



A Speech Act Analysis to the Utterances of the Animated Cartoon Series: The Adventures of Tintin

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Abstract

The current study concerns with speech acts produced by two selected characters' utterances in the series 'The Destination Moon' and 'Explorers on the Moon'. The study aims to explore the intended meanings of both characters Tintin's and Captain's utterances in verbal communication. It also explores how animated cartoon series is analyzed and to what extent the speech act theory proposed by Searle (1969) can apply to the utterances of the animated cartoon series 'The Destination Moon' and 'Explorers on the Moon' in 'The Adventures of Tintin'. The study uses exploratory sequential mixed-methods for analyzing utterances. The researcher collects data from an audiovisual series. The study uses the model of Searle's (1969) speech act theory. The first result of this study indicate that the characters used direct and indirect speech acts in the series. The second result of this study is Assertives category, the more prominent illocutionary acts (ILAs) in the series has ranged 46%. Besides, the directives category is second ILAs which is 37% and followed by expressives, commissives and declaratives. The third result of this study is that the utterances of both characters used the satisfaction rule for performing effective speech acts. This study is expected to give some useful insights into understanding what speech acts are in the animated cartoon series.

Keywords: Animated Cartoon Series, Verbal Communication, Speech Act Theory.

1. Introduction

As a tool of communication in social interaction, people communicate with one another and build relationships by the use of language to do an act. They express their thoughts, ideas, and emotions through the medium of sounds, gestures, and signals for many different purposes and reasons. What people do by saying words is called speech acts in the study of language. Speech acts are the study which considers how to do things with words (Isnawati et al., 2015).

The problem of this study is related to find out the classifications of illocutionary acts, types of speech acts, and the felicity conditions to the Tintin's and Captain's utterances in the animated series 'The Destination Moon' and 'Explorers on the Moon'. Because nowadays animated cartoon series is the focus of the young generation and parents. Many of those who watch the animated cartoon series do not know the intentions of the language which is used by characters without knowing the exact linguistic position for watching these animated series. Notably, the language of the characters is a reflection of the real world. Hence, to understand the intended



meanings of the utterances of the characters in doing an act of speaking, at that time this pragmatically will be analyzed by the theory of speech acts which is proposed by Searle (1969). It is hypothesized that: 1-Tintin's utterances are of high occurrence for the assertives category of illocutionary acts in the series of season three. 2- Captain's utterances are of great frequency for the assertives category of illocutionary acts in the series of season three.

The research aims to explore the intended meanings for both characters Tintin's and Captain's utterances in verbal communication. It also explores how animated cartoon series is analyzed and to what extent the speech act theory can apply to the utterances of the animated cartoon series 'The Destination Moon' and 'Explorers on the Moon' in the 'The Adventures of Tintin'.

The current study limits itself to analyze Tintin's and Captain's utterance according to speech act theory. It is limited to the use of the verbal utterances and the interpersonal communication that is exchanged only between two main characters: Tintin and Captain Haddock in the series of season three for 'The Destination Moon' and 'Explorers on the Moon' in the 'The Adventures of Tintin' series. The study restricts itself to the period of 1991-1992 that broadcasted the cartoon in TV series.

The current study will be of great value for those who are interested in linguistics in general and in pragmatics in particular. The study will also be of great interest to the readers, researchers, and principals because it provides them with a practical framework, including qualitative, quantitative, and utterance analysis. Essentially, it is useful to create a Kurdish national animated cartoon series like other societies.

2. Theoretical Background

When communicating with one another through the use of language, people perform actions by saying something. They express their feelings, attitudes, asking questions, requesting, making a promise, a suggestion, and/or an estimation.

Krauss and Fussell (1996) state that the communication process operates on the principles of 'sign' and 'symbol' signals. Signs are the cause of connecting the signals which bear information to the messages that they convey between the sender and the receiver. Symbols are the arbitrary representation of something, which means there is no direct connection between a symbol and what it represents. It is the output of social conventions. The signals relate to social interactions when the sender conveys the meaning of symbols into utterances through verbal messages. Then, the receiver infers the meaning of words from the context. Notably, an utterance is the 'basic unit' of verbal communication (Akhutina, 2003, p.110). Thus, according to what is mentioned before, people use the spoken language to communicate and to deliver their intentions by using their utterances in certain situations. With regard to these ideas, Searle (1969) relates speech acts to 'linguistic communication' that includes 'linguistic acts'. In particular, the unit of 'linguistic communication' is the production of an utterance in the performance of speech acts under specific conditions (see Osika, 2008; Searle, 1969).

Animated cartoons are forms of interpersonal communication; In other words, animated cartoons are verbal language in use, hence adjudged as 'discourse' (Emezue, 2013, p.17). According to Wells (1998, p.11), animated films are outlined as, "If it is the live-action film's job to present physical reality, [the] animated film is concerned with metaphysical reality - not how things look, but what they mean". He meant that animated films present what the animated



cartoons convey are the meanings from the physical reality to the audience. So, the utterances of animated cartoon series as a medium of communication reflect the real world and by analyzing the characters utterances the researchers try to know their communicative function through the act of speaking.

2.1 Review of Literature

As speech act theory (SAT) analysis proposed by Searle (1969) is an outstanding model of pragmatics, many linguists, researchers, students have been adopting it to analyze various degrees of utterances. Occasionally, there are several works done by scholars who talked about a speech act analysis to the utterances in a way or another. Muhartoyo, Keilly Kristani in (2013) investigates how often directives speech act performed and which types of directives speech act are more frequently used in the movie 'Sleeping Beauty'. The researcher uses a qualitative method in the analysis of data by watching the movie, reading the script, and searching the library research. Muhartoyo concludes that there were (139) directives speech acts recognized. Also, the researcher indicates that ordering type is used more frequently about (21.6%) and least frequent type is inviting which is about (0.7%). Another point the researcher concludes is that the directive speech act is a fundamental social interaction used in the movie which is also, it keeps the flow of storyline. Jane Wanjiru Kinyua in (2014) enquires a study that focuses on the editorial cartoon verbal texts of domestic politics, social themes, and foreign affairs. The research adopts two pragmatic approaches, the use of speech act theory and relevance theory to analyze the data. The study concludes that the propositional form communicates much more than literary encoded utterances when supported by elements such as captions, and images. So, these elements help to arrive at the speakers/ writers intended meaning. Another point achieved in the study is that the cartoon utterances accurately communicate serious problems relating to political subjects as poverty and insecurity in society.

