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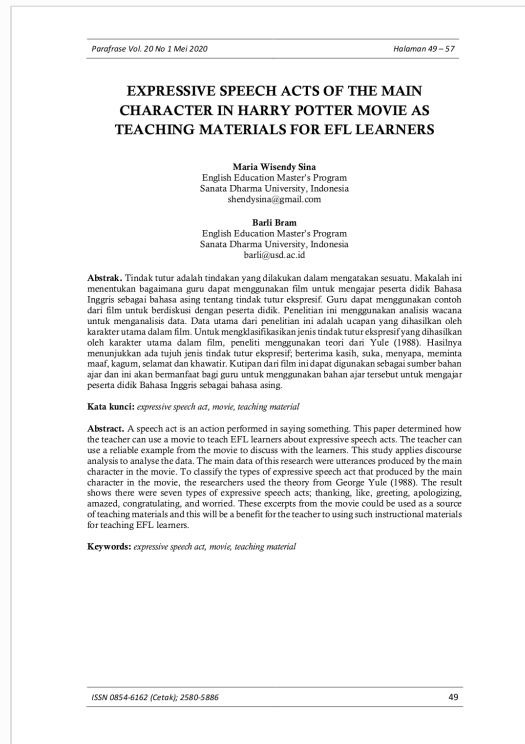
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**EXPRESSIVE SPEECH ACTS OF THE MAIN
CHARACTER IN HARRY POTTER MOVIE AS
TEACHING MATERIALS FOR EFL LEARNERS**

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Abstrak. Tindak tutur adalah tindakan yang dilakukan dalam mengatakan sesuatu. Makalah ini menentukan bagaimana guru dapat menggunakan film untuk mengajar peserta didik Bahasa Inggris sebagai bahasa asing tentang tindak tutur ekspresif. Guru dapat menggunakan contoh dari film untuk berdiskusi dengan peserta didik. Penelitian ini menggunakan analisis wacana untuk menganalisis data. Data utama dari penelitian ini adalah ucapan yang dihasilkan oleh karakter utama dalam film. Untuk mengklasifikasikan jenis tindak tutur ekspresif yang dihasilkan oleh karakter utama dalam film, peneliti menggunakan teori dari Yule (1988). Hasilnya menunjukkan ada tujuh jenis tindak tutur ekspresif; berterima kasih, suka, menyapa, meminta maaf, kagum, selamat dan khawatir. Kutipan dari film ini dapat digunakan sebagai sumber bahan ajar dan ini akan bermanfaat bagi guru untuk menggunakan bahan ajar tersebut untuk mengajar peserta didik Bahasa Inggris sebagai bahasa asing.

Kata kunci: *expressive speech act, movie, teaching material*

Abstract. A speech act is an action performed in saying something. This paper determined how the teacher can use a movie to teach EFL learners about expressive speech acts. The teacher can use a reliable example from the movie to discuss with the learners. This study applies discourse analysis to analyse the data. The main data of this research were utterances produced by the main character in the movie. To classify the types of expressive speech act that produced by the main character in the movie, the researchers used the theory from George Yule (1988). The result shows there were seven types of expressive speech acts; thanking, like, greeting, apologizing, amazed, congratulating, and worried. These excerpts from the movie could be used as a source of teaching materials and this will be a benefit for the teacher to using such instructional materials for teaching EFL learners.

Keywords: *expressive speech act, movie, teaching material*

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by Bram Barli

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INTRODUCTION

The aim of teaching English as a foreign language is to provide learners to communicate effectively for every context in real life. Human and language are two things that cannot be separated, in the sense that both are closely related. As the most important means of communication, language is critical for humans to express what it has in mind or ideas. With the development of applied linguistics, the connections between pragmatics and language teaching being a big concern for teachers' emphasis nowadays. Speech acts theory is the first major in theory in pragmatics. By our verbal communication, we normally act or do something as a consequence of utterances by our speaker partner. In other words, one utterance can trigger a certain action. This is roughly speaking the essence of speech act, and the relationship between our utterance and its subsequent action is known as an illocutionary act. The basic unit of language for Searle (1969, 1979) is not the theory, word, and sentence type, but the speech act or illocutionary act and establishment of representation in the context of speech act.

