

# Expressive Illocutionary Acts in Disney + Luca Film : A Pragmatic Analysis

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## Abstract

This pragmatic study investigates the importance of expressive illocutionary acts in character and plot development in the movie Luca from Disney+. By analyzing dialogue from the movie, this study identifies and examines various instances of expressive illocutionary acts, including thanking, praising, complaining, apologizing, and blaming. Using the descriptive-qualitative method, a total of expressive illocutionary acts are identified, which include 5 examples of thanking, 1 example of praising, 1 example of complaining, 1 example of apologizing, and 1 example of blaming. These speech acts were further analyzed for their underlying functions, ranging from competitive purposes to friendly, collaborative, and conflictual purposes. The objective of this research is to explore how expressive illocutionary acts contribute to the emotional depth of the characters and to the resolution of conflicts within the plot. Through this classification, we gain a deeper understanding of how these communicative acts function to reinforce social norms, negotiate conflict, and shape the overall storyline

**Keywords:** *Expressive Illocutionary acts, Pragmatic Analysis, Speech acts*

## Introduction

Humans are social creatures, and as such, they tend to communicate. In this kind of communication, language is crucial because it enables people to express a wide range of feelings, ideas, and thoughts in addition to messages. Each speech event generates a complicated interaction between the speaker and the listener that involves multiple meanings and exchanges. In addition to being a means of communication, language is an integral aspect of human social and cultural existence, supporting the development of connections and identities.

Yule (2022) explains that speech acts are actions performed through speech. Three related activities come together in one utterance. The first is the locutionary act, which is the basic act of speaking or producing a meaningful linguistic utterance. The second, the illocutionary act, is marked by the communicative intent of the utterance. The third, the perlocutionary act, implies that the person being spoken to will understand its effects.

Illocutionary act is the act of making a meaningful utterance. It is sometimes referred to as the act of speech or the act of locution. Furthermore, an illocutionary act is the employment of a sentence to convey a viewpoint for a certain purpose. Conversely, a perlocutionary action is an action that results from a statement. Another name for it is the perlocutionary effect.

Searle (1969, as cited in Akmal, S., Fitriah, F., & Zafirah, H., 2020) classifies illocutionary acts into five categories of speech: Assertives are this type of speech act that indicates a spoken statement. There are four types of statements: facts, assertions,

conclusions, and descriptions. Directives are speech acts that encourage speech partners to act to do something such as commanding. Commissives describe a speaker's commitment to perform an action in the future such as promising and swearing. Expressives are utterances to show the speaker's emotional psychological attitude towards situations such as apologizing, thanking, praising, complaining, and blaming. Finally, Declaratives are speech acts that describe a direct change in a situation such as surrendering and punishing.

The main function of language is as a communication tool that humans use to be able to interact with others. With the function of the language, it is undeniable that in an act of speech, the act of illocution also has a function in daily life. Situations in different contexts of everyday speech demand different types and degrees of manners as well. Based on how it relates to social goals in determining and maintaining a sense of respect and attitude.

Leech (1983), revealed that different situations in a speech affect the existence of different types of verbs and degrees of manners. Therefore, Leech divides the illocution function into four types: competitive is speech that does not have karma because the purpose of this locucion competes with social goals, convivial is speech that is organized. The purpose of this illocution is in line or parallel with social goals, while collaborative speech is spoken by the speaker without involving manners because in this function manners are irrelevant and contradictory, and finally conflictive is speech that does not have an element of courtesy, because it is contrary to social goals and basically this function aims to cause anger

A speaker's process of making a certain speech is known as an illocutionary act. It is crucial to understand the illocutionary act since it specifies how the entire remark is to be interpreted in the conversation. Learners of illocutionary act will be able to interpret previously unknown messages, avoid misunderstandings during communication, and understand the meaning and function of utterances. Because every statement a speaker makes in a discussion has a purpose for the listener in addition to its literal meaning.

Based on the concept mentioned earlier, researchers examined the act of expressive illocutionary acts found in the conversations of characters in the Disney+ Luca movie. By analyzing the conversations that occur in the Disney+ luca movie through a pragmatic lens, the researcher tries to explain the expressive illocutionary acts that occur in the film and the function of the illocutionary acts.