Saputro (2015) shows the types of ILAs in the selected speeches performed by Jokowi's, and the reason (s) for using certain types of ILAs. Then, he exploited the dominant perlocutionary effects. He argues that all types of ILAs are used except for the declaration. The highest frequency was assertives, commissives, expressives, and directives respectively to the types of ILAs. Performing the ILAs has perlocutionary effects on the audience which leads to work with Jokowi's government and putting their expectations with him.

The significance of this research lies in providing a practical framework, including qualitative, quantitative, and utterance analysis to linguists, readers, researchers, principals, Politicians, and the media domain staff. Primarily, it is useful to create a Kurdish national cartoon series like other societies.

The **theory of speech acts** came to existence for the first time by the philosopher Austin (1911-1960) in his lectures at Harvard University in 1955 then it was developed by Searle (1969). Later, Austin's lectures were published in 1962 under the title "How to Do Things with Words" by Oxford University Press (see Austin, 1962; Al-Sulaimaan, 2011; Nugroho, 2011; Cumming, 2005). Lots of definitions exist that based on the author's or scholar's understanding of the term Speech acts, among these Austin (1962, p.12) states that speech acts mean "to say something is to do something..." primarily he meant by speech acts as the performance of an ACT when someone says something. Searle (1969, p.16) defines speech acts as "the production or issuance of a sentence token under certain conditions is a speech act, and speech acts are the basic or



minimal units of linguistic communication.” He explained speech acts as those sentence tokens in which produced under specific rules, which is also considered as the smallest unit of linguistic communication such acts as promising, stating, ordering, and asking.

Speech acts purpose producing an utterance which requires engaging in a specific kind of social interaction (i.e., to influence in some way hearers’ beliefs, attitudes or behavior rather than a descriptive function of language) (see Lyons, 1977). Moreover, Yule (1996b) clarifies SAs as producing an act through utterances, for example, requesting, inviting, complaining, and asking are different acts which represent the communicative intention of the speaker. So, regularly the speaker thinks his/her intended meaning will be noticed by the hearer. Further, Akmajian et al., (2010, p.395) talk about SAs by saying that "acts are performed in uttering expressions". They meant that SAs are undertaking an act is by saying an utterance. In brief, speech acts actions performed in saying something by using language as a way of delivering the intended meaning in communication. Every utterance must have an intention to convey by the force of utterance.

Further, Searle (1969, pp.24-25) proposed four kinds of speech acts:

- 1- Performing utterance acts: Akmajian et al., (2010) describe an utterance act as the act of just performing an utterance (sounds, syllables, words, phrases, and sentences) in a language. The significance of using the utterance acts leads to performing either illocutionary acts or perlocutionary acts.
- 2- Propositional acts: mean performing a propositional act that relates the referring object to its predicate. Searle (Ibid) says that the speaker refers to something then he/she will characterize it. For instance; "Sam smokes habitually", Sam is referring to a specific object and smokes habitually is related to the predicate.
- 3- The third type is presented as “Stating, questioning, commanding, etc. = performing illocutionary acts.” Performing illocutionary acts proceed by ‘uttering’ string of ‘words’ in a ‘sentence’ with a specific ‘context’, ‘under certain conditions’ with a particular ‘intention’. Hence, ILAs means producing an act of utterance with a specific convention that governed by rules with an intended desire.
- 4- Perlocutionary acts: the concept is taken from Austin. It is in correlation with the notion of illocutionary acts in which have consequences or effects on the actions, thoughts, or beliefs of hearers (see also Birner, 2013; Petrus, 2010).

2.2 Searle’s Classification of Illocutionary Acts

1. Assertives (Representatives)

Searle (1979, p.12) states that assertive group purports ‘to commit the speaker (in different ranges) to something being the case’, to the fact of expressed proposition. He means that assertives are acts by which the speaker represents the world or what she or he believes to be the case. Mey (1993, p.164) articulates that assertives demonstrate the ‘subjective state of mind’ by having distinct ‘degrees of force’ and ‘the point of acts remains the same’. He states that these speech acts show the psychological status of mind and these beliefs have varying degrees of force (as I present something or merely demonstrate something) but they are still the same point of speech acts. Many proponents spell out that the logical involvement of the goal is to describe what is going on in the world. The direction of fit for assertives is that of the words to the world. The illocutionary point helps to know about the existence of assertives (see also Kaburise, 2011,



p.80; Huang, 2007, pp.106-107; Vanderveken and Kubo, 2001, p.33; Searle, Ibid, pp.12-13). This class contains most of Austin's expositives and many of his verdictives. For example; *boast, complain, conclude, deduce, suggesting, insisting, and swearing*.

2. Directives

Searle (1979, pp.13-14) indicates that the purpose of the IP for directives that they are efforts by the speaker to make the hearer doing things. They are possibly a plain tries or sever tries 'by the speaker to get the hearer to do something'. The direction of fit for this class is 'world- to words', as well as, the sincerity condition for the member of this class is to 'want (or wish or desire)'. Another point is that the propositional content for directives type is that 'the hearer does some future action'. The following are the verbs of this group; *ask, order, command, request, beg, plead, pray, entreat, and also invite, ask, permit, and advise*. Many of Austin's exercitives have also been grouped to this type.

For instance; "Go home!" (Is an order, the speaker wants H to do something) (see Sent, 2014, p.26; Cruse, 2006; Cruse, 2000; Levinson, 1983).

3. Commissives

Commissives category is to impose the speaker to some future course of action in varying degrees. Searle (1979, p.14) states that some verbs that are used by Austin in this class will be excluded such as, "shall, intend, and favor" (see also Al-Sulaimaan, 2011; Saeed, 2009; Cutting, 2002; Ward and Horn, 2006). So in commissives, the speaker commits himself/herself to some future course of actions in different degrees. The commissives type is the 'world-to-word' direction of fit, and the sincerity condition is an intention. The propositional content for commissives is that always the speaker does some future course of action. In particular; "I will have written this paper by Friday next week." (The speaker commits himself/herself to do something) (see Sent, 2014; Leech, 1983, pp.105-110; Lyons, 1977)

4. Expressives

The speaker expresses his/her psychological state that is defined in the sincerity condition about the state of affairs determined in the propositional content. Expressive verbs include; thank, congratulate, apologize, condole, deplore, and welcome. There is no direction of fit for expressives but presupposing the truth of expressed proposition (see Al-Sulaimaan, 2011; Smith, 2003; Searle, Ibid).

