

## Speech Acts Reflected in Emma Watson's Speech: An Analysis and Its Implications in Teaching Listening

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### ABSTRACT

*The message of a speech will be achieved by audiences if the use of speech acts is appropriate with its purposes. There are three types of speech acts; i.e. locutionary, illocutionary, and perlocutionary. This study aims to know the speech acts used in Emma Watson's speech delivered about feminism and explore its implications in teaching listening comprehension. Emma Watson tend to bring her audience, especially men to join her campaign, called HeForShe. It has successful reach the world's attention to end the gender inequality because of her powerful speech. To collect the data, a speech transcript was provided and analyzed. The qualitative descriptive research is used in order to investigate the implementation of locutionary, illocutionary, and perlocutionary used in the speech. The result showed those three types of speech acts were used. In addition, the illocutionary act of Assertive shown for 76,74%. It indicates that this speech contained opening, informing, convincing, insisting, and clarifying. This results have the implications in teaching listening such as delivering the materials of teaching could be started from listening words by words, looking for the meaning of difficult words, informing the content of text, giving respond, and achieving the meaning of text. The teacher suggested to use this speech as one of material in teaching listening by considering its objectives of teaching.*

**Keywords:** *Speech Acts, Teaching Listening Comprehension*

### INTRODUCTION

Learning speech acts is essential because in every culture, with different characteristics, speech acts happen in everyday talk. It is important for second language learners to know which speech acts are different in the first and target language, how they are different, and what is not appropriate to say. The message of speech would be accepted or not based on any good communication between speaker and listener occurred.

A speech acts also occurs in classroom, when a teacher asks or suggests students to something. The messages could not be received well by students, since they do not know other meaning in any sentences or instructions pragmatically. That is why speech acts

need to be learnt in English classroom. How then speech acts must be explained to students? This questions goes on next.

Afterwards this study aims to explore the speech acts used in Emma Watson's speech. This speech is very famous since Emma Watson is a popular artist and it tells about gender which mentioned that females and children got discrimination and violence. Through the results of investigating the speech acts used in this speech, then it could be recommended for teacher should apply it in teaching listening comprehension. The teacher can use the speech as one of material in teaching listening and explain that it also contains other meaning or message should be achieved.

## **LITERATURE REVIEW**

### **1. Speech Acts**

Speech acts defined as an action conducted by an utterance speaker (Yule, 2006). In linguistics, a speech act is an utterance defined in terms of the speaker intention and the impact or effect it has on the hearer or it can be the action that the speaker hopes to engage in his audience. Darihastining and Sulistianingsih (2020) state that speech acts are utterances that contain actions as elements of functional unity in communication that takes into account aspects of the speech situation. They also say that to get a better understanding of partner's meaning of speech acts one's needed a pragmatic context especially performative and constative utterances.

Speech-act theory is a pragmatic subfield. This region of research is worried with how words can be used not only to present data, but also to perform activities. Oxford philosopher J.L. presented speech-act theory in 1975. Austin in "*How to Do Things With Words*" and developed more by J.R Searle, the American philosopher. They were classified three part of Speech Acts, there are: *locutionary acts* (making significant statements, stating something that a hearer knows), *illocutionary acts* (saying something with intent, such as threatening), and *perlocutionary acts* (saying something that leads the audience to behave). To determine that means a human action is to be understood, one should initial verify the kind of act being performed. Locutionary acts are the simple act of producing certain linguistic sounds with some meanings. This is therefore simply a paragliding word, as illocutionary and perlocutionary acts can happen concurrently when

a declaration is locutioned. So the Illocutionary and Perlocutionary Acts can occur simultaneously when the Locutionary Acts happens.

## 2. Illocutionary Acts Based on Searle's Theory

Searle's theory (1969) of illocutionary acts is Expressive, Commissive, Directive, Assertive and Declarative are shown below:

### a. Expressive

This kind of Illocutionary Act express a psychological state, which includes, Thanking, Relieving, Deploring, and Praising. Expressive is also a kind of Speech Acts that say about what the speakers believe (Yule, 1996). The further explanation is given through examples below.

