

ILLOCUTIONARY SPEECH ACTS OF VERBAL BULLYING IN DAHL'S *THE BIG FRIENDLY GIANT* AND ITS IMPACTS ON SELF-ESTEEM OF THE MAIN CHARACTERS

Yayan Novalia¹

Bengkulu University, Indonesia

Ira Maisarah²

Bengkulu University, Indonesia

Wisma Yunita³

Bengkulu University, Indonesia

[iramaisarah@unib.ac.id²](mailto:iramaisarah@unib.ac.id)

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ABSTRACT

The thesis aims to describe illocutionary speech acts of verbal bullying from a children's literature entitled *The Big Friendly Giant*, written by Roald Dahl. The research was designed as a qualitative study and applied content analysis. The instruments used were the tables containing illocutionary speech acts indicating verbal bullying and self-esteem. The data formed in the narrative quotations were analyzed by applying Searle's illocutionary speech acts. Verbal bullying is classified into six types such as insulting, reviling, calling by bad name, public shaming, spreading gossip, and accusing. Moreover, the data were connected with the issue of self-esteem having five senses proposed by Reasoners, such as a sense of security, identity, belonging, purpose, and competence. The results indicated that two main figures experienced four of six verbal bullying types, such as insulting consisting of 19 utterances, or 73% of the whole data, one datum of reviling (5.3%), 5 data of calling by bad names (19%), and 1 of accusing (5.3%). Meanwhile, the data on self-esteem informed one utterance of sense of identity (7%), belonging (2 utterances or 15%), purpose (5 utterances, 36%), and competence (6 utterances or 43%). In conclusion, *the Big Friendly Giant* can be recommended as English subject material because it provides a unique illustration for school students in dealing with verbal bullying, which motivates them to erect a better future.

Keywords: Illocutionary Speech Acts, Self-Esteem, the Big Friendly Giant, Verbal Bullying.

INTRODUCTION

Terrifying descriptions of bullying should be considered seriously. Website *theconversation.com* on July 27, 2022, released the research results conducted by the Organization for Economic Cooperation and Development (OECD), showing that 41 percent of students in Indonesia have experienced bullying. Most bullied individuals have experienced verbal bullying. In this case, there are 36 percent of Indonesian students have experienced verbal bullying.

This fact makes Indonesia the country with the fifth-highest number of bullying cases in the world. It also delivers worrying information that, in addition to causing stress and depression, bullying can motivate its victims to kill themselves. Here, the researcher has a certain viewpoint that verbal bullying does not always have a negative impact on the development of the victims' lives; in fact, some of them appraise intimidating acts they have experienced as motivations to establish a better life.

There are specific cases that encourage the bullied persons to display high self-esteem, even though they are frequently intimidated. As reported in *www.liputan6.com* in May 2020, Rihanna, a famous singer and actress from the USA, was bullied by her school friends because of her dark skin and breasts. Another figure is Elon Musk. Everybody knows about him as a pioneer of the world's electric car with his well-known brand, 'Tesla.' Musk ever became a victim of bullying when becoming an elementary school student in South Africa because he was considered to have the youngest age and smallest body than other students.

The other one concerns Kate Middleton, known as Duchess of Cambridge nowadays. When she was a little woman, Middleton was regarded as a kind and gentle individual, causing her to be a bullying victim. The bullying stories of the world's eminent figures at a young age, such as Rihanna, Elon Musk, and Kate Middleton, imply very valuable things. In reality, bullying does not make them lose ways to erect their own lives to be successful people in the future.

This issue becomes more interesting when it cannot just be observed from real-life humans but can also be studied profoundly via literary work, like prose, poetry, and drama because the social life of an author generally inspires it. Thus, literary work can reflect humans' real lives seasoned with imaginative narratives and language aesthetics. For this reason, the sub-genre of literary work chosen to analyze is children's literature or novel entitled *The Big Friendly Giant* (1982). It was written by one of the renowned English authors named Roald Dahl.

