

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

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Abstract

English plays an important role in this modern era. As one of the most used language in the world, English becomes one of the compulsory courses that students need to learn at their schools. There are many media that can be used to learn English. One of the media is by using movie. Movie is considered as an interesting medium which provides the students with pragmatic aspects of a language. This research aimed at finding out types of speech acts, identifying language functions uttered by Coach Ken Carter in *Coach Carter* movie that can also be found in senior high school curricula, and discover the model of role play by using the speech acts uttered by Coach Ken Carter that can be implemented in classroom. The researcher conducted a qualitative research and employed a content analysis on the movie script in order to collect the data. The data were then analyzed and categorized by using Parker's and Searle's theories of speech acts. The researcher found out eight types of speech acts uttered by Coach Ken Carter namely direct, indirect, literal, non-literal, direct and literal, direct and non-literal, indirect and literal, indirect and non-literal speech acts. There were four out of five speech acts expressed by Coach Carter, namely directive, assertive, expressive, and commissive speech acts that could be found in curricula. The researcher presented two activities that could be applied in classroom by using Coach Carter's speech acts which were in the forms of role play and discussion.

Keywords: speech acts, movie, role play

1. Introduction

As an international language, English plays a great demand in all over the world, especially 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. In Indonesia, English becomes one of the requirements to graduate from junior, senior high school, and university and to obtain a job in the future.

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

In this research, the researcher conducted an interview with an English teacher of Senior High School 8 Yogyakarta. From the interview, she stated that the students obtain some difficulties in understanding the language functions contextually. This problem arises because textbooks provide limited

examples and contexts in which language functions are used. Thus, it influences the students' performance in communication with their classmates. Additionally, a research on high school textbooks which was conducted by Ref. [1] showed that students' textbooks are lack of pragmatic aspect. They focus more on the structural of the language rather than functional communication. Generally, they start with vocabulary words 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.

Ref. [2] proposed one way to prepare the students to be aware of language functions or speech acts that 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 is one of the authentic materials that provides language functions in contexts which will be helpful for the students. Therefore, it would be of interest to conduct a research in which the aim is to identify the language functions in a movie that is suitable for the students.

The students of Senior High School 8 Yogyakarta also uttered that they enjoyed movies in classroom because they could observe the expressions, examined

the situations, and obtained the cultural aspects from the conversations. Nevertheless, the teachers rarely used movies and other media to teach English. They taught language functions by presenting the materials using PowerPoint Presentation (PPT) and memorizing English expressions and vocabularies. It is then supported by Ref. [3] that Indonesian schools still commonly use teacher-centered instruction and rote learning. Instead of using the traditional instruction, the teacher can use movies and can plan activities that require students' contributions in the classroom.

The researcher analyzes Coach Ken Carter's speech acts in *Coach Carter* movie which was published in 2015, directed and produced by Ref. [4]. This research aimed at finding out the types of speech acts uttered by Coach Ken Carter in *Coach Carter* movie, identifying the language functions used by Coach Ken Carter in *Coach Carter* movie that could also be found in senior high school curricula, and providing the activities using speech acts uttered by Coach Ken Carter in *Coach Carter* movies that can be used in the classroom accordingly.

2. Method

This research was employed as a content analysis on *Coach Carter* movie script written by Ref. [4]. The researcher as the primary instrument selected Coach Ken Carter dialogues and categorized the utterances by using Ref. [5] types of speech acts, namely direct, indirect, literal, non-literal, direct and literal, direct and non-literal, indirect and literal, indirect and non-literal speech acts. Then, the utterances were analyzed by using Ref. [6] categories of illocutionary speech acts which were directive, expressive, assertive, commissive, and declarative speech acts.