## Method

The method used is qualitative descriptive due to the nature of the targeted research to describe the types of expressive illocution acts found in the speech in the Disney+ movie Luca. Based on the theory of Bogdan and Biklen (1997) *"Qualitative research has some characteristics. Firstly, it is naturalistic. Qualitative research has actual settings as the direct source of data and the researcher is the key instrument. Secondly, qualitative research is descriptive. The collected data take the forms of words or pictures rather than numbers.."*

Qualitative analysis has a number of characteristics. The first is naturalists. Qualitative research has an actual arrangement as a direct source and the researcher is the key instrument. In this case, the researcher is able to describe the phenomenon scientifically or as it is. The second is descriptive. The data collected can be in the form of words or pictures, not in the form of numbers. A qualitative approach is an approach

that does not use the basis of statistical work, but is based on qualitative evidence. Research that features assessment procedures that produce descriptive data can be in the form of written, oral, or observed behaviors. The researcher explained the data obtained from interviews, observations, documentation, so as to get answers to the problem in detail.

The object of this research is expressive illocutionary acts contained in dialogues or conversations in the Disney + Luca movie. The data used as the object of the research was taken from conversations transcribed with English subtitles from the Disney+ Luca movie obtained from the Disney+ Hotstar application.

Following the selection of pertinent segments, they were categorised based on the different kinds of expressive illocutionary acts. This study uses Searle's (1969) theory of expressive illocutionary actions to identify and analyse the many forms of expressive illocutionary acts. The theory divides expressive illocutionary acts into five categories: apologising, thanking, praising, complaining, and blaming. Leech's (1983) theory, which distinguishes functions like competitive, friendly, collaborative, and conflictive, is used to categorise and analyse these speech acts.

## Result

Searle's theory (1969) for analysing the categories of expressive illocutionary acts and this study, as well as Leech's theory (1983) for classifying and evaluating the function of illocutionary acts, serve as the foundation for this classification.

### Data 1: Expressive Illocutionary Acts *Thanking*

The conversation between Daniela, Luca and Grandma occurs when Luca comes home late after going to herd but he goes to the mainland

Daniela : Luca, Gonna tell us where you were?  
Luca : Uh...  
Grandma : It's my fault, I sent him to look for sea cucumbers.  
Luca : Right! Sorry, Grandma, I Couldn't find them.  
Daniela : Mom, his life is maybe a little more important than your snacks.  
Luca : ***Thank you.. (Giggles)***

(Disney+ Hotstar Streaming 16:46:00 – 17:02:01)

From the above conversation, it can be seen that Daniela and her family are worried about Luca coming home late because she has gone to the mainland which according to Daniela is dangerous for them, Grandma knows that Luca is nervous to answer the question that her mother gave so Grandma helps Luca to cover up the activities that Luca has done while she was wandering, Grandma replied that he told Luca to look for sea cucumbers as a snack that he ate, but all of that was a lie and it turned out that Luca went to the mainland. Luca said ***"Thank you"*** to Grandma for helping him in covering up the lies that Luca had committed.

In addition, the speech ***"Thank you"*** has a convivial function, which is well-mannered speech and has a courtesy that is in line with social goals to build a good relationship with the speaking partner. Judging from the situation in the conversation above, Luca said ***"Thank you"*** to Grandma for helping him to cover up the activities that Luca did during the herding. This made Luca grateful for what Grandma did to Luca so he delivered a speech ***"Thank you"*** with the aim of expressing his gratitude.

### Data 2: Expressive Illocutionary Acts *Thanking*

Luca and Giulia conversation after Giulia explains about her school life and astronomy books and the solar system,

Luca : Could I Maybe borrow this? Just for tonight.  
Giulia : You can have it.  
Giulia : The universe is literally yours!  
Luca : Wow.. ***Thank you!***

(Disney+ Hotstar Streaming 55:44:00 – 56:14:00)

From the conversation above, it can be seen that Giulia explained how exciting it was to study at school, he explained the subjects he took and he explained to Luca about the solar system that is in space, Luca was interested in what Giulia explained through his book, Luca was interested in the book explained by Giulia therefore Luca intended to borrow the book about the solar system to Giulia and was enthusiastically welcomed by Giulia as a form Giulia appreciated giving the book to Luca, and Luca was happy and said ***"Thank you!"*** for the good that Giulia did.

