
RESEARCH ARTICLE

Speech Acts of Aggression in American Animation Movies

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ABSTRACT

The present study scrutinizes aggression as an influential social phenomenon in five American animation movies. Animation movies are often regarded as the finest form of entertainment, and children can learn a lot from them. However, they contain a huge number of aggressive scenes. Aggression and its social impacts have been examined from different perspectives. However, investigating aggression in American animation movies has not been conducted particularly from a pragmatic viewpoint. Thus, the present study attempts to bridge this gap by identifying types and causes of aggression pragmatically. The major goal of the study is to determine the types and causes of aggression performed by aggressors by looking at how speech acts are utilized to express each type and cause of aggression in the data that is being examined. To achieve the aim of the study, Searle's (1969) classification of speech acts is adopted. The main conclusion of the study is that expressive speech acts are used in all types of aggression, with the highest frequency and percentages. Moreover, expressive speech acts are most frequently linked with the failure factor and the social learning factor as causes of aggression.

KEYWORDS

Instrumental aggression, reactive aggression, relational aggression, bullying, speech acts, animation

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1. Introduction

Crystal (1985) defines "pragmatics as the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication" (p.240). The theory of speech acts is based on the idea that expressing something, whether orally or in writing, is doing something, and hence speaking is an act. Speech acts theory is inherently pragmatic since it involves both the speaker's intention and the hearer's inference (Birner, 2013).

Children develop two distinct types of behaviors: empathy and antipathy. Prosocial behavior, or the act of assisting others without requiring anything in return, is a result of empathy. While behaviors that are intended to harm or destroy another person and lead to antisocial behavior can be described as antipathy. Therefore, aggressive behavior is a particular type of antisocial behavior (Berger, 2019). According to Buss (1971), verbal aggression can sometimes cause much more harm than physical aggression. Infante and Wigley (1986) define verbal aggressiveness as the usage of hurtful words and insults, aiming at deconstructing the other person's dignity and self-image. The result is the development of unpleasant emotions like guilt, embarrassment, hopelessness, depression, and even more bad feelings about oneself. Numerous instances of aggressive behavior, such as belittling, insulting, and complaining, are found in American animation movies. An Animation movie is defined by Steinberg (2012) as one that purposefully uses animated figures and structures to evoke a sense of motion. According to Glik et al. (2005), children may develop harmful habits and attitudes as a result of inaccurate representations of danger and damage in live-action and

animation movies. Moreover, there are many unpleasant meanings that include sexual content, foul language, unacceptable ideas, magical elements, and aggression introduced to children through animation movies.

2. Literature Review

2.1 Speech Acts

Austin (1962) presented the speech acts theory, which was modified by philosopher Searle (1969), who attempted to characterize spoken language in terms of what was done rather than what was said (Warren, 2006). Within each speech, Austin (1962) identifies three types of acts: Locutionary acts, illocutionary acts, and perlocutionary acts. Searle (1969) classifies speech acts into distinct categories. The following categories can be used to group these types: representatives, directives, commissives, expressives, and declaratives.

1-Representatives:

Members of this class are on hand to submit the speaker to the truth of the message being presented. The majority of the members in this class are evaluated on truth and falsehood. Hypothesize, claim, insist, diagnose, infer, conclude, boast, suggest, believe, call, presume, and suspect are some acts named representatives by Searle (the majority of which are verbs) (Qadir & Riloff, 2011), for example:

(1) "We watched a movie yesterday". (Qadir & Riloff, 2011, p.752)

2-Directives:

These are speech acts that have a purpose or that are said in an attempt to motivate the listener to act in a certain way. Examples of this sort of speech act include requests, advice, orders, questions, and conditional threats (Searle, 1969).

(2) " Would it be too much trouble for me to ask you to hand me that wrench?". (Widiatmoko, 2017, p.276)
Asking is a less direct form of a directive than ordering, but ordering is more direct and gives the hearer a lot more authority to carry out the speaker's intention (Widiatmoko, 2017, p.276).