(1) *I'm so sorry to hear that.*

(2) *Congratulations.*

(3) *Ok, that's awesome, mmmmm, ssah!*

In example (1), the speaker feels condolence to what happen on the hearer. In example (2), the speaker feel a cheerfulness for what the hearer got. In example (3), the speaker adore something.

### b. Commissive

A group of Illocution that tend to commit the speaker's future intention or thing to do. Paradigm cases include Threatening and Guaranteeing. The explanation is given by examples below:

(1) *I'll be there soon.*

(2) *I will fix it tomorrow.*

(3) *We are not going to do that.*

Those examples shows example (1) states the speaker is promising to be in a place soon. Example (2) describes that the speaker promises to fix a thing the next day. In example (3), the speaker promises not going to do something.

### c. Directives

This act is attempts by speaker to ask the hearer to do something, they tend to bring an effect through the action of the hearer. They include commanding, inviting, and requesting. The further explanation is given through examples below.

(1) *Give me a cup of black coffee. Make it sweet.*

(2) *Could you lend me some money, please?*

(3) *Don't open it!*

From the above examples, example (1) describes the speaker commands the hearer to make a cup of black coffee with pouring any sugar into it. Example (2) shows the speaker asks the hearer to lend him some money. In example (3), the speaker is not allowing the hearer to open something.

d. Assertive

It also called as *Representatives* and it commits a speaker to the truth of the same propositions. They are statement that describes the state of affairs in the world, which could be true or false (Ayeomi and Akinkuolere, 2012). They include *Opening*, *Informing*, *Convincing*, *Insisting*, and *Clarifying*. The further explanations are given through example below.

(1) *The sun is rise from East*

(2) *Mark Zuckberg didn't create the computer*

(3) *It was a sunny day*

In example (1), the speaker believes that “the sun rise from East is true. In example (2) the speaker believes that Mark Zuckberg create a social media on the computer not creating the computer. In example (3), the speaker believes that the day was a sunny day. The speaker believes that he feels about the weather was true.

e. Declarative

This category impacts instant changes in the organizational state of affairs and tend to depend on elaborate extra-linguistic structures, including Declaring. Declaration also a kind of speech acts that change the world via their utterances (Yule, 1996).

(1) *Priest : I'm telling you now, husband and wife*

(2) *Jury Foreman : We find the defendant guilty*

In example (1) the context situation is that there is a couple who want to get married. The words of the priest alter the legal status of these two individuals from being single to being married. The example (2) which context situation is about the justice trial. The words of the Jury Foreman alter the status of the accused from innocent to guilt.

### 3. Emma Watson

Emma Charlotte Duerre Watson was born in Paris on 15 April 1990. She is an English actress, model, and activist. Watson attended the Dragon School and studied

as an actress at the Oxford branch of Stagecoach Theatre Arts. She became a first professional child artist acting role as Hermione Granger in the *Harry Potter* film series. She appeared in all eight *Harry Potter* films from 2001 to 2011 and until now becomes a representative of UN Women who speaks about women, feminism, child and gender.

#### **4. The HeForShe Campaign**

HeForShe Campaign is started on 20 September 2014 at the Headquarters of the United Nations in New York. It was hosted by UN Women Goodwill Ambassador Emma Watson, whose speech about her own journey to feminism and her call to involve men and children in supporting gender equality. At that event, UN Women called for the mobilization of the first 100,000 men in the campaign, a goal that was successfully achieved in just three days. The objective of the campaign is to spread consciousness and action on the responsibility that men and children have eliminated all types of discrimination against females and violence against females and girls.

#### **METHOD**

This research is a qualitative descriptive study which finding out the speech acts used in Emma Watson's speech and describe its implication in teaching listening. The subject of this study is a script of Emma Watson's speech in HeForShe Campaign 2014.

