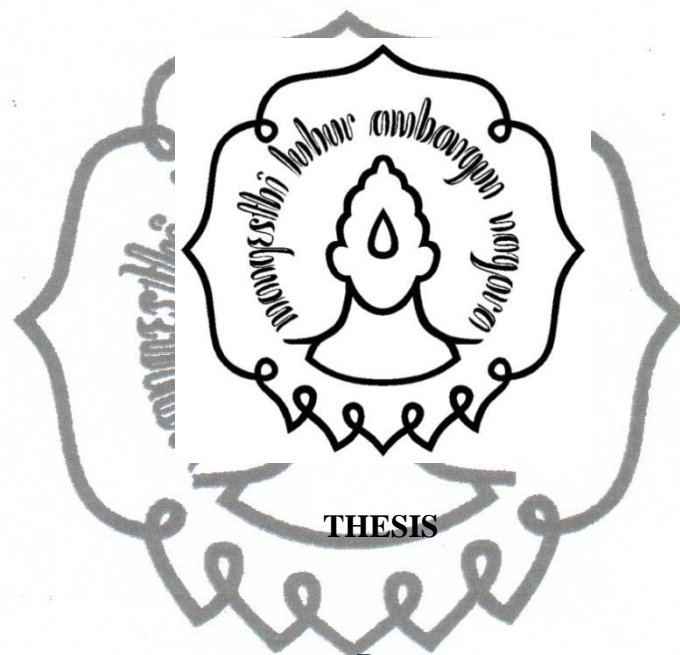


**A PRAGMATIC STUDY ON INDIRECT SPEECH ACTS OF
DIRECTIVE UTTERANCES IN “THE FELLOWSHIP OF THE
RING” MOVIE MANUSCRIPT**



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TITIK KURNIAWATI

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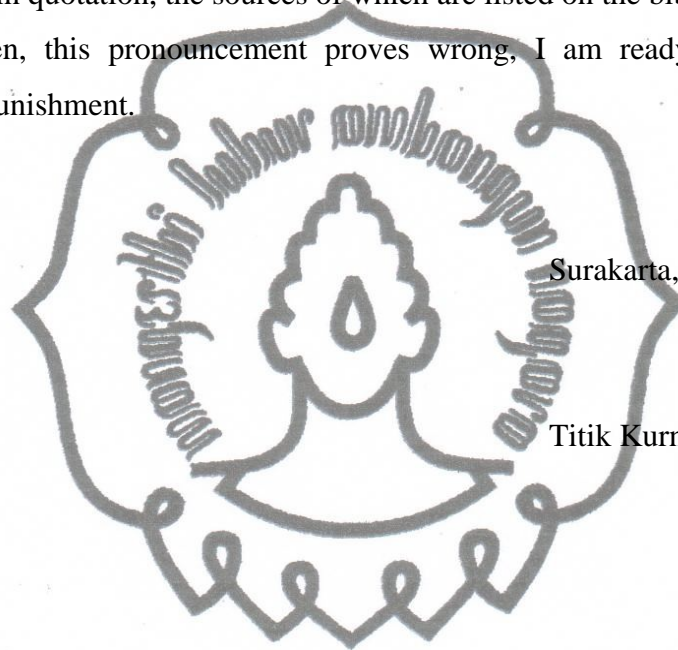
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PRONOUNCEMENT

I would like to certify that the thesis entitled **“A PRAGMATIC STUDY ON INDIRECT SPEECH ACTS OF DIRECTIVE UTTERANCES IN “THE FELLOWSHIP OF THE RING” MOVIE MANUSCRIPT”** is really my own work. It is not plagiarism or made by others. Everything related to others' works are written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.



Surakarta, July 2012

Titik Kurniawati

**A PRAGMATIC STUDY ON INDIRECT SPEECH ACTS OF
DIRECTIVE UTTERANCES IN “THE FELLOWSHIP OF THE
RING” MOVIE MANUSCRIPT**



TITIK KURNIAWATI

K2208049

Thesis

**Submitted to the Teacher Training and education Faculty of Sebelas Maret
University to Fulfil one of the requirements for obtaining the undergraduate
degree in english education**

**English Education Department
Teacher Training and Education Faculty
Sebelas Maret University**

Surakarta
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2012

APPROVAL OF CONSULTANTS

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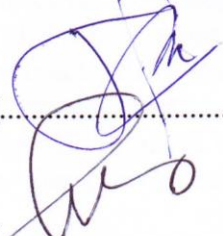
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ABSTRACT

Titik Kurniawati. K2208049. 2012. A Pragmatic Study on Indirect Speech Acts of Directive Utterances in “The Fellowship of the Ring” Movie Manuscript. Thesis. English Department. Teacher Training and Education Faculty. Sebelas Maret University. Surakarta.

This research uses a descriptive qualitative method. The source of the data is the text of the film entitled “The Fellowship of the Ring”, the first series of “The Lord of the Rings”, directed by Peter Jackson based on the book “The Lord of the Rings” written by J. R. R. Tolkien. In this research the writer found 45 utterances indicated as indirect directive speech acts.

The data are the utterances classified as indirect speech acts based on Searle’s classification. Then, in order to achieve the goals of this research, that are, 1) to identify the linguistic forms of indirect directive utterances employed by the characters of the film entitled “The Fellowship of the Ring”, 2) to describe the context of situation in which each form of indirect directive utterances is employed by the characters of the film “The Fellowship of the Ring”, those data are analyzed based on the linguistic form, Austin’s three basic acts, then Searle’s types of illocution, and Allan’s classification of directive classes. But, before analyzing the data by using those steps, the writer describes the context since context is a key to the understanding of the meaning or the function of indirect directive speech acts.

The results of this research are that 1) the indirect directive speech acts that are uttered by the characters of the film entitled “The Fellowship of the Ring” are in the forms of single words, phrases, sentences (declarative, interrogative, imperative) and sequence of sentences; 2) the functions implied in the indirect directive speech acts expressed by the characters in the film entitled “The Fellowship of the Ring” are: requesting, commanding, recommending, questioning, and prohibiting. In addition, there are four classes of directive speech acts expressed by the characters of the film entitled “The Fellowship of the Ring”, that is, requestives, requirements, questions, and prohibitives.

Keywords: pragmatic, indirect, speech act, directive

ABSTRAK

Titik Kurniawati. K2208049. 2012. Penelitian Pragmatik dalam Penggunaan Tindak Tutur Direktif Tidak Langsung pada Naskah Film “The Fellowship of the Ring”. Skripsi. Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret. Surakarta.

Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data adalah naskah film berjudul “The Fellowship of the Ring”, seri pertama dari film “The Lord of the Rings”, dipimpin oleh Peter Jackson berdasarkan buku “The Lord of the Rings” yang ditulis oleh J. R. R. Tolkien. Di dalam penelitian ini, penulis menemukan 45 ungkapan yang diindikasikan sebagai tindak tutur direktif tidak langsung.

Data dalam penelitian ini adalah ungkapan yang diklasifikasikan sebagai tindak tutur direktif tidak langsung berdasarkan klasifikasi Searle. Kemudian, dalam rangka mencapai tujuan dari penelitian, yaitu, 1) untuk mengidentifikasi bentuk-bentuk linguistik dari tindak tutur direktif tidak langsung yang diutarakan oleh para pemain di film yang berjudul “The Fellowship of the Ring”, 2) untuk mendeskripsikan konteks situasi yang mana masing-masing tindak tutur direktif tidak langsung diutarakan oleh para pemain di film yang berjudul “The Fellowship of the Ring”, data-data tersebut dianalisa berdasarkan bentuk linguistik, tiga tindak tutur yang diklasifikasikan oleh Austin, kemudian tipe-tipe ilokusi Searle, dan juga klasifikasi kelas direktif Allan. Tetapi, sebelum menganalisa data-data dengan menggunakan langkah-langkah tersebut, penulis terlebih dahulu mendeskripsikan konteks yang mana konteks adalah kunci untuk memahami arti atau fungsi dari tindak tutur direktif tidak langsung.