(3) "Would you please reply by Saturday at the latest?"

3- Commissives:

Speech acts in which the speaker makes a commitment to a certain future course of action are known as commissives. Although they cannot be true or untrue, they can be performed, sustained, or broken. Commissives include verbs such as agreeing, promising, committing, offering, and threatening (Searle, 1979). For example:

(4) "I'll stop by tomorrow, I promise". (Qadir & Riloff, 2011, p.752)

4- Expressives:

Expressive speech acts are those in which the speaker conveys his or her psychological and emotional state (pain, pleasure, likes, and dislikes). This category includes verbs like welcome, congratulate, thank, condole, and apologize (Searle, 1979). Expressive speech acts have no effect on the world, not even a little part of it (Martinze, 2013). For example:

(5) "Congratulations on your graduation". (Qadir & Riloff, 2011, p.752)

5-Declaratives

Declaratives are speech acts that indicate a change in the external world through their use. With a declaration, the speaker has the power to influence events worldwide. This category includes verbs like name, appoint, declare, and quit (Searle, 1979). For example, a teacher might say:

(6) "President: I declare a state of national emergency." (Huang, 2014, p.135)

2.2 Aggression

Baron & Richardson (1994) state that aggression is the purposeful hurting of someone who does not intend to be harmed. Similarly, human aggression is defined as any behavior taken against another person with the intent to hurt that person. The aggressor must know that the target will suffer harm as a result of the aggressor's action, and the target must be motivated to act in a manner that will cause him to avert the aggression (Anderson & Huesmann, 2003). Aggression that is physical in nature is hostile. It intends to harm people physically. However, verbal aggression encompasses behaviors meant to inflict emotional and psychological harm, such as using abusive language, acting irrationally angry, threatening, swearing, and even being sarcastic (Sameer & Jamia, 2007).

The concept of aggression does not only refer to one specific aspect of behavior. It includes a variety of sorts and can be considered a multidimensional phenomenon. Berger (2019) identifies four distinct types of aggression, all of which begin in childhood.

1. Instrumental aggression: A malicious act aims to take something that someone else already has.
2. Reactive aggression: It denotes an impulsive act of retaliation in reaction to intentional or unintentional verbal or physical harm.
3. Relational Aggression: A non-physical act, such as insults or social isolation, that aims to destroy the victim's relationships with others.
4. Aggression in Bullying: Because the target is always in a weaker position than the attacker, bullying differs from other types of aggression in this regard.

Human aggression is a complex concept. Multiple biological, psychological, and social factors are present. People behave aggressively for a variety of causes, motivations, and factors. According to Tang et al. (2014), there are four causes why people act aggressively.

- a. Failure is the first factor. People start engaging in aggressive actions when their goals are not achieved, they cannot get what they need, or they cannot accept what they see.
- b. The second factor is social learning. Living in circumstances where abusive language is commonplace causes children, adolescents, and adults to develop particular language usage habits.
- c. People's aggressive behavior can be caused by psychological trauma or pathology.
- d. The fourth cause is a lack of conversational skills. This means that individuals act aggressively when they find it difficult to express their needs, ask for what they want, or communicate their feelings.

2.3 Animation Movies

The basis for a child's future learning and personality is established during the crucial developmental stage of childhood. Role models and social context are greatly influenced by visual media. The models that are conveyed symbolically through verbal or visual media can reveal a lot about human morality, mentalities, as well as behavior (Bandura, 1994).

Gürel and Alem (2010) state that animations hold a special place in the hearts of children. Since they are among the child-oriented media tools, they contain direct and indirect messages. There is a continuous learning process going on when children watch cartoons. Spending too much time watching animation movies can have both good and bad impacts. Jensen (1998) considers that animation movies have a great influence on children's learning. Children have been discovered to be far more drawn to cartoon content than traditional academic learning because of the brilliantly crafted scenes, vibrant colors, and wonderful audio and visual effects. These factors motivate children to learn more than they would in a typical classroom. Arnett (2007) accepts the notion that violent animations enhance children's objectionable ideas and emotions. Children under the age of seven are especially susceptible to this impact because they cannot comprehend the distinction between reality and their imagination. Thus, aggression at higher ages may be identified based on how children interpret the reality of the violence they witness during their childhood (Huesman et al., 2003).

