

## Speech acts in *Madagascar 3* (A film) and their application in ELT

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### Abstract

This research aims to: (1) identify and describe speech acts in the film of *Madagascar 3: Europe's Most Wanted* that suit to the language functions in KTSP and 2013 Curriculum for junior high school and (2) explain ways to apply the speech acts in ELT. This study employed the qualitative approach. The research object consisted of the utterances in the film. The data were collected through an observation and they were classified based on the speech act classification. The research findings reveal that there are many speech acts functions in the film suiting to the language functions in the curriculums. Directive speech act includes commanding and ordering, requesting, inviting, suggesting, prohibiting, and begging. Expressive speech act includes parting, thanking, congratulating, liking and disliking, greeting, apologizing, complimenting and admiring, agreeing and disagreeing, doubting, and refusing. Representative speech act includes convincing, informing, and giving fact or opinion. Commissive speech act includes promising and offering. The application of the speech acts functions in ELT is done by making use of the utterances to express the language functions in the curriculums.

**Keywords:** speech act, language function, context, utterance

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## INTRODUCTION

The goal of learning a language is being able to use the language to communicate, since communication is very important in life. A language is used in conversations with other people to interact in a social life. Thus, learning a language is a must for every human being.

English is a language widely used by many people in the world because it is the international language. Since it is importance as the international language, many people learn it. In many non English speaking countries, English is even taught since elementary school as a second language or foreign language. This is done so that people have a longer time to learn English. Therefore, they will be familiar with the use of English as the demand of today's globalization era.

Being able to use a language is part of the language competence. In English language teaching and learning, students learn English by the help of English teachers. During the teaching and learning process, students should not only learn English theoretically, but also practically. In fact, learning English means learning the

whole thing about the language, i.e. according to Bachman (1990) in Brown (2003, p. 10) in learning a language a learner must comprehend the language competence. The language competence consists of organizational competence and pragmatic competence. Organizational competence consists of grammatical and textual competence, whereas pragmatic competence consists of illocutionary competence and sociolinguistic competence.

In its role as a means of communication, the pragmatic competence is very important to be mastered by students, because only when they have pragmatic competence, they will be able to create a communication. That is why teaching pragmatics in the English class is a must. However, today's curriculum of junior high school only includes small parts of pragmatic elements. Reading is the skill that gets the biggest portion.

Today's curriculums that are used in Indonesia for junior high school are the newest 2013 curriculum and the previous KTSP curriculum. Pragmatic elements have been included in both curriculums in the form of language functions, such as requesting, commanding,

congratulating, offering, giving opinion, and thanking.

The language functions can also be called speech acts. Students must be able to express the speech acts appropriately when they are faced to real situations. It means that they should be able to produce illocutionary utterances to be regarded as having the illocutionary competence.

Students of junior high school do not have many opportunities to practice their speaking skill because speaking and listening have less portion compared to writing and reading in the curriculums. As a result, their speaking skill is still low or in other words, students have low pragmatic competence. It is the task for the English teachers to make them obtain deeper understanding about pragmatic competence.

English class becomes the main source for students to learn English. As a consequence, English teachers must maximize their performance in class while teaching the language functions to ensure that students will have the pragmatic competence. Therefore, English teachers should think of an interesting way to deliver pragmatic elements to students. Rather than teaching blindly by only following what is in the curriculums, teachers can make use of authentic materials to promote pragmatics to students to make it more interesting.

Using an authentic material as an English learning source is of a great benefit. Students get an opportunity to be exposed to natural English. Students can learn vocabularies in context, utterances in context, even culture at the same time. It is in line with Peacock (1997) in Richards (2001, pp. 252-253) who states that advantages of using the authentic materials are they have a positive effect on learner motivation, provide authentic cultural information, provide exposure to real language, relate more closely to learners' need, and support a more creative approach to teaching.

There are many sources of authentic materials of English. One of them is English films. The pragmatic elements that can be found in films are the illocutionary aspect and sociolinguistic aspect, the two components of pragmatic competence. Films illustrate utterances in contexts that are packaged into audio visual form that present events happening in real life. There, daily conversations can be seen and heard vividly. Although most films are fictitious, they are as real as the real life in term of the events and/ or topics, including the conversations. Because of that reason, English

films are good media for students to learn how people use the language to communicate.

The ability of films to teach students by providing natural use of language is emphasized by Mey (2001, p. 10) who states that linguistic functions of use are best studied in situations where people interact normally, using language face to face, as in everyday conversation. That kind of situation can be found in films. Furthermore, Stempleski (1987) in Su and Liang (2015, p. 107) indicates that by using cartoons of materials, students find a fulfilling challenge and feel a great sense of satisfaction when they are able to understand concepts designed for native English speakers. Still in Su and Liang (2015, p. 107), MacGillivray (2005) states that animated cartoons are proved more productive than movies for students because the socially significant dialogs influence the young minds. Cartoons also contain a variety of contents with perspicuous plots which are easier for young learners to understand.

