

**DIRECTIVE SPEECH ACTS PERFORMED BY THE CHARACTERS**

**IN DISNEY'S *BAMBI***

(Pragmatic Approach)

**THESIS**

**Submitted in Partial Fulfillment of the Requirements**

**for the Degree of Sarjana Humaniora**



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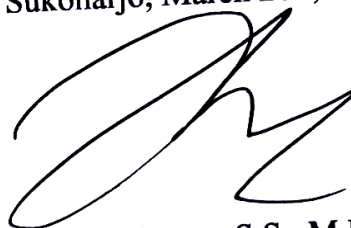
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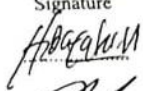
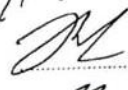



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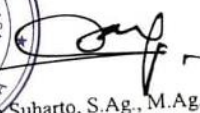
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## **DEDICATION**

This thesis is dedicated to:

1. Myself.
2. My beloved parents.
3. My Family
4. My friends.
5. English Literature 2019
6. English Literature Department

## MOTTO

وَأَنْصَبْ فَإِنَّ لَذِيذَ الْعَيْشِ فِي النَّصَبِ

Berlelah-lelah lah, karena kenikmatan hidup itu terasa setelah lelah berjuang.

(Imam Syafi'i)

مَا لَا يُدْرِكُ كُلُّهُ لَا يُتْرَكُ جُلُّهُ

Apa yang tidak bisa didapatkan semuanya, maka jangan ditinggalkan semuanya.

مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَى

Tuhanmu tidak meninggalkan engkau (Muhammad) dan tidak (pula) membencimu,

(QS 93:3)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *Directive Speech Acts Performed by The Characters in Disney's Bambi* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, March 16<sup>th</sup>, 2023

Stated by,

  
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The researcher realize that this thesis still has a lot of weakness. Furthermore, any suggestions and comments are highly received. Hopefully, this research could give contribution and positive impact for further research.

Sukoharjo, March 16<sup>th</sup>, 2023

The researcher



Mita Mawarni



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## ABSTRACT

Mita Mawarni. 2023. *Directive Speech Acts Performed by The Characters in Disney's Bambi*. Thesis. English Letters Department, Faculty of Cultures and Languages.

Advisor: Dr. Kurniawan, S.S., M.Hum.

Keyword: Bambi, Children, Film, Directive Speech Acts.

Film is one of the literary works that everyone, including children, loves. Disney is a popular broadcasting channel with many contents for children. One of their films is Bambi. This study aims to describe the types and strategies of directive speech acts in Disney's *Bambi*. The researcher used five previous studies with four theses and one journal. The gap between the previous studies and this research is that this research focuses on analyzing directive speech acts performed by children and all the characters with unique characteristics.

This research aims to analyze directive speech acts in Disney's *Bambi* using the pragmatic approach. The researcher applied Searle's theory (1969) to describe the type of directive speech acts. He stated four types of directive speech acts (command, request, suggestion, and question). Then, the researcher used Yule's theory to analyze the strategies of speech acts in Disney's *Bambi*.

This study uses qualitative research by using descriptive methods. The data for this analysis comes from *Bambi's* film on Disney Hotstar+. The data is in written form in transcribed text. The researcher is the key instrument of this research. The technique for collecting data is documentation. The researcher validated the data using a validator. Moreover, the researcher analyzed the data according to Spradley. There are domains, taxonomies, component tables, and cultural themes.

In this research, the researcher found 107 data. The researcher found 53 data of commands, 49 data of questions, 5 data of suggestions, and 1 datum of request. The researcher also found 103 data of direct speech acts and 5 data of indirect speech acts. Command is the most dominant data finding because the characters, as children, want to fulfill their desires to control their friends with their behaviors. Also, the characters use command to explain their wish to do something. Direct speech act is the most dominant strategy because the characters want to make their friends understand what they said and can know it without a heavy process.

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# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

Communication is one of how people interact with each other. Communication is used in our daily language as a part of society. When people communicate, they not only talk to old or someone with age same as them but also talk to young or someone with age under them, especially children. People perform speech acts as a part of communication and utterance to others so the listener can understand and know what they are talking about and not misinterpret.

Furthermore, how people talk to children is using the term that would be easier for them to understand (Hymes 1974:56). It can understand that when people speak to younger people or children, they usually use simple language so children can understand. Simple language can mean that people use terms or words that children can easily understand and are not identifiable by grammar level.

One way people communicate or perform speech acts is in film. Film is used to present communication between information and idea. In the film, dialogue, and utterances are spoken by the characters that perform speech acts. One of the channels that people might know is Disney. Disney is one of the most extensive entertainment media channels in the world. *Bambi* is one of Disney's children's films produced in 1945 during World War II.

This research used *Bambi*'s film as an object of the study to reveal how the characters performed the directive speech acts in the film. Directive speech acts are when the characters ask or order another character to do something or intend to influence the listener's behavior. The characters as a child perform directive speech acts to communicate with each other as a child and to fulfill their curiosity or desire.

In this film, the characters use directive speech acts to ask the older characters or their friends to order or influence them. The characters perform the directive speech acts directly so their friends can easily understand them without a complex thinking process. Besides, the characters as children also perform indirect speech acts because they are uncomfortable telling that directly. The characters, as children, do directive speech acts to express their wishes or desires to their parents or society.

The researcher is interested in examining directive speech acts in this study since they implicitly ask or force someone to do something. The directive speech act is also used frequently in everyday discourse. In this situation, the people giving the command—like a mother to her son—have greater authority than the hearer. The reason the researcher chose this movie as the focus of her study is that it contains a lot of directive speech acts, many of which are used by the speaker to persuade or influence the audience. The issues in this movie may be related to human life, thus the researcher is motivated to conduct research using the directive speech acts in this film.

Thumper: "**He doesn't walk very good, does he?**"

Mrs. Hare: "Thumper."

For example, in *Bambi's* film, there is a dialogue between Thumper and Bambi's mother. When Bambi was born, Thumper felt he could not walk very well and asked his friend's opinion. It depends on the situation Thumper watched and classified as a question directive speech act. This dialogue can be defined as a directive speech act because Thumper asks other animals' opinions and wants to hear them. Also, it is a 5W1H question. The hearer has an opinion to answer Thumper's question or not. In this dialogue, the character uses direct speech acts to do the utterance. He uses direct speech acts because he gives a question directly to the other characters to ask their opinions. Then, his mother answered him by calling his name, that is indicated to ask him to be quiet because his mother felt he asked a rude question to the young prince. Mrs. Hare asked Thumper indirectly because there were other animals. Furthermore, Thumper obeyed his mother to be quiet.

Bambi is a protagonist character produced by Disney in 1942. Bambi is a deer living in a forest with best friends named Thumper (a rabbit) and Flower (a skunk). It is a children-friendly film, and the utterances are understandable by children with simple dialogues. The researcher has already read a few previous studies that are relevant to current research while doing research. The researcher has references from the prior study that can be used to understand how to perform the study to examine directive speaking acts in Disney's Bambi characters.

The first previous study is written by Rani Violeta. The title is *Speech Acts Analysis of The Main Character in Maleficent Movie Script by Jane McTee*, which focuses on speech act analysis. The difference between this research and hers is that this research focused on the script analysis, and hers is the dialogue spoken by the characters. Then, this research analyzed just the main characters, and hers analyzed all the characters. The second previous study is *Illocutionary Act In The Main Characters Utterances In Mirror Mirror Movie* by Fita Nur Rahayu, M. Bahri Arifin, and Setya Ariani. The difference between this research with hers is that this research focused on analyzing illocutionary acts in adult films, but hers is directive speech acts focused on children's films.

The third previous study is *An Analysis of Directive Speech Acts In "Cinderella" Movie* by Suryanti and Afriana. The difference between this study with hers is that this study focused on analyzing the classes and the frequency in the film, but hers analyzes the types and the strategy of directive speech acts. The fourth previous study is *An Analysis of Directive Speech Acts by Searle Theory In "Sleeping Beauty" Movie Script* by Fara Della. The difference between this study and hers is that this study analyzes based on the script, but hers analyzes based on the dialogue in the film. Then, this research analyzed types of directive speech acts and the most frequently used by the characters, but hers analyzed the types and the strategies performed by the characters.

The fifth previous study is *An Analysis of Directive Speech Acts Used by Louisa Clark as the Main character in the Me Before You*



*Movie* by Metilda Labrena BR Karo. The difference between this research and hers is that this research describes the types and functions of directive speech acts, but hers analyses the types and the strategies of directive speech acts. Then, this research focused on the main characters, but hers analyzed all the characters in the film.

Based on the problems and the previous research, the researcher conducted research with the title Directive Speech Acts Performed by The Characters in Disney's *Bambi*.

## **B. Limitations of The Study**

Every research has its limitation of the study, preventing the researcher from discussing other materials included in the discussion. This research takes all the characters in Disney's film *Bambi* because each character has unique characteristics while they perform the utterance. This research focused on the directive speech act used in *Bambi*'s film because the characters perform many directive speech acts. The researcher uses Searle's (1979) theory that divides directive speech acts into 4; command, request, suggestion, and question. Also, the researcher uses Yule's (1996) theory about direct and indirect speech acts. The researcher chose these theories to focus the study's attention by obtaining correct and in-depth conclusions on the topic under investigation.

## **C. Formulations of The Study**

Based on the research background, the researcher aims to discuss the discussion about:

1. What types of directive speech acts are found in Disney's *Bambi*?

2. What strategies are used by the characters in Disney's *Bambi*?

#### **D. Objectives of The Study**

Based on the problem statement, as the researcher told before, the objectives of the study from this study are:

1. To reveal types of directives speech acts from Disney's *Bambi*.
2. To find out the strategies used by the characters in Disney's *Bambi*.

#### **E. Benefits of The Study**

The significance of the study divides into the following:

1. Theoretically

Other writers that write related research can use this study as one of their references. Another benefit is to help the reader knows and understand about types of directives and speech acts. Furthermore, this research will help people who want to study the theory of directive speech acts, especially in children's movies.

2. Practical benefits

- a. For researcher

This research improves the researcher's ability to analyze and understand the directives and speech acts. Also, this research gives more knowledge to the researcher on investigating other cases with a similar study.

- b. For reader

This study's findings can be used as a guide and source of information for the study of directed speech acts and one's abilities for

pragmatics, speech act, and directive speech actions. The reader can also apply the research's moral lessons to their own lives.

c. For other researchers

This research could also be a reference and information to other writers with the same theme and to make known about speech acts analysis.

## **F. Definitions of The Key Terms**

In order to make the title easily understood by the readers, the researcher aims to detail the definition of the key terms. The key terms of this study make the title clearer and more accurate. The key terms are:

### 1. Pragmatics

Pragmatics is the study of meaning by the speaker and the listener. It studies meaning as communication between the speaker and the hearer. It has, consequently, what people mean by their utterances might mean by themselves (Yule, 1996: 3). In addition, pragmatics studies the meaning of the context, which means how a speaker produces an utterance to get the listener's intention and how interprets the meaning.

### 2. Speech act

Yule (1996:47) defines speech acts as an action performed via utterance. The speech act is usually used when the speaker expects the hearer to recognize his or her communicative intention. Furthermore, at least one speaker utters the utterance, the listener

who receives and is the target. In this case, the listener knows and acts as the speaker wants.

### 3. Directives Speech Acts

Directives are those kinds of speech acts that the speakers use to get someone else to do something. They express what the speaker wants (Yule, 1996: 54). It means that directive speech acts are one of the types of speech act classifications that concern getting someone else to do something by distributing an utterance.

### 4. *Bambi's* Film

*Bambi* is a 1942 animated film produced by Walt Disney based on the book *Bambi: A Life in the Woods* by Austrian author Felix Salten. It was released by RKO Radio Pictures on August 21, 1942, during World War II.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Background

##### 1. Pragmatics

According to Yule (1996), Pragmatics is the study of the meaning when people communicate and interpret it with the listener. People can interpret the meaning based on the context, which can affect what people say. People can make a presumption based on the speaker said based interpretation. Pragmatics is also studying how to make a great deal between the speaker and the listener in communication. It is also studying the expression of the speaker's said.

Based on what Yule's said, pragmatics studies communication between the speaker and the listener. When people do communication, it has a meaning that the listener can interpret based on what the speaker's said. Also, the speaker has a meaning which expresses indirectly. Yule wants to assert the speaker's meaning and what interpretation by the listener.

The study of pragmatics focuses on how language is used in the context as the speaker communicates it and then knows and interprets it by the hearer or listener. Furthermore, pragmatics is the study of meaning and context. Here, meaning and context cannot be separated in analyzing the language in communication.