3. Methodology

The current research utilizes a qualitative approach. Qualitative research appears to be a broad concept that spans a wide variety of issues, with both positive and negative sides (van Maanen, 1979). The qualitative analysis of this study is represented by examining pragmatically the concept of aggression in selected American animation movies. The current study utilizes internet-based data collection methods. In this sense, the data collection for the study centers on the question of how aggressive behaviors are portrayed in American animation movies. When the researcher started looking for data, approximately five animation movies were identified. Walt Disney Animation Studios and Disney Toon Studios are responsible for making these movies. The data used in this study are purposefully selected by using the following criteria:

First, the animation movies are seen to be consistent with the researcher's need to complete her objectives because they are in English, and the animated characters speak American English as their first language, as the current study is given in that language.

Second, Walt Disney Animation Studios and Disney Toon Studios are chosen because they have most of their sales in the United States, although they also market media productions and associated items globally.

Third, the researcher selects ten movies for several reasons:

- a. The movies represent different types of aggression.
- b. They have attracted a lot of media and viewers' interest.

c. Since they are available online for streaming, both domestically and internationally, they are watched by a lot of people.

Fourth, it is essential to keep in mind that the scripts selected for the study are drawn from the beginning, middle, and end of each movie. The framework of speech acts is built by Searle's model of speech acts (1969). It is worth noting that the aggressive and non-aggressive utterances of the selected extracts are analyzed using Searle's (1969) taxonomy of speech acts. This technique of data analysis makes it easier to pinpoint the actual types and causes of the aggressive behaviors displayed by the aggressors in the data being examined. However, only aggressive speech acts are taken into consideration in the overall analysis.

4. Results and Discussion

A. Data Analysis

4.1 "Snow White and the Seven Dwarfs" (1937)

Extract (1)

Happy: Well... Well, my, my dear Quincess... Princess. We're, we're honoured.

Yes, we're, we're...

Grumpy: Mad as hornets!

Happy: Mad as hornets! No, no, we're not.

Happy: We're bad as cornets...

No, no, as bad as... What was I sayin'?

Grumpy: Nothing! Just standin' there

sputterin' like a doodlebug!

Happy: Who, who, who,

Who's butterin' like a spoodledug?- Who's... Gutter...

Grumpy: Shut up and tell her to get out!

Snow White: Please don't send me away!- If you do, she'll kill me.

Seven Dwarfs: Kill you? - Who will?-Yes, who?

Snow White: My stepmother, the Queen.

Seven Dwarfs: The Queen? She's wicked!-She's bad!- She's mighty mean!

Grumpy: She's an old witch! I'm warnin' ya.

If the Queen finds her here, she'll swoop down and wreak her vengeance on us!" (00:37:46)

A-Speech Acts

Happy begins by saying, "We're, we're honored", which is an expressive speech act with a sense of welcoming. "Mad as hornets!" is another expressive speech act of insulting used by Grumpy, who is very offensive and makes others feel foolish. "No, no, we're not" Happy expresses his disapproval of such an insult. The rudeness of Grumpy increases after Happy's stammering. "Just standin' there sputterin' like a doodlebug!" is another expressive speech act with a sense of belittling. "Shut up and tell her to get out!" is a directive speech act of ordering made by Grumpy when his aggressiveness is at its peak. Another directive speech act is produced by the little princess: "Please don't send me away!" Besides, "She'll kill me" is a representative speech act utilized to express the princess's conviction that the Queen will murder her if she leaves the cottage. "I'm warnin' ya. If the Queen finds her here, she'll swoop down and wreak her vengeance on us!" is a commissive speech act conveying Grumpy's threat to the dwarfs to prevent them from allowing the princess to stay in their cottage.

