**AN ANALYSIS ON COACH KEN CARTER’S SPEECH ACTS IN *COACH CARTER* MOVIE**

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**Abstract**

Focusing on the grammar in learning English makes senior high school students obtain difficulties to communicate in real interactions. Movie is considered as an interesting media to provide the students with pragmatic aspects of a language. The researcher analyzes the script of Coach Carter movie and classifies the types and the categories of speech acts uttered by Coach Ken Carter in Coach Carter movie by using Parker’s and Searle’s theories of speech acts. Based on Parker’s types of speech acts, there are eight types of speech acts uttered by Coach Carter, namely direct speech act, indirect speech act, literal speech act, non-literal speech act, direct and literal speech act, direct and non-literal speech act, indirect and literal speech act, indirect and non-literal speech act. Based on Searle’s categories of illocutionary act, there are four out of five speech acts expressed by Coach Carter, namely directive, assertive, expressive, and commissive speech acts. The researcher presents two activities that can be applied in classroom by using Coach Carter’s speech acts found in the movie which are role play and discussion.

**Keywords**: speech acts, movie, role play

1. **Introduction**

As an international language, English plays a great demand in Indonesia. People need to be able to communicate in English not only limited to interact with other people from different countries, but also to access information. English is one of the requirements to graduate from junior, senior high school, and university and to get a job.

In learning English, senior high schools use Kurikulum Tingkat Satuan Pendidikan (KTSP) or translated into English, the School Based Curriculum (SBC) and 2013 Curriculum which aim to get the students to be able to communicate in meaningful and appropriate ways. Besides the structure of English, the curriculum encompass pragmatic elements to help the students to comprehend language use in specific contexts. It is provided in the form of language functions which also known as speech acts.

Based on the story of an English teacher of Senior High School 8 Yogyakarta, the students obtain some difficulties in understanding language functions in contexts. This problem arises because textbooks provide limited examples and contexts in which language functions used. Thus, it influence the students’ performance in communication with their classmates. Additionally, a research on high school textbooks which was conducted by Mulyani in 2013 mentioned that students’ textbooks have lack of pragmatic aspect. They focus more on the structural of the language rather than functional communication. Generally, they start with vocabulary and their pronunciations. Therefore, it is important to facilitate the students with media in which they can learn and see when and why certain language functions take place.

Murray (2012 in Flowerdew, 2013) proposed one way to prepare the students to be aware of language functions or speech acts is by using authentic materials. Since they are made for native speakers, they present real language use in real life communication. The researcher believes that a movie as one of authentic materials provides language functions in contexts that will be helpful for the students. Therefore, it would be of interest to conduct a research of which aim is to identify the language functions in a movie that is suitable for the students.

The researcher analyzes Coach Ken Carter’s speech acts in *Coach Carter* movie which was published in 2015, directed and produced by Thomas Carter and Michael Tollin. It focuses on types of speech acts used by Coach Carter that are classified using Parker’s type of speech acts (1986) and speech acts categories which are classified by Searle’s classification of illocutionary acts (2005) that can be found in KTSP and 2013 Curriculums for senior high school.

1. **Method**

This research was employed as a content analysis on *Coach Carter* movie script written by Mark Schwahn and John Gatins and taken from *http://www.script-o-rama.com/movie\_scripts/c/coach-carter-script-transcript.html*. The researcher as the primary instrument selected Coach Carter dialogues and classified the utterances into Parker’s types of speech acts and Searle’s five categories of illocutionary acts namely representatives, directives, commissives, expressives, and declarations. Therefore, the utterances were compared to language functions found in 2013 and KTSP curriculum for senior high school.

