AN ANALYSIS OF DIRECTIVE SPEECH ACTS OF THE MAIN

CHARACTER IN *LUCA*

MOVIE.

A THESIS

Submitted as a Partial Fullfillment of the requirement

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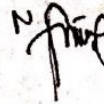
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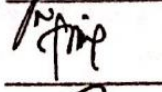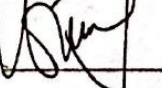Education Faculty

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LETTER OF RATIFICATION

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DECLARATION

I hereby declare that this thesis is my own work. as far as I know and believe, it does not contain materials previously published or written by other degrees or diplomas of other higher education institutions. Unless properly acknowledgment in the thesis.

Jambi, March 2022

Aisyah Ayu Apriliana

MOTTO

"It's an immpossibility to be perfect but it's possible to do the best."

ABSTRACT

*Apriliana, A.A (2022).***"An Analysis Of Directive Speech Acts of The Main Character In "Luca" Movie Script".** Thesis: English Education Study Program, Teachers Training and Education Faculty. Batanghari University. The first advisor; Dr. Yanti Ismiyati S.Pd, M.Pd. The second advisor; Nurul Fitri S.S. M.Hum.

This thesis entitled Directive Speech Acts In Luca: A Pragmatic Analysis gives a brief about the kinds and the function of Directive Speech Acts. The purpose of this thesis is to analyze the kinds of Directive Speech Acts and the Function of Directive Speech Acts. The method of the research used in this thesis was a descriptive qualitative method. The result of this research shows that there are 9 kinds of Directive Speech Acts found in three types form of the main character and 3 functions Directive Speech Acts found in the main character. This research is expected to provide deeper insights to the reader about Pragmatic specially to analyze Directive Speech Acts.

Keywords : Directive , Speech Act , Main Character , Movie Script

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In the name of Allah, the most praise, gracious and gratitude be to Allah for giving the researcher health and ability to finish this study which entitled "An Analysis of Directive Speech Act of The Main Character "Luca" Movie script A Movie By Enrico Casarosa . This thesis is presented to get one Degree of English Education Study Program Faculty of Teacher Training and Educational of Batanghari University.

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The researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is a means of communication used by society and then poured into everyday life. Besides languageoccupies a very large and important scope in communication. Chaer (2010:15) says that language is used by speakers to communicate and interact in social life.The purpose of communicating is not merely to exchange information but also to create and maintain social harmony. In communicating, humans use utterances to express what you want to convey and this is called a conversation. Conversation not only conveying language through words but also accompanied by behavior or action.

Pragmatics is a branch of linguistics that concerns with meaning in use. The meaning in pragmatics is defined relative to a speaker or users of language. In the other hand, pragmatics also deals with analyzing language in context. It requires the consideration of how the speaker organize what they want to say in accordance with who they are talking to, where, when and under what circumstances. It focuses on how speakers and writers used their knowledge to convey meaning. Shortly, pragmatic studies how language is used in the interpretation of actual utterances. Whereas, according to Levinson (2000:9) "Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of language." It is concerned with the use of knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to level of sentence meaning in meaningful communication. The communication between

people involves both the giving and receiving of information, signals or messages. It is about the interaction of semantic knowledge with our knowledge of the world, taking into account the context of language use. In the other hand, talking about pragmatic analyzing cannot be separated from conversation or an utterance which is related to the study of speech act. "An utterance is an act of speech or writing; it is a specific 2 event at a particular time and place and involving at least one person, the one who produces the utterance, but usually more than one person." (Kreidler, 1998:26). The form of the utterance can be in the form of word, phrase and sentence. However most of the form of the utterance are in the form of sentence. The meaning of an utterance is the meaning of the sentence plus the meanings of the circumstances. The circumstances here are the time, the place, the people involved, their backgrounds, their relationship to one another, and what they know about one another. Shortly, the meaning of utterances, are interpreted in context.

Directive is used by the speaker to get someone else to do something. They express what the speaker wants. They are commands, orders, request, suggestions, and they can be positive or negative. In example above, the situation is in a cafe. The customer orders a cup of black coffee to the waiter or waitress. He or she enough to say "give me a cup of coffee. Make it black." The waiter will understand and do it soon. It because that is his job to serve the customers. Through the explanation of the directive speech acts above, the researcher takes data in the form of words and dialogues contained in a america fantasy film already quite well known among the people of Indonesia, especially children and teenagers entitled "Luca" which is a film was released on 18 June 2021 directed by Mike Jones dan Jesse Andrews .

Set in a picturesque seaside town on the Italian Riviera, Disney and Pixar's original feature film Luca is an upcoming story about one boy who experiences an unforgettable summer filled with gelato, pasta and endless scooter rides. Luca shares this adventure with his newfound best friend, but all of the fun has a deeply held secret: they are sea monsters from another world just below the surface of the water.

Based on these reasons, the researcher decided to analyse directive speech act in a movie entitled "Luca" which is directed by Enrico Casarosa film in 2021 was chosen to be analysed. There are some reasons concerning on the movie choice. First, this film consists of the dialogues, in which directive speech act can be analysed clearly and deeply how they are expressed. Second, this film is very famous and becomes one of the best animation movie in 2021 and has received many awards

1.2 Identification of The Research

Based on the background of the problem, it can be identified some problems as follows.

1. The form of directive speech acts in film dialogue "Luca" Creation Enrico Casarosa .

2. The meaning of the directive in the dialogue of the film "Luca" Creation Enrico Casarosa .

1.3 Focus of The Research

Based on the problems above, the focus of the problems which will be investigated are as follows.

1. What forms of directive speech acts are found in the dialogue of the film "Luca" Creation Enrico Casarosa ?.

2. What are the functions of directive speech acts in film dialogue of the film "Luca" Creation Enrico Casarosa?.

1.4 Problem of The Research

To get the results of targeted research, a problem is needed. Based on the background above, the formulation of the problem in this study is, how is the character of the character "Luca" in the movie "Luca".