B. Aggression

Generally speaking, there are three types of aggression produced by Grumpy: bullying, instrumental and relational aggression. Grumpy bullies Happy and the others by calling them crazy and useless. The bullying happens through the use of expressive speech acts in "Mad as hornets!" and "sputterin' like a doodlebug!" An instrumental type of aggression is presented through Grumpy's order to shut up, which is a directive speech act of ordering. While a relational type of aggression is made through Grumpy's clear demand to exclude the princess, which is employed by a directive speech act of ordering. Finally, relational aggression is made when he shows no mercy and insists on the princess leaving by making a commissive speech act of threatening.

The cause of aggression is a lack of conversational skills. Rather than being a mean person, Grumpy employs aggression because he cannot express himself effectively, ask for what he needs, or express his feelings and wishes. Contrary to what he claims, there are several instances throughout the film that show him to be a really kind man.

4.2 "Dumbo" (1941)

Extract (2)

"Elephant A: Girls, girls! Listen!

Have I got a trunk full of dirt?

Elephant B: *Well, darling, tell us all.*

Go on, go on.

Elephant A: *Well, I heard today that they have put her in solitary confinement.*

Elephant B: *No!*

- You don't mean it!

Elephant C: *Oh, how awful for her!*

Elephant B: *Well, I-I must say, I-I don't blame her for anything.*

Elephant A: *You're absolutely right. It's all the fault of that little...*

F-R-E-A-K.

Elephant B: *Yes, him with those ears that only a mother could love." (00:21:06)*

A-Speech Acts

The scene includes directive speech acts of ordering "Girls, girls! Listen!", "Well, darling, tell us all," and "Go on, go on". Elephant A is trying to grab the attention of the other elephants by beseeching them to listen. Many representative speech acts of claiming are found in this scene. "Have I got a trunk full of dirt" is the first one to be employed to suggest that the elephant has something to say. "I heard today that they have put her in solitary confinement" is the second one. The same elephant performs another representative speech act of believing, in which she makes it obvious that she has no sympathy for Dumbo and believes he is the primary cause of the problem. "It's all the fault of that little...F-R-E-A-K".

There are four expressive speech acts employed in this scene. "How awful for her!" is an expressive speech act of criticizing and is presented by the other elephant to express her resentment of the shame of Dumbo's mother. "I don't blame her for anything" is an expressive speech act performed by one elephant who believes that Dumbo's mother is not to blame. "You're absolutely right" is an expressive speech act in which the elephant attempts to console Dumbo's mother. "Him with those ears that only a mother could love" is an expressive speech act of complaining performed by the elephant to show her contempt for Dumbo by implying that his awful ears make him unbearable and that only his mother can love him.

B- Aggression

There are two types of aggression in this scene: relational aggression and bullying. The scene opens with gossip, which is viewed as an obvious sign of social exclusion and is hence regarded as an important component of aggressive language. Elephant A delivers her cruel gossip through a representative speech act to present a relational type of aggression: "Have I got a trunk full of dirt". The use of relational aggression is reinforced by employing an expressive speech act to criticize Dumbo's mother "how awful for her!" Moreover, another example of relational aggression is displayed by blaming Dumbo unjustly for what happens to his mother. "It's all the fault of that little..."

"F-R-E-A-K" by using the representative speech act of believing. As for the bullying type, Dumbo does not choose his physical appearance, nor does he ask his mother to defend him. However, he is bullied by others for having big ears by using the expressive speech act of complaining "him with those ears that only a mother could love".

Aggression is caused by social learning. The circus is a place of entertainment, but the animals are handled all the time forcefully to ensure the success of the performance; therefore, the elephants live in conditions where rude speech is frequent and widespread.

4.3 "Cinderella" (1950)

Extract (3)

Drizella: *You clumsy! You did it on purpose.*

Anastasia: *It's her fault.*

The stepmother: *Girls, girls. Remember, above all, self-control.*

Yes! Cinderella! I've warned you never to interrupt...

