

**DIRECTIVE SPEECH ACT PERFORMED BY THE MAIN CHARACTERS
IN *BRAVE* MOVIE (A PRAGMATIC APPROACH)**

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Humaniora



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DEDICATION

This thesis is dedicated to:

1. The researcher's family who supports her material and non-material in completing this study.
3. The honorable lecturers in UIN Raden Mas Said Surakarta who support the researcher, giving direction and advice in writing and finishing this study.
4. The researcher's treasured friends who give support, motivation, and information related to this study.
5. The researcher herself, who fight, survive, and try as much as possible to completing this study.

MOTTO

In life we are not competing against others, but against ourselves.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled Directive Speech Acts Performed by The Main Characters in *Brave* Movie (A Pragmatic Approach) is my 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, June 16th, 2023

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TABLE OF CONTENTS

COVER	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT	xi
LIST OF TABLES	xii
LIST OF ABBREVIATIONS	xii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Limitation of the Study.....	6
C. Formulation of the Problem	6
D. Objectives of the Study	6
E. Benefits of the Study	7
F. Definitions of the Key Terms.....	7
CHAPTER II	9
LITERATURE REVIEW	9
A. Theoretical Background	9
1. Pragmatics... ..	9
2. Context... ..	10
3. Speech Acts.....	13
4. Directive Speech Acts	17
5. The Strategies of Directive Speech Acts... ..	20
6. Brave Movie	22
B. Previous Studies.....	23

CHAPTER III.....	27
RESEARCH METHOD	27
A. Research Design	27
B. Data and Data Sources	28
C. Research Instrument	29
D. Data Collection Techniques	29
E. Data Validation Techniques	31
F. Data Analysis Techniques	31
CHAPTER IV	35
FINDING AND DISCUSSION.....	35
A. Finding.....	35
B. Discussion	55
CHAPTER V.....	61
CONCLUSION, IMPLICATION, SUGGESTION.....	61
A. Conclusion.....	61
B. Implication.....	62
C. Suggestion	62
BIBLIOGRAPHY.....	64
APPENDICES	68

ABSTRACT

Siti Nurokhmah, 2023. *Directive Speech Acts Performed by The Main Characters in Brave Movie (A Pragmatic Approach)*. Thesis. English Letters Department, Faculty of Cultures and Languages.

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Brave movie, one of Disney's animated films that is full of moral value. The movie tells about a brave royal princess who fights for her own fate despite the many obstacles that stood in her way. This study uses five previous studies which are all in the form of theses. The difference between previous studies and this study is that this research focuses on analyzing the directive speech acts performed by the main characters (Fergus, Elinor, Merida) and the literal or non-literal strategy of speech acts they use to talk each other.

This research purposes to describe the types of directive speech act based on Allan's theory (1986) and the strategies of directive speech acts performed by the main characters used Parker's (1986) theory. Allan (1986) assert six type of directive speech act, there are advice, requirement, request, question, prohibition, and permission. Then, to analyze the strategy of speech act performed by the main characters, this research use Parker's (1986) theory, there are literal and non literal.

This study uses qualitative research by using descriptive methods. The data for this analysis comes from Brave movie on Disney+ Hotstar. The data is in written form in transcribed text. The key instrument of this study is the researcher herself. The technique for collecting data is documentation. The data is validated by using a validator. Meanwhile, the data is analyzed, according to Spradley. There is a domain, taxonomy, componential analysis, and cultural themes.

The result found 89 data. Requirement (order, command) and Question are the dominant data finding because Fergus, Elinor, Merida as The King, The Queen, and Princess wants to convey their opinion. A literal speech act is the dominant strategy because the target of this movie is children, so the utterances must be understandable by the viewers.

LIST OF TABLES

Table 3. 1. the data codes	27
Table 3. 2. data collection table.....	28
Table 3. 3. domain analysis	29
Table 3. 4. taxonomy analysis.....	30
Table 3. 5. componential analysis	30
Table 4. 1 the percentage of the types of directive speech acts.....	33
Table 4. 2. the percentage of the strategies of speech acts.....	34
Table 4. 3. The componential table	58

LIST OF ABBREVIATIONS

1. AD : Advice
2. RQ : Requirement
3. RS : Request
4. PE : Permission
5. PR : Prohibition
6. QU : Question
7. L : Literal
8. NL : Non-Literal

CHAPTER I

INTRODUCTION

A. Background of the Study

Brave is a Disney movie that includes a lot of directive speech acts. Based on the utterance by the main characters, there are various types of directive speech acts found in the movie. For example, “Come out! Come out! Come on out!” or another example according to Allan (1986), “Could you turn on the lamp?” In the utterance, the speaker wants the listener to do something. The directive speech acts is usually uttered by a speaker who expects the listener to do what the speaker wish for. Certainly, the way to tell the speaker's wish can performed in various ways. They are commonly command, order, suggest, and request. Since the directive speech act is commonly used in daily communication, the researcher chooses the directive speech as the topic of this research in relation to speech acts.

Speech acts aim to say and do things (Austin, 1962). The subdisciplines of speech act study include the locutionary, perlocutionary, and illocutionary acts. Darma (2014) says that a locutionary act is a speech act that does not show that the speaker is responsible for doing the speech content. Moreover, Wijana and Rohmadi (2009) notice that the locutionary act is about sentence primary extent. Next, a perlocutionary act has an impact on another person. According to Lubis (2015), a perlocutionary act results from speaking to someone. Austin in Levinson (1983) states that a perlocutionary act affects the audience by uttering a

sentence, the effect being specific to the state of speech. The last act is known as an illocutionary act, and it is regarded as an action. In addition, Wijana & Rohmadi (2009) and Rusminto (2015) state that because the speaker needs to keep the context of the utterance in mind, it is harder to identify an illocutionary act. Lubis (2015) states that the utterance's intention as an appearance of power is an illocutionary act.

The illocutionary act is one of the topics that comes up a lot in speech act study. Moreover, Searle (1979) distinguishes the five illocutionary acts: assertive, commissives, expressive, declarations, and directives. Each type of illocutionary act has a different function. First and foremost, assertiveness serves the purpose of demonstrating a situation involving true and false facts. Second, commissives serve the purpose of promising future actions on the part of the speaker to the listener. Thirdly, expressions convey the speaker's state or emotion to the listener. Next, a statement can alter the listener's mood. The last directive's purpose is to direct the recipient to act.

In daily human communication, directive speech is frequently used. A directive is a common speech act in which the speaker asks the listener to do something. It suggests that the listener complies with the speaker's instructions. Yule defines a directive as an attempt to compel another person to perform a task. They convey the intentions of the speaker, Yule & Gillian (1996) mention that directive expression has some kinds: command, request, order, suggestion.

In this study, the researcher use Keith Allan's (1986) theory to classify the type of directive speech act. The types are advice, requirement, permission,

prohibition, question, and request. The researcher also discusses the strategies of the directive speech, literal and non-literal speech acts by Parker's theory (1986) after discussing the types of directive speech acts.

Besides daily use, directive expressions are commonly used in literary works, including movies. Movies are regarded as forms of visual communication that combine sound and motion with telling life stories (Putri et al., 2019). Moreover, Kumala (2018) states that the film depicts human social life. To put it another way, a movie is an audiovisual work that depicts people's social lives. Movies are an excellent resource for finding speech actors. In line with those statements, Putri et al. (2019) explain that the film's characters produce various utterances that represent various speech acts. Besides, Isnawati et al. (2015) also say that movies are complex examples of speech acts because they affect what the characters do by saying something and learning what they say. Therefore, a movie is an appropriate source for locating speech acts, and speech acts in a movie can be found in the character's conversations.

Some frequent phenomena occur in a movie. The following is the phenomenon of a directive speech act used in *Harry Potter- The Deathly Hallows* movie.

Ron: What are those?

Weasley: **Close the door.**

An utterance from Weasley above is a type of requirement which cover command in a conversation between junior magicians. The situation happens when Mr. Weasley sees Ron standing in the doorway and make the door open.

Then, "Close the door" is an utterance said by Mr. Weasley to Ron so that he can leave there and the door can be closed again. After that, Ron walks inside and steps to the workbench. In command, the utterance from instruction will be said straight to the point. So the listeners do only what they are told. Because it represent the real meaning, the utterance is categorized as a literal speech act

The second phenomenon is between Merida and Fergus, found in *Brave* movie. This conversation happens when Fergus puts the arrow on the table.

Merida: **Can I shoot an arrow? Can I? Can I? Can I?**

Fergus: Not with that; why not use your very own?

The conversation above is a request type because the speaker use "can" in her sentence. The characteristic of request primarily uses the words can, could, would, will, and please. In request, the listener can answer whether they will do the action. Fergus as the hearer, chooses to do the action and grant the request of Merida by giving her an arrow. Then, the strategies that said by Merida is literal speech because there are not hidden meaning.

Based on the phenomenon that has been mentioned, the researcher chooses *Brave* movie as an object in this research because of the data of types and the strategies of directive speech acts that have been found by the researcher quite a lot. *The Brave* movie is a Disney Pixar Animation Studios product that came out in 2012. *Brave* is an animated movie about The Royal Family story, the relationship between parent and child, and also contains many moral values.

In completing this research, the researcher found several previous studies focusing on *Brave* movies. The first research is *An Analysis of Gender*

Stereotypes in Brave movie, written by Intan Suci Wulandari from the State Islamic University Sayyid Ali Rahmatullah Tulungagung (2020). The second study, *Analysis of Setting and Educational Value Based on Brave Animation Movie* (2016), was written by Risna Arianty from the State Islamic Institute of Palangkaraya. The third previous study is *Female Masculinity, as seen in Brave* (2012) research by Deni Kurniawati, State Islamic University Sunan Kalijaga Yogyakarta (2020).

Of all the research carried out by previous researchers related to the Brave film, this film has yet to be examined in a directive aspect. Moreover, the research can conclude that the directive speech act has become an exciting field for some reasons. First, the directive speech act is strongly related to our daily life. People often use directive speech acts in communication to express particular intentions. It means that directive speech acts can be uttered in various sentences. Throughout the directive speech act, the speaker should be able to consider the situation to make the hearer understand. The situation can be seen from some aspects such as who the speaker is, who the hearer is, the speaker's intended meaning, what circumstances round about, and the time of conversation speech. From the data disclosed above, the researcher feels interested in conducting research related to the directives in one of the literary works in the form of a film. This is why the researcher would try to find the existence of speech acts in the movie. Hence, the researcher chose *Directive Speech Act Performed By The Main Characters in Brave Movie (A Pragmatic Approach)* movie as the title of this research.

B. Limitations of The Study

This study aims to analyze directive speech acts and the strategies as reflected by the main characters in *Brave* movie (2012). The researcher examines utterances by the characters found in *Brave* movie (2012) that contain directive speech act that will be analyzed within Keith Allan's (1986) categorization. Then, Parker's theory (1986) to analyze literal and non-literal speech strategies.

The main characters of this movie chosen by the research to analyze the utterances consist of three characters: Merida, Fergus, and Elenor. Fergus's role as The King and father, Elenor's role as The Queen and mother, and Merida's role as princess.

C. Formulation of the Problem

1. What types of directive speech acts performed by the main characters in *Brave* movie?
2. What are the strategies of directive speech performed by the main characters in *Brave* movie?

D. Objectives of the Study:

1. To reveal the types of directive speech acts performed by the main characters in *Brave* movie.
2. To reveal the strategies of directive speech act performed by the main characters in *Brave* movie.

E. Benefits of the Study

This study is anticipated to have benefits that can give proper comprehension to the reader of this inquiry. The research benefits are isolated

into theoretical and practical, which are supposed to allow linguistics learning, especially in pragmatics.

1. Theoretical Benefits

The researcher expects it can help the reader understand directive speech act and the strategies of directive speech act reflected in the film.

2. Practical Benefits

The study results can stimulate the reader to learn linguistics, especially about the principles of language in terms of utterances, and are used as additional knowledge in linguistics, sociolinguistics, and pragmatics.