3. Results

The researcher found out eight types of speech acts uttered by Coach Carter in *Coach Carter* movie based on Ref. [5]. There were direct speech acts, 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, and indirect and non-literal speech acts. There were four categories of speech acts based on Ref. [6] uttered by Coach Carter in the movie that could be found in senior high school curricula which were directive, expressive, assertive, and commissive speech acts. Specifically, there were 8 language functions belong to directive, namely advising, suggesting, ordering, encouraging, persuading, preventing, proposing, requesting. There were 5 language functions belong to expressive, namely complimenting, greeting, parting, thanking, and congratulating. There were 6 language functions belong to assertive namely, giving opinion,

giving fact, accusing, blaming, complaining, and criticizing. Lastly, there was one language function belongs to commissive which was promising. The data were provided with detailed description of the utterances represent each type of speech acts and language functions that can also be found in 2013 Curriculum and KTSP for senior high school. Finally, the researcher provided two activities that could be applied in classroom by using Coach Carter's speech acts in *Coach Carter* movie. The activities were playing characters in role plays with the script in Figure 1 and having group discussion which were presented with the variety of situations, the contexts, and the instructions that could be seen in Figure 2.

<p>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.</p>

Figure 1. Role Play Script

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

4. Discussion

In this section, the researcher presented the utterances which were classified into types of speech acts proposed by Ref. [5] with the description to the context. According to Ref. [5], direct speech acts could be defined as the form of the sentence reflecting its function. A declarative sentence functions as a statement, an interrogative sentence functions as a question, and an imperative sentence functions as a request.

A direct speech act could 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 for 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 uttered, *“Mr. Lyle. Why aren’t you in geometry?”* Coach Carter saw Jason Lyle was talking to a girl in the corridor instead of in the classroom. He used a direct speech act by uttering an interrogative sentence to ask Jason why he was not in geometry class where he is supposed to be in at the moment.

An indirect speech act could be seen through the utterance *“excuse me, did you say something, Sir?”* When Coach Carter was explaining the contract that the players needed to sign before they could play with the team, Worm answered it with a joke by using the word *“Nigga”*. It was a sensitive word that was not supposed to say as it is considered as impolite. Coach Carter used an indirect speech act by uttering interrogative to make a request for a repetition. In this context, he did not mean asking if Worm had said something that he did not hear. In fact, he heard it and wanted him to repeat what he had said. The utterance, *“I presume you all know what suicides are”* was an indirect speech act. At the beginning of the practice, Coach Carter asked 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 uttered a declarative sentence to make an order. The utterance showed 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”* was a literal speech act. After introducing himself, Coach Carter uttered this to let the players know why he became their coach as he was a playing for Richmond Oilers. There is one big banner hanging on the wall with Coach Carter’s name written as the credit to his achievement. He used a literal speech because he really meant what he said and the players could see his accomplishment on the wall. Coach Carter expressed an indirect speech act through the utterance, *“I’m not a teacher. I’m your new basketball coach.”*

The researcher presented two utterances of non-literal speech act. The first utterance was *“we’ve been in these guys’ ass the whole game.”* At the game against Bayhill, Richmond Oilers was six down with 1:20 minutes left. Coach Carter uttered a non-literal speech acts at the timeout to the players. He was intended to say that the team had been playing Bayhill’s game not their game. He believed the team could finish the game thoroughly. The second utterance was *“Miss Garrison, I’m surprised you know where my office is.”* The school principle, Miss Garrison came to Coach Carter’s room and talked about the gym. He was not actually surprised that she could find his office because he understood that she had already known where his office was. He expressed a non-literal speech act which was not exactly suitable with the meaning of the utterance. It was the first time Miss Garrison came to see him in his room and they

had a disagreement about his decision to lock the gym until the players fulfilled the contract that they had agreed on.

Coach Carter uttered direct and literal speech acts in the movie. It could be seen through this utterance, “*what is your deepest fear, Mr. Cruz? That you’re inadequate?*” After evaluating the players’ offense, Coach Carter saw Timo who was doing some push-ups on the side of the court. He was approaching Timo and uttering a direct and literal speech act to ask him what his deepest fear was by using an interrogative as he really wanted to know the answer. Coach Carter also used, “*Well, as of now, you’re suspended.*” Before the practice, the players were reading the newspaper that evaluated their game against Kennedy Owls, Hercules, and Arlington. It was Junior Battle’s turn to read the newspapers because his name was mentioned in the news. Coach Carter was approaching them and correcting one word that Junior could not pronounce. Therefore, he asked the players of how they saw themselves in the future. Junior answered ESPN as his future. It reminded Coach Carter that according to Mr. Gesek, one of the teachers, Junior did not come to class very often. It made Coach Carter utter a direct and literal speech act to inform him that he was being suspended from the game and he really meant that if the players did not perform in class, they would not play.