Cinderella: *This just arrived from the palace.*

Drizella and Anastasia: *From the palace!*

Drizella: *Give it here.*

Anastasia: *Let me have it.*

The stepmother: *I'll read it. Well, there's to be a ball.*

Drizella and Anastasia: *A ball!*

The stepmother: *In honour of His Highness, the Prince.*

Drizella and Anastasia: *Oh, the Prince!*

The stepmother: *And, by royal command, every eligible maiden is to attend.*

Drizella: *Why, that's us!*

Anastasia: *And I'm so eligible.*

Cinderella: *That means I can go, too.*

Drizella: *Ha! Her, dancing with the Prince.*

Anastasia: *I'd be honoured, Your Highness. Would you mind holding my broom?*

Cinderella: *Well, why not? After all, I'm still a member of the family. And it says, "By royal command, "every eligible maiden is to attend."*

The stepmother: *Yes, so it does. Well, I see no reason why you can't go if you get all your work done.*

Cinderella: *Oh, I will. I promise.*

The stepmother: *And if you can find something suitable to wear.*

Cinderella: *I'm sure I can. Oh, thank you, Stepmother.*

Drizella: *Mother, do you realise what you just said?*

The stepmother: *Of course. I said, "If."*

Drizella and Anastasia: *Oh. If." (00:28:30)*

A-Speech Acts

The scene starts with expressive speech acts with a sense of accusation: "You did it on purpose" and "It's her fault". Then, a directive speech act of ordering is utilized by the stepmother: "Girl. Remember, above all, self-control." The stepmother also employs a commissive speech act of threatening, "I've warned you never to interrupt". It is followed by the representative speech act of stating made by Cinderella: "This just arrived from the palace". "Give it here" "Let me have it" are directive speech acts of ordering used by Drizella and Anastasia. Another representative speech act of stating made by the stepmother, "There's to be a ball, In honour of His Highness, the Prince". Expressive speech acts are employed by Drizella and Anastasia to express their excitement: "A ball!", "Oh, the Prince!" A directive speech act of ordering is produced through the royal command "Every eligible maiden is to attend". Again, a number of representative speech acts of concluding are produced: "that's us!", "And I'm so eligible" and "That means I can go, too". Drizella and Anastasia employ an expressive speech act of belittling: "Ha! Her, dancing with the Prince" and "I'd be honoured, Your Highness. Would you mind holding my broom?". Simultaneously, the latter is considered a directive speech act of ordering. A representative speech act of insisting is utilized by Cinderella: "Well, why not? After all, I'm still a member of the family". A commissive speech act of promising is presented by the stepmother, who commits herself to let Cinderella attend the party if she accomplishes her work: "I see no reason why you can't go. If you get all your work done. And if you can find something suitable to wear". Cinderella uses the expressive speech act of thanking, "Thank you, Stepmother". A directive speech act of asking, "Mother, do you realize what you just said?" is utilized by the two stepsisters before presenting a representative speech act of concluding "Oh. If".

B- Aggression

Aggressive behavior is noticed in both verbal and physical manifestations. There are also three types of aggression in this scene. The first is used by Drizella because she believes her sister purposefully hurt her with the flute. In light of this, Drizella employs an expressive speech act of accusing, as well as hitting her sister, to demonstrate a reactive type of aggression. The stepmother uses relational aggression, which is the second type, to get Cinderella to leave the music class by warning her never to interrupt them. The stepmother employs a commissive speech act of threatening.

Anastasia uses another type of aggression to make Cinderella feel excluded. Anastasia delivers bullying through expressive speech acts of belittling. Furthermore, relational aggression is demonstrated by the stepmother, who strikes a deal with Cinderella despite the fact that it appears to be an apparent lie. She performs a commissive speech act that includes promise.

