



The Directive Illocutionary Act Uttered by Ralph in “Wreck it Ralph 2” Movie

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Abstract. Illocutionary acts are considered the core of the theory of speech acts. An illocutionary act is the action performed by the speaker in producing a given utterance. This research was aimed to know the types of directive illocutionary act uttered by Ralph in “Wreck it Ralph 2” movie and to find out the messages that can be taken from the Ralph’s character. This research used a descriptive qualitative method. The data of this research was taken from Wreck it Ralph 2 movie. The movie also became the object of this research. The data in this research were the utterances spoken by Ralph character in the movie. The researcher only used two kinds of instruments; observation checklist and documentation. To know the directive illocutionary uttered by the subject of this research. This research used theory from Searle who divided the types of act into; asking, request, order, forbid, suggest, and warn based on Searle in Ismani and Effendi (2022) theory. Moreover, to find out the messages that can be taken from the Ralph’s character the researcher used theory from Nurgiyantoro (2010). There were two findings of this research; (1) there were 100 directive illocutionary uttered by Ralph in the movie “Wreck it Ralph 2”. The directive illocutionary were divided into forty nine direct utterances of asking, thirteen acts of request, ten acts of order, two acts of forbid, sixteen acts of suggest, and five acts of warn; (2) There were two kinds of messages from Ralph’s character, they were; Relationship between human beings and themselves (Self confidence, self esteem, bravery) and Relationship between human beings (friendship, loyalty, mutual help). Based on the conclusions above, the researcher would like to suggest further researchers who are interested in analyzing directive illocutionary in movies to learn more about the speech act analysis in a movie based on Searle or other experts.

Keywords: *Directive Illocutionary Act, “Wreck it Ralph 2” Movie.*

INTRODUCTION

Language is an essential part of our daily lives, serving as the primary tool for conveying messages, ideas, thoughts, and opinions. It positions us within society, shaping our relationships and interactions within various social networks and institutions. Language is a structured system composed of various components that follow regular patterns. It functions as a tool for expressing thoughts, concepts, and emotions (Sabiah, 2012). Different varieties of the English language, such as British English and American English, serve as means of communication. While each language may contain unique terms, it is always possible to create new words to express ideas and concepts, allowing for the full range of human thought and imagination to be conveyed in any language.

Pragmatic competence is an essential part of communicative competence. According to Rasekh (2005), language competence can be divided into "organizational competence" and "pragmatic competence." Organizational competence involves knowledge of linguistic units and the rules for combining them at the sentence level (grammatical competence) and discourse level (textual competence). Pragmatic competence, on the other hand, includes illocutionary

competence and sociolinguistic competence, which refers to the ability to use language appropriately in different contexts. This entails selecting suitable communicative acts and strategies depending on the situation's contextual features.

Yule (1996) explains that actions performed through utterances are called speech acts, which in English can include apologies, complaints, compliments, invitations, promises, and requests. In essence, speech acts are acts of communication where the type of speech act corresponds to the attitude being expressed. Trask (2007) defines speech acts as attempts to do something purely through speech. When people speak, they may declare, assert, order, promise, request, apologize, complain, warn, threaten, suggest, and more. These actions are conceived by the speaker and must be interpreted by the listener in order to understand the meaning being conveyed.

Direct utterances play a crucial role in everyday conversation. A direct illocutionary act is one most clearly indicated by the literal meaning of the sentence's form and vocabulary (Heasley, 1996). Direct utterances facilitate clear communication, ensuring that there is no misinterpretation. Understanding the form of direct utterances, such as declarative, interrogative, and imperative forms (Kreidler, 1998), is important for effective communication.

Additionally, direct utterances are often used in stories, including films. Movies are a widely popular form of art, known for both their compelling scripts and visual storytelling. According to Webster, a movie is a recording of moving images that tell a story and are viewed on a screen or television. Lorimer (as cited in Anggraeni, 2018) notes that movies can document culture and address social or political issues, capturing complex relationships that are hard to express otherwise. Various film genres exist, including horror, thriller, romance, comedy, and fantasy, with major production houses like Disney leading the creation of successful fantasy films, such as **Ralph Breaks the Internet (Wreck-It Ralph 2)**.