Hasil-hasil penelitian ini adalah bahwa 1) tindak tutur direktif tidak langsung yang diutarakan oleh para pemain pada film berjudul “The Fellowship of the Ring” adalah dalam bentuk kata-kata, frase, kalimat-kalimat (kalimat pernyataan, kalimat tanya, kalimat perintah), dan rangkaian kalimat; 2) fungsi-fungsi yang tersirat dalam tindak tutur direktif tidak langsung yang diungkapkan oleh para pemain dalam film berjudul “The Fellowship of the Ring” adalah: permintaan, perintah, rekomendasi, pertanyaan, dan larangan. Sebagai tambahannya, terdapat empat kelas direktif yang diekspresikan oleh para pemain dalam film berjudul “The Fellowship of the Ring”, yaitu, kelas permintaan, kelas penghendakan, kelas pertanyaan, dan kelas larangan.

Kata kunci: pragmatik, tidak langsung, tindak tutur, direktif

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MOTTO

“If you can imagine it, you can achieve it. If you can dream it, you can become it.”

(William A. Word)

“Wherever you go, no matter what the weather, always bring your own sunshine.”

(Anthony J. D’Angelo)



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DEDICATION



I gratefully dedicate this research paper to:

- My beloved father and mother
- My beloved sister
- My great motivator “DB”

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ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘alamin

Praise be to Allah SWT, The Almighty, for His bless so that the writer is finally able to finish this thesis which is one of the requirements for achieving Undergraduate Degree in English Department, Teacher Training and Education Faculty, Sebelas Maret University. The writer realizes that she can never complete this thesis without the assistance of so many people. So, she would like to express her greatest gratitude and respect to the following:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University for his permission to write this thesis.
2. The Head of English Department of Teacher Training and Education Faculty of Sebelas Maret University, for her permission to write this thesis.
3. Drs. Suparno, M. Pd., the first consultant for all the guidance, critical comments, and patience from the beginning to the completion of the thesis.
4. The second consultant, Drs. Gunarso S, M.Ed.TESOL., for his extra time, to read in details the thesis manuscript, advice, and patience to make the thesis better.
5. All the lectures, administrative staffs and friends in the English Department of Sebelas Maret University for all the assistance so that the writer could do all the things during her learning in the Department.
6. The sincerest thanks are directed to the writer's beloved parents for the great love, prayer, and all the supports that they give the entire writer's long life.
7. Special thanks are also directed to her sister, Lilis Susilowati, her nieces (Wiwin, Sindi, Meli, Susi, Yuli), and her nephews (Budi, Bagas, Rofiq, Vian). You are the light of my life.
8. A great thank for someone special. Thanks for all the supports, loves, patience, attention to the writer so that she becomes better.
9. Great thanks are also directed to all her friends. Riska, Rista, Elyya, Pipit, Tiwi, Sulis, Tutik, Yunita, Devi, Wahyu, and Pidiya.

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10. Special thanks are given to her family in Andita Boarding House: Riska, Ium, Mbak Nana, Mbak Yeti, Fiki, Evi, and the others.
11. And, the writer would like to thank the entire members of English Department, especially for ED '08 for the friendship and all of the time that she has spent with.

Realizing that this thesis is far from being perfect, the writer would be very pleased for all the suggestion, criticism, and comment on this thesis better. The writer hopes that this thesis would be something useful for all people who read this thesis, especially for those who are interested in linguistic studies.

Surakarta, July 2012

Titik Kurniawati

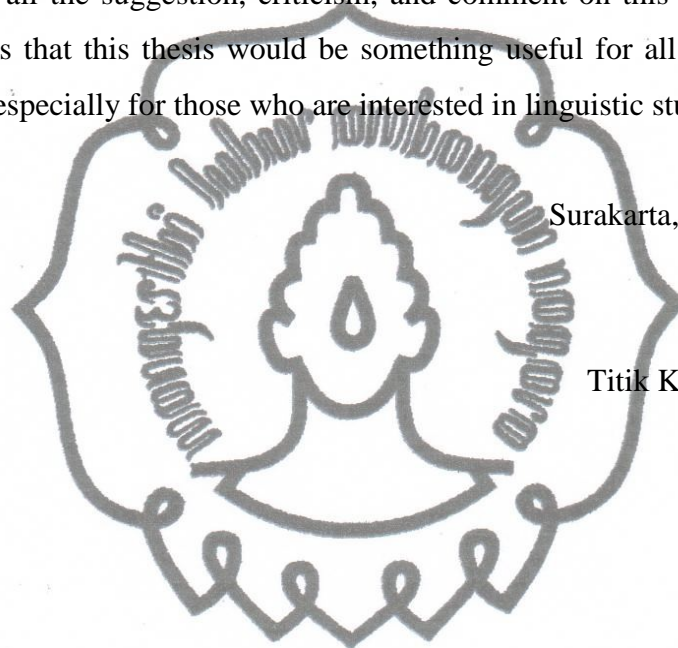


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CHAPTER I INTRODUCTION

A. Background of the Study

Language plays an important role in human lives as a means of communication. By using language, people can express their ideas or feelings, share information, apologize, promise, and also get someone to do something.

In sharing our ideas, we need to deliver our ideas clearly so that the hearer can catch the meaning or the content of our message. The hearer who wants to understand the meaning of the speaker's utterance should know the language and the context related to the utterance.

Many approaches are proposed to study how language carries its meaning. Pragmatics is the study of contextual meaning (Thomas, 1995: 4). It suggests that the speaker focus not only on what is being said, but also on the elements directly taken on the utterance and that is the situational context surrounding the utterance.

People in daily conversation sometimes get someone to take a particular action by uttering a certain utterance. When people produce an utterance as a direction, they use directive utterance. According to Huang (2007: 107) directive utterance is the kind of speech act that speaker uses to get someone else to do something. They usually express speaker's intention, such as: command/order, request, and suggestion.

People use directive utterances in many ways. They use different linguistic forms in expressing directive utterances. The linguistic form of directive utterances can be declarative, interrogative and imperative. So, not only imperative forms can be directive expressions, but also declarative and interrogative forms.

The directive utterances also have different meaning / speaker's intentions. People may order, request, advise, forbid, etc by using directive utterances. The speaker's intentions in the directive utterances can be analyzed directly or

indirectly. The speaker's intention can be identified directly in imperative sentence, while the explicit intention uses other language forms. The speaker's intention can be identified by using speech act theory.

"The Lord of the Rings" is an epic film trilogy consisting of three fantasy adventure films. This film is directed by Peter Jackson based on the three volume book of the same name by English author J. R. R. Tolkien, "The Lord of the Rings" (1954-1955). The series of the film are: "The Fellowship of the Ring", "The Two Towers", and "The Return of the King". In this research, the researcher analyzes the directive utterances contained in "The Fellowship of the Ring", the first trilogy of "The Lord of the Rings".

In "The Fellowship of the Ring", the researcher finds that there are various forms of directive utterances employed by the characters of the film. The variants of the directives are influenced by certain social and situational contexts presented in the film. Below is the example of directive utterance taken from The Lord of the Rings: The Fellowship of the Ring movie manuscript.

Bilbo: **"Frodo! Someone at the door!"**

The utterance takes place in Hobbiton of The Shire where Bilbo Baggins has his birthday party. He invites many hobbits. Before the party started, Bilbo is seated in his desk in the study at Bag End with a pen in his hand. He starts to write something in his large book. While he is writing, there is someone outside knocking at the door.

The structural form of the utterance above is declarative but its basic function is a command or request. The speaker (Bilbo) wants the addressee (Frodo) to open the door. The intention of the speaker here is indirectly stated. Bilbo does not only inform to Frodo that there is someone outside the door, but he actually asks Frodo to open the door and see who is coming.

Based on the phenomenon above, the writer is interested in conducting the research entitled: **A PRAGMATIC STUDY ON INDIRECT SPEECH ACTS OF DIRECTIVE UTTERANCES IN "THE FELLOWSHIP OF THE RING" MOVIE MANUSCRIPT**. The writer takes this title because she is interested on

the way people give command, request, and suggestion to other people. She is interested to analyze the directive utterances in The Fellowship of the Ring movie manuscript in terms of form, meaning and context.