The function emphasizes the meaning of the verb from the word 'education,' which is 'to educate.' It is defined as maintaining and training morals, manners, and intellectual thoughts. By reading literary work, children can obtain a variety of information that alters their attitudes and behavior to be better through time.

To conclude, the research presents to urge children's novels to become teaching materials in English. In this case, the educators can deliver precious lessons to students dealing with verbal bullying by establishing high self-esteem.

LITERATURE REVIEW

Illocutionary Speech Acts

Relevant sentences become the factors affecting the speech acts to exist. Speech acts are the basic units of communication that integrate the principles of speech that consist of the speech concept, speaker's intent, signification of uttered sentences, listener's understanding, and limits that organize linguistic aspects in utterances. Speech acts can also be regarded as the basis of lingual communication.

Searle has developed five classifications of illocutionary speech acts as one of Austin's students. The types can be applied in both spoken and written language. A category of illocutionary speech acts has links to expressive principles. Searle (in Golubovic and Syukri, 2020) classifies five types of illocutionary speech acts as follows:

1. Assertive or representative is the category of illocutionary speech acts that bind a speaker to the truth of a sentence he conveys, for instance, satire, report, statement, accusations, boast, and complaint;
2. The directive is a kind of illocutionary speech act aiming to make an interlocutor do something as the speaker says, for example, ordering, asking, forcing, pleading, advising, and recommending;
3. Commissive is classified as the illocutionary speech act encouraging the speaker to commit doing everything he says, for example, cursing, promising, refusing, swearing, threatening, and bestowing;
4. Expressive (evaluative) is a classification of illocutionary speech acts expressed in one's attitude and feeling in a certain situation or reaction to other people's attitudes and actions. Here, the examples can be congratulation, thanks, flattering, blaming, regret, criticism, and apology;
5. Declarative is an illocutionary speech act bringing about conformity between sentence and reality. In this case, the utterance is intended for the speaker to create new things, such as punishment, canceling, prohibiting, forgiving, and granting.

Utterances from several fictional characters in *The Big Friendly Giant* novel can be classified as verbal bullying and Illocutionary speech acts. Here, the researcher carefully examines the bullying in the forms of illocutionary speech on the main protagonists, such as Big Friendly Giant and Sophie.

Verbal Bullying

Verbal bullying is not manifested in physical form. Nonetheless, the impact is almost the same as physical bullying because it engenders other people's feelings

and depression. Sumiati et al. (2019) say that verbal bullying is considered invisible, but it hurts other people's feelings. Bullies conduct their actions via very unpleasant words. There are several verbal bullying acts which are proposed by Budhi (2018), as follows:

1. Insulting is verbal abuse that attacks another person with bad words to lower his honor;
2. Reviling refers to verbal acts that use dirty, nasty, and uncivilized statements;
3. Calling by bad names is verbal bullying, having a negative purpose to name other people besides their original names;
4. Public shaming is a verbal act using mean words to make others feel embarrassed;
5. Spreading gossip is considered a verbal act aimed at spreading rumors or negative information about someone;
6. Accusing is a verbal action that states one has conducted something wrong.

Taking everything into consideration, there are several kinds of verbal bullying misconduct that take place in human life. Bullies can mostly make it happen by insulting other people, saying dirty words, calling bad names, embarrassing other people in public, spreading rumors that are not necessarily true, and accusing.

Self-Esteem

Self-esteem can be meant as a person's thoughts, feelings, and views that shape his behavior, influence how he behaves, and motivate him. It indicates that self-esteem has three essential entities: notion, feeling, and outlook, which can affect a person's attitude, behavior, and motivation. Then the other definition of self-esteem is also delivered by Illie, Darjan & Mihaela (2020), who say it refers to a person's attitude in evaluating himself wholly and finally impacts his personality and ability to establish relationships with others.