5. Declarations

Declarations are defined as performing an act successfully when the speaker makes a coincidence between the propositional content and the real world. This category creates change in the world to the referred object just when there is harmony and performing the act successfully. The direction of fit is both 'words-to-world' and 'world-to-words' because of the special feature of declarations. There is no sincerity condition because of the direction of fit that declaration tries to get language to match the world. Instances' of this class is; "excommunicate, appoint, give, bequeath one's positions or declare war, naming, and baptize" (see Mey, 2009, pp.995-996; Huang, 2007; Yule, 1996b; Brennenstul, 1981).

2.3 Types of Illocutionary Acts of Searle

Searle (1969, pp.66-67) breaks down illocutionary acts into types to give more clarification, and each type carries its identification by incorporating rules of illocutionary force indicating device (IFID) as:



Table (2.1) Types of Illocutionary Acts:

Types of Illocutionary acts	Types of Rules		Comments
1- Request	Propositional content	Future act (A) of hearer (H).	Notably, order and command as Searle stated have the extra preparatory rule S must be in a posture of power over the H. Maybe it does not need to have the non-obviousness condition for commanding. Regarding both, the mastering relation affects the essential condition cause the utterance calculates as an effort by the (S) to get the (H) to do (A) by way of the authority of the (S) over (H).
	Preparatory rule	1- Hearer is able to do act. (S) believes (H) is able to do (A). 2- It is not obvious to both (S) and (H) that (H) will do (A) in the normal course of events of his own accord.	
	Sincerity rule	(S) wants (H) to do (A).	
	Essential rule	Count as an attempt by the (S) to get (H) to do (A).	
2- Assert, state {that}, affirm	Propositional content	Any proposition (P).	Unlike argument, statements looks have no relation essentially to attempting to convince. Thus in stating the speaker states the proposition and not trying to convince the hearer is acceptable, but if the speaker argues the P and not trying to convince hearer seems inconsistent.
	Preparatory rule:	1. (S) has evidence (reasons, etc.) for the truth of (P). 2. It is not obvious to both (S) and (H) that (H) knows (does not need to be reminded of, etc.) (P).	
	Sincerity rule	(S) believes (P).	
	Essential rule	Counts as an undertaking to the effect that P represents an actual state of affairs.	
3- Question	Propositional content	Any proposition or propositional function.	According to Searle, there are two types of questions real question and an exam question. In a real question, the speaker
	Preparatory rule	1- The (S) does not know the answer, that is to say, does not know if the proposition is true, or, in terms of the propositional	



		function, does not know truly the information required to complete the proposition. 2- Without being asked, it is not obvious to both (S) and (H) that (H) will provide the information at that time.	wants to know the answer while in exam questions; (S) wants to know if (H) knows.
	Sincerity rule	(S) wants this information.	
	Essential rule	Counts as an attempt to elicit this information from (H).	
4- Thank (for)	Propositional content	Past act (A) done by (H).	The sincerity and essential rules interfere. Thanking is just expressing gratitude in a way that cannot be insincere, while promising is not just expressing an intention it could be insincere, so (S) intends that the utterance of a sentence (T) will make him responsible for intending to do (A).
	Preparatory rule	(A) benefits (S) and (S) believes (A) benefits S.	
	Sincerity rule	a- S feels grateful or appreciative for (A).	
	Essential rule	Counts as an expression of gratitude or appreciation.	
5- Advise	Propositional content	Future act (A) of (H)	In contrast to advice which is not a sort of requesting one might assume. It is interesting to contrast "advise" with "urge", "advocate" and "recommend".
	Preparatory rule	1. (S) has some reason to believe (A) will benefit (H). 2. It is not obvious to both (S) and (H) that (H) will do (A) in the normal course of events.	Advising is, not trying to get the hearer to do something in the sense that requesting is, but advising is more like informing you what is best for you.
	Sincerity rule	(S) believes (A) will benefit (H).	
	Essential rule	Counts as an undertaking to the effect that (A) is in (H)'s best interest.	



6- Warn	Propositional content	Future event or state (E).	The warning is like advising but not requesting. It is not an attempt to get you to take indirect action. Notice that the above account is of categorical not hypothetical warnings. Most warnings are probably hypothetical; "If you do not do X then Y will occur". While categorical is the opposite. In fact, hypothetical is not universal and absolute because they are necessarily conditioned on some goal or desire.
	Preparatory rule	1. (H) has reason to believe (E) will occur and is not in H's interest. 2. It is not obvious to both (S) and (H) that (E) will occur.	
	Sincerity rule	(S) believes (E) is not in (H)'s best interest.	
	Essential rule	Counts as an undertaking to the effect that (E) is not in (H)'s best interest.	
7- Greet	Propositional content	None.	
	Preparatory rule	(S) has just encountered (or been introduced to, etc.) (H).	
	Sincerity rule	None.	
	Essential rule	Counts as courteous recognition of (H) by (S).	
8-Congratulate	Propositional content	Some event, and act (E) related to (H).	"Congratulate" is similar to "thank" in the way that it is an expression of its sincerity condition.
	Preparatory rule	(E) is in (H)'s interest and (S) believes (E) is in (H)'s interest.	
	Sincerity rule	S is pleased at (E).	
	Essential rule	Counts as an expression of pleasure at events (E).	



Abbreviations: Hearer: H, Speaker: S, Action: A, Event: E, Proposition: P, Sentence: T, Illocutionary force indicating device: IFID, Illocutionary act (s) : ILA (s) , Speech acts: SAs, Speech act theory: SAT, Illocution point: IP. Perlocution effect: PE, Perlocutionary acts: PAs

2.4 Felicity Conditions (FC)

Every utterance performed by a speaker is influenced by a circumstance to which it belongs. These circumstances must be recognized as an intended performance of speech acts. The utterance must match the circumstance so that to be appropriate and satisfied (Finch, 2000). Thus according to Searle, there are conditions in performing speech acts that must be considered to reach an effective speech act.