1.5 Objectives of The Research

Based on problem of the research, the objective of this research is to find out the directive speech acts, on and at in The Movie "Luca" by Enrico Casarosa.

1.6 Significance of The Research

The meaning of this research includes:

Theoretically, this research aims to contribute in the field of literature, especially as a reference and additional input in discussing characters and characterizations in a film. This can be used as an appropriate reference in conducting further research on topics similar to structuralism theory.

Practically, this research can be used to understand the content of the work "Luca". As represented in this film, it is inspired by the local myths of the people of the Riveria Italy. In addition, the types of character development and the factors that influence it in this analysis can be seen in this film.

The researcher hopes that this research can add benefits both academically and practically, this research will provide additional academic references in enlarging the catalog of English terms, can be used as a reference for other research in terms of feminism. Readers can find out the struggles and strengths of women and inform readers about women's abilities that can be equated with men.

1.7 Definition of keyterms

1. Analysis

The definition of analysis according to Robert J. Schreiter (1991) is "reading" texts that localize various signs and place these signs in dynamic interactions, and the messages conveyed. According to the Big Indonesian Dictionary "Analysis is the decomposition of a subject from its various parts and the study of the parts themselves and the relationship between the parts to obtain the right understanding and understanding of the meaning of the whole".

2. Directive Speech Acts

When communicating, a speaker not only utters speech or speech (speech), but also takes action (act). According to Verharr (in Revita, 2014: 3), the speech act in the utterance of a sentence contains the principle of the possibility of imprecisely stating what is meant by the speaker. This relates to strategies or tactics to make the

speech partner do or not do something in accordance with the content of the speech conveyed by the speaker.

3.   Main Characters

MC is an abbreviation of the term "Main Character" or in Indonesian it is referred to as the main character. That way, this is the core character of every story that is in manga, anime and novels. And indeed in the world of anime, manga and novels this term is most often used Guys.

4.   Movie

According to Webster (1981), movies or motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology. Movie are powerful mass communication which used not only as entertainment but can used as education. It is also by Musbikin (2007) who said that movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie if parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as second school for their children who keep it intelligent and moral. 19 Movie offers a special language of projected moving image with sound a language which incorporates the characteristics of the graphic, plastic, spatial and narrative arts. It is finally becoming accepted in educational circles an established art from suitable for study analysis, research in institution of higher learning. Movie or film study encompasses the examination of the motion picture as a medium of communication, entertainment and artistic expression.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Theoris of Pragmatics

Pragmatics is a branch of linguistics that deals with the strategy in using and purpose. pragmatic deals with utterance, by which we will mean specific events, the intentional acts of speakers at times and places, typically inviling language. Pragmatic is concerned with the meaning in a communication between the speaker and the listener and it is sometimes characterized as dealing with the effect of context. Understanding the specific event in the particular context is very important in pragmatics.

Levinson (1983:9) pragmatics is the study of those relations between language and context that are grammatical, or encoded in the structure of a language. It means, pragmatics is the study of those aspects related to grammatical writing in the relationship between language and context. Therefore, it can be said that pragmatics should be related to the principle of language use, but not related to the description of language structure.

Yule (1996: 4) stated that pragmatics is the study of relationship between linguistic forms and the users of those forms. Furthermore, pragmatics is concerned with study of meaning communicated by speaker and interpreted by a listener. It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. So, near-side pragmatics is concerned with the nature of certain facts that are relevant to determining what is said and far-side pragmatics is focused on

what happens beyond saying: what speech acts are performed in or by saying what is said. Yule (1996: 40 also stated that four areas of pragmatics concern. They are as follow:

1. Pragmatics is the study of contextual meaning. What people say is usually related to the context in the conversation. This is the type of research necessarily involves the interpretation of what people mean in particular context and how the context affect what is said. It needs to consider how the speaker organize what they want to say according to the object, time, place and environment of the conversation.

2. Pragmatics is the study of how more meaning are communicated that what said. It explores how the audience can make inferences about what is being said in order to explain the speaker's intended meaning, or to investigate invisible meanings. In a dialogue, what is unsaid is considered part of the communication, which has a great effect in explaining the speaker's intended meaning. This is why the method also explores the invisible meaning or unsaid parts of the speaker's words.

3. Pragmatics is the study of the expression of relative distance. This approach answers the viewpoint of determining the choice between said and unsaid, where in said and unsaid is related to the concept of distance. Assuming how close or far the listener is, the speaker will determine how much needs to be said.

According (Crystall 2008:301) proposes that pragmatics is the study of the 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. The study of pragmatics explores the language use by the speaker in different types of situation. In other words, pragmatics studies the factors that govern our choice of

language in social interaction and the effects of our choice on others. The role of pragmatics is to understand how context affect the meaning of certain utterances.

From explanation above, the researcher can conclude that pragmatics is study talking about the relation between language and context, in which the contextual meaning of an utterance can be different from the grammatical meaning. Pragmatics provides how sentences are used in utterances to convey information in context. In short pragmatics is the study of a language which focuses attention on the users and the context of language use rather than on reference, truth, or grammar.

2.2 Theories of Speech Act

For the first time, speech acts' term comes from Austin lectured in Harvard University in 1995. Later, that lectured is published in 1962 under the title How to Do with Words. Austin says, basically, when somebody says something, he also does something. When somebody uses verb promises in ipromisei will come on time! He does not only say the words but also do the action (promise). In a human life, language is a communication tool convey the message , communicates our feeling or idea message. When we saying something, we also do something with that arrangement of our utterances. From this communication , it can be found kind of utterances and also effect of the utterances. It means that speech acts is very important in human communication because everything that people say always has relation in speech acts.