Teaching the language functions by watching films might be done rarely, but watching films has always been an interesting activity for many people, including students. Ideally, students will be willing to learn and the materials will be more easily understood if the media used to learn is interesting for them. Because of that reason, teachers can bring films into class to make students comprehend the pragmatic competence existed in the curriculums. Furthermore, if students are accustomed with watching English films, they can do an independent learning. At first, students are better to watch English films with the subtitle in order to guide them to know well about the utterances. After they are accustomed, they may watch English films without subtitle. Because learning a language should be a habit, watching English films regularly will be a useful thing to do.

In learning the language use, films provide more elaborate pragmatic elements than textbooks. A barrier that students face when they depend only on textbooks while learning the language functions is that textbooks may not present the real context of the utterances. For example, through textbooks, learners may have learned to say "*It's a quarter to six*" or "*It's raining cats and dogs*". Those are correct utterances, but people almost never say those in real life. In contrast, the utterances in films are very natural. It is also spoken by the natives. Wardhaugh (2006, p. 3) states that knowing a language also means knowing how to use the

language because speakers should know not only how to form sentences but also how to use them appropriately. There is, therefore another kind of competence, sometimes called communicative competence that will lead students to have the communicative competence. Rose and Kasper (2001, pp. 63-64) state that the definition of communicative competence includes at least two components: a code component, which describes a language user's knowledge of syntax, morphology, semantics, lexis, and phonology; and a use component, which describes a language user's ability to use language appropriately for a purpose within a given context.

The concept of speech act is very important in a communication. This concept says that when someone is saying something, he/ she is actually doing something. Austin (1962, p. 103) distinguishes three kinds of acts, namely the locutionary, the illocutionary, and the perlocutionary in his theory of language and action. Illocutionary acts are considered the core of the theory of speech acts. Austin (1975) in Cummings (2005, pp. 6-7) states that Illocutionary act is a speaker's purpose in speaking is not simply to produce sentences that have a certain sense and reference. Rather, it is to produce such sentences with a view to contributing a particular type of interactional move to communication.

Further, Searle (1976, pp. 11-13) classifies the illocutionary speech act into five categories, namely directive, expressive, representative, commissive, and declaration.

In learning the language functions or speech acts, students must understand the illocutionary intention of the speaker. Bach and Harnish (1979, p. 153) explain that the illocutionary speech act expressed in a communication is successful only if the speaker's illocutionary intention is recognized by the hearer. Thus, in order that students are able to use the language functions or the speech acts in their daily life, they must be able to recognize the intention of the speaker first. The success of illocutionary intention recognition is really helped by the audio visual performance because students witness the real situation or the context with their own eyes. So, watching films will be helpful for them to understand the speaker's intention.

Selecting English films must be done before teachers can use them in the class. Teachers must select films which are appro-

priate for students' age. Besides, teachers should also make sure that the language functions in the curriculums are ones existed in the films. Therefore, students will get both, entertainment and pragmatic competence at the same time.

There are plenty of English films that can be used to teach the language functions. Among many English films available, *Madagascar 3: Europe's Most Wanted* is considered as an appropriate film to be used as a learning source for junior high school students, because it is a cartoon film, uses animals as the characters, and the story line suits to the age of junior high students. Besides, this film contains a lot of speech acts. So, students can learn about the language functions or speech acts in many contexts that can be applied in their daily life.

*Madagascar 3: Europe's Most Wanted* is a 2012 American computer-animated comedy film. The film was produced by DreamWorks Animation and distributed by Dream Works Pictures. The film tells the story of four Central Park Zoo animals who are struggling to get home to New York after being shipwrecked on the island of Madagascar and Africa. The film was a box office success. The film won the Kid's Choice Awards for Favorite Animated Movie.

Students' communicative competence cannot be separated from students' mastery of speech acts. The speech acts, or in the curriculums they are taught as the language functions should be fully understood by students. The speech acts or the language functions existed in the curriculums can also be found in the film of *Madagascar 3: Europe's Most Wanted*. That is why, in order to make it more effective and interesting, teachers can use the film of *Madagascar 3: Europe's Most Wanted* in the class to teach about the language functions, especially those that are in the curriculums. According to Sukasih Ratna Widayanti (2014, p. 96), imperative, declarative, and interrogative sentence types are used in students and teachers interaction in the class.

## METHOD

This research is a qualitative research. A qualitative research produces data description in the form of written or spoken words from the observable people/ behaviors. The nature of a qualitative research is trying to explain the meaningful reasons behind a phenomenon that is being observed. In this research, the phenomenon is in the form of language use in the film

of *Madagascar 3: Europe's Most Wanted*. This research is going to use the descriptive qualitative method because the data will be described and based on theories. The descriptive qualitative method is used to identify and describe the data. The data of this research is in the form of spoken language that has been transcribed.

The object of this research is utterances containing illocutionary force in the film of *Madagascar 3: Europe's Most Wanted*. *Madagascar 3: Europe's Most Wanted* is a 2012 American computer-animated comedy film written by Mark Burton, Billy Frolick, Eric Darnell, and Tom McGrath. It was produced by DreamWorks Animation and distributed by DreamWorks Pictures. It was released on May 18, 2012 in the United States. The running time of the film is 86 minutes. *Madagascar 3: Europe's Most Wanted* received Kids' Choice Awards for Favorite Animated Movie.