A direct and non-literal speech act could be seen through the utterance, “*you’re not a sir? Well, are you a madam?*” After introducing himself at the practice, Coach Carter asked Jason Lyle’s name. Jason answered his name and mentioned that he was not a sir like Coach Carter had addressed to him. Hearing this, Coach Carter asked if he was a madam. He used this sentence as a direct and non-literal speech act because he uttered an interrogative to ask but did not mean he was not sure if Jason was a madam. He definitely understood he was not a madam but he was wondering why Jason did not want to be addressed as a sir. The utterance, “*Good answer, Mr. Battle*” could be considered as a direct and non-literal speech act. Junior Battle came late to the practice and deserved 250 push-ups and 10 suicides for the whole team which could not be accepted by Jason. Coach Carter added the punishment to 20 suicides for the entire team and 250 push-ups for Jason because he debated the coach punishment to the team. Junior did not like how coach ruled the team and swears. Coach Carter used a direct and non-literal speech act to respond to Junior swearing word but he did not mean it was a good answer which in fact was not a good one.

This utterance, “*Let’s review the Hercules game, shall we?*” could be considered as an indirect and literal speech act. At the beginning of the practice after winning the game against Hercules, Coach Carter

made a request by using an interrogative to the players. He used an indirect and literal speech act as he meant what he said. He brought a note of the players’ record from the game and evaluated them. The utterance, “*oh, you got jokes to go along with that ugly jump shot of yours, huh?*” Coach Carter introduced himself to the players after Coach White left the players and him at the court. Worm teased him about his shiny head which made everyone laughed. Coach Carter used an indirect and literal speech act where he uttered an interrogative instead of a declarative to criticize the joke. He simply expressed that Worm’s jump shot was so ugly that it made a joke.

The last type of speech acts based on Ref. [5] was an indirect and non-literal speech act. This type of speech act could 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 came late to the practice, he got a punishment of 10 suicides for the team and 250 push-ups for himself to complete. However, he did not accept the punishment and said “*bullshits*” which upset Coach Carter. He uttered an indirect and non-literal speech act because he used a declarative sentence to give an order but it did not mean Jason gave a good answer. He addressed it as a bonus prize which he intended 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*” could be considered as an indirect and non-literal speech act. After leaving the team, Timo had requested to get back to the team. He wanted to do anything the coach asked him just so he could play. Coach Carter used an indirect and non-literal speech act to answer Timo’s request. He uttered a declarative to make an order that Timo needed to be finished. In the utterance, he indicated that Timo owed him something which in fact was not true.

Secondly, the researcher presented four speech acts categories based on Ref. [6] that could be found in senior high school curricula, namely directive, expressive, assertive, and commissive speech acts. The researcher provided two utterances that represented each category of speech acts along with the description of the context.

The first category was directive speech act. Directive speech acts were used by the speaker, Coach Carter, to get the hearer to do or not to do something. It would be completed when the hearer performed the act that the speaker wanted. These attempts were found in Coach Carter’s utterances to give advices, suggestions, to make orders, to encourage, to persuade, to prevent, to propose, and to make requests for attentions. Coach Carter frequently uttered directive speech acts in the movie to make orders. Coach Carter uttered, “*you have to have a vision.*” Before the

practice began, Coach Carter approached the players who were sitting on the bench. They were talking about the review of their games on the newspaper. Coach Carter asked Jason Lyle who won the state basketball championship last season but he did not know the answer. The coach asked him again of what his father did for a living. Sadly, he said that his father was in jail. Coach Carter shocked and apologized to Jason. He believed that it did not mean to be his life and thought that seniors in the team could play basketball at the college level. However, in order to obtain the opportunity, he advised them to have a vision of what they wanted to be. Giving advice commonly expressed by using *should* and *would*. Instead of using these two words, the students could see another way to give some advice from the movie by using *have to*. However, the students needed to understand the context and the relationship between the interlocutors, the speaker and the hearer. In this context, the utterance was used by the coach of team who was responsible for the players' career and lives. He understood the situation very well and knows what would happen to them if they did not think about their future because he had experienced it. As their coach, he had the power over them and had been respected by the team.