Several previous studies are related to this research. Patni (2023) analyzed speech acts in "The Lion King" (2019) and identified 42 speech acts in the film, categorized into locutionary, illocutionary, and perlocutionary acts. Ismani (2022) focused on "Up" and found 93 instances of directive speech acts, with "ask" being the most common type. Orizka (2021) examined "Peter Rabbit" and identified dialogues belonging to representative, commissive, directive, and expressive speech acts. Santia (2019) explored "Aladdin", finding 383 instances of speech acts, with direct speech acts accounting for 57.73% of the total. Dewi and Surya (2023) analyzed "Spider-Man: No Way Home", highlighting directive speech acts as the most frequent.

This current study shares similarities with the above research in its focus on speech acts in films. However, it differs in its choice of movie, "Wreck-It Ralph 2", and the theory used for analysis. While previous studies used Leech's (1998) framework, this study will employ Searle's theory of illocutionary acts (as cited in Ismani and Effendi, 2022). Specifically, the study will examine the directive illocutionary acts in "Wreck-It Ralph 2", focusing on types such as asking, requesting, ordering, forbidding, suggesting, and warning. This research aims to fill a gap in the study of direct speech acts in English language studies at Dehasen University in Bengkulu.

LITERATURE REVIEW

The term "speech act" originates from the work of Cambridge philosopher J. L. Austin, who introduced it during a series of lectures at Harvard in 1955. His work was later published in the book *How to Do Things with Words* (1965). Speech act theory focuses on understanding utterances as actions in themselves. It not only examines the language used by the speaker but also explores how the behavior and mental states of both the speaker and the listener change during communication.

Austin was the first to study language from an innovative perspective, highlighting that, in addition to statements that are true or false and truth conditions, there are other linguistic

categories, such as questions, commands, and exclamations, which are not simply assertive. His approach challenged the traditional view of language by considering non-conventional forms of communication. John Searle later made significant contributions to the development of speech act theory.

Illocutionary acts are considered central to the theory of speech acts. As mentioned earlier, an illocutionary act refers to the action the speaker performs when producing a particular utterance. This type of act is closely tied to the speaker's intentions, such as stating, questioning, promising, requesting, commanding, threatening, and others. Essentially, illocutionary acts represent the speaker's intention to communicate with the listener. By using various words or sentences with different meanings in mind, the speaker engages in illocutionary actions. In doing so, the speaker conveys the intended function of their speech without necessarily trying to produce a direct effect. According to Searle, as cited in Ismani and Effendi (2022), an illocutionary act is any activity a speaker intends to carry out through uttering a verbal statement, applying conventional speech force.

Searle in Ismani and Effendi (2022) classifies illocutionary acts into five types, namely: representative, directive, commissive, expressive, and declarative.

Representative

Representative or assertive statements bind the speaker (to varying degrees) to something being true, to the truth of the representation. According to Searle, who is quoted in Huang (2007, p. 106) the speaker makes the world fit their way of thinking by portraying it as they understand it to be. This type of illocutionary act can be in the form of asserting, claiming, describing, concluding, stating and reporting.

Directives

Attempts to encourage the listener to take a certain action are known as directives. According to Searle, who was referenced by Huang (2007, p. 107), by utilizing this kind of illocutionary act, the speaker aims to evoke some future course of action from the listener, making the world fit the words through the addressee. This kind of illocutionary act might take the form of asking, ordering, commanding, requesting, questioning, begging, pleading, praying, inviting, advising, permitting, and entreating.

Commissives

Commissive obligates the speaker to take some action in the future. According to Searle, as reported in Huang (2007, p. 107), commissives communicate the speaker's purpose to do something. Furthermore, he stated that while using this type of illocutionary act, the world adapts to the words through the speaker. The kinds of this illocutionary act can be in the form of promising or vowing.

Expressives

When referring to a propositional state of things, expressives are utilized to convey the psychological state suggested by the sincerity condition. The expressive type has no direction of fit. When performing this type, the speaker is not attempting to make the world match the words, but rather the truth of the conveyed proposition is assumed. This kind of illocutionary act can be in the form of thanking, congratulating, apologizing, condoling, deploring, and welcoming.

Declaratives

Declarations actions aim to alter the status or condition of the objects they relate to, but only after the declaration has been successfully completed. A declaration can make instantaneous changes in some current states of affairs since it depends on significant extralinguistic institutions, according to Searle, as quoted in Huang (2007, p. 108). Additionally,

by creating a connection between the proportionate content and the outside world when engaging in this kind of illocutionary behavior, the speaker affects change in the world. Declaring war, Naming, Deciding, Excommunicating, Firing from employment are all examples of declarations.