Pragmatics studies of language are only partially explicit because of the interaction between the speaker and the hearer; the hearer must understand the hidden meaning of the utterance stated by the speaker. When the listener needs help understanding what the speaker wants, the listener will successfully do the action as the feedback of the speaker's utterance. Moreover, language study via pragmatics allows people to understand every communication better.

Pragmatic is also a study about the capability to use language and make sentences that relate to the context. Based on that, pragmatics studies language and its context. When people communicate with others, they think not only about how to use the language but also about the context works in the language. Context is an interaction that occurs as well as the intention of the language user.

One part of learning pragmatics is the context of the situation. Context of the situation is essential to understand the speaker's meaning to the hearer. Yule (1996:21) defines context as our ability to intend what happened more than understanding the referring expression. Mey (2001) concludes that context is a dynamic concept rather than a static one. Each utterance has a different meaning depending on the context.

According to Leech (1983:13), there are five aspects to dealing with the context of the situation to understand what the speaker's said.

a. Addressers or Addressees

An addresser is a speaker who gives a spoken and written speech. An addressee means the hearer, a person to whom the speaker addresses the utterance. It is possible to distinguish between recipients (those who receive and interpret a message) and recipients (those who are the intended recipients of a message) (Lyons, 1977, p. 34).

b. The Context of an Utterance

Context of an utterance uses to know about the background knowledge to assume, contributing to the hearer's interpretation and what the speaker means by giving an utterance.

c. The Goal of an Utterance

When uttering an utterance, the utterance is intended to know the speaker's intended meaning or intention. The term goal is more neutral than committed. Because a goal does not force users to process it for a specific purpose, it can generally be used for goal-oriented activities.

d. The Utterance as a Form of Act or Activity: A Speech Act

Speech acts are part of pragmatics. At a more specific level, it deals with verbal behavior or performance in specific situations and languages.

e. The Utterance as a Product of a Verbal Act

Pragmatics deals with the meaning of utterances, but it is not necessary to assume that all utterances are punctuation marks.

If an utterance is too short or too long to be classified as a single sentence, it can be separated.

## 2. Speech Acts

Speech acts are actions performed via utterance and commonly given more specific labels into an apology, complaint, compliment, invitation, promise, or request. These apply to the speaker's communication to the hearer and can accept by the hearer (Yule, 1996: 53).

Searle (1969) defined speech acts as basic or minima units of linguistics that occur in communication that produce an action. In addition, any utterance that the speaker speaks to the listener acts. Moreover, the speech's function is to transfer the speaker's intention to the listener. Based on the explanation, the listener must be aware of every utterance that the speaker utters that may have a purpose or intention of something.

Austin (1962:108) defined speech acts into three types based on the speaker's utterance related to the acts.

### a. Locutionary Acts

It is a primary utterance and meaningful linguistic expression. It has a connection with a topic in its utterance and its expression. According to Austin (1962:108), the locutionary act is equivalent to uttering a particular sentence with a certain sense and reference, equivalent to 'meaning' in the traditional sense.



Example:

Girl: "The earth is round."

Boy: "What about the others?"

In this utterance, the speaker wants to inform the hearer about general information. Everyone knows the earth is round without any implicated intention to the hearer to do something or impact the hearer.

b. Illocutionary Acts

Illocutionary is a communicative force of an utterance with a purpose or something. The act refers to the intended meaning contained within the utterance. It finds in promising, asserting, communicating, representing, and asking or even answering a question. In other words, illocutionary is also the act of doing something.

Example:

Teacher: "Your hair is too long!"

Student: "Ok, teacher. I will get them cut."

In this example, the utterance said by a teacher to his student. The utterance implies that the teacher asks the student to cut his hair. Conversely, the student gets what the teacher intended the student to cut her hair.

c. Perlocutionary Acts.

It is a simple utterance without attending to have an effect. It is a result or effect caused by the listener according

to the situation and condition. The response can be words or actions, or deeds. The speaker can intentionally or unintentionally create the effect. It is an oral argument with speech effects containing thoughts or listeners' intentions. In short, it says something by giving an Intentional listener impact or not.

Example:

Student: "I am feeling unwell."

Teacher: "Have you gone to the doctor?"

In this example, the student's utterance tells the teacher that he feels unwell, so he cannot attend class due to his condition. The effect of the perlocutionary act of the utterance to his teacher is to tolerate or be understanding. In conclusion, the perlocutionary act is an act to affect someone.

In illocutionary acts, Alston divided into five categories (Alston, 2000, p. 3):

- a. Assertives: according to Searle, it is a point to commit the speaker, so something is being, in the case, the truth of an expressed proposition. It talks about asserting, acknowledging, concluding, remarking, and insisting.

Example: "I inform you that it is true."

b. Directives: the speakers want to get the hearers to do something. It is about ordering, requesting, suggesting, and imploring.

Example: "Do not do that!"

c. Commisives: the speaker commits to doing something in the future. It talks about promising, contracting, and betting.

Example: "I promise you I will do it."

d. Exercitives: the giving of a decision against action or advocacy it. It is about adjourning, appointing, nominating, and pardoning.

Example: "It is your decision."

e. Expressives: express the physiological state in the sincerity of the condition. It is about thanking, congratulating, expressing contempt, relief, enthusiasm, and delight.

Example: "I congratulate you that you won the race. "

### 3. Directives Speech Acts

According to Searle (1979), a directive speech act is a speech act that the speaker uses to get the hearer to do something. A directive is a speech act supposed to help the hearer make some actions. Kreidler (1998) defined directive as telling other people to do something in the present and not in the past. Searle defined types of directive speech acts into four categories. There are commands, requests, suggestions, and questions. Directive speech

is commonly used by the speaker with a higher degree or status than the listener to direct an authority.

a. Types of Directive Speech Act

There are four types of directive speech acts, according to Searle:

1. Command

Kreidler (1998) states that command uses effectively when the speaker has some degree of control over the listener's actions. The command can also be used as an imperative sentence and produced with varying degrees of explicitness. A command is given to the hearer by the speaker to make the hearer accept the speaker's wants. So, the speaker has a role and authority to command the listener.

Example:

"You must appear in court next Monday at 10 a.m."

"Don't waste your time on that."

2. Request

Request expresses what the speaker wants the listener to do or refrain from doing (Kreidler, 1998). The speaker does not use the request to control the listener. It uses when the speaker politely asks the listener. Moreover, the speaker with power other than the hearer uses the

request. The way of requesting something must be in polite way. Thus, the hearer will respect what the speaker wants.

Example:

"We beg you to stay out of the way."

"I appeal to you to help as much as you can."

### 3. Suggestion

Kreidler (1998) stated that suggestion is the utterances we make to others to give our opinions on what they should or should not do. The function is to give the speaker's opinion to the listener on how that order should have acted.

Example:

"I advise you to be prompt."

"I warn you not to be late."

### 4. Question

According to Bach and Harnish (1979), the question is when the hearer provides the listener with certain information. It uses when the speaker wants to get some information or ask something to the listener.

Example:

"Where is my book?"

"What's in your pocket?"

b. Strategies of Speech Act

There is an alternative method for differentiating speech acts based on structure, according to Yule (1996:54). When there is a direct relationship between a structure and a function, there are direct speech acts, and when there is an indirect relationship between a structure and a function, there are indirect speech acts.

1. Direct Speech Act

Yule (1996) defined direct speech acts will happen when there is a direct relationship between a structure and a function of the utterance. In writing, direct speech acts can write using quotation marks (" "), and these words have no change. Direct speech acts do not have any implied meaning.

Example: "Wear your seatbelt!"

In this example, the utterance shows a direct speech act and does not represent other acts. It is just literal meaning utterances.

2. Indirect Speech Act

Indirect speech act is an indirect relationship between a structure and a function. In an indirect speech act, the spoken utterance cannot answer by the hearer directly, but the hearer should do the speaker's purpose through the utterance.

Example: "The restaurant will close at 9 p.m."

This utterance shows an indirect speech act and represents another act. It has implied meaning, such as requesting the hearer to leave the restaurant.

c. Structures of Speech Acts

The illocutionary impact of a speech can be indicated grammatically in most languages. These grammatical constructions have the same function as performative verbs. Compared to performative verbs, the variety of available forms is significantly more limited, and as a result, the meanings are much less specific. As a result, it is typically impossible to correctly translate grammatical forms into explicit performative verbs (Cruse, 2000:336). There are:

1. Declarative

According to Cruse (2000:337), declarative is a sentence form called the 'basic' sentence form. Declarative has the function of informing someone of a fact, to ask whether it is true, as a promise, a threat, a command, or even a congratulation.

2. Interrogative

According to Cruse (2000:338), an interrogative can express ignorance on some point and aim at eliciting a response from a hearer, which will remove the ignorance.

### 3. Imperative

According to Cruse (2000:339), the imperative resembles informative and interrogative since there is a commonplace use whose main component is to get someone to do something, which does not aim to elicit the action represented by the verb in the imperative, but rather the opposite.

### 4. *Bambi*

According to Disney Fandom, *Bambi* is a 1942 American animated film directed by David Hand and produced by Walt Disney and based on the book *Bambi*.

*Life in the Forest* by Austrian writer Felix Salten. On August 21, 1942, during World War II, his fifth film in Disney Animation His Canon was released by his RKO Radio Pictures. It was the last Disney animated film to run in a single narrative format until nearly eight years later, until *Cinderella* came along due to declining resources during World War II, and the studio survived for financial reasons. I was inspired to create a "packaged function" for Stay.

*Bambi* was born the main character in Felix Salten's *Bambi His Life in the Woods*. He has made cameo appearances in several Disney cartoons. In the Disney movie, his species was changed from deer to white-tailed deer, making him more approachable to American audiences. His image is an infamous Disney icon, rivaling Mickey Mouse.



The main characters are Bambi, his parents (the Great Prince of the Forest and his unnamed mother), his friends Thumper and Flower, his childhood friend Faline, and Man, the story's villain. It revolves around Bambi learning to grow in the forest after shooting. Bambi is a character created by Disney in 1942. Bambi is a forest deer with two best friends, Thumper (a rabbit) and Flower (a skunk). Bambi is an animal abandoned by her mother after a human shot her in the woods. Raised by his father, his king, he fell in love with his first love, Faline.

The first film shows the chronology of Bambi's life from birth to adolescence. When he is born, all the inhabitants of the forest gather to welcome the new prince with open arms. Among them are Friends his Owl (Bambi's father, advisor to the Great Prince of the Forest) and Thumper.

For months, Bambi bonds with Thumper and an ambiguous skunk named Flower, forming a powerful trio. Friendship and romance aside, Bambi's primary concern is his mother, whom he loves dearly and who often teaches the young prince memorable life lessons for the forest's greatest enemy. Known for being a hunter, killing animals for entertainment, and not caring for his own life or his family. One day while Bambi was spending his first winter, Bambi's mother was killed by a man. The young fawn also escapes before becoming a victim, but the Great Prince of the Forest arrives, abandons his mother's side and decides to raise Bambi himself, tragically confessing the loss of his mother and taking him away from his old homeland. Years later, Bambi has grown into a strong young man. He maintains friendships with Thumper

and Flower and, predictably, falls in love with the Fallen. Or, their friend Owl likes to say, "Tweet." Bambi experienced true love for the first time. She began her life with the Fallen as companions, exploring the forest together, proclaiming her love, fighting the evil Lonno, and winning her affections. That means control and maturity on Bambi's part, as he assumes the role of the Great Prince of the Forest and is destined to follow in her father's footsteps.

Life seems peaceful, but the man returns to the forest with more men and a pack of bloodthirsty dogs. Several forest creatures were killed in the invasion and the Fallen were attacked, but were rescued by Bambi before it was too late. It burst into flames. Bambi and his father run through the forest to escape the devastation, and other creatures do the same. They find a small island offshore and take refuge there until things calm down. Also, Bambi and the Great Prince escaped disaster, though they narrowly survived.

When the forest is restored, Bambi and his father watch in the sun as the Fallen give birth to his two fawns, sparking a celebration that reflects Bambi's birth and a new chapter begins. The Great Prince proudly retires, allowing Bambi to rule the forest as the new Prince.

## **B. Previous Studies**

When doing the research, the researcher read some research related to speech acts.

The first previous study is *An Analysis of Directive Speech Acts in The Fault In Our Stars Movie Script* by Febi Rosella Wijaya And Jauhar

Helmie (2019). Their research aims to identify the directive speech acts performed in “The Fault in Our Stars” film. This study revealed how often directive speech acts are performed and which type of directive speech acts are most frequently used in the movie script. This research results show that 40 directive speech acts and suggestions are the most frequently used in the film. The similarity between this research and hers is that both analyzed directive speech acts, but the difference is that they used different films.