The steps of conducting data are identifying the speech, choose it as a data after watching the video (documentation), classifying the speech acts based on the data sheets provided, examining relationships and displaying Data, analyzing and explaining the speech using the data sheets (authenticating conclusion), making conclusion in the form of data analysis conclusion.

#### **RESULTS AND DISCUSSION**

##### **1. RESULTS**

Emma Watson's speech was to engaged women and men to achieved the gender equality. She stated the real condition of the gender inequality in today's life, that women

still got injustice in political, social, religious, and state life. The following locutionary and perlocutionary acts are found in her speech. It was analyzed as follows:

a. Locution (the act of saying something)

The following is example of locution found in the speech:

*“Today, we are launching a campaign called HeForShe”*

“Today” was put in the beginning of the utterance because Emma wanted to show that on “today” the movement was launched. It was in present continuous tense which used to show that the launching is still process at that time. The word “*campaign called*” was in the passive voice to deliver the speech verbally. She wanted to be less formal to remove the gap between her and the audience.

Perlocution (The act performed by saying something) showed in “*Cheerfulness.*”

The audience was already knew that HeForShe was launched that day, so they were felt cheerful since a movement of feminism lead by a famous people of England was launched that day.

b. Locution (The act of saying something):

Example:

*“This is the first campaign of its kind at the UN”*

The utterance “*of its kind*” explained that UN already has many departments of work which mostly concern only about political issues. The HeForShe was the first campaign that concern about feminism movement. This utterance was in simple present tense because she wanted to be straightforward on her point, since she was the first person who talked about gender inequality at the UN.

Perlocution (The act performed by saying something)

Example: “*Excitement*”

The audience finally knew that this was the first time for the UN to have UN Women that talked about a movement regarding gender inequality. The audience was respecting Emma since she talked about a formal matter, the gender.

c. Locution (The act of saying something)

The example:

*“I was appointed as Goodwill Ambassador for UN Women six months ago”*

Emma’s utterance was in simple past tense because it shows that she has been pointed as the Goodwill Ambassador before she delivered the speech, to made her audience

convinced that she was already mastered the issues “*six months ago*”. The word “*appointed*” was to show the audience that she deserve to have that position.

Perlocution (The act performed by saying something)

Example: “*Respect*”

The audience started to recognize her as the Ambassador for the UN Women and she has been working for six months. For her utterance of “*six months ago*”, gave the audience trust that she has experienced in feminism field for quite a long time.

d. Locution (The act of saying something)

Example:

*“For the record, feminism by definition is the belief that men and women should have equal rights and opportunities. It is the theory of political, economic, and social equality of the sexes”*

The modal used “*should*” since Emma wanted to be more polite to the audience.

Perlocution (The act performed by saying something)

Example: “*Inform*”

The audience knew about the general, simple and the real definition of feminism.

e. Locution (The act of saying something)

Example:

*“I started questioning gender-based assumptions a long time ago. When I was 8, I was confused for being called bossy because I wanted to direct the plays that we would put on for our parents, but the boys were not. When I was 14, I started to be sexualized by certain elements of the media. When at 15, my girlfriends started dropping out of sports teams because they didn’t want to appear muscly. When at 18, my male friends were unable to express their feelings”.*

The utterance “*started questioning*” showed that she realized there was something wrong in her society about the gender concept since she was just eight years old.

Perlocution (The act performed by saying something)

Example: “*Inspiring*”

The audience knew that when Emma was eight years old, she started to wonder why women treated differently. She told her experience to the audience to inspired them to behave like her, to care about surroundings since early age.

f. Locution (The act of saying something)

Example:

*“I decided that I was feminist, and this seemed uncomplicated to me”*

The utterance was in past tense because it did not proved continuously in the present time. The utterance just showed about Emma became a feminist from that time (past time) until now.