In addition, the speech ***"Thank you!"*** It has a convivial function because it shows conformity with the characteristics of the convivial function, namely well-mannered speech and has courtesy that is in line with social goals to build good relationships with speech partners. Judging from the situation in the conversation above, Luca said ***"Thank you!"*** to Giulia for giving a book that she was going to borrow. This made Luca grateful and happy for what Giulia had done to him.

### Data 3: Expressive Illocutionary Acts *Thanking*

Luca and his mother's conversation when he was allowed to go to school with Giulia and go away from his family.

Daniela : Luca, do you promise?  
Luca : Yes! Yes, I Promise!  
Luca : ***Thank you.***  
Daniela : Oh. Just remember, we are always here for you.

(Disney+ Hotstar Streaming 1:21:47 – 1:22:06)

From the conversation above, it can be seen that Daniela and her family are worried about Luca who is going to the city center to go to school with Giulia, Daniela asked Luca to promise to take care of her when she went to school in the city center, Daniela felt relieved because Luca had promised to take care of her, Luca was grateful and happy because his family had allowed him to go to school, as a form of Luca joy ***"Thank you."*** To his family

In addition, the speech ***"Thank you."*** It has a convivial function, namely well-mannered speech and has a sense of compensation that is in line with social goals to build a good relationship with speech partners. Judging from the situation in the conversation above, Luca said, ***"Thank you."*** to his family for giving permission for him to attend school in the city of with Giulia

#### **Data 4: Expressive Illocutionary Acts *Thanking***

Luca and Giulia had a conversation while attending an annual event in Porto Poso who was on a mission to eat spaghetti.

Luca : Come on!  
Giulia : Demonstrate how to use fork  
Luca : ***Thank you.***  
Giulia : Don't thank me.

**(Disney+ Hotstar Streaming 1:12:25 – 1:12:40)**

From the conversation above, it can be seen that Giulia showed Luca how to use a fork when eating spaghetti, Luca also said "***Thank you***" for the kindness that Giulia has shown how to use a fork.

In addition, the speech "***Thank you***" has a convivial function because it shows conformity with the characteristics of the convivial function, namely well-mannered speech and has politeness that is in line with social goals to build a good relationship with the speaking partner. Judging from the situation in the conversation above, Luca said "***Thank you***" to Giulia for helping her by showing her how to use a fork to eat spaghetti. This made Luca happy for what Giulia had shown him.

#### **Data 5: Expressive Illocutionary Acts *Thanking***

Luca and Giulia conversation. When Giulia fell off his bicycle because he had saved Luca and Alberto from Ercole's pursuit.

Luca : Giulia. Are you all right?  
Giulia : Yeah. Yeah. I'm okay.  
Giulia : ***Thank***, guys.

**(Disney+ Hotstar Streaming 1:16:45 – 1:17:00)**

From the above conversation, it can be seen that Luca asked Giulia if she was okay after falling, Luca showed her concern and concern for Giulia condition to ensure that she was okay even though she might be a little surprised or touched, because Giulia had protected her from the people of Porto Poso. Giulia said "***Thank***, guys" for her gratitude for Luca kindness for helping him get back up after falling off the bike he was riding to protect Luca from the attack of the residents of Porto Poso.

In addition, the speech "***Thank***" has a convivial function because it shows conformity with the characteristics of the convivial function, namely well-mannered speech and has courtesy that is in line with social goals to build a good relationship with the speaking partner. Judging from the situation in the conversation above, Giulia said "***Thank***" as a way of expressing her gratitude to Luca and Alberto for helping her stand up from a fall while riding a bicycle to protect them from the attack of Porto Poso residents.

#### **Data 6: Expressive Illocutionary Acts *Praising***

Alberto conversed praising Luca when he tried to walk on land for the first time.

Alberto : Okay, Okay. Watch  
Alberto : Point your feet to where you wanna go. Okay?