Aggression is caused by two factors. The priority is social learning. The two stepsisters mature as they witness their mother's violent treatment of Cinderella. As a result, they are hostile toward Cinderella and toward one another. Failure is the second factor. The stepmother is acutely concerned that neither she nor her daughters have the beauty and honor of Cinderella.

4.4 "The Sword in the Stone" (1950)

Extract (4)

"Sir Ector: *He might cast an evil spell on the lot of us. Turn us all into stone.*

No, there's no telling what the old devil might do.

Arthur: He's not an old devil! He... He's good, and his magic is good, too. If... If you just leave him alone.

Sir Ector: Now, look here, Wart... That's three more demerits.

Kay: Box his ears, Dad.

Arthur: Just because you can't understand something, it doesn't mean it's wrong.

Sir Ector: Ten more demerits!

Arthur: You make all the rules, and nobody else can say anything.

Sir Ector: You've said a-plenty, boy. All that popping off just cooked your goose. Kay! From now on, young Hobbs is your squire. Did you hear that, Wart? Hobbs is going to be Kay's squire.

Arthur: Yes, sir.

Kay: That will teach you to pop off, you little pipsqueak." (00:51:54)

A-Speech Acts

Sir Ector starts the conversation with an expressive speech act with a sense of accusation: "He might cast an evil spell on the lot of us". This accusation is faced by the representative speech act of believing utilized by Arthur: "He's not an old devil!". "Look here, Wart. That's three more demerits." This is a commissive speech act of threatening. Kay makes a directive speech act of ordering in the hopes that it will spark his father's fury: "Box his ears, Dad". Arthur's replay is an expressive speech act with a sense of blaming: "Just because you can't understand something, it doesn't mean it's wrong".

Arthur's blaming is met by another commissive speech act of threatening, "Ten more demerits!". This penalty urges him to perform an expressive speech act of complaining, "You make all the rules, and nobody else can say anything". Sir Ector considers such complaining a kind of insurgency and tries to get rid of such behavior by employing an expressive speech act of accusing, "You've said a-plenty", and a commissive speech act of threatening, "All that popping off just cooked your goose". Then, he continues with a declarative speech act of authorizing "Hobbs is going to be Kay's squire". Arthur uses an expressive speech act to show his agreement: "Yes, sir". His brother does not leave it at that, but he keeps on bothering Arthur by deploying an expressive speech act of belittling, "That will teach you to pop off, you little pipsqueak".

B- Aggression

Sir Ector is serious with Arthur when his arrogance convinces him that Arthur has no right to express himself or defend those he cares about: "Now, look here Wart." "That's three more demerits". Such behavior is delivered through the use of the commissive speech act of threatening to form a kind of guilt induction strategy, which is a clear indicator of relational aggression. Kay's hate and jealousy are apparent, especially when he urges his father to hit Arthur using the directive speech act of ordering. This violent act is considered a relational type of aggression. Arthur tries to justify himself by blaming his father for his lack of understanding due to ignorance. Arthur utilizes an expressive speech act of blaming to create an example of reactive aggression. Again, relational aggression is applied by Sir Ector, who tries to put more pressure on Arthur by assuming that Arthur has said plenty and making Arthur feel like he does not fit in through the use of an expressive speech act of accusing.

The same type of aggression is used when Sir Ector uses a commissive speech act of threatening, "All that popping off just cooked your goose". Moreover, relational aggression is employed by Sir Ector, who selects another boy to be Kay's squire through the use of a declarative speech as an act of authorizing. Kay uses the same type through the use of an expressive speech act of belittling: "That will teach you to pop off, you little pipsqueak."

The cause of the aggressive behavior used by the father and Kay is the failure factor: Arthur is very obedient and active, and he never complains. Nevertheless, the presence of Merlin, the wizard, keeps him busy with new activities and causes him to be late for work. The father and Kay lack fitness and ability, so they are unable to meet their own needs.

4.5 "The Rescuers" (1977)

Extract (5)

Madame Medusa: At last! The Devil's Eye!