In order to correctly decode the illocutionary act performed by the speaker, it is also necessary for the hearer to be acquainted with the context the speech act occurs in. Mey (Mey, 1993: 139) says that one should not believe a speech act to be taking place, before one has considered, or possibly created, the appropriate context. Another important thing, which should not be forgotten while encoding or decoding speech acts, is that certain speech acts can be culture-specific and that is why they cannot be employed universally. Mey shows this on French and American conventions. He uses a French sentence to demonstrate the cultural differences *Mais vous ne comprenez pas! (literally, 'But you don't understand!')*

While a Frenchman considers this sentence fully acceptable, an American could be offended if addressed in similar way as he could take it as a taunt aimed at the level of his comprehension or intelligence (Mey, 1993: 133). The interpretation of speech acts differs throughout the cultures and the illocutionary act performed by the speaker can be easily misinterpreted by a member of different cultural background. From this it also follows that the illocutionary speech act is communicatively successful only if the speaker's illocutionary intention is recognized by the hearer. These intentions are essentially communicative because the fulfillment of illocutionary intentions consists in hearer's understanding. Not only are such intentions reflexive. Their fulfillment consists in their recognition' (Bach and Harnish in Nurhalizah, 2024). Nevertheless, as already pointed out in the previous example, there are cases when the hearer fails to recognize the speaker's intentions and he therefore wrongly interprets the speaker's utterance. This misunderstanding may lead to funny situations and hence it is often an unfailing source for various jokes.

METHODS

This research employed a descriptive qualitative method with the aim of describing phenomena based on data analysis, from which a conclusion would be drawn. The data of this research was taken from *Wreck it Ralph 2* movie. The movie also become the object of this research. The data in this research were the utterances spoken by the main character in the movie. The data can be seen the form of word, phrases, or sentence but they should be direct utterances. Since this research was a descriptive qualitative study, the researcher only used two kinds of instruments; observation checklist and documentation. To know the directive illocutionary uttered by the subject of this research. This research used theory from Searle who divided the types of act into; asking, request, order, forbid, suggest, and warn based on Searle in Ismani and Effendi (2022) theory. Moreover, to find out the messages that can be taken from the Ralph's character the researcher used theory from Nurgiyantoro (2010) who divided three kinds of moral messages, namely; Relationship between human beings and themselves; Relationship between human beings and other; and Relationship between human beings and God.

The researcher collected the data on speech acts through several steps. First, the researcher watched the movie to gain a comprehensive understanding of the storyline and overall context. Second, the researcher identified the utterances of direct speech produced by the main character. Third, the researcher took notes on both the situational context and the cultural context underlying the dialogues to ensure a deeper interpretation. Finally, the collected data were classified based on the relevant variables, namely the forms of utterances and the purposes of the utterances. The data analysis technique was carried out through several stages. First, the data were grouped after being obtained in the form of speech, in which the identified utterances were categorized accordingly. Second, the grouped data were analyzed

using the relevant theoretical framework. Third, the researcher interpreted the results of the analysis to provide meaningful insights. Finally, in the last stage, the researcher drew conclusions based on the findings of the analysis

RESULTS

The Types of Directive Illocutionary uttered by Ralph in The movie "Wrack It Ralph 2"

The researcher collected the data by using observation and note taking. the researcher watched the movie "Wrack it Ralph 2" repeatedly and carefully before analyzing the data. The result of observation was as follows.

Table 1. The Types of Directtive Illocutionary

Types of Act	F	%
Asking	49	52%
Request	13	14%
Order	10	11%
Forbid	2	2%
Suggest	16	17%
Warn	5	5%
Total	100	100%

Regarding to the table above, there were 100 acts uttered by Ralph in the movie Wrack it Ralph 2. The acts were divided into 49 asking, 13 request, 10 order, 2 forbid, 16 suggest, and 5 warns.

Asking

In the Searle classification, asking is also a sort of directed utterance because it has historically been attempted to elicit an answer from the listener by the speaker.

Datum 1

Ralph: "Hey, where'd the sunrise go?"

The phrase "Hey, where'd the sunrise go?" can have a few interpretations depending on context. It might be a literal question about a sunrise that is obscured by clouds or an indication that it's unexpectedly dark. Metaphorically, it could express a feeling of loss or longing for better times, suggesting a sense of hope that seems to have vanished. In some cases, it could also imply a moment of confusion or surprise. This phrase can be defined as asking act.

Datum 2

Ralph: "Yeah! Excuse us, excuse us. Hey, Felix! Calhoun! What's getting plugged in?"