Searle (1969, pp.57-61) structures a list of FCs for performing specific illocutionary acts which are:

1. Normal input and output conditions are obtained by being intelligible speaking and comprehensible.
2. The speaker (S) expresses the proposition (P) that (P) in the utterance of T (sentence).
3. In expressing that (P), speaker (S) predicates a future act (A) of (S). So, the speaker calls conditions 2 and 3 of the propositional content condition.
4. The hearer (H) would prefer (S)'s doing act (A) to his not doing (A), and (S) believes (H) would prefer his doing (A) to his not doing (A).
5. It is not obvious to both (S) and (H) that (S) will do (A) in the normal course of events. He calls conditions such as 4 and 5 of preparatory condition.
6. The speaker (S) intends to do (A) which is a sincerity condition.
7. Essential condition: is the (S) intends that the utterance of (T) will place him under an obligation to do (A).
8. (S) intends (i-I) to produce in (H) the knowledge (K) that the utterance of (T) is to count as placing (S) under an obligation to do (A). (S) intends to produce (K) by means of the recognition of (i-I), and he intends (i-I) to be recognized by means of (H)'s knowledge of the meaning of (T).
9. The semantical rules of the dialect spoken by (S) and (H) are such that (T) is correctly and sincerely uttered if and only if the conditions 1-8 obtain.

Notably, achieving the effect of illocutionary acts in 8 entails about Searle's intention to present that this point is related to the perlocutionary acts in the utterances.

2.5 Direct and Indirect Speech Acts (Dir. & IND.)

Generally speaking, when someone utters a sentence may mean what she/he exactly utters or may want to convey additional meaning by the sentences that are uttered. So, this case leads to having either direct or indirect speech acts.

Searle (1979, p.30) affirms that when "the speaker utters a sentence and means exactly and literally what he says" is direct speech acts. He meant that in case of producing an utterance that its semantic meaning is the same to what the speaker said called direct speech acts.

Many of the world's languages contain three basic sentence types: declarative, interrogative, and imperative. These three main sentence types are mainly related to three essential illocutionary forces meaning, stating/asserting, asking/questioning, and ordering/requesting respectively (see Yule, 2010; Mey, 2009; Leech, 1983).



While indirect speech acts are explained when the speaker states something, he means something more rather than what is said. Notably, sentence meaning does not cover utterance meaning, but it is an inclusion of utterance meaning. Particularly to illustrate both meanings of utterance meaning and sentence meaning, Searle explicates them as the utterance meaning is what the speaker conveys actually, while sentence meaning is what the speaker literally says by uttering the sentence in context (see Smith, 2003; Harnish et al., 1979; Searle, Ibid)

Indeed, Searle (1979) proposes that for understanding indirect speech acts, we connect our knowledge of three elements. They are felicity conditions of direct speech acts, the context of utterance, and principles of conversational cooperation (see for more detail Finch, 2000, p.183). In brief, if an utterance performs two speech acts, it has two ILAs. The primary illocutionary acts are performed indirectly through the performance of the secondary illocutionary acts. Thus, we can say that the secondary illocutionary acts are the literal meaning while the primary one is the intended meaning. As a result, the researchers reach at the point that indirect and direct speech acts are another way of indicating types of speech acts to complete the process of analysis to the utterances of characters in the series. In addition, IFID rules for the analysis process requires understanding the speakers intended meaning in communication.

3. Methodology

The current study uses both qualitative and quantitative method to analyze the data. Qualitative research is applied to analyze the data in the form of audiovisual series, and quantitative research is used to count the percentage and frequency of speech acts used by the characters to obtain the required results. Further, a sample size for this research has been used is the (characters utterances) and the population has been used is ('The Destination Moon' and 'Explorers on The Moon' series) in season three. In this research, descriptive, statistical, and interpretative techniques are used as the technique of the data analysis.

3.1 Research Questions

- 1-What types of speech acts are performed by the characters: Tintin and Captain in the series?
- 2- Which classification of the category of illocutionary acts is more prominent than others in 'The Destination Moon' and 'The Explorers on the Moon'?
- 3- What rules are necessary to identify the performance of effective speech acts by characters in the series? And how these rules can apply to produce effective speech acts by the characters?

3.2 Hypotheses

The study hypothesizes that:

- 1- Both characters use direct and indirect speech acts in the utterances of the series.
- 2- Tintin's and Captain's utterances are of high occurrence for the assertives category of illocutionary acts in the series of season three.

3.3 Data Collection

For collecting qualitative data the researcher becomes the main tool for the process. This is done via using observation protocol to watch all the series, and then transcribing the utterances by note taking. The quantitative phase of data is conducted by firstly identifying unit of analysis, which is an audiovisual (AV) series that will supply the information to answer the research



questions and hypothesis, rather than using probability and random sample size. The instruments that are used are: excel program of software 2010, SPSS program version 25, 2017.

3.4 Statistical Processing

For the data analysis, a statistical program which is SPSS is used and applied in this study, by calculating the amount of frequency and percentage to utterances.

3.5 Research Procedures and Data Analysis

The researcher is the main key instrument in the qualitative phase rather than using pen, paper sheets, computer, Excel program, Microsoft word 2010 program, SPSS program version 25. Procedures used to record data are the use of protocols informal as taking notes and formal as optically scanning the material to develop a complete text file. Moreover, the observational protocols are used to what the researchers take notes. The researchers employed standard procedure and categorical scale. Also, the coding process is qualitatively and quantitatively processed. These were applied to the research sample on 5/12/2018, and the data was then entered into the SPSS program to obtain the results.

4. Findings

After interpreting the utterances of characters in the series and calculating the results for answering the research questions and hypothesis of the study, the following table illustrates what has been reached at:

1- What types of speech acts performed by the characters Tintin and Captain in the series?

