

**THE DIFFERENCES BETWEEN ANNA'S AND ELSA'S CHARACTERS
BASED ON THEIR SPEECH ACTS IN *FROZEN* MOVIE**

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A FINAL PROJECT STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted and cited in accordance with ethical standards.

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Kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqasyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris.

Atas perhatiannya, kami ucapkan terima kasih.

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ABSTRACT
THE DIFFERENCES BETWEEN ANNA’S AND ELSA’S CHARACTERS
BASED ON THEIR SPEECH ACTS IN *FROZEN* MOVIE

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Movie is one kind of popular works. We can get amusement when we watch a movie. However, we also can use a movie as a learning material to improve our ability in doing the communication. This research analyses the differences between two main characters of *Frozen* movie which is related to how they use speech acts in their utterances. There are two research questions in this research. They are how do Anna and Elsa use speech acts in their utterances? and what are the differences between Anna’s and Elsa’s characters based on their speech acts? This research is a qualitative research. To collect the data, the researcher uses documentation technique. Furthermore, to analyze the data, the researcher applies the theory about speech acts by Searle and Austin.

After doing this research, the researcher finds that there are 134 data of Anna’s and Elsa’s utterances in *Frozen* movie. Then, these data are divided into five types of speech acts (directive, commissive, expressive, representative, and declarative). After that, these data are analyzed by using theory of speech acts from Searle and Austin. From the analysis, the researcher concludes that Anna and Elsa utter speech act utterances in direct and direct way. Moreover, they have fulfilled all of felicity conditions which are meant that they successfully perform their speech acts.

The researcher also concludes that the differences between Anna’s and Elsa’s characters can be seen from their speech acts. In directives, Anna is concluded as a polite person whether Elsa is a commanding person. In commissives, Anna is concluded as a stubborn whether Elsa is a wise person. In expressives, Anna is concluded as a happy person whether Elsa is unhappy person. Last, in representatives, Anna is concluded as an informal or casual person whether Elsa is formal person.

Keywords: *speech acts, movie, characters*

ABSTRAK

PERBEDAAN KARAKTER ANNA DAN ELSA BERDASARKAN TINDAK TUTUR YANG MEREKA GUNAKAN DALAM FILM *FROZEN*

Oleh:

Putri Kurniasari

Film merupakan salah satu jenis karya yang populer. Kita bisa memperoleh kesenangan ketika kita menonton sebuah film. Namun, kita juga bisa menggunakan film sebagai bahan pembelajaran untuk meningkatkan kemampuan kita dalam melakukan komunikasi. Penelitian ini menganalisis tentang perbedaan dua karakter utama dalam film *Frozen* yang dihubungkan dengan penggunaan tindak tutur dalam ujaran mereka. Ada dua rumusan pertanyaan yang digunakan dalam penelitian ini. Pertanyaan tersebut antara lain bagaimana Anna dan Elsa menggunakan tindak tutur dalam ujaran mereka? dan apa perbedaan antara karakter Anna dan Elsa berdasarkan tindak tutur mereka? Penelitian ini merupakan penelitian kualitatif. Peneliti menggunakan teknik dokumentasi untuk mengumpulkan data. Peneliti juga menggunakan teori tentang tindak tutur oleh Searle dan Austin untuk menganalisis data yang diperoleh.

Setelah melakukan penelitian ini, peneliti menemukan ada 134 data dari ujaran Anna dan Elsa dalam film *Frozen*. Data-data ini kemudian di bedakan kedalam lima jenis tindak tutur (direktif, komisif, ekspresif, representatif, dan deklaratif). Setelah itu, data-data ini di analisis menggunakan teori tindak tutur dari Searle dan Austin. Dari analisis yang dilakukan, peneliti menemukan bahwa Anna dan Elsa menggunakan cara langsung dan tidak langsung dalam mengucapkan tindak tutur. Selain itu, mereka telah memenuhi semua kondisi dalam *felicity conditions* yang berarti mereka berhasil menyampaikan tindak tutur mereka.

Peneliti juga dapat menyimpulkan bahwa perbedaan-perbedaan karakter pada Anna dan Elsa dapat dilihat dari bagaimana mereka menggunakan tindak tutur. Dalam direktif, Anna dapat disimpulkan sebagai seorang yang sopan sementara Elsa adalah seseorang yang suka memerintah. Dalam komisif, Anna disimpulkan sebagai orang yang keras kepala sementara Elsa adalah orang yang bijaksana. Dalam tindak tutur ekspresif, Anna disimpulkan sebagai orang yang bahagia sementara Elsa merupakan orang yang tidak bahagia. Dalam tindak tutur representatif, Anna disimpulkan sebagai orang yang santai sementara Elsa merupakan orang yang serius.