In this context, it seems like someone is trying to get the attention of Felix and Calhoun, possibly to ask about a device or equipment that is being connected or powered up. The "excuse us" part suggests they might be navigating through a crowd or trying to interrupt politely. Overall, it conveys a sense of urgency and curiosity about what's happening around them. This phrase is also defined as asking.

Datum 3

Ralph: "Something wrong with your game?"

The phrase "Something wrong with your game?" uttered by Ralph typically implies that there might be an issue or flaw in someone's performance, strategy, or approach to a situation—often in a playful or teasing manner. It could refer to a literal game, like a video game

or sports, or it could be a metaphor for someone's social skills or dating approach. The tone can range from genuinely concerned to sarcastically critical, depending on the context.

Request

A request is a speech that asks someone to do something in a polite manner. In English, the word "please" is used to express this. This request does not rule out the possibility of refusal.

Datum 4

Ralph: "Uh, no. Help! Hei Tron? Tronny! Tronnyboy! Help!"

The phrase "Uh, no. Help! Hei Tron? Tronny! Tronnyboy! Help!" seems to express urgency or distress. Ralph appears to be calling out for someone named Tron (or a nickname like Tronny or Tronnyboy) for assistance. The repetition of the name and the plea for help suggests a sense of panic or a need for immediate support. It might indicate that Ralph is in a tricky situation and really relies on Tron to come to their aid. This phrase indicated request act.

Datum 5

Ralph: "Eeeee-oh-boy! Say it again!"

"Eeeee-oh-boy! Say it again!" sounds like a playful or excited expression, possibly from a song, show, or a meme. It captures a sense of enthusiasm or surprise, inviting repetition for emphasis or fun made by Ralph.

Order

Searle and Vanderveken define ordering as giving someone instructions by invoking a power or function that obligates the speaker to no longer offer the option of refuse.

Datum 6

Ralph: "Just get us out of here so we can get this car to Spamley And getpaid".

The phrase "Just get us out of here so we can get this car to Spamley and get paid" suggests a sense of urgency or desperation. It implies that the speaker is in a situation they want to escape from quickly so they can deliver a car to a place (Spamley) and receive payment for it. The mention of "getting paid" indicates a transactional motive, possibly related to a job or task that needs completion. Overall, it conveys a need to move forward and resolve the situation.

Forbid

Forbid and prohibit were described by Searle and Vanderveken as the propositional negation of ordering. It is customary to use "no" in official and general occasions. For instance, "No Entry!" While it is customary to use "don't" on exceptional or casual occasions. Enjoin, forbid, prohibit, proscribe, and restrict are examples of prohibiting performatives.

Datum 7

Ralph: "Just go! I got a date with the man in the mirror. You keep away from her! I'm gonna wreck it! She's not your friend! She's mine!"

The phrase "Just go! I got a date with the man in the mirror. You keep away from he" suggests that Wralph is focused on self-reflection or personal improvement, as "the man in the mirror" typically refers to oneself. The command to "keep away from he" seems to imply a desire to avoid distractions or negative influences while they concentrate on their own issues. Overall, it expresses a need for personal space and the importance of self-care.

Suggest

According to Searle and Vanderveken, this suggests typically stating something that is appropriate for him or her. Admonish, advise, caution, recommend, advise, endorse, suggest, urge, and warn are some suggested performatives

Datum 8

Ralph: "Kid, get back on the track or I'm gonna lose my cookies!"

The phrase "Kid, get back on the track or I'm gonna lose my cookies!" uses a playful expression to convey frustration or urgency. "Get back on the track" suggests that the "kid" needs to focus or behave properly, while "lose my cookies" is a lighthearted way of saying that the speaker is about to become very upset or overwhelmed. Overall, it's a humorous way to ask someone to straighten up before things get out of hand!

Warn

Warning was described by Searle and Vanderveken as the propositional negation of ordering. It is customary to use "no" in official and general occasions. For instance, "No Entry!" While it is customary to use "don't" on exceptional or casual occasions.

Datum 9

Ralph: "That is unsettling. Get Vanellope out of here now!"

The phrase "That is unsettling. Get Vanellope out of here now!" indicates that Ralph feels disturbed or alarmed by something happening in their surroundings. The urgency in "Get Vanellope out of here now!" suggests that they believe Vanellope is in a potentially dangerous or uncomfortable situation and need her removed quickly for her safety or well-being. Overall, it conveys a strong protective instinct.

The messages that can be taken from the Ralph's character in The movie "Wrack It Ralph 2"

There were five messages that can be taken from the Ralph's character in the movie "Wrack it Ralph 2".