B. Problem Statement

Based on the background of the reserach, the research problems are formulated as follows:

1. What are the linguistic forms of indirect directive utterances employed by the characters of the film entitled “The Fellowship of the Ring”?
2. In what context is each form of directive utterances employed by the characters of the film?

C. Problem Limitation

There are two types of speech act. They are direct speech act and indirect speech act. When a speaker uses a certain linguistic form to express different function, he/she is performing an indirect speech act. Meanwhile, when someone performs an utterance of which linguistic form is in accordance with the function, he is employing a direct speech act.

Since there are five classifications of speech acts in the film, including declarations, representatives, expressive, directives, and commisives; it is necessary to limit the research. The acts that will be analyzed are the indirect directive speech act. In this research, the researcher explores the directive occur in the film “The Fellowship of the Ring”, part of “The Lord of the Rings”. The analysis is concentrated on the linguistic forms of directive utterances employed by the characters of the film in relation to certain contexts affecting the characters’ choices.

D. Research Objectives

This study is primarily done to answer and explain the problems stated above. The objectives of the research are:

1. To identify the linguistic forms of indirect directive utterances employed by the characters of the film entitled “The Fellowship of the Ring”.
2. To describe the context of situation in which each form of indirect directive utterances is employed by the characters of the film “The Fellowship of the Ring”.

E. The Benefit of the Study

The research is expected to be beneficial for the reader and other researchers.

1. To the readers, it is expected that this research will give more information about directive utterances and also help them to understand more about the indirect directive utterances.
2. To other researchers, it is expected that this research will give additional information related to the field so that they can conduct more comprehensive researches.

CHAPTER II

LITERARY REVIEW

A. Pragmatics

1. Notions of Pragmatics

Speakers do not always convey the real meaning of their utterances when they communicate with their interlocutors. For example, when a speaker says “Be careful! Mr. Potter is in his office.” It may be a warning, but in some cases, the same sentence may be a promise, or merely information, depending on circumstances. Therefore, the speaker and the hearer need to consider the context of the situation when they make the interaction in order to avoid the misinterpretation.

The case above is closely related to the study of Pragmatics. In a general term, Levinson in Leech (1999: 23) states that pragmatics is the study of the relation between language and context that are basic to account for language understanding. In other word, pragmatics is the study of the ability of language user to pair sentences with the context in which they would be appropriate.

Thomas (1995: 2) mentions that Pragmatics concerns with the speaker’s meaning and the utterance interpretation. Moreover, it also focuses on the influence of the context toward what the speaker says so that they can produce appropriate and comprehensible utterances. Hence, Pragmatics can also be defined as the study of contextual meaning. It studies the relationships between linguistic forms and the users of those forms (Yule, 1996: 4). It means that Pragmatics does not only study the language but also what the language users do with it.

Another expert Fraser in Richards and Schmidt (1983: 30) defines pragmatics as the theory of linguistic communication. This linguistic communication succeeds only when the speaker has an attitude which he intends to convey the hearer in using language, and the hearer recognizes this attitude. According to Green in Cummings (2005: 1) the definition of pragmatics is as follows:

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“Linguistic pragmaticsis at the intersection of a number of fields within and outside of cognitive science; not only linguistics, cognitive psychology, cultural anthropology, and philosophy (logic, semantics, action theory), but also sociology (interpersonal dynamics and social convention) and rhetoric contribution to its domain”

From the discussion above, pragmatics is a branch of study of linguistics that concerns with the meaning behind what is said and how the language users should relate their language choice with the situational context. Speakers do not always say the real meaning of their utterances when they communicate with their interlocutors. Therefore, the speaker and the hearer need to consider the context of the situation when they make the interaction in order to avoid the misinterpretation.

2. Principles of Pragmatics

The study of pragmatics is concerned with many principles to make sense of what somebody hears and reads. There are some aspects of language studied in pragmatics as stated by Huang (2007), which include; implicature, presupposition, speech act, and deixis.

a. Implicature

The origin of the term implicature was introduced by Grice, an Oxford philosopher in 1967. Grice in Huang (2007: 23) defines implicature as a systematic meaning and communication. Yule (1996: 35) states that implicature is an additional conveyed meaning to an utterance which is uttered more than what the utterance means. To make the interpreter able to interpret the implicature easily there is cooperative principles of conversation (explained in four maxims, they are: maxim of quantity, quality, relation, and manner) that need to be understood first.

b. Presupposition

Presupposition can be informally defined as an inference or proposition whose truth is taken for granted in the utterance of a sentence (Huang, 2007: 65). It means that in every utterance uttered by a speaker or a writer there is information that is believed to be something true by the interpreter *commit to user* even though the interpreter has not ever proved it. For example for the

utterance: “My boy friend is the one who gave this ring to me”, the interpreter automatically will assume that the speaker or the writer has a boy friend.

c. Speech Act

The basic idea of speech act was originated by an Oxford philosopher, J. L. Austin, in the late 1930s. His idea is that speech act is performing action through utterances: constative and performative (Cummings, 2005: 6). Then it was refined by J. R. Searle, an American philosopher, after 1960. Searle in Huang (2007: 93) states that speech act is performing an action through utterances within the framework of social institutions and conventions.

d. Deixis

Deixis is derived from Greek word. The meaning is “to show” or “to point out”. It means that deixis is a branch of linguistic study concerning about linguistic forms used to point or show something (Yule, 1996: 9). It can be used to show people by using person deixis (he, she, you, etc.) location by using spatial deixis (here, there), and time by using temporal deixis (now, today, yesterday).

B. Speech Acts

1. Definition of Speech Acts

The theory of speech act is developed by the British philosopher, namely Austin. Speech acts are actions performed via utterances (Thomas, 1995: 51). Therefore, when speakers utter something, they then expect that the hearers will be affected by those utterances. For example, when a speaker utters a request to the hearer, he/she does not only expect that the utterance is heard, but more importantly, he/she also wants the hearer to make an action toward the request, in the form of compliance.

Searle (1969: 18) states that the speech acts performed in the utterances of a sentence are in general a function of the meaning of the sentence. For these

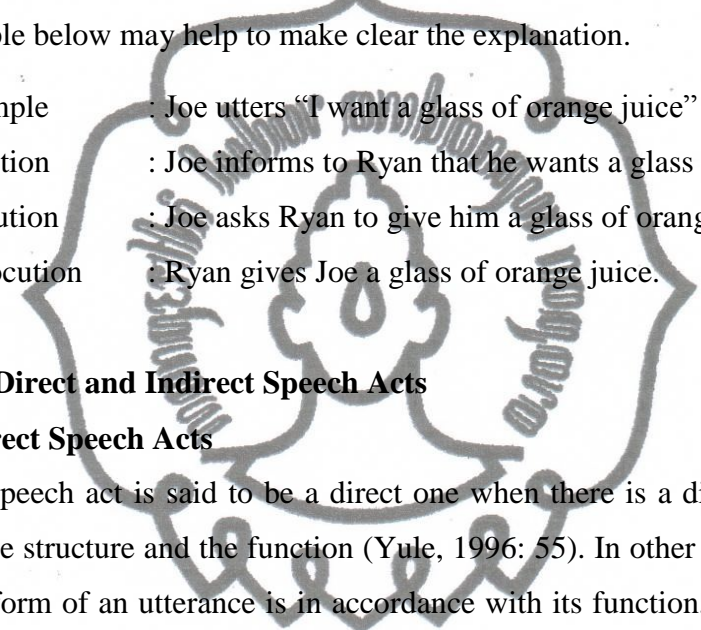
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reasons a study of meaning of a sentence is not principle distinct form a study of speech acts

Dealing with the understanding, Austin in Fasold (1990: 152) makes three categories of speech act:

- **locutionary act**, which is the simple act of saying something;
- **illocutionary act**, what is done in the act of saying something;
- **perlocutionary act**, which effect is produced by saying something.

The example below may help to make clear the explanation.



Example	: Joe utters "I want a glass of orange juice" to Ryan.
Locution	: Joe informs to Ryan that he wants a glass of orange juice.
Illocution	: Joe asks Ryan to give him a glass of orange juice.
Perlocution	: Ryan gives Joe a glass of orange juice.