According Yule (1996: 47) speech acts is performed via utterances. Its mean speech acts is the study of action preformed via utterances, this study learn about how the

speaker's communicative intention in producing an utterances that will be recognized by the hearer. Yule also stated that in English, speech acts are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request. Furthermore, Yule mentioned that these descriptive terms for different kinds of speech act apply to the speaker's communicativeintention in producing an utterances. The speaker normally expects that his or her communicative intention will be recognize by the hearer.

Another definition of speech act proposed by Fromkin (2003: 595) speech act is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers. Example:

"There's a piece of fish on the table"

The sentence can be uttered as a means of complaining to a waiter in a restaurant that a table had not been cleared properly. In other circumstances it can be uttered to warm someone not to let the cat in the kitchen. In different situation, it can be used to increate a child who had raided the refrigerator. The conclusion is one sentence can generally be uttered to perform a wide variety of different acts, depending on who utters it and where, when, and why it is uttered.

However, speech acts theory can make people understand better about the meanings and the functions of communication, so they do not make misunderstanding in communication with other people. Communication will succeed if there is no communication with between speaker and the listener. The speaker should be aware with that he is doing because the listener has certainly tried to understand what the speaker means.

Speech acts themselves consist of three basic acts, locutionary acts, illocutionary acts and perlocutionary acts. The following are the explanation of kinds of speech act according to Austin:

1. **Locutionary Act**

   A locutionary act is an act how a person produces the utterance or to produce a meaningful linguistic expression. When the user uses his/her organ of speech to produce utterance, then, indirectly there is the locutionary act in his/her utterance. In other word, locutionary act is the act of the speaker in using his/her organ of speech to produce utterances. For example, "I promise to give you some money", the moment when the utterance is being said by the speaker by using the organ of speech is called locutionary act.

2. **Illocutionary Act**

   In every utterance, there must be a function in it. The function or meaning which is found in the utterance is called illocutionary act. For utterance, "I promise to give you some money", it is not only a statement, but also binds the speaker to what she/he has just said. This is because that utterance intention is the fact that the speaker will do something. Therefore, the illocutionary act of an utterance above is the act of promising.

3. **Perlocutionary Act**

   Perlocutionary act is the effect of the utterance which the speaker said to thehearer. The example "I promise to give you some money", the effect of that utterance can be a happy one. This is a result of the fact that the hearer really needs some money. But, it can also give the opposite effect to the hearer. If the hearer is a very rich person who does not need any money from

the speaker, she/he (the hearer) may feel angry because of the utterance. The hearer will feel as if she/he is being mocked.

From some point views about speech acts above, the researcher conclude that speech acts is acts that performed via utterances. Speech acts also defines as the type of act performed by a speaker uttering a sentences which focus on how meaning and action are related to language. Speech act theory emphasizes the uses of language and in fact applies to utterances not sentences. It means that the utterances which is said, must appropriates with the situation of the speaking. Furthermore in uttering utterances, people also have intended meaning to make addresser or addressee to do something. The action performed by producing an utterance will consist of three related acts. Those are locutionary acts, illoucutionary acts and perlocutionary acts. From those three dimensions of speech acts, the most discussed is illocutionary force (acts).

2.3 Directive

Directive speech act is the speaker requesting an action for a hearer (Murcia &Olshtain. 2000. P. 25). In other words, in the directive speech act, the speaker's hopes, desires, or expects are matched to reality within a spoken command. According to Ruiter (2001), "the directive speech acts will achieve success of fit if their see to it that the fact are changed to correspond to their content". It means that the hearer do what the speaker desires. An utterance of sentence "Come!" achieves success of fit just in case the ordered person comes.

2.3.1 Definition

The form of speech intended by the speaker to make an influence so that the speech partner takes actions such as suggestions, requests, and orders. Example: "Please have a seat!".

2.3.2 Theories

Searle explained that directive acts are acts that are carried out by the narrator with the intention that the interlocutor performs the action mentioned in the utterance or hopes that the utterance will do something. The utterances, ordering, pleading, demanding, suggesting, ordering, asking, and challenging are included in this type of directive speech act. Searle, 1996a:147-148. Geoffrey Leech defines a directive speech act as a form of speech act that is conveyed by the speaker to make an influence so that the speech partner takes an action. These speech acts are for example begging, requesting, giving orders, demanding, Leech, 1993:327. Geoge Yule 2006:93 explains that directive speech acts are speech acts used by speakers to tell others to do something. This type of speech act states what the speaker wants. These speech acts include; orders, orders, requests, suggestions, and forms can be in the form of positive and negative sentences. Kreidler called directive speech acts as directive utterances. According to him, the directive speech act says that the utterance asks the speech partner to do or not to act. There are three kinds of directive speech acts, namely orders, requests, and suggestions. Kreidler, 1998:189-190. In this discussion, directive illocutionary speech acts refer to the category of directive speech acts proposed by Searle 1996:148. Of the five types of illocutionary speech acts, Searle's directive illocutionary acts are the focus chosen

in this paper. The use of Searle's theory is carried out with the consideration that in RSMT there are many utterances that work as directive speech acts based on Searle's theory.

2.4 Functions

While Searle classification speech act in the kind. Leech (1993:104) has proposed the illocutionary acts based on its functions. It is based on how illocutionary acts relate to the social goals or purposes of arranging and setting up in a polite ways. There are four types of illocutionary act functions such as, competitive, convivial, collaborative, and conflictive. The form types of illocutionary acts functions are described below:

1. Competitive

This illocutionary goal competes with the social goal. This function is intended for showing politeness in the form of negative parameter. The point is to reduce the discord implicit in the competition between what the speaker wants to achieve and what is 'good manner'. The examples of this goal are ordering, asking, demanding, and begging. Competitive goals are those which are essentially discourteous, such as getting someone to lend his or her money (Leech, 1993:104).