The second research is *The Use of Directive Speech Acts in The Hunger Games Movie* by Muhammad Haikal (2019). His research is to discover the types shown in the Hunger Games Movie and which types of directive speech acts are the most dominant in the movie. He uses mixed methods to research; the first is qualitative research to determine the types of directives speech acts, and the second is quantitative to investigate the most dominant type. The similarity between this research and hers is that this research analyzed directives speech act, but the difference is the film or subject.

The following research is *Speech Acts in The Captain Marvel Movie* by Aria Arizki (2020). This research used Searle's theory, categorizing illocutionary acts into five types: representatives, declarations, commissives, directives, and expressive. The descriptive qualitative method provides a qualitative description of speech acts. The difference between this research and hers is that this research analyzed all

of the types of speech acts, but hers just analyzed directive speech acts. Also, this research used different movies.

The fourth research is *Directive Speech Act in Jumanji Movie* by Friska Pandini (2020). Her research describes the kinds of directive speech acts and how speech acts actualize in the Jumanji Movie. The five kinds of her research are descriptive qualitative methods. She found five kinds of directive speech acts based on Austin's theory. The similarity is that this research analyzes directives speech act, but the difference is that it uses in a different movie.

The last research is *A Speech Act Analysis on Direct Speech in The Book of Luke* by Grace Shintia (2020). Her research examines speech acts in literary work named The Book of Luke, chapters 1 to 3. She explained about types of speech acts in the book and showed the function of speech acts that the speakers use. She used the pragmatic approach and applied it to the data source. The difference between this research with hers is that this research analyzed all types of speech acts in direct speech, but hers just analyzed directive speech acts, and the film is also different.

There are similarities and differences between previous studies and the present study. One of the similarities between the previous studies and present studies is describing directive speech acts by collecting data from literary works such as films and novels. This study analyzes directive speech acts by collecting data from a film entitled *Bambi*. The similarities between the second study, entitled *The Use of Directive Speech Acts in The Hunger Games Movie* by Muhammad Haikal, and the third study,

entitled *Speech Acts in The Captain Marvel Movie* by Aria Arizki, with this study using Searle's theory to analyze the data. However, the differences are that the second study used different movies, and the third study analyzed all types of speech acts.

Meanwhile, the differences between the first study, entitled *An Analysis of Directive Speech Acts in The Fault In Our Stars Movie Script* by Febi Rosella Wijaya And Jauhar Helmie, and this study uses a different theory, used Yule's theory and this study used Searle's theory. Then, the differences between the fourth study, entitled *Directive Speech Act in Jumanji Movie* by Friska Pandini, and the fifth study, entitled *A Speech Act Analysis on Direct Speech in The Book of Luke* by Grace Shintia and this study is that they used Austin's theory and this study used Searle's theory. This research is essential to discover how children perform directive speech acts in their daily lives and how they communicate with their elders or friends in society. Furthermore, this study emphasized how children characters perform directive speech acts daily to communicate and fulfill their desires with friends and older people in the film.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method of this research, including research design, data and data source, research instrument, data collection techniques, data validation techniques, and data analysis techniques. The researcher uses a qualitative descriptive method to analyze the data. The researcher analyzed directive speech acts based on the data in this research.

#### **A. Research Design**

According to Silverman (2004), qualitative research is about behavior, sometimes in laboratories or others. It is about people's life experiences and understanding through interviews or focus groups. The researcher uses the descriptive qualitative method to do this research because this research aims to describe and identify the linguistic elements in Disney's *Bambi* film. The main characteristic of qualitative research is that the data take from text, words, phrases, and sentences, but in quantitative research, the data takes from the number.

A descriptive study is a study whose primary focus is a description rather than analyzing connections or associations. Descriptive research makes systematic steps to describe a situation, issue, phenomenon, activity, or program or offers information about a problem (Kumar:2011). The descriptive method collects the qualitative data, analyzes them, and writes the results. The qualitative method uses to collect the data and identify the types of directive speech acts and how the characters perform

the directive speech acts in the film. This research uses directives and speech acts spoken by Disney's *Bambi* film characters. The researcher also intends to analyze how they perform the speech acts according to the utterance. After the data is collected, the researcher analyzes it and uses the theory of Searle (1979) to analyze the types of directive speech acts and the theory of Yule (1996) to analyze the strategies of directive speech acts.

This research applied the qualitative descriptive method as an approach. The researcher used qualitative descriptive because the data are not in number form but from the textual text. This research uses descriptive use to identify and analyze types of directive speech acts and the strategies used by the characters in Disney's *Bambi* to act their speech acts. From the explanation, this research used descriptive methods to analyze utterances spoken by the characters and analyze the strategies of directive speech acts by analyzing the context.

Finally, the researcher uses some steps to conduct the qualitative research methodology, such as determining the data and the source of the data, the way of collecting data, the data's technique, and the data's validity.

## **B. Data and Data Sources**

According to Arikunto (2006), the data can find in the form of discourse, sentence, clause, phrase, word, or morpheme. In this research, the data took from the words, sentences, phrases, and clauses spoken by

the characters in Disney's *Bambi*, which used directive speech act by Searle's theory.

Sugiono (2012:9) said that every researcher must be able to service the available data. In this research, the data source was Disney's *Bambi* film, based on the Disney Hotstar+ website. The link to the website: <https://www.hotstar.com/id/movies/bambi/1260018149>

### **C. Research Instrument**

According to Creswell (2014), the researcher is a crucial instrument since the qualitative researcher collects data by examining documents, observing behavior, and interviewing participants. In this research, the researcher is the main or key instrument because qualitative research cannot separate from the role that determines the framework of this research. The researcher plays the role of a planner and implementer of data collection and data analysis.

In this case, the researcher is involved in all the research processes, including research design, collecting, and reporting. Furthermore, the researcher needs supporting instrument to reveal the data there are: laptop, internet, datasheet to support this research.

### **D. Data Collection Techniques**

Data collection is essential in research, as the goal is to obtain data. The researcher has to use several techniques to collect this reliable data; identifying the technique is necessary to find the data. Creswell (2009:178) defined that the data collection steps include setting the



boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

In this research, the researcher uses documentation as the data collection technique. The document aims to get the transcription of the characters' utterances in Disney's *Bambi*. The technique for collecting data are:

1. The researcher downloaded *Bambi*'s film from Disney Hotstar+ to watch the film.
2. The researcher downloaded transcription from subtitle.com to get the transcript of the film.
3. The researcher compared the film and the transcription and ensured those were the same as the speakers' utterances.
4. The researcher watched the film several times to understand the story.
5. The researcher determined the parts of the film representing the types of directives, speech acts, and strategies and noted the utterance.
6. The researcher gives codes for each datum to understand, analyze, and interpret the data quickly.

a) The coding of the directive speech acts as follows:

01/T/C/DIR/00:04:51

The explanation of the coding data above as follows:

- 1) The use of Roman words to show the number of data. 01 means datum number 1.

2) The second shows the character who performs the utterance. T means Thumper.

3) The third means the types of directive speech acts. They are as follows:

C: Command

R: Request

S: Suggestion

Q: Question

4) The fourth means strategies of directive speech acts. They are as follows:

DIR: Direct speech act

IND: Indirect speech act

5) The last means the minutes when the utterance appeared.

### **E. Data Validation Techniques**

This research needs to check to prove the quality of the data. This research uses one of three form validation techniques by Creswell and Milner (2000). Those forms are triangulation, member of checking, and auditing. In this research, the researcher uses a member of checking technique for the data validation.

When conducting this research, the data found must be valid. An expert should validate the data. Data validation uses to know whether the data is valid or invalid because, without data, people cannot analyze the data. If the data is invalid, the analysis will be faulty and mistaken. The researcher must check the data with a validator to prevent mistakes. The

validator must have studied English, an expert in linguistics, especially in speech acts. There is the process of validation of data in this research:

1. The researcher classified the data based on the types of directive speech acts and how they act the directives based on direct and indirect speech acts.
2. The researcher gives the data to the validator. Here the validator is Mr. Aris Hidayatulloh.
3. The validator checks and classifies the data based on valid or invalid.

#### **F. Data Analysis Techniques**

The researcher did the analysis data after she collected the data. Analyzing is used to get the research of the study. This research is qualitative and uses ethnographic approaches. Ethnography is a qualitative data collection technique often used in the social and behavioral sciences. In order to make conclusions about how societies and individuals work, data are gathered through observations and interviews. Ethnography uses to find a cultural meaning. According to Spradley (1979), the strategy is to process gathering the information in the interviews. Spradley divided four kinds of ethnography: domain analysis, taxonomy analysis, componential analysis, and theme analysis.

##### **1. Domain**

The researcher needs to differentiate between the data and non-data. In this research, the researcher focused on the utterance spoken by the characters textually and selected, which indicates directives and speech acts.

## 2. Taxonomy

The next step is the researcher's need to classify and identify the data based on the study's objectives. The first step is to divide directives speech acts into 4; command, request, suggestion, and question.

The second step is the researcher analyzed the context of the situation on the directives speech acts by Yule's theory in direct and indirect speech.

Characters	Types of Directive Speech Acts				Strategies of Speech Acts	
	Command	Request	Suggestion	Question	Direct Speech Acts	Indirect Speech Acts
Thumper						
Owl						
Bambi						
Mrs. Hare						
Mrs. Quail						
Thumper's Brother						
Bambi's						

Mother						
Bird						
Skunk						
Croak						
Faline						
Faline's mother						
The King						

**Table 3. 1 The Example of Taxonomy**

3. Componential

After analyzing and identifying the data based on the study's objective, the researcher draws the componential table to represent the data. The componential table uses to get points between domain and taxonomic categories. The researcher makes a table to collect the data, context, data number, utterance, type of speech act, direct speech act, and indirect speech act.

4. Cultural Theme

The last step is finding and analyzing the dominant data from the componential table that draw before. In this step, the researcher must explain and analyze the data presented in chapter four to prove the researcher's opinion and write the conclusion.

Generally, conclusions need rechecking and data validation to strengthen the conclusion's trustworthiness. Then, the researcher tries to theorize the data based on the context.

Directive Speech Acts									
No	Characters	Command		Request		Suggestion		Question	
		DIR	IND	DIR	IND	DIR	IND	DIR	IND
1.	Thumper								
2.	Owl								
3.	Bambi								
4.	Mrs. Hare								
5.	Mrs. Quail								
6.	Thumper's Brother								
7.	Bambi's								

	Mother								
8.	Bird								
9.	Skunk								
10.	Croak								
11.	Faline								
12.	Faline's mother								
13.	The King								

**Table 3. 2 Table of Componential**



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

Finding and discussion are the two sections of this chapter. The goal of data gathering is for the researcher to describe how the data is analyzed to respond to the research question. This study has two questions: 1) What types of directive speech acts are found in Disney's *Bambi*? 2) What strategies are used by the characters in Disney's *Bambi*?

The data for this research take from Disney's *Bambi* movie. The researcher focuses on analyzing the utterance stated by all the characters in the film that presented directive speech acts. The details in below:

##### 1. Types of Directive Speech Acts

The researcher used the theory of Searle (1979). He stated that directive speech acts classify into four categories. A command is a statement that gives instructions or orders to do something. A request is a speech that utters to ask something from the speaker. The speaker uses a suggestion to the hearer as an opinion on what they should or should not do. A question is when the hearer makes the speaker's utterance available with certain information.

In this research, the researcher found 107 data in the film. The findings are 53 data of command, 49 data of question, and 5 data of suggestion. Furthermore, the researcher concludes the total finding in the table and gives the example of each data as follows:

Types	Total	Percentage
Command	53	49%
Question	49	46%
Suggestion	5	5%
TOTAL	107	100%

**Table 4. 1 Types Directive Speech Acts**

The table above shows that command is Disney's *Bambi's* most dominant type of directive speech act. The researcher found 53 data of command, and it has 49% percentage of the type of directive speech acts. These are the codes number of command: 1, 3, 8, 9, 11, 14, 15, 25, 26, 28, 29, 31, 32, 33, 45, 46, 47, 48, 49, 54, 59, 60, 62, 64, 67, 68, 69, 71, 73, 75, 80, 81, 82, 83, 84, 86, 87, 89, 90, 92, 93, 95, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114.

a) Command

The speaker uses a command to ask the listener to do or order something. In this movie, a command uses by the characters to give an instruction, and the other characters will do something based on the instruction. Hymes (1974:4) stated that there are possibly boundaries between the community and communication; one is structure and hierarchy. It means the speaker, to some degree, can control the listener to a lower degree than him/her. The

researcher takes 5 examples of command. The examples of command in Disney's *Bambi* describe below:

1) 71/T/C/DIR/00:36:22

T: "**Come on, get up.** Like this."

