snatched you up yet?				Praising	
62.	Lefou	**I've been told I'm clingy, but I really don't get it...**	Informing				
63.	Maurice	**Help! Somebody help me! We have to go... you must help me**		Begging			
	Villager	Whoa, slow down Maurice					
64.	Maurice	**He's got Belle... locked in a dungeon!**	Informing				
	Villager	Who's got her?					
65.	Maurice	**A beast... a horrible monstrous beast.** My daughter's life is in danger, why do you laugh!? His castle is hidden in the woods. It's already winter there!	Describing				
	Villager	Winter in June?					
66.	Maurice	**The beast is real!** Do you understand?! Will no one help me?!	Convincing				
67.	Gaston	**I'll help you, Maurice!**			Planning		

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
68.	Maurice	**You will?**		Asking			
69.	Gaston	**Everyone! Stop making fun of this man at once!**		Command			
70.	Maurice	**Thank you, Captain. Thank you**				Thanking	
71.	Gaston	Don't thank me, Maurice. **Lead us to the beast**		Command			
72.	Beast	**You will join me for dinner! That's not a request.**		Command			
	Mrs. Pot	Gently, master. The girl lost her father and her freedom in one day					
73.	Belle	**You've taken me as your prisoner and now you want to have dinner with me? Are you insane?**				Stating confusion	
74.	Beast	**I told you to join me for dinner.**		Warning			
75.	Belle	**And I told you no!** I'd starve before I ever ate with you!			Refusing		
76.	Beast	Well, be my guest! Go ahead and starve! **If she doesn't eat with me, then she doesn't eat at all!**			Threatening		
77.	Beast	**What are you doing here!? what did you do to it!?**		Asking			
78.	Belle	**Nothing.**	Informing				
79.	Beast	**Do you realize what you could have done!? You could have damned us all!** Get out! Go!		Warning			

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
80.	Maurice	**No! I'm sure this is the way!** Do you hear those wolves? That means we're getting very close to the castle.	Convincing				
81.	Gaston	**Look, enough is enough. We have to turn back**		Warning			
82.	Maurice	**Stop! That's it! That's the tree. I'm sure of it.** Of course, it was downed by lightning at the time, but now it's been restored to an upright position, through some sort of... magic. Or other.	Convincing				
83.	Lefou	**You really want to marry into this family?**		Asking			
84.	Maurice	**So that means the castle is definitely that way!**	Deducing				
85.	Gaston	I'm done playing this game of yours. **Where is Belle?**		Asking			
86.	Maurice	**The beast took her!**	Convincing				
87.	Gaston	**There are no such things as beasts, or talking teacups, or... magic! But there are wolves, frostbite, and starvation**	Arguing				
88.	Lefou	**Deep breaths, Gaston. Deep breaths.**		Suggesting			
89.	Gaston	**So why don't we just turn around go back to Villeneuve?** I'm sure Belle is at home, cooking up a lovely dinner...		Suggesting			
90.	Maurice	**If you think I've made all this up, then why did you offer to help?**		Asking			
91.	Gaston	**Because I want to marry your daughter!** Now let's go home.	Informing				
92.	Maurice	**Belle is not at home! She's with the..**	Arguing				

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
93.	Gaston	**If you say beast one more time, I will feed you to the wolves!**			Threatening		
94.	Lefou	**Gaston! Stop! Breathe. Think happy thoughts. Go back to the war.** Blood, explosions, countless widows...Yes, yes, that's it, that's it...		Command			
95.	Gaston	**Please, forgive me, old bean.** That's no way to talk to my future father-in-law, now is it?				Apologizing	
96.	Maurice	**Future father-in-law...? You will never marry my daughter.**			Refusing		
97.	Gaston	**If Maurice won't give me his blessing, then he is in my way. Once the wolves are finished with him, Belle will have no one to take care of her but me**			Planning		
98.	Beast	**Rooooaarrrr! Ow! That hurts!**				Stating pain	
99.	Belle	**If you held still, it wouldn't hurt as much**		Suggesting			
100.	Beast	**If you hadn't run away, none of this would have happened**				Blaming	
101.	Belle	**Well if you hadn't frightened me, I wouldn't have run away.**				Blaming	
102.	Beast	**Well you shouldn't have been in the west wing**				Blaming	
103.	Belle	**Well you should learn to control your temper. Try to get some rest**		Suggesting			
104.	Belle	**So you know Shakespeare?**		Asking			
105.	Beast	**I had an expensive education**	Boasting				