2. Convivial

This illocutionary goal coincides with the social goal. On the contrary with the previous category, the convivial type is intrinsically courteous. It means that politeness here is in the positive form of seeking opportunity for comity. As an example, if someone has the opportunity to congratulate his or her friend on

his birhday, he or she should do so. The examples of this goal are offering, inviting, greeting, thanking, and congratulating (Leech, 1993:104).

3. Collaborative

This illocutionary goal is indifferent with the social goal. In this illocutionary function, both politeness and impoliteness are relevant. This function commits the speaker to the truth of the expressed proposition. It can be found in most of written discourse. The examples of this goal are asserting, reporting, announcing, and instructing (Leech, 1993:104).

4. Conflictive

This illocutionary goal conflicts with the social goal. Similar to the collaborative function, politeness does not need to be questioned as the terms in this illocutionary function are used to cause offense or hurt the feeling of the hearer. The examples of conflictive function are threatening, accusing, cursing, and reprimanding (Leech, 1993:104).

2.5 Movie "Luca"

Luca is an American teen fantasy computer-animated film to be released and produced by Walt Disney Pictures and Pixar Animation Studios and distributed by Walt Disney Studios Motion Pictures. The film was directed by Enrico Casarosa in his directorial debut, written by Mike Jones and Jesse Andrews, and produced by Andrea Warren. The film features the voices of Jacob Tremblay, Jack Dylan Grazer, Emma Berman, Maya Rudolph, Marco Barricelli, Jim Gaffigan and Saverio Raimondo. Luca has been released on Disney+ on June 18, 2021.[1]

Short Movie

Set in a picturesque seaside town on the Italian Riviera, Disney and Pixar's original feature film Luca is an upcoming story about one boy who experiences an unforgettable summer filled with gelato, pasta and endless scooter rides. Luca shares this adventure with his newfound best friend, but all the fun is threatened by a deeply held secret: they are sea monsters from another world just below the surface of the water.

Main Character

1. Luca Paguro, a 12 year old sea monster who is curious about the world above the sea.

2. Alberto Scorpano, a teenage sea monster who is enthusiastic about exploring the human world.

3. Giulia, an Italian girl who befriends Luca and Alberto

4. Daniela, Luca's mother

5. Massimo, Giulia's father

6. Lorenzo, ayah Luca

Movie

Movies are real life shows. Many people prefer to watch movies than to read novels. Watching movies bring us more imagination, when we consider the character in the book. We can freely control the actions, while the characters in the movie are passive. Motion picture also called movies or films are one of the most popular forms of entertainment. Movie or films are both art and business. It is art

because it is made by creative people with vision and passion. The film art forms is in many ways a combination of all other forms, including, writing, performance, visual elements, sound, music and design. Some of the most important artists of our time choose movies as their means of communication.

According Jesse (2007) states that movie is a photographic record of an artistic performance, but not an art formats own right. They have power to reach massive audiences, which is why they should, and do, matter so much to society. Whatever they are stories of a far or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways. Azhar (2011) defines movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that pictures in the screen looks alive.

This heavy media intake for a typical Indonesian people may sound alarming, particularly when themes of sex and violence can be so common in media. However, quality media programs, particularly, quality movies, have the opportunity to provide youth with positive learning experiences. While countless movie incorporate positive themes, youth need guidance in selecting what to watch and making sense of the messages being conveyed. This guide will do that as well as provide an understanding of how youth can learn positive values, behavior and decision-making abilities from movies, whether they are in classroom or informal settings such as after-school program or at home.

Based on the explanation above, we can conclude that movie is a photographic record of history, science and human behavior that projected through the projector lens and shown in the cinema or television.

2.6 Previous Study

The first research was conducted by Feby Rosella Wijaya. The research was conducted 2019 entitled "An analysis of directive speech acts in the fault in our star movie script". This research used qualitative descriptive research as the research design. The aims of the study are: to make the reader understand more about directive speech acts, the reader also can learn about words and utterances. Based on the data analysis, the directive speech act are frequently performed in the movie script. It can be seen from the tables in the previous chapter that elaborate the use of directive speech acts. The diagram show that 40 directive speech act are performed in the movie script. The diagram summary show that directive speech act of request is the most frequently in the movie script (3, 50%). The percentage shows the most frequently used directive speech acts by calculating the percentage of each category of directive speech acts. While the least used directive speech acts are the directive speech act of order (0%).

Second, this research was conducted by Mohammad Assola. The research was conducted 2017 entitled "An analysis of directive speech acts used on Friday sermon at Al-Fitrah mosque of walisongo state Islamic university semarang ". The research In this study, the design of this research is qualitative research. This research To find out about the classification of directive speech acts are used on Friday sermon at Al-Fitrah Mosque of Walisongo State Islamic University Semarang in this speech. This results 1. The writer found 33 data of types of directives which are taken from Friday sermon at Al-Fitrah mosque of Walisongo