This datum happened in datum number 71 and 00:36:22 minutes. Thumper had spoken this dialogue to Bambi to get up because Bambi fell in the snow after trying to slide for the first time he met winter and playing with it.

This datum is indicated as a command because Thumper said, "Come on, get up!" that the function is a command. The word 'come on' has a commanding effect on the listener. According to Cambridge Dictionary, 'Come on' means start to happen or work. After saying the utterance, the listener (Bambi) tries to get up and do what Thumper says. In this context, the addresser or the speaker was Thumper, and the addressee or the listener was Bambi. Thumper is one of Bambi's friends, so he uses informal instruction to command him. The context and the goal were to motivate Bambi and do something Thumper gave action earlier to get up.

2) 45/BM/C/DIR/00:20:35

BM: "**Hush now.** We're almost there."

The example appeared in datum number 45 and 00:20:35 minutes. This dialogue was spoken by Bambi's mother to Bambi to be quiet because he asked too many questions to her mother since they almost got to the meadow.

This datum is determined as a command because Bambi's mother said, "Hush now." That the function is a verb and to order Bambi to do something. In Cambridge Dictionary, the word 'hush' tells someone to be quiet. After the utterance, Bambi followed his mother's order to the meadow. In this context, the speaker was Bambi's mother, and the listener was Bambi. Bambi's mother instructed Bambi because she was his mother, so she instructed Bambi to do it precisely. The context was to order Bambi to be quiet and not ask questions again because they almost got to the meadow since Bambi asked too many questions.

3) 64/B/C/DIR/00:34:16

B: "**Mother, look!** What's all that white stuff?"

BM: "Why, it's snow."

This datum took place in datum number 64 and 00:34:16 minutes. Bambi's told his mother to look at the white stuff he saw the first time, then Bambi's mother explained that it was snow.

The datum is a command because Bambi orders his mother to look at the snow by saying, "Mother, look!" the function was a command. 'Look' is a system to direct your eyes to see in Cambridge Dictionary. After saying the dialogue, Bambi's mother looked at the snow and answered her son's question. In this dialogue, the speaker is Bambi, and the listener is his mother. Bambi asked his mother precisely because he was close to her, so he did not hesitate to ask her. The context was commanding

Bambi's mother to look at the white stuff Bambi saw for the first time.

4) 89/O/C/DIR/00:44:41

O: "Hey! Hey! **Stop that racket!**"

This datum went in the datum number 89 and 00:44:41 minutes. Owl said the utterance because he felt disturbed by the birds singing after spring came and could not sleep well.

The datum was marked as a command because Owl shouted to the birds, 'Stop that racket,' that the function was a command. In Cambridge Dictionary, the word 'stop means to finish doing something that you were doing. After saying it, Owl chased away the birds so they could not disturb him again. In this dialogue, the speaker is Owl, and the listener is the bird.

Owl instructed them precisely because Owl is one of the dominant characters in the movie. The context was that Owl felt disturbed because the birds started singing when spring came, and the sounds bothered Owl, so he could not sleep properly.

5) 103/TK/S/DIR/00:58:44

TK: "It is man. He is here again. There are many this time. **We must go deep into the forest.**"

The datum hit in the datum number 103 and 00:58:44 minutes. The King had spoken the dialogue to Bambi to go to the forest because the man came who brought danger for them.

This datum resolved as a command because The King said, 'We must go' that the function is a command. The word 'must' is a modal that means the ability or necessity to do something. 'Must' means obliged or bound to by an imperative requirement. So, in this dialogue, Bambi must do what The King says. Then, they go into the forest. In this context, the speaker was The King, and the listener was Bambi. The King commanded Bambi precisely as long as he was his father and the King in the forest. The context was that a man came into the forest to burn it, making it a danger to all animals, so The King ordered Bambi to run and survive.

b) Suggestion

As stated by the speaker, a suggestion uses to persuade the speech partner to do something. Searle (1979:28) stated that suggestion uses on the intensity of the utterance by the speaker. In this movie, the suggestion uses by the character to advise another character based on the speaker's opinion. The researcher takes 3 examples of command. The examples of command in Disney's *Bambi* describe below:

1) 05/TB/S/DIR/00:05:03

T: "We're going to see him. Come on. **You better hurry up.**"

This datum went in the datum number 5 and 00:05:03 minutes. Thumper had spoken the dialogue to Owl. Thumper asked Owl to get up and hurry up because they wanted to see someone. After all, Owl looked so lazy to start the day.

This datum is marked as a suggestion because Thumper advises Owl to hurry up. The word 'hurry up' means to move or do things more quickly than usual. After giving the utterance, Owl did as Thumper's said, so he got up and followed him. In this dialogue, the speaker is Thumper, and the listener is Owl. Thumper asked Owl to hurry as a friend because they did not want to be late. The context was that a new prince was born, so all the animals in the forest would see him.

2) 13/O/S/DIR/00:07:15

O: "Looks to me like he's getting kind of sleepy. **I think it's time we all left.**"

This datum happened in datum number 13 and 00:07:15 minutes. Owl had spoken this dialogue to all the animals to go back home because Owl saw the new prince was getting sleepy, so they did not want to disturb him.

This datum is a suggestion because Owl asked all the animals to go home so they did not disturb the new prince's sleep. The word 'think' means to believe or have an opinion or idea, so it was Owl's idea to them back home. After saying the utterance, all of the animals left the place. In this dialogue, the speaker was Owl, and the listener was all animals. Owl asked them as a friend to leave because they might bother him. The context was that Owl felt the new prince was getting sleepy when they visited him, so Owl suggested they return home and not disturb him.

3) 74/T/S/DIR/00:37:38

T: "Guess you better unwind it."

This datum occurred in datum number 74 and 00:37:38 minutes. Thumper had spoken this dialogue to Bambi when he fell in the snow, and Thumper suggested that Bambi relax and slow down.

This datum is a suggestion because Thumper had an idea for Bambi to relax so he could slide in the snow again. The word 'Guess' means to form an opinion from little or no evidence, so Bambi's friend, Thumper, gave his idea to help Bambi, who had his first time playing in the snow. After saying the utterance, Thumper helped Bambi to release him and play again together. In this dialogue, the speaker is Thumper, and the listener is Bambi. The context was that Bambi tried to slide in the snow and then got trapped by himself, so Thumper gave him an idea to release.

c) Question

Searle (1979:14) defined questions as part of the directive speech act since the speaker arranges them to get the hearer's answer. In this movie, the characters use the question to ask another about their curiosity or interrogation. The researcher takes 5 examples of questions. The examples of questions in Disney's Bambi describe below:

1) 04/O/Q/DIR/00:04:57

O: "Hey, **what's going around here?**"



T: "It's happened. It's happened."

This datum appeared in datum number 4 at 00:04:47. This dialogue had been spoken by Owl, who felt disturbed because the birds started singing when spring came and Thumper asked him to wake up.

The dialogue is indicated as a question because Owl said, 'What's going...!' that the function is a question to ask other animals. He used the form 'What' to ask about the condition in the forest. In this context, the speaker was Owl, who asked the listener about all animals. Owl asked them because he felt they were annoying, so Owl shouted to them and asked. Then, Thumper answered him by saying that something happened.

The context was that spring came, and the birds started singing to celebrate it, but Owl was disturbed because he could not sleep anymore.

2) 16/T/Q/DIR/00:07:43

T: "**Whatcha gonna call him?**"

BM: "Well, I think I'll call him Bambi."

This datum occurred in datum number 16 at 00:07:43 minutes. Thumper had spoken the dialogue to ask the baby's name to the mother.

The dialogue is determined as a question because Thumper asks, 'Whatcha gonna...!' that the function is to ask about the baby's name. Then, the mother answered that she named him Bambi. In

this dialogue, the speaker is Thumper, and the listener is Bambi's mother. Thumper used informal questions because, at that time, Thumper was still a kid who did not know how to use sentences properly. The context was that all the animals visited the new prince, and Thumper asked about his name to his mother.

3) 34/B/Q/DIR/00:14:02

T: "That's a butterfly."

B: "**Butterfly?**"

This example went in the datum number 34 and 00:14:02 minutes. This dialogue had been spoken by Bambi, who asked Thumper about something he saw.

This example is marked as a question because Bambi asked Thumper about a thing. Then, Thumper answered him by nodding his head. In this dialogue, the speaker was Bambi and the listener was Thumper. Bambi asked Thumper informal way because they were a close friend. As a new prince, Bambi never knew about things and other animals outside him. So, Thumper taught him about the forest and what is inside of it. Bambi saw a butterfly for the first time and asked Thumper to make sure about it.

4) 24/H/Q/DIR/00:10:13

H: "**What did your father tell you this morning?**"

T: "If you can't say something nice, don't say nothing at all."

This datum happened in datum number 24 and 00:10:13 minutes. Mrs. Hare had spoken this dialogue to his son, Thumper, to ask about his father's advice.

This example is marked as a question because Mrs. Hare said, 'What did...!' that the function is a question to ask his son. She used the form 'What' to ask about the advice that Thumper's father gave that morning. Then, Thumper answered it by saying, 'If you can't say something nice, don't say nothing at all.' They visited the young prince, and Thumper felt that the young prince could not walk well. Then, Mrs. Hare asked Thumper about his father's advice.

5) 39/B/Q/DIR/00:20:02

**B: “Meadow? What’s the meadow?”**

BM: “It’s a very wonderful place.”

This datum took place in datum number 39 at 00:20:02 minutes. Bambi had spoken this datum to his mother. Bambi asked his mother about their destination, and then his mother answered that they had gone to the meadow. But Bambi did not know the meadow, so he asked his mother.

The dialogue is indicated as a question because Bambi said, ‘What is’ the function is interrogative to ask a question to his mother. He used the form ‘What’ to ask about a place he did not know. In this context, the speaker was Bambi; the listener was his mother asking about a place. Bambi asked his mother because that

was the first time they went together to the meadow. Then, his mother answered him by saying that the meadow was a wonderful place.

## 2. The Strategies of Speech Acts

According to Yule (1996:54), different approaches categorize types of speech acts based on structure. When there is a direct relationship between function and structure, it is called a direct speech act. When there is indirect contact between function and structure, it is called indirect speech acts. On the other hand, indirect speech acts affiliate with more excellent politeness in English than direct speech acts.

The researcher found all the strategies of directive speech acts in this research. The researcher found 107 data; there are 103 data on direct directive speech acts and 4 data on indirect speech acts. The table of strategies draws below:

Strategies	Total	Percentage
Direct	103	96%
Indirect	4	4%
Total	107	100%

**Table 4. 2 Strategies Directive Speech Acts**

From the table above, direct strategy is the dominant finding. The researcher found 102 data, which has 95 percent of the type of directive speech acts. These are the codes number of direct directive speech acts: 1, 2, 3, 4, 5, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 111, 112, 113, 114.

a) Direct Speech Acts

Yule (1996:54) stated that direct speech acts happen if there is a direct relationship between the structure and the function of the utterance. Direct speech acts use to inform the hearer about the real condition. In this research, the researcher found 107 data. The researcher explains four examples of direct directive speech acts below:

1) 32/T/C/DIR/00:13:00

Bi: "He's trying to say 'bird.'"

T: "**Say 'bird.'**"

B: "Bur."

This example builds in the datum number 32 and 00:13:00 minutes. The dialogue had been spoken by Thumper, who commanded Bambi to say 'bird.' The

situation context was that Bambi and Thumper walked around the forest and saw songbirds. Thumper told him those were birds, and then Bambi tried to pronounce them. The relationship between the speaker, Thumper, and the hearer, Bambi, is a good friend, so Thumper commands him easily to do something.

This datum is categorized as a direct speech act because there is a direct relationship between the structures and the functions. Thumper said, 'Say bird!' as a command, and the function is imperative to order Bambi to do something, then Bambi did it.

2) 37/S/S/DIR/00:14:53

T: "He's a little...."

S: "Oh, that's all right. **He can call me a flower if he wants to.** I don't mind."

B: "Purty! Purty Flower!"

This datum went in the datum number 37 and 00:14:53 minutes. Skunk had spoken the dialogue to Thumper as a suggestion to call him 'Flower.' The situation was that Bambi was trying to pronounce all the words Thumper had told him. Then they met Skunk, but Bambi wrongly assumed that he was a flower because he hid in a flower. So Bambi called him a flower. When Thumper tried

to explain that, Skunk said it was okay if Bambi called him flower.

