

A PRAGMATIC ANALYSIS OF SPEECH ACTS IN *BULLY* CHAPTERS I & II VIDEO GAME

Written by : Arif Triwidiatmoko
First Supervisor : Drs. Suhaini Muhammad Saleh, M.A.
Second Supervisor : Paulus Kurnianta, M.hum.

English Language and Literature Study Program
Faculty of Languages and Arts
Yogyakarta State University

sanctropagus@gmail.com

Abstract

This research studies the phenomenon of pragmatics especially speech acts found in *Bully* video game. The objectives of this research are to find out the types of speech acts based on Searle's classification and to find out the types of speech acts based on the way they are delivered. The quantitative-qualitative method was used in this research. The method was used to present the finding in percentage or in number of occurrences and to describe the data in the form of utterances. The data were in form of lingual units such as words, phrases, clauses, and sentences. The contexts of the data were the dialogues from the main character. The data were collected by recording the mission scenes. The result of this research shows that four out of five types of speech acts based on Searle's classification are found in the series. They are representatives, directives, commissives, and expressives. Declaratives are not found in the data since the main character has no authority to perform them. Directives hold the highest frequency. It shows that the main character's tendency to direct others using language. Meanwhile, the direct and indirect speech acts are found in the data. Direct speech acts are the most frequently type of speech acts which are used by the main character. It implies that the main character does not like being complicated or unclear.

Keywords: pragmatics, speech acts, Searle's classification, the way speech acts delivered

INTRODUCTION

Humans use language as a medium to communicate with each other. Language could be in terms of sign or sound which contains meaning. According to Taylor (1990:5) language is a set of system of signs (speech, sound, gestures, and letters) which are

used to communicate messages. They share ideas and information to build relationships in social interaction by using language.

People communicate not only to share their ideas, but also to deliver their intentions to listeners. The embedded actions in the utterance are

called as speech acts. According to Yule (1996:47), speech acts are actions which are performed via language. Any spoken language that contains speech acts has functions such as to command, to warn, to request, or to express speaker's intentions.

The usage of language also takes part in the aspect of entertainment such as video games. In which, language becomes the key part that shapes the story of the games. One of them is *Bully*, it is an open world action-adventure video game released by Rockstar Vancouver for PlayStation 2 in 2006.

This research focuses on analyzing the "Chapter I: Making New Friends and Enemies" and "Chapter II: Rich Kid Blues" as the objects of the data. These chapters tell about Jimmy's arrival in the academy and how he adapts with the new environment. The main character interaction will be studied using pragmatic approach to find the types of speech acts based on Searle's classifications and to find the types of

speech acts based on the way they are delivered.

RESEARCH METHOD

This research employed a descriptive qualitative research as the main method. According to Vanderstoep and Johnston (2009:310), qualitative research is making a narrative or textual descriptions on the phenomena under study. In other words, qualitative research describes the phenomena found in the study without making a modification or manipulating the data.

The descriptive qualitative research was employed in describing the data or in interpreting the findings. In addition, quantitative method was also employed in this research to find out the percentage and to support analysis of the data. Therefore, this research belonged to qualitative-quantitative research.

The source of the data was taken from the *Bully* video game's script. The main data of this research were the scenes which appeared in each missions through Chapters I and II of the game. The data of this

research were in the form of lingual unit, such as words, phrases, clauses, or sentences. Meanwhile, the context of the data was main character's dialogue.

Heigham and Croker (2009:11) state that in qualitative research, the researcher is the primary research instrument. However, the secondary instrument of the research was data sheet. The researcher used the data sheet to note the data, and it was used to help the researcher in identifying and analyzing the data.

As data record, the researcher recorded each missions and rewrote the subtitles of the main character dialogues that were presented in the game. The researcher had reread the transcript of the subtitles many times and classified the relevant data based on particular classification into the data sheet.

The steps of analyzing the data in this research begun with the identification of the data. The data then classified based on the formulation of the problems. The data were analyzed and grouped into their

own types and transferred into data sheet. The researcher then described and interpreted the data in order to answer the formulation of the problems.

During the process of analysis, the researcher applied the trustworthiness of the data. The credibility of this research was gained by performing careful and detailed observation of the data. The triangulation by peer discussion was also done in this research. In addition, the researcher also consulted this research with supervisors. In order to achieve the transferability or the fittingness of findings, the researcher provided clear information related to the study. The dependability was done by examining the data carefully to gain certainty and stability of the data.

FINDINGS AND DISCUSSION

From the data found in *Bully*, they are four out of five types of speech acts found. They are total 36 kinds of illocutionary force and total 216 speech acts found. Those four types of speech acts found in the game

are representatives, directives, commissives, and expressives.

Table 1. Types of Speech Acts based on Searle's Classification.

No.	Speech acts	Frequency
1.	Representatives	50
2.	Directives	103
3.	Commissives	13
4.	Expressives	50
Total		216

There are 10 kinds of illocutionary force of representatives with total 50 or 23.2% found in the game. They are reporting, confirming, arguing, informing, explaining, stating, lying, convincing, predicting and describing. Next, there are directives with 8 kinds illocutionary force. They are questioning, requesting, warning, commanding, insisting, inviting, suggesting and negotiating. Directives hold the highest occurrence above all types of speech acts found in the data with total 103 or 47.5%. Next, there are only 3 kinds of illocutionary force of Commissives. They are agreeing, promising and threatening. Commissives have total 13 or 6.1% of

speech acts which are found in the data. The last are expressives. They have 15 kinds of illocutionary force found in the data. They are complaining, insulting, thanking, boasting, greeting, complimenting, stating apathy, stating disappointment, stating impression, stating irony, stating relieve, stating disgust, stating surprise, stating dislike and stating diffident. Expressives have total 50 or 23.2% occurrences of speech acts.