F. Definitions of the Key Terms

Pragmatics

According to Peccei (1999:2), pragmatics is a field of study that incorporates knowledge of the physical and social worlds to explain facets of meaning that cannot be anticipated by linguistic knowledge alone. Yule (2006:112) states that pragmatics is the study of "speaker meaning," another term for the speaker's motivations.

Speech acts

Austin (1962) said that a speech act is the speaker's utterances that convey meaning and make listeners do specific things. According to Yule (1996), actions are performed through utterances, commonly known as speech acts.

Directive utterances

The purpose of a directive speech act is to have the listener comply with the speaker's request. The term "directive" describes an instruction one person

gives to another, as Searle (1969) described. Words like "ask," "beg," "command," "order," and "request" are all examples of instructions.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Pragmatics

One of the studies on linguistics is pragmatics. Conversational implicature, or the process by which a speaker implies and a listener infers, is the focus of pragmatics. According to Levinson (1983), pragmatics studies the principles explaining why a particular set of sentences is unusual or impossible. Morris (1938) said pragmatics is a study of how language is used in communication and tries to figure out how signs and interpretations relate to one another. It generally studies how natural language is understood, specifically how context affects how meaning is interpreted. Because it may include any conceivable extralinguistic factor, such as social, environmental, and psychological ones, this context must be interpreted as a situation.

For the example situation: Context: In the office of a company, there are employee and manager in the meeting room. Suddenly the door was knocked by the employee.

Manager: What time is it?

Employee: Sorry, Sir, my motorcycle was broken, and I brought it to the service center.

From conversation above can interpret that the speaker and listener have same background knowledge and understanding of the context. The employee did not mention that he was late but he immediately explained the reason why he was

late. Likewise with the manager, when the employee is late, he doesn't ask "why are you late?" but asks "what time is it?" It means the manager does not ask the time literally but the meaning is "why are you late?" The employee answers not literally from the question "what time is it?" but the employee knows that "what time is it?" means "why are you late?" So, the employee answer "sorry, Sir, my motorcycle was broken..."

Pragmatics is part of linguistics that is related to contextual meaning and speaker. Yule (2010) also defines areas that pragmatics is concerned with; firstly, pragmatics is the study of speaker meaning. In this context, pragmatics is focused on the study of meaning as communicated by a speaker and interpreted by a listener. Secondly, pragmatics is the study of contextual meaning. In this case, pragmatics is concerned with the ability to use language related to communication.

2. Context

In pragmatics, context is important thing. Its function is to convey the meaning of utterance. Moreover, when a speaker convey her/his utterance to the listeners, the context is delivered directly too. According to Asher (1994: 731) context is one of those linguistic terms which are constantly used in all kinds of context but never explained. It has corelation with meaning and they are essential in pragmatics. Finnegan et al. (1997: 345) assert that the important element in the interpretation of an utterance is the context in which it is uttered. The context can affect the speaker on how to use the language. In addition, Allen as cited by Wijana (1997: 27) explains an example about context:

A: Do you want coffee?

B: Coffee would make me awake.

Based on the example above, contexts can be distinguished into two kind; those are *kooteks* and context. *Kooteks* is a physical context of utterance, it is a preceding utterance and utterances which follow analysis object. While, the context it covers social setting and it includes spatial utterance which refers to the speaker and the listener, setting, place, time, social setting, and activity in that situation.

According to Leech (1983: 13) context deals with relevant aspect of physical or social setting of an utterance. Therefore, social setting in this case comes from the speaker and the listener. Thus, all meaning of utterances will be depended by them. Hence, it can be concluded that all context relate with social setting and it includes spatial utterance which refers to the listener and speaker, setting, place, time, social setting, and activity in that situation included the physical aspect.

Leech also explain that pragmatics is the study of meaning regarding speech situations. Aspects of the speech context give a standard to use when choosing whether to address the semantic phenomena or pragmatics. Since pragmatics examines the meaning of speech contexts, the appearance of one or more of the features indicate a pragmatics scenario. The five aspects are:

- a) Addresser or Addressee (speaker & listener)

The addresser mean the person who gives the spoken and written speech. The addressee is the listener, the person to whom the speaker's speech is

delivered. A clear difference can happen between the listener (the person who receives and interprets the utterance) and the speaker (the person to whom the utterance is delivered) as defined by Lyons (1977, p. 34).

b) The context of an utterance.

The context of an utterance is aim to identify background knowledge that may be needed, which helps the listener understand what the speaker said in making the utterance.

c) Purpose of an utterance

When making an utterance, an addressee purpose to know the intended meaning or intent of the speaker. The term goals are more neutral than meaning because aims do not bind the speaker to deal with aims but can be used in general for any goal-oriented activity.

d) Speech as a Form of Action or Activity: A Speech Act

A speech act mean a part of pragmatics that deals with oral actions or performances in certain circumstance and language at a more specific stage.

e) Speech as a Product of Verbal Action

Pragmatics is apprehensive with the meaning of utterances, but it does not necessarily need the presumption that all utterances are sentence tokens. Pragmatics can distinct an utterance from a part of the language that appropriate to be categorized as a sentence.

In addition, Yule (1996: 3-4) assert that pragmatic is the study of contextual meaning. This type of study necessary implicates the interpretation of what people mean in the particular context and how context influences what is

uttered. It also considers about who they are talking to, where, when and under what circumstances.

In other words, context has such a big impact to transfer its meaning to the listener. Different context must be known before the speaker talks to the listener, therefore both side will know the meaning for each other. Besides, one word can make or have more than one meaning depends on the context or circumstance such as place, feeling, and time.

3. Speech Acts

According to Yule's (1966: 47) central argument, all speaking acts include using the human voice. According to Aitchison (2003), speech acts are defined as "a sequence of words that mimic movements in some manner" (Yule's emphasis). The speech act is usually a whole sentence, although it might be a single word or phrase, provided it precisely follows the necessary procedures. (Searle, 1969, p. 153). Philosopher John L. Austin first developed the idea of speech acts in his 1962 book *How to Do Things with Words*. Austin refers to the act of saying something as a speech act. One can persuade others to do something by using words. To put it another way, speech acts are things that are done with words (Yule, 1996: 48; 2002) (Cutting: 16). Austin (1962), in his theory of language and action, distinguishes three kinds of acts: locutionary acts, perlocutionary acts, and illocutionary acts.

As defined by Leech (1983), the locutionary act is the act of speaking or creating a meaningful language phrase. The locutionary act refers to forming a meaningful statement while employing a referring expression. As a rule, the

speaker will use a well-known term to communicate the intended meaning to the audience. Creating words with meaning and clarity is an example of a locutionary deed.

Austin (1962) defined a locutionary act as consisting of a rhetic act, a phatic act, and a phonetic act in his book *How to Do Things with Words*. In this context, "uttering the words in the phrase with a particular meaning and reference" is an example of rhetic speech. The phatic act uses specific vocabulary words, specific grammar, and a specific intonation. A phonetic act is one in which sounds or particular sounds are made. For example, "Watch out! There's a stone." The utterance is a caution to someone to paying attention and be careful to the road they are passing while running. Therefore, it is named an act of locution.

Perlocutionary act is a speech act that produces an effect, whether expected or not, which is obtained on the speech partner through the speaker's utterance. Examples of perlocutionary acts are convincing, persuading, insulting, burning, and making partners do something, etc. A perlocutionary act is a outcome or effect produced by saying something. For example, if someone shouts "earthquake" and by that act causes people to exit a building which they believe to be on earthquake, they have performed the perlocutionary act of convincing other people to exit the building.

An illocutionary act is a speech that expresses objectives intending to achieve them. According to Yule (1996), an illocutionary act was carried out via the power of speech. The illocutionary act of a speaker making an utterance,

according to Hurford (2007: 273), is the act assessed in terms of the utterance's importance within a conversational system of social interaction. According to Austin, the strength or intention behind the speaker's words is an illocutionary act (Levinson, 1983, p. 236). It conveys the speaker's intent while using certain words. In the utterance, the speaker may make an assertion, an offer, a promise, etc. For example, "I swear I'll give you a gift." The speaker promised the listener that they would give a gift. Yule (1996) records five general capabilities of speech acts; declarations, representatives, expressions, commissives, and directives.

Declaration is speech acts that alter the world through their utterance. In order to properly make a declaration, the speaker, as the examples show, must assume a particular institutional role in a particular setting. Therefore, the action declaration can occur if speakers uniquely play a particular field. On the other hand, if the speaker does not have a unique role in a particular field of speech, acts cannot occur. For example, "Priest: You are now officially married." The reader understands that the speaker is a "priest" in a religious setting. The husband and wife had yet to be announced before the speaker made this statement. A man and a woman are now husband and wife, and the speakers assume this is the fact. Other examples of declarations include, "Referee: You're out!" "Jury Master: The defendant is found guilty by us." In utilizing a statement, the speaker impacts the world through words.

Representatives are acts of speech that indicate whether the speaker considers the situation accurately. The examples in this section show that

when a speaker makes a statement, claim, conclusion, or description, that person is presenting the world as they see it. For example, “Chomsky never wrote anything about peanuts.” Because Chomsky is scientist in linguistic. So he only discusses according to his field. "It was a sunny, warm day" exemplifies this situation since it accurately describes the current weather. As a result, the sun is responsible for the mild temperatures. Using a stand-in, the speaker may make the remarks more applicable to the real world (of belief).

Expressives are speech actions that convey the speaker's emotions. They can be statements of pleasure, pain, likes and dislikes, joy, or sorrow that convey psychological states. The examples here show that the speaker or the listener can bring them on, but they are all about the speaker's experience. For example, “My sincere apologies.” The speaker intends to say anything about apologies with the sentence "My sincere apologies," making it an expressive act in the paradigm. In addition, the speaker values authenticity in communicating with the audience so that they may fully understand the speaker's position. Other examples of expressions such as "Congratulations!" “Oh, yes, how wonderful, mmmm, ahh!” The speaker adapts their words to the world (of feeling) by employing expressive.

Commissives are those sorts of discourse acts that speakers use to concede to some future activity. They convey the speaker's intention. They are promises, threats, refusals, and pledges. The examples show that the speaker can make them independently or as part of a group. For example, "I will return" and "Next time, I am going to do it right.” The phrase “Next time, I

will do it right.” is a commissive action with the promise case paradigm because without the speaker saying "promise" to the speech partner, the utterance "I am going to it right" already expresses "promise" that the speaker will call the hearer to provide information that the speaker has done it right. Other examples of commissions include, “We won't act that way.” By employing a commissive, the speaker promises to adapt the world (through the speaker) to the words.

Directives are utterances that order a recipient to do some action. One may infer the speaker's meaning from them. Depending on the context, they have a favorable or harmful impact. One may provide a command, order, request, or offer a proposal. For example, “Could you lend me a pen?” The request exemplifies is the prototypical situation of giving orders via speech. The speaker means to borrow a pen from the listener so he or she may continue writing after losing their own. Another example of a directive is "Avoid touching that.” When a directive is used, the speaker tries to fit the world into the words (via the listener).

4. Directive Speech Acts

A directive speech act aims to compel the recipient to do something or take action following the speaker's intent. Finegan (2004:296) says that the directive speech act wants the listener to do something. This indicates that the listener will act to what the speaker says. The speaker's expression of desire or expectation prompted the listener to take action. Allan (1986, p. 99), states

that directive has six classes: advice, requirement, permission, prohibition, question, and request.

a. Advices

The first type of directive speech act based on Keith Allan's theory is advice. Advice speech act mean speech acts that are uttered when a speaker expresses a wish for the listener to take action and believes in the belief that doing something is good for the advantage of the listener. Some of the categories contained in the advice speech act include advice, warn, caution, admonish, recommend, counsel, suggest, propose, and urge (Allan, 1986).

Example: You must be more careful.

The kind of directive illocutionary speech act above is warning since the utterances show a probably or forthcoming danger, bitter, or other inopportune situation.

b. Requirement

The next type of directive speech act is requirement. This type express of a speaker who has higher authority than the listener, so it requires the listener to do what the speaker instructs. Requiring, prescribe, charge, order, command, instruct, demand, and dictate are some of the categories contained in the requirement speech act.

Example: Just drop me off in front of the lobby!