2. Direct and Indirect Speech Acts

a. Direct Speech Acts

A speech act is said to be a direct one when there is a direct relationship between the structure and the function (Yule, 1996: 55). In other words, when the structural form of an utterance is in accordance with its function, we can identify it as a direct speech act. He gives the following utterances as examples:

- a. You wear a seatbelt. (Declarative)
- a. Do you wear a seatbelt? (Interrogative)
- b. Wear a seatbelt! (Imperative)

The first example above is presented in the form of a declarative sentence, which functions as a statement. An obvious correlation can also be identified in the second example. It is performed in an interrogative sentence, and the function is as a question that needs a yes or no answer. Meanwhile, the last example is an imperative that is purposed to make a command. The three examples above show the correlation between the structural form and the function of each sentence, so that they are categorized into the direct speech acts.

Allan (1986:167-172) defines that some characteristics of a direct speech act as follows:

- 1) Performative verbs. A Direct speech act can be identified through an explicit performative verb, a verb which effectively spells out the illocutionary force. For example: "I promise to take Jane out to a party tomorrow."

'I promise' is called a performative clause because the speaker actually performs the act of promising. The illocutionary force from the example is made explicit by the speaker's use of a performative verb: promise. Thus, a direct speech act can be seen from explicit performative verb in a phrase or a sentence.

- 2) Tense in the performative verb. The tense of an explicit performative verb must be in the present (non past, non future, non perfect) because the illocutionary act is defined on the moment of utterance. For example:

(2.1) "I promise to take Jane out to a party tomorrow".

(2.2) "I have promised to take Jane to a party tomorrow".

Saying 'I promise' in (2.1), the speaker makes a promise at the moment. On the other hand, 'I have promised' in the (2.2) does not constitute the making of a promise; instead, they report that a promise was made by the speaker. So, the present tense shows that the direct speech act is done at this time.

- 3) The person is responsible for the illocution. The subject of the direct speech act can be a first person singular pronoun 'I', 'we' regarded as referring to joint speakers, or an authorized person on behalf of someone. For example:

a. "I promise to pay the balance amount within ten days."

b. "The court permits you to stand down"

From those examples, 'I' in (3a) is the first person singular who is making a promise. Then, 'the court' is a person having an authority who represents the others.

- 4) Negative performatives. The use of negative performatives. For instance, requesting someone to do something a speaker can say:

a. Don't bring me that book

b. I do not request you to take that book.

The use of negative performatives verb is in order to emphasize the direct speech act from the speaker to hearer.

b. Indirect Speech Acts

Yule (1996: 55) states that indirect speech act occurs when there is an indirect relationship between a structure and a function.

Another expert, Huang (2007: 110), defines indirect speech act as a kind of speech act with no direct relation between the sentence type and the illocutionary force.

In conclusion, by using the indirect speech act, the hearer cannot try to understand the speaker's or the writer's intended meaning literally. It means that, because of the indirect relation between the structure of the sentence type and the illocutionary force or the function of the utterance, the hearer will be lost in getting the meaning of the speaker if he tries to get it literally. When the speaker decides to use this speech act, it means that he wants to make his communication in the pragmatic communication in which the hearer (addressee) must catch a different meaning from the apparent surface one. It is the time for the theory of context to be applied by the hearer in order to understand the intention of the speaker. In the very boring class, for instance, there is a student saying "what time is it?" to the teacher while the time was over five minutes ago. Structurally, it is an asking (interrogative sentence), but it is not a question. But, it is a command or may be a request to finish the class immediately.

3. Classification of Speech Acts

Speech acts can be classified into five categories. They are declarations, representatives, expressives, directives, and commissives (Yule. 1996: 53-54).

a. Declarations

Declarations are those kinds of speech acts that change the world via their utterance. The speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately. In using a declaration, the speaker changes the world via words.

For example: Priest: I now pronounce you husband and wife.

b. Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are the examples of representatives. In using a representative, the speaker makes words fit the world (of belief).

For example: The earth is flat.

c. Expressives

Expressives are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. They can be caused by something the speaker does or the hearer does, but they are about the speaker's experience. In using an expressive, the speaker makes words fit the world (of feeling).

For example: I'm really sorry!

d. Directives

Directives are those kinds of speech acts that the speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions, and they can be positive or negative. In using a directive, the speaker attempts to make the world fit the words (via the hearer).

For example: Give me a cup of coffee! Make it black!

e. Commisives

Commisives are those kinds of speech acts that the speakers use to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusals, pledges. They can be performed by the speaker alone or by the speaker as a member of a group. In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

For example: I'm going to get it right next time.

4. Felicity Condition

Austin in Allan (1986: 182) defines the felicity conditions of an illocutionary act as conditions that must be fulfilled in the situation in which the act is carried out if the fact is to be said to be carried out properly, or felicitously. For example: the felicity condition for the illocutionary act of ordering is that the speaker must be superior to, or in authority over the hearer. Thus if a servant says to the Queen “Open the window” there is a certain incongruity or anomalousness, or infelicity in the fact (of ordering) carried out, but if the Queen says “Open the window” to the servant, there is no infelicity.

Moreover, he describes the felicity conditions as follows:

- (A.1) There must exist an accepted conventional procedure having a certain conventional effect, that procedure to include the uttering of certain words by certain persons in certain circumstances, and further,
- (A.2) the particular persons and circumstances in a given case must be appropriate for the invocation of the particular procedure invoked.
- (B.1) the procedure must be executed by all participants both correctly and
- (B.2) completely.
- (Γ.1) Where, as often, the procedure is designed for use by persons having certain thoughts or feelings, or the inauguration of certain consequential conduct on the part of any participant, then a person participating in and so invoking the procedure must in fact have those thoughts or feelings, and the participants must intend so to conduct themselves, and further
- (Γ.2) must actually so conduct themselves subsequently.

Now if we sin against one (or more) of these six rules, our performative utterance will be (in one way or another) unhappy.

(Austin, 1975: 14f)

(A.1-2) describe preparatory conditions, (B.1-2) executive conditions, (Γ.1) a sincerity condition, and (Γ.2) a fulfilment condition.

Following are the illustration of felicity conditions for directive utterances:

- a. REQUESTIVES S requests H to do A
- [P] S has reason to believe that H can (or might be able to) do A
- [S] S wants D done, perhaps specifically by H
- [I] S reflexively-intends U to be recognized as a reason for H to agree to do A.

Moreover, Huang (2007: 105) gives more explanation for the illustration above. They are as follows:

[P] means a preparatory conditions which is to establish whether or not the circumstances of the speech act and the participant in it are appropriate to its being performed successfully. The preparatory conditions of requestives are, the speaker has reason to believe that the addressee has the ability to carry out the action requested, and that if the addressee is not asked, he or she will not perform the action.

Next, the sincerity conditions [S] must be satisfied if the act is to be performed sincerely. Thus, when carrying out an act of requesting, the speaker must want the addressee to do the requested action. Notice that if the sincerity condition is not fulfilled, the act is still performed, but there is an abuse, to use Austin's term.

[I] means the illocutionary intention. The speaker must intend that his or her utterance counts as an attempt to get the addressee to do what is requested. Failure to meet this illocutionary intention has the consequence that the act has not been carried out.

- b. QUESTIONS S questions H as to *p*.
- [P] S has reason to believe that H can (or might be able) to tell him whether or not *p*
- [S] S wants to be told whether or not *p*
- [I] S reflexively-intends U to be recognized as a reason for H to tell him whether or not *p*

The preparatory conditions [P] of questions are, the speaker has reason to believe that the addressee has the ability to carry out the action questioned, and that if the addressee is not asked, he or she will not perform the action.

Then, the sincerity conditions [S], when carrying out an act of questioning, the speaker must want the addressee to tell or inform the question asked. Notice that if the sincerity condition is not fulfilled, the act is still performed, but there is an abuse, to use Austin's term.

[I] means the illocutionary intention. The speaker must intend that his or her utterance counts as an attempt to get the addressee to tell or inform what is questioned. Failure to meet this illocutionary intention has the consequence that the act has not been carried out.