State Islamic University Semarang. It consists of several types, they are 7 command, 1 request, 25 suggestion. And also the writer found 33 data of functions of directives which are taken from Friday sermon at Al-Fitrah mosque of Walisongo State Islamic University Semarang. They are 7 function of command, 1 function of request, 25 function of suggestion.
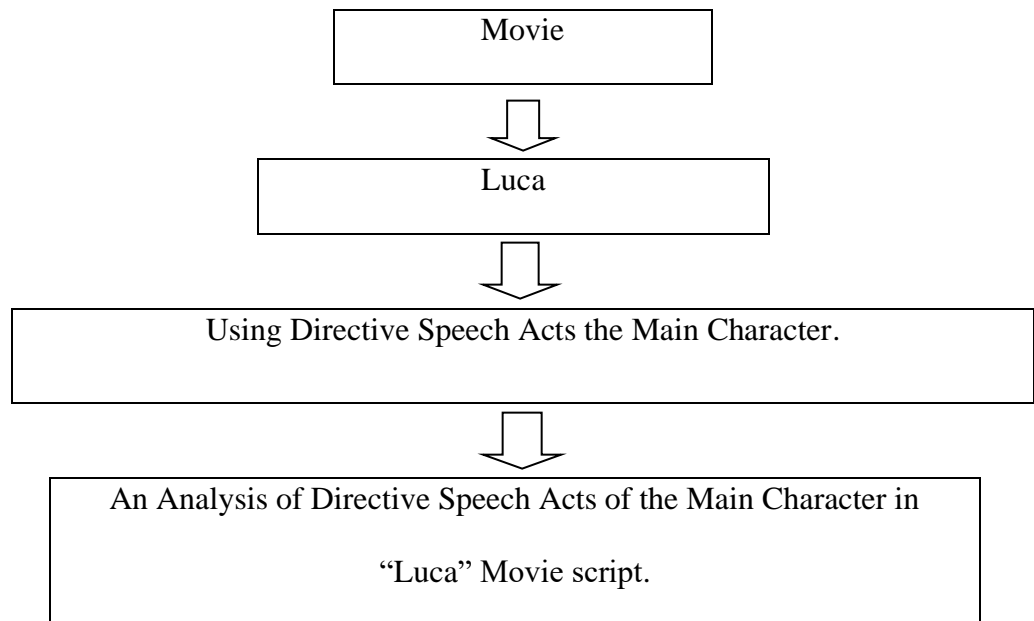
Third, the research was conducted by Zamhajj Bhrenarj Rayhana. The research was conducted 2020 entitled "An Analysis of directive speech act used by tutor in saturday class for junior high school at elti Gramedia solo". This research used The researcher used descriptive qualitative research because the objective of the research was to describe and identify the existence of linguistic element within sentences and without counting them the statistic. this study aims to determine how tutors use the Directive Speech Acts in the learning process in class based on Yule theory. In addition, this study also aims to determine how the student response to the directive speech act used by the tutor based on levinson classification.

The results 1. The types of directives speech acts used by two english tutor in Saturday class for junior high school in teaching learning process at ELTI GramediaSolo,researcher found all types directives speech acts there are: command 95 utterances, request 66 utterances, suggestion 13 utterances,invitation 11 utterances, and warning 11 utterances. The most dominant frequency directives speech act used by two English tutor in Saturday class for junior high school in teaching learning process at ELTI Gramedia Solo is command type in directives speech act by yule"s theory in 95 utterances from total 197 utterances with frequency 49% from 100% frequency. 2. The types of student response to the

directive speech act used by english tutor in Saturday class for junior high school in elti Gramedia solo based on Levinson (1983) theory.

The results of the research, the researcher found all types of student responses to the directive speech acts by the tutor in the learning process, there were 177 preference 130 students 'responses to the tutor directive speech acts in the teachinglearning process and 19 dispreference students' responses to the tutor directive speech acts in the teaching-learning process.The most dominant frequency of student responses to the directive speech acts by the tutor in teaching learning process Saturday class for junior high school at ELTI Gramedia Solo is preference student response by levinson‟s theory in 177 utterances from total 197 utterances with frequency 90,4% from 100% frequency.

2.7 Conseptual Research

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                    ┌─────────────────────────────┐
                    │            Movie            │
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              ┌───────────────────────────────────────┐
              │                 Luca                  │
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                                  ⇩
    ┌─────────────────────────────────────────────────────────┐
    │     Using Directive Speech Acts the Main Character.      │
    │                                                         │
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    ┌─────────────────────────────────────────────────────────┐
    │  An Analysis of Directive Speech Acts of the Main Character in │
    │                                                         │
    │              "Luca" Movie script.                       │
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Here the researcher will analyze a movie entitled "Luca" by Enrico Casarosa . In this movie study focused on the directive speech acts the main character used in " Luca " movie. The first way to observe the study the researcher choosing the data from'Luca'. Next the researcher will watch and identifying the movie to be see the determine: kind of directive speech .

Then to gain the data the researcher will analyze the data and the last, we can know the result of analysis directive speech in the movie Luca by Enrico Casarosa.

CHAPTER III

RESEARCH METHODOLOGY.

3.1 Research Design

In this study the researcher uses qualitative research methods, because qualitative methods are in accordance with the objectives of this study. Qualitative research seeks a deeper understanding of phenomenon by focusing on the total picture rather than breaking it down into variables and analyzing it numerically. For example, social scientists have long observed that differences in educational.

There are many different types of qualitative research. Eight of the most widely used are. Basic interpretative studies, case studies, document (or content) analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies.

Qualitative research can take the form of descriptive. Data were collected in the form of words as a descriptive method of explanation rather than numbers. According to Moleong, (2005: 11) Descriptive is: "the data collected is in the form of words, pictures and not numbers. This is due to the application of qualitative methods.In this theory, Moleong explains that qualitative research is a research procedure that produces descriptive data in the form of words spoken by the person or behavior under study.

3.2 Subject of The Research

The subject of this research is the directive speech acts of the main character presented in the film Luca by Enrico Casarosa. with a duration of 95 minutes. The

data in this study were taken from the movie Luca. The film was released in the AS on June 18, 2021 at Disney.

3.3 Research Instrument

In this study, the technique used in data collection is through observation and recording. Observations were made on the film "Luca". Through this observation, classification will be carried out and identification will be recorded in the data paper. Furthermore, the results of the analysis will be used by researchers in preparing the research framework and as a source of data from the research results. The results of data collection sources will be assessed for feasibility using observation and documentation techniques which will be shown to lecturers to find concrete evidence of observations in the film "Luca".