The utterance are in the form of command that is a type of directive illocutionary speech act. It is counted commanding because the utterances

consist of order or authority. A command is often followed by an exclamation sign (!) to convey a firm, compelling, and undeniable order.

c. Permissions

The third type of directive speech act is permission. Permission speech act is a directive speech in the type of giving permission. It mean a directive speech act which the speaker's trust in the listener to do some act so that the listener is free to do certain things. Some of the categories contained in the permission speech act include permit, allow, agree, excuse, authorize, exempt, consent to, dismiss, release, leave, license, bless, sanction, forgive, and pardon.

Example: Welcome to this house, Sir. Let's join the party.

The utterance above is in the form of a permission (allow), a type of directive illocutionary speech act. It is considered as allowance since the utterance indicates giving permission to someone to do some act.

d. Prohibitions

The prohibition speech act mean a directive act that aims to prevent the listener from doing something or prohibited. Keith Allan (1986) assert that some of the categories contained in the prohibition speech act include prohibit, forbid, restrict, enjoin, and proscribe.

Example: Don't judge the book by it's cover!

The utterance regarded as prohibition, a type directive illocutionary speech act. It is classified as a prohibition because the utterances show intended to

deny, impede or induce impossible the carrying out of a detailed plan of something.

e. Questions

The question directive act is a speech act that is expression from the speaker for the listeners to reply something by answering to information or an explanation of something. The categories contained in the question speech act include asking, query, inquire, and quiz.

Example: When was the last time you called?

The utterance indicate question, a type directive illocutionary speech act because the speech inquire a question for information and often end with a question mark (?).

f. Requests

The directive speech act request is an expression of the speaker to the listener to do an action or something. The categories of request contained in the request speech act include tell, implore, beg, summon, insist, solicit, invite, pray, and plead.

Example: Would you mind not putting your feet on my chair today?

The utterance categorized as a request since the utterances contain the expression of requesting something or asking for something politely, and often begin with a modal such as ‘Can/Could, Shall/Should, Will/Would’.

5. The Strategies of the Directive Speech Act

Speech acts have two features, an illocutionary act (what is done) and a locutionary act (what is said). Explicit performative or a non-explicit

performative can be implemented in illocutionary act. Meanwhile, the locutionary act can be either implied or expressed. Likewise, it can be expressed either literally or non-literally according to Frank Parker in his book entitled *Linguistics for Non-Linguist* (1986, p. 25). As asserted by Parker (1986), he distinguished them as Literal and Non-literal.

a. Literal Speech Acts

An utterance when it has no hidden meaning can be categorized as a literal speech act. The speaker says an utterance that accordance with the meaning. If the utterance has real meaning, it can be classified as literal (Parker, 1986). It means literal speech acts have a meaning that is in appropriate with the utterance itself. For example, the caution on a pack of cigarettes, which written “Cigarette smoking is dangerous to your health.” The caution convey exactly what it says.

b. Non-literal Speech Acts

An utterance when it has the hidden meaning behind can be categorized as a non-literal speech act. Non-literal is said by the speaker that has an inapposite meaning of the communication. Parker (1986) state that non-literal locutionary act is a locutionary act whose literal meaning is impossible or unreasonable in the context of the utterance. For example, there was an anti-smoking poster portraying a bleary-eyed, crumpied man with a cigarette dangling from his mouth; the caption read “Smoking is glamorous.” The title does not mean what it says (in fact, it means the exact opposite).

6. *Brave* movie

Brave tells about the life of a peaceful, safe, and prosperous royal family. This family consists of a king (Fergus), a queen (Elinor), a princess (Merida), and three sons. One day, the princess was a teenager, educated and trained by her mother to become a queen. However, Merida's behavior from childhood to adulthood did not show that of a queen. The whole life of the princess has been arranged and planned perfectly by the queen. The princess felt annoyed and she went to the witch to change the queen's mind. But the potion given by the witch to the queen actually changed the shape of a bear. As it is known that the enemy of this kingdom is a big black bear.

When all the occupants of the kingdom knew the whereabouts of the bear, all tried to attack but the princess held her back and tried to explain that this bear was the queen. They do not trust the princess as well as the king. They only believed when another real bear came to be the enemy of the kingdom. Then the two bears fight until the real bear dies. There lived a bear who was originally the queen. The princess performs procedures and casts spells from the witch to restore the queen's former form and she finally succeeds. The princess apologized to the queen for what she had done, and the queen freed the princess's life choices.

a. Fergus

He is a king who is very strong and brave in protecting his family and kingdom until he loses one of his legs fighting an enemy, a big bear. A humorous

king but still wise. He loves his children very much and always calm in front of them.

b. Elinor

A queen who is highly respected and respected by all the kingdom's people. Her wise temperament makes her highly valued and disciplined in educating her girl (Merida). She very firm in its stance and never wavered once.

c. Merida

A princess who has big ambitions to achieve her goals and is responsible for whatever she has done. She was very against arranged marriages carried out by her mother.

B. Previous Studies

Numerous researchers have previously conducted several studies. Keilly Kristani Muhartoyo conducted the initial study entitled *Order Discourse Act in The Film "Resting Excellence."* The author combined qualitative descriptive research with a qualitative research design in this study. This study focuses on the movie "Sleeping Beauty"s directive speech acts. By watching the movie, observing each character's body movements and dialogue, reading the movie script, and conducting library research, the researcher examined the various directive speech acts in "Sleeping Beauty." According to the researcher, the movie "Sleeping Beauty" featured a 139-directive speech act. The requesting order discourse act is the most often utilized in the film. In contrast, the inviting directive speech act accounts for 0.7 percent.

The second study, *An Analysis of Directive Speech Acts Used by Louisa Clark as The Main Character in The Me Before You Movie* arranged by Matilda Labrena Br Karo, the University of Sarjanawiyata Tamansiswa Yogyakarta (2019). This research aims to (1) describe the types of directive speech acts in the Me Before You movie and (2) describe the functions of directive speech acts in the Me Before You movie. The research data were collected in dialogues in Me Before You, including directive speech acts. The research findings revealed five types of directive speech acts in the Me Before You movie: order, request, suggestion, forbidding, and inviting. Its types also functioned as command, request, prohibition, and question.

The third was written by Ainul Mardiya (2022) of the Islamic University of Riau, entitled *A Speech Act Analysis of Directive in Surah Abasa*. He analyzed the kinds of directives and the meaning of the verse in surah Abasa. In analyzing the data, he used the speech acts theory of John Searle, who classified the utterance into five parts of directive speech acts. The researcher found three kinds of the directive in surah Abasa, 40 verses from 42 verses that include directives: three asking, nine orders, and 28 giving advice.

Next, Muhammad Haikal examined *The Use of Directive Speech Acts in The Hunger Games Film (2019)*. This study purposed to identify the various types of directive speech acts used in The Hunger Games and determine which are used most frequently. The data in this study were analyzed using a mixed method. The analysis revealed that the movie contained six types of directive speech acts, which are as follows: advisory, question, requirement, permissive, prohibitive,

and requestive. The study also found that the movie used questions the most frequently, with 133 utterances and a 34 percent percentage, as a form of a directive.

Santri Fatimah conducted the fifth study, *An Analysis of Directive Speech Acts in "The Message" Movie* (2020). The method used by the researcher was descriptive qualitative. Yule's (1996) theory is used as a reference in analyzing and describing directives and speech acts. The result showed there were one hundred eighty-one data from the conversation in the movie, and they were command (one hundred forty-eight utterances), suggestion (nineteen utterances), order (two utterances), and request (twelve utterances).

Based on the brief explanation of previous studies above, the researcher found several similarities and differences compared to the current study. The researcher's research has different data compared to the related studies. From several previous studies discussing directive speech acts, the object is a film entitled *Sleeping Beauty*, *Me Before You*, *The Hunger Games*, *The Massage*, and verses in the Quran surah Abasa. In contrast, the current study discusses directives in *Brave* (2012) movie, which focuses on the directive utterances used by the characters. Then, the data were classified according to the classification of directive speech acts.

Besides the objects used in previous research, there are a few significant others. First, the theory is used in some of the studies that have been mentioned. Some use the same theory. The theory is based on John Searle (1985), who states that there are five types of directive speech acts: ordering, asking, requesting,

recommending, and giving advice. Some use six types of directive speech acts, namely in the fourth previous study.

Next, the research question that analyzed in previous studies. The researchers classifies the function commonly after classifying the type of directive speech act. Nevertheless, this study has a different research question. The other research question is the strategy that used by the main characters of Brave movie in directive speech act types are found.

The last is a method that was used in the fourth previous study. He used mixed methods to analyze data, qualitative and quantitative. The first method is qualitative; it analyzes types of directive speech act that become the central topic studies and the first research question. While the second one is quantitative, it is used to determine the film's dominant directive speech act.

Of the several differences that have been mentioned, the researchers found differences that could be used as new research. These differences include objects, theoretical basis, research questions, and methods used in previous studies. Thus the researcher chose the title *Directive Speech Act Performed by The Main Characters in Brave Movie (A Pragmatic Approach)*.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of the present study is descriptive qualitative. This indicates that this study exposes the actual findings and the analysis's results without any modifications. According to Blaxter et al. (2001), qualitative research is typically descriptive because its goal is to comprehend and describe cultural phenomena that people are unaware of.

A qualitative approach is a research process that generates descriptive data in the form of spoken or written words from individuals and observed behavior, according to Bogdan and Taylor (1975). According to authors of other qualitative research books (Denzin & Lincoln, 1987), qualitative research is a study with a scientific foundation, employs a variety of methodologies already in use, and aims to analyze events that occur. Studying these definitions can lead one to conclude that qualitative research seeks to understand phenomena about what is experienced by research subjects holistically and through descriptions in the form of words and language, in a specific natural context, and by using a variety of natural methods.

This study is called descriptive qualitative because the researcher wants to describe the phenomena of directive utterances in Brave movies analyzed from Yule's perspective. The form of data from the current research does not involve numbers and is in the form of textual format, namely the dialogue of the

characters in the film. Based on that reason, the descriptive qualitative design fits the present study.

B. Data and Data Sources

Arikunto (2002) defines data as all facts and figures that can be used as material in compiling information; the information itself results from data processing used for interest. Siagian (2002) defines that the data of raw material input turns into an output form known as information after being processed. The data in the present study will be in the form of textual format containing directives performed by the main characters in Brave movie.

Yin (1996) argues that the source should be reliable and authentic. Arikunto (2009) asserts that the subject from which data may be gathered is what data sources in research mean. A data source is a source of acquired data, such as people, events, behavior, documents, files, and other things (Maryadi et al., 2011: p.13). The data source of the current study is a Brave movie taken from the official website of Disney+ Hotstar. Then, the data sources are divided into two parts:

1. Primary Data Source

Sugiyono (2013) asserts that primary data sources are the source that gives information directly. To conduct the data of this research, the researcher takes Brave movie as the primary data.

2. The Secondary Data Source

Sugiyono (2013) said that secondary data sources are the source that gives information indirectly. The second data source derives some references such

as literature reviews, journals, books, and other references that support this research.

C. Research Instruments

A research instrument is used in collecting data (Gay & Arsian, 2002). Tools are needed to collect information in research in the form of instruments used to identify and analyze data. According to Arikunto (2000), researchers use a technique to make their work more organized and uncomplicated. There are two types of instruments: the main instrument and the supporting instrument. Because this research employs a qualitative research design, the researcher herself serves as the primary instrument. Meanwhile, the supporting instrument in research is the equipment the researcher needs to conduct this research, such as a laptop, recorder, notebook, and pen.

D. Data Collection Techniques

Flick (2018) argues that the purpose of collecting data is to provide materials for analyzing the phenomenon that the study is about. There are several techniques for collecting data for qualitative research, namely observation, interviews, questionnaire, triangulation, and documentation. The researcher used documentation to collect the data in this study. Sugiyono (2016) states that documentation is data from the written form, photos, and monumental work. The technique used by the researcher is documenting because the researcher documents dialogue from the movie characters.