Kata kunci: *tindak tutur, film, karakter.*

MOTTO

“TO LIVE IS TO LEARN, TO LEARN IS TO LIVE”

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

“Maka nikmat Tuhan kamu yang manakah yang kamu dustakan?”

_Ar Rahman : 13

I don't care what their going to say. Let the storm rage on. The cold never bothered me anyway.

_Elsa, *Frozen*

DEDICATION

Sincerely, I dedicate this thesis to:

My beloved parents, Bpk Irfan & Ibu Sunarti

My young sister and young brother, Isnaini Ervin Suciwati & M. Sidik Wahyu

Saputra

My friends at English Department

My lecturers and teachers

Islamic State University of Sunan Kalijaga Yogyakarta



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The Writer

Putri Kurniasari

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LIST OF ABBREVIATIONS

Abbreviation I	IFIDs (Illocutionary Force Indicating Devices)
Abbreviation II	LA (Locutionary Act)
Abbreviation III	IA (Illocutionary Act)
Abbreviation IV	PA (Perlocutionary Act)
Abbreviation V	Vp (Performative Verb)
Abbreviation VI	U (Utterance)



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CHAPTER I

INTRODUCTION

1.1 Background of Study

Nowadays, movie becomes very popular media that can be watched easily. People can go to the cinema to watch the movie, buy the DVD of the movie, download soft-file of the movie, or just watch in the television. This situation makes the production houses are competed to create an innovation for the development of movie. The competition arises to get big profit from the movie consumption. Walt Disney Animation Studio, a production house, sees this competition as the way to make a new animation movie. Therefore, *Frozen* movie which is combined with animation; comedy; adventure; and musical has been released by Walt Disney Studio on 27 November 2013 (movies.disney.com).

Frozen, a movie which is directed by Chris Buck and Jennifer Lee, is 53rd animation movie of Walt Disney Studio which has earned \$1 billion at the worldwide box office. As the animation movie, *Frozen* has succeeded in fascinating the moviegoers with the beautiful animation effects which is combined with the melodious songs and strong characterization of each character in the movie. This successfulness brings *Frozen* gains two Academy Awards for Best Animated Future and Best Original Song for *Let it Go* song (www.waltdisneystudios.com).

After talking about some reasons that make the movie is successful in fascinating the moviegoers, there are some reasons that make the researcher is interested to use *Frozen* as the material of the research. First, this movie is a popular movie because it has earned \$1 billion at the worldwide box office. As the popular movie, many people know and ever watch this movie. The researcher sees this situation as a good way to introduce the linguistics study to every people. The researcher wants to prove that the linguistics study does not only can be used to analyze a prose, a poem or a drama, but also can be used to analyze a movie as one kind of modern literary works. Second, actually this movie tells about a simple story. However, the director presents the plot of story in unpredictable way. Therefore, the audiences can not clearly know what the ending of the story. The third is about how the main characters are presented in this movie. The main characters of this movie are Anna and Elsa. Both of them have important role in this movie. It means that this movie generally tells about them. Here, Anna and Elsa are the representation of a princess and a queen of a kingdom. As the representation of a princess and a queen, they have good behavior and well-mannered. Their ways in dressing, especially speaking, represent that they are a princess and a queen. Furthermore, although Anna and Elsa are sisters, they have many different aspects. For example, they have different style appearance and different behavior. Moreover, they also have differences in the way they deliver their utterances. Based on those reasons, the researcher is interested to use Anna's and Elsa's utterances in *Frozen* movie as the subject of the research.

Here, the researcher only focuses on Anna's and Elsa's utterances when they do the conversation together. Analyzing Anna's and Elsa's utterances in this movie can be done by using many branches in linguistics study. One of those branches is pragmatics. Pragmatics is a study about meaning which concerns on the speaker and the hearer (Yule, 1997: 3). There are many advantages of studying pragmatics as stated by Yule in his book *Pragmatics*:

The advantage of studying via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kind of actions (for example, request) that they are performing when they speak (1997: 4).