1. **Results**

In order to answer the first question of this research, the researcher presents eight types of speech acts uttered by Coach Carter in *Coach Carter* movie based on Parker’s theory (1986), namely direct speech act, indirect speech act, literal speech act, non-literal speech act, direct and literal speech acts, direct and non-literal speech acts, indirect and literal speech acts, indirect and non-literal speech acts. The data are provided with detailed description of the utterances represent each type of speech acts. The researcher provides four out of five Searle’s classifications of illocutionary acts expressed by Coach Carter in *Coach Carter* movie that can also be found in 2013 Curriculum and KTSP for senior high school. They are known as directive, expressive, assertive and commissive speech acts. The researcher provides two activities that can be applied in classroom to answer the third question using Coach Carter’s speech acts in *Coach Carter* movie. The activities are playing characters in role plays with the script in Figure 1 and having group discussion which are presented with the variety of situations, the contexts, and the instructions that can be seen in Figure 2.

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| Coach: Good afternoon, young men!  Cahyo: Good afternoon!  Coach: I’m your new basketball coach, Ken Carter. What is your name Sir?  Vincent: I am Vincent Sebastien, Sir.  Coach: What do you want to be after graduate from high school?  Reza: I want to be a professional basketball athlete.  Warin: Good afternoon everyone!  Coach: Sir, you’re 12 minutes late.  Warin: I’m sorry Sir, it is my first time to practice basketball. I had to prepare everything.  Coach: You will need to get changed in the locker room and do your suicides on the far side.  Warin: Yes sir.  Coach Carter: All right, gentlemen, report to the baseline. I presume you all know what suicides are.  Anmal: How many we are going to do it?  Coach Carter: Sir.  Anmal: Sir, how many we are going to do it?  Coach Carter: Let’s see how many you can do in one hour and seven minutes. |

Figure 1. Role Play Script

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| Situation 1: You are a senior high school student. You see your junior high school teacher in a train station. You greet her and discuss about the weather.  Task: Please discuss the appropriate ways in greeting her, giving your opinion, and parting.  Situation 2: On your way home from school, you see a man with a map who is confused with the directions. He asks your opinion of which way to take and the right transportation to a museum.  Task: Please discuss the appropriate ways in greeting him, giving your opinion, and parting.  Situation 3: You are visiting your junior high school friend who goes to different high school. You have not seen her for two years. She asks your opinion about the best universities for her passion.  Task: Please discuss the appropriate ways in greeting her, giving your opinion, and parting.    Situation 4: You see your neighbor in a supermarket and she asks your opinion about the discount on the cooking oil.  Task: Please discuss the appropriate ways in greeting her, giving your opinion, and parting.  Situation 5: On your way to canteen, one of your teachers approaches you and ask your opinion about your class art performance.  Task: Please discuss the appropriate ways in greeting him, giving your opinion, and parting. |

Figure 2. Situations for Discussion

1. **Discussion**

In this part, the researcher presents the utterances which belong to Parker’s types of speech acts with the description to the context.

According to Parker, direct speech acts mean the form of the sentence reflects its function. A declarative sentence functions as a statement, an interrogative sentence functions as a question, and an imperative sentence functions as request.

A direct speech act can be seen through the utterance “*please leave my gym!*” Coach Carter uttered this to Cruz after checking the note from Clyde that Cruz didn’t complete the punishment of 2500 push-ups and 1000 suicides. It was at the end of the practice on Friday when this requirement should be completed in order him to be able to play with the team. Cruz still needed to do 80 suicides and 500 push-ups. Due to the inability to finalize the requirement, Coach Carter asked Cruz to leave the gym by uttering a direct speech act using imperative to make an order. Coach Carter utters, “*Mr. Lyle. Why aren’t you in geometry?*” Coach Carter sees Jason Lyle talking to a girl in the corridor instead of in the classroom. He uses a direct speech act by uttering an interrogative sentence to ask Jason why he is not in geometry class where he is supposed to be in at the moment.

An indirect speech act can be seen through the utterance “*excuse me, did you say something, Sir?*” When Coach Carter is explaining the contract that the players need to sign before they can play with the team, Worm answers it with a joke by using the word “Nigga”. It is a sensitive word that is not supposed to say as it is considered as impolite. Coach Carter uses an indirect speech act by uttering interrogative to make a request for a repetition. In this context, he does not mean asking if Worm has said something that he does not hear. In fact, he hears it and wants him to repeat what he has said. The utterance, “I presume you all know what suicides are” is an indirect speech act. At the beginning of the practice, Coach Carter asks the players to stand on the baseline and do the suicides. Instead of using an imperative sentence to order them to do the suicides, Coach Carter utters a declarative sentence to make an order. The utterance shows the use of indirect speech act.