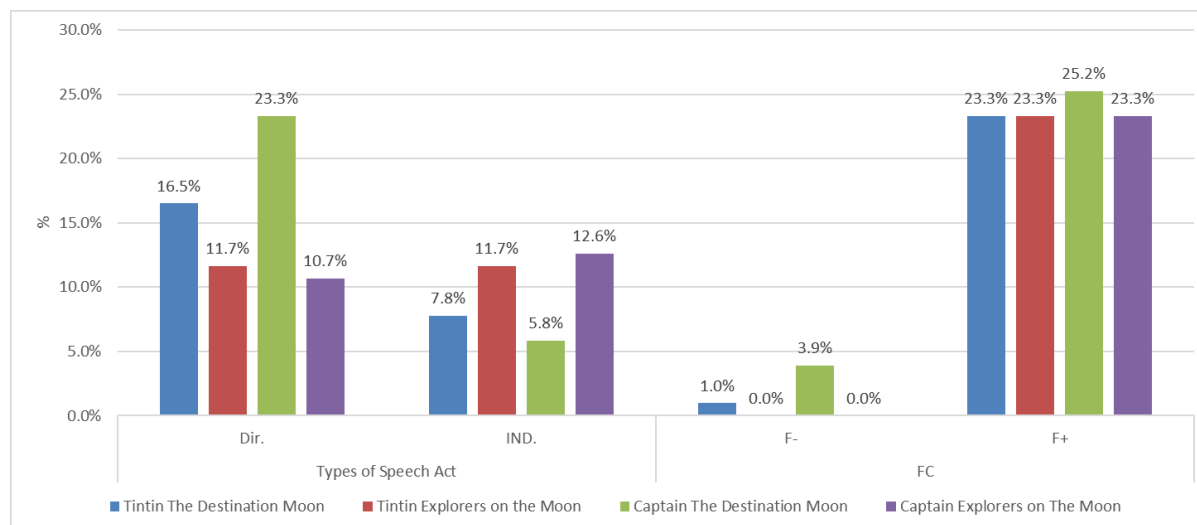


Figure (4.1) The Percentage of Types of Speech Acts and Felicity condition for Both Characters in the Series



Table (4.1) Tintin's and Captain's Types of Speech Acts and Felicity Conditions

Character	Series	Types of Speech Acts				FC			
		Dir.		IND.		F-		F+	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Tintin	The	17	16.505%	8	7.767%	1	0.971%	24	23.301%
	Explorers on the Moon	12	11.650%	12	11.650%	0	0.000%	24	23.301%
Total of Tintin		29	28.155%	20	19.417%	1	0.971%	48	46.602%
Captain	The	24	23.301%	6	5.825%	4	3.883%	26	25.243%
	Explorers on The Moon	11	10.680%	13	12.621%	0	0.000%	24	23.301%
Total of Captain		35	33.981%	19	18.447%	4	3.883%	50	48.544%
Total		64	62.136%	39	37.864%	5	4.854%	98	95.146%

The above output (table 4.1) shows the percentage of types of speech acts used by both characters Tintin and Captain Haddock. The result of the analysis of speech act types shows that the direct speech acts have been performed by the character Tintin in the series is about 28.155% of the total utterances. Besides, Captain performed direct speech acts about 33.981% in the series utterances. While for indirect speech acts, Tintin performed 19.417% and Captain 18.447% indirect speech act types. This finding indicates that both characters used direct and indirect speech acts types in the series to convey the intended meanings via utterances. The more used type of speech acts is direct speech, which is about 62.136% of utterances while indirect speech acts is 37.864% of utterances. This finding refers to that direct speech acts are used more in the speech of animated cartoon series to fit the young generations. Indeed, young generations understand more from the direct speech acts of the intended meanings of characters in the animated cartoons.

The above chart (4.1) also indicates the percentage of types of speech acts in the series that are performed by both characters. As an illustration, the chart makes the reader obvious about the process of analysis to the utterances in the series. The graph shows the rate of a high and low number of producing utterances. It depicts the rate of the high and low number of producing utterances. Notably, the characters have performed direct speech acts higher than indirect speech acts. Captain has issued 23.3% while Tintin enacted 16.5% in 'The Destination Moon'. Also, Captain undertakes 12.6% and Tintin 11.7% of indirect speech acts in the 'Explorers on the Moon'.

It is hypothesized that both characters have used the types of speech acts. The findings accept what has been hypothesized that direct and indirect speech acts carried out by characters in the series. It accepts the aim that animated cartoon series can be analyzed and a speech act theory can apply to the utterances of animated cartoons. More, it illuminates the data analysis has performed clearly and accurately by the researcher.

Q/2 What rules are necessary to identify the performance of effective speech acts by characters in the series? And how these rules can apply to produce effective speech acts by the characters?

In the above table (4.1), it presents that Tintin and Captain have produced utterances that are of both kinds of felicitous and infelicitous speech acts. For felicitous speech, Tintin has performed his conversation intentionally and at the right time and place with the necessary background knowledge



for both speaker and hearer to provide. In both series, he has produced (48) utterance that ranges 46.602% of utterance that has satisfied the rules of IFID. Additionally, Captain Haddock in the series has used (50) utterance equals 48.544% of utterances that have been felicitous. While for infelicitous speech Tintin has performed fewer utterances which are about (1) utterance values 0.971% of utterances in the series, and Captain has issued (4) utterances about 3.883% of infelicitous utterance. Both characters have performed (98) utterances rates 95.146% of utterances have been felicitous and, (5) utterance values 4.854% of utterances have been infelicitous. This percentage has shown that a high number of utterances are felicitous which have performed by both characters, and this will fit with the young generation audience.

The necessary rules to identify effective speech acts are felicity conditions when the speaker obeys all the rules of felicity conditions there must be a felicitous speech whereas one of the rules if not satisfied it becomes infelicitous speech. The application of rules is shown below.

Q/3 Which classification of the category of illocutionary acts is more prominent than others in the series of 'The Destination Moon' and 'The Explorers on the Moon'?

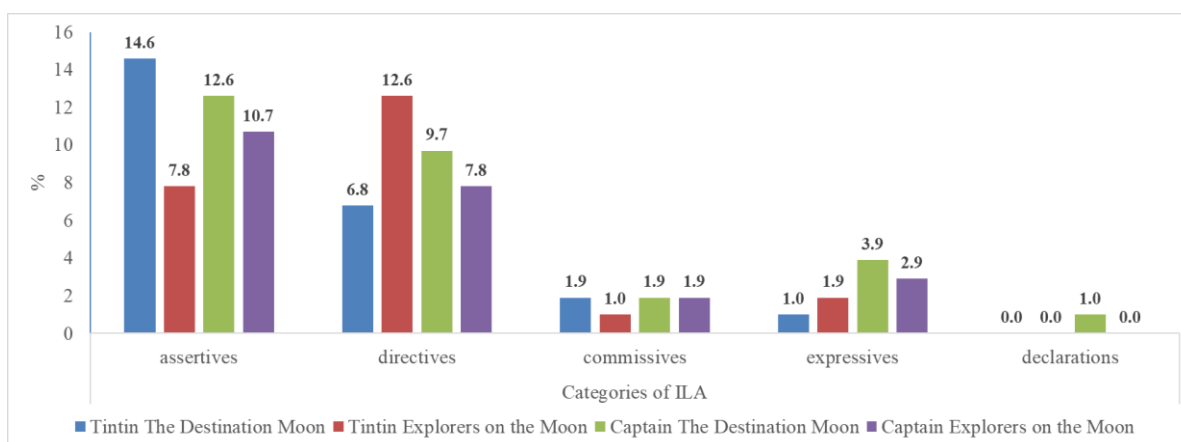


Figure (4.2) The Classifications of ILAs for Both Characters in the Series.