Next, there are many topics in pragmatics study. In this research, the researcher uses theory of speech acts as the object of the research. Speech act is chosen because people not only can utter some grammatical utterances, but they can also use those utterances to do some actions (Yule, 1997: 47). In understanding speech acts, the theories which are introduced by two philosophers, J.L Austin and John R Searle, are very needed to be concerned. Austin presents three kinds of act which occur in every utterance. They are locutionary act, illocutionary act, and perlocutionary act (via Yule, 1997: 48). Furthermore, Searle as cited by Y Huang in the book entitled *Concise Encyclopedia of Pragmatics*, introduces five types of speech acts based on their functions in the utterances. These types are: representatives which refers to "speech acts that express the speaker's belief", directives which refers to "speech acts that express the speaker's desire/wish for the addressee to do something", commissives which refers to "speech acts that commit the speaker to some future course action",

expressives which refers to “speech acts that express a psychological attitude or state of the speaker”, and declarations which refers to speech acts that make the speaker brings some changes to the world (2006: 1004).

As it has been stated before, this research is concerned on the differences between Anna’s and Elsa’s characters when they deliver their utterances. Based on Islamic perspectives, there is a verse in holy Quran which tells about the diversity as the sign of the greatness of God. That verse is verse 22th of surah Ar Ruum:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ

لآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

And from His Signs is that the creation of the heavens and the earth, and the diversity of your languages and your colors, surely in that are Signs for the Worlds (Zidan, 1995: 294).

In that verse, Allah SWT tries to give understanding to the human being that the diversity or variation is created with some purposes. As we know, people around the world have so many different aspects. People do not only differ in their cultures, colors, or environment but they also differ in their languages and characters. Next, the diversity in languages and also characters are the evidence of the greatness of Allah SWT. By the diversity in languages and also characters, people can understand each other. They can learn how to be a good person by

knowing the characters of other people. They can correct each other and build a good communication from knowing and understanding each other. As the result, the communication between people in their environment can flow smoothly.

1.2 Problem Statements

Based on the background of study, this research is conducted to answer the following problem statements:

1. How do Anna and Elsa use speech acts in their utterances?
2. What are the differences between Anna's and Elsa's characters based on their speech acts?

1.3 Objectives of Study

The problem statements above can give description about the objectives of this research. This research is intended to:

1. explain how Anna and Elsa use speech acts in their utterances,
2. find out what are the differences between Anna's and Elsa's characters based on their speech acts.

1.4 Significances of Study

Theoretically, by finishing this research, the researcher hopes that the final discussion of this research can give contribution and new information for the readers. The readers also can increase their knowledge in studying linguistics especially pragmatics which concerns on the speech acts theory.

Practically, the researcher hopes that this research can give understanding to the readers that they do not only get amusement from watching a movie. They can use movie as a learning material. The researcher also hopes that this research can be useful for the readers to do the communication in their life. With this research, the researcher hopes that the readers can notice their speech acts more when they communicate with others. Therefore, the readers can express their language accurately and can be understood by the hearer easily.

1.5 Literature Review

The studies about speech acts have been discussed by many researchers in many researches. After reading some researches, the researcher finds three prior researches which are relevant to this research. The first prior research is a thesis which is conducted in 2006 by Syaiful Ma'arif, a student of Islamic University of Malang, entitled "Speech Acts Used by the Main Characters of *Are we there yet?* Movie". This first prior research is a descriptive qualitative research which uses speech acts theory by John Austin. The subject of this research is utterances of the main characters in *Are We There Yet?* movie and the object is speech acts. The problem statement of this research is how are the speech acts used by the main characters of *Are We There Yet Movie?*. The result of this research finds that most of the main characters in that movie use directives in uttering sentences. The main characters also use other kinds of speech act. They are commissives, expressives, and representatives. Declarations speech act is not found because the main

characters in that movie do not hold some positions in an institution or have particular position of social status.

The second prior research is a thesis entitled “A Speech Act Analysis of Zaid’s Utterances in Moustapha Akkad Movie: *The Message*”. This research is written by Usep Muttaqin, a student of State Islamic University Sunan Kalijaga, in 2013. The subject of this research is Zaid’s utterances in *The Message* movie and the object of this research is speech acts. This is a kind of qualitative research which uses theory of speech act by John Austin. The problem statement of this research is what are speech acts used in Zaid’s utterances in *The Message* movie?. The researcher finds that Zaid performs four types of speech acts. They are representatives, directives, commissives, and declarations. Fifteen utterances of Zaid use representatives, seven utterances use directives, three utterances use commissives, and one utterance uses declaration.