Data collection techniques include watching the movies frequently, reading film transcripts, selecting speech act containing demand strategies, identifying

demand strategies, and writing data into tables and creating codes to facilitate the analysis process. For example:

a). 01/RQ/L/00:01:10

01 : Number of data

RQ : Requirement (the type of directive speech acts)

L : Literal (the strategy of speech acts)

00:01:10: Minutes of utterance that appear

b). 02/RS/NL/00:02:20

02 : Number of data 02

RS : Request (the type of directive speech acts)

NL : Non-literal (the strategy of the speech act)

00:02:20: Minutes of utterance that appears

The following is the table of data codes:

Table 3.1. The Data Codes

No	Types of Directive Speech Act	Strategies of Speech Act
1.	AD: Advice	L: Literal
2.	RQ: Requirement	NL: Non-literal
3.	RS: Request	
4.	QU: Question	
5.	PE: Permission	
6.	PR: Prohibition	

The following is the table of data codes:

Table 3.2. Data Collection Table

Codes	Textual Data	Context and Explanation	Type	Strategy	Valid/ Invalid

E. Data Validation Techniques

Cresswell (2009) states that data validation is the process of ensuring that the data is relevant or appropriate to the topic and object of the study. In qualitative methods, data validation is a research process that will check the accuracy of the data. This research requires a validator to check the validity to gain credibility of the data to be analyzed. Some of the criteria in the validator of this study are as follows: an expert in English and Bahasa, an expert who is at least a post-graduate holder in line with linguistic studies, and an expert in linguistic studies, especially in a pragmatic approach. The data of this study has been validated and legalized by Mr. Arkin Haris, S.Pd., M.Hum. He is an English lecturer at Syariah Faculty in UIN Raden Masaid Surakarta who has the qualification to validating the data.

F. Data Analysis Techniques

This research uses the model by Spradley (1979) to analyze the data. This model analysis has four steps: domain analysis, taxonomic analysis, componential analysis, and theme analysis.

1. Domain analysis

Domain analysis means understanding the domain better. Domain in this research is applied to differentiate data. Domain analysis is a process where the data are separated from other components which do not belong to the data. In this process, the researcher used this analysis to determine which is the data and which is not. After classifying the data, they were collected according to their respective domain. Next, the researcher will do data coding based on the theory used in this research to classify the information. In this research, the data used are the directive utterances and the meanings in Brave movie dialogue in words, phrases, clauses, and sentences. Below is an example of a domain analysis table:

Table 3.3. Domain Analysis Table

No.	Textual Data	Type of Directive Speech Act and The Strategy	
		Data	Non-data
1.	Elinor: “Oh, Fergus! No weapons on the table! ”	✓	
2.	Fergus: “Not with that! Why not use your very own? Happy birthday my wee darling! ”		✓

2. Taxonomic analysis

Taxonomic analysis is used in this study to classify data and apply data classification. In this process, the data are classified based on category and classification based on theory. In this study, there are two research questions. The

types of directive utterances performed by the characters in Brave movie is the first question. Then the second question is the strategies of directive utterances performed by the characters in Brave movie. Below is an example of a taxonomy analysis table.

Table 3.4. Taxonomy Analysis Table

Directive Speech Act											
Advice		Requirement		Permission		Prohibition		Question		Request	
Strategies of Speech Act											
L	NL	L	NL	L	NL	L	NL	L	NL	L	NL

3. Componential analysis

Componential analysis connects components carried out in domain and taxonomy analysis. In this research, data tabulation will be analyzed in the form of a table, as below:

Table 3.5. Component Analysis

No.	Textual Data	Directive Speech Act											
		Advice		Requirement		Permission		Prohibition		Question		Request	
		Strategies of Speech Act											
		L	NL	L	NL	L	NL	L	NL	L	NL	L	NL

4. Cultural theme

Finding a cultural theme is the end of analyzing data to connect some components. To find the cultural theme is to reveal the most dominant or frequent data in this research. After revealing the most dominant data, the researcher analyzes the strategies related to the research topic or theme of the object. Then, the last is to relate it to the cultural background of the literary work. In this study, the researcher finds the most dominant types of directive utterances to find the cultural theme.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. The Type of Directive Speech Act

The two formulation of problem will be answered by explaining the data analysis in specific. The first question is what types of directive speech acts are found in Brave movie and the second question is what are the strategies of directive speech acts used by the main character in Brave movie. The source data of this research was taken from Brave movie. The main of this data collection is to analyze the utterances stated by Merida, Elinor, and Fergus who is the main characters in Brave movie that presents directive speech acts. In this analysis, there are 90 utterances from the main characters in Brave movie that contain directive acts.

The data are categorized into six types of directive speech acts by Allan (1986) theory; advice, requirement, permission, prohibition, question, and request. This research also analyses the strategies used by the main characters, such as literal and non-literal speech acts according to Parker's (1986) theory. There are two objectives of this study, the first is to reveal the types of directive speech acts performed by the main characters in Brave movie. The second is to explain the strategies of directive speech acts used by the main characters in Brave movie. There are six types of directive speech acts based on Allan's (1986) theory that are found in the main characters's utterances.

The types of directive speech acts are shown in the table below:

Table 4.1 the percentage of the types of directive speech act

No.	Types of Directive Speech Act	Frequency	Percentage (%)
1	Advice	3	3,4
2	Requirement	38	42,2
3	Permission	4	4,4
4	Prohibition	14	15,5
5	Question	30	33,4
6	Request	1	1,1
	Total	90	100%

From the table disclose above, it shows the types of directive speech acts performed by the main characters, Merida, Elinor, and Fergus in the Brave movie. According to Allan (1986) in his book entitled *Linguistic Meaning* state there are six types included in the directive speech acts. They are advice, requirement, permission, prohibition, question, and request. In this study, the result finds 3 data for advice, 38 data for requirement, 4 data for permission, 14 data for prohibition, 30 data for question, and the last 1 data for request. The dominant data are a requirement and question directive speech act; 38 data for requirement and 30 data for question, they have a difference of 8 data.

The strategies that used in this research consist of two strategies, literal and non-literal. Based to Parker's (1986) theory, two strategies also can be used to represent the types of utterances. Literal speech act is the real meaning when they make an utterance. It show the literal meaning without interpretation needed by the listener and the message is said clearly. Meanwhile, a non-literal speech act occurs when the intended meaning is implicitly said by the speaker. Non-literal locutionary act means a locutionary act whose literal meaning is impossible or unreasonable in the context of the utterance.

From the two types of strategies of the directive act according to Parker's (1986) theory, two of them are found in the main characters's utterances. The types of strategies are shown in the table below:

Table 4. 2 the percentage of the strategies of speech acts

No.	Types of the Strategies	Frequency	Percentage
1	Literal	86	95,5
2	Non-literal	4	4,5
	Total	90	100%

From the table above, it indicates the strategies of directive acts performed by the main characters in the Brave movie. Based on the table above, the result finds 86 data for literal and 4 data for non-literal. The most dominant data is literal with 86 data. The details of the categorization and the explanations of the data are in the appendices. There are some examples of the data.

a. Advice

Advice is one of the directive acts which has been found in the main character's utterance. It means the speaker appeals the addressee to act or take action. The categories of advice include, warn, admonish, urge, caution, propose, suggest, recommend, and counsel. There are 6 data included in the advice, here the example of advice:

1) 022/AD/L/00:10:15

Elinor: "**A princess should not have weapons in my opinion.**"

Fergus: "Leave her be! Princess or not, learning to fight is essential."

The context of the utterance happen when Merida come home after exploring nature around the castle. In the forest, she shoot an arrow to upgrade her skill while ride a horse. The data classified into advice because Elinor suggest Merida to not have weapons as a Princess. The category of advice type in this utterance is advice. The utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

2) 028/AD/L/00:10:55

Elinor: "Oh, now, **how'd do you know you don't like it if you won't try it?** It's just a wee sheep stomach! It's delicious! Mmm."

The context of the utterances when they have a dinner, and the boys feel disgusted with the food and did not want to eat. Even the form of utterance is asking but the meaning is advice. The data type is Advice because Elinor ask suggest the boys to try it first. The advice type of the utterance is

suggest. The strategy of data is classified as Literal because the utterance convey real meaning.

3) 033/AD/L/00:13:48

Elinor: “**I would advise you to make your peace with this.** The clans are coming to present their suitors.”

Merida: “It’s not fair.”

Merida: “Oh, Merida, it’s marriage. It’s not the end of the world.

The context of the utterance is when Merida refused to marry, then mother counsel Merida so she wants to get married. This data indicate advice directive speech act because Elinor suggest Merida to accept the proposal from the suitor. The category of advice type in this utterance is advice. The utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

b. Requirement

Requirement is one of the directive acts which has been found in the main character’s utterance. It means the speaker insist the listener to respond or act in some way. The categories of advice include require, prescribe, charge, order, command, dictate, demand, and instruct. There are 47 data included in the requirement, here the example:

1) 002/RQ/L/00:01:22

Elinor: “**Come out! Come out! Come on out!** I’m coming to get you. Where are you little rascal, I’m coming to get you. Hm.”

The context of the utterance is when Elinor and Merida playing hide and seek. Merida hide under the table while Elinor seek her. The kind of requirement type is order. The data show requirement because Elinor order Merida to come out from the hide. The category of requirement type in this utterance is command. The utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

2) 007/RQ/L/00:02:13

Fergus: “Now, there’s a good girl. **Draw all the way back now to your cheek**, that’s right! “Keep both eyes open, and loose!”

Merida: “I missed.”

The utterance occur when father brought an arrow and Merida saw it then he wanted to try archery even though she was a child. The King Fergus teaching Merida how to shoot an arrow in archery for the first time. The kind of requirement type is order. The utterance classified as requirement because Fergus order Merida to following the instruction that he gave. The category of requirement type in this utterance is command. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

3) 011/RQ/L/00:03:49

Fergus: “Oh, aye, or an arrow. **Come on, let’s be off** before we see a dancing tattybogle or a giant having a jigger in the bluebells...”

The context of the utterance happen when Fergus, Elinor, Merida talk about magic but Fergus didn't believe about that, then father divert the conversation with order the mother and daughter to come following him while he walk away from them. The kind of requirement type is order. The data type is Requirement because The King order his family to come over. The category of requirement type in this utterance is command. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

4) 012/RQ/L/00:04:02

Fergus: "Mordu! **Elinor, run!**"

The context of the utterance when they were hurrying to leave, there came a big black bear, Mordu. Mordu is a mortal enemy of the Kingdom of Dunborch who made one of Fergus' legs disappear. The data showed Requirement because The King demand The Queen to go protect herself and the daughter. The category of requirement type in this utterance is command. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

5) 013/RQ/L/00:06:04

Elinor: "Enunciate! **You must be understood from anywhere in the room!** Or it's all for naught."

The context of the utterance is when Merida living as a royal princess, she was educated in such a way as to become a person worthy of the title, starting with practicing speeches with her mother. The data type is

Requirement because the mother demand the daughter to do an instruction. The requirement type of the utterance is command. The strategy of data is classified as Literal because the utterance convey real meaning.

6) 015/RQ/L/00:06:14

Elinor: “**A princess must be knowledgeable about her kingdom.**” She does nae doodle!

The context of the utterance is when the mother was explaining the history of the kingdom but Merida ignored her. The data type is Requirement because Elinor demand Merida to understand the history of the kingdom. The requirement type of the utterance is command. The strategy of data is classified as Literal because the speaker convey the message explicitly (there is no hidden meaning).

7) 034/RQ/L/00:14:23

Fergus: **Speak to her, dear!**

Elinor: I do speak to her. She just doesn't listen.

The context of the utterance is when Elinor and Merida argue about the marriage. Elinor asked Merida to marry because she reflects the present life with the old royal life. A kingdom was destroyed because of the greed of the eldest son who wanted to rule over the entire territory. Likewise with Merida who is selfish and thinks that marriage is the end of everything. The kind of requirement type is order. The utterance categorized as requirement because Fergus order Elinor to talk with Merida. And the utterance is

categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

c. Permission

Permission is one of the directive acts which has been found in the main character's utterance. It means the listener is given permit to act or do anything by the speaker. The categories of permission include allow, agree, authorize, exempt, excuse, consent to, bless, dismiss, leave, license, sanction, forgive, pardon, and release. Here the example:

1) 045/PE/L/00:22:53

Merida: "I choose archery.