The utterance, “*first of all, if you need to know my credentials, as Coach White said, they're on the wall there behind you*” is a literal speech act. After introducing himself, Coach Carter utters this to let the players know why he becomes their coach as he was a playing for Richmont Oliers. There is one big banner hanging on the wall with Coach Carter’s name written as the credit to his achievement. He uses a literal speech because he really means what he said and the players can see his accomplishment on the wall. Coach Carter expresses an indirect speech act through the utterance, “*I’m not a teacher. I’m your new basketball coach.*”

The researcher presents two utterances of non-literal speech act. The first utterance is “*we’ve been in these guys’ ass the whole game.”* At the game against Bayhill, Richmond Oilers is six down with 1:20 minutes left. Coach Carter utters a non-literal speech acts at the timeout to the players. He is intended to say that the team has been playing Bayhill’s game not their game. He believes the team can finish the game thoroughly.The second utterance is “*Miss Garrison, I’m surprised you know where my office is.*” The school principle, Miss Garrison comes to Coach Carter’s room and talks about the gym. He is not actually surprise that she can find his office because he understands that she has already known where his office is. He expresses a non-literal speech act which is not exactly suitable with the meaning of the utterance. It is the first time Miss Garrison comes to see him in his room and they have a disagreement about his decision to lock the gym until the players fulfil the contact that they have agreed on.

Coach Carter utters direct and literal speech acts in the movie. It can be seen through this utterance, “*what is your deepest fear, Mr.Cruz? That you’re inadequate?”* After evaluating the players’ offense, Coach Carter sees Timo who is doing some push-ups on the side of the court. He is approaching Timo and uttering a direct and literal speech act to ask him what his deepest fear is by using an interrogative as he really wants to know the answer. Coach Carter also uses, “*Well, as of now, you’re suspended.*” Before the practice, the players are reading the newspaper that evaluates their game against Kennedy Owls, Hercules, and Arlington. It is Junior Battle’s turn to read the newspapers because his name is mentioned in the news. Coach Carter is approaching them and correcting one word that Junior cannot pronounce. Therefore, he asks the players of how they see themselves in the future. Junior answers ESPN as his future. It reminds Coach Carter that according to Mr. Gesek, one of the teachers, Junior does not come to class very often. It makes Coach Carter utter a direct and literal speech act to inform him that he is being suspended from the game and he really means that if the players do not perform in class, they will not play.

A direct and non-literal speech act can be seen through the utterance, “*you’re not a sir? Well, are you a madam*?” After introducing himself at the practice, Coach Carter asks Jason Lyle’s name. Jason answers his name and mentions that he is not a sir like Coach Carter has addressed to him. Hearing this, Coach Carter asks if he is a madam. He uses this sentence as a direct and non-literal speech act because he utters an interrogative to ask but does not mean he is not sure if Jason is a madam. He definitely understands he is not a madam but he is wondering why Jason does not want to be addressed as a sir. The utterance, “*Good answer, Mr. Battle*” can be considered as a direct and non-literal speech act. Junior Battle comes late to the practice and deserves 250 push-ups and 10 suicides for the whole team which cannot be accepted by Jason. Coach Carter adds the punishment to 20 suicides for the entire team and 250 push-ups for Jason because he debates the coach punishment to the team. Junior does not like how coach rules the team and swears. Coach Carter uses a direct and non-literal speech act to respond to Junior swearing word but he does not mean it is a good answer which in fact is not a good one.