Data collection is an important phase in a research process because only when the data are ready the analysis phase can be done. Observation method is used to collect the data. What is meant by observation method is a method that is applied by observing the language use. The language use can be in the form of written or spoken. Tri Mastoyo Jati Kesuma (2007, p. 43). In the process of data collection, the observation is done by observing the spoken language in the film of *Madagascar 3: Europe's Most Wanted*. The technique of this method is observation without involving to the conversation. In this technique, the researcher only observes the language use without participating in the process of conversation. Thus, the researcher does not directly involve in the forming of the data. The researcher only takes the role as an observer Sudaryanto in Tri Mastoyo Jati Kesuma (2007, p. 44).

The observation is done by watching the film repeatedly. The first observation is done to get the utterances transcript in English that will be needed in the analysis process. During the observation, the researcher also gets help from an English dictionary. It is used to look up difficult words or only to make sure the doubtful words. The next observation is done to observe the speech acts in the film that match with the language functions in the curriculums.

In the observation phase, the researcher observes thoroughly by looking at the scenes, listening to the utterances from the characters, understanding the contexts, and analyzing

utterances that contain speech acts. Therefore, not all utterances can be used as data. Only those containing illocutionary forces used as the research data. A data card is used as an aid to write the data including the utterance, the time, the context, and the conversational strategies used by the characters. The next step is classifying the data in a data table. The data table will be divided based on the kind of speech acts. In the data table, there will be seen the comparison between the speech acts found in the film and the language functions in the curriculums.

In the discussion of the data, there will be data reduction and data selection. This is done because there are many utterances of the same speech act classification. There will only some data analyzed in the discussion that represent the rest data in the appendix.

Since this research is using a qualitative approach, the instrument of the research is the researcher. As the instrument, the researcher plays the roles as data collector, Moleong (2014, p. 9). Being an instrument of the research, the researcher uses theories as parameters to get and analyze the data. The parameters for obtaining the data are theories of speech acts.

Trustworthiness is done to avoid subjectivity and to minimize invalid data. Trustworthiness of the data consists of credibility, dependability, conformability, and transferability Moleong (2001, p. 173). Credibility aims at achieving the validity of the data. In achieving the degree of credibility, the researcher performs deep detail observation of the data. Dependability refers to the stability and track ability of the changes in data over time and conditions to achieve it. Researcher examines the process of the research. Conformability is neutrality. It aims at measuring how far the findings and the interpretation of the data are truly based on the data. Transferability is the generalization of the study findings to other situations and contexts. The context in which qualitative data collection occurs defines the data and contributes to the interpretation of the data. The credibility of the data is achieved through triangulation technique.

Data analysis is a process done to classify the data based on kinds and functions of illocutionary speech act. After all the data are collected and classified, the next step is describing and explaining the data. In describing and explaining the data, the researcher is helped

by the knowledge based on theories of speech acts.

In classifying kinds and functions of speech act, the theory of speech act classification from Searle will be used. After classifying, it will be searched what kinds and functions of speech act in the film that can be found in the curriculums. Next, the data will be described based on theories. The final step is explaining ways to apply the speech acts found in the film in ELT.

In describing the data, a selected utterance(s) is described based on the speech act classification and function. The utterance will be coded based on the number of the utterance in the table.

In the explanation phase, the data selected are explained in their application in ELT. Besides, the data application is also in the form of a role play that can be performed by students in ELT.

## FINDINGS AND DISCUSSION

### The Speech Acts and the Language Functions

#### Directive Speech Act

The point of directive speech act is asking someone to do something. This speech act can be in the form of positive and negative. Positive directive occurs if the speaker asks the hearer to do something, whereas negative occurs if the speaker asks the hearer not to do something. Directive speech act is the most speech act found in the film. Among the functions of directive speech act, commanding and ordering are the most functions found in the film.

Command and order are two lexicons which have the same concept of meaning. Both function to ask someone to do something. What differentiates them is that in order there is a hierarchy attaches to it. The function of speech act relies on the context of the utterance. From the context, it will be known what behinds the utterance and context becomes the parameter to decide whether the utterance functions as a command or an order.

Command and order are usually expressed with a clear imperative sentence or in the form of explicit performative. There are some implicit performatives in the film, but they have the illocutionary force of commanding and ordering.

The utterance "*Why don't you just chew on this?*" is a question but it has the illocutionary force as a command.

The Context of the utterance is Marty and Alex are friends. Marty is eating some kind of food and she sees Alex beside him, feeling puzzled and confused. Knowing Alex is not in a good condition, Marty asks Alex to eat the food so that he will be calm down.

The analysis of the utterance is that the imperative sentences are the most common sentence type to make a command. Students are usually exposed with imperative sentence when they want to express a command. In other words, students are only familiar with the explicit performatives. As a result, many students do not think of another way to express a command. By watching this film, students will experience another way of expressing a command, i.e. by using an interrogative sentence. The interrogative sentence does not need an answer from the hearer, instead the speaker expects the hearer to do something after hearing the utterance. To be able to produce this kind of expression, students must pay attention to the context. The context must be proper, so that it supports the creation of an interrogative sentence functions as a command.