There are several aspects to make one build himself/herself with high self-esteem. Reasoners (in Indriyani, Aini & Mukhtar, 2020) elaborate on five pillars of self-esteem, as follows:

1. Sense of security refers to one's evaluation that he is fine. Here, the person seems confident and safe because he understands the rules well.
2. Sense of identity (selfhood) is a pillar of self-esteem, encouraging an individual to know about himself accurately and realistically. The knowledge is closely related to his role, attitude, and physical characteristics.
3. Sense of belonging (affiliation) links to one's assessment that other people have a desire to accept and establish a relationship with themselves. This makes a person feel accepted and respected by others.
4. A sense of purpose is related to one's knowledge of what he expects. This motivates him to achieve realistic and achievable goals.

5. A sense of competence shows one who believes that he has the competencies. This can be owned by an individual aware of his strengths and weaknesses.

To recapitulate, establishing a better life requires five pillars of self-esteem. Besides having a sense of security by developing high self-confidence and conducting the right rules, a person should also encourage him/herself to maintain a sense of identity and belonging. Here, accurate and realistic self-knowledge is highly important. Someone can also try to establish good relationships and think positively that he/she can be accepted by people around him/her.

METHOD

The study was designed as qualitative research, which discussed the issues of verbal bullying and self-esteem within the selected children's literature entitled *The Big Friendly Giant*, written by Roald Dahl. Data forms were the narrative quotations related to both issues. Table 1 and Table 2 were the main instruments used to collect the data. Table 1 contains the data classified into four types of verbal bullying, which were analyzed by applying five classifications of illocutionary speech acts proposed by Searle. Table. 2 comprises the data classified into five pillars of self-esteem by Reasoners. In so doing, the issue of verbal bullying was able to be linked to self-esteem as the impact of verbal bullying.

FINDINGS

Illocutionary Speech Act Indicated as Verbal Bullying Experienced by Two Main Characters on *the Big Friendly Giant*

Before conducting a profound discussion about verbal bullying from the standpoint of illocutionary speech acts, the researcher tried to provide data on the number of utterances. Therefore, there is important data in four categories of illocutionary speech act indicated as four types of verbal bullying that can be seen in the table below:

Table 1. Data Amount of Verbal Bullying and Illocutionary Speech Act

No.	Verbal Bullying Types	Number of Data	Classification of Illocutionary Speech Acts			
			Assertive	Commissive	Directive	Expressive
1.	Insulting	19	15	2		2
2.	Reviling	1	1			
3.	Calling by Bad Names	5		4	1	
4.	Accusing	1	1			
	Total	26	17	6	1	2

Table. 1 above provides information about the number of verbal bullying and illocutionary speech act types. There are 19 data indicating insult or 73 percent of the total data. The data can also be classified into three kinds of illocutionary speech acts, composed of 15 assertives (58%), two commissives (7.7%), and 2 expressives (7.7%). The number of reviling is one datum and contains assertive illocution. Indifferent to reviling, accusing also has 1 datum which contains a similar type of illocutionary speech act. Furthermore, utterances that show calling by bad names consist of 5 data (19%). Thus, the total data is 26 utterances.

Impact of Verbal Bullying on Self-Esteem of The Main Characters in Dahl's *The Big Friendly Giant*

The research necessitates data on self-esteem as the impact of verbal bullying experienced by Big Friendly Giant and Sophie. Data comprise four pillars of self-esteem. For more detailed information, the data are displayed in the table as follows:

Table 2. Data Amount of Utterances Indicated Self-Esteem

No.	Pillars of Self-Esteem	Number of Utterance
1.	Sense of Identity	1
2.	Sense of Belonging	2
3.	Sense of Purpose	5
4.	Sense of Competence	6
	Total	14

Table. 2 exhibits one utterance presented in *The Big Friendly Giant* from the sense of identity. It is approximately 7 percent of all data. Meanwhile, a sense of belonging exists in 2 utterances (15%). Then, talking about the number of senses of purpose, it is composed of 5 utterances (36%). The last one is about a sense of competence. It shows 43 percent of the total data or has six utterances. By so doing, all data of self-esteem are 14 utterances.