Pragmatics is how we recognized the invisible meaning or how we found out the meaning of something that isn't truly written or uttered (Yule, 2010). The pragmatic competence involved speakers, the situation of social and cultural context, which requires speakers to have the ability to use language in a comprehensive range of environments. Gumperz (1990) emphasized the difficulties may arise when the second language learners engage in conversation with native speakers due to their lack of mastery in the production of speech acts that involve conversation norms. Therefore, when the speakers or writers try to communicate with others, they must be capable to depend on many shared of their expectations and assumptions. If the speakers have a lack of pragmatics capability, then it causes the speakers unable to produce language where it is socially and culturally appropriate, although the speakers are considered fluent in a second language because of their mastery of language's vocabulary and grammar.

In recent years, the interest in the teaching of speech acts in English as a second language (ESL) and English as a foreign language (EFL) has been increasing. There's a lot of studies have focused particularly directed toward on how best to teach in EFL and ESL classroom and most of them still unconvinced that they should teach speech acts and for those who would like to do, feel unprepared to make the appropriate choice regarding which acts to teach or how to develop appropriate lesson to make it interesting to learn. Authentic materials like movies, songs, magazines, newspapers, etc. are usually used by teachers as they serve as very reasonable, effective, and interesting tools in teaching EFL students. Therefore, authentic materials not only bring the real world into the class but also provide context to the learners and it's critical for the effectiveness of language teaching.

Speech acts can be found in different forms of communication, it can be a daily conversation, formal meetings, speeches, and more. The researchers have been concerned in the study of speech acts found in literary work such as a movie. The phenomenon of speech acts commonly occurs in the movie's dialogues since the characters are engaged in various conversation scenarios and use different ways of communicating and choosing words. This is important to examine because people can get a deeper sense of what the movie is about, particularly what the characters mean during the dialogues. Conflicts are often enacted in the movie hence is simple to extract excerpt from such a medium and use them as pedagogical materials.

Since many utterances used by the main character are interesting for

performing an action at different levels through those utterances of speech acts, this paper scrutinized how the teacher can use movies to teach students about speech acts because, inside a movie, many linguistics aspects such as pragmatics, semantics, sociolinguistics, including speech act can be learned. Cohen (1996) emphasized that speech acts reveal to some points routinized language behavior helps to learn the sense that considerable of what is said it expected. In this research, the researchers applied discourse analysis to analysed speech acts produced by the main character in the movie which later can be used for the teacher to discuss with the learners about the use of expressive speech act in various ways.

In this paper, two questions were formulated as follows: First, what categories of expressive speech acts used by the main character in Harry Potter and The Sorcerer's Stone movie? Second, what activities can be applied in teaching expressive speech acts by using the utterances from the movie for EFL learners?

Pragmatics is an important aspect of language learning and without an understanding of the pragmatics norms of language, the role of the social context in the language choice that we make; a language learner cannot be adequately identified as having communication skills in the target language.

Pragmatics is the study which communicates beliefs is more than what is said. Consequently, it has more to do with understanding what people mean by their utterances than what the words or phrases in those utterances might mean on their own (Yule, 1996). What Yule tries to underline here is that the sense the speakers have is more than the words they say. We might also be paying attention to the context to understand the meaning of the speakers. Consequently, pragmatics often involves meaning. This is in line with Leech (1996), who states that pragmatics is the study of meaning, which is linked to the

circumstances of speech and Kecskes (2014) who states that pragmatics is a linguistic division that focuses on the use of language in the social context and how people create and understand meanings through language.

More specifically, Yule (1996) continues to say that pragmatics should also consider elements of meaning such as whom people are talking too, who, where and what conditions that will decide how they speak and what they want to say. Therefore, we can't determine the context purely from the words that people say. Beyond those words, we need to be conscious of some aspects of the meaning. In line with that, Richards and Schmidt (2013) agree that pragmatics is the study of the use of language in sentence-related communication and the context and circumstances in which it is used. The pragmatic analysis focuses on the intention of the speakers' articulated through utterances rather than the context of the sentences of words. This means that pragmatics concern with the philosophical aspects which focus on the meaning of the conversational utterances of speakers. However, despite being a significant aspect of communication, pragmatics in many English language textbooks has been largely underserved (McConachy & Hatta, 2013). Perhaps this combination of lack of research and under-representation of educational materials has resulted in inadequate attendance in the classroom of functional competence. Nevertheless, a number of issues emerge as realistic standards are discussed in the materials.