This utterance, “*Let’s review the Hercules game, shall we?*” can be considered as an indirect and literal speech act. At the beginning of the practice after winning the game against Hercules, Coach Carter makes a request by using an interrogative to the players. He uses an indirect and literal speech act as he means what he has said. He brings a note of the players’ record from the game and evaluates them. The utterance, “*oh, you got jokes to go along with that ugly jump shot of yours, huh?”* Coach Carter introduces himself to the players after Coach White leaves him and the players at the court. Worm teases him about his shiny head which makes everyone laughs. Coach Carter uses an indirect and literal speech act where he utters an interrogative instead of a declarative to criticize the joke. He simply expresses that Worm’s jump shot is so ugly that it makes a joke.

The last type of speech acts based on Parker’s theory is an indirect and non-literal speech act. This type of speech act can be seen in the utterance, “*because you gave such a good answer and you have the coach attitude, you win the bonus prize of 500 push-ups!*” Since Junior Battle comes late to the practice, he gets a punishment of 10 suicides for the team and 250 push-ups for himself to complete. However, he does not accept the punishment and says “*bullshits*” which upsets Coach Carter. He utters an indirect and non-literal speech act because he uses a declarative sentence to give an order but it does not mean Jason gives a good answer. He addresses it as a bonus prize which he intends to say for additional punishments of 500 push-ups. The utterance, “before you can play on this team, you owe me 2500 push-ups and 1000 suicides” can be considered as an indirect and non-literal speech act. After leaving the team, Timo has requested to get back to the team. He wants to do anything the coach asks him just so he can play. Coach Carter uses an indirect and non-literal speech act to answer Timo’s request. He utters a declarative to make an order that Timo needs to be finished. In the utterance, he indicates that Timo has owe him something which in fact is not true.

The researcher presents four speech acts categories based on Searle’s classification that can be found in senior high school curriculums, namely directive, expressive, assertive, and commissive speech acts. The researcher provides two utterances that represent each category of speech act along with the description of the context.

The first category is directive speech act. Directive speech acts are used by the speaker, Couch Carter, to get the hearer to do or not to do something. It will be completed when the hearer has performed the act that the speaker wants. These attempts are found in Coach Carter’s utterances to give advices, suggestions, to make orders, to encourage, to persuade, to prevent, to propose, and requests for attentions. Coach Carter frequently utters directive speech acts in the movie to make orders. Coach Carter utters, “*you have to have a vision*.” Before the practice begins, Coach Carter approaches the players who are sitting on the bench. They are talking about the review of their games on the newspaper. Coach Carter asks Jason Lyle who won the state basketball championship last season but he does not know the answer. The coach asks him again of what his father do for a living. Sadly, he says that his father is in jail. Coach Carter shocks and apologizes to Jason. He believes that it does not mean to be his life and thinks that seniors in the team can play basketball at the college level. However, in order to obtain the opportunity, he advises them to have a vision of what they want to be. Giving advice commonly expressed by using *should* and *would*. Instead of using these two words, the students can see another way to give some advice from the movie by using *have to*. However, the students need to understand the context and the relationship between the interlocutors, the speaker and the hearer. In this context, the utterance is used by the coach of team who is responsible for the players’ career and lives. He understands the situation very well and knows what will happen to them if they do not think about their future because he has experienced it. As their coach, he has the power over them and has been respected by the team.

Coach Carter expresses, “*we make them play Richmond Oiler ball*.” When playing against St. Francis, Coach Carter uses their time out to encourage the team. He believes that they are not playing their game. They have been following their opponent’s tempo which is not good. He really wants the team to put their heads into the game, run the ball, make use of every second of the time they have, and control the game. Lastly, he wants the team to give all of the effort so that they can play their game. This utterance provides the students with an example of using *we* to encourage people. Instead of using *you* as the subject, *we* can also be used to give someone confidence to do something. The students need to observe the situation and context to understand the use of *we* which does not mean something is done by two people. In this context, Coach Carter gives support to the team to finish the game well without literally playing with the team on the court.