- c. REQUIREMENTS S requires H to do A
 [P] S has reason to believe that H can do A
 [S] S wants H to do A
 [I] S reflexively-intends U to be recognized as a requirement on H to do A.

The preparatory conditions [P] of requirement are, the speaker has reason to believe that the addressee has the ability to carry out the action required, and that if the addressee is not required, he or she will not perform the action.

Then, the sincerity conditions [S], when carrying out an act of requiring, the speaker must want the addressee to do what he wants. Notice that if the sincerity condition is not fulfilled, the act is still performed, but there is an abuse.

[I] means the illocutionary intention. The speaker must intend that his or her utterance counts as an attempt to get the addressee to do what he wants. Failure to meet this illocutionary intention has the consequence that the act has not been carried out.

commit to user

- d. PROHIBITIVES S prohibits H from doing A
[P] S has reason to believe that H should not to do A
[S] S wants H not to do A
[I] S reflexively-intends U to be recognized as a requirement on H not to do A.

The preparatory conditions [P] of prohibitive are, the speaker has reason to believe that the addressee has the ability not to do such action forbidden, and that if the addressee is not forbidden, he or she will perform the action.

Then, the sincerity conditions [S], when carrying out an act of prohibition, the speaker must want the addressee not to do some actions forbidden. Notice that if the sincerity condition is not fulfilled, the act is still performed, but there is an abuse, to use Austin's term.

[I] means the illocutionary intention. The speaker must intend that his or her utterance counts as an attempt to get the addressee not to do what is forbidden. Failure to meet this illocutionary intention has the consequence that the act has not been carried out.

C. Directive

Directive is one of the classes of speech act that concerns with the act of getting someone to do something (Huang. 2007: 107). Another definition of directive is stated by Yule. He identifies directives as kind of speech acts that speakers use to get someone else to do something (1996: 54).

Based on the definitions above, it can be concluded that directives are expressions in which the speaker intends the addressee to do certain action.

1. Forms of Directive

Holmes in Richards and Schmidt (1983) divides directives into three major categories on the basis of their form: imperative, interrogative, or declarative.

a. Imperatives

Imperative forms were the most frequently occurring realizations of directives expressions in direct speech acts. Nevertheless it is very rarely performed in the indirect one (Huang: 2007:111). There are six structural variants of imperatives were identified below:

a. *base form of verb*

e.g: 'Speak louder.'

'Have a look at the picture.'

'Don't draw on the folded piece.'

b. *you + imperative*

e.g: 'You look here.'

'You just see the picture.'

'You go on with your work.'

c. *present participle form of verb*

e.g: 'listening.'

'Looking at me.'

'Sitting up straight please.'

d. *verb-ellipsis*

e.g: 'Now this one.' (i.e. Now look at this picture.)

'Hands not voices.' (i.e. Put up your hand rather than calling out.)

e. *imperative + modifier*

e.g: 'Children looking this way please.'

'Put your hands on your hips everyone.'

f. *let + first person pronoun*

e.g: 'Let's finish there.'

'Let's see who can sit down quickly.'

b. Interrogatives

Two major types of interrogative were identified: modal and non-modal forms.

a. Modals

An interrogative clause is to be interpreted as a command to do if it fulfills the following conditions:

- it contains one of the modals 'can', 'could', 'will', 'would' (and sometimes 'going to')
- if the subject of the clause is also the addressee
- the predicate describes an action which is physically possible at the time of the utterance.

E.g: 'Would you like to try this?'

'David will you read this page for me?'

'Can you read what it says for me?'

b. Non-modal interrogative directives

E.g: 'People at the back are you listening?' (Implied 'stop talking')

'Lynda do you know where the paints are kept?' (Implied Go and get the paints.)

c. Declaratives

Declarative directives fell into two contrasting categories according to their relative explicitness and the amount of inference required interpreting the directive intent.

a. Embedded agent

Such forms occur most typically in two types of setting:

- 1) the transactional work setting, where who is to do what is very clear and a statement of need (or desire) by a superior implied an obligation on the part of the subordinate.
- 2) in families, when solicitude on the part of the hearer could be assumed.

E.g: 'I'd like everyone sitting on the mat.'

'I wonder who can put their hand up without speaking.'

b. Hints

E.g: ‘Kelly’s hand is up!’

‘ John, you’re calling out.’ (Pupils had just been told to put up their hands)

2. Classes of Directive

Allan (1986: 199) defines four classes of directive. They are as follows:

a. Requestives

This class includes: ask, beg, implore, insist, invite, petition, plead, pray, solicit, summon, tell, urge.

Example: I want you to join us to the party tonight.

b. Questions

This class includes: ask, inquire, query, question, quiz.

Example: Did you go to the party last night?

(The required action is answering the question).

c. Requirements

This class includes: bid, charge, command, demand, dictate, direct, enjoin, instruct, order, prescribe, require.

Example: Repeat my statement!

d. Prohibitives

This class includes: enjoin, forbid, prohibit, proscribe, restrict.

Example: Don’t you ever go there!

D. Components of Speech

Several speech components are also crucial in studying people’s communicative behavior. Those components are first proposed by Hymes (1974) as an ethnographic framework which takes into account the various factors that are involved in speaking. This is known as the SPEAKING formula, since Hymes uses the word SPEAKING as an acronym for those factors (Fasold, 1990: 44-46).

1. Situation (S)

The situation is composed of the setting and the scene. The setting is about the physical circumstances of a communicative event, including the time and place. The scene is the psychological setting which refers to the kind of speech event taking place according to a cultural definition.

2. Participants (P)

The participants include not only the speaker and addressee, but also the addressor and the audience.

3. Ends (E)

The ends of speech event can be divided into outcomes (the purpose of the event from a cultural point of view) and goals (the purposes of the individual participants).

4. Act sequence (A)

The act sequence means the message form (how something is said) and content (what is said). Both message form and message content involve communicative skill that varies from one culture to another.

5. Key (K)

Key (K) refers to the tone, manner, or spirit in which a speech is carried out, whether it is mock or serious, perfunctory or painstaking.

6. Instrumentalist (I)

Instrumentalities include both channels and forms of speech. Channel means the way message travels from one person to another. Then forms of speech mean languages and their subdivisions, dialects, codes, varieties, and registers.

7. Norms (N)

Communication also involves norms, both interaction and interpretation. Interaction is used in order to be competent in communicating in certain culture. Interpretation is more or less what we mean by the expression “reading between the line”. It involves trying to understand what is being conveyed beyond what is in the actual words used.

8. Genre (G)

Genres refer to categories like poems, myths, proverbs, lectures, and commercial messages. It is often the case that different genres have defining formal characteristics.

E. Film

1. Notion of Film

Film is a mass entertainment medium. It reflects the desires, needs, fears, and aspirations of a society (Allen and Gomery, 1985:154). As a social representation, film derives its images, sounds, themes, and stories ultimately from their social environment (Ibid, p.158).

Furthermore, film and society cannot be separated. The production of film is closely related to society. Moreover, the films are made within social context. Allen and Gomery state that the making of films also has a social dimension for several reasons. Film makers are members of society, and, as such, are no less subject to social pressures and social norms than anyone else. Furthermore, all film making occurs within some social context (1985:154).

There are two major classes of film, namely documentary film and fictional film. A documentary film is typically contrasted with fiction film. It leads us to assume that the persons, places, and events had ever existed and that the information presented about them is trustworthy. It purports to present factual information about the world outside the film. On the contrary, a fictional film presents imaginary, beings, places, or events. All of the characters in this film are not real or never exist, and the activities in this film never take place.

As the members of society, film producers create their films as reflections of social phenomena, included a fictional film. Allen and Gomery state that in fictional films, characters are given attitudes, gestures, sentiments, motivations, and appearances that are, in part at least, based on social roles, and on general notions about how a policeman, factory worker, debutante, mother, or husband are “supposed” to act (1985:158).

From the definition above, it can be concluded that a film is a reflection of social life. It represents the norms, values, and phenomena of society. “The Lord of the Rings: The Fellowship of the Ring” film is an example of a fictional film. The activities in this film never take place, and the characters in this film are not real.