Table (4.2) The Character's performance of the Classifications of the ILAs in the Series

Charac ter	Series	Categories of ILA										Total	
		assertives		directives		commissi ves		expressiv es		declaratio ns			
		Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%
Tintin	The Destinati on Moon	15	14.6 %	7	6.8 %	2	1.9 %	1	1.0 %	0	0.0 %	49	48 %
	Explorer s on the Moon	8	7.8 %	13	12.6 %	1	1.0 %	2	1.9 %	0	0.0 %		
Total for Tintin		23	22%	20	19%	3	3%	3	3%	0	0%		



Captain	The Destination Moon	13	12.6 %	10	9.7 %	2	1.9 %	4	3.9 %	1	1.0 %	54	52 %
	Explorers on the Moon	11	10.7 %	8	7.8 %	2	1.9 %	3	2.9 %	0	0.0 %		
Total for Captain		24	23%	18	17%	4	4%	7	7%	1	1%		
Total		47	46%	38	37%	7	7%	10	10 %	1	1%	103	100 %

This table (4.2) depicts that the character Tintin in 'The Destination Moon' has verbalized (15) utterance valued 14.6% of verbatim. Additionally, he spells out (8) utterances equal 7.8% out of 22% of total utterances of assertives category in the 'Explorers on The Moon'. Then, the analysis presents that directives for Tintin are (20) utterances rates 19%, commissives (3) utterance calculated 3%, expressives (3) utterance valued 3%, and no utterance for declaratives produced in the series.

Furthermore, the character Captain has articulated (24) utterance rank 23% for assertives, (18) utterance scales 17% for directives, (4) utterance about 4% for commissives, (7) utterance numbers 7% of utterances, and lastly, (1) utterance equal 1% of utterances in the series.

Moreover, the characters have issued (103) utterances in both series. In the 'Destination Moon' and 'The Explorers on the Moon', (54) utterance has produced out of (103) utterances which range 52% by Captain in the series. Further, the character Tintin has issued (49) utterances out of (103) utterances that range 48% in the 'Destination Moon' and 'The Explorers on the Moon' series.

Next, the assertives category are (47) utterance that ranges 46 % of utterances that have performed by both characters in the series followed by directives (38) utterance equals 37%, commissives (7) utterance values 7%, then expressives (10) utterance rates 10%, and finally declarations (1) utterance ranges 1% of utterances. The assertives and directives categories are highly emphasized in the series as the table shows. Finally, it is deduced that assertives category is more prominent than other categories in the utterances of the characters.

Also, from the graph figure (4.2), the analysis of characters utterances have presented clearly that the percentage of each category of ILAs has represented for each character in particular series with colorful columns. These columns have helped to distinguish between the classifications and characters as well as specific series. It has hypnotized that the prominent category in the series among other members is assertives class that accepts what has arrived at from the analysis of the utterances. The number of utterances has been (47) utterance out of (103) utterance that ranks 46% of the utterances. The lowest category has been declaratives about (1) utterance values 1% of the utterances.



So, the hypothesis that has hypothesized illustrates both characters perform their utterances in a way that represents the truth of the expressed proposition what they believe are representative of the world. This acceptance predicts that data analysis and collection has performed perfectly and clearly.

To answer, the question about categories of ILAs in the utterances of characters in the series the following results have been achieved:

1-Assertives (representatives) category: it is to commit the speaker to the truth of the expressed proposition in varying degrees based on Searle's theory of speech acts. This study contains many types of illocutionary acts for assertives class- that the characters when they have communicated with each another tried to represent the truth of the situation or what they have believed being the case; such as stating, suggesting, remarking, informing, representing, explaining, doubting, supposing, thinking, estimating, showing, describing, characterizing, emphasizing, predicting, answering, believing, illustrating, understanding, and recognizing.

Table (4.3) the Abbreviation Terms for employing rules of speech acts

Terms	Abbreviations
Speaker	S
Hearer	H
Illocutionary acts	ILAs
Utterance	U
Proposition	P

As well as, the following rules are how effective speech acts have performed by the characters which answer question number two:

Tintin (speaker): at 1:25 Sec./ Pa 1 **“So this is Syldavia!”**

- 1- Proposition content: So this is Syldavia!
- 2- Preparatory rule: Tintin remarks and states this is Syldavia when they arrived there by plane and invited by their friend Calculus. It is not obvious to both Tintin and Captain that Captain knows he states this is Syldavia.
- 3- Sincerity rule: Tintin believes that this is Syldavia!
- 4- Essential rule: U count as an undertaking to the effect of remarking and stating 'this is Syldavia' which represents an actual state of mentioning and representing the utterance.

The U is felicitous satisfies all the rules. Then the utterance of the sentence is declarative or means exactly and literally what the speaker intends by remarking and stating directly. At last, the ILA is assertives.

Captain: 11:05 Sec./ Pa 2 **“Well, I say we leave them on the moon!”**

- 1- Proposition content: I say we leave them on the moon.
- 2- Preparatory rule: Captain suggests to leave Calculus's assistant, and the guilty infiltrate on the moon because there is limited oxygen on the space shuttle. It is not obvious to both Captain and Tintin that Tintin knows he will suggest leaving them on the moon.



- 3- Sincerity rule: Captain believes in leaving them on the moon.
- 4- Essential rule: U count as an undertaking to the effect of suggesting and stating that represents an actual state of being a load of oxygen in the space shuttle.

In that case, the U is felicitous satisfies all the rules. The structure is declarative for the sentence type, or the utterance of the sentence means exactly and literally what the speaker means by suggesting and stating directly. Accordingly, the ILA is assertives.