To make it clear, the context of the utterance must be analyzed. In the utterance, the relationship between the speaker, Marty and the hearer, Alex is very close. They are best friends. When Marty sees Alex sad, he wants to calm him down. Because Marty is eating food when he sees Alex, the reflex he performs is asking Alex to also eat the food so that Alex will be in a better state. As a friend, Marty wants to share anything to Alex, including the food that he is eating.

By looking at the context, it turns out that a command can be expressed with an interrogative sentence. Students may express a command with the utterance type like above when they want to ask their friends to do something.

The utterance "*More boomstick, Rico!*" is an elliptical sentence having function as a command.

The Context of the utterance is Stefano, Rico, and his friends are practicing circus in a prairie near a cliff. Stefano wants to try himself being thrown away from a cannon fire with a bunch of dynamites. Stefano commands his friend, Rico to add more dynamites in the cannon.

Table 1. Directive Speech Act Distribution

No.	Directive Speech Act Function	No. of Occurrence	Basic Competence	Curriculum/Grade
1.	Commanding and Ordering	57	3.3 1.1	2013/8 KTSP/7
2.	Requesting (Asking For Help)	3	7.1	KTSP/7
3.	Requesting (Asking for Information)	8	3.3 3.3	2013/7 KTSP/7
4.	Requesting (Asking for Certainty)	6	3.2 1.1	2013/8 KTSP/9
5.	Requesting (Asking for Clarification)	3	4.1	2013/8
6.	Requesting (Asking for Repetition)	1	7.2	KTSP/7
7.	Requesting (Asking for Attention)	1	3.2	KTSP/9
8.	Requesting (Asking for Permission)	2	4.1	2013/8
9.	Inviting	8	3.3	2013/8
10.	Suggesting	4	1.2	KTSP/8
11.	Prohibiting	8	3.3	2013/9
12.	Begging	3	1.1	KTSP/7
			3.3	2013/8

The analysis is that from the context, Stefano gives command to Rico to put more boomstick on the cannon mouth. “*More boomstick*” means “*give more boomstick to the cannon*”. But, Stefano simply says “*more boomstick*”, and the hearer, Rico understands what Stefano says. It is because Rico and Stefano experience the same context. As a result, Rico gives more boomstick to the cannon. Besides, the relationship between the speaker and the hearer is close, so the speaker does not have awkward feeling when giving command to Rico.

The utterance above is actually an elliptical sentence of an imperative sentence. The speaker does not express an imperative verb in his utterance, although the speaker is expressing a command. It means that the speaker is expressing an implicit performative. From the utterance above, it turns out that a command can be expressed without using a verb. To know the function of the utterance, the context must be understood. By watching the film, students will be able to see the context and know that the utterance functions as a command. Thus, students can simply say only the object of the imperative to express a command.

#### Expressive Speech Act

Expressive speech act is a speech act that expresses the psychological state of the speaker. There are a number of utterances in the film containing the illocutionary act of expressive.

Parting is one function of the expressive speech act. The most common parting utterance is the utterance “*good bye*”.

The utterance “*Bye*” is an interjection having function as parting. The context of the utterance is that Alex, Skipper, and their friends are deserted in the desert of Africa. Skipper and some of their friends plan to go to Monte Carlo for gambling to get a lot of money. The money will be used to go from Africa. Skipper and their friends are already on the plane and tell Alex that they are about to take off. When the plane begins to fly, Alex wave and say goodbye to Skipper and his friends.

The analysis of the utterances is to express the illocutionary force of parting, people usually use the utterance “*good-bye*”. In this film, there is a scene where the speaker only utters “*bye*” to express a parting. It can be analyzed why the speaker only utters “*bye*” instead of “*good-bye*”. According to the context, the relationship between the speaker and the hearer is close enough. Alex and Skipper are friends. They already know each other for quite a long time. Alex chooses “*bye*” rather than the complete “*good-bye*” is because of the relationship between the interlocutors. The utterance “*bye*” is considered less formal than “*good-bye*”. This is the reason why the speaker, Alex only utters “*bye*”, i.e. because he is talking to his good friend.

This context of utterance can be brought into real life by students since they will often do parting to people. By knowing the use of the utterance “*bye*”, students will know how to express a language function properly according to the context. If they are having an informal conversation, they may use “*bye*” when parting

and “good-bye” will be more appropriately used in a formal setting.

Table 2. Expressive Speech Act Distribution

No.	Expressive Speech Act Function	No. of Occurrence	Basic Competence	Curriculum/ Grade
1.	Parting	3	3.1	2013/7
2.	Thanking	4	3.1	2013/7
3.	Congratulating	1	3.4	2013/8
4.	Liking and Disliking	14	1.2	KTSP/8
5.	Greeting	3	7.2	KTSP/7
6.	Apologizing	3	3.1	2013/7
7.	Complimenting and Admiring	20	3.1	2013/8
8.	Agreeing and Disagreeing	7	1.2	KTSP/8
9.	Doubting	2	3.2	2013/9
10.	Refusing (Command/Invitation)	4	1.2	KTSP/8
			3.2	2013/8
			7.1	KTSP/8

Table 3. Representative Speech Act Distribution

No.	Representative Speech Act Function	No. of Occurrence	Basic Competence	Curriculum/ Grade
1	Convincing	9	3.2	2013/8
2	Informing	9	3.7	2013/8
3	Giving (Fact/Opinion)	7	3.1	2013/8
			7.1	KTSP/7

Table 4. Commissive Speech Act Distribution

No.	Commissive Speech Act Function	No. of Occurrence	Basic Competence	Curriculum/ Grade
1	Promising	2	3.2	2013/7
2	Offering	3	7.1	KTSP/8

#### Representative Speech Act

Representative speech acts are speech acts that are expressed by the speakers that speakers believe to be the case. Representative speech act functions that can be found in the film are convincing, informing, and giving fact and opinion.