This example is a direct speech act because the structures and the function happened directly. The function Skunk said, 'He can call me a flower if he wants to. I don't mind.' is a suggestion to Bambi, and the function is declarative to state that he did not mind. Then Bambi started to call him 'Flower' until they grew up.

3) 38/B/Q/DIR/00:19:57

B: "Mother, **what we going to do today?**"

BM: "I'm going to take you to the meadow."

This example happened in the datum number 38 and 00:19:57 minutes. Bambi had spoken the dialogue to his mother to ask where they were going. The context was that there was the first time Bambi went out with his mother, so he asked his mother where the place was.

This datum marks a direct speech act because of the relationship between the structure and the function. Bambi asked his mother in the structure by saying 'What' as a question. The function is an interrogative to ask about the place. Furthermore, Bambi's mother answered that they were going to the meadow.

4) 48/BM/C/DIR/00:21:14

BM: "**Wait here.** I'll go out first. And if the meadow is safe, I'll call you."

This datum appeared in the datum number 48 and 00:21:14 minutes. The dialogue had been spoken by Bambi's mother to his son, Bambi, to wait for her. After they arrived in the meadow, Bambi's mother ordered Bambi to wait for her and hide because she went to check the meadow's condition first.

This example was stated as a direct speech act because the structure and the function have a direct relationship. In the structure, Bambi's mother orders Bambi to wait by saying 'Wait here.' as a command, and the function is imperative to order Bambi to wait for her. Then, Bambi did it by waiting for his mother and hiding in the bushes.

5) 61/B/Q/DIR/00:29:36

B: "He stopped and looked at me."

BM: "Yes, I know."

B: "**Why was everyone still when he came on the meadow?**"

BM: "Everyone respects him."

This datum occurred in datum number 61 and 00:29:36 minutes. Bambi had spoken this dialogue and



asked his mother why a male deer looked at him. The situation context was that Bambi and his mother went to the meadow. When all animals ran after they heard a gunshot, a male deer was left alone. Bambi felt curiosity and asked his mother why he had left. Furthermore, his mother answered that everyone respects him.

This example was marked as a direct speech act because there is a relation between structure and function. In the structure, Bambi asks ‘Why’ as a question to his mother, then the function is interrogative to ask about the reason.

#### b) Indirect Speech Acts

Indirect speech acts occur when there is an indirect relationship between a structure and a function. It is also generally associated with more excellent politeness in English than direct speech acts. The speaker’s planned another meaning beyond the utterance. In this research, the researcher found 5 data. The researcher explains two examples of indirect speech acts below:

1) 11/H/C/IND/00:06:53

T: “Kinda wobbly, isn’t he?”

H: “**Thumper!**”

T: “Well, he is.”

This example happened in the datum 11 and 00:06:53 minutes. The dialogue had been spoken by Mrs. Hare, who orders Thumper to be silent. The context was that they visited the young prince, Bambi. However, Thumper felt Bambi could not walk well, so he asked other animals for ideas. Then, his mother, Mrs. Hare, felt that it was so rude. So, she asked his son to be quiet.

This datum is an indirect speech act because there is different function and structure. The structure is imperative, and the function is to command Thumper to be silent. She did not ask him to be silent directly but called his name. Then, Thumper answered his question and was silent.

2) 82/BM/C/IND/00:41:20

BM: “Bambi. Quick! **The thickets!**”

This datum occurred in the datum number 82 and 00:41:20 minutes. Bambi’s mother had spoken the dialogue to Bambi to run to the thicket. The context was that after they reached the meadow and ate some grass, Bambi’s mother heard a gunshot. So, she ordered him to run to survive.

This example marked an indirect speech act because there is an indirect function and structure. The structure is an imperative ‘The thicket’ but does not explain the verb. The function is to command Bambi to hide because his

mother heard a gunshot. Then, they ran together to the thicket.

3) 51/T/S/IND/00:23:26

T: "It's delicious. **Why don't you try some?** No, no, not that green stuff. Just eat the blossoms. That's the good stuff."

This datum occurred in datum number 51 at 00:23:26 minutes. Thumper had spoken this dialogue to Bambi to try to eat the blossom. The context was that they played on the riverbank and saw a flower. Thumper, who had been trying to eat blossom before, asked Bambi to try it too because he felt it delicious. After saying it, Bambi tried to eat the blossom.

This datum is indicated as an indirect speech act because there is a different function and structure. The structure is interrogative, but the function is to command Bambi to do something. Thumper did not ask Bambi directly to eat, but he suggested him because Thumper had done it before. Then, Bambi tried to eat and felt the blossom.

### C. **Discussions**

This discussion presents the reason for the findings from all the data analyzed in the previous subchapter. This part arranges to answer the reasons for the research question in this research. In the discussion, the

researcher elaborated on the types of directive speech acts and the strategies of speech acts performed by the characters in Disney's *Bambi*. The discussion involved analysis in getting the interpretation based on the finding. The discussion presents as follows:

Yule (1996:53) defined directive speech as when the speakers get someone else to do something. In this research, the character in Disney's *Bambi* expresses their desire to make other characters do something. The expressions can be in command, request, suggestion, and question. The reason discusses below:

First, based on the finding, the researcher found that command is the research's dominant finding. The researcher found 108 data belonging to command. Most of the characters are children, so they practice controlling the behavior of others, something which the child recognizes very quickly because language is used on him to control his behavior and use to control others. Also, they used commands to interact with those around them (Halliday, 2004, p. 71).

From the explanation above, the characters in Disney's *Bambi* perform the command because they want to control their friends with several desires and behavior. The characters give a direct command to one another to explain their wish to do something. Furthermore, the characters perform the command in the storyline of the film.

Second, a suggestion is an utterance that suggests something in order to give recommendations to the hearer from the speaker. The

researcher found 6 data belonging to suggestion. Here, the suggestion is used to communicate information to someone who needs to gain proficient language skills. Furthermore, the character suggested something to another character (Halliday, 2004:73).

Third, a question is an utterance that asks the speaker to arrange to get the hearer's answer. The researcher found 49 data belonging to the question. Here, the characters perform a greeting as a part of the question to attend to another character's or object's answer. It is used to return a greeting utterance. Moreover, they perform questions to get answers, respond, or perform an action from another (Dore: 1974).

Fourth, direct speech acts are the dominant data of the research. The researcher found 103 data. Direct speech acts are used when the speaker utters a sentence and means literally and exactly what they said. In this movie, children used direct communicative acts performed either through the gestural or the linguistic (Bucciarelli, Colle, and Bara: 2003).

Furthermore, children use direct speech acts to include the reporting clause when giving a direct quotation consistently. In this movie, the characters use direct speech acts to make the listener more able to determine what he/she needs to understand the vantage points of the narrative and enable them to process it without heavy processing (Goodell and Sachs: 1992).

Fifth, indirect speech acts are used when the speaker communicates to the hearer more than they have said by sharing background information

to conclude with the hearer. In this movie, the indirect speech was found not as many as direct speech acts because indirect acts are not as easy to comprehend as direct acts (Bucciarelli, Colle, and Bara: 2003). Moreover, younger children refrain from using indirect speech acts because they have more difficulty setting up the correct vantage point to talk to older children (Goodell and Sachs: 1992).

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusion

In this research, the researcher uses the descriptive qualitative method. To analyze the research, the researcher uses a pragmatic approach. This research finds out the types of directive speech acts and the strategies of directive speech acts performed by the characters in Disney's *Bambi*.

The researcher found 107 data on the directive speech act types spoken by the characters in Disney's *Bambi*. They are command 53 data (49.07%), question has 49 data (45.37%), suggestion has 5 data (4.62%), and request has 0 data (0%). It can be seen that the characters in Disney's *Bambi* perform the command lots of times. The characters perform the command frequently due to their desire as a child to control their friends with their behaviors. Also, they give explain about their wish to do something.

The researcher found 107 data on the strategies of speech acts spoken by the characters in Disney's *Bambi*. They are direct speech acts have 103 data (95.37%), and indirect speech acts have 5 data (4.62%). From these findings, the researcher concludes that direct speech acts are the dominant finding since the characters want to make the other characters more able to understand and know what they said without heavy processing.

**B. Implication**

In this research, the characters in Disney's *Bambi* perform the directive speech acts classified by Searle's theory, and they perform the direct and indirect speech acts by Yule's theory. The researcher sums up that the characters, as children, do directive speech acts by giving a command, asking questions, making requests, and giving suggestions to fulfill their desire. Furthermore, they perform direct and indirect speech acts, so their friends understand what they say and need.

**C. Suggestion**

This research can be used to establish another research associated with the type and strategies of directive speech acts. The following researchers can facilitate the result of this study to study or analyze the types and strategies of directive speech acts. The researcher hopes further researchers can explain their knowledge about the types and the strategies of directive speech acts. For other researchers who want to analyze the directive speech acts in Disney's *Bambi*, the researcher suggests analyzing the differences for the specific character or the second series of Disney's *Bambi*. The researcher hopes that the researcher who wants to analyze directive speech acts will try to use another theory of directive speech acts.



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**APPENDICES**

**DIRECTIVE SPEECH ACTS PERFORMED BY THE CHARACTERS IN  
DISNEY'S *BAMBI***

(Pragmatic Approach)

**THESIS**

**Submitted in Partial Fulfillment of the Requirements**

**for the Degree of Sarjana Humaniora**



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**ENGLISH LETTERS STUDY PROGRAM**

**FACULTY OF CULTURES AND LANGUAGES**

**UIN RADEN MAS SAID SURAKARTA**

**2023**

**APPENDICES**

**Appendix 1: Validator Sheet**

**VALIDATION SHEET**

The thesis data titled “**DIRECTIVE SPEECH ACTS PERFORMED BY CHARACTERS IN DISNEY’S BAMBI**” had been checked and validated by Aris Hidayatulloh, S.Hum., M.A., in:

Day : Tuesday

Date : January 24<sup>th</sup>, 2023

Surakarta, January 24<sup>th</sup>, 2023

**Validator**

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by several loops and a horizontal line at the end.

**Aris Hidayatulloh, S.Hum., M.A.**



## ABBREVIATIONS

T	: Thumper
O	: Owl
B	: Bambi
A	: All
H	: Mrs. Hare
Q	: Mrs. Quail
TB	: Thumper's Brother
BM	: Bambi's Mother
Bi	: Bird
S	: Skunk
C	: Croak
F	: Faline
FM	: Faline's Mother
TK	: The King
C	: Command
Q	: Question
S	: Suggestion
DIR	: Direct



Coding	Textual data	Context	Analysis	T/F	Suggestion
01/T/C/DIR/00:04:51 Type: Command Strategy: Direct	T: <b>“Wake up! Wake up!”</b>	At the beginning of the story, Thumper asked all of the animals to get up to start the day.	The datum is categorized as a command because Thumper gave an instruction directly to all the animals to get up. The form is imperative because Thumper asked them to get up.	T	
02/O/Q/DIR/00:04:52 Type: Question Strategy: Direct	O: <b>“Oh, What now?”</b>	Because Thumper made a distraction, Owl asked what he was going on.	The datum is categorized as a question because Owl asked Thumper directly what was going on in that situation by using “What”. The form is interrogative because he asked a question.	T	
03/T/C/DIR/00:04:56 Type: Command Strategy: Direct	T: <b>“Wake up, friend Owl.”</b>	Thumper asked Owl to get up because he looked so sleepy.	The datum is categorized as a command because Thumper gave an instruction directly to Owl to get up. The form is imperative because he made a command to him.	T	
04/O/Q/DIR/00:04:57 Type: Question Strategy: Direct	O: <b>“Hey, what’s going around here?”</b>	Because of the sounds that they made, Owl got distracted and asked what was going around there.	The datum is categorized as a question because Owl asked another animal directly what was going around there by using “What”. The form is interrogative because he asked a question.	T	
05/TB/S/DIR/00:05:03 Type: Suggestion	T: <b>“We’re going to see him. Come on. You better hurry</b>	Thumper’s brother gave information	The datum is categorized as a suggestion because he suggested	T	