Furthermore, McConachy & Hatta (2013) describe a number of problems with how culture and pragmatics are discussed in many English language learners' textbooks, such as the inclusion of only a limited range of speech acts. A speech act, therefore, has to be understood in the context of the entire talk sequence for language learners to fully understand speech acts as they emerge in authentic discourse (Kasper, 2006) and

language instruction must reflect this broader view of speech as action.

Speech act certainly existing in social and interactive discourse as practical units in communication hence it is critical for language learners to obtain its perception and main beliefs. Austin (1962) and Searle (1969, 1976) divided speech acts into different subcategories. According to Yule (1996:47), people not only produce utterance containing words and grammatical structures but also depicts in the utterances in attempting to express them. Stated by Austin (1962:94) the theory of speech act is not only about people produce utterances to say something but also used it to perform an act or to do things.

The speech act theory originated from Austin (1962), said that the speech act is an act on saying something that each speech act consists of three components. The first is locutionary as the literal meaning of the utterances or the actual words which the speaker is saying/ produce the literal meaning of the utterances; the second is illocutionary as the social function that utterance or written text has and to show the intention or meaning of the speaker. The last is perlocutionary as the effect of the utterances on the hearer or the result or consequence from the utterances that are produced by the speaker.

Yule (1996) emphasizes that as a basic utterance or act, a locutionary act produces a significant linguistic expression. Locutionary exists on the speaker's utterances when the speaker uses her/his organ of speech to produce utterance. Furthermore, illocutionary act is the act of speaker to produce utterances by using her/his organ of speech. For example, "I promise to give you some money", that is one of the examples when the speaker produces utterances by using her/his organ of speech, that called locutionary act. Every utterance has a function and meaning and it called illocutionary act. According to Yule (1996) illocutionary action is done through

the power of speech that is communicated for utterance "I promise to give you some money", this is not only about the statement from the speaker, but also how the speaker binds with what he/she said. Therefore, the speaker will do something in the future or promising something because intentions of speech are facts and the example of utterance above is the act of giving promise to something. Perlocutionary act is the result or effect of utterance that is produced by the speaker to the hearer. The example "I promise to give you some money", the result from that statement to the hearer can be a cheerful one.

According to Searle (1969, cited in May 2001), there are five categories of speech acts from the classification of illocutionary acts. *Representative speech act* is a speech act that describes the state or event in the world, such as an assertion, claim, and report. Example: this campus is located in Affandi Street. *The expressive speech act* is a speech act in which the speaker expresses feelings and attitudes about something, such as apology, complaints, to thanks someone, to congratulate someone. *The directives speech act* is a speech act that functions as getting the listener to do something, or to do make the other person's actions fit the propositional content such as suggesting, a request, or command to matching the world with the words.

According to Brinton & Brinton (2010) type of directive such as questioning attempts the hearer to do the speech act of answering. *The commisive speech act* is a speech act that commits the speaker to do something in the future, such as promise, plan, or a threat. Examples: I'll buy you breakfast for my birthday. *The declarative speech act* is a speech act that changes the state of affairs in the world. For example, in a wedding ceremony: I pronounce you husband and wife. Speech act theory deals with actual utterances than utterances types, and less with the way speakers and hearers build upon inferences in talk than with the

knowledge that they presume to bring to talk. As one of the components of pragmatic competence, speech acts Teaching speech acts encourage EFL students to become conscious of the sociolinguistic patterns of language usage and cultural diversity that make appropriate use of English as opposed to their first socio-linguistic system.

Speech acts are considered to be an essential component of pragmatic competence and the basic units of human communication. Pragmatic competence is considered to be an understanding of the relationship between form and context which helps us to express and interpret the intended meaning accurately and appropriately (Murray, 2010). Speech acts occur in all languages and culturally bound by linguistic realization and frequencies. It also embodies the basic cultural values and social norms of a language and culture and represents the use of language in a particular community of speech. Therefore, teaching speech acts encourages EFL students to become conscious of the sociolinguistic patterns of language usage and cultural diversity that make appropriate use of English as opposed to their first socio-linguistic system.

RESEARCH METHOD

Besides, to acquire the depth understanding of this topic, this research used the qualitative method "for investigating the significance individuals or groups attribute to a social or human problem" (Creswell, 2014) and applied discourse analysis to analyse the data. According to Brown and Yule (1983) "discourse analysis is committed to an investigation of what language is used for". Text and interaction were made by sentences and speech in a discourse analysis study to be fit in our social context". Discourse analysis is focused on how people use language to do something and to show people of their belonging to certain clusters. The result of the problem of language

learning is that discourse analysis can and should genuinely be used if we believe that communication skills are the practical goal; "effective language learning requires much more than gaining static formal knowledge of the new language, but must also include the ability to reach meaning in conversation" (Cook, 2011). The study of discourse is seen as a method in language teaching. In this case, the study of the discourse provides a method for professional development.