Coach Carter expressed, "*we make them play Richmond Oiler ball.*" When playing against St. Francis, Coach Carter used their time out to encourage the team. He believed that they were not playing their game. They had been following their opponent's tempo which was not good. He really wanted 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 wanted the team to give all of the effort so that they could play their game. This utterance provided the students with an example of using *we* to encourage people. Instead of using *you* as the subject, *we* could also be used to give someone confidence to do something. The students needed to observe the situation and context to understand the use of *we* which did not mean something was done by the speaker and the hearer. In this context, Coach Carter gave supports to the team to finish the game well without literally playing with the team on the court.

The second category was expressive speech act. Expressive was used to express the speaker's psychological state of mind or attitude to an action or state of affairs. Expressive speech act could be seen in the utterance, "*but you men played like champions.*" Coach Carter met the players at the locker room after the game against St. Francis High. All the players looked upset after being defeated. However, Coach Carter did not see it as a bad thing. He appreciated the team efforts to get there. He uttered a declarative sentence to compliment the team as they had played like champions who never gave up. He was so proud

of the team. Therefore, the students could use a good expression to compliment other people. In this movie, the coach praised the players by using a declarative sentence saying they had played like a true champion with the hard work, the strength, and a champion never gives up. The coach really wanted the players to believe that they had given their best in their game. Even though a compliment was used in a positive way, the students needed to pay attention to the other intentions that might go along with the compliment.

Coach Carter uttered, "*good afternoon, young men.*" Coach Carter greeted the players at the beginning of the practice after being introduced by Coach White. He added young men to address to all of the players and showed some respect. He started it politely as he intended to teach the students to treat everyone respectfully. Greeting was expressed at the beginning of the practice. The students could observe the use of greeting in the movie was expressed formally because the settings of this movie were in a high school and in a school gym where the coach met the basketball players. The students might be familiar with the word *hi*, but the context and the relationship between the interlocutors needed to consider.

The third category was assertive speech act. Coach Carter expressed, "*from what I can see, a very confused and scared young man.*" Coach Carter had requested Timo Cruz to leave the gym after he made fun of him. Angrily, he asked the coach if he knew who he truly was. Coach Carter answered him by uttering a declarative sentence to give his opinion confidently. He began the utterance by stating "*from what I can see*" as the other way to give an opinion. From the movie, the students could 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.*" belonged to assertive speech act. Coach Carter met Principle Garrison and mentioned that he had not received any weekly progress reports from the teachers. Miss Garrison did not seem to support his ways of coaching. She did not see any correlation between the ties that the players had to wear in game days and basketball games. He complained about her objections toward the contracts. In the movie, the coach uttered the complaint implicitly instead of expressing his objections toward the principle opinion. The students were required to pay attention to the context and the relationship between the interlocutors.

The fourth category of speech act was commissive. The utterance, "*and I promise you, I will do everything in my power to get you to college and to a better life*" was a declarative sentence to make a promise. Coach Carter discussed about his intension behind the lockout of the gym with the players in the

library. He thought that this was the best thing to do so the students were not only successful in basketball but also in academic which would benefit them in the future. He really wanted the players to think about what they wanted to do with their lives. He asked them to trust him and he promised them a better life. He was so sure that he could make it happen. The movie provided the students with the example of promising. The coach used *promise* and *will* to show his certainty of his action in the future. In commissive, the students needed to consider to whom the promise was expressed.

Thirdly, the researcher provided 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 provided 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 presented 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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