Alberto : And then you just catch yourself before you fall, yeah that right.  
 Alberto : Good. Good. Yes. Yes!  
 Luca : I'm... I'm Getting it!  
 Alberto : ***Not bad, kid.*** Alberto Scorfano  
 Luca : Luca Parguro

(Disney+ Hotstar Streaming 0:13:30 – 0:13:47)

From the above statement, it can be seen that when Luca was able to step better after a few trials, he received instructions from Alberto on how to walk properly. Initially, Luca may have difficulty controlling his steps or maintaining balance. However, with Alberto guidance and encouragement, Luca began to improve his technique. This is reflected in Alberto praise to Luca, "***Not bad, kid,***" which shows that Luca has shown good progress in learning how to walk properly. Thus, the cooperation between Alberto and Luca and the support from Alberto helped Luca to overcome his initial difficulties and make progress in his skills.

In addition, "***Not bad, kid***" has a collaborative illocution function because it shows conformity with the characteristics of the collaborative illocution function, which is speech that is not related to politeness and ignores social goals. Judging from the situation in the conversation above, Alberto said "***Not bad, kid***" to Luca because Alberto felt happy when Luca could walk smoothly because he had listened to his instructions. This made Alberto feel happy to see Luca and expressed his pleasure by saying "***Not bad, kid***". The speech spoken by Alberto does not have a social purpose, because in this case Alberto only conveyed his pleasure to see the results of Luca hard work that he had done.

#### Data 7: Expressive Illocutionary Acts *Complaining*

Massimo and Giulietta conversed when Giulietta was not allowed to take part in the annual race in Porto Poso.

Massimo : Giulietta. A word.  
 Massimo : ***I don't want you doing the race again. You get so upset.***  
 Giulietta : Papa, per favore, I have a team now.  
 Massimo : There's also the entry fee. Money is tight.  
 Giulietta : I'll work double shift at the pescheria. Whatever you need.  
 Massimo : I can't sell what I don't have. What I need is more fish in my net.

(Disney+ Hotstar Streaming 0:40:08 – 0:40:25)

From the conversation above, it can be seen that Massimo is Giulietta's father, worried about what Giulietta will do, so Massimo responds "***I don't want you doing the race again. You get so upset***". It seems that he complained a little about what his beloved daughter and friends were going to do. Massimo expressed his desire for Giulietta to no longer participate in the race because he saw the detrimental emotional impact on his daughter.

In addition, the speech "***I don't want you doing the race again. You get so upset***" has a collaborative illocution function because it shows conformity with the characteristics of the collaborative illocution function, namely speech that is not related to politeness and ignores social goals. Judging from the situation in the conversation above, Massimo said the speech "***I don't want you doing the race again. You get so upset***" to Giulietta because Massimo was worried about his daughter. Meanwhile,

Giulietta also participated by giving a response that was appropriate to the situation, namely by explaining that he has the team now.

As such, Massimo's speech reflects the direct and open collaboration between father and daughter in expressing their feelings and concerns with each other. It describes a strong and open relationship between the two, where they feel comfortable sharing their feelings without any social boundaries or rigid politeness.

#### **Data 8: Expressive Illocutionary Acts *Apologizing***

Luca and Giulia have a conversation after Giulia learns about Luca true form and Luca goal to participate in a bicycle race held in the city of Porto Poso to get money from the results of the championship and be bought by Vespa.

Luca : you don't understand.  
Giulia : No I don't, risking your life for a Vespa?  
Luca : My parents were gonna send me away.  
Luca : That's why we did all of this.  
Luca : But it's over now., Goodbye giulia  
Luca : *I'm sorry*

**(Disney+ Hotstar Streaming 1.06.10 - 1.06.50)**

From the conversation above, it can be seen that Giulia is talking about Luca decision to do something risky. Giulia doesn't understand why Luca risked his life for a Vespa. It can be concluded that Luca was depressed by his parents' plan to send him away, so he and his friend did something risky (such as participating in a race to win a Vespa). However, after all these efforts and risks, the situation is over and Luca has to part ways with Giulia, which makes him feel the need to apologize. This conversation depicts Luca inner conflict between his desire for freedom and adventure and the consequences of his actions.