Strategy: Direct	up.”	another animal to see him, so he suggested Owl to hurry up.	Owl to better hurry up. After all, they wanted to go. The form is declarative because he made a statement.		
06/A/C/DIR/00:05:20 Type: Command Strategy: Direct	A: “Oh. <b>Well, look.</b> ”	All the animals gave a command to look at baby Bambi who was just born.	The datum is categorized as a command because all animals gave a command directly to look at the baby. The form is imperative because they made a command.	F	
07/A/Q/DIR/00:05:25 Type: Question Strategy: Direct	A: “Isn’t he cute?”	All the animals made a question was Bambi the cute animal.	The datum is categorized as a question because all animals used the question form "Is" to ask. They used it directly to ask for opinions. The form is interrogative because it is a form of a question.	T	
08/H/C/DIR/00:05:51 Type: Command Strategy: Direct	H: “ <b>Come on. Wake up.</b> We have company.”	Mrs. Hare made a command to Bambi to get up because all of them want to see him.	The datum is categorized as a command because Mrs. Hare wanted to look at him directly. The form is imperative because she wanted him to do something.	T	
09/T/C/DIR/00:06:25 Type: Command Strategy: Direct	T: “ <b>Look!</b> He’s trying to get up.”	Thumper told them to look at Bambi who wanted to get up.	The datum is categorized as a command because Thumper wanted them to look at him directly. The form is imperative because he wanted them to do something.	T	
10/T/Q/DIR/00:06:51 Type: Question Strategy: Direct	T: “Kinda wobbly, <b>isn’t he?</b> ”	Thumper asked another animal's opinion about Bambi who looked	The datum is categorized as a question because Thumper asked another animal's opinion about	T	

		wobbly.	something. The form is interrogative because he asked their opinion.		
11/H/C/IND/00:06:53 Type: Command Strategy: Indirect	H: "Thumper!"	Mrs. Hare warned Thumper because he asked a rude question to Bambi.	The datum is categorized as a command because Mrs. Hare gave instructions to Thumper to not ask a rude question. The datum is indirect because she gave commands to Thumper to quiet at the moment implicitly. The form is imperative because she wanted him to be quiet.	T	
12/T/Q/DIR/00:06:59 Type: Question Strategy: Direct	T: "Well, he is. <b>Aren't you?</b> "	Thumper asked Bambi if he was wobbly or not.	The datum is categorized as a question because Thumper asked Bambi directly about his opinion. The form is interrogative because he asked him about his opinion.	T	
13/O/S/DIR/00:07:15 Type: Suggestion Strategy: Direct	O: "Looks to me like he's getting kind of sleepy. <b>I think it's time we all left.</b> "	Owl suggested to them that they should go home because Bambi was sleepy.	The datum is categorized as a suggestion because Owl wanted them to not bother Bambi directly. The form is declarative because he made a statement.	T	
14/O/C/DIR/00:07:18 Type: Command Strategy: Direct	O: " <b>Come on.</b> Shoo-shoo! Psst! <b>Come on.</b> Shoo-shoo!"	Owl made a command that they should left.	The datum is categorized as a command because Owl made a command directly toward them to left. The form is imperative because he wanted them to do something.	T	
15/H/C/DIR/00:07:37 Type: Command	H: "Thumper. <b>Come on.</b> "	Mrs. Hare gave commands Thumper to	The datum is categorized as a command because Mrs. Hare made	T	

Strategy: Direct		leave because he was still curious about Bambi.	a command directly to Thumper. The form is imperative because she wanted him to do something.		
16/T/Q/DIR/00:07:43 Type: Question Strategy: Direct	T: “ <b>Whatcha gonna call him?</b> ” BM: “Well, I think I’ll call him Bambi.”	Thumper asked Bambi’s mother what was the baby’s name.	The datum is categorized as a question because Thumper asked Bambi’s mother directly about her baby’s name. The form is interrogative because he wanted to know about the name.	T	Give the mark or “Bold” the utterance you mention
17/Q/Q/DIR/00:08:54 Type: Question Strategy: Direct	Q: “Good morning.” BM: “Good morning, Mrs.Quail.” Q: “ <b>And where’s the young prince</b> this mo... Oh!”	Mrs. Quail asked Bambi’s mother where Bambi was.	The datum is categorized as a question because Mrs. Quail asked directly to Bambi’s mother where Bambi was. The form is interrogative because she wanted to know where Bambi was.	T	
18/TB/Q/DIR/00:09:53 Type: Question Strategy: Direct	TB: “What’s the matter?”	Thumper’s brother asked what was going on with him.	The datum is categorized as a question because Thumper’s brother asked directly to all animals. The form is interrogative because he wanted to know what happened to Bambi.	T	
19/A/Q/DIR/00:09:54 Type: Question Strategy: Direct	A: “What happened?”	All animals asked what happened to Bambi.	The datum is categorized as a question because all animals wanted to know what happened to Bambi directly. The form is interrogative because they asked them.	F	
20/T/Q/DIR/00:09:56 Type: Question	T: “Did the young prince fall down?”	Thumper asked them if Bambi fall or not.	The datum is categorized as a question because Thumper asked	T	

Strategy: Direct			them directly did Bambi fall or not. The form is interrogative because he asked their opinion.		
21/TB/Q/DIR/00:09:58 Type: Question Strategy: Direct	TB: <b>“Is he hurt?”</b> BM: “No, he’s all right.”	Thumper asked about Bambi’s condition after he fell.	The datum is categorized as a question because Thumper’s brother asked them directly about Bambi’s condition. The form is interrogative because Bambi asked for their opinion.	T	Give the mark or “Bold” the utterance you mention
22/T/Q/DIR/00:10:04 Type: Question Strategy: Direct	T: “He doesn’t walk very good, <b>does he?”</b> ”	Thumper asked their opinion that he feels Bambi could not walk well.	The datum is categorized as a question because Thumper asked their opinion directly. The form is interrogative because he wanted to know their opinion about Bambi.	T	
23/T/Q/DIR/00:10:10 Type: Question Strategy: Direct	T: “Yes, Mama?”	Since his mother calls him, Thumper asked her why she call him.	The datum is categorized as a question because Thumper asked his mother directly what happened in that situation. The form is interrogative because he wanted to know what happened.	T	
24/H/Q/DIR/00:10:13 Type: Question Strategy: Direct	H: <b>“What did your father tell you this morning?”</b> T: “If you can’t say something nice, don’t say nothing at all.”	Mrs. Hare asked Thumper what his father tell him this morning.	The datum is categorized as a question because Mrs. Hare asked Thumper directly. The form is interrogative because she used the form ‘what’.	T	Give the mark or “Bold” the utterance you mention
25/BM/C/DIR/00:10:30 Type: Command Strategy: Direct	BM: <b>“Come on, Bambi, get up. Try again.”</b>	Bambi’s mother made an instruction Bambi get up and try to walk	The datum is categorized as a command because Bambi’s mother asked Bambi directly to get up. The	T	

		again.	form is imperative because she asked him to do something.		
26/T/C/DIR/00:10:33 Type: Command Strategy: Direct	T: “ <b>Come on, get up. Get up, Bambi.</b> ”	Thumper asked Bambi to get up again.	The datum is categorized as a command because Thumper asked Bambi directly to get up. The form is imperative because Thumper wanted Bambi to do something.	T	
27/A/C/DIR/00:10:36 Type: Command Strategy: Direct	A: “ <b>Get up. Try again.</b> ”	All of the animals asked Bambi to get up and try to walk again.	The datum is categorized as a command because all animals asked Bambi to get up. The form is imperative because they wanted him to do something.	F	
28/T/C/DIR/00:11:37 Type: Command Strategy: Direct	T: “ <b>Come on.</b> You can do it.”	Thumper asked Bambi to pass the tree.	The datum is categorized as a command because Thumper asked Bambi to jump over the tree. The form is imperative because he wanted him to do something.	T	
29/T/S/DIR/00:11:43 Type: Suggestion Strategy: Direct	T: “Hop over it. <b>Like this.</b> ” A: “Hop over it.”	They asked Bambi to jump over the tree, then they teach him to pass it.	The datum is categorized as a suggestion because they gave an example of Bambi doing something like they did. The form is declarative because they made a statement.	F Comm end / sugges t	
30/T/Q/DIR/00:12:24 Type: Question Strategy: Direct	T: “Gee whiz, what happened that time?”	Bambi made a crash toward Thumper, and he asked what happened.	The datum is categorized as a question because Thumper asked Bambi directly what happened at that time. The form is interrogative because he used the form ‘what’.	T	

31/T/C/DIR/00:12:52 Type: Command Strategy: Direct	T: “ <b>Look</b> , he’s trying to talk.”	Thumper asked other animals to look at Bambi because he was trying to say ‘bird’.	The datum is categorized as a command because Thumper made a command to them directly to look at Bambi. The form is imperative because he wanted them to do something.	T	
32/T/C/DIR/00:13:00 Type: Command Strategy: Direct	Bi: “He’s trying to say ‘bird’.” T: “ <b>Say “bird”</b> .”	Thumper asked Bambi to say ‘bird’ because he could not do it properly.	The datum is categorized as a command because Thumper asked Bambi to say it. The form is imperative because he wanted him to do something.	T	
33/Bi/C/DIR/00:13:15 Type: Command Strategy: Direct	Bi: “ <b>Come on</b> , say “bird”, say “bird”.”	All the birds asked Bambi to pronounce their name properly.	The datum is categorized as a command because all of the birds made a command to Bambi. The form is imperative because they wanted him to do something.	T	
34/B/Q/DIR/00:14:02 Type: Question Strategy: Direct	T: “That’s a butterfly.” B: “ <b>Butterfly?</b> ”	Bambi asked about something which perch on him to Thumper, then Thumper answered that was a butterfly.	The datum is categorized as a question because Bambi asked Thumper directly about something in his tail. The form is interrogative because he asked him what that was.	T	Give the mark or “Bold” the utterance you mention
35/B/Q/DIR/00:14:14 Type: Question Strategy: Direct	B: “ <b>Flower?</b> ” T: Uh-huh, it’s pretty.”	Bambi asked Thumper what about something he look at, then Thumper answered that was a flower.	The datum is categorized as a question because Bambi asked him directly about the thing. The form is interrogative because he asked him about the thing.	T	Give the mark or “Bold” the utterance you mention
36/S/Q/DIR/00:14:34	B: “Flower!”	Bambi thought that	The datum is categorized as a	T	

Type: Question Strategy: Direct	S: “ <b>Me?</b> ” T: “No, no that’s not a flower.”	something in front of him was a flower, but the Skunk wondered because he was not a flower.	question because Skunk was not sure and wondered because Bambi calls him a flower.		
37/S/S/DIR/00:14:53 Type: Suggestion Strategy: Direct	T: “he’s a little...” S: “Oh, that’s all right. <b>He can call me a flower if he wants to.</b> I don’t mind.”	Because Bambi misinterpreted his name, Skunk did not mind if he called him a flower.	The datum is categorized as a suggestion because Skunk recommended Bambi to call him ‘Flower’, and he did not mind it. The form is declarative because he made a statement.	T	Give the mark or “Bold” the utterance you mention
38/B/Q/DIR/00:19:57 Type: Question Strategy: Direct	B: “Mother, <b>what we going to do today?</b> ” BM: “I’m going to take you to the meadow.”	Bambi asked his mother what they are going on that day.	The datum is categorized as a question because Bambi asked her directly about what they are going through that day. The form is interrogative because he asked about their activity.	T	
39/B/Q/DIR/00:20:02 Type: Question Strategy: Direct	B: “ <b>Meadow? What’s the meadow?</b> ” BM: “It’s a very wonderful place.”	Bambi asked her mother what the meadow was.	The datum is categorized as a question because Bambi asked her directly about something. The form is interrogative because he used the form ‘what’.	T	Give the mark or “Bold” the utterance you mention
40/B/Q/DIR/00:20:04 Type: Question Strategy: Direct	B: “ <b>Then why haven’t we been there before?</b> ” BM: “You weren’t big enough.”	Bambi asked his mother why they have not gone to the meadow before.	The datum is categorized as a question because Bambi asked her directly about the meadow. The form is interrogative because he used the form ‘why’.	T	Give the mark or “Bold” the utterance you mention
41/B/Q/DIR/00:20:13	B: “Mother, you know	Bambi asked his	The datum is categorized as a	T	



