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## DIRECTIVE SPEECH ACTS IN *TOUS SUPER HÉROS* COMIC BY JEAN-CHRISTOPHE CAMUS, LILIAN THURAM AND BENJAMIN CHAUD BASED ON THE FORMS, MEANING AND FUNCTIONS

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### Abstract

This study's objective is to comprehensively understand the directive speech acts in the comic *Tous Super-Héros* by Jean-Christophe Camus, Lilian Thuram, and Benjamin Chaud, which includes forms, meanings and functions. The data analyzed were dialogues between the characters in the *Tous Super-Héros* comic found in the dialogue balloon. The data, hereafter processed through a content analysis method with a qualitative approach. The qualitative approach used here is an approach that investigates a social phenomenon and human problems in which the data collected consists of words (or text) from the expressions between speakers and interlocutors in the dialogue. Analysis of the findings shows that literal direct speech acts as a form of directive speech act has the highest intensity of 65.12%, the context of commands and warnings as the meaning of directive speech acts has the highest intensity of 20.93%, and advisories as a directive speech act function has the highest intensity of 24.41%. The findings in this study have implications for general French language insights and for understanding French expressions' social and cultural expressions.

**Keywords:** Comic, Expression, Illocutionary, Speech Act.

The speech act is an action performed via utterance (Yule, 2010). Speech acts themselves can be divided into three elements/aspects: locutionary, illocutionary, and perlocutionary. According to Yule, there are five types or categories of speech acts, namely: declaration, representative, directive, commission, and expressive. The speech act is the way of using or treating the people's words in communicating one and another. It means that the hearer does what the speaker wants. It expresses the speaker's desire or wish for the addressee to do something.

Many ways can help people to create excellent communication. One of them is by using directive. Based on the theory of Searle (Kerbrat-Orecchioni, 2008) the directive is a kind of speech act that the speaker tries to get the hearer to do something; attempts that can be very modest (*inviter à, suggérer*) or on the contrary fiery (*ordonner, réclamer, and insister*). It means that the hearer does what the speaker wants. It expresses the speaker's desire or wish for the addressee to do something. In using directive, the speaker intends to elicit some future course of action on the part of the addressee. A directive act is to get someone else to act something like the effect of the speaker's utterance. It is crucial to determine how directive uses in a particular situation.

Comics provide narrative experiences for readers just beginning to read and for reader acquiring a new language. The reader follows story beginnings and endings, plot, characters, time

and setting, sequencing without needing sophisticated word decoding skills. Images support the text and give the reader significant contextual clues to word meaning. Words that are said by people refer to a shared experience. Those words reveal facts, ideas, or events that can be communicated because they refer to the world's knowledge, which is also known by others. Besides, words also reflect the attitudes, beliefs, and viewpoints of the authors and others (Lustyantie, 2015). The use of comics as a source of research data has specific reasons, because speech can not only be found in spoken communication but also in written communication, one of which is comic. The comic is a written communication accompanied by images that can help the readers to understand the meaning of communication that occurs. This makes comics as a medium for delivering messages that are effective and worthy of further study in the study of speech acts, especially in directive speech acts.

Languages can be grouped into two parts, namely the form and meaning of that language. Words, phrases, clauses, sentences, and discourse are forms of the language. The forms of the language have a different meaning. Different forms have different meanings (Lustyantie, 2014). The dialogue carried out by the comic characters is a process of communication to obtain and convey information. In the process of communicating comic figures, there will be an event of speech acts that allow it to respond, compile, and reveal everything around it as communication material. This can be seen from the dialogue or speech carried out by the characters in the comic as speakers and speech partners in a comic. In the research stated by Fauziah et al (2018), speech acts are delivered by the speaker and have a meaning which is then interpreted by the listener (or reader) or interlocutor. Speech acts are certainly seen from the context, which can affect what is intended by the speaker.

Relevant research related to speech acts has been conducted by several researchers before. The following is relevant research literature related to speech acts:

**Tabel 1.** Relevant Directive Speech Research

Year	Author	Title	Publication	Research Subject
2010	Arpad Mihalovics	<i>Les Actes de Langage Directifs D'Un Discours Diplomatique</i>	Jurnal Philologia Vol. 3, 2010	Diplomatic speech manuscripts
2013	Petra Suquet dan Andrea Coubalová	<i>La bande dessinée dans l'enseignement du FLE</i>	(Buku) Masarykova Univerzita, Pedagogická Fakulta	Comic
2014	Reza Raditya	Fungsi Tindak Tutur Ilokusi Direktif dalam Film Final Fantasy VII Advent Children: Complete	Jurnal Ilmiah Mahasiswa FIB, Vol. 5, No. 4, 2014	Film
2016	Shige Arif Budiman	Tindak Tutur Ilokusi dalam Komik <i>Insekt</i> karya Sascha Hommer	Jurnal IDENTITAET, Vol. 3, No. 1, 2016	Comic
2016	Nurinna Arifiany Maharani Ratna, Maharani, Sriwahyu Trahutami	Pemaknaan Tindak Tutur Direktif Dalam Komik <i>Yowamushi Pedal Chapter: 87-93</i>	Jurnal Japanesse Literature, Vol. 2, No. 1, 2016	Comic