2-Directives category: attempts (in varying degrees) by the speaker to get the hearer to do something. The study includes the types of illocutionary acts as notify, request, ask, deny, order, warn, and want.

Tintin: at 10:39 Sec./ Pa 1 *“Captain! Could you get a hold of a couple of two-way radios? I have a plan.”*

- 1- Proposition content: Tintin asks Captain if he could get hold of two-way radios.
- 2- Preparatory rule: Tintin does not know if Captain can get hold of two-way radios. It is not obvious to both Tintin and Captain that Captain will inform him whether he could or not at that time without being asked.
- 3- Sincerity rule: Tintin wants to know the Captain’s response because he has a plan.
- 4- Essential rule: Count as an attempt to elicit if Captain could get hold of a couple of two-way radios.

Seeing that, the U is felicitous satisfies all the rules. At last, the utterance of the sentence means what the speaker means by asking the hearer indirectly something more which is requesting. The utterance performed primary illocutionary acts by way of secondary illocutionary acts indirectly. So, the ILA is directives because Tintin requests Captain to help him in performing his plan.

3-Commissives category: committing the speaker to some future course of action. This class in the current research involves many types of illocutionary acts like agrees to give permission, undertakes to take off, undertakes not to forgive himself, agrees, plans to, purpose to, and undertakes to shoot a line.

Captain: at 11:47 Sec. / Pa 1 *“Aye, Aye Tintin... you can count on me!”*

- 1- Proposition content: Captain undertakes to be trusted by counting on him.
- 2- Preparatory rule: Captain believes Tintin would prefer his undertaking to his not undertaking to be trusted by counting on him. It is not obvious to both Captain and Tintin that Captain will agree to Tintin’s request to put their plan in mission for searching about the intruders to steal their colleague’s invention to send a rocket to the moon in the normal course of events.
- 3- Sincerity rules: Captain intends to agree and undertake to put the plan in action.
- 4- Essential rule: count as the undertaking of an obligation to agree to get the plan in action.

In that case, the U is felicitous satisfies all the rules. The utterance of the sentence means exactly and literally what the Captain’s intended meaning means by agreeing and undertaking to be trusted directly. Thus, the ILA is commissives because Captain commits himself to some future course of acts.

4-Expressives category: The Characters used expressives to represent their psychological expression. The character uses this kind of speech acts to state what he feels actually. Expressives



class includes some of the types of ILAs as never mind, expresses his pleasure, anxious, upset, express sorrow, cursing, thanking, being well, express surprise, express sympathy, and ironic.

Captain: at 13:40 sec./Pa1 **“I’m ... miserable wretch! I’m so sorry, Tintin.”**

- 1- Proposition content: Captain expresses his sorrow to make the team in the rocket in danger by going out of the shuttle.
- 2- Preparatory rule: Captain believes that Tintin would prefer Captain’s expressing sorrow toward Tintin when he came back and saw the trouble that happened because of him to his not expressing of being sorry. It is not obvious to both Captain and Tintin that Captain will apologize at the normal course of events.
- 3- Sincerity rule: Captain intends to express his sorrow.
- 4- Essential rule: Count as an expression of being sorry at the situation that happened.

Accordingly, the U is felicitous satisfies all the rules. The utterance of the sentence means exactly and literally what the speaker’s intended meaning means by expressing his sorrow directly. Thus, the ILA is expressives because Captain expressed his feelings.

5-Declarations category: it is to bring about changes and to make the successful correspondence between the propositional content and the reality. It contains one declaring acts which was in ‘The Destination Moon’ series that is performed by Captain. The utterance was;

Captain: At 12:08 Sec./ Pa 2 **“This time, my dear professor...you’ll be cured or you’ll be dead! This is the end... Calculus.”**

- 1- Proposition content: Captain declares that either Calculus be cured or he will be dead.
- 2- Preparatory rule: Captain believes Tintin would prefer Captain’s declaration to his not declaring of being cured or he will be dead, but indeed Tintin does not prefer Captain’s behavior by pointing the gun toward Calculus to frighten him and makes his memory back again. It is not obvious to both Captain and Tintin that Captain will declare toward Calculus- not Tintin in the normal course of events.
- 3- No sincerity condition for declaration because this category does not have sincerity and also Captain pointing water gun toward Calculus, not a real one
- 4- Essential rule: count as an undertaking of an obligation to declare he will be dead or be cured.

Seeing that, the U is infelicitous because it does not satisfy the rules of sincerity. The utterance of the sentence means exactly and literally what the speaker’s intended meaning means by declaring directly. Namely, the ILA is declaration category.

5. Conclusion and Suggestions

Based on the analysis and the results, it can be concluded that both characters Tintin and Captain used classifications of illocutionary acts that are Assertives (representatives), directives, expressives, commissives, and declaratives. The Assertives are used by characters because of their desire to represent what they believe to be the case or to express the truth of propositions clearly stated in their utterances. The directives are produced by characters because they want to get the addressee to do something by uttering the utterance. Particularly, Tintin wants Captain to do something to him by his speech acts. The expressives’ use shows that the characters want to



express their psychological state or their feelings in their utterances. The characters issued commissives because they want to perform an act in the future.

Besides, the researcher finds out that the most dominant category of ILAs has used by Captain in the series utterances is Assertives category. There are (24) utterances equals 23% out of (47) utterances that belong to Assertives (representatives) category. The total number of Assertives category is count (47) utterance that ranges 46% of the utterances for both characters in the series.

The analysis has shown that the purpose of the characters of using different speech acts is due to what categories of speech acts they produce. For instance, to represent, to suggest, to describe, to ask, to order, to request, to warn about something, to undertake to shoot, to make a plan, to thank, and to express pleasure. For example, Tintin has described their travel to the moon to Captain via illustrating how the journey is interesting because it has been their dream.

Further, the analysis has presented that the direct and indirect types of speech acts have been used by the characters. The results showed that (64) utterance values 62.136% of utterances are direct speech acts, and (39) utterance count 37.864% indirect speech acts.

This finding illuminates that the animated cartoon series uses direct speech acts that are appropriate to the age of young generations and their understanding from utterances performed by characters in the series. Because young audiences can understand the direct speech acts, are able to comprehend from the intended meanings of characters presented in the animated cartoon series.