The third prior research is a thesis entitled “A Study of Lady Chiltern’s Expressive Speech Acts in Oscar Wilde’s *An Ideal Husband*” by Rika Meidaratika from Sanata Dharma University in 2008. This is a qualitative research which uses theory of speech acts, theory of stylistics, and theory of communication. The subject of this thesis is Lady Chiltern’s utterances. The object of this thesis is expressive speech acts in *An Ideal Husband* play script. There are three problem statements in this thesis. They are (1) How expressive is Lady Chiltern’s as show through her speech acts? (2) What reaction(s) do Lady Chiltern’s expressive speech acts reveal toward the current topic and other characters? (3) What message(s) do Lady Chiltern’s expressive speech acts convey to the other

characters? The result of this research shows that from 143 utterances uttered by Lady Chiltern in whole play script, fifty three utterances are considered as expressive speech acts. The researcher divides the reactions of Lady Chiltern toward current topic and other characters into three types. They are eight positive reactions, seventeen negative reactions, and four neutral reactions. For the last problem statement, the researcher finds that there are fifty expressive speech acts containing messages. Twenty utterances are personal judgment, twelve are persuasion, six are refusal, five are conviction, two are certainty, two are polite greeting, and the last three utterances are suggestion, support and relief.

According to the three prior researches above, this research is similar with the theory that is used by three prior researches. However, this research is different in the subject. This research uses Anna's and Elsa's utterances in *Frozen* movie as the subject of the research.

1.6 Theoretical Approach

This research uses the speech act theory. Speech act refers to “the action performed by a speaker with an utterance” (Yule, 2010: 133). First theory that is used to answer the problem statements is theory about five kinds of speech acts based on its functions. This theory is introduced by John L Searle. This theory helps the researcher to divide the types of speech acts in Anna's and Elsa's utterances in *Frozen* movie.

TABLE 1: *The five types of speech acts based on its functions (following Searle 1979 via Yule, 1997: 55)*

Speech act types	Direction of Fit	S= Speaker X=Situation
Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressives	Make words fit the world	S feels X
Directives	Make the world fit words	S wants X
Commissives	Make the world fit words	S intends X

After knowing the types of speech acts in Anna's and Elsa's utterances, the researcher finds out what are the contexts of each utterances so that the researcher knows why those utterances are occurred. Here, context means "the circumstances in which something happens or in which something is to be considered" (Hornby, 1995: 250). The next theory is theory which is used to indicate the illocutionary force (the speaker's intention) of the utterance. There are two ways that can be used to identify the illocutionary force of the speaker. They are illocutionary force indicating devices (IFIDs) and felicity conditions. The illocutionary force indicating devices (IFIDs) are developed by Searle. In the IFIDs, the illocutionary force can be identified from the performative verb (Vp) of the utterance, the performative hypothesis (*I [hereby] Vp you [that] U*), the particular word order, the stressed pattern and the intonation (Yule, 1997:50). Another way to indicate the illocutionary force is felicity conditions. Searle develops Austin's felicity conditions into four basic categories, namely

propositional content condition, preparatory condition, sincerity condition, and essential condition (Huang, 2006: 1003).

The last speech acts theory which is used in this research is theory about kinds of act that occur in every sentence. In *Concise Encyclopedia of Pragmatics*, Y Huang rewrites J.L Austin's three facets about speech acts. They are: Locutionary act which refers to "the production of a meaningful linguistic expression", illocutionary act which refers to the speaker's intention in uttering the utterance, and perlocutionary act which refers to the consequences or effects from the audiences because of the speaker's intention (2006: 1002). This theory helps the researcher to find out the real linguistics meaning, the speaker's intention, and the effects that are brought by the audiences (or the hearer) toward Anna's and Elsa's utterances.

In order to answer the second question, the researcher uses the list of speech acts types which are found after analyze Anna's and Elsa's utterances using Searle's theory about five kinds of speech acts based on the functions of acts. The researcher also considers the story background of *Frozen* movie, the description of Anna's and Elsa's characters in movie, and the theory about character and characterization to support the analysis.