The utterance “*We can do it! We can do anything!*” is a declarative sentence having function as convincing.

The context of the utterance is that Alex and his friends are left behind by the penguins in the desert of Africa. The penguins are going to Monte Carlo for gambling and they actually tell Alex that they will come back to pick Alex and his friends up. However, Alex thinks that he is being deceived. So he asks his friends to go to Monte Carlo to find the penguins. At first, Alex’s friends are hesitant that they will be able to get to Monte Carlo. But, Alex is very excited and he convinces his friend that they can do anything, including going to Monte Carlo.

The analysis of the utterance is: The speaker, Alex expresses a statement that contains the illocutionary force of convincing. It can be seen from the context that Alex’s friends doubt when Alex asks them to go to Monte Carlo to find the penguins. Then, Alex keeps giving them spirit. In giving the spirit, Alex convinces his friends that they will be able to reach Monte Carlo and meet the penguins. In other words, the speaker, Alex convinces that he and his friends have ability to do something.

This utterance can be used by students to express the illocutionary act of convincing. If students want to convince other people in relation to an ability to do something, they can use this utterance. However, there is one thing they should remember. In the utterance above, it is clear that the speaker includes the one that is convinced, so the subject of the sentence is “we”. What students need to keep in mind is that is they only convince other people the subject must be changed, i.e. the second person.

### Commissive Speech Act

Commissive speech acts are speech acts uttered by the speakers to bring about the truth of the propositional content of what the speakers' say to the hearers. Two functions of commissive speech acts that can be found in the film are promising and offering.

Promising is a speech act that is uttered by the speaker by stating a promise to do something for the hearer in the future and the speaker has capability of doing the action. The context of the utterance plays a significant role in determining the utterance as a promise.

The utterance "*We'll be waiting for you*" is a declarative sentence having function as promising.

The context of the utterance is that The penguins, Alex, and their friends are deserted in the desert of Africa. They are thinking of a way to go back to their home in America. The penguins make a plane and they tell Alex that they will go to Monte Carlo for gambling to get a lot of money, then they will come back to pick Alex and friends up. When the penguins are about to fly, Alex says goodbye and says that he and his friends will be waiting for the penguins.

The analysis of the utterance is that as the utterance suggests that speech act of promising can be made by using the word "*will*" or in a future tense because the action will be done in the future. Students might be already familiar with the utterance. Students should know that the modal "*will*" can imply a promise if it is uttered to other people. Like in the utterance above, the speaker promises to wait for the penguins by saying the utterance containing the word "*will*". Besides, when someone expresses a promise, he/she must have an ability to make the promise come true. The context shows that Alex will wait in the desert because he is sure that he has the capability of waiting the penguins. Alex and his friends will not go anywhere because for them, the penguins and the plane are their only chance to leave the desert and bring them home to America. Thus, the utterance expressed by the speaker, Alex contains the illocutionary force of promising. By looking at this scene, students will see how to perform the illocutionary act of promising.

### The Application of the Speech Acts in ELT

#### The Application in Real Life Situation

Students are familiar to produce the illocutionary act of command and order with imperative sentences. Below are non-imperative sentences but they have the illocutionary force of commanding and ordering. Students can apply the utterances into real life context.

The utterance "*Why don't you just chew on this?*" is a question but it has the illocutionary force as a command.

The context of the utterance is that Marty and Alex are friends. Marty is eating some kind of food and she sees Alex beside him, feeling puzzled and confused. Knowing Alex is not in a good condition, Marty asks Alex to eat the food that he is eating so that he will be calm down. The application of the utterance: In the situation when the students are noisy during the teaching and learning process. And then the teachers ask the students to just open the page of a book and start learning. The teachers can use the utterance like above which is suited to the context to express a command. The utterance will be "*Why don't you just keep silent and open page 9?*"

The language function of inviting can be found in the KTSP and 2013 curriculum. This kind of language function is useful when students want to make an invitation and they want to invite their friends directly.

The utterance "*Maybe you can come with us to Roma!*" is a declarative sentence having function as inviting.

The context of the utterance is Alex and his friends are escaping from the chase of Captain Dubois from the animal control of the town. In the middle of their running they see a circus train. They ask the circus animals inside the train to let them hide inside the train. Alex and his friends are allowed to get on the train of circus Zaragoza. Inside the train, Stefano, one of the circus animals invites Alex and his friends to join them to Roma to perform a circus.