The necessary rules to identify for the performance of effective speech acts by characters in the series are felicity conditions as Searle named by IFID rules. As previously illustrated in the findings section, how the rules are applied. It is concluded that the series contain felicitous and infelicitous conditions, which the felicitous one means that the characters in their speech performed effective speech acts while the infelicitous condition is not performing effective speech acts.

The analysis has depicted what has been hypothesized that the prominent category in the series among other members is assertives class that accepts what has arrived at from the analysis of the utterances. The number of utterances has been (47) utterance out of (103) utterance that ranks 46% of the utterances. The lowest category has been declaratives about (1) utterance values 1% of the utterances. This hypothesis proves that the assumed assumptions are correct by the researcher for clarifying the analysis of the utterances in the study.

Finally, the researchers hope that this study will give a clear identification about speech acts analysis to the utterances of the animated cartoon series, and about the model of Searle applied for analyzing utterances by adopting the exploratory sequential mixed-methods. The researchers hope that this research will give a contribution to readers a better understanding of speech acts and can be an additional reference to those who are interested in learning about speech acts and specifically those who are interested in the pragmatics field. The researchers also recommend that in the future Kurdish Society to create an animated cartoon series for different purposes according to this study.



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تحليل افعال الكلام اللفظي لسلسلة الرسوم المتحركة: مغامرات تتن

الملخص

الدراسة الحالية يخص بافعال الكلام الملفوظ من قبل شخصيتين محددتين في سلسلة ' الى الفضاء ' و ' المستكشفين على القمر '. هذه الدراسة يهدف الى استكشاف الهدف المقصود من الفاظ كلا الشخصيتي كابتن و تتن في التواصل اللفظي. وكذلك يستكشف كيف يتم تحليل افلام الرسوم المتحركة و الى اي مدى نظرية افعال الكلام المقترحة من قبل سيبرل (1969) يمكن تطبيقها لالفاظ سلسلة افلام الرسوم المتحركة ' الى الفضاء ' و ' المستكشفين على القمر ' في ' مغامرات تتن '. الدراسة تتناول استخدام الطريقة الاستكشافية التبعية المختلطة (Exploratory mixed-methods) لتحليل الالفاظ. الباحثة يجمع البيانات من سلسلة سمعية بصرية. الدراسة تستخدم نظرية افعال الكلام للمقترح سيبرل (1969). النتائج تشير الى ان الشخصيات استخدموا طريقة افعال الكلام المباشر و الغير المباشر في السلسلات. النتيجة الثانية التي تم التوصل اليها ان النوعية الاستعراضية (Assertives) من ابرز انواع ابداء افعال الكلام (Illocutionary acts) في السلسلات توصلت الى 46%. الى جانب ذلك النوعية التوجيهية (Directives) هو النوع الثاني من ابداء افعال الكلام الذي هو 37% ويتبعها التعبيري (Expressives) و الارتكابي (Commissives) و الاعلاني (Declaratives). الهدف الثالث التي تم الحصول عليها هو الفاظ كلا الشخصيتين استخدموا القانون الارضائي لاداء افعال الكلام التأثيري. من المتوابع هذه الدراسة ان يعطي ادراك مفيد لفهم ما هو افعال الكلام في السلسلات الرسوم المتحركة. المفاتيح: سلسلة الرسوم المتحركة، والتواصل اللفظي، نظرية افعال الكلام.

شیکردنه وهی کرده قسه یه کانی زنجیره کارتونی نهیمه یشن : سه رکیشیه کانی تینتین

سهلام ناوخوش بکر

شیما حیدر کریم

کۆلتیژی پهروه دهی بنه په تی- بهشی ئینگلیزی / زانکۆی سه لاهه دین- هه ولیر

پوخته

ئهم توێژینه وهی ئیستا گرنگی به ده پرینی کرده قسه یه کانی ده دات له لایه ن دوو کاره کته ری دیاریکراو له زنجیره ی 'گه یشتن به مانگ' و "دۆزه وه وه کانی سه ر مانگ". ئهم لیکۆلینه وه یه ئامانجی دۆزیه وه ی ئامانجی دیاریکراوه له ده پرینی هه ردوو کاره کته ر تتن و کابتن له په یوه ندیکردنی زاره کیدا. هه روه ها چونه تی دۆزیه وه ی شیکردنه وه به زنجیره ی نهیمه یشن و تا چ راده یه ک بیردۆزی کرده قسه یه کانی سیبرل (1969) ده توانی په پره و بکریت بۆ گووته ی زنجیره نهیمه یشنی گه یشتن به مانگ" و "دۆزه وه وه کانی سه ر مانگ". له 'سه رکیشیه کانی تتن'. لیکۆلینه وه که رێگای میتۆدی دوزینه وه ی زنجیره یی تیکه لۆ ده گرێته خۆ بۆ شیکردنه وه ی ووته کان. لیکۆله ر داتا کان له زنجیره ی فیدیوی ده نگ و ره نگ کۆ ده کاته وه. لیکۆلینه وه که بیردۆزی کرده قسه یه کانی سیبرل (1969) به کار دئیت. ئه نجامه کان ئاماژه ده که ن بۆ ئه وه ی کاره کته ره کان رێگای راسته وخۆ و ناراسته وخۆ کرده قسه یه کانیان له زنجیره که دا به کاره یناوه. ئه نجامی دووه م ئه وه یه که جوړی پشاندان (الاستعراجه) له باوترین جوړه کانی پشاندانی کرده قسه یه کانه له زنجیره کان و گه یشته 46%. له پال ئه وه دا جوړی ئاراسته کراو جوړی دووه مه له ده ستپیکردنی (ابداو) کرده قسه یه کانه که ده کاته 37% و دواتی ئه ویش ده پرین و پابه نکاری خودی و گوزارشتکاری دیت. ئه نجامی سیه م که توانا به ده ست بکه ویت ئه وه به که ووته کانی هه ردوو کاره کته ر یاسی ره زامه ندی بۆ جیه جیکردنی کرده قسه یه کاریگه ره کان به کار هینابوو. و چاوه پروان ده کریت ئهم لیکۆلینه وه یه روانیتیکی به سوود بدات بۆ تیکه یشتنی کرده قسه یه کانه له زنجیره ی نهیمه یشن.

دهسته وازه گرنگه کان : زنجیره کارتونی نهیمه یشن، په یوه ندی زاره کی، بیردۆزی کرده قسه یه کانه.