Elinor: "**Let the games begin!**"

The context of the utterance is when Elinor declare instruction to the suitors. Elinor state the rule for the suitors that will be accepted. He is the winner from the game which is the game choosen by Merida. The permission type of this sentence is allow. The data indicate permission because she allow the games begin. The category of permission type in this utterance is allow. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

2) 073/PE/L/00:39:10

Merida: "**Just take all the time you need getting yourself right, mom.**"

The context of the utterances is when Elinor sick because she eat the potion cake from the witch. Merida ask to the witch with expectation that her

mother's mind can be change. The permission type of this sentence is allow. The utterance classified as permission because Merida allow the mother to take rest for a while. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

3) 081/PE/L/00:46:29

Merida: "Mom, we've got to hurry! Now, I'll back soon. **Go on and help yourself to anything you want, as a reward.**"

The context of the utterance is when the mother have been changed become a bear. She want take the mother to get out from the castle. Merida helped by the triplet boy based on the agreement they agreed on, namely Merida to give her dessert rations to the triplet boys for a year. The permission type of this sentence is permit. The data classified as permission because Merida permit the triplet boys to eat anything they want in the kitchen. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

4) 086/PE/L/01:09:29

Merida: "Everyone, to the cellar! **Let's crack open the king's private reserve to celebrate!**"

The context of the utterance is when Merida tried to divert people's focus again while the mother which still a bear have to get through the crowds then go to her bedroom to sewing the tapestry, and Merida succeeded. The data type is Permission because Merida permit people to king's private place. The type of

permission in this utterance is allow. The strategy of data is classified as Literal because the utterance convey real meaning.

d. Prohibition

Prohibition which means the speaker prohibits the listener from doing something. The categories indicate the prohibition speech act include prohibit, forbid, restrict, enjoin, and proscribe. Here the example:

1) 004/PR/L/00:01:54

Elinor: “Oh, Fergus! **No weapons on the table!**”

The context of the utterance occur after Elinor and Merida playing hide and seek. Fergus came over them with the arrow and put it on the table. The data categorized as prohibition because Elinor prohibit Fergus to put the weapon on the table. The category of prohibition type in this utterance is prohibit. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

2) 017/PR/L/00:06:30

Elinor: “**A princess does not chortle!**”

The context of the utterance appear when Merida and the father is playing with birds. The bird perched on Merida's arm is blindfolded, when opened it flies towards father's face. This made Merida laugh out loud. The utterance classified as prohibition because Elinor forbid Merida to laugh out loud. A princess must have good attitude. The category of prohibition type in this utterance is prohibit.

And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

3) 027/PR/L/00:10:52

Elinor: “Boys, you’re naughty! **Don’t just play with your haggis.**”

The context of the utterance is when the triplet boys playing their food because they don’t like it and prefer with the dessert. The data type is Prohibition because the mother prohibit them to play with their food. The prohibition type of this utterance is prohibit. The strategy of data is classified as Literal because the utterance convey real meaning.

4) 032/PR/L/00:12:31

Merida: “I suppose a princess just does what she’s told!”
Elinor: “**A princess does not raise her voice!**”

The context of the utterance is when Merida still has not accepted her mother's statement that she will be proposed. She thought that she had done all of things the mother said. The data type is Prohibition because Elinor prohibit Merida to speak in high intonation. The prohibition of the utterance is prohibit. The strategy of data is classified as Literal because the utterance convey r

5) 049/PR/L/00:26:32

Merida: “Curse this dress.”
Elinor: “**Merida! Stop this!**”

The context of the utterance is when Merida wasn't ready to get married yet and against the bethroyal made by her mother so she showed off her skills in

archery and managed to beat the players who were also suitors. The data type is Prohibition because Elinor forbid Merida to shoot an arrow. The type of prohibition in this utterance is prohibit. The strategy of data is classified as Literal because the utterance convey real meaning.

e. Question

Question directive speech act means that the speaker asks a question to the listener as a plan or argumentation. In another word, it can be in the form of informative questions. The categories contained in the question speech act include asking, query, inquire, and quiz. It could be in the form of questions which the answers are "Yes" and "NO" questions or 5WH question (what, where, when, why, who, and how). Here the example:

1) 003/QU/L/00:01:40

Elinor: “**Where is my little birthday girl, hm?** I’m going to gobble her up, when I find her.”

The context of utterance is when Elinor still asking where is Merida (the daughter) hiding to come out. She came out of hiding on tiptoe and tried to startle the mother from behind. The data type is Question because Elinor ask and guess with the question. The question type of the utterance is asking. The strategy of data is classified as Literal because the utterance convey real meaning.

2) 030/QU/L/00:11:35

Elinor: "Fergus? They've all accepted!"

Merida: "**Who's accepted what, mother?**"

Elinor: "Boys, you are excuse."

The context of the utterances is when the family getting dinner, the maid come to deliver few letters from the suitors. The utterances show question because she doesn't know that she will get married and asked who's accepted what. The category of question type in this utterance is asking. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

3) 037/QU/L/00:14:34

Fergus: "**What would you say?**"

Elinor: "Oh, I can't do this."

Fergus: "Sure, you can."

The context of the utterance is when Fergus order Elinor to speak with Merida, and Fergus pretend be Meridat then he is eager to listen, so Elinor can open up to him. The data type is Question because Fergus asked would Elinor say to Merida. The type of question in this utterance is asking. The strategy of data is classified as Literal because the utterance convey real meaning.

4) 056/QU/L/00:41:58

Merida: "Mom, you can't go out there! Mom! Wait! **What're you doing?**"

The context of the utterance is when The Queen go out from bedroom. She does not know that if she is seen by others then she will be killed because people will think of The Queen as Mordu (a real bear). The data type is Question because Merida asked what did The Queen doing. The category of question type in this utterance is asking. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

5) 083/QU/L/00:50:19

The Witch: “That’s it! Ta ta! Oh, and thank you for shopping at the Crafty Carver!”

Merida: “No! **Where’d you go?**”

The context of the utterance when Merida come to the witch want change her mother’s mind but forget with the spell and she don’t care about it. After eat the potion, mother change a bear. Merida want her mother return to be a human. Then she come to the witch and ask the spell but the spell is only repeated once. The data type is Question because Merida asked where the witch gone. The category of question type in this utterance is asking. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

f. Request

Request directive speech act which means the speaker asks or requests the listener to do something (an act). The utterance categorized as a request since it is contain the expression of requesting or asking for something politely, and often

begin with a modal such as ‘Can/Could, Shall/Should, Will/Would’. The categories of request contained in the request speech act include tell, implore, beg, summon, insist, solicit, invite, pray, and plead. There are 2 data of Request, here the example:

1) 005/RS/L/00:01:56

Merida: “**Can I shoot an arrow, can I, can I, can I?** Please can I?”

The context of the utterance occur when Merida see an arrow which bring by the father. She want to try it and so excited. The utterance show request directive speech act because Merida started with word ‘can’ The category of request type in this utterance is beg. And the utterance is categorized as a literal speech act because the speaker convey the message explicitly (there is no hidden meaning).

2. The Strategies of Directive Speech Act

a. Literal

Literal speech act happen when an utterance doesn’t has the hidden meaning. Parker (1986) stated that if the utterance has real meaning, it can be classified as literal. It means literal speech acts have a meaning that is in accordance with the utterance itself. Here the example:

1) 085/RQ/L/01:04:59

(What’re you playing at? Where is the Queen? We’ll not stand for any more of this chiggery pie! That’s right! Let’s see her)

Merida: **“SHUT IT!”**

The context of the utterance is when the queen and the princess come back to the castle, the suitors await the presence of the queen for the answers they seek to propose to the princess. But the mother come as a bear. Merida looks for a way for the queen to get into the room without anyone finding out. Merida tries to distract the suitors by making a speech in front of them. Everyone is stunned by Merida's oratory skills. But at the end of the speech, people started looking for the whereabouts of the queen. The data type is Requirement because Merida command the people to shut up on their anger. The requirement type of the utterance is command. The strategy of data is classified as Literal because the utterance convey real meaning.

2) 087/PR/L/01:11:10

Merida: **“Dad, don't hurt her!”**

The context of the utterance is when The King left the assembly to tell his wife that Merida had managed to reconcile the recent riots. The data type is Prohibition because when The King came into his room, he found that Elinor was missing and there was a bear. The prohibition type of the utterance is prohibit. The strategy of data is classified as Literal because the utterance convey real meaning.

3) 088/RQ/L/01:12:39

Fergus: **“Maudie. Keep this. And don't let her out!”**

The context of the utterance is when Merida tries to explain to the king that the bear is his wife, but he doesn't believe her and locks up Merida. The king locked Merida in his room because the king did not want Merida to get hurt after knowing that there was a bear in his house (which actually he was the incarnation of the queen) and they fought as self-defense. The data type is Requirement because Fergus order Maudie (the maid) to keep Merida. The requirement type of the utterance is command. The strategy of data is classified as Literal because the utterance convey real meaning.

4) 089/RQ/L/01:22:49

Elinor: "Don't just stare at me. **Do Something!**"

The context of the utterance is when Elinor return to be a human after a long journey of Merida's efforts to return her mother to human again, it finally materialized. The data type is requirement because Elinor command Fergus to covered herself naked after becoming human. The strategy of data is classified as Literal because the utterance convey real meaning. Other reason Elinor speak in literal speech because Elinor as a queen have same level with the king, so it must be straight to the point.

b. Non-literal

A non-literal speech act happen when an utterance has the hidden meaning behind. Non-literal is said by the speaker that has an inapposite meaning of the communication. Non-literal speech act act is a locutionary

whose the literal meaning is impossible or unreasonable in the context of the utterance, Parker (1986). Here the example:

1) 023/QU/NL/00:10:34

Elinor: “**What did you do, dear?**”

Merida: “Nothing, mom.”

The context of the utterance is when family in dinner, Merida began to tell what she had just done, she climbed the hill and drank from the waterfall, it was something that was forbidden by the mother. The data type is Question because Elinor ask a question to confirm what he has done. The question type of the utterance is asking. The strategy of data is categorized as Non-literal because the utterance imply implicit meaning. The utterance “what did you do, dear?” have other meaning. It means “I don’t like it”. Merida utters implicit too. She answer the question to avoid mother's anger.

2) 024/QU/NL/00:10:39

Elinor: “**Hungry, aren’t we?**”

Merida: Mom!

Elinor: “You’ll get dreadful gollywobbles!”

The context of the utterance is when Elinor saw how much Merida ate. Merida come back from explore the surroundings of the kingdom, so she eats quite a lot. The data type is Question because Elinor didn't expect that Merida would eat that much. The question type of the utterance is asking. The strategy of data is classified as Non-literal because the utterance imply

implicit meaning. Elinor implying that the portion of eating princess should not be excessive.

3) 025/QU/NL/00:10:42

Elinor: “Oh Fergus! **Will you look at your daughter’s plate?**”

Fergus: “So what?”

The context of the utterance is when in the family dinner, Elinor insist Fergus to look at the daughter’s plate but he normalize it because Fergus's food portions are also large. The data type is Question because Elinor asked Fergus to look that Merida will eat that much. The question type of the utterance is asking. The question type of the utterance is asking. The strategy of data is classified as Non-literal because the utterance imply implicit meaning. Elinor implies Fergus to remind the princess to eat enough.

4) 039/QU/L/00:15:39

Elinor: “**But are you willing to pay the price your freedom will cost?**”

The context of the utterance is when the scene of indirect debate. Debate occurs when they are opinionated individually. Elinor talk to Fergus who pretends to be Merida. Merida was remains firm in her stance that not ready to marry because she wants freedom and thinks marriage is the end of everything. The data type is Question because Elinor asked price of freedom. The question type of the utterance is asking. The strategy of data is classified

as Non-literal because the utterance not talk about pay the price of freedom in literally but it means “will she be responsible for her freedom?”