Data of this research were both qualitative and quantitative that are collected in parallel, analysed separately, and then combined. The researchers conducted a movie script of Harry Potter and The Sorcerer's Stone as the main data and examined excerpts that contain expressive speech act. The researchers also conducted qualitative analysis from the excerpts that were chosen to determine descriptive results related to expressive then compared the two databases to integrate the result from both sets of data. data will be analysed by using descriptive analysis.

The researchers collected the data by using a convergent parallel mix to converging both quantitative and qualitative data to obtain an understanding of the research problem by comparing the two databases (Creswell, 2014). Besides, to collect data in qualitative research it can be through, checking the documents, doing the interview with the participants, and also doing the observation in the field (Creswell, 2014). Then, the researchers collect the various types of data like a movie script that the researchers downloaded from the website http://tomfeltonandmore.tripod.com/home/id9.ht and also the form of data of tallying types of expressive speech acts.

This research used discourse analysis to analyse the data that involved a close reading of a text, in this research detailed transcription of a conversation between the main characters with other characters in the

movie script that contains expressive speech act. The first step that the researchers did was to explore the movie script by close reading. The purpose of this close reading was critical for the researchers to gain the information, so the results of data analysis were richer. In this reading process, the things that the researchers did understood the context of expressive speech acts were contained in the movie script. Then the researchers categorized each excerpt into multiple categories of expressive speech acts. The final stage was compiled the results of the analysis, including theories from experts that strengthen the results of the analysis. Compilation of the results of the analysis was provided in table format and the researchers also determined what activities can be applied in teaching expressive speech acts for ELF Learners.

RESULT AND DISCUSSION

Types of Expresive Speech Acts performed by Harry Potter in the Movie

In the results and discussion section, the researchers would like to present the amount and percentage of expressive speech acts performed by Harry Potter as the main character in Harry Potter and the sorcerer's stone movie.

No	Types of Expressive	Number	Percentages
1	Thanking	4	13.33%
2	Like	6	20%
3	Greeting	4	13.33%
4	Apologizing	4	13.33%
5	Amazed	4	13.33%
6	Congratulating	2	6.66%
7	Worried	6	20%
	TOTAL	**30**	**100%**

Table 1. Types of expressive performed by Harry in the movie's script

Table 1 presents seven types of expressive speech acts found in Harry Potter and the sorcerer's stone movie. These seven types of expressive speech acts are thanking, like, greeting, apologizing, amazed, congratulating, and worried. Based on the analysis table, there are six utterances of the expressive speech act of like (20%), 2 utterances belonged to the expressive speech act of congratulating (6,66%), there are 4 utterances of the expressive speech act of thanking, greeting, apologizing and amazed (13,33%) and 6 utterances belonged to the expressive speech act of worried (20%). Thirty utterances contain expressive speech acts used by Harry Potter as the main character in the movie. Based on the analysis table, expressive speech acts of worried and like were the most frequently use. The reasons Harry Potter used expressive speech act of worried: to express his emotion, feeling anxious or troubled about actual or potential problems that occur in the movie. The main conflict in this movie is about competition between Harry Potter as a good character and Voldemort as a bad character, so there is tension in the movie which always given the feelings of worry. The reasons Harry Potter used expressive speech act of like: to express his emotion, feeling happy with the certain circumstances and his interest, passion into something that he likes.

The next point that the research will discuss is the example of two types of expressive speech acts produced by the main character found in the movie script.

Thanking

Hagrid: Oh well, of course you are! Got something for ya. 'Fraid I might have sat on it at some point! I imagine that it'll taste fine just the same. Ahh. Bake it myself. (Hands Harry the cake), words and all, Heh.

Harry: Thank you! (Opens cake which reads: Happee Birdae Harry).

Harry as the speaker said "*Thank you!*" to expresses grateful feelings (thanking) to Hagrid as the hearer, who gave him a birthday cake. The particular expressions of gratitude to (someone) especially by saying "Thank you". According to Bardovi-Harlig, Rose, and Nickel (2008), thanking is an expression that people show or say to express their grateful feeling to other people.