3.4 Technique of Collection Data

In collecting data, the researcher employs documentation method from the movie Moana. Its mean the data were taken from the utterances contain speech act Moana movie. The data are collected through some techniques as follow: downloading the movie and the script movie Luca by Enrico Casarosa . watching the movie several times, reading and observing the script. Furthermore, classified the data by using Yule's theory (declarations, expressive, commissives, directives, representatives. The last, obtained the speech acts founds and will analyze the data.

3.5 Technique of Analysis Data

According to Ary, et.al (2006:481), data analysis and data collection in qualitative inquiry cannot be separated because they are done in one cycle. Therefore, it must be conducted accurately and specifically. The steps that were done to analyze the in this current study data are as follows:

1. Identifying the directive speech act that found in the film.

 2. Selecting the directive speech act that were used by main character's Luca.

3. Classifying the category of directive speech act found in the film.

4. Calculating the percentage of each type of directive speech act.

5. Drawing a conclusions.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This chapter presents the research findings and discussion as the answers to the research questions. The research findings are organized according to the research questions, including types of directive speech acts and frequency of occurrence of types of directive speech acts as found in the movie with the title "Luca" directed by Enrico Casarosa.

The researcher explains the data findings in reference to the data analysis. There are found eleven of directive speech acts and four function in Luca movie based on Searle's and Leech categories.

4.1 Discussion

4.1.1. Kind of Directive Speech Acts

Directive is the type of speech act to get someone else to do something. It expresses what the speaker wants. Based on the analysis the researcher found 9 of directive speech acts in Luca movie by the main character. Each of directive speech act is presented bellow.

a. Command

Command is an utterance that speaker want to hearer to do something under the speaker control. In this research, the researcher found 10 utterances are indicated command directive speech act.

The researcher takes 1 examples of 1 data. The researcher only takes 2 because it is enough to represent command in the movie. Command directive speech acts in Luca movie are described as follow:

Data 1.

Luca : Excuse me, ma'am? Have you , by any chance.

Mrs Gamberetto : Yes.

*Luca : **Giuseppe, get back here!***

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic.

The directive speech act mentioned by bold utterance of character Luca"Giuseppe, get back here!". In reference to this context, since Luca wants to hearer directly to do something to get out of here, it is directive speech act that identified as command in the form of imperative.

Data 2

Luca scrambles to hide his clock and cards, and collect the herd-

*Luca : **Come on! We gotta get back.***

Daniela : You're two minutes late. Was there a boat?! Huh?! Did you hide ?!

Luca : Yes, Mom.

Daniela : because if they catch even a glimpse of you, you think they come around to meet new friend? Huh? Make small talk about the current? No. They're here to do murders. Just making sure you know.

Luca : uh-huh. No. I don't Uh-Huh . Thanks mom

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant,setting and topic. The participants are Luca, Daniella. The relationship between the participants as son and mom. The utterance occurs in a under sea. The topic of the utterance is discussion to face the

crowd people. The situation described Luca scrambles to hide his clock and cards. This utterance has meaning to offering to hearer.

The directive speech act mentioned by bold utterance of character Luca **"Come on! we gotta get back"**. In reference to the context, since Luca feel he can take them all through his power, it is directive speech act that identified as offering in the form of imperative. Type this offer is Luca command to imperative because it provides command .

b. Offering

There are four types of offers: gift offer, favor offer, food/drink offer and opportunity offer. In this research, the researcher found 6 utterances that are indicated offering directive speech act. The researcher takes 1examples of 1 data. The researcher only takes 3 because it is enough to represent offering in "Luca" movie by the main character. Each of offering directive speech acts are described as follow:

 Data 3.

*Luca : **Umm, excuse me? We could help!***

Massimo : You Know fish?

Alberto : We know lots of fish.

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant,setting and topic. The participants are Luca, Massimo and Alberto. The relationship between the participants as Friends. The utterance occurs in a dining room. The topic of the utterance is discussion to face the race finance. The situation described when they are confused about the

difficulty of the cost to take part in the competion. This utterance has meaning to offering to hearer.

The directive speech act mentioned by bold utterance of character Luca *"umm, excuse me , we could help?"*. In reference to the context, since Luca feel he can take them all through is with helping, it is directive speech act that identified as offering in the form of imperative. Type this offer is Luca offer the helping and it belongs to imperative because it provides offering indirectly. It is generally as an offering to make the hearer consider to do something.

c. Question

Question is expressed by the speaker in order to get the reply, answer or information from the hearer. In this research, the researcher found 5 utterances are indicated question directive speech act. The researcher takes 1 examples of 2 data. The researcher only takes 1 because it is enough to represent question in "Luca" movie by the main character. Each of question directive speech acts are described as follow:

Data 5.

*Luca : **I … well, I was just wondering… where do boats come from ?***

Grandma : The land monster town. Just above the surface. I beat a guy at cards there once.

Daniella : Mom! What are you doing?!

The context of this utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participant are Luca, Grandma and Daniella. The relationship between the participants is Son,grandma,mom. This utterance occurs in the Under sea. The situation

described when luca ask about boats with grandma when they are eating together. This utterance has meaning question directive speech act by ask a information and to get reply from the hearer.

The directive speech act mentioned by bold utterance of character Luca *"I... well, i was wondering . where do boats come from ?"*. In reference to the context, since Luca see the boats crossing over the sea, it is directive speech act that identified as question in the form of interrogative. It belongs to question because the speaker asked a question about information to the hearer and make the hearer get reply to answer it. The question directive speech acts is in interrogative form.

Data 6.

Luca : **What's That?**

Alberto : That? Just the greatest thing that humans ever made. The vespa. You sit on it, and it takes you anywhere you want to go. In the stinkin' world.

Luca : Vespa is freedom.

The context of this utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participant are Luca and Alberto. The relationship between the participants is friends. This utterance occurs in the tower Alberto. The situation described when Luca and Alberto climbed the land from the sea, and they climbed the tower that belonged to Alberto just went up to the tower Luca eyes fell on the "Vespa" poster. This utterance has meaning question directive speech act by ask a information and to get reply from the hearer.