The application of the utterance is in the situation when student A wants to go to somewhere, e.g. to the canteen, to the library, etc. Then, he/she invites his/her friends to join him/her. Student A can express the utterance "*Maybe we can go to the canteen.*"

Expressing suggestion is the language function taught in the 2013 curriculum. This kind of language function is one of the directive functions. Students will use this language



function if they want to give suggestion to other people.

The utterance "*I wouldn't eat that side of cake if I were you*" is a declarative sentence having function as the illocutionary force of suggesting.

The context of the utterance is King Julien, Mort, Marty, Melman, and Gloria give a surprise party for Alex. Gloria brings a birthday cake and asks Alex to make a wish before blowing the candle. After making a wish, suddenly Mort comes out from the cake and vomits. Alex and his friends think that it is disgusting. Then, King Julien suggests Alex not to eat the side of the cake where Mort is coming out and vomiting.

The application of the utterance is in the situation when student A knows that student B is late coming to the class when it times for an exam. Then, student A gives suggestion to student B. Student A can express the utterance "*I wouldn't be late if I were you.*"

Parting is one of the language functions taught in 2013 curriculum. Parting is one function of expressive speech act. Students must be able to make the utterance of parting because they will use it often in their daily life.

The utterance "*I guess this is a goodbye and good luck!*" is a declarative sentence having function as parting.

The context of the utterance is A circus owner has just sold his circus train to Skipper. Before, the circus owner and Skipper do not know each other. They meet only one when the transaction and also at that time, the circus owner says goodbye to Skipper.

The application of the utterance is in the situation when the teachers give a task or homework to the students at the end of the teaching and learning process. The teachers close the class and say goodbye. In expressing parting and also want to wish a good luck to the students with the task or homework, the teachers can use the utterance like above. The utterance will be "*I guess this is a goodbye and good luck!*"

This kind of language function is very important. Students must master this language function because it relates to politeness in social relationship. Thanking is one function of expressive speech act. This speech act is taught in KTSP and 2013 curriculum.

The utterance "*I just wanted to thank you for letting us get on the train back there*" is a declarative sentence having function as thanking.

The context of the utterance is Alex and Gia are new friends. They meet when Alex and his friends need a help, i.e. a place to hide and Gia gives them a shelter. Alex thanks Gia for letting Alex and his friends get on the train when they really need a place to escape from the chase of the Animal Control.

The application of the utterance is in the situation when student A is late coming in the class. He/she asks for the teacher's permission to come in the class. The teacher allows student A to come in. In expressing the gratitude to the teacher, student A can use the utterance type like above. Then, the utterance will be "*I just wanted to thank you for letting me come in the class.*"

Congratulating as one function of expressive speech act is used in relation to social relationship. Thus, it is important for students to be able to perform the language function. Besides, this language function is taught in KTSP and 2013 curriculum.

The utterance "*Happy birthday, pal!*" is a phrase having function as congratulating.

The context of the utterance is today is Alex's birthday. Marty, a good friend of Alex congratulates his friend on his birthday. Marty and Alex has befriended for years and they are always together.

The application of the utterance is in the situation when student B is celebrating his/her birthday. Student A congratulate student B in his/her birthday. So, student A can express the congratulation by using the utterance. Student A can use the word "*pal*" to show his/her closeness to his/her friend. The utterance will be "*Happy birthday, pal.*"

The application of representative speech act can be as follow. The utterance "*But you penguins, you can still fix it, right? Right?*" is a question tag having function as convincing.

The context of the utterance is Melman, the penguins and their friends are avoiding the chase of Captain Dubois from the animal control. They use a helicopter to escape. Suddenly the helicopter falls down. It is a breakdown. Melman is worried that he will never be able to fly again. Then, he wants to convince himself that the helicopter can still be fixed. He convinces himself that Skipper and his

friends can fix the penguins by asking for certainty.

The application of the utterance is in the situation when student A wants to make sure that student B will join the activities, such as school extracurricular, scout, study together, etc. In expressing the illocutionary act of convincing, student A can use the utterance like above, *“But, you will join the study together, right?”*

Giving information is the language function that will be used often in daily life and it is one function of representative speech act. So, students must be able to perform it. This language function is also taught in KTSP and 2013 curriculum.

The utterance *“Guys, we’ve got a tail”* is a declarative sentence having function as informing.

The context of the utterance is Melman and his friends are avoiding the chase from Captain Dubois from the animal control. They use a car to escape from Captain Dubois. Melman, who keeps an eye on Captain Dubois tells his friends that Captain Dubois is getting closer.

The application of the utterance is in the situation when the teachers give information to the students in the class, e.g. informing about the page to be opened, the exercise to be done, etc. Here, the teachers may use the word *“guys”* or *“students”*. The utterance will be *“Students, we will do the exercise on page 76.”*

Commissive speech act function can be in the form of promising. If students want to make a promise, they will be able to perform the speech act of promising. So, they must know how to perform it. Moreover, this speech act is taught in KTSP curriculum.

The utterance *“We’ll be waiting for you”* is a declarative sentence having function as promising.