With such text, some of the question the teacher may ask students can include the following:

- Can you provide an example of thanking in your real-life context?
- Can you think of the most suitable reaction to the following phrases? Example: It was nice to meet you; I hope you have a good condition, etc.

Separately after the teacher gathering the examples for assistance, students can be questioned to cite examples such as real-time interfaces and also discourse from both movies and drama.

22 Congratulating

Ron: Harry, wake up! Come on, Harry, wake up. Happy Christmas, Harry.
Harry: Happy Christmas, Ron. What are you wearing?

Harry said "*Happy Christmas, Ron.*" to act of saying hello or welcome somebody. Harry as the speaker expresses his act to being toward something to Ron as the hearer. Congratulate is an expression that people use to give congratulate utterances to other people when he or she succeeds in something and give (someone) one's good wishes when something special or pleasant has happened to them. According to Bardovi-Harlig, et al. (2008), congratulations is an expression toward something that has been done or especially when doing something well, in everyone's activities.

With such text, some of the questions, the teacher may ask students can include the following:

- Can you provide an example of congratulating in your real-life context?
- Can you think of the most suitable reaction to the following phrases? Example: Ron has done a great job for this year; Harry got the promotion for his job yesterday, etc.

Separately after the teacher gathering the examples for assistance, students can be questioned to cite examples such as real-time interfaces and also discourse from both movies and drama.

Implementation of the theory

The teacher should build learners' awareness of the additional linguistic features and the sets of specific speech act, so the learners may achieve optimal pragmatic success. Language learners especially EFL learners who haven't the opportunity to do the interactions with others and their knowledge may not effectively produce in spontaneous speech. Besides, through the use of interesting materials that expected to be good sources that can be contributed for ELF students while learning the functions of pragmatic rather than textbooks as they do not occur in an authentic setting. And this way teacher can help to build and sustain the sensitivity of ELF learners.

Materials which are produce must enable the ELF learners to use expressive speech act in their daily life. The extensive discourse among associates in different certain communities or with the community crossways age of gender can be used as a content in the materials. The teacher can extract examples from the conversation to summon up dialogue on responses to specific speech acts (expressive speech acts) by using these kinds of written texts that can apply for another source responding to

various speech acts like apologizing, congratulating, etc. From the analysis above about discourse, teachers are expected to be more creative by using various kinds of an example taken from written text or movie, to make the lesson more interesting, where EFL learners more engage in discussion and have their own "have knowledge in the field of linguistics also have communicative competence that must be mastered by the speaker to construct and prop up dialogue and collaboration (Gumperz, 1982 cited in Roberts, C, Davies, E & Jupp, T, 2014).