B. Discussions

After finding and analyzing the data before, the results need to be discussed in this chapter. The discussion provide the reason for the findings of all the data analyzed from the previous sub-chapter. This part compiles to answer the reasons for the problem statement in this study. The discussion elaborates on the types of directive speech acts using Allan’s (1986) theory and the strategies of directive speech acts using Parker’s (1986) theory performed by the main characters in the Brave movie.

The directive speech act are intended to produce some effect through action by the hearer: ordering, commanding, requesting, advising, prohibitive and recommending are examples from Searle (1969). In this study, the researcher choose Brave movie because there is many utterances that indicate directive speech act. The story of movie that contain type of directive speech act is about royal family. The King, The Queen, Prince, and Princess will be often command the maid or people who are below them. The utterance can be in form, advice, requirement, permission, prohibition, question, and request. The explanation discusses below:

First, the data found show the result that requirement and question is the dominant finding in this study. There are found 38 data belonging to requirement and 30 data belonging to question. The reasons stated before are

equivalent with other research conducted by Keylli (2012) entitled *Directive Speech Act in The Movie Sleeping Beauty*. In her study, she found that the most dominant type used was ordering. This happened because the movie tells the story of a kingdom, and the whole utterance in the movie based on conversation between king and princess. Then, the storyline and dialogue used by the characters in this movie will be dominated by directive ordering. A king will certainly ordering his armies. Likewise with a princess who can be ordered anything to the maid any time. Based on the reason above, that is explanation of ordering became the most dominant type in her study. According to Allan's theory, requirement is type of directive speech act which includes two categories, namely command and order. In this study, The King Fergus, The Queen Elinor, and Princess Merida is often convey his command to anyone. Therefore, the result found 38 data belonging to the requirement.

Second, question is the utterances that have ranking number two of the dominant type in this research. The result found 30 data belonging to question which only differ from requirement. In this case, question becomes the most dominant type because the movie telling about relationship between the parent and their son and the daughter. As the daughter, Merida always ask a question if she don't know about things. Then debates often occur because of different opinions, questions become the most dominant type of directive speech act because through questions they can find solutions that can understand each other's conditions. So, in the movie show the characters to ask questions to each other.

Third, there are 14 data of prohibition found in this movie. Prohibitions are quite common because in educating a princess, the queen often mentions the prohibitions or things that a princess does. Fourth, the total data of permission is 4, and advice have 3 data. Last, the least data found is the request, which is only 1 data.

The analysis of the strategies of directive speech acts performed by the main characters in the Brave movie by using Parker's (1986) theory. According to Parker, two strategies can be used, they are literal speech acts and non-literal speech acts. The result has found 90 utterances of the strategies of directive speech acts. There are 86 utterances from Fergus, Elinor, and Merida indicated as literal speech acts and 4 utterances from Elinor indicated as non-literal speech acts. The data is collected from utterances. In detail as follow:

Literal speech acts occurred when there is no intended meaning behind the utterance. On the other hand, literal speech act conveys the real meaning (Parker, 1986). In this research, literal speech acts are the dominant data of the research. The result found 86 data. As the main characters, they always speak without hide other meaning. So, they can understand the utterances each other.

Furthermore, the reason why in this movie the most dominant strategies used by the main characters is literal because the rate of movie for family, so the utterance must be understandable by all of people. From the children, teenager, until old age.

Last, a Non-literal speech act occurred when there is an intended meaning behind the utterances. It has an inexact meaning of communication. The result found 4 data of Non-literal. Elinor uses non-literal speech acts because she want give a lesson to her daughter, Merida. A lesson about what should she do and don't, or lesson about responsible with her do.

This study aims to discuss the types of directive speech acts and how they are performed. The total data of the types of directive speech acts and the strategies of speech acts used in each form are displayed in the horizontal column. The vertical column displays the total data performed by the main characters. The componential analysis of the types and strategies of directive speech acts in the Brave movie is as detailed in the following:

Table 4. 3. The componential table of the types and strategies of directive speech acts performed by the main characters

C	AD		RQ		RS		PE		QU		PR		Total
	L	NL	L	NL	L	NL	L	NL	L	NL	L	NL	
Merida	-	-	1	-	1	-	4	-	14	-	2	-	22
Elinor	3	-	17	-	-	-	-	-	8	4	11	-	43
Fergus	-	-	20	-	-	-	-	-	4	-	1	-	25
Total	3		38		1		4		30		14		90

From all the data found in the directive speech act type, each main character has a difference in the frequency of conveying his speech. Elinor as a queen and the main character in the film is the one who speaks the most, as many as 43 of the data are Elinor's utterances. It is happen when Elinor often ask a question, command or order to Merida (the daughter) or the soldiers.

The second most is Fergus, her utterance in the data as many 25 data. As a king he gave many orders to her soldiers, maids, or to her children. His wise nature and respected by all people made him talk a lot. And the last is Merida, she often utter question with frequency of utterance is 22 data.

The data findings related to each the main character. Elinor have a reason why commanding (requirement) mostly appear in this movie because the movie is telling about Kingdom which means the social status is shown here, and the command mostly given by the queen to the servant, by the queen to the princess, and also by the older to the younger. Therefore, Elinor performs literal requirement and literal prohibition to educate the princess.

Next, the utterance performed by Fergus. It has 25 data utterance that consist of 20 data for requirement, 4 data for question, and 1 data for prohibition. It is normal for a king that often convey requirement (command and order) utterance to the armies because he is the highest authority in the kingdom. Last, Merida as a princess and the child, she often ask a question to the things that she don't know. She said it 14 times, 4 times for permission, 2 times for prohibition, 1 time requirement, and 1 time request.

Elinor performs literal requirement and literal prohibition to give education for the princess (Merida). She taught how to be a queen with sentences that are easily understood by Merida. Besides, she have a power to convey all of kind the directive speech act as queen to everyone. Also Fergus as king, he have same level with the queen to convey the requirement sentences. The difference, he is stronger physically and he always ready to protect his family from threats and danger. As a princess, Merida always ask if she have any problem in time to become an adult. Therefore, she has the courage to fight for her own fate.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. CONCLUSIONS

This research aims to analyze directive speech acts used by the main characters in Brave movie. This research uses the descriptive qualitative method. To analyze the research, it uses a pragmatic approach. The study applies Keith Allan (1986) theory and Parker's (1986) theory to answer the questions of this research. This research analyzes the types of directive speech acts found in the main characters utterances in the Brave movie and the strategies of directive speech acts designed by the main character's utterances. The result found 90 utterances for the types of directive speech acts spoken by Fergus, Elinor, and Merida's utterances in the Brave movie. There are also found 38 utterances of requirement with 42,2%, 30 utterances of question with 33,4%, 14 utterance of prohibition with 15,5%, 4 utterances of permission with 4,4%, 3 utterances of advice with 3,4%, and 1 utterances of request with 1,1%. Requirement and Question is the dominant data finding because as royal family, they have power to command or asked to the soldiers or the maid. The result found 90 data on the strategies of directive speech acts spoken by the main character's utterances in the Brave movie. 86 utterances are belonging to literal speech acts with 95,5% and 4 utterances belonged to non-literal speech acts with 4,5%. Based on the findings above, the literal speech act is the most dominant strategy. Elinor as a queen want give a lesson to the Princess Merida with non-literal speech.

B. IMPLICATIONS

This sub-chapter describe the implication from the research findings. Some points can be learned from this research in understanding directive speech acts performed by the main characters in the Brave movie. This study choose Brave (2012) movie as the object. Brave movie is a movie genre animation, family as described in Disney. It tells the struggling of Merida, Princess of The King Fergus and The Queen Elinor. She brave girl which determine their own fate without depending on others. The use of directive speech act in daily communication is to compel the recipient to do something or take action following the speaker's intent. Directive is divided into six types there are advice, requirement, permission, prohibition, question, and request. Knowing the types and the strategies of directive speech acts performed by the main characters in Brave movie can help further research to know more about giving an objective view about some issues, delivering knowledge, and describing an event behind the directive speech act. It is supposed that people can better understand how language functions to deliver information, interpret messages, avoid misunderstandings, and think more critically.

C. SUGGESTIONS

This research can be used to support other studies related to the types and strategies of directive speech acts. Next research may be able to use this study to learn or examine the types and strategies of directive speech acts. Perhaps that the future research can elaborate on their insights about the types and strategies of directive speech acts. For further studies who want to analyze the directive speech acts in the Brave movie, the suggestion from this study is to analyze the other speech act type in

understanding the meaning of utterances. It is can be inspiration for researchers who want to focus on linguistics, especially pragmatics studies.

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APPENDICES

Appendix 1: Validator Sheet

VALIDATION SHEET

The thesis data titled **DIRECTIVE SPEECH ACT PERFORMED BY THE MAIN CHARACTERS IN *BRAVE* MOVIE (A PRAGMATIC APPROACH)** had been checked and validated by Arkin Haris, S.Pd., M.Hum.,

on:

Day : Tuesday

Date : June 13th, 2023

Kartasura, June 13th, 2023

Validator

Arkin Haris, S.Pd., M.Hum

Codes	Textual Data	Context and Explanation	Type	Strategy	Valid/ Invalid
001/QU/L/00:01:20	Elinor: “ Where are you? Come out! Come out! Come on out!”	Elinor is a mother and The Queen of DunBroch Kingdom. She was playing hide and seek with the daughter. The daughter hides and she was trying to find her. The data type is Question because Elinor ask where the daughter is hiding. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
002/RQ/L/00:01:22	Elinor: “ Come out! Come out! Come on out! I’m coming to get you. Where are you little rascal, I’m coming to get you. Hm.”	The daughter still hiding then Elinor instruct her to come out of hiding and then ending the game. The data type is Requirement because Elinor order the daughter to come out. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
003/QU/L/00:01:40	Elinor: “ Where is my little birthday girl, hm? I’m going	Elinor still asking where is the daughter hiding. She came out of hiding on tiptoe and tried to startle the mother from behind. The data type is	Question	Literal	✓

	to gobble her up, when I find her.”	Question because Elinor ask and guess with the question. The strategy of data is classified as Literal because the utterance convey real meaning.			
004/PR/L/00:01:54	Elinor: “Oh, Fergus! No weapons on the table! ”	The King Fergus came over them suddenly with the archery and put on the table. The data type is Prohibition because Elinor forbid The King to put the weapon on the table. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓
005/RS/L/00:01:56	Merida: “ Can I shoot an arrow, can I, can I, can I? Please can I?”	Merida is the first daughter of Fergus and Elinor. She is tough and brave. After seeing the arrow, she immediately wanted to try it. The data type is Request because Merida begged Fergus to try the archery. The strategy of data is classified as Literal because the utterance convey real meaning.	Request	Literal	✓
006/PR/L/00:02:00	Fergus: “ Not with that! Why not use	The arrow is too big for little Merida, so the father give a mini arrow to her as birthday gift.	Prohibition	Literal	✓

	your very own? Happy birthday my wee darling!”	The data type is Prohibition because The King prohibit the daughter to use the big archery. The strategy of data is classified as Literal because the utterance convey real meaning.			
007/RQ/L/00:02:13	Fergus: “Now, there’s a good girl. Draw all the way back now to your cheek, that’s right!”	The King teaching the daughter how to use the archery while The Queen watched with worry. The data type is Requirement because The King instruct preparation to shoot an arrow. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
008/RQ/L/00:02:20	Fergus: “ Keep both eyes open, and loose! ” Merida: “I missed.”	The King order the little Merida to focus on object then loose an arrow. But she missed the shot because it is her first try. The data type is Requirement because The King require the daughter to do it. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
009/RQ/L/00:02:27	Elinor: “ Go and fetch it then! A	The Queen smile watched failure of her girl's at first shot an archery. The data type is	Requirement	Literal	✓

	bow Fergus? She's a lady."	Requirement because Elinor command the daughter took the arrow back. The strategy of data is classified as Literal because the utterance convey real meaning.			
010/RQ/L/00:03:34	Elinor: "Merida, Come on, sweetheart! We're leaving now!"	The arrow missed and went into forest. Merida go to find her mini archery. The Queen tell the daughter to come out from the forest. The data type is Requirement because Elinor order Merida while waving hand to come closer. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
011/RQ/L/00:03:49	Fergus: "Oh, aye, or an arrow. Come on, let's be off before we see a dancing tattybogle or a giant having a jigger in the bluebells..."	The father summon the mother and daughter to come following him while he walk away from them. The data type is Requirement because The King order his family to come over. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
012/RQ/L/00:04:02	Fergus: "Mordu!	When they were hurrying to leave, there came a	Requirement	Literal	✓