This film just presents imaginations on the characters, places, and events. Nevertheless, we cannot take a conclusion that a fictional film is completely unrelated to society, because it somehow reflects the desires, needs, fears, and aspirations of a society at a given time.

2. The Kinds of Film

There are many genre of film in this world. Ryall in Aguado (2002: 3) states some genres can be defined in ways which highlight their intended effect on the audience, as in the horror film, the thriller, and the comedy, which elicit fear, suspense, and laughter respectively. Again, these are effects that are realizable across different subject-matters.

Burns (2009: 6-7) mentions that an analysis of the films by genre attempted to determine if representations of nonverbal communication behaviors differed depending on the scope, purpose, and intended audience. He then classifies films on five genres. They are action adventure, comedy, drama, horror, and science fiction.

a. Action film

The action adventure film contains formulas and components that include the concepts of right and wrong, good “guys” and bad “guys,” physical action, fights, chases explosions, state-of-the-art special effects, an emphasis on performance and athletic feats and stunts, and heroes overcoming obstacles and dangers to accomplish an important and moral mission. This kind of film focuses on activity, saving the day, and effects.

b. Comedy Film

Comedy includes two types, the screwball/romantic comedy and the clown comedy. The screwball comedy, which emerged around 1934, contained a battle of the sexes in which an eccentric, free-spirited, zany, and liberated female pursued an unknowing, less assertive, easily frustrated male who was exposed and ridiculed. A romantic comedy is a film focused on a romantic relationship, with characters overcoming problems by either submitting to or rejecting love, which portrays the struggle for supremacy and status between men and women.

The second type of comedy, the clown comedy, contains a comic figure or figures around whom the storyline, often weak, revolves. Physical and visual comedy plays a large part in this type of comedy. Comedies focus on relationships and plots, although in different ways, with laughter and emotion respectively.

c. Drama film

Dramas focus on the plot and the script, focusing on the concern with situation and plot. Drama allows viewers to feel sympathy and provides a therapeutic effect through the protagonists' overcoming powerful forces that make them victims. Drama is a serious genre that includes tragedy in some aspect, conveys moral value through emotion, and whose story is told through the dialogue that demonstrates and portrays relationships. Dramas focus on relationships and plots.

d. Horror Film

Horror films are politically charged and contain nature versus materialism and rural versus urban themes that allow viewers to experience repressed political and social discontent. Horror films focus on fear.

e. Science fiction film

Science fiction addresses the conscious rather than the unconscious, speculating on technology, gimmicks, and the perfectible future and relying on society's anxiety about technology and its growth

and potential for destruction with the possibility of no future. One of the most common themes in science fiction films is that humans are their own worst enemy. Science fiction films focus on fear, again in different ways, through fear of the unexpected and fear of the future respectively

3. “The Fellowship of the Ring”

The Lord of the Rings is a fairy-tale of myth and fantasy. It is directed by Peter Jackson based on the novel entitled “The Lord of the Rings” written by J. R. R. Tolkien. The genres of this film are action, adventure, and fantasy. This film performs in three series. The first series of this film is entitled “The Fellowship of the Ring”. Its premiere on 10 December 2001 in United Kingdom. The stars of this film are [Elijah Wood](#), [Ian McKellen](#), [Orlando Bloom](#), etc.

Carrapa (2002) gives a description about the amazing thing of “The Fellowship of the Ring”. Peter Jackson directed a film that was considered, for a very long time, impossible to make, and not only for technical reasons. The narrative roots are incredibly long and detailed, and the storyline is deeply connected with the creation of a fantastic continent from a time unknown called ‘Middle Earth’. Its author, Tolkien, dedicated a considerable part of his life developing this continent's background, its mythology and origins, its different kinds of people, cultures and languages, and therefore its geographic references are determinant to the unfolding of the story of the One Ring.

Peter Jackson went out to achieve the impossible and came out with a recreation of the original that is pure and true to the story in every detail. The first time the four hobbits meet a black rider on the road, for example, is absolutely faithful to the feeling of the book. The assault of the riders at Weathertop is another great example, and it captures that feeling of danger, density and atmosphere that are the main characteristics of the tale. Jackson also took some liberties with the story, and made some right choices along the way. If the so called ‘purists’ may not approve the removal of Tom Bombadil all together, it should be comprehensible that the travel from Hobbiton to Rivendel is a very long and detailed one and could easily make a movie on its own.

The magic is all there when Gandalf shuts his eyes the moment Frodo stands in the council and says 'I will take the ring'. It is there at Moria's Gate, and at the fall of Boromir. It is a powerful film that doesn't fit the rhythm of the standard Hollywood action movie. It is a film that breeds, that takes time to unfold, its tale branching in every direction.

The greatest thing about this film is that the corruption of absolute power, the importance and value of friendship, the inevitability of growing up, the strength of hope. That this film could capture that magic, and be a new bearer to its message of humanism, is a statement to its greatness. Gandalf's words, that even the smallest person may change the course of the world, and have a part to play in the destiny of all, are immortal.

4. Synopsis of Film "The Fellowship of the Ring"

The film opens with a prologue which shows the last battle that defeated Sauron and how Isildur had a chance to destroy the One Ring, but refused Elrond's advice. He instead kept the Ring and was soon betrayed by it. Gollum finds the Ring and has possession of it for many years until Bilbo outwits him.

In Hobbiton of the The Shire, Bilbo Baggins is planning his birthday party. The wizard Gandalf comes for the party. After the party he sneaks away to quietly leave The Shire. Gandalf meets him and persuades him to leave behind his ring. His nephew, Frodo, arrives after he has left. Gandalf now leaves. A few months later, he returns and tests the ring. It is the One Ring of Sauron as he has feared. He advises Frodo to leave The Shire as soon as possible. Gandalf decides that Frodo's gardener, Sam, will go with Frodo after they catch him eavesdropping.

Gandalf leaves and soon after Frodo and Sam depart The Shire. As they make their way across The Shire, they have a couple of run-ins with Black Riders Mt. Doom and are joined by Merry and Pippin. They barely escape the Black Riders at Buckleberry Ferry at the border of The Shire. They come to the Prancing Pony in Bree where Gandalf said he would meet them. However, Gandalf is nowhere to be found. They instead encounter Strider, a Ranger who offers to be

their guide. Strider leads them through Midgewater Marsh and the back country to Weathertop where Frodo is wounded by the Witchking..Soon after, they are found by Arwen, who quickly carries Frodo to Rivendell just ahead of the Black Riders.

At Rivendell, Frodo recovers from his wound under the care of Elrond. Frodo is then reunited with Bilbo. Elrond then calls a Council to discuss the Ring, which is attended by Frodo, Dwarves, Elves, Men and Gandalf. It is decided that the Ring must be taken to in Mordor. After some arguing over who would take it, Frodo volunteers. Aragorn and Gandalf join him. Elrond then selects Gimli the Dwarf, Legolas the Elf and Boromir of Gondor. The other three Hobbits interrupt the Council and insist on going as well.

The Fellowship leaves Rivendell and heads south. They try to cross the Pass of Caradhras, but are turned back by weather sent by Saruman. Frodo chooses to go through Moria. Just outside of Moria, they are attacked by the Watcher in the Water. In Moria, they find the Dwarven colony has been wiped out. At Balin's Tomb, they are attacked by Orcs and a Cave Troll. Frodo is wounded, but survives. They then flee to the Bridge of Khazad-dûm where Gandalf faces a Balrog. They both fall and the rest of the Fellowship flees Moria.

The Fellowship comes with Lothlórien where they rest. Galadriel brings Frodo to the Mirror of Galadriel. He tempts her by offering her the Ring, but she turns him down. The Fellowship then leaves Lothlórien after Galadriel gives them each some gifts. They sail down the Great River to Amon Hen where they must choose to either go east toward Mordor or west to Gondor. Frodo slips away for some time to think, but Boromir follows him and being overcome by the Ring, tries to take it. Frodo flees and runs into Aragorn. Aragorn holds off the Uruk-hai while Frodo flees. At the boats, Sam insists on going with Frodo. Merry and Pippin are captured by the Uruk-hai after Boromir is mortally wounded. The film ends with Aragorn, Gimli and Legolas setting out to rescue Merry and Pippin.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Study

This research is done to find out the linguistic form, meaning, and the illocutionary force of indirect directive speech acts in a film entitled “The Fellowship of the Ring” by using speech act theory under the Pragmatic study. “The Fellowship of the Ring”, the object of the study, is a film directed by Peter Jackson based on the book “The Lord of the Rings” written by J. R. R. Tolkien.