From findings and discussion, it can include that not only in written text or in our daily conversation with others contains expressive speech acts, but it can be found in the movie too. A movie can represent our daily life or other just a fiction like novel or drama. Teaching ELF learners both can be easy and difficult. As a teacher, it's critical to be more creative to make the learning process in the class more powerful, interesting so it can be more attractive for EFL learners to learn. The participants that do interaction in this research are teachers and students; this means that interaction requires the meaning and context of action. According to Mey (2001: pg. 119) "contextual conditions of speech acting, that is, the social framework in which a speech act has to be performed to be valid. It means with a context the meaning will be valid, pragmatic must have context between speaker and listener". By using the movie as teaching materials for teaching EFL learners about expressive speech acts, it can lead them to more appropriately understand how to use expressive speech act and they can discover expressive speech acts in daily life. The teacher can use some movie clips contain expressive speech act as a real example and provide an explanation which points out the regulations and principle. The teacher should also provide direction to inform students about what they should discuss related to the movie.
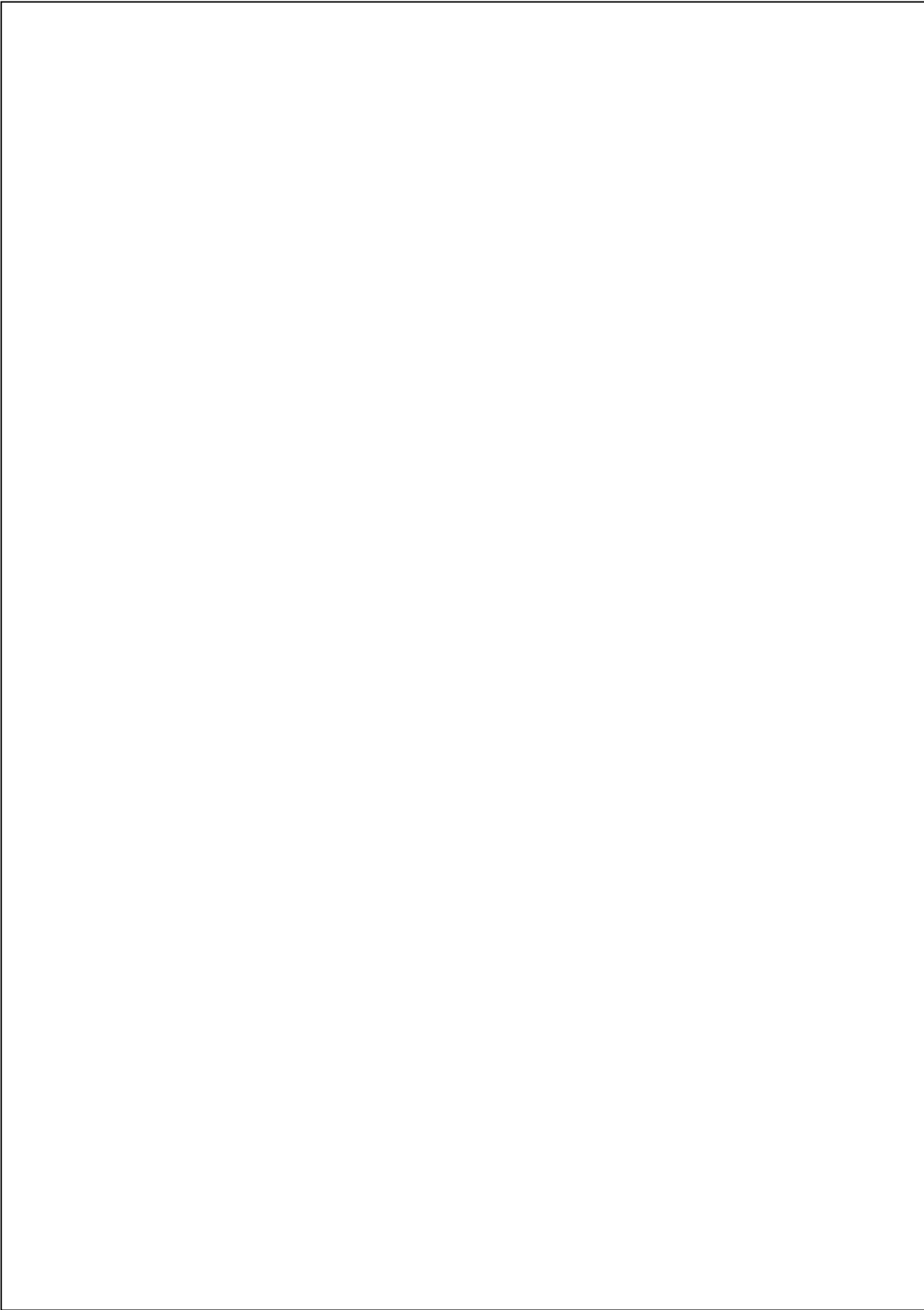
CONCLUSION

This research has reviewed the theory of speech act and its implication to English language teaching. As a classic theory in language, the theory of speech act has a critical role in pragmatic and practical linguistics in the provision of conversational proficiency and also has had a major impact on the philosophy of linguistics and the ELT, its significance as a method for producing acceptable linguistic choices for communication language teaching cannot be disputed (Zhao & Throssell, 2011). As we know, humans and language are the two things that cannot be separated, in the sense that both are closely related. For human's language is critical to building communication, because language can express what they have in mind or ideas and the function of the theory cannot be ignored in daily life.

In teaching certain speech acts for EFL learners, the teacher can implement several approaches by using the movie as materials. This can provide learners with the awareness of strategies and forms they need to develop the knowledge and skill required to identify and generate expressive speech acts. It also leads learners to apply the language appropriately and effectively not only does the speech act theory to convey the linguistic rules related to utterances. Indeed, the use of speech acts in the EFL classroom will provide opportunities for learners to compare their own with foreign pragmatic skills, thereby contributing to the growth of intercultural competency (Kramsch, 2011). With awareness of the needs of learners to be proficient in accomplishing appropriate speech acts in intercultural communication, therefore it's highly recommended for teachers to introduce the theory of speech act and provide interrelated knowledge.

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