1.7 Method of Research

1.7.1 Type of Research

In conducting this research, the researcher uses qualitative research as the type of the research. This research gives the clearly explanation and description

about the analysis of Anna's and Elsa's speech act utterances in the textual data not in numerical data. Here, the researcher seeks the answer of problem statements by using systematic procedures. As stated by Mark, the qualitative research uses predefined set of procedures to seek the answer of a problem. Furthermore, the data that are used in the qualitative research are textual which are obtained from audiotapes, videotapes, and field notes (2005: 1-3).

1.7.2 Data Sources

To support the finishing of this research, the researcher uses *Frozen* movie and play script of *Frozen* movie as the data sources. The duration of *Frozen* movie is about one hour and forty minutes and the play script is consisted of 112 pages.

1.7.3 Data Collection Technique

This research uses documentation technique to collect the data. Several techniques to collect the data are: watching *Frozen* movie closely, reading the play script of the movie, and collecting Anna's and Elsa's utterances in their conversation in the movie.

1.7.4 Data Analysis Technique

After collecting the data, the researcher uses some steps or techniques for analyzing the data. They are:

1. Presenting Anna's and Elsa's utterances in movie based on the types of speech acts;

2. Dividing Anna's and Elsa's speech acts utterances into some sub-types of speech acts;
3. Analyzing the data:
 - Describing the contexts of Anna's and Elsa's representative data from their speech act utterances in *Frozen* movie;
 - Explaining the illocutionary force indicating devices and the felicity conditions of Anna's and Elsa's representative data;
 - Describing the locutionary acts, the illocutionary acts, and the perlocutionary acts of Anna's and Elsa's representative data;
 - Showing the differences between Anna's and Elsa's characters based on their speech act types which are related to their background characters in the movie;
4. Drawing the conclusion.

1.8 Paper Organization

This research is designed into four chapters. The first chapter consists of background of study, problem statements, objectives of study, significances of study, literature review, theoretical approach, method of research, and paper organization. The second chapter describes the theoretical background, the description of Anna's and Elsa's characters in the movie, and the story description of *Frozen* movie. The third chapter contains the analysis of the research. In this chapter, the researcher focuses on analyzing the data in order to answer the

research questions. The fourth chapter contains the conclusion of the final analysis and the suggestion for the future research.



CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

After conducting the analyses on the differences between Anna's and Elsa's characters based on their speech act, the researcher concludes some conclusions about this research, they are:

1. Anna and Elsa utter their speech acts in direct and indirect way. In direct way, the illocutionary force of their utterances can be identified from the performative verbs, stressed patterns, and also the sentence structure. In indirect way, the illocutionary force can be identified by using the performative hypothesis (*I [hereby] Vp you [that] U*). Here, the context is also very important to know what the real speaker's intention. Next, Anna's and Elsa's speech act have fulfilled all of felicity conditions. It concludes that Anna and Elsa perform their speech acts successfully.
2. In directives, Anna is a polite person. She uses request and begging utterances to politely ask Elsa to do something for her. Here, Anna shows her respect to Elsa as her oldest sister and also as princess of a kingdom. In opposite to Anna, Elsa is concluded as a commanding person. She likes to command people by using her authority as a queen of a kingdom. Here, Elsa wants the addressee does her command quickly.

In their commissives, Anna is concluded as a stubborn person. She feels that her statements or action are always true. It makes Anna believes that Elsa's statements are not useful for her and prefers to refuse it. It can be looked when she insisted to marry with Hans who is actually a bad guy. Next, Elsa is concluded as a wise person. She prefers to accept Anna's statement rather than refuse it. Elsa tries to become a good queen even though she has dangerous magic power. She also tries to become a good sister for Anna.

In their expressives, Anna is concluded as a cheerful person. She utters many pleasant utterances in her life. It is because Anna always feels happy and has positive thinking toward everything. She is also a friendly princess. Next, Elsa is concluded as gloomy and introvert person. She utters many unpleasant expressions rather than pleasant expressions. It is happened because Elsa always feels afraid toward her dangerous magic power. She stays away from everything and makes she becomes introvert girl.

In their representatives, Anna is concluded as an easygoing person. She uses informal words to represent her opinion or statement to make the addressee feels close to Anna. Next, Elsa is concluded as a formal person. She represents her opinion in formal sentences. It is happened because she is a queen of a kingdom who needs to speak in formal way so that people can really listen to her speaking.

4.2. Suggestion

Related to this research, there are many other researches that can be conducted for the future research. This research is about musical animation movie. As a musical animation movie, there are so many songs in this movie. The researcher suggests that the next future research will conduct the research about pragmatics or the other linguistic fields related to the lyrics in *Frozen* movie's songs. The lyrics that present in this movie are different with the other lyric because the singers sing the song like they are having a conversation to the other.