The context of the utterance is the penguins, Alex, and their friends are deserted in the desert of Africa. They are thinking of a way to go back to their home in America. The penguins make a plane and they tell Alex that they will go to Monte Carlo for gambling to get a lot of money, then they will come back to pick Alex and friends up. When the penguins are

about to fly, Alex says goodbye and says that he and his friends will be waiting for the penguins.

The application of the utterance is in the situation when student A and student B agree to go somewhere together, e.g. to the canteen, to the library, etc. Suddenly student B has something to do first. Then, student A promises that he/she will wait for student B. To express the illocutionary act of promising, student A can use the utterance like above which is suited to the context. The utterance will be *“I’ll be waiting for you.”*

Offering is the language function that belongs to commissive speech act. This language function is also taught in KTSP and 2013 curriculum. Students need to know how to perform the speech act of offering so that they can use it in daily life context.

The utterance *“We could paint you white and then paint you pink”* is a declarative sentence having function as offering.

The context of the utterance is that circus Zaragoza is about to perform a show. All the circus animals are preparing themselves. Marty is seeing around in the backstage. He sees the horses with white and pink colors and Marty is tempted to be a circus horse. One of the circus horses offers Marty to paint him white and then pink.

The application of the utterance is in the situation when student A has difficulty to digest the material from the teacher. Then, his/her friends offer themselves to help them study. In offering the help, the students can use the utterance above which is suited to the context. The utterance will be *“We could study together after school to discuss about this.”*

#### The Application in a Role Play

The speech act findings in the film can also be used by students in a role play to practice their speaking skill. By doing so, students will get a deeper understanding about the use of the language functions. Below are two role play examples that can be applied by the English teachers.

The two role play examples makes use of the speech acts of: command, asking for help, asking for certainty, asking for attention, inviting, suggesting, prohibiting, parting, liking, disliking, greeting, complimenting, agreeing, informing, promising, and refusing invitation.

Table 5. Speech Act Application in a Role Play 1

The Dialog	Speech Act Functions
Marwa: <u>Hi, guys.</u>	Greeting
Hamam, Khabib, Fiqoh: <u>Hi.</u>	Greeting
Hamam: Eh, <u>there will be no scout after school, won't there?</u>	Asking for
Khabib: I think so, I heard that the scout guide is in Jakarta.	Certainty
Fiqoh: <u>Guys, you have done the homework, haven't you?</u>	
Marwa: <u>The homework is on page 9, isn't it?</u>	Asking for
Fiqoh: <u>Yeah, buddy.</u>	Certainty
Hamam: <u>Guys, Miss Saroh is coming. Go to your own seat.</u>	Asking for
Miss Saroh: <u>Hi, students. How are you doing?</u>	Certainty
Students: <u>Hi, Miss Saroh.</u> Everything is fine.	Agreeing
Miss Saroh: Alright students, submit your homework. Put it in my table. <i>(the students start to make noise, they are talking to each other).</i>	Informing
Miss Saroh: <u>Attention students! I want to explain about narrative text.</u> <i>(the students are still noisy).</i> <u>Guys, why don't you just keep silent and open page 9?</u>	Greeting
Students: Yes, ma'am. <i>(Miss Saroh is explaining)</i>	
Khabib: Ma'am, I'm sorry. I don't understand about complication. <u>Would you explain it again?</u>	Asking for Attention
Miss Saroh: Complication in a narrative text means the conflict, Khabib. Any more questions?	Ordering
Students: No, ma'am.	Commanding
Miss Saroh: Okay students we will do the exercise on page 11. Do the exercise well, and you can ask your friends if you don't understand.	Disliking
Hamam: Hey, <u>these questions are starting to freak me out.</u> I will get a bad mark.	
Fiqoh: <u>Maybe you can use the dictionary or maybe you can ask Marwa to teach you.</u> You know she is good at English.	Suggesting
Hamam: Ah, you're right. Marwa, <u>Help! I don't understand about this one! I'll be left behind</u> if you don't teach me!	Asking for Help
Marwa: Which one? Oh, this one. It's very easy. You just need to take a look at paragraph 3 in the passage.	Complimenting Inviting
Hamam: Wow, <u>has anyone ever told you that you are like an English expert?</u>	
Marwa: Stop kidding! Hey, <u>what do you say if we study together after school?</u>	Agreeing
Hamam: That's a good idea. <u>I'm with you.</u>	Asking for
Miss Saroh: <u>Attention students. I have an announcement.</u> Right now, there is a meeting in the hall and I have to attend it. So, I will leave you with the exercise. After you finish, submit your works to the class captain and put them in my table in the teacher's office. Well, <u>I guess this is a goodbye and good luck.</u> <i>(Miss Saroh leaves the classroom)</i>	Attention Parting

Table 6. Speech Act Application in a Role Play 2

The Dialog	Speech Act Functions
Khabib: Oh, man, I think I will get a bad mark for this work. It's very difficult.	
Fiqoh: Don't worry. <u>You can ask for a remedial test. My eraser, Khabib!</u>	Suggesting, Commanding
Khabib: Here it is.	
Hamam: Okay, friends. I think everybody has finished. Submit your works now.	
Khabib: Hey, <u>you are not the class captain, Hamam!</u>	Prohibiting
Hamam: I'm just trying to help.	
Class captain: Alright everyone, submit your works and you can go out.	
Marwa: Let's go!	
Fiqoh: <u>Maybe we can go to the canteen and eat meatball.</u>	Inviting
Hamam: <u>Man, I do not eat meatball.</u> I'll just go to the park. We meet again after you finish eating. <u>I'll be waiting for you.</u>	Disliking Promising
Marwa, Fiqoh, Khabib: Alright then, <u>bye.</u>	Parting

The speech act findings in the film can also be used by students in a role play to practice their speaking skill. By doing so, students will get a deeper understanding about the use of the language functions. Below are two role play examples that can be applied by the English teachers.