Table 2. Types of Speech Acts based on the Way They Are Delivered.

No.	Speech Acts	Frequency
1.	Direct	195
2.	Indirect	21
Total		216

Both of direct and indirect types of speech acts are found in the data in *Bully* video game. Direct speech acts hold the most occurrence in the data.

Further explanation of the research findings of will be discussed as follows.

The following datum is the example of the representative act of confirming.

Mo: That's enough! Behave you little brat.

NS: You've upset your mother, I got to have a mind to beat you.

JH: **Have a mind is right, suddenly you realize.**

(4/Di/Rep/1-00)

The dialogue above is from the opening scene of the game. The characters in the dialogue are Jimmy, his mom and his new stepfather. The setting is in the moving car. There is a conflict between Jimmy and his new stepfather. His stepfather angrily says to have a mind to beat him. Jimmy replies it by confirming that to have a mind is right. He is applying a direct representative act of confirming.

This dialogue is an example of directive act of questioning.

G : This is where I stand up to you my friend.

JH : **What are you talking about?**

G : I know you hate me, Jimmy - boy, I know you've said all that stuff about me behind my back.

JH : **What are you talking about?**

G : Don't play innocent with me - you wanna run this school, I wanna run this school - only one of us is going to make it - and it's gonna be me...

(105-106/ Di/Dir/1-14)

The dialogue above is taken from the last mission in chapter 1. The characters in the dialogue are Jimmy and Gary. The setting is in the school basement. Jimmy and Garry have a grudge that needs to be settled down.

Garry accuses Jimmy for bad mouthing and his ambition to take over the school. Jimmy has no clue for what Garry says. Jimmy is wondering. He asks Garry about it twice, the same questions and he raises his intonation on the second question to stress his intention. But still, Garry wants to put a fight against Jimmy. He is employing a direct directive act of questioning.

Here is an example of commissive act of agreeing.

G : Listen to me tough guy. You just arrived at the toughest school in the country and I'm offering to be your friend. Trust me, in a place like this, you're gonna need friends. So it's up to you, you gonna play nice or what?

JH : **Yeah, sure.**

G : Good, so, how about I show you around? We don't have a bar in the dorm. Just a soda machine. You should probably change into your uniform if you don't want to get in trouble.

(20/Di/Com/1-01)

The dialogue above is between Jimmy and his new friend Gary. The setting is in the boy dorm. Jimmy is having a bad time adapting with the new school environment. Gary tries to get close to Jimmy, but Jimmy does not want Gary to disturb him. Gary is insisting to persuade him to be his friend, because friend is important to survive in the school. Jimmy slowly accepts Gary's offer and they become friends. He is employing a direct commissive act of agreeing.

This is an example of expressive act of stating apathy.

Mo : I can't believe you little monster we'll deal with you when we get back from our honeymoon, next year.

NS : Here we are boy, bullworth academy. Have fun jimmy, I'll think of you from our cruise ship.

JH : **Whatever.**

(5/Di/Exp/1-00)

The characters in the dialogue are Jimmy, his mom, and his new stepfather. The setting is in the car. Jimmy is being silent along the way to his new school. He is so angry with his new stepfather that makes his mom mad at him. His parents are going to leave him for a honeymoon. Jimmy does not care about it, especially with his new stepfather. He is employing a direct expressive act of stating apathy.

This following datum is an example of indirect speech act.

JH : How much?

M : Ten groats...

JH : What?

M : I mean, ten bucks...

JH : **Wait here...**

(86/InD/Dir-Com/1-12)

The dialogue above is between Jimmy and Melvin. The setting is in front of the school library. Melvin has been thinking about his stolen character sheets when Jimmy appears. He tells Jimmy about his problem. He asks Jimmy to retrieve the lost sheets and he will give ten groats to Jimmy. Hearing the offer, Jimmy asks him to clarify it. Melvin then corrects it as ten

bucks. Jimmy agrees with the offer. Jimmy commands him to wait there.

Jimmy employs a directive act of command by telling Melvin to wait. The propositional content condition is the condition when Melvin is waiting for Jimmy to take over his character sheets. The preparatory conditions are the conditions when Melvin is able to wait for Jimmy and the condition when Jimmy is able to get the sheets back. The sincere condition is the condition when Melvin is willing to do the command. The essential condition is Melvin's attempt in waiting for Jimmy.

The preparatory condition of the command above is related to the act of agreeing. The condition when Jimmy is able to get the sheets back is the preparatory condition of the act of agreeing. The proposition content condition will be the condition when Jimmy agrees with the offer. The sincere condition is the condition when Jimmy is willing to get the sheet back. The essential condition is Jimmy's attempts in getting the sheet back. The

datum above contains two types of speech acts. They are a direct act of commanding and an indirect act of agreeing.

CONCLUSION

The main character's dominance in applying directives especially questioning and commanding, shows the main character's tendency to deliver his action using other character's abilities. Jimmy directs other characters to perform a future action that suits his words. He uses a lot of questions to gather information. Thus, Jimmy does not understand his surroundings well. Furthermore, the main character represents his outer and inner world equally by using the representatives and expressives. The findings show that Jimmy uses both representatives and expressives in the same number. In using representatives, Jimmy is able to suit his words with actual world occur around him. In using expressives, Jimmy can express his feeling of the world around him through his words. However,

commissives are being used the least. Jimmy is unlikely to commit himself to perform other's favor.

The most dominant data of speech acts based on the way they are delivered is direct speech acts. It implies that the main character in the game tends to use direct speech acts to deliver his actions. Jimmy expresses his intention baldly through his language. He does not like being complicated. He means what he says and he says what he means.

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