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Based on the results of the literature search, *Tous Super-Héros* comic can be the subject of renewable research by focusing not only on one aspect but also on one aspect. This study presents findings related to directive speech acts that are not only based on form but also the meaning and function so that this research has a broader scope. Also, *Tous Super-Héros* comic is a relatively new comic so that its expressions represent the expressions used in the current French-language dialogue.

### **METHOD**

This research is qualitative research using the content analysis method. As a qualitative study, the researcher acts as a critical instrument, collection techniques are carried out in a combined manner, data analysis is inductive, and the study results emphasize more on meaning than generalization (Sugiyono, 2016). The research subjects studied were *Tous Super-Héros* comic with data objects in the form of words and sentences that indicate the form of directive speech acts. The object of the study was then analyzed using content analysis with a qualitative approach. The analysis of the contents of the research, object examined, and then categorized through the classification format of the research findings data. The analysis of data objects uses mapping based on their shape, meaning and function.

The procedures for collecting data are as follows, (1) repeated reading of dialogs in *Tous Super-héros* comic, especially those relating to directive speech acts, (2) take note the form and function contained in the comic dialogues into the data classification table, (3) interpret the meanings contained in the comic dialogues.

This research data analysis procedures using the theory of Miles and Hubberman, which includes data reduction, data presentation, and concluding. The analysis procedure is carried out on the research sub-focus following the theory that has been proposed in the previous literature review.

### **RESULTS AND DISCUSSION**

The data analyzed in this research are directive speech acts in *Tous Super-Héros* comic by Lilian Thuram. To find these data, the researcher analyzes the research data in the form of speeches of the characters from the first scene in the comic that appear; in this case, the data obtained is all the utterances in the comic starting from page 7 to page 28. There were 86 found. The speech is then filtered into three specific categories: speech acts based on the context of the speech, speech acts based on the form of speech, and speech acts based on the speech function.

First, the data found in directive speech acts according to their form is sorted from the most number up to at least 56 directive speech acts is a form of direct literal speech acts, 18 directive speech acts are forms of direct non-literal speech acts, 4 speech acts a directive is a form of indirect speech act literal, and 8 indirect speech directive is a form of indirect speech act not literal.

Second, the data found in directive speech acts according to the context is sorted from the most number up to at least 18 directive speech acts constituting the command context, 18 directive speech acts represent a warning context, 14 directive speech acts constitute the advice context, 9 directive speech acts is a context of reprimand, 6 directive speech acts constitute an errand context, 6 directive speech acts constitute a satire context, 6 directive speech acts constitute a praise context, 5 directive speech acts constitute a clarification context, 3 directive speech acts constitute a suggestion context, and 1 directive speech act constitutes greeting context.

Third, the data found in directive speech acts according to their function is sorted from the most number up to at least 21 directive speech acts that function as Advisories, 20 directive speech acts that function as Requestives, 19 directive speech acts that function as Requirements 14 actions

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speech directive that functions as Questions, 6 directive speech acts that function as Permissions, and 6 directive speech acts that function as Prohibitives.

This discussion is presented in the following order, (1) Tous Super-Héros comic directive speech acts **based on their form**, (2) Tous Super-Héros comic directive speech acts **based on their meaning**, (3) Tous Super-Héros comic directive speech acts **based on their function**.

Speech acts based on the suitability of the sentence make each sentence determine the **form of a speech act**. There are various kinds of speech acts, namely **direct speech acts** and **indirect speech acts**; there are also other forms that arise due to contact or the relationship between direct-indirect speech acts and **literal-non-literal speech acts**. The following is an explanation of various forms of speech acts contained in the comic Tous Les Super-Héros. This is an explanation of the **literal direct speech act** findings in the comic Tous Les Super-Héros per the intended purpose. "Les enfants ! Notez votre travail pour demain !" A teacher speaks this sentence to his students before the bell rings to end the lesson; the teacher says that sentence has the intention of instructing his students to record assignments for tomorrow. In words, "Les enfants! Notez votre travail pour demain!" There is the word "Notez votre travail," which means "Record your assignments for tomorrow!" In French, the word includes imperatives or sentence commands. A teacher's speech is classified as a direct literal speech act because it is expressed directly without containing implied meanings. Directly and decisively, the teacher instructs her students to write assignments for tomorrow.