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APPENDICES
Anna's and Elsa's Speech Act Utterances in *Frozen* Movie

Note:

Anna's Utterances	Elsa's Utterances
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No	Utterances	Kinds of Speech Act			
		Directives	Commissives	Expressives	Representatives
1	Anna: Elsa. Psst. Elsa! Psst. Wake up. Wake up. Wake up	commanding			
2	Elsa: (grumbling) Anna, go back to sleep.	commanding			
3	Anna: I just can't.		Refusing		
4	Anna: The sky's awake, so I'm awake				Stating
5	Anna: so we have to play.	Requesting			
6	Elsa: ...go play by yourself.	Commanding			
7	Anna: (mischievously) do you want to build a snowman?	Requesting			
8	Anna: Come on, come on, come on, come on.	Commanding			
9	Anna: do the magic! Do the magic!	Commanding			
10	Anna: Oh...			Expressing amazement	
11	Elsa: Ready?	Questioning			
12	Anna: uh-huh.				Answering
13	Anna: this is amazing!			Expressing amazement	
14	Elsa: watch this!	Commanding			
15	Elsa: (goofy voice) hi, I'm Olaf and I like warm hugs.				Introducing
16	Anna: I love you Olaf.			Expressing love	
17	Elsa: Hang on	Commanding			
18	Anna: catch me	Commanding			
19	Elsa: gotcha!				Telling
20	Anna: (jumping faster) again! Again!	Commanding			
21	Elsa: (struggling to keep up) slow down!	Commanding			
22	Elsa: Anna!			Expressing Shock	
23	Elsa: (Sobbing) no. no			Expressing	

				worry	
24	Elsa: you are okay Anna. I got you. (<i>in fact Anna is not okay</i>)			Expressing worry	
25	Elsa: I'm sorry Anna.			Apologizing	
26	Elsa: go away, Anna!	Commanding			
27	Anna: (heartbroken) . . .okay bye.		Agreeing		
28	Elsa: Hi.			Greeting	
29	Anna: "hi" me? Uh. Um. Hi.			Expressing surprise	
30	Elsa: You look beautiful.			Praising	
31	Anna: thank you.			Thanking	
32	Anna; You look beautifuller.			Praising	
33	Anna; You look beautifuller. I mean, not fuller. You don't look fuller, but more beautiful.				Explaining
34	Elsa: thank you			Thanking	
35	Elsa: so this is what a party looks like?	Questioning			
36	Anna: it's warmer than I thought.				Answering
37	Elsa: And what is that amazing smell?	Questioning			
38	Anna: oh, I don't think. . .		Refusing		
39	Elsa: sorry			Apologizing	
40	Elsa: well, he was sprightly.				Stating
41	Anna: (rubbing her sore feet) especially for a man in heels.				Emphasizing
42	Elsa: are you okay?	Questioning			
43	Anna: (loving Elsa's attention) I've never been better. This is so nice.			Expressing joy	
44	Anna: I wish it could be like this all the time.			Expressing wish	
45	Elsa: (sincere) me too ...		Agreeing		
46	Elsa: but it can't.				Cancelling
47	Anna: why not? If--	Questioning			

48	Elsa: It just can't.				Emphasizing
49	Anna: excuse me for a minute.	Asking permission			
50	Anna: Elsa! I mean. . . Queen. . . me again. Um. May I present Prince Hans of the Southern Isles.				Introducing
51	Elsa: marriage?				Clarifying
52	Anna: yes!				Answering
53	Elsa: I'm sorry, I'm confused.			Expressing confusion	
54	Anna: well, we haven't worked out all the details ourselves. We'll need a few days to plan the ceremony. Of course we'll have soup, roast, and ice cream and then –				Explaining
55	Elsa: here?				Clarifying
56	Elsa: Anna. What? No. no. no. no			Expressing shock	
57	Elsa: wait. Slow down.	Commanding			
58	Elsa: No one's brothers are staying here. No one is getting married.				Deciding
59	Anna: wait, what?			Expressing shock	
60	Elsa: may I talk to you, please. Alone.	Requesting			
61	Anna: no,		Refusing		
62	Anna: whatever you have to say, you- you can say to both of us.				Stating
63	Elsa: fine.		Agreeing		
64	Elsa: You can't marry a man you just met.				Stating
65	Anna: you can if it's true love.		Refusing		
66	Elsa: Anna, what do you know about true love?	Questioning			
67	Anna: more than you. All you know is how to shut people out.				Answering
68	Elsa: you asked for my blessing, but my answer is no.				Deciding