In addition, the speech "*I'm sorry*" has a convivial function because it shows conformity with the characteristics of the convivial function. This speech reflects manners and courtesy that are in line with the social goal of building a good relationship with the speaking partner. In the context of the above conversation, Luca said "I'm sorry" to Giulia because he felt bad that he had lied and covered up the truth of the real reason why Luca took a big risk to win a race.

This apology reflects Luca efforts to mend his relationship with Giulia, showing that he appreciates Giulia feelings and admits his mistakes. This speech not only served as an expression of regret, but also as a way to show respect and concern for Giulia. By saying "*I'm sorry*" Luca seeks to defuse any tension that may arise as a result of his actions and seeks to restore trust and maintain harmony in their relationship.

In this situation, Luca realizes that his actions may have caused a misunderstanding or disappointment in Giulia. Therefore, this sincere and courteous apology is a form of communication aimed at improving interpersonal relationships that may be disrupted. Thus, the speech "*I'm sorry*" is not just a verbal expression, but also a social act that serves to strengthen the social bond between a speaker and the speaking partner.

#### **Data 9: Expressive Illocutionary Acts *Blaming***

Alberto and Luca converse after Luca expressed his interest in going to school with Giulia and learning about the solar system.

Alberto : The whole reason we're getting a Vespa is to live on our own  
Alberto : We don't need school, we don't need anybody  
Luca : Couldn't we just try it?  
Luca : Just for a few day?  
Alberto : Luca, ***sea monsters can't go to school.***  
Alberto : What do you think is gonna happen, when they see your fishface?

(Disney+ Hotstar Streaming 57.06 - 57.35)

From the conversation above, Alberto felt annoyed because Luca seemed to ignore their original goal of freedom. He is also worried about their safety if their identities are revealed. Meanwhile, Luca is curious and wants to explore the human world more deeply. He is interested in the new knowledge and opportunities that can be obtained from school. Alberto rejected the idea of going to school because he believed that they did not need formal education or anyone else to achieve freedom. He sees school as an obstacle to their freedom. So Alberto said "***sea monsters can't go to school.***" as sea monsters. He believed that if people knew they were sea monsters, they would be exiled or worse, hurt.

It can be seen that Alberto and Luca have different goals and priorities. Alberto is more focused on their freedom and safety as sea monsters, while Luca is more interested in new knowledge and experiences in the human world.

In addition, the speech "***sea monsters can't go to school.***" has a conflictive illocution function because it shows conformity with the characteristics of the conflictive function, namely speech that is not well-mannered and does not have politeness that is contrary to social goals. Alberto firmly rejected Luca idea of trying school. This statement does not provide room for further discussion or compromise, reflecting a defensive stance and total rejection. This speech is not delivered in a polite or thoughtful manner. Instead, Alberto directly and violently rejected Luca idea, without thinking about Luca feelings or desires.

## Conclusion

This pragmatic analysis underscores the pivotal role that expressive illocutionary acts play in both character development and plot progression within Disney+ Luca. Through expressions of gratitude, admiration, discontent, remorse, and accountability, characters articulate their innermost thoughts and feelings, thereby shaping their interactions and forging deeper connections with one another. By dissecting these speech acts, we gain valuable insights into the intricacies of each character's personality and the evolving dynamics of their relationships.

Expressive illocutionary acts are important because they do more than just convey conversation; they also work as a means of expressing the underlying impulses and feelings that propel the story along. In addition to advancing the plot, the characters' exchanges of gratitude, compliments, grievances, apologies, and blame deepen the emotional resonance of the narrative and help the audience identify with the characters' struggles.

In this analysis, a total of instances of expressive illocutionary acts were identified, encompassing 5 sample expressions of thanking, 1 samples praising, 1 samples complaining, 1 samples apologizing, and 1 samples blaming. These speech acts were further analyzed to discern their underlying functions, which ranged from

competitive to convivial, collaborative, and conflictive goals. Through this classification, we gain a nuanced understanding of how these communicative acts serve to reinforce social norms, negotiate conflicts, and shape the overall narrative trajectory.

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