The following is an explanation of the findings of a **literal indirect speech act** contained in the comic Tous Les Super-Héros following the intended purpose. "Alors maintenant, vous avez des super-pouvoirs, vous êtes les DÉFENSEURS DE L'ÉGALITÉ!!!" The teacher revealed the statement to his students in the royal game when discussing the royal rules beginning with Mila stating that he did not like this game because the rules which he said were unfair and the teacher was happy to see the response of one of his students who dared to rebel against the rules not fair. Then the teacher tells the students that they all have to defend equality, and the students agree. In words "Alors maintenant, vous avez des super-pouvoirs, vous êtes les DÉFENSEURS DE L'ÉGALITÉ." which means "So now you have superpowers, you are DEFENDERS OF EQUALITY!!!". The superpower referred to in this expression is a form of term that is easily understood by his students. This sentence is classified as an indirect speech act because it is a command sentence that the teacher intends to instruct his students to dare to defend something unjust and be a defender of equality but by using terms that are easily understood by his students.

The following is an explanation of the findings of **indirect literal speech acts** contained in the comic Tous Les Super-Héros following the intended purpose. "Des récrés comme ça, c'est pas drôle ..." The sentence was spoken by Hugo to Adrien when the teacher announced it was time for Recreation but with the differences in Recreation between Fortiche who could play while Gringalets had to work on the multiplication table then the words "Des récrés comme ça, c'est pas drôle" meant "Recreation like this, this is not funny ..." with this statement it was found that the sentence meant that the royal rules were not funny or illogical and the teacher should have changed the rules to a more just rule. The sentence uttered by Hugo includes indirect speech acts that are not literal because Hugo tries to protest the rules by using a curse.

The meaning of pragmatics in literary works has many classifications and categories. However, **based on the context**, pragmatic meanings can be summarized into ten types of meanings: **commands, suggestions, warnings, sentences, satiric, clarification, advice, praise, reprimand, and greetings**. The following is a translation of the pragmatic meaning found in the comic Tous Super-Héros.

**The command** is interpreted as a word that intends to do something or melt into a prohibition, which is also a command not to do something. In this Tous Super-Héros comic, two

examples of data that mean the command intended to be ordered and the command intended to prohibit can be explained. "Les Enfants! Notez votre travail pour demain! " In this sentence, it means the teacher tells the students to immediately record the assignment for tomorrow seen from the word "Notez," which means "Take notes" this is a command word that must be immediately carried out by the speech partner.

**A warning** is a word in the form of advice (reprimand) to remember their obligations. In this comic, examples of meaningful data warning can be presented. "Hugo, sans la savoir, tu as répété une idée raciste." This speech is intended so that Hugo does not repeat racist ideas, and this has a pragmatic meaning as a warning because, in the previous Hugo said that containing racist elements without knowing it, the teacher warned that this would not happen again in the future.

**Advice** is good teaching or lesson given by the teacher to students. From this comic, two examples of meaningful data can be presented in the form of instructions and advice in the form of hope. "Vous devez toujours défendre l'égalité. D'accord, les enfants? " This speech is included in the pragmatic meaning Advice in the form of commands can be indicated by the word "vous devez" which means "you must" is the advice of the teacher who orders his students to defend equality.

**Reprimand** can be said as a word in the form of a warning so that an event/thing does not happen again. Here is an example of data that means reprimanding and reprimanding with the question sentence function. "Louis, that fits right in consist of que!" The speech is a reprimand sentence which, if translated in Indonesian, means "Louis, you do not understand what I have said!" addressed to Louis because he still did not understand what the teacher had said, so the teacher reprimanded him.

**Satiric** is an indirect saying of an event or action. In the Tous Super-Héros comic, two examples of meaningful satire data are presented, one of which is as follows. "The j'avais su, je serais at venu aujourd'hui." This sentence is said to have a pragmatic allusive meaning because the speech means "If I knew, I would not come today." the utterance contained the intention of regret having come because the royal rules made by the teacher were considered unfair.