Type: Question Strategy: Direct	what?" BM: " <b>What?</b> " B: "We're not the only deer in the forest."	mother if she knew something about the deer.	question because Bambi was curious if she knew about the deer. The form is interrogative because he used the form 'what'.		
42/BM/Q/DIR/00:20:19 Type: Question Strategy: Direct	BM: " <b>Where did you hear that?</b> " B: "Thumper told me."	Bambi's mother asked him where he hears about the deer.	The datum is categorized as a question because Bambi's mother asked Bambi directly about the deer. The form is interrogative because she asked about something.	T	Give the mark or "Bold" the utterance you mention
43/B/Q/DIR/00:20:28 Type: Question Strategy: Direct	B: " <b>Then why don't I ever see them?</b> " BM: "You will, sometime."	Bambi asked his mother why he never meet another deer in the forest.	The datum is categorized as a question because Bambi asked his mother directly about another deer. The form is interrogative because he used the form 'why'.	T	Give the mark or "Bold" the utterance you mention
44/B/Q/DIR/00:20:31 Type: Question Strategy: Direct	B: " <b>On the meadow?</b> " BM: "Perhaps."	Bambi asked his mother will they meet another deer in the meadow	The datum is categorized as a question because Bambi asked his mother directly about where they might meet another deer. The form is interrogative because he asked about the location.	T	Give the mark or "Bold" the utterance you mention
45/BM/C/DIR/00:20:35 Type: Command Strategy: Direct	BM: " <b>Hush now.</b> We're almost there."	Bambi's mother asked him to not ask the question again because they almost get to the meadow.	The datum is categorized as a command because Bambi's mother made a command to him to be quiet directly. The form is imperative because she wants him to do something.	T	Give the mark or "Bold" the utterance you mention
46/BM/C/DIR/00:20:51 Type: Command	B: "The meadow!" BM: " <b>Wait! Bambi, wait!</b> "	Bambi's mother asked Bambi to wait because	The datum is categorized as a command because Bambi's mother	T	Give the mark or "Bold" the

Strategy: Direct		he immediately runs to the meadow.	made a command to him to not run directly. The form is imperative because she wants him to wait for her.		utterance you mention
47/BM/S/DIR/00:20:58 Type: Suggestion Strategy: Direct	BM: “ <b>You must never rush out on the meadow.</b> There might be danger. Out there, we’re unprotected. The meadow is wide and open and there no trees or brushes to hide us. So we have to be careful.”	Bambi’s mother suggested to Bambi not rush out to the meadow because there were wide and no trees.	The datum is categorized as a suggestion because Bambi’s mother suggested he be careful directly. The form is declarative because she made a statement.	F/ There is “Must” as a modal	
48/BM/C/DIR/00:21:14 Type: Command Strategy: Direct	BM: “ <b>Wait here.</b> I’ll go out first. And if the meadow is safe, I’ll call you.”	Bambi’s mother asked Bambi to wait while she would check the condition of the meadow.	The datum is categorized as a command because Bambi’s mother wanted him to wait for her directly. The form is imperative because she wanted him to do something.	T	
49/BM/C/DIR/00:22:13 Type: Command Strategy: Direct	BM: “ <b>Come on, Bambi.</b> It’s all right.”	Bambi’s mother asked Bambi to come out to the meadow because the condition was fine.	The datum is categorized as a command because Bambi’s mother wanted him to come out directly. The form is imperative because she wanted him to do something.	T	
50/B/Q/DIR/00:23:19 Type: Question Strategy: Direct	B: “Hello. <b>What ya eatin’?</b> ” A: “Clover. It’s awfully good.”	Bambi met Thumper’s family in the forest and then asked what they were eating.	The datum is categorized as a question because Bambi asked what they were eating in the forest. The form is interrogative because he used the form ‘what’.	T	
51/T/S/IND/00:23:26	T: “It’s delicious. <b>Why</b>	Thumper asked Bambi	The datum is categorized as a	T	

Type: Suggestion Strategy: Indirect	<b>don't you try some?</b> No, no, not that green stuff. Just eat the blossoms. That's the good stuff."	to try to eat the blossom because it was delicious.	suggestion because Thumper suggested Bambi try to eat the blossom directly. The form is interrogative because he used the form 'why'.		
52/H/Q/DIR/00:23:48 Type: Question Strategy: Direct	H: " <b>What did your father tell you?</b> " T: "About what?"	Mrs. Hare asked Thumper what his father told him.	The datum is categorized as a question because Mrs. Hare asked him directly. The form is interrogative because she asked him about the story.	T	Give the mark or "Bold" the utterance you mention
53/H/Q/DIR/00:23:51 Type: Question Strategy: Direct	H: " <b>About eating the blossoms and leaving the grass?</b> " T: "Oh, that one. Eating greens is a special treat it makes long ears and great big feet. "	Mrs. Hare asked Thumper what his father told him about eating the blossom.	The datum is categorized as a question because Mrs. Hare asked him directly about eating the blossom. The form is interrogative because she asked him about the story.	T	Give the mark or "Bold" the utterance you mention
54/C/C/DIR/00:24:19 Type: Command Strategy: Direct	C: "Watch out. Watch out."	The croak told Bambi to be careful because he almost wanted to eat him.	The datum is categorized as a command because the croak made a command directly to him. The form is imperative because he wanted him to do something.	T	
55/F/Q/DIR/00:25:28 Type: Question Strategy: Direct	F: "He's kind of bashful, <b>isn't he</b> , Mama?"	Faline asked her mother about her opinion of Bambi's appearance. She thought he was shy.	The datum is categorized as a question because Faline asked her mother directly. The form is interrogative because she asked her about Bambi's condition.	T	
56/FM/S/IND/00:25:31	FM: "Well, <b>maybe he</b>	Faline's mother gave	The datum is categorized as a	T	Give the mark or

Type: Request Strategy: Indirect	<b>wouldn't be if you'd say hello."</b>	Faline the suggestion to greet Bambi on that occasion.	suggestion because Faline's mother suggested Faline to greet Bambi so he did not feel embarrassed. The form is declarative because she made a statement.		"Bold" in a sentence
57/BM/Q/DIR/00:25:48 Type: Question Strategy: Direct	BM: "Well, <b>aren't you going to answer her?</b> "	Bambi's mother asked Bambi did Bambi answer Faline's greet or not because he looked so embarrassed.	The datum is categorized as a question because Bambi's mother asked him directly. The form is interrogative because she asked him to answer or not.	T	
58/BM/Q/DIR/00:25:53 Type: Question Strategy: Direct	BM: "You're not afraid, <b>are you?</b> "	Bambi's mother asked Bambi if he feel afraid or not because he did not answer Faline's greet.	The datum is categorized as a question because Bambi's mother asked him directly. The form is interrogative because she asked about his willingness.	T	
59/BM/C/DIR/00:25:58 Type: Command Strategy: Direct	BM: "Well, then, <b>go ahead.</b> "	Bambi's mother asked Bambi to greet Faline.	The datum is categorized as a command because Bambi's mother made a command directly to Bambi. The form is imperative because she wanted him to do something.	T	
60/BM/C/DIR/00:26:06 Type: Command Strategy: Direct	BM: " <b>Go on</b> , say hello."	Bambi's mother asked Bambi to say hello to Faline.	The datum is categorized as a command because Bambi's mother wanted him to say hello to Faline. The form is imperative because she wanted him to do something.	T	
61/B/Q/DIR/00:29:36 Type: Question Strategy: Direct	B: "He stopped and looked at me." BM: "Yes, I know."	Bambi asked his mother why The King stopped and looked at	The datum is categorized as a question because Bambi asked his mother directly about The King.	T	

	B: <b>“Why was everyone still when he came on the meadow?”</b> BM: “Everyone respects him.”	him in the meadow.	The form is interrogative because he asked about the reason and used the form ‘why’.		
62/BM/C/DIR/00:32:10 Type: Command Strategy: Direct	BM: <b>“Come on out, Bambi. Come on.</b> It’s safe now. We don’t have to hide any longer.”	Bambi’s mother asked Bambi to come out of his hiding place because the situation was safe.	The datum is categorized as a command because Bambi’s mother made a command to Bambi directly. The form is imperative because she wanted him to do something.	T	
63/B/Q/DIR/00:32:24 Type: Question Strategy: Direct	B: “What happened, Mother? Why did we all run?”	Bambi asked his mother the reason why they ran into the meadow and hid.	The datum is categorized as a question because Bambi asked his mother directly. The form is interrogative because he asked about the reason they were running and hiding.	T	
64/B/C/DIR/00:34:16 Type: Command Strategy: Direct	B: <b>“Mother, look! What’s all that white stuff?”</b>	Bambi asked his mother to look at the white stuff which he saw for the first time.	The datum is categorized as a command because Bambi made a command directly to his mother. The form is imperative because he wanted her to look at the white stuff.	T	
65/B/Q/DIR/00:34:16 Type: Question Strategy: Direct	B: “Mother, look! <b>What’s all that white stuff?”</b> BM: “Why, it’s snow.”	Then, Bambi asked his mother what the white stuff was which he looked at the first time.	The datum is categorized as a question because Bambi asked his mother directly. The form is interrogative because he asked her about something and used the form ‘what’.	T	

66/B/Q/DIR/00:34:23 Type: Question Strategy: Direct	B: “ <b>Snow?</b> ” B: “Yes. Winter has come.”	Bambi’s mother answered her son that the white stuff is snow. Then, Bambi make sure again and asked “Snow?”	The datum is categorized as a question because Bambi asked his mother directly about the white stuff. The form is interrogative because he asked about something.	T	Give the mark or “Bold” the utterance you mention
67/T/C/DIR/00:35:35 Type: Command Strategy: Direct	T: “Hiya, Bambi. <b>Watch what I can do.</b> ”	Thumper asked Bambi to look at what he could do, then he showed him skating in the snow.	The datum is categorized as a command because Thumper made a command directly to Bambi to look at him. The form is imperative because he wanted him to do something.	T	
68/T/C/DIR/00:35:52 Type: Command Strategy: Direct	T: “ <b>Come on!</b> It’s all right.”	Thumper asked Bambi to skate as he did.	The datum is categorized as a command because Thumper asked Bambi to skate as he did directly. The form is imperative because he wanted him to do something.	T	
69/T/C/DIR/00:35:57 Type: Command Strategy: Direct	T: “ <b>Look!</b> The water’s stiff.”	Thumper persuaded Bambi to skate because the water was freezing	The datum is categorized as a command because Thumper made a command directly to Bambi to look at the water. The form is imperative because he wanted him to do something.	T	
70/T/Q/DIR/00:36:17 Type: Question Strategy: Direct	T: “Some fun, huh, Bambi?”	Thumper asked Bambi about his activity.	The datum is categorized as a question because Thumper asked Bambi directly about what he did. The form is interrogative because Thumper asked about his feeling.	T	

71/T/C/DIR/00:36:22 Type: Command Strategy: Direct	T: “ <b>Come on, get up.</b> Like this.”	After Bambi did what Thumper asked him, Bambi fell. Then, Thumper asked Bambi to get up.	The datum is categorized as a command because Thumper made a command directly to Bambi to get up. The form is imperative because Thumper wanted Bambi to do something.	T	
72/T/Q/DIR/00:37:05 Type: Question Strategy: Direct	T: “Kinda wobbly, <b>aren’t you?</b> ”	After Bambi try and fell again, Thumper felt that he was wobbly and helped him.	The datum is categorized as a question because Thumper asked Bambi directly about his condition. The form is interrogative because he asked about his situation.	T	
73/T/C/DIR/00:37:28 Type: Command Strategy: Direct	T: “Got to watch both ends at the same time.”	Thumper asked Bambi to look at the ends so he did not fall again when he skate.	The datum is categorized as a command because Thumper made a command to Bambi to look at his ends so he did not feel. The form is imperative because he asked him to do something.	T	
74/T/S/DIR/00:37:38 Type: Suggestion Strategy: Direct	T: “Guess you better unwind it.”	Thumper suggested Bambi release his legs so he could stand up.	The datum is categorized as a suggestion because Thumper suggested Bambi directly about his legs. The form is declarative because he made a statement with “Guess”.	T	
75/T/C/DIR/00:38:35 Type: Command Strategy: Direct	T: “Wake up! Wake up! Wake up, Flower!”	When they saw that Skunk slept in the winter, Thumper asked him to wake up.	The datum is categorized as a command because Thumper made a command directly to Skunk. The form is imperative because he wanted him to do something.	T	