Perlocution (The act performed by saying something)

Example: *“Inspiring”*

The audience knew that Emma became a feminist since years ago until now because her own experience. Being a feminist means a lot for the society, to gives hopes for women who suffer from the gender stereotypes.

g. Locution (The act of saying something)

Example:

*“In 1997, Hilary Clinton made a famous speech in Beijing about women’s rights”.*

The time constraint was shown by using the word *“in 1997”* at the beginning of the sentence. This utterance was in simple past tense because she wanted to send a clear message that there was a famous speech delivered by a famous person about gender stereotype delivered by the first lady.

Perlocution (The act performed by saying something): *Informing*

The audience has already knew that there was a famous people who talk about feminism in the past when in Beijing in 1997. The topic that Mrs. Clinton delivered was about the freedom of became a women. The people realized even the topic was the same, but the concept of the movement is different.

After finding locutionary and perlocutionary acts, moreover, the results of illocutionary acts performed by Emma Watson showed that Declaration, Assertive, Commisive, Directive, and Expressive as follows:

**Table 1 : The Research Results of Illocutionary Acts of Emma Watson’s Speech**

<b>Illocutionary Acts</b>	<b>Frequency</b>	<b>Percentage</b>
Declarative	1	1,63%
Assertive	66	76,74%



Commissive	4	4,65%
Directive	5	5,81%
Expressive	11	12,80%
<b>Total of Illocutionary occurrences</b>	<b>86</b>	<b>100%</b>

From the table (1), Declaration became the less frequently used. It was only found for one time, when she was declaring that she appointed as Goodwill Ambassador for UN women, with 1,63% percentage. While Illocutionary Acts of Representative became the most frequently used, for 66 times. The Assertive was formed by the Illocutionary Acts of Opening, Informing, Convincing, Insisting, and Clarifying, which took 76,74%. The Illocutionary Acts of Commissive only took part of 4,65% , which containing of Guaranteeing and Threatening of Illocutionary Force. The Directive was in the third position that took 5,81% of Illocutionary Acts. Expressive took 12,80% with 11 frequency occurrences.

The data findings of the types of illocutionary acts and illocutionary forces presented in Emma Watson HeForShe were shown below:

**Table 2: The Data Findings of the Kinds of Illocutionary Acts & Illocutionary Forces in Emma Watson's HeForShe**

No	Illocutionary Acts	Illocutionary Force	Frequency
1	Declarative	1. Declaring	1
Total			1
2	Assertive	1. Opening 2. Informing 3. Convincing 4. Insisting 5. Clarifying 6. Protesting 7. Criticizing 8. Guessing 9. Predicting	1 47 7 4 1 1 1 1 3
Total			66
3	Commissive	1. Guaranteeing 2. Threatening	1 3

Total			4
4	Directive	<ol style="list-style-type: none"> <li>1. Commanding</li> <li>2. Inviting</li> <li>3. Requesting</li> </ol>	<ol style="list-style-type: none"> <li>1</li> <li>1</li> <li>3</li> </ol>
Total			5
5	Expressive	<ol style="list-style-type: none"> <li>1. Addressing</li> <li>2. Relieving</li> <li>3. Deploring</li> <li>4. Regretting</li> <li>5. Praising</li> <li>6. Thanking</li> </ol>	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>2</li> <li>2</li> <li>1</li> </ol>
Total			11
<b>Total of Illocutionary Acts Occurences</b>			<b>86</b>

Based on the table (2), the illocutionary of assertive was the most frequently used, it is used 66 times in which informing showed 47%. This class of illocutionary acts commits a speaker to the truth of the same propositions. It was because, she told that the gender equality was still far from being achieved. The problem was because there was no awareness of the importance of gender equality. Telling the audience about how importance of awareness by providing some examples mostly effective to be delivered by using assertive, to convey the audience about the message.