69	Elsa: Now, excuse me.	Asking permission			
70	Anna: what? Elsa, no. No, wait!	Requesting			
71	Elsa: give me my glove!	Requesting			
72	Anna: (desperate) Elsa, please. Please. I can't live like this anymore.	Begging			
73	Elsa: (weak) . . . Then leave.	Commanding			
74	Anna: (heartbroken) what did I ever do to you?!	Questioning			
75	Elsa: enough, Anna.	Commanding			
76	Anna: No.		Refusing		
77	Anna: why? Why do you shut me out?! Why do you shut the world out?! What are you so afraid of?	Questioning			
78	Elsa: I said, enough!			Expressing angry	
79	Anna: Elsa...?!			Expressing Shock	
80	Anna: Elsa! Wait, please!	Begging			
81	Anna: Elsa, stop!	Commanding			
82	Anna: (in shock) No.			Expressing shock	
83	Anna: Elsa? It's me. . .Anna				Telling
84	Elsa: Anna.			Expressing Shock	
85	Anna: Elsa, you look different . . .it is a good different. . . and this place is amazing.			Praising	
86	Elsa: (cautious, polite) Thank you,			Thanking	
87	Elsa: I never knew what I was capable of.				Stating
88	Anna: . . . I'm so sorry about what happened. If I'd known--			Apologizing	
89	Elsa: (on guard) no, it's okay. You don't have to apologize. . .				Stating
90	Elsa: but you should probably go, please.	Commanding			
91	Anna: but I just got here.		Refusing		

92	Elsa: . . .you belong in Arendelle.				Stating
93	Anna: so do you.				Stating
94	Elsa: no, I belong here. Alone. Where I can be who I am without hurting anybody.				Stating
95	Elsa: wait. What is that?	Questioning			
96	Anna: he is just like the one we build as kids. .. We were so close. We can be like that again.				Recalling
97	Anna: We can be like that again	Requesting			
98	Elsa: no, we can't.		Refusing		
99	Elsa: goodbye Anna.			Leave-taking	
100	Anna: Elsa, wait--	Requesting			
101	Elsa: (calling back) I am just trying to protect you.				Stating
102	Anna: you don't have to protect me. I'm not afraid.				Stating
103	Anna: Please don't shut me out again.	Begging			
104	Anna: yeah, but--		Refusing		
105	Elsa: what?			Expressing shock	
106	Anna: you kind of set off an eternal winter everywhere.				Reporting
107	Elsa: everywhere?				Clarifying
108	Anna: it's okay. You can just unfreeze it.	Requesting			
109	Elsa: no, I can't.		Refusing		
110	Elsa: I don't know how.				Stating
111	Anna: sure you can. I knew you can.				Convincing
112	Elsa: who is this?	Questioning			
113	Elsa: Wait, it doesn't matter.				Cancelling
114	Elsa: You have to go.	Commanding			
115	Anna; No,		Refusing		
116	Anna; I know we can figure this out together.				Stating

117	Elsa: How? What power do you have to stop this winter? To stop me.	Questioning			
118	Anna: (close to tears) I'm not leaving without you, Elsa.				Stating
119	Elsa: (heartbroken but decisive) yes, you are.				Emphasizing
120	Anna: Elsa.			Expressing shock	
121	Elsa: Anna!			Expressing shock	
122	Elsa: oh Anna... No. . no, please.	Begging			
123	Elsa: Anna? (sigh and hug Elsa)			Expressing relief	
124	Anna: oh Elsa.			Expressing surprise	
125	Elsa: . . . You sacrificed yourself for me?	questioning			
126	Anna: (weak) I love you.				Answering
127	Elsa: (processing) Love... will thaw. . (Realizing) love. Of course.				Concluding
128	Anna: Elsa? Ahhh. . .			Expressing surprise	
129	Anna: I knew you could do it.				Stating
130	Anna: I like the open gates.			Expressing joy	
131	Elsa: we are never closing them again.				Deciding
132	Anna: Oh, Elsa, they are beautiful,			Expressing joy	
133	Anna: but you know I don't skate.				Stating
134	Elsa: come on! You can do it!	Commanding			

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