The directive speech act mentioned by bold utterance of character Dr. Bravestone***"What's that?"***. In reference to the context, since Luca has just seen

things on land, because all this time, luca has lived in the ocean because luca is a fish that can transform into a human, as well as Alberto, it is directive speech act that identified as question in the form of interrogative. It belongs to question because the speaker asked a question about information to the hearer and make the hearer get reply to answer it. The question directive speech actsis in interrogative form.

d. Inviting

e. Ordering

Ordering is give an authoritative or instruction to do something. It also used To tell someone to do something or to say that something should be done, in a way that shows you have authority. In this research, the researcher found 3 utterances are indicated ordering directive speech act. The researcher takes 1 examples of 3 data. The researcher only takes 1 because it is enough to represent ordering in "Luca" movie by the main character. Each of ordering directive speech acts are described as follow :

Data 8

*Luca : **No no! Keep Going! Ask her about the prize money! Maybe that becomes a vespa! Just ask her!***

Alberto : What? Why? But that stuff is useless! How would that become a vespa!? Fine fine fine.

The context of this utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participant are Luca and Alberto. The relationship between the characters are friends. This utterance occurs in the residential areas. The situation is described when before

they will enter the race to get prize money so they can buy the vespa of their dreams. This utterance has meaning ordering directive speech act.

The directive speech act mentioned by bold utterance of character Luca *"No no! Keep Going! Ask her about the prize money! Maybe that becomes a vespa! Just ask her!"*. In reference to the context, since Luca look at the ercolle vespa, because ercolle always tells about his victories and get the prize money, and luca thinks if they also enter the race they can buy the vespa they dreams. It belongs to imperative form because make the hearer to do something.

f. Begging

Begging has two distinct uses. In one, to beg is to request politely (mode of achievement). In the other use, to beg is to request humbly as in the special case. In both uses, the speaker expresses a strong desire for the thing "begged for". In this research, the researcher only found a single utterance is indicated begging directive speech act. The researcher takes all data as example. The researcher takes the example to represent begging in "Luca" movie by the main character. The begging directive speech acts is described as follow:

Data 9.

*Luca : **Sir? Maybe we should sleep on it?***

Alberto : Whatever you do, do not move!

Luca : I'm not The guy you want for this! I'm more of an idea man

Alberto : Take me , gravityyyyyyyyyy!!!

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participants are Luca and Alberto. The relationship between the participants are friends. The

utterance by the sea close to the tower of Alberto. The situation described when they are going to try their own vespa for testing. This utterance has meaning begging directive speech act.

The directive speech act mentioned by bold utterance of character Luca "Sir? Maybe we should sleep on it?.". In reference to context since luca beg to as in the special case and it is directive speech act that identified as begging. It belong to because The utterance is more polite than request. It indicated more polite and seriously that he need to do the special case. The utterance belongs to declarative form.

g. Permitting

Permitting is a directive speech act that expresses by the speaker to allow the listener to do or to say something. Permitting were not found in this research. However, the main character has not found to speech the utterance because in this movie set the main character is the person rather used authority to make the others to do something then other characters used the authority to make him to do something.

h. Daring

Daring is to ask someone to do something which involves risk and be brave enough to do something that have no right to do. The quality of being brave and willing to take the risks. In this research, the researcher found 1 utterances are indicated daring directive speech act. The researcher takes 1 example of 1 data. The researcher only takes 1 data because it is enough to represent daring in "Luca" movie by the main character. Each of daring directive speech acts are described as follow:

Data 10.

*Luca : **I said stop!***

Ercolle : Put that dwn, Piccoletto. You'll hurt yourself.

Luca : Let him go.

Ercole : Go. Now before I change my mind

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participants are Luca and Ercole. The relationship between the participants are friends. The utterance occurs in residential areas. The situation described when ercole and his friends want to prank Alberto and Luca. and ercole almost wanted to beat up Alberto but was quickly stopped by Luca. This utterance has meaning daring directive speech act.

The directive speech act mentioned by bold utterance of character Luca"I said stop!". In reference to the context, since Luca wants to stop ercole and his friends from beating up Alberto. it is directive speech act that identified as daring. It belongs to daring because the character showed quality of being brave to someone or something. The utterance of daring directive speech act is defined in the form of imperative.

i. Challenging

Challenging is an objection or query as the truth of something, often with an implicit demand for proof. The situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability. Challenging were not found in this research. the researcher found 3 utterances are indicated Challenging directive speech act. The researcher

takes 1 example of 1 data. The researcher only takes 1 data because it is enough to represent advise in "Luca" movie by the main character. The advise directive speech acts is described as follow :

Data 12

*Luca : **we're not afraid of you!***

Ercole : No. we're afraid of you everyone is horrified and disgusted by you. You monster.

Guilia : Stop! They're not monsters!

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participants are Luca , Ercole and Guilia. The relationship between the participants are friends. The utterance occurs in residential areas. The situation described when everyone already knows that Luca and Alberto are sea monters, Ercole wants to catch them but Guilia still defends Luca and Alberto. This utterance has meaning challenging directive speech act.

The directive speech act mentioned by challenging utterance of character Luca *"we're not afraid of you!".* In reference to the context, since Everyone knows that Luca and Alberto are sea monsters. it is directive speech act that identified as daring. It belongs to Challenging because the character showed quality of being brave to someone or something. The utterance of daring directive speech act is defined in the form of imperative.

j. Advise

An advise it means that the speaker advises the hearer/addressee to do an act. The speaker intends the utterance to be taken as sufficient reason for the hearer to

do an act. Advisory performatives include: admonish, advise, caution, counsel, propose, recommend, suggest, urge and warn. In this research, the researcher found 3 utterances are indicated advise directive speech act. The researcher takes 1 example of 1 data. The researcher only takes 1 data because it is enough to represent advise in "Luca" movie by the main character. The advise directive speech acts is described as follow :

Data 13.