76/S/Q/DIR/00:38:42 Type: Question Strategy: Direct	S: <b>“Is it spring yet?”</b> B: “No. Winter’s just started.”	Then, Skunk asked Bambi has the spring come or not yet.	The datum is categorized as a question because Skunk asked Bambi directly about the spring. The form is interrogative because he asked about the season.	T	
77/T/Q/DIR/00:38:48 Type: Question Strategy: Direct	T: “What ya doin’? Hibernatin’?” S: “Uh-huh”	Thumper asked Skunk what was he doing, did he do hibernating?	The datum is categorized as a question because Thumper asked Skunk directly about his activity. The form is interrogative because he wanted to know what he was doing.	T	
78/B/Q/DIR/00:38:57 Type: Question Strategy: Direct	B: <b>“What do you want to do that for?”</b> S: “All us flowers sleep in the winter.”	Bambi asked Skunk what the reason for his sleep during the winter was.	The datum is categorized as a question because Bambi asked Skunk directly about his activity. The form is interrogative because he asked about the reason.	T	
79/B/Q/DIR/00:40:23 Type: Question Strategy: Direct	B: “Winter sure is long, <b>isn’t it?”</b> BM: “It seems long. But it won’t last forever.”	Bambi asked his mother did winter come for long or not.	The datum is categorized as a question because Bambi asked his mother directly about the winter. The form is interrogative because he asked about his mother’s feelings.	T	
80/BM/C/DIR/00:40:49 Type: Command Strategy: Direct	BM: “Bambi. Bambi, <b>come here.</b> ”	Bambi’s mother asked Bambi to come out of the cave because she saw something for him.	The datum is categorized as a command because Bambi’s mother made a command directly to him. The form is imperative because she wanted him to do something.	T	
81/BM/C/DIR/00:40:51	BM: <b>“Look.</b> New spring	Bambi’s mother looked	The datum is categorized as a	T	



Type: Command Strategy: Direct	grass.”	for new grass for Bambi because he told her that he was hungry.	command because Bambi’s mother made a command directly to Bambi. The form is imperative because she wanted him to look at the grass.		
82/BM/C/IND/00:41:20 Type: Command Strategy: Indirect	BM: “Bambi. <b>Quick!</b> The thickets!”	Bambi’s mother asked Bambi to run because she felt something dangerous for him.	The datum is categorized as a command because Bambi’s mother wanted him to run and hide. The datum is indirect because she told him “Quick” which means run quickly to hide. The form is imperative because she wanted him to do something.	T	
83/BM/C/DIR/00:41:28 Type: Command Strategy: Direct	BM: “Faster! Faster, Bambi!”	Bambi’s mother asked Bambi to run faster because a man shot at them.	The datum is categorized as a command because Bambi’s mother made a command directly to him to run. The form is imperative because she wanted him to do something.	T	
84/BM/C/DIR/00:41:33 Type: Command Strategy: Direct	BM: “Don’t look back! Keep running! Keep running!”	Bambi’s mother asked him to not look back and keep running because there was danger situation for them.	The datum is categorized as a command because Bambi’s mother made a command directly to him to keep running. The form is imperative because she wanted him to do something.	T	
85/B/Q/DIR/00:42:10 Type: Question Strategy: Direct	B: “Mother, <b>where are you?!</b> ”	After the run, Bambi felt that his mother was not there, so he asked where his mother was.	The datum is categorized as a question because Bambi asked directly about his mother. The form is interrogative because he asked about her condition.	T	

86/TK/C/DIR/00:43:13 Type: Command Strategy: Direct	TK: “ <b>Come.</b> My son.”	Bambi felt sad because his mother passed away. Then, The King asked him to follow him because Bambi was his son.	The datum is categorized as a command because The King asked Bambi directly to follow him. The form is imperative because he wanted him to do something.	T	
87/O/C/DIR/00:44:32 Type: Command Strategy: Direct	O: “Wait!”	Owl asked another animal to stop singing because he slept.	The datum is categorized as a command because Owl asked another animal to stop while they disturbed his sleep. The form is imperative because he wanted them to do something.	T	
88/O/Q/DIR/00:44:34 Type: Question Strategy: Direct	O: “Oh, what now?”	Owl got annoyed because they keep on singing, and then he asked what was going on in the forest.	The datum is categorized as a question because Owl asked about what was going on directly to all animals. The form is interrogative because he asked about the reason they were singing.	T	
89/O/C/DIR/00:44:41 Type: Command Strategy: Direct	O: “Hey! Hey! Stop that racket!”	Owl asked them to stop singing because they made a noise for him.	The datum is categorized as a command because Owl wanted them to stop. The form is imperative because he wanted them to do something.	T	
90/O/C/DIR/00:44:44 Type: Command Strategy: Direct	O: “Scat! <b>Shoo! Shoo!</b> I’ll fix ‘em.”	Owl tried to drive away them away from him because they were annoying.	The datum is categorized as a command because Owl made a command directly to them to stop. The form is imperative because he wanted them to do something.	T	

91/O/Q/DIR/00:45:09 Type: Question Strategy: Direct	O: "Oh, what's the use?"	Owl felt that what he was doing was useless because they kept on singing.	The datum is categorized as a question because Owl asked that his command felt useless. The form is interrogative because he asked them about his command.	T	
92/O/C/DIR/00:45:57 Type: Command Strategy: Direct	O: "Stop it!"	Owl felt the tree he was sitting on swaying so he told him to stop.	The datum is categorized as a command because Owl asked Bambi to stop disturbing him. The form is imperative because he wanted him to do something.	T	
93/O/C/DIR/00:46:02 Type: Command Strategy: Direct	O: "Get out of here. All of you. And you, too!"	Owl felt dizzy and thought there were many animals in front of him so he shooed them away	The datum is categorized as a command because Owl made a command to all animals directly away. The form is imperative because he wanted them to do something.	T	
94/B/Q/DIR/00:46:12 Type: Question Strategy: Direct	B: "Hello, Friend Owl. <b>Don't you remember me?"</b> O: "Why, it... it's the young prince."	After realizing that there was one animal, Bambi asked Owl did he remember him.	The datum is categorized as a question because Bambi asked Owl directly about his memories. The form is interrogative because Bambi asked Owl about himself.	T	
95/O/C/DIR/00:46:24 Type: Command Strategy: Direct	O: "My, my, how you've changed. Turn around there. <b>Let me look at you.</b> "	Owl realized that it was Bambi, The Young Prince, Owl asked Bambi to turn around so Owl could see him.	The datum is categorized as a command because Owl made a command to Bambi directly. The form is imperative because he wanted him to turn around.	T	
96/T/Q/DIR/00:46:44	T: "Hello, Bambi!"	Thumper greeted	The datum is categorized as a	T	

Type: Question Strategy: Direct	<b>Remember me?"</b> B: "Thumper!"	Bambi and asked did Bambi remember him.	question because Thumper asked Bambi directly about him. The form is interrogative because Thumper asked Bambi about memory.		
97/S/Q/DIR/00:47:12 Type: Question Strategy: Direct	S: "Well, what's the matter with them?"	After looking at the birds who flew around them, Skunk asked why they doing that.	The datum is categorized as a question because Skunk asked about the reason why they flew. The form is interrogative because Skunk used "What".	T	
98/T/Q/DIR/00:47:15 Type: Question Strategy: Direct	T: "Why are they acting that way?"	Thumper was also curious about the reason why the bird's flew around them.	The datum is categorized as a question because Thumper asked directly about the birds reason. The form is interrogative because he used "Why".	T	
99/O/Q/DIR/00:47:18 Type: Question Strategy: Direct	O: " <b>Why, don't you know?</b> They're twitterpated."	Owl asked them do they not know the reason why the birds flew around them because they twittered.	The datum is categorized as a question because Owl asked them directly about the bird's reason. The form is interrogative because he used "Why".	T	Give the mark or "Bold" the utterance you mention
100/A/Q/DIR/00:47:23 Type: Question Strategy: Direct	A: " <b>Twitter-pated?"</b> O: "Yes. Nearly everybody gets twitter-pated in the springtime."	They asked Owl again about what the birds do.	The datum is categorized as a question because all animals asked Owl directly about the reason. The form is interrogative because they wanted to know.	F	Give the mark or "Bold" the utterance you mention
101/O/Q/IND/00:48:18 Type: Question Strategy: Indirect	O: "And then you know what? You're knocked for a loop."	Owl asked them about the bird's activities.	The datum is categorized as a question because Owl asked them about the bird's reason to twitter.	F	Is it really a question or just statement?

102/F/Q/DIR/00:52:40 Type: Question Strategy: Direct	F: "Hello, Bambi. <b>Don't you remember me?</b> "	After a long time, Faline did not meet Bambi, she asked him did he remember her or not.	The datum is categorized as a question because Faline asked Bambi directly about herself. The form is interrogative because she asked about his memory.	T	
103/TK/S/DIR/00:58:44 Type: Suggestion Strategy: Direct	TK: "It is man. He is here again. There are many this time. <b>We must go deep into the forest.</b> "	The King told Bambi that the man come again into the forest to hunt the animals. The King advised Bambi to hide in the forest.	The datum is categorized as a suggestion because The King advised Bambi that they should hide from the man directly. The form is declarative because The King made a statement.	F	Try to categorize whether the modal "must" indicates a suggestion or command
104/TK/C/DIR/00:58:59 Type: Command Strategy: Direct	TK: "Hurry! Follow me!"	The King made a command to Bambi to hurry up and follow him into the forest. The King felt that danger had come.	The datum is categorized as a command because The King made a command directly to Bambi to run. The form is imperative because The King wanted Bambi to follow him.	T	
105/F/Q/DIR/00:59:22 Type: Question Strategy: Direct	F: "Bambi. Bambi, <b>where are you?</b> "	After hearing that danger had come, Faline felt that Bambi was not with her, so she looked for where was.	The datum is categorized as a command because Faline asked about where was Bambi. The form is interrogative because she asked about Bambi's condition.	T	Is it a command or question?
106/Bi/C/DIR/01:00:22 Type: Command Strategy: Direct	Bi: " <b>Listen.</b> He's coming!"	After hearing the commotion, the bird asked another bird to listen to the noise.	The datum is categorized as a command because the bird made a command directly to another. The form is imperative because she wanted them to do something.	T	

107/Bi/C/DIR/01:00:25 Type: Command Strategy: Direct	Bi: "Hush. Be Quiet."	Then, another bird asked her to be quiet because the man could hear them.	The datum is categorized as a command because the bird made a command to be quiet. The form is imperative because she wanted her to do something.	T	
108/Bi/S/DIR/01:00:28 Type: Command Strategy: Direct	Bi: "He's coming closer." Bi: " <b>Be calm. Don't get excited.</b> "	The bird reminded her friend to not get excited about the man who can kill them.	The datum is categorized as a suggestion because the bird was too noisy about the man. The form is declarative because she made a statement.	F	Try to categorize whether it is an imperative or just a suggestion
109/Bi/S/DIR/01:00:34 Type: Command Strategy: Direct	Bi: "We better fly." Bi: "No. No, don't fly. Whatever you do, <b>don't fly.</b> "	The bird had the plan to fly to escape from the man, but another bird reminded her to not fly because the man could see them.	The datum is categorized as a suggestion because the bird did not want her to fly. After all, it could harm her. The form is declarative because the bird made a statement.	F	Try to categorize whether it is an imperative or just a suggestion
110/B/C/IND/01:02:33 Type: Command Strategy: Indirect	B: " <b>Quick</b> , Faline! Jump!"	After being chased by dogs, they tried to escape. Bambi asked Faline to jump over a cliff.	The datum is categorized as a command because Bambi made a command to Faline to jump over the cliff directly. The form is imperative because he wanted her to do something.	T	
111/TK/C/DIR/01:04:15 Type: Command Strategy: Direct	TK: "Get up, Bambi. Get up!"	After getting gunshot by the man, Bambi got hurt but The King asked him to get up.	The datum is categorized as a command because The King made a command to Bambi to get up. The form is imperative because The King wanted him to do something.	T	
112/TK/S/DIR/01:04:21	TK: "You must get up."	The King advised	The datum is categorized as a	F	Try to categorize

Type: Suggestion Strategy: Direct		Bambi that he should get up to escape from the man.	suggestion because The King wanted Bambi to get up so Bambi did not catch the man. The form is declarative because The King made a statement.		whether it is an imperative or just a suggestion
113/TK/C/DIR/01:04:37 Type: Command Strategy: Direct	TK: “Now... come with me.”	The King gave a command to follow him to escape from the danger.	The datum is categorized as a command because The King wanted Bambi to go with him directly. The form is imperative because The King wanted him to do something.	T	
114/S/C/DIR/01:07:45 Type: Command Strategy: Direct	S: “ <b>Hurry up, Bambi.</b> ” B: “Yes, Papa. I’m coming.”	The Skunk gave a command to his children to hurry up because they wanted to go somewhere.	The datum is categorized as a command because Skunk made a command to his children directly. The form is imperative because he wanted them to do something.	T	Give the mark or “Bold” the utterance you mention
115/A/C/DIR/01:08:29 Type: Command Strategy: Direct	A: “Oh, well. <b>Look.</b> Two of them.”	After came to Faline’s babies, the animal wanted them to look at the babies.	The datum is categorized as a command because the animal wanted them to look at the babies directly. The form is imperative because the animal wanted them to do something.	F	