**Praise** can be interpreted as words that express admiration for something that is considered good. In this research comic, there is one example that means praise." Merci, Mila! It is sue heureuse de voir que l'un d 'center vous se manifeste et se révolte contre ce royaume do not les règles sont effectivement un justes et arbitraires. " The purpose of this speech is the teacher who is praising his students for having the courage to rebel and fight injustice, and the teacher is amazed by the courage of Mila, who tries to protest justice for herself. This can be seen in the sentence above, which means "Thank you, Mila! I am pleased to see that one of you manifests and rebelled against this kingdom, whose rules are indeed unjust and arbitrary. "

**An order** is asking to do something immediately. In contrast to orders that are not directly carried out at the same time. Example of Suruhan's utterances in this comic." On ne discute, Adrien! Et rangez vos affaires, ça va bientôt sonner! " The sentence is an order sentence where the teacher tells Adrien to store her belongings is shown from the word "rangez" in the sentence and means "keep it."

**Clarification** can be interpreted as a question that needs to be asked, its purpose is to get the truth. "Comme tous les jeux, ce jeu a des règles que vous devrez suivre. Vous êtes d'accord? "

This sentence has the purpose of asking for approval of the rules of the game that must be obeyed. This utterance is stated by the supporting sentence, "Vous êtes d'accord?" which means "you agree" to get the truth that all students agree with royal rules.

**A suggestion** is an opinion, suggestion or suggestion put forward for consideration. "Pas besoin de toi, Pauline, je ferai ça tout seul: je suis le plus fort des Défenseurs et un garçon!" From this sentence, we can know that the sentence is in the form of advice because Louis suggested that Pauline did not need to participate. The meaning of the speech is "No need, Pauline; I will do this

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myself: I am the strongest of the Defenders and a boy!" According to Louis, he did not need Pauline to fight crime because Louis was stronger than Pauline, who was a daughter.

**Greetings** can be interpreted as a word, an invitation to talk to each other or can also be a form of speech. In this comic research, one sample of meaningful data can be presented. "Hé, Hugo, tu fais quoi?!" The meaning of the speech is "hey, Hugo what are you doing?" this was a greeting asking Hugo what he was doing.

The following are speech acts of the Tous Super-Héros comic directive **based on their functions**.

**Requests** are the wishes or hopes of the speaker, so the speech partner does what the speaker wants or hopes for. In this comic, Requestives is found in various forms of declarative and imperative sentences. The following is an example of the directive requests' speech acts. "Faire l'exercice de mathématiques, page 56, numéro 3." This conversation occurs between the teacher and student when entering class time in class. This speech describes the general atmosphere of the classroom when teaching and learning activities are taking place. Speech "Faire l'exercice de mathématiques, page 56, numéro 3." which means "Do math practice page 56 number 3." is a directive utterance that falls into the Requestives category. This is a contextual speech because it has the aim to give instructions to students to do special exercises for mathematics lessons. Although it is not an imperative form, this declarative sentence is a command because it contains an element of the command, such as the word "Faire" (Do / Do) in front of the sentence. Besides, this sentence also contains detailed information related to what subject and what page and how many numbers to do.

**Question** is a speech function that focuses on finding out about information. The functions of Speech Questions are generally in the form of question sentences. The following are examples of directive questions in speech acts. "Hé, Hugo, tu fais quoi?" Louis's remarks above were said to Hugo to ask what Hugo had done. This sentence is included in the Questions category because Louis asked Hugo for information and its meaning in the form of a greeting. The greeting can be seen from the sentence that reads, "Hé, Hugo, tu fais quoi?" which means "hey Hugo what are you doing?" This speech occurred when Louis saw Hugo, who was catching and playing the ball, and then Louis approached him and greeted Hugo with the utterance as a form of a conversation between friends.

**Requirements** are functions that are used to express the intentions of a speaker who wants his speech partner to take any action using the speaker's utterance as a reason for the speech partner to act. This function takes the form of a command or statement sentence. Following is an example of directive speech act requirements: "Et combattre ceux qui ont des préjugés, sinon, ils risquent de se transformer en bêtes sauvages" This conversation occurs between teacher and student when the teacher has discussed discrimination. Speech "Et combattre ceux qui ont des préjugés, sinon, ils risquent de se transformer en bêtes sauvages" which means "And against those who have preconceived notions, otherwise, they risk turning into wild animals." is one form of speech in the form of advice because the teacher advises his students that in the future should be more careful when fighting others who do not know how to sit the case or are still in presumptions. This speech is categorized as a sentence requirement; this is emphasized in the sentence "ils risquent de se transformer en bêtes sauvages," this sentence can be a full reason for students to be cautious in the future.