Luca : you were living here alone for, that many days?

Alberto : I just stopped counting after a while. He said I was old enough to be on my own. I just thought that… maybehe'd change his mind.

Luca : That's not true

Alberto : Yes, it is. You're not like me. You're the god kid. And I'm just the kid that ruins everything.

*Luca : **Silenzio Bruno!. That's just a dumb voice in your head . you taught me that. And getting a vespa seeing the world your ideaas are the best!***

Alberto : Jus let it go! Okay?

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participants are Luca and Alberto. The relationship between the participant are friends. The utterance occurs in the tower. The situation described when Luca doesn't admit to the townspeople that he is also a sea monster, because guilia and ercole already know Alberto went back to the tower alone wit full disappointment to Luca but Luca also admitted that he was wrong and he decided to go to Alberto to the tower. This utterance has meaning advise directive speech act.

The directive speech act mentioned by bold utterance of character Luca *"Silenzio Bruno!. That's just a dumb voice in your head . you taught me that. And getting a vespa seeing the world your ideaas are the best!."*.In reference to the context, since Luca reminded Alberto that the words that Luca mentioned were words from Alberto to advise Luca.The utterance has advisory performative as advise. The utterance of its advising is in imperative form. It belongs to imperative because indicated as predicate is expressed.

k. Prohibiting

Prohibiting is the propositional negation of ordering to forbid a hearer to do something. The speaker prohibits the hearer/addressee from doing an act. Prohibitive performatives include: enjoin, forbid, prohibit, proscribe, restrict. Prohibiting were not found in this research. However, the main character has not found to speech the utterance because in this movie set the main character is the person rather used authority to make the others to do something then other characters used the authority to make him to do something.

l. Requesting

Request is an expression of what the speaker wants the addressee to do or refrain from doing. A request does not assume the speakers control over the person addressed. In this research, the researcher found 1 data belongs to request directive speech act. The researcher takes 1 examples of 1 data. The researcher only takes 1 data because it is enough to represent request in "Luca" movie by the main character. Each of request directive speech acts are described as follow:
Data 12.

*Luca : **Okay. Well. The two of us can still do the race. You'll eat, you've done bot before, and I'll do the ride, I mean that's allowed, right? It should be fine, we're still okay.***

Giullia : Luca? Luca? Lucaaaa!

Luca : I... I can explain

The context of the utterance above is analyzed by context of situation. The context of situation consists of participant, setting and topic. The participants of the utterance Luca and Guilia. The utterance occurs in the Guillia House. The situation described when Guilia already knew Alberto to thesea monster, and their team couldn't continue the race and finally guilia also knew that luca was also a sea monster and Guilia decided not to continue the race with the two of them. The utterance has meaning request directive speech act.

The directive speech act mentioned by bold utterance of character Luca ***"Okay. Well. The two of us can still do the race. You'll eat, you've done bot before, and I'll do the ride, I mean that's allowed, right? It should be fine, we're still okay."***. In reference to the context, since Guilia knows that they are both sea monsters, but Luca still wants to continue the match. The word "please" is sign to request or ask someone to do something as the speaker want. Request can also defined as polite or indirect command. This utterance performed in imperative form. Imperative reflects to ask or order someone to do something.

4.2.2 Function of Directive Speech Act

Found in "Luca" Movie While Searle classification speech act in kind. Leech (1993:104) has proposed the speech acts, especially based on its functions. Leech

classified directive functions into four categories, i.e. competitive, convivial,

collaborative and conflictive.

CHAPTER V

CONCLUSIONS AND SUGGESTION

The researcher draws conclusions after analyzing and interpreting the obtained data in the previous chapter. The conclusions is drawn based on the formulated research questions, while suggestions are intended to the next researchers who would be interested in doing similar research.

5.1 Conclusions

This research was concerned with the pragmatic analysis of directive speech act in Luca movie. In line with the objectives to know kind of directive speech act and the function of directive speech act in Luca movie by the main character. The research results could be concluded as follow:

There were 9 kinds of directive speech act found in "Luca" in three types form by the main character. These were command, offering, inviting, ordering, begging, daring, advise, and requesting. The question became the most dominant frequency of directive speech act finding was about 50%. The question of directive speech act often used by the main character because the setting situation of the utterance happened in Luca. It happens because the main character Luca wasn't be played by Spancer in whole scene so it makes luca have many questions during the scene. The lowest rank frequency of directives speech acts are begging with only one data 1,5%. While the permitting,Inviting and prohibiting were not found in this research.

5.2 Suggestions

After analyzing the data and obtained the results of the analysis, the researcher

would like to offer suggestions to the following parties:

A. For the students

For students who study the functional linguistics, this study can be a reference to enrich their knowledge about functional linguistics. The findings may also be used as reference to understand the pragmatics, especially speech act theory. For their speaking skill, they can apply those types of directive which are variously expressed to naturalize their utterances they produce in daily communication.

B. For English teachers

Teachers can use the findings of this study as the authentic material in speaking class. Since this study deal with directive acts, the teacher can vary the sepaking material and take some examples to teach speaking, especially in expressing commanding/ordering act, prohibiting act, requesting act, inviting act, suggesting act and advising act. There are a lot examples of grammatical patterns to express directive acts as modelled by the native speakers, especially in Luca movie.

C. For the next researchers

For the future researchers who want to conduct the study in the same topic as this study, they can take the information from this study, especially the method of the study and make a better modification in order to get the meaningful and informative results in other sources, e.g. novel daily conversation, etc. It is also suggested that they focus their study on more specific type of directive acts so that they can investigate the subject further deeper.

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