	Elinor, run!"	big black bear, Mordu. The data type is Requirement because The King demand The Queen to go protect herself and the daughter. The strategy of data is classified as Literal because the utterance convey real meaning.			
013/RQ/L/00:06:04	Elinor: "Enunciate! You must be understood from anywhere in the room! Or it's all for naught."	Living as a royal princess, Merida was educated in such a way as to become a person worthy of the title, starting with practicing speeches with her mother. The data type is Requirement because the mother demand the daughter to do an instruction. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
014/RQ/L/00:06:10	Merida: "This is all for naught." Elinor: "I heard that. From the top!"	Merida's practice is considered rudimentary by her mother. The data type is Requirement because the mother command the daughter to repeat the practice. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓

015/RQ/L/00:06:14	Elinor: “ A princess must be knowledgeable about her kingdom. ” She does nae doodle!	The mother was explaining the history of the kingdom but Merida ignored her. The data type is Requirement because Elinor demand Merida to understand the history of the kingdom. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
016/PR/L/00:06:22	Elinor: “ She does nae doodle! That’s a C, dear.”	Merida drew while her mother was not heard when she telling a story. Then, Merida learning how to playing music instrument. The data type is Prohibition because she forbid the daughter drawing a doodle. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓
017/PR/L/00:06:30	Elinor: “ A princess does not chortle! ”	While playing with her father, Merida burst out laughing. The data type is Prohibition because Elinor prohibit Merida laughing out loud. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓
018/PR/L/00:06:34	Elinor: “ Does nae	Princess habit of eating hastily, so The Queen	Prohibition	Literal	✓

	stuff her gob!”	tries to discipline it. The data type is Prohibition because The Queen forbid the daughter to eat greedily. The strategy of data is classified as Literal because the utterance convey real meaning.			
019/RQ/L/00:06:36	Elinor: “Rises early! Is compassionate.”	Elinor woke the sleeping princess when the sun was shining brightly. The data type is Requirement because Elinor command the daughter to wake up in the early morning. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
020/RQ/L/00:06:40	Elinor: “Patient! Cautious! Clean! And, above all, a princess strives for, well, perfection!”	Elinor instructs the base character to become a queen. The data type is Requirement because Elinor order the daughter to do some act. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
021/PR/L/00:10:09	Elinor: “Merida, a princess does not place her weapons	While the family was having dinner, Merida came and put arrows on the table. The data type is Prohibition because Elinor forbid Merida to	Prohibition	Literal	✓

	<p>on the table.” Merida: “Mom! It’s just my bow.”</p>	<p>don’t put an arrow on the table. The strategy of data is classified as Literal because the utterance convey real meaning.</p>			
022/AD/L:00:10:15	<p>Elinor: “A princess should not have weapons in my opinion.” Fergus: “Leave her be! Princess or not, learning to fight is essential.”</p>	<p>The Queen is very patient with Merida who still behaves as she pleases. The data type is Advice because Elinor suggest Merida not to have a weapon. The strategy of data is classified as Literal because the utterance convey real meaning.</p>	Advice	Literal	✓
023/QU/NL/00:10:34	<p>Elinor: “What did you do, dear?” Merida: “Nothing, mom.”</p>	<p>Merida began to tell what she had just done, she climbed the hill and drank from the waterfall, it was something that was forbidden by the mother. The data type is Question because Elinor ask a question to confirm what he has done. The strategy of data is categorized as Non-literal because the utterance imply implicit meaning. The utterance means “I don’t like it”.</p>	Question	Non-literal	✓

		Merida utters implicit too. She answer the question to avoid mother's anger.			
024/QU/NL/00:10:39	Elinor: “ Hungry, aren’t we? ” Merida: Mom! Elinor: “You’ll get dreadful gollywobbles!”	Elinor saw how much Merida ate. The data type is Question because Elinor didn't expect that Merida would eat that much. The strategy of data is classified as Non-literal because the utterance imply implicit meaning. Elinor implying that the portion of eating princess should not be excessive.	Question	Non-literal	✓
025/QU/NL/00:10:42	Elinor: “Oh Fergus! Will you look at your daughter’s plate? ” Fergus: “So what?”	Elinor insist Fergus to look at the daughter’s plate but he normalize it because Fergus's food portions are also large. The data type is Question because Elinor asked Fergus to look that Merida will eat that much. The strategy of data is classified as Non-literal because the utterance imply implicit meaning. Elinor implies Fergus to remind the princess to eat enough.	Question	Non-literal	✓
026/PR/L/00:10:49	Elinor: “ Don’t let them lick... ”	The dinner situation began to be awkward and their pet dog arrives. The data type is	Prohibition	Literal	✓

		Prohibition because Elinor forbid the dogs lick people food. The strategy of data is classified as Literal because the utterance convey real meaning.			
027/PR/L/00:10:52	Elinor: “Boys, you’re naughty! Don’t just play with your haggis. ”	The boys playing their food. The data type is Prohibition because the mother prohibit them to play with their food. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓
028/AD/L/00:10:55	Elinor: “Oh, now, how’d do you know you don’t like it if you won’t try it? It’s just a wee sheep stomach! It’s delicious! Mmm.”	The boys feel disgusted with the food and did not want to eat. The data type is Advice because Elinor ask suggest the boys to try it first. The strategy of data is classified as Literal because the utterance convey real meaning.	Advice	Literal	✓
029/RQ/L/00:11:22	Fergus: “ Stay out of my food, you greedy mongrels! Chew on	The dogs lick people's food and the king tried to expel him. The data type is Requirement because Fergus command the dog to stay out	Requirement	Literal	✓

	that, you manky dogs!”	from his food. The strategy of data is classified as Literal because the utterance convey real meaning.			
030/QU/L/00:11:35	Elinor: “Fergus? They’ve all accepted!” Merida: “Who’s accepted what, mother?” Elinor: “Boys, you are excuse.”	The dinner talk would be over. A maid came with some letters. The data type is Question because Merida did not know what his mother had just said. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
031/QU/L/00:11:47	Merida: “What did I do now?” Elinor: “Your father has something to discuss with you.”	Merida still doesn't understand the situation. The data data type is Question because Merida ask what did she will do. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
032/PR/1/00:12:31	Merida: “I suppose a princess just does what she’s told!”	Merida still has not accepted her mother's statement that she will be proposed. The data type is Prohibition because Elinor prohibit	Prohibition	Literal	✓

	Elinor: “A princess does not raise her voice!”	Merida to speak in high intonation. The strategy of data is classified as Literal because the utterance convey real meaning.			
033/AD/L/00:13:48	Elinor: “I would advise you to make your peace with this. The clans are coming to present their suitors.”	Elinor warn Merida to accept the marriage proposal. The data type is Advice because Elinor suggest Merida to make peace with the situation and accept one of the proposals. The strategy of data is classified as Literal because the utterance convey real meaning.	Advice	Literal	✓
034/RQ/L/00:14:23	Fergus: Speak to her, dear! Elinor: I do speak to her. She just doesn't listen.	Fergus persuaded Elinor to speak nicely so that Merida would obey her mother's orders. The data type is Requirement because The King command The Queen to deep talk with the daughter. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
035/RQ/L/00:14:28	Fergus: “Come on, now! Pretend I'm Merida.	Fergus pretends to be Merida. The data type is Requirement because Fergus beg Elinor to do his suggestion. The strategy of data is classified	Requirement	Literal	✓

		as Literal because the utterance convey real meaning.			
036/RQ/L/00:14:31	Fergus: “Speak to me!”	Fergus repositions himself to be a Merida. The data type is Requirement because Fergus command Elinor to speak at him. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
037/QU/L/00:14:34	Fergus: “What would you say?” Elinor: “Oh, I can’t do this.” Fergus: “Sure, you can.”	Fergus is eager to listen, so Elinor can open up to him. The data type is Question because Fergus asked would Elinor say to Merida. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
038/QU/L/00:14:57	Elinor: “Merida. All this work, all the time spent preparing you, schooling you, giving you everything we never	Elinor try to speak to the daughter as if talking directly to her. The data type is Question because Elinor asked question that need to answer. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓

	had, I ask you, what do you expect us to do?"				
039/QU/NL/00:15:39	Elinor: "But are you willing to pay the price your freedom will cost?"	This indirect debate occurs when they are opinionated individually. Merida who remains firm in her stance not ready to marry because she wants freedom and thinks marriage is the end of everything. The data type is Question because Elinor asked price of freedom. The strategy of data is classified as Non-literal because the utterance means "will she be responsible for her freedom?"	Question	Non-literal	✓
040/RQ/NL/00:16:52	Elinor: "You look absolutely beautiful!" Merida: "I can't breathe!" Elinor: "Oh, shush. Give us a turn!"	The bethroyal continues according to The Queen's plan. Merida gets ready and gets dressed by mom then tries on dresses Merida doesn't like. The data type is Requirement because Elinor command Merida to fitting on dress. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓

041/RQ/L/00:17:32	Elinor: “Merida” Merida: “Mom?” Elinor: “Just, remember to smile.”	The mother saw her daughter who looked troubled with her dress. But show must be go on. The data type is Requirement because Elinor demand Merida to smile in gathering. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
042/RQ/L/00:17:50	(Oh, they’re coming) Elinor: “Places everyone! Places!”	The lords arrived at palace. The data type is Requirement because The Queen command preparing themselves to royal society. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
043/RQ/L/00:18:08	Fergus: “I look fine, woman. Leave me be!”	The Queen tries to tidy up The King's appearance. The data type is Requirement because The King command The Queen to let it be. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
044/RQ/L/00:21:11	Fergus: “Shut it! Now, that’s all done. You’ve had your get	While being introduced by the lord's son, they mocked and belittled each other then there was a little riot. The data type is Requirement because	Requirement	Literal	✓

	each other, show a little decorum. And no more fighting.”	The King demand everyone to shut up. The strategy of data is classified as Literal because the utterance convey real meaning.			
045/PE/L/00:22:53	Merida: “I choose archery. Elinor: Let the games begin! ”	The queen explains the game to be played for the princess. The data type is Permission because Elinor allow the players to begin the game. The strategy of data is classified as Literal because the utterance convey real meaning.	Permission	Literal	✓
046/RQ/L/00:24:16	Fergus: Its’ time! Elinor: Aye, archers to your marks! And may the lucky arrow find its target.	Everyone has gathered and the game is about to start. The data type is Requirement because The Queen command the players to position themselves. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
047/RQ/L/00:24:30	Fergus: “Oy, get on with it! ”	The game is playing. The data type is Requirement because The King command to the next player. The strategy of data is classified as Literal because the utterance convey real	Requirement	Literal	✓

		meaning.			
048/RQ/L/00:25:32	Fergus: “Oh, come on, shoot, boy! (Well done)”	There is a player who is slow in determining the object of his arrows. The data type is Requirement because Fergus demand the player to get ready on shoot an arrow. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
049/PR/L/00:26:32	Merida: “Curse this dress.” Elinor: “ Merida! Stop this! ”	Merida wasn't ready to get married yet so she showed off her skills in archery and managed to beat the players who were also suitors. The data type is Prohibition because Elinor forbid Merida to shoot an arrow. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓
050/PR/L/00:26:40	Elinor: “ Don't you dare loose another arrow! Merida! I forbid it! ”	Elinor come over Merida who was still focused on archery. The data type is Prohibition because Elinor forbid the daughter doing archery. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓

051/QU/L/00:27:49	Merida: “Do you ever bother to ask what I want? No! You walk around telling me what to do, what not to do.”	Merida was very depressed all this time because she felt it was unfair when she wanted to convey her opinion. The data type is Question because Merida asked that why she never be heard. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
052/PR/L/00:28:04	Merida: “And your’re beast! That’s what you are.” Elinor: “Merida!” Merida: I’ll never be like you.” Elinor: “No! Stop that!” Merida: “I’d rather die than be like you!” (while tearing the tapestry woven by The Queen herself)	Merida tells everything she has felt so far for the bethroyal and discipline from The Queen because she doesn't want to be a queen. She was so angry then she tore the tapestry with a sword. The data type is Prohibition because Elinor prohibit Merida to do not tear the tapestry. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓

053/RQ/L/00:28:15	<p>Elinor: “Merida, you are a princess, I expect you to act like one.”</p> <p>(She asked forcibly the sword that Merida used to tear the tapestry and then threw it on the floor and her arrows then threw it into the fireplace in the house)</p>	<p>Elinor said to Merida in a high pitched tone emphasizing that was how she should behave.</p> <p>The data type is Requirement because Elinor uses a firm and serious intonation in conveying order.</p> <p>The strategy of data is classified as Literal because the utterance convey real meaning.</p>	Requirement	Literal	✓
054/QU/L/00:31:44	<p>Merida: “Who are you?”</p> <p>Witch: “Just humble woodcarver!”</p> <p>Merida: “I don’t understand.”</p>	<p>The blue light led Merida to the witch's place.</p> <p>The data type is Question because she ask who are the witch. The strategy of data is classified as Literal because the utterance convey real meaning.</p>	Question	Literal	✓

055/QU/L/00:33:54	Merida: “Where are you going?” The Witch: “There.”	Merida said what she wanted to do with the witch which was to change her mother so she could change her fate to become a queen. Agree with the transaction made, the witch out of the room to ensure what will be done by Merida. The data type is Question because Merida ask where will she go. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
056/QU/L/00:34:00	Merida: “What’re you doing?” The Witch: “You never conjure where you carve, very important.”	The witch told me that previously someone had come to ask for strength and then she was given a potion in the form of mahogany cheese board. The data type is Question because Merida ask what will the witch do. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
057/QU/L/00:34:27	Merida: “And did he get what he was after?”	Merida doubts the abilities of a witch. The data type is Question because she ask did he get what does he want. The strategy of data is classified	Question	Literal	✓

	The Witch: “Ohoho, yes. I made off with an especially attractive mahogany cheeseboard”	as Literal because the utterance convey real meaning.			
058/QU/L/00:35:28	Merida: “You’re sure, if I give this to my mom, it will change my fate?” The Witch: “Ohh, trust me. It’ll do the trick, dearie.”	Merida asked again if the potion would work. The data type is Question because Merida ask to confirm the capability of the witch. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
059/RQ/L/00:36:39	Elinor: “I didn’t know what to think. Oh, look at your dress!” Merida: “Angus threw me. But I’m not hurt.”	Merida has returned to the palace. The Queen found him in the kitchen and was very worried about her. The data type is Requirement because Elinor order Merida to look at Merida’s dress. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓

060/RQ/L/00:36:50	Elinor: “Your father’s out there entertaining them.” Fergus: “ Come taste my blade you manky bear for gobbling up my leg! ”	The King was entertaining with sing a random song to the suitors while The Queen and daughter were discussing in the kitchen about the engagement. The data type is Requirement because Fergus command the bear to taste his leg. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
061/QU/L/00:37:04	Elinor: “ What’s this? ” Merida: It’s a peace offering. I made it. For you. Special.	Merida was in the kitchen because she prepared a loaf of bread which was a witch's potion. She gave it to her mother. The data type is Question because Elinor asked what Merida gave. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
062/QU/L/00:37:10	Elinor: “ You made this for me? ” Interesting flavor.”	The queen tastes the cake given by Merida and it tastes weird. The data type is Question because Elinor shock with Merida who is suddenly kind to her. The strategy of data is classified as Literal because the utterance	Question	Literal	✓

		convey real meaning.			
063/QU/L/00:38:12	Merida: “How do you feel?”	Seeing mom's reaction, Merida asked the taste of cake. The data type is Question because Merida asked how did Elinor’s feeling. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
064/QU/L/00:37:31	Elinor: “What is that? Tart and gamey.”	Elinor was confused about the taste of the cake. The data type is Question because Elinor asked what is the cake. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
065/QU/L/00:37:36	Merida: “Have you changed your mind at all about the marriage and all that?” Elinor: “Oh, better.”	Merida hoped her mother would change her mind right away. But the mother didn't answer because she was busy drinking to relieve her strange feeling after eating the piece of cake earlier. The data type is Question because she asked have the mother change her mind. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓

066/QU/L/00:37:46	Elinor: “ Now, why don’t we go upstairs to the lords and put this whole kerfuffle to rest, hm? ”	The mother changed the subject because she still felt strange. The data type is Question because she asked why don’t they go upstairs. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
067/QU/L/00:38:04	Elinor: “Oh, suddenly I’m not so well.” Merida: “ How do you feel about the marriage now? ”	When they reached the last stairs, The Queen felt dizzy. The data type is Question because Merida still curious about the marriage from Elinor’s opinion. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
068/RQ/L/00:38:12	Elinor: “Merida! Just take me to my room. ”	The mother raised her tone because she felt sick. The data type is Requirement because Elinor command Merida to take her into bedroom. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
069/RQ/L/00:38:18	Fergus: “A wee bit to the left, that’s good.	The King was arranging the layout of a bear statue that resembled Mordu for his arrows. The	Requirement	Literal	✓

	It's good enough. Now clean out of there boys, I don't want you to spoil my shot."	data type is Requirement because he command to clean out a place. The strategy of data is classified as Literal because the utterance convey real meaning.			
070/RQ/L/00:38:48	Fergus: " Elinor, look! It's Mordu."	The King showed the results of his arrow which hit the nose of the bear statue to The Queen. The data type is Requirement because Fergus order Elinor to look at the bear statue. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
071/QU/L/00:38:51	Fergus: " Elinor! Are you all right, dear? "	The King saw The Queen walking staggered and immediately asked how she was now. The data type is Question because Fergus asked is The Queen okay. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
072/RQ/L/00:38:53	Elinor: "Fine, I'm fine. Go back to	Even though The Queen was not well, she told The King not to worry too much about it. The	Requirement	Literal	✓

	avenging your leg!”	data type is Requirement because Elinor order Fergus to continue his activity. The strategy of data is classified as Literal because the utterance convey real meaning.			
073/PE/L/00:39:10	Merida: “Just take all the time you need getting yourself right, mom.”	Merida took her mother to the room and put a blanket on her. The data type is Permission because Merida permit Elinor to take rest. The strategy of data is classified as Literal because the utterance convey real meaning.	Permission	Literal	✓
074/QU/L/00:39:14	Merida: “And maybe in a bit you might have something new to say on the marriage?”	Merida is still asking her mother to answer questions about marriage. The data type is Question because Merida asked about the bethroyal. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
075/QU/L/00:39:19	Elinor: “What was in that cake?” Merida: “Cake?”	Elinor's pain is getting worse. The data type is Question because she asked what the ingredients of the cake. The strategy of data is classified as Literal because the utterance convey real	Question	Literal	✓

		meaning.			
076/QU/L/00:41:06	Fergus: “Shh, did you hear that? Something’s not right.”	When the king was still partying with the suitors, suddenly he heard the sound of a bear roaring. The data type is question because Fergus asked to ensure that what he heard was true. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	Literal	✓
077/RQ/L/00:41:38	Fergus: “ Everybody, follow me! And you keep a sharp eye! ” The Lords: “Here we go. Another hunt through the castle.”	The King has the ability to sniff out the whereabouts of a bear then he leads troops to look for it. The data type is Requirement because Fergus command the troops to following him. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
078/RQ/L/00:42:27	(He is like a hound with that nose of this.) Fergus: “ Follow me! ”	The King kept sniffing looking for the whereabouts of the bear. The data type is Requirement because he order the troops to following him. The strategy of data is classified as Literal because the utterance convey real	Requirement	Literal	✓

		meaning.			
079/RQ/L/00:43:03	Fergus: “Maudie! Just calm down, lass. What is it? Spit it out, Maudie! ” Maudie: “A bear!” Fergus: “I knew it!”	Maudie (king's maid) accidentally saw the mother. Then she ran scared and met The King. The data type is Requirement because Fergus command Maudie to telling the truth. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
080/RQ/L/00:45:01	(Do you think we should lay a trap?) Fergus: “ Try shutting yours! ” (There he is)	The King and his troops chased the bear but could not catch it. The data type is Requirement because he command the army to shut up. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
081/PE/L/00:46:29	Merida: “Mom, we’ve got to hurry! Now, I’ll back soon. Go on and help yourself to anything you want, as a reward. ”	Merida gave her three twins a year's worth of desserts for helping mother to get out of the castle. The data type is Permission because Merida permit three twins to eat anything they want in the kitchen and they eat the potion cake. The strategy of data is classified as Literal because the utterance convey real meaning.	Permission	Literal	✓

082/QU/L/00:49:46	<p>The Witch: “There’s one bit I forgot to tell you about the spell. By the second sunrise, your spell will be permanent. Unless remember these words; Fate be changed. Look inside, mend the bond torn by pride.”</p> <p>Merida: “Fate be changed, mend the bond. What does that mean?””</p>	<p>When Merida returned to the witch's cottage, the room was empty and uninhabited. While trying to find out where the witch is, her feet trip over a thread which makes the witch appear from a container but only in the form of a shadow that appears only once. Then the witch casts him a spell and tells him that on the second sunrise, his curse (the queen turning into a bear) will become permanent. The data type is Question because Merida asked the meaning of the spell. The strategy of data is classified as Literal because the utterance convey real meaning.</p>	Question	Literal	✓
083/QU/L/00:50:19	<p>The Witch: “That’s it! Ta ta! Oh, and thank you for shopping at the</p>	<p>The spell is only repeated once. The data type is Question because Merida asked where the witch gone. The strategy of data is classified as Literal because the utterance convey real meaning.</p>	Question	Literal	✓

	Crafty Carver!” Merida: “No! Where’d you go?”				
084/QU/L/01:04:28	Fergus: “ What’re you doing, lass?” Merida: “It’s all right, dad.”	Merida dared to give a speech in front of many people as mother had taught her. The data type is Question because Fergus asked what did the daughter do. The strategy of data is classified as Literal because the utterance convey real meaning.	Question	literal	✓
085/RQ/L/01:04:59	(What’re you playing at? Where is the Queen? We’ll not stand for any more of this chiggery pie! That’s right! Let’s see her) Merida: “ SHUT IT! ”	Everyone is stunned by Merida's oratory skills. But at the end of the speech, people started looking for the whereabouts of the queen. The data type is Requirement because Merida command the people to shut up. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
086/PE/L/01:09:29	Merida: “Everyone, to the cellar! Let’s	Merida tried to divert people's focus again and she succeeded. The data type is Permission	Permission	Literal	✓

	crack open the king's private reserve to celebrate!"	because Merida permit people to king's private place. The strategy of data is classified as Literal because the utterance convey real meaning.			
087/PR/L/01:11:10	Merida: "Dad, don't hurt her!"	The King left the assembly to tell his wife that Merida had managed to reconcile the recent riots. The data type is Prohibition because when The King came into his room he found that elinor was missing and there was a bear. The strategy of data is classified as Literal because the utterance convey real meaning.	Prohibition	Literal	✓
088/RQ/L/01:12:39	Fergus: "Maudie. Keep this. And don't let her out!"	Merida tries to explain to the king that the bear is his wife, but he doesn't believe her and locks up Merida. The data type is Requirement because Fergus order Maudie to keep Merida. The strategy of data is classified as Literal because the utterance convey real meaning.	Requirement	Literal	✓
089/RQ/L/01:22:49	Elinor: "Don't just stare at me. Do	After a long journey of Merida's efforts to return her mother to human again, it finally	Requirement	Literal	✓

	Something!	materialized. The data type is requirement because Elinor command Fergus to cover herself naked after becoming human. The strategy of data is classified as Literal because the utterance convey real meaning.			
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