**Prohibitives** are actions or restrict specific actions to the person he wants. The prohibitive actions include prohibiting and limiting. The following are examples of prohibitive speech acts. "Je vais vous les lire. Ecoutez attentivement et en silence." The teacher said the speech to students in class when the teacher would read the rules, and the teacher would make the class more conducive. This sentence is included in the category of Prohibitives (prohibitions) in the form of errands

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because the teacher tells students to be quiet and listen carefully, evidenced by the phrase "Ecoutez attentivement et en silence." which means "Listen carefully and quietly." This is also emphasized by the word "silence," which means and the purpose of the teacher's speech is to emphasize his students to be quiet and not chatty during the reading of the class rules.

**Permissives** are a function of rules that allow speech partners to do something. This function is usually in the form of statement sentences. The following are examples of speech acts of the Permissives directive "Allez vous asseoir, les Fortiches devant et les Gringalets derrière."

The speech was said by the teacher to the residents of the kingdom when it was about to start the game. This sentence is included in the category of Permissives (granting permission) seen from the sentence "Allez vous asseoir" meaning "Please sit down," which permits the occupants of the kingdom to sit in a designated place. The meaning of the sentence in the form of order because the teacher told Fortiches to sit in front and Gringalets sit behind this is evidenced from the sentence "Allez vous asseoir, les Fortiches devant et les Gringalets derrière." or in the Indonesian language "Please sit down, Fortiches in front and Gringalets in the back" can be interpreted as an order to make the order immediately.

**Advisories** can be said as a form of speech partner's trust in what is spoken by the speaker for the good of the speech partner itself so that it becomes a strong reason for the speech partner to take action as suggested by the speaker. Below is an example of the directive advisories' speech acts. "Vous devez apprendre à vous respecter et surtout à être solidaires!" The sentence is spoken by the teacher to all students when the game is finished. This utterance "Vous devez apprendre à vous respecter et surtout à être solidaires!" is a sentence that has the meaning of the command to have to learn to respect and maintain solidarity shown in the sentence above which means "You must learn to respect yourself and especially to show solidarity!" and the utterances are included in the Advisories category because the speaker gives confidence to the speech partner to do that which is also a good thing and is in the interests of the speech partners themselves.

## CONCLUSION

After conducting the analysis, several types of directive speech acts are found based on the form, function, and meaning contained in the comic *Tous Les Supér-Héros*; namely, direct literal speech acts, indirect literal speech acts, indirect, direct speech acts, and indirect speech acts not indirect literal. The most dominant types of speech act often appear non-literal direct speech acts, and non-literal direct speech acts. Both types of speech acts are the most prominent and are widely used in the *Tous Les Supér-Héros* comics such as asking, commanding, warning, and asking to command, and warning to tell students. Literal direct speech acts found in comics are 65.12%, and the intensity of non-literal direct speech acts is 20.93%.

Then in terms of the pragmatic meaning of the meaning that appears in the comic *Tous Les Supér-Héros* shows that the intensity of the presence of the direct or indirect meaning of rule appears more often than other meanings, the meaning of this command is found as much as 20.93% in comics. Furthermore, the second pragmatic meaning often appears the warning that has been found at 20.93%. The teacher often warns students to be more careful in their attitude and speech. Besides these two meanings, other pragmatic meanings, such as advice, are usually expressed when the teacher gives a message that makes students better, this meaning is found at 16.27% in comics. Furthermore, the context of praise for the teacher or student expressing his admiration was found as many as 6, 97%, then reprimands so that the teacher can commemorate the student by reprimanding so that the student no longer performs or restricts prohibited activities, this meaning is found at 10.46% of the comics. The contexts of errands, greetings, innuendos, and suggestions are occasionally present in teacher and student speech.

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Furthermore, it can be seen based on the sentence function spoken in the comic found that the intensity of occurrence is the most is Advisories at 24.41%, which is what is expressed by the speaker for the good of the speech partner itself so that it becomes a strong reason for the speech partner to take action according to the advice of the speaker, then followed by Requestives as much as 23.25% ie the wishes or expectations of the speaker so that the speech partner does what the speaker wants or hopes, the Requirements of 22.09% Questions is 16.27% which is a question sentence or requests information from the speech partner used to express the intention of the expression of a speaker who wants his speech partner to take an action by using the speaker's utterance as a reason for the speech partner to act, Permissives of 6.97%, which functions as a rule that allows or allows the speech partner to do something that is usually in the form of a sentence real, and Prohibitives of 6.97%, namely actions that include prohibiting and limiting.

Thus, it was concluded that directive speech acts based on their form could be categorized by determining the actual speech purpose, and the speaker's purpose, in addition to determining the meaning and function of directive speech acts, is not an easy matter. The determination of meaning and function is not only seen in terms of context, but the mode of speech also influences the determination of meaning.

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