Figure. 1 The first message is friendship, he let friends separate for the sake of each other's future and happiness.



Figure. 2 The second message is self confidence since Ralph believes that the root of an unhealthy relationship is insecurity.



Figure 3. The third message is bravery and self esteem. Ralph always believe that he can chase his dreams, regardless of how far away they seem.



Figure 4. The fourth message is loyalty. Ralph never forget old friends when he makes new friends.



Figure 5. the last one is mutual help. He believes in friendship, we must be willing to make sacrifices without any sense of self-interest.

Therefore, it can be concluded that there were two kinds of messages from Ralph's character, they were; Relationship between human beings and themselves (Self confidence, self esteem, bravery) and Relationship between human beings (friendship, loyalty, mutual help)

DISCUSSION

The research findings revealed that Ralph used 100 directive illocutionary acts in the movie *Wreck-It Ralph 2*. These directive illocutionary acts were categorized into several types: 49 direct utterances of asking, 13 requests, 10 orders, 2 acts of forbidding, 16 suggestions, and 5 warnings. Furthermore, Ralph's character conveyed two primary messages: one focused on the relationship between individuals and themselves (such as self-confidence, self-esteem, and bravery), and the other on relationships between people (including friendship, loyalty, and mutual assistance).

These findings align with the theories of several experts. Fitria (2019) explained that speech acts reflect how language is expressed through actions, not just words. For instance, a compliment can carry deeper meaning beyond the literal expression. Similarly, Hutajulu and Herman (2019) highlighted that speech acts occur in greetings, requests, compliments, complaints, apologies, and invitations, and depend on the speaker's language ability to clearly communicate their message. According to Haucsa et al. (2020), speech acts can be divided into three types: the locutionary act (the act of producing an utterance), the illocutionary act (the intention behind the utterance), and the perlocutionary act (the effect of the utterance on the listener). Yule (1996) defines a directive as an illocutionary act in which the speaker aims to solve a problem by requiring the listener to take action. Searle (as cited in Levinson, 1983) further explains that directives compel the listener to act in accordance with the speaker's wishes. Words such as "ask," "request," "order," and "suggest" fall within the category of directive illocutionary acts. Vanderveken (as cited in Devitasari, 2018) lists additional verbs associated with directives, including demand, bid, urge, petition, summon, and recommend.

Bach and Harnish (1979) identified six subcategories of directive illocutionary acts: requestives, questions, requirements, prohibitives, permissives, and advisories. In the Searle classification, asking is considered a form of directed utterance, as it seeks information from the listener. For example, a question like "Do you know how to get to the Palace Motel?" requires more than just a "yes" or "no" response; it asks the listener to provide the specific location.

Searle and Vanderveken (1985) noted that requests are directives that allow for the possibility of refusal. For instance, "Could you take my book, please?" is a polite request, though it can be declined. Similarly, ordering is defined as a directive that removes the option for refusal. For example, a boss commanding an office worker to clean the office with a phrase like "Clean my office" illustrates an authoritative command.

Prohibitions, according to Searle and Vanderveken (1985), are the negation of orders. These are typically expressed with phrases like "No Entry!" or "Don't cheat on exams!" and are meant to prevent certain actions. Warning is another form of directive that, like prohibitions, serves to prevent undesirable actions but often offers a suggestion for proper behavior instead. Words like advise, caution, and recommend fall under the category of warnings (Allan, 1986). Thus, the study confirms that directive illocutionary acts in *Wreck-It Ralph 2* not only serve to drive the narrative but also reflect various speech act theories that explore how language functions to influence and direct behavior.

CONCLUSION

Regarding to the research findings, it can be concluded that there were 100 directive illocutionary uttered by Ralph in the movie "*Wrack it Ralph 2!*". The directive illocutionary were divided into forty nine direct utterances of asking, thirteen acts of request, ten acts of order, two

acts of forbid, sixteen acts of suggest, and five acts of warn. Moreover, there were two kinds of messages from Ralph's character, they were; Relationship between human beings and themselves (Self confidence, self esteem, bravery) and Relationship between human beings (friendship, loyalty, mutual help).

LIMITATION

Based on the conclusions above, the author would like to suggest further reserachers who are interested in analyzing directive illocutionary in movies to learn more about the speect act analysis in a movie based on Searle or other experts. Furthermore,. there are many aspects that can be analyzed about speech act. The other researcher are expected to analyze the other aspects that related to the speech act and the result of this research may be used as early information to conduct further researcher.

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