The second category is expressive speech act. Expressive is used to express the speaker’s psychological state of mind or attitude to an action or state of affairs. Expressive speech act can be seen in the utterance, “*but you men played like champions*.” Coach Carter meets the players at the locker room after the game against St. Francis High. All the players look upset after being defeated. However, Coach Carter does not see it as a bad thing. He appreciates the team efforts to get there. He utters a declarative sentence to compliment the team as they play like champions who never give up. He is so proud of the team. The students can use a good expression to compliment other people. In this movie, the coach praises the players by using a declarative sentence saying they has played like a true champion with the hard work, the strength, and a champion never gives up. The coach really wants the players to believe that they have given their best in their game. Even though a compliment is used in a positive way, the students need to pay attention to the other intentions that may go along with the compliment.

Coach Carter utters, “*good afternoon, young men.*” Coach Carter greets the players at the beginning of the practice after being introduced by Coach White. He adds young men to address to all of the players and show some respect. He starts it politely as he intends to teach the students to treat everyone respectfully. Greeting is expressed at the beginning of the practice. The students can observe the use of greeting in the movie is expressed formally because the settings of this movie are in a high school and in a gym where the coach meets the basketball players. The students are familiar with the word *hi*, but the context and the relationship between the interlocutors need to consider.

The third category is assertive speech act. Coach Carter expresses, “*from what I can see, a very confused and scared young man.*” Coach Carter has requested Timo Cruz to leave the gym after he makes fun of him. Angrily, he asks the coach if he knows who he truly is. Coach Carter answers him by uttering a declarative sentence to give his opinion confidently. He begins the utterance by stating “*from what I can see*” as the other way to give an opinion. The students express their opinion toward something by using the word *think*, *believe*, or *assume*. From the movie, the students can see the use of *from what I can see* to show the coach point of view without offending the player.

The second utterance, “*well, I took this job with the understanding I could do it my way*.” belongs to assertive speech act. Coach Carter meets Principle Garrison and mentions that he has not received any weekly progress reports from the teachers. Miss Garrison does not seem to support his ways of coaching. She does not see any correlation between the ties that the players have to wear in game days and basketball games. He complains about her objections toward the contracts. The students need to be able to make complaints by uttering the things that they do not feel satisfy about. In the movie, the coach utters the complaint implicitly instead of expressing his objections toward the principle opinion. The students are required to pay attention to the context and the relationship between the interlocutors.

The fourth category of speech act is commissive. The utterance, “*and I promise you, I will do everything in my power to get you to college and to a better life*” is a declarative sentence to make a promise. Coach Carter discuss about his intension behind the lockout of the gym with the players in the library. He thinks that this is the best thing to do so the students are not only successful in basketball but also in academic which will benefit them in the future. He really wants the players to think about what they want to do with their lives. He asks them to trust him and he promises them a better life. He is so sure that he can make it happen. The movie provides the students with the example of promising. The coach uses *promise* and *will* to show his certainty of his action in the future. The students need to consider to whom the promise is expressed.

Lastly, the researcher provides two activities using Coach Carter’s speech acts in the classroom. Role play is considered as the best way to provide the students with context to practice to use speech acts in communication. The script in Figure 1 is about the new basketball coach, Ken Carter and five students, Cahyo, Anmal, Reza, Warin, and Vincent. Five students are asked to play the characters in front of the class and the rest of the students in class are asked to observe the play. After the role play, they are asked to mention the language functions that they notice and compare them to the phrases or expressions in textbooks.

Additionally, the researcher provides materials for discussion in Figure 2 to familiar the students with context and pragmatic aspect of communication so that the students can have some choices of options in achieving successful communication. The researcher presents five situations with different relationships and status of people. Firstly, the students are required to work in groups of three or four and discuss the appropriate expressions to the situations. Secondly, the teachers ask the students of some other possible responses that might be suitable to the situations and why they treat the people differently. Thirdly, each group is required to choose one situation and make simple and short role play scripts both in English and Indonesian Language. Fourthly, they are asked to perform it in front of class. Lastly, the teachers ask the students to observe the different ways of using language and non-verbal communication e.g. facial expressions.

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