Snoops: It's worth millions!

Madame Medusa: Just look at it. Filled with power...for its owner.

Snoops: May I look at it?

Hey, that wasn't a very good look. But I know that there's enough there to cut it into two equal shares.

Madame Medusa: You idiot! Cut up a perfect gem?

And it's mine. It's all mine.

Snoops: All yours? Half of it is mine, you double-crossing crook!

Penny: Put me down, Brutus!

Madame Medusa: It's mine! It's all mine!

Double-crosser!

Cheap pickpocket.

Chiseller!

Cheap crook!" (01:07:17)

A-Speech Acts

The scene starts with an expressive speech act of appreciating utilized by Medusa to express her admiration and love for the diamond: "At last! The Devil's Eye!," "Filled with power...for its owner". Snoops answers with the representative speech act of claiming, "It's worth millions!". Madam Medusa continues by saying that, "Just look at it," which is considered a directive speech act of ordering. Snoops utilizes a directive speech act of asking, "May I look at it" and follows with a representative speech act of believing, "That wasn't a very good look. But I know that there's enough there to cut it into two equal shares". Another representative speech act of believing is employed by Madam Medusa: "And it's mine. It's all mine". Penny uses a directive speech act of ordering, "Put me down, Brutus!". An expressive speech act of insulting is employed by Madam Medusa: "You idiot! Cut up a perfect gem?". Snoops presents an expressive speech act of accusing, "All yours? Half of it is mine, you double-crossing crook!" Madam Medusa refuses the accusation and produces a representative speech act of insisting, "It's mine! It's all mine!" and follows by a series of expressive speech acts of insulting "Cheap pickpocket, Chiseller! Cheap crook!"

B- Aggression

Madam Medusa, who has been deliberately acting in violation of her commitments by refusing to share the diamond with Snoops, starts the aggressive behavior in this extract. The aggressive behavior is revealed through the use of an expressive speech act. This type of aggressive behavior is relational. When Snoops learns that Medusa is deceitful, he resorts to another type of aggression: "Half of it is mine, you double-crossing crook!" Snoops make a reactive type of aggression employing an expressive speech act of accusing. Madam Medusa employs another reactive aggression when Snoops insults her, using an expressive speech act with a sense of insulting: "Cheap pickpocket, Chiseller!, Cheap crook.!"

The cause of the aggressive behaviors in his scene is the failure factor. Madam Medusa is trying to enjoy her diamond, but Snoops prevents her from doing so since he is trying to remind her of her promise to share the diamond with him. When he becomes sure that she will not deliver on the promise, he starts to react aggressively.

B. Results and Discussion

Table 1: Speech Acts of Aggression

Speech Acts Aggression		Representatives		Directives		Commissives		Expressives		Declarations		Total	
		Fr.	Pr.	Fr.	Pr.	Fr.	Pr.	Fr.	Pr.	Fr.	Pr.	Fr.	Pr.
Types of Aggression	Instrumental	0	0%	5	33.33%	4	26.66%	6	40%	0	0%	15	100%
	Reactive	0	0%	7	33.33%	3	14.28%	10	47.61%	1	4.76%	21	100%
	Relational	3	14.28%	4	19.04%	5	23.80%	8	38.09%	1	4.76%	21	100%
	Bullying	0	0%	0	0%	0	0%	7	100%	0	0%	7	100%
Causes of Aggression	Failure	1	2.63%	11	28.94%	8	21.05%	18	47.36%	0	0%	38	100%
	Social Learning	2	11.11%	2	11.11%	2	11.11%	10	55.55%	2	11.11%	18	100%
	Psychological	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
	Lack of Conversational Skills	0	0%	2	33.33%	2	33.33%	2	33.33%	0	0%	6	100%

As seen in the table above, instrumental aggression is reflected most frequently by the use of expressive speech acts (40%), whereas it is never utilized with declaration and representative speech acts. Because instrumental aggression is an emotion that arises as a

result of the aggressors' desire to achieve their objectives, expressive speech acts are frequently utilized as a reflection of the aggressors' need to communicate their feelings in words.