B. Type of Research

In doing this research, the researcher uses descriptive qualitative research. Qualitative research is a type of research which largely depends on the collection of non-numerical data, e.g words and pictures (Johnson and Christensen, 2000: 17). While Moleong (2007: 3) states that qualitative research is a research which does not include any calculation or numeration. This research is qualitative because the data are in the form of words and sentences. Furthermore it is not dealing with numerical measurements or statistical procedure.

This research employs a descriptive method. The objective is to describe phenomena in the data analysis and then draw a research conclusion. According to Surakhmad (2004: 139), descriptive method is a kind of research method using the technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing conclusion. By using a descriptive method, the researcher of this research tries to describe the facts concerning the objects of the research, namely indirect speech acts of directives utterances. Therefore, the researcher collects the data, analyzes and interprets them, and draws conclusion about the linguistic form of indirect directive utterances and the context of the use.

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C. Data and Source of Data

In this research, the source of data refers to the subject from which the data are obtained (Arikunto, 2006: 129). The data may appear in the form of discourse, sentences, clauses, phrases, words, or even morphemes (Subroto, 1992:7). In conducting this research, the researcher uses a film entitled “The Fellowship of the Ring” and the transcript of the film found from internet as the source of the data. It consists of 111 pages. the data of this research are the dialogues containing indirect directive utterances expressed by the characters in the film entitled “The Fellowship of the Ring”.

D. Sample and Technique of Sampling

Sample is a part or representation of the data being observed (Arikunto, 2006: 92). Meanwhile technique of sampling is a technique of choosing sample out of the data (Hadi, 1983: 75). In this research, the researcher uses purposive sampling. Wiersma (1990: 200) defines purposive sampling as a technique to choose the data based on their characteristics relative to the phenomena under study rather than being selected randomly. The sample in this film is selected on the basis of their characteristics. The sample is taken from the dialog containing directive utterances expressed by the characters in the film “The Fellowship of the Ring”.

E. Equipments of Research

In conducting this research, the researcher is supported by some equipments such as VCD of film, a set of VCD player, television, and internet. These can make the research process easier and the result of this research is more accurate.

F. Technique of Collecting Data

In general, there are to strategies of collecting data in qualitative research. They are interactive method and non-interactive method (Guetz & Lecompte in

Sutopo, 2002: 58). In the research, the researcher uses non-interactive method to collect the data. The technique used is document analysis as one of the forms of data collection in non-interactive method. Creswell (2008: 230-231) says that documents consist of public and private records. Moreover, Sugiyono (2010: 240) states that document can be in the form of art work such as pictures, statues, film, etc. The data being observed is in the form of film and its transcript.

The process of collecting data is outlined in the following steps:

1. Watching the film entitled “The Fellowship of the Ring” for several times in order to understand the whole story.
2. Reading the whole transcript of the film.
3. Comparing the dialogues of the film containing directive utterances and the transcript of the film from internet.
4. Giving codes to each dialogue containing directive utterances.

G. Technique of Data Coding

To make easier the classification and the analysis of the data, the researcher gives some codes in the data. The data coding of this research is as follows:

1. The number of each datum.
2. The number of the disc in which the directive utterances occurs. It classifies the data whether occur in Disc I or Disc II, and then followed by the page in the transcript.
3. The linguistic form of the utterances which are found in the film are written in capital letters:
 - a. Declarative sentence : DEC
 - b. Imperative sentence : IMP
 - c. Interrogative sentence : INT
 - d. Word : WORD
 - e. Clause : CLAU

4. The function of the utterances use based on the context are classified as follows:

- a. Request : Req
- b. Command : Comm
- c. Prohibition : Proh
- d. Suggestion : Sugges

The example of data coding is as follows:

Datum 9/ I-34 / DEC / Proh

= It is the datum number 9. It is found in disc I in the film and in the page of 34 in the transcript. The linguistic form of the utterance is categorized as the declarative form. The function of the utterance based on the context is identified as a prohibition.

H. Trustworthiness

Before the information becomes the research data, it needs to be checked on its credibility so that the data acquired from the research field can be taken into account. This research used triangulation to check or compare the data. Triangulation is a general way that is used to develop the validity in qualitative inquiry. Moleong (2004: 178) states that triangulation technique is the technique to check the data by using something beyond the data. Sutopo (2002: 78) states that there are four kinds of triangulation technique namely: source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses methodological triangulation that is done by doing consultation or interviewing the linguist. The linguist here is the people who know much about indirect directive speech act, e.g: the lecturer who teach linguistics.

I. Technique of Analyzing Data

The data were analyzed by using descriptive qualitative method. The writer used an interactive model that consists of four steps as stated by Miles and Huberman in Sutopo (2002: 91):

1. Data Collection

Data collection deals with the activities done by the researcher in her attempt to find the early data. This activity is done by the following steps:

- a. Watching the film entitled “The Fellowship of the Ring” for several times in order to understand the whole story.
- b. Reading the whole transcript of the film.
- c. Comparing the dialogues of the film containing directive utterances and the transcript of the film from internet.
- d. Giving codes to each dialogue containing directive utterances.

2. Data reduction

In this study, all of the data collection will be processed and selected based on the theory being used by the researcher. She will only select the accurate data by using the concepts of indirect directive speech act. If there are some irrelevant data, they will be replaced by others which are more accurate. By means of selection the quality of the data will be more accurate. This is also strengthened by Miles and Huberman in Siswanto as follows:

“Analysis during data collection lets the fieldworker cycle back and forth between thinking about the existing data and generating strategies for collecting new-often better quality data.” (2005: 68)

In this research, data reduction is done by the following steps:

- a. Preparing data collection sheets
- b. Selecting the data
- c. Giving description *commit to user*

d. Drawing conclusion

3. Data Display

This stage will be done by the researchers after we already passes the data collection. This display will be presented in the narrative form. The notion of data display is clearly explained by Milles and Huberman (in Siswanto, 2005:163):

“By display we mean a spatial format that presents information systematically to the user. Newspaper, gasoline gauges, computer screens, and organization charts are all displays. They present information in a compressed, ordered form, so that the user can draw valid conclusions and take a needed action. For qualitative researchers, the typical mode of display has been narrative text (1984:79).”

In this research, the data display is conducted in several stages, as follows:

- a. Describing the context of the dialogues containing indirect directive utterances.

Example:

Bilbo: “Frodo! Someone at the door!”

The context for the dialogue above is as follows:

In Hobbiton of the The Shire, Bilbo Baggins has his birthday party. He is an old man with eleventy-first (111th) years old. He comes from the race of Hobbit. Bilbo is one of Bagginses’ heir who known as one of the oldest, wealthiest, and most respectable hobbit families in Hobbiton. He is Frodo’s uncle. In his birthday party, he plans to invite many hobbits. Before the party start, Bilbo is seated in his desk in the study at Bag End with a pen in his hand. He starts to write something in his large book. While he is writing, there is someone outside knocking the door.

- b. Classifying data based on Austin's three basic acts; locutionary, illocutionary, and perlocutionary act.

Example:

- 1) Locutionary : **Someone at the door! (*Declarative*)**
- 2) Illocutionary : Bilbo commands Frodo to open the door.
- 3) Perlocutionary: Frodo comes and opens the door.

- c. Analysing the indirect directive speech acts found by comparing the linguistic form and the function (meaning).

Utterance	Structural form	Class of directive	Function	Expected Answer
Someone at the door.	Declarative	requirements	command	Frodo comes and opens the door

As shown on the table above, the utterance is structurally a declarative (statement). Considering the context, the utterance is not merely used to give information to Frodo that there is someone outside knocking the door. Indirectly, it functions to give command to Frodo to open the door and see who is coming. The utterance is used indirectly by the speaker to ask the hearer to do something. So it is classified as indirect directive speech act.