## 2. DISCUSSION

Emma Watson’s speech showed three types of speech acts (locutionary, perlocutionary, and illocutionary acts), which made her easier to state her goal of the HeForShe Campaign. From the results of illocutionary acts performed by Emma Watson (in table 2), it stated that the use of Assertive are mostly used. Assertive is containing of nine illocutionary forces. They are *Opening, Informing, Convincing, Insisting, Clarifying, Protesting, Criticizing, Guessing, and Predicting*. Informing became the most frequently used with 47 occurrences. Emma wanted to make the term of feminism became commonly heard. Since she found that many people still have a misunderstanding about the term of feminism. They interpreted the word feminism as something bad, aggressive, and man-hating.

Here, Emma tried to drag the people’s misunderstanding of feminism into a good, loving, caring, and not man-hating. Emma wanted people to understand that being a feminist person who believes in feminism, and tries to achieve change that help women

to get equal opportunities and treatment doesn't mean that a feminist is man-hating but simply to fight the inequality in gender that both women and men deserve to get. Therefore, in order to convince the audiences with highly educated background, about this misinterpretation of feminism, informing was used more frequently than any other types of assertive because it was less offensive.

Declaring becomes the least frequent speech acts that used in the speech. The function of declaring is to act that makes the propositional content corresponds with the reality, or simply to change the world via an utterances or word. Emma is trying to make a social and political way to deal with the audience by rising the gender issue. She made a declaration that she was appointed as Goodwill Ambassador for UN Women since six months ago. Precisely after hearing that statement, the audiences suddenly change their perception about Emma, as she is well-known as greatest actress of United Kingdom. Therefore, the use of Declaration should be just right, effective, and not too much.

After knowing the result of this study, this speech afterwards could be applied as one of materials which is integrated in teaching English language skills. It is very useful to give information in making good communication. The information of speech acts in the EFL class may help the students to achieve their understanding in pragmatic and also linguistic field. Pragmatic may help the student in explicate the hidden assumptions when learning the target language, so that the teaching and learning process will be easier. When learning the speech acts, the linguistic field will automatically study in this process, such as knowing the locutionary, illocutionary, and perlocutionary. Therefore, the implication of learning speech acts in educational may help the students in EFL class gaining the target language easier since Speech Acts bring the basic understanding of studying a language.

In line with the implication of speech acts in education, this study also has implications in teaching listening. It is shown as follows:

- (1) The results of locutionary acts describes that the speaker delivered the utterance which has meaning in traditional sense. In listening skill, the listener will catch the utterance of a sound, a word, or a phrase as a natural unit of speech. The teacher should deliver the speech to students in order they can pronounce well and catch the right meaning.

- (2) Illocutionary acts means speaker do not only say something, but it must be the act of saying something with a specific intension. This act is important in listening skill, since it can give intension about stating an opinion, confirming or denying something, making prediction/ a promise/ a request, issuing an order or a decision and giving and advice or permission. Listener will comprehend the meaning of text intensively.
- (3) Perlocution acts shows that there must be an action from listener. In this case, a teacher will ask students to listen the speech. After that they will practice and give respond about what they listen to.

## CONCLUSION

This research is concerned with the speech acts used by Emma Watson HeForShe Campaign 2014 Speech analysis and its implication in teaching listening. In line with the objectives of the research results can be concluded as follows:

1. It was found that all of the speech acts classification; locution, illocution, and perlocution were all performed in Emma Watson's speech. The illocution acts of declarative, assertive, commissive, directive, and expressive are applied. Declarative became the least speech acts used. While assertive took the most part of the speech, it is found for 66 times. Commissive performed four times, while Directive performed for five times. The last speech acts that used in the speech is Expressive, performed for eleven times. The total amount of speech acts in Emma Watson's speech is 90 times.
2. The result of speech acts analysis could be an alternative material in teaching listening since it has description and explanation about this speech. Students can practice listening pronunciation, understanding implicit and explicit meaning and comprehending whole text.

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