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
106.	Belle	**Actually, "Romeo and Juliet" is my favorite play**	Informing				
107.	Beast	**Why is that not a surprise?**		Asking			
108.	Belle	**I'm Sorry?**				Stating confusion	
109.	Beast	All that heartache and pining and -**There are so many better things to read**		Suggesting			
110.	Belle	**Like what?**		Asking			
111.	Beast	**Should be something here you can start with**	Stating				
112.	Belle	**It's wonderful.**				Praising	
113.	Beast	**Yes, I suppose it is.** Well, if you like it so much, then it's yours	Agreeing				
114.	Belle	**Have you really read every one of these books?**		Asking			
115.	Beast	**Not all of them. Some are in Greek**	Informing				
116.	Belle	**I never thanked you for saving my life.**				Thanking	
117.	Beast	**Well I never thanked you... for not leaving me to be eaten by wolves.**				Thanking	
118.	Beast	**Another little "gift" from the Enchantress. A book that truly allows you to escape**	Describing				
119.	Belle	**How amazing.**				Praising	
120.	Beast	**It was her cruelest trick of all. The outside world has no place for a creature like me. But it can for you. Think of the place you've most wanted to see. First, see it in your mind's eye. Now feel it in your heart**	Describing				

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
121.	Beast	**Where did you take us?**		Asking			
122.	Belle	**Paris**	Informing				
123.	Beast	Oh, I love Paris. **What would you like to see first? Notre Dame? The Champs-Elysées? No? Too touristy?**		Asking			
124.	Beast	**I am sorry I ever called your father a thief.**				Apologizing	
125.	Lefou	**Maurice!**				Stating surprise	
	Villager	Gaston, did you try to kill Maurice?					
126.	Gaston	**Oh, Maurice! Thank heavens.** I've spent the last five days trying to find you.				Praising	
127.	Maurice	**No! You tried to kill me! You left me for the wolves!**				Blaming	
	Villager	Maurice, do you have any proof of what you're saying?					
128.	Maurice	**Ask Agathe!** She rescued me		Command			
129.	Gaston	**Agathe? You'd hang your accusation on the testimony of a filthy hag?** *(to Agathe)* No offense, Agathe.				Stating confusion	
130.	Maurice	**Monsieur LeFou! He was there. He saw it all.**	Informing				
131.	Lefou	**Me?**				Stating confusion	
132.	Gaston	You're right. Don't take my word for it. **LeFou, my dearest companion, did I, your oldest friend and most loyal compatriot, try to kill the father of the only woman I've ever loved?**		Asking			

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
133.	Lefou	It's a complicated question on a number of accounts, but... **no. No, he did not**	Denying				
134.	Belle	**My father taught me to dance. I used to step on his toes a lot.**	Informing				
135.	Beast	**You must miss him**	Stating				
136.	Belle	**Very much**	Agreeing				
137.	Beast	**Would you like to see him?**			Offering		
138.	Belle	**Papa! What are they doing to him?! He is on trouble**				Stating surprise	
139.	Beast	**You must go to him.**					Dismissing
140.	Belle	**What did you say?**				Stating confusion	
141.	Beast	**You must go to him. No time to waste.**		Command			
142.	Beast	No. **Keep it with you.** And you'll always have a way to look back on me.		Command			
143.	Belle	**Thank you.**				Thanking	
144.	Gaston	Have you ever seen the inside of a mad house, Maurice? You wouldn't last a week. **Just give me your daughter's hand, and I'll set you free.**			Offering		
145.	Maurice	**Never**			Refusing		
146.	Gaston	**Take him away!**		Command			
147.	Belle	**STOP!**		Command			
148.	Maurice	**Belle? I thought I'd lost you!**				Stating surprise	