Based on the class of directive, the utterance belongs to the class of requirements. It is caused of the speaker (Bilbo) wants/commands the hearer (Frodo) to open the door. Therefore the expected answer is that Frodo will open the door and see who is coming.

4. Drawing conclusion

The last step is drawing conclusion. This is the result of the research that describes the linguistic form, function and the class of directive of indirect directive utterances employed by the characters of the film entitled "The Fellowship of the Ring".

CHAPTER IV

DATA ANALYSIS

A. Introduction to Analysis

This chapter contains the data analysis of the research. The aims of this research are to find out the linguistic form and the meaning of the indirect directive utterances employed by the characters of the film “The Fellowship of the Ring” and also to describe the context of each form of directive utterances employed by the characters of the film.

B. Data Analysis

This research focuses on the utterances which are indicated as indirect directive utterances employed by the characters of the film entitled “The Fellowship of the Ring”. This film is directed by Peter Jackson based on the book written by an English author J. R. R. Tolkien, “The Lord of the Rings” (1954-1955). The series of the film are: “The Fellowship of the Ring”, “The Two Towers”, and “The Return of the King”. In this research, the researcher analyzes the indirect directive utterances contained in “The Fellowship of the Ring”, the first trilogy of “The Lord of the Rings”.

This film has a long duration. It is about 164.07 minutes. There are a lot of dialogues produced by the characters of the film in this long film. The writer analyzed 43 dialogues containing 45 data of indirect directive utterances. 17 dialogues found in disc 1, 25 dialogues found in disc 2, and 1 dialogue found in disc 3.

In doing the analysis, the researcher uses Ethnography of Communication with SPEAKING formula as the guiding theory. The SPEAKING formula is used as the base of description of the contexts of the dialogues. The writer uses Austin’s three basic acts to identify the data. Then she uses Holmes’ theory to

categorize the linguistic form of the utterance. Furthermore, she also uses Allan's theory to classify the class of directive utterance. In this case, the researcher analyzes the data by using the theory and then draws the conclusion by referring to the theory.

1. Datum 01/ I / 6 / WORD / Comm

Bilbo: Frodo! **The door!**

a. The Description of the Context

Bilbo Baggins is 111 years old man. He lives at the Hobbiton of The Shire. In the midday, he is sitting on his desk with a pen in his hand. He wears well-made clothes but carelessly worn. He starts to write something about "A Hobbit's Tale". When he is seriously writing, there is someone outside knocking at the door.

b. The analysis of directive utterance

- 1) Locutionary : **The door!(noun phrase)**
- 2) Illocutionary : He commands Frodo to open the door by saying "the door".
- 3) Perlocutionary: Frodo is expected to open the door, but he doesn't do it.
He is Sitting under the tree at the garden.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
The door!	Noun phrase	Requirements	Command	Frodo is expected to open the door, but he doesn't do it. He is sitting under the tree at the garden.

Based on the table, the structural form of the utterance above is a noun phrase. It functions as a command. Considering the context, the utterance above is used to ask someone to do something. It is used to ask Frodo to open

the door and see who is coming. So, the utterance is categorized into an indirect directive speech act.

Based on the class of directive, the utterance belongs to the class of “requirements”. The speaker wants the hearer to open the door. But in this conversation, the hearer (Frodo) doesn’t open the door. He is expected to open the door if he is at home. But actually he is sitting under the tree at the garden.

2. Datum 02/ I/ 9 / INT / req

Frodo : Whatever you did, you’ve been officially labeled a disturber of the peace.
 Gandalf : Oh really?
 Hobbit children : Gandalf! Gandalf! **Fireworks? Gandalf?**

a. The Description of the Context

The conversation happens in the Shire. Gandalf is driving his cart accompanied by Frodo. In their way home, they meet little Hobbits playing in the garden. Gandalf brings with him a mysterious package. The little Hobbits see it. They run behind Gandalf. They want him to give them a firework.

b. The analysis of directive utterance

- 1) Locutionary : **Fireworks? Gandalf?**(*Words/nouns*)
- 2) Illocutionary : Hobbit children requests Gandalf a firework.
- 3) Perlocutionary: Gandalf gives them fireworks.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Fireworks? Gandalf?	Words	Requestives	Request	Gandalf gives fireworks to Hobbit children

Based on the linguistic form, the utterance above is an interrogative sentence. It functions as a request. Request is an act of people that is used to make people do something as the speaker wants. In this conversation, Hobbit

commit to user

children request Gandalf to give them fireworks. Considering the context, it is categorized into indirect speech act.

Based on the function, as a request, this utterance belongs to the class of “requestives”. Therefore, the expected answer is that Gandalf gives fireworks to Hobbit children.

3. Datum 03/ I/ 10 / IMP / Req

Bilbo : No thank you! **We don't want any more visitors, well-wishers or distant relations!**

Gandalf : And what about very old friends?

Bilbo : Gandalf?

a. The Description of the Context

Bilbo is still getting excited about his writing, A Hobbit Tale. He writes about the life of a small creature named Hobbit. He describes the life of Hobbits in The Shire. He starts from how Hobbits living and farming. While he is thinking to continue his writing, there is someone knocking the door. He feels so annoyed.

b. The Analysis of Directive Utterance

- 1) Locutionary : **We don't want any more visitors, well-wishers or distant relations.(Declarative)**
- 2) Illocutionary : Bilbo feels so annoyed with someone outside knocking at the door. He is so busy with his writing, so he doesn't want any more visitors. **Therefore he requests the guest to go back home.**
- 3) Perlocutionary: Gandalf convinces Bilbo to open the door by saying that he is Bilbo's old friends.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
We don't want any more visitors, well-wishers or distant relations!	Declarative	Requestives	Request	Gandalf convinces Bilbo to open the door.

Based on the structural form, the utterance above is identified as a declarative. But it is used to request the guest to delay his coming and then go back home. Considering the context, Bilbo is focusing on his writing. Then he hears someone outside knocking the door. He feels so annoyed because he is busy gathering many ideas to finish his book. So, he refuses to have any guest. Indirectly, he asks the visitor to go back home by using the utterance above. Therefore, the utterance is classified into indirect directive speech act.

Based on the class of directive, the utterance above belongs to the class of “requestives”. Then the perlocutionary act for this utterance is, Gandalf doesn’t want to go home directly. He tries to convince Bilbo that he is his old friend.

4. Datum 04/ I / 14 / PHRASE / Comm

Gandalf : Whoa! Up they go.
 Young Hobbit #1 : **No, no the big one, big one.**

a. The Description of the Context

The conversation happens in the night in Bilbo’s birthday party. The participants are Gandalf and Bilbo. Gandalf is standing on the edge of the birthday field. He makes the party lively by exploding some fireworks over the birthday field. Some young hobbits are astonished with the glittering fireworks in the sky. When Gandalf is exploding some fireworks, there are two young Hobbbits tiptoeing to his cart. They want to steal his firework. One of them takes the fireworks, while the other watches the situation there.

b. The analysis of Directive Utterance

- 1) Locutionary : **No, no the big one, big one.** (*Noun phrase*)
- 2) Illocutionary : The young Hobbit commands his friend to take a bigger firework.
- 3) Perlocutionary: One of the Hobbit takes a bigger firework.

c. Structural Form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
No, no the big one, big one.	Noun Phrase	Requirements	Command	One of the Hobbit takes a bigger firework.

As shown on the table, the utterance uttered by the young Hobbit is a noun phrase. Considering the context, the young Hobbit wants to steal Gandalf's firework. One of them takes the little one. Then he utters the phrase above to command his friend to take the bigger one.

Based on the analysis above, the utterance functions as a command. It belongs to the class of requirements. This utterance means asking the hearer to do something, that is to take a bigger firework. So, the expected action done by young Hobbit is to take a bigger firework.

5. Datum 05/ I / 17 / DEC / Proh

Gandalf: I suppose you think that was terribly clever.

Bilbo : Come on Gandalf! Did you see their faces?

Gandalf: **There are many magic rings in this world, Bilbo Baggins, and none of them should be used lightly.**

Bilbo : It was just a bit of fun! Oh