Reactive aggression is most commonly manifested through the use of expressive speech acts (47.61%). When compared to other speech acts used to commit reactive aggression, representative speech acts rank last. Because reactive aggression is a reaction to feeling harmed, insulted, or threatened by others, it requires a quick and vengeful response; hence, introducing expressive speech acts of blaming, insulting, complaining, criticizing, and so on are appropriate for this purpose.

The expressive speech act occupies the highest percentage, with relational aggression (38.09%) and declaration speech acts coming last (4.76%). Similarly, the highest use of expressive speech acts is occupied by bullying, whereas bullying is never performed by using representative, directive, commissive, or declaration speech acts since it allows a bully to express his feelings of dissatisfaction, jealousy, weakness, incapability, and refusal to be neglected by using demeaning, unpleasant words in an effort to hurt or humiliate the target .

When an individual is unable to achieve a goal, she/he becomes aggressive. This aggressiveness is interpreted in terms of utilizing expressive speech acts to express feelings of rage. This explains the reason behind the highest occurrences of the failure factor of aggression by performing expressive speech acts (47.36%). While the lowest percentage of failure factor is occupied by declarations speech acts (0%). The social learning factor leads to aggressive verbal acts, which are employed by performing all types of speech acts. Nevertheless, expressive speech acts make up the highest percentage (55.55%) because of the way that aggressors learn how to express their rage via imitation without concern for the feelings of others. While it occurs in equal percentages with representative, commissive, and declaration speech acts (11.11%).

Psychological pathology is one of the factors that cause aggressive behavior in the data under examination and is only manifested by the use of directive speech acts (100%). People who have psychological trauma or pathologies are more inclined to convey orders aggressively and frustratedly to others who are close to them .

The factor of lacking conversational skills is reflected in the use of expressive, commissive, and directive speech acts with an equal percentage (33.33%). However, their verbal acts can end up in a lot of confusion, arguments, hurting others' feelings, or starting a fight, even though their intentions are good. This factor is never reflected as a cause for aggression by the use of representative and declaration speech acts. Overall, all types of aggression, except reactive aggression, and all causes of aggression have the lowest level of use with declaration speech acts because an individual who conducts a declaration speech act intends to eventually change a situation in some way rather than venting his frustrations. Instrumental aggression, reactive aggression, and bullying are never used with representative speech acts. The majority of representative speech acts are associated with making claims about something and even reporting it, with the goal of carrying out an action in accordance with the truthfulness of a claim rather than making aggressive statements.

5. Conclusion

The objective of this study is to find out the way in which speech acts are used to represent each type and cause of aggression in the selected data. It is limited to five American animation movies produced by Walt Disney Animation Studios and Disney Toon Studios. All are available in the form of YouTube recordings. The study is believed to be advantageous for researchers and graduate students. It is expected to be of benefit to linguists in the field of pragmatics. It may also reveal to kids and their parents how aggression and aggressive acts are used and manipulated in these types of movies. The present study reaches the following conclusion:

1. Searle's taxonomy (1969) shows that aggressive behaviors are most frequently performed through expressive speech acts, such as verbal threats, mocking, and insults. Declarative speech acts are used to alter situations, while representative speech acts involve making claims and reporting them, aiming to align with the truth rather than making aggressive comments.
2. The failure factor and social learning factor are the most common causes of aggression in expressive speech acts, as aggressors learn to display rage through role models. Declaration speech acts are less likely to be effective in complying with these factors. Psychological pathology is exclusively engaged in expressive speech acts, with individuals with trauma at higher risk of harsh and irritated interactions. Lack of conversational skills contributes to antagonistic problems, while declaration and representative speech acts are not introduced by this factor.

The study suggests the following for further research:

1. Pragmatic study of cyber aggression in Facebook posts.
2. A contrastive study of instrumental aggression in English and Arabic short stories.

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