DISCUSSION

Verbal Bullying Indicated Illocutionary Speech Acts

The research outcomes encourage the researcher to discuss holistically from sub-pragmatics, namely illocutionary speech acts. The statements from Big Friendly Giant and Sophie, the two major characters in the selected children's literature, influenced their own future lives.

More interestingly, the verbal bullying experienced by the two main figures had a positive impact. Neither of them felt depressed after experiencing it, as most people did. Instead, both continued establishing self-esteem to become more useful individuals for many people's interests. For this reason, both verbal bullying and self-esteem could not be separated in analyzing according to the illocutionary speech acts viewpoint because the two issues had a causal relationship.

Assertive or representative is the category of illocutionary speech acts that bind a speaker to the truth of a sentence he conveys, for instance, satire, report, statement, accusations, boast, and complaint. Here, the verbal bullying of the chosen children's novel was initially experienced by Sophie. Although regarded as the main protagonist, Big Friendly Giant often verbally abuses Sophie, especially at the beginning of the story. It was most likely that neither character knew the other. Underestimating Sophie was one of the verbal abuse forms because she was certainly not considered a part of a giant group or identical to the definite group as a giant. Based upon the context, being different from other groups sometimes receives discriminative treatment and is even considered useless for them.

The essence of verbal bullying also causes another issue, such as gender. The narrative showed the existence of patriarchal issues, although not represented whole narrative. The statements from Big Friendly Giant triggered the issue. It stated convincingly that all giants were male and none were female. Additionally, it was stated in front of Sophie, and she might think that being a girl was a fatal mistake. What it delivered simplified that giants were only representations of men who had big, strong, and genius features. In contrast to women, they were represented by the character of Sophie, who was small, weak, and not intelligent.

The problem of verbal bullying in children's literature is even more complex when it is linked to racial issues. There are utterances in the category of verbal bullying which contain racism. In this case, the Big Friendly Giant justifies that the human race is lazy because it sleeps half of its life. In addition, humans are eager to kill each other. Big Friendly Giant says to Sophie that human beings do not have compassion.

It is obviously a justification because not all humans are like what the giant says. Similar to the giant race, humans also have good and evil groups. Here, it can be concluded that verbal bullying sometimes contains justification from one to humiliate another, regardless of the concrete evidence that must be provided. The bullies basically do not care about that. Their main goal is merely to humiliate their victims.

In the research analysis related to bullying issues, the researcher did not find two other types of issues depicted in selected children's literature, such as spreading gossip and public shaming. The reason was very clear that the story did not narrate the types of verbal bullying, both explicitly and implicitly. Spreading gossip was not able to be identified because none of the characters showed the act of spreading hoaxes about one or several other characters.

Then, public shaming could not be identified because one character did not bully another figure in front of many people. The entire verbal bullying of the story was conducted by one character for insulting the other with mean words; for

instance, Big Friendly Giant insulted Sophie's physique because she was unlike a giant. The act was not done in front of other people.

Furthermore, a directive becomes a kind of illocutionary speech act aiming to make an interlocutor do something as the speaker says, such as ordering, asking, forcing, pleading, advising, and recommending. According to the story, Sophie became a victim of verbal bullying because she was not a giant and was considered completely not having any benefit. Her body size was surely very disproportionate to giant creatures. She was so small and the only female character. Thus, she often obtained unpleasant verbal treatment. She was called having no brain to think, talking too much but nothing could do, and so on.

Commissive is classified as the illocutionary speech act encouraging the speaker to commit to doing everything he says, for example, cursing, promising, refusing, swearing, threatening, and bestowing. Based on the story context, there were other interesting things in the selected children's literature. Although one belonged to a similar group, he/she could merely not be received by the group in a good way because of having no the same habits or being considered weaker than other group members. Here, Big Friendly Giant was considered not to deserve to be a giant. It even experienced verbal bullying because of having no similar habits to other evil giants, who loved eating human flesh. The same habits were able to affect the acceptance in a particular group. The group members who did not follow the customs were most likely to get oppressed.