The two role play examples makes use of the speech acts of: command, asking for help, asking for certainty, asking for attention, inviting, suggesting, prohibiting, parting, liking, disliking, greeting, complimenting, agreeing, informing, promising, and refusing invitation.

The context of the role plays is taking a setting in a school. The title of the role plays is "English Lesson". The time is after the first break and the class lesson is English. The first role play example there is a conversation among several students in a classroom before the English teacher comes in the class. They are Marwa, Fiqoh, Hamam, and Khabib. They are all classmates and the relationship between them is close. They have known each other for quite a long time since they have been attending the same school.

They are now in a school hour and they are about to have English lesson with Miss Saroh. Miss Saroh is a young English teacher in the school. She is admired by many students because she is a kind and smart teacher. Her relationship with her students is quite close and she often approaches the students who have trouble. She is also well-known for her generosity because she often help her students who have difficulty in term of economic matter.

Marwa, Fiqoh, Hamam, Khabib are students of class 8 A. When they are talking, their English teacher, Miss Saroh comes in the class. Next, there will be the teaching and learning process of English. Because of a business, in the middle of the teaching and learning process, Miss Saroh has to leave the class.

The second role play example is a conversation among several students after the English teacher, Miss Saroh leaves the class and leave them an assignment. Miss Saroh asks the students to do exercise and the class captain will submit the assignments. The students are all doing the exercise and sometimes they ask each other because they do not know some questions. Students who are considered smart are asked to help, but a student once says to his friend to look for another help. He does so because he himself is busy doing his own assignment.

The role play can be very useful for students to make their speaking skill good. It can make them speak English fluently and correctly. When they are practicing a role play, it is better that the English teachers assist them. It is done so that when students make mistakes in term of pronunciation, they can be corrected.

## CONCLUSION

English curriculums for junior high school, i.e. KTSP curriculum and 2013 curriculum have facilitated pragmatic competence through the language functions. There are many language functions included in the curriculums. It proves that the language functions must be learned seriously.

In pragmatics, the language functions are known as speech acts. It turns out that there are many speech acts found in *Madagascar 3: Europe's Most Wanted* film. The speech acts that suit to the language functions in the curriculums are directive, expressive, representative, and commissive.

The language functions of directive in the curriculums that can also be found in the film are commanding, ordering, requesting, inviting, suggesting, prohibiting, and begging. Expressive speech act functions include parting, thanking, congratulating, liking and disliking, greeting, apologizing, complimenting and admiring, agreeing and disagreeing, doubting, and refusing. Representative functions include convincing, informing, and giving fact/opinion. Whereas, commissive speech act includes promising and offering.

For grade 7, according to KTSP curriculum, the language functions that can be found in the film are commanding, requesting, prohibiting, begging, thanking, apologizing, liking and disliking, informing, offering, and promising. According to 2013 curriculum there are requesting, parting, thanking, greeting, apologizing, informing, giving fact, and offering.

For grade 8, according to KTSP curriculum, the language function that can be found in the film are inviting, requesting, begging, congratulating, agreeing and disagreeing, complimenting and admiring, refusing, and giving opinion. According to 2013 curriculum there are commanding, requesting, inviting, prohibiting, begging, congratulating, complimenting and admiring, doubting, and refusing.

For grade 9, according to KTSP curriculum, the language functions that can be found in the film are requesting, doubting, com-

plimenting and admiring, and convincing. According to 2013 curriculum there are commanding, suggesting, prohibiting, requesting, begging, agreeing and disagreeing.

In the film of *Madagascar 3: Europe's Most Wanted*, the directive speech act is the most speech act found. Commanding and ordering are two directive speech act functions that frequently occur in the film. Thus, students will find many contexts in which commanding and ordering language function may occur, besides many other language functions and contexts.

However, in teaching pragmatics via *Madagascar 3: Europe's Most Wanted* film, teachers should assist and guide students in watching the film. By doing so, the teachers can give explanation about the contexts and the utterances expressed. Besides, the teachers can show which speech acts that can also be found in the curriculums.

Furthermore, the speech acts application from the film into ELT can be done by imitating the utterances which are suited to the students' contexts. The application can be done through the real life context in the classroom during the teaching and learning process and outside the classroom.

Learning the language functions in junior high curriculums by watching *Madagascar 3: Europe's Most Wanted* film is interesting and fun. Students of junior high school can find many language functions in the curriculums also exist in the film. Therefore, using films to teach pragmatics to students is worth to be done by English teachers.

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