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
149.	Belle	**Open this door! He's hurt! My father's not crazy! Gaston... Tell him!**		Command			
150.	Gaston	Belle, you know how loyal I am to your family, but **your father has been making some unbelievable claims.**	Informing				
	Villager	It's true, Belle. He's been raving about a beast in a castle					
151.	Belle	**I have just come from the castle and there is a beast!**	Informing				
152.	Gaston	**We all admire your devotion to your father, but you'd say anything to free him. Your word is hardly proof**	Arguing				
153.	Belle	You want proof? (*Show me the beast!*) **There is your proof!**	Convincing				
154.	Gaston	**This is sorcery! Look at this beast. Look at his fangs, his claws**		Warning			
155.	Belle	**No, don't be afraid. He is gentle and kind.**	Convincing				
156.	Gaston	**The monster has put her under a spell!** If I didn't know better, I'd say she even cared for him				Blaming	
157.	Belle	**He's not a monster, Gaston. You are. The beast would never hurt anyone.**	Denying				
158.	Gaston	**I have heard of the effects of dark magic, but never seen it with my own eyes before! This is a threat to our very existence!**		Warning			

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
159.	Gaston	We can't have her running off to warn the beast. **Lock her up too.**		Command			
160.	Belle	**This isn't over Gaston, you'll see!**		Warning			
161.	Lefou	**Gaston, with all due respect --**		Suggesting			
162.	Gaston	**Do you want to be next?!** Fetch my horse.			Threatening		
163.	Gaston	That creature will curse us all if we don't stop him! **Well, I say WE KILL THE BEAST!**					Declaring
164.	Belle	**I have to warn the beast**			Planning		
165.	Maurice	**Warn him? How did you get away from him?**				Stating confusion	
166.	Belle	**He let me go, papa. He sent me back to you.**	Informing				
167.	Maurice	**I don't understand**				Stating confusion	
168.	Belle	**He took me there. I know what happened to mama**	Describing				
169.	Maurice	**Then you know I had to leave her there.** I had to protect you. I've always tried to protect you... too much, perhaps...	Deducing				
170.	Belle	I understand. **Will you help me now?**		Asking			
171.	Maurice	**It's dangerous**	Stating				
172.	Belle	**Yes. Yes it is**	Agreeing				
173.	Maurice	Of course I could try to pick the lock. **After all, it's only gears and springs. But I would need something long and sharp** -- Like that. Perfect	Describing				
174.	Belle	**Where is he?!**		Asking			
175.	Gaston	**When we return to the village, you will marry me,** and the beast's head will hang on our wall!			Planning		

No.	Character	Utterances	Types of Illocutionary acts				
			Rep	Dir	Com	Exp	Dec
176.	Belle	**Never.**			Refusing		
177.	Beast	**Belle? BELLE! You came back!**				Stating surprise	
178.	Belle	**I tried to stop them!**	Informing				
179.	Beast	**Stay there!** I'm coming!		Command			
180.	Gaston	**No. Don't let me go. Please. Don't hurt me, Beast. I'll do anything.**		Begging			
181.	Beast	I am not a beast. **Go. Get out**		Command			
182.	Beast	**You came back.**	Stating				
183.	Belle	Of course I came back. **I'll never leave you again**			Promising		
184.	Beast	**I'm afraid it's my turn to leave.**				Regretting	
185.	Belle	**No... please, no... Please, don't leave me. Come back.**		Begging			
186.	Belle	**I love you.**					Declaring

Appendix 5: Profile of *Beauty and the Beast* Movie

Beauty and the Beast 2017 poster.jpg
Theatrical release poster

Directed by	: Bill Condon
Produced by	: David Hoberman and Todd Lieberman
Screenplay by	: Stephen Chbosky and Evan Spiliotopoulos
Based on	: Disney's Beauty and the Beast by Linda Woolverton
	: Beauty and the Beast by Jeanne-Marie Leprience de Beaumont
Music by	: Alan Menken
Cinematography	: Tobias A. Schliessler
Edited by	: Virginia Katz
Production Company	: Walt Disney and Mandeville Films
Distributed by	: Walt Disney Studios and Motion Pistures
Release date	: February 23rd, 2017 (Spencer House)
	: March 17th, 2017 (United States)
Running time	: 129 minutes
Country	: United States
Language	: English
Budget	: $160–255 million
Box office	: $1.264 billion