Big Friendly Giant owned a habit of catching dreams. It was regarded as a stupid and strange thing. None of the evil giants did it. They did not even care about the dreams they caught because the wicked giants had never seen the benefits of dreams before. They just did common habits, such as eating and sleeping. Therefore, the unique habit of Big Friendly Giant was very vulnerable to being underestimated by others.

The evil giants tended to judge something whose benefits had not been obtained. As a consequence, Big Friendly Giant received verbal bullying because of their unique habits. Like the Military Chief of the British Empire, he underestimated Big Friendly Giant's habit. It was observed when it asked the general to take glass bottles containing various dreams. The military chief underestimated what was important to others. The bottles were very useful and important to save many people on Earth.

Expressive (evaluative) is a classification of illocutionary speech acts expressed in one's attitude and feeling in a certain situation or reaction to other people's attitudes and actions. Examples are congratulation, thank, flattering, blaming, regret, criticism, and apology. The other issue was that although Big Friendly Giant was absolutely included in a group of giants, it had the smallest body posture among others. Consequently, it was often bullied and treated badly by the

evil giants. Experiencing verbal abuse was very common for Big Friendly Giant, which was frequently called stupid, weird, useless, and inappropriate to be a giant, and it destroyed the giant's reputation.

Discussion about body size alluded to an issue known as 'body shaming.' In the context of the story, it was manifested by saying words connected to physical demeaning, such as short and small. Similar to Big Friendly Giant, Sophie experienced verbal bullying as well. The selected children's novel conveyed implicitly that a person was sometimes judged as not having knowledge and being useless due to a small body or just a child. Sophie was considered a child who did not understand many things in life, even though it was a mere justification.

Impacts of Verbal Bullying on Self-Esteem

After analyzing the verbal bullying of the research subject, the researcher analyzed self-esteem, which became the impact of verbal bullying on the two main characters, Big Friendly Giant and Sophie. Based upon the perspective of the illocutionary speech act, many utterances that contained verbal bullying had negative impacts on victims. Most of whom felt depressed and useless. However, in the context of children's literature narratives, the two main characters show dissimilar things and could be used as a lesson in dealing with verbal bullying. Big Friendly Giant and Sophie attempted to build high self-esteem after experiencing verbal bullying.

Forms of experienced verbal bullying were insulting, reviling, calling bad names, and accusing. Additionally, the verbal bullying also contained patriarchy and racism. It did not make the two characters inferior. Both of them supported each other in establishing self-esteem and solving their problems. In reality, Big Friendly Giant and Sophie saved human beings from the plan of evil giants. In this case, building self-esteem encouraged both characters to have a very brilliant idea for catching nine evil giants. The idea was initially unquestionable, but both convinced each other. They even discussed and tried to think well about facing a dangerous mission.

Although becoming the victims of verbal bullying, Big Friendly Giant and Sophie's mentality is well-maintained. It created huge courage inside them to obtain the help of the most respected person in the world, the Queen of England. Here, high self-esteem strengthened one's mentality in realizing innovative ideas that nobody else had ever considered. The main characters convinced the Queen that nine evil giants wanted to attack Earth. The Queen even believed it and sent military assistance for Big Friendly Giant and Sophie to catch the evil giants. With that help, both characters succeed in their mission and throw the evil giants into the dungeon.

CONCLUSION

By the result of the study, verbal bullying has a causal relationship with self-esteem from the perspective of illocutionary speech acts. The two main characters in *The Big Friendly Giant* experienced verbal abuse, such as insulting, reviling, calling bad names, and accusing. The researcher has found that the verbal bullying that occurs contains patriarchal and racism issues. Both characters managed to overcome difficult times and continue growing into strong individuals by building high self-esteem. For this reason, *the Big Friendly Giant* can be an appropriate choice as the teaching material for children and students at school, particularly in teaching and learning activities in English class. The conduct concentrated on building self-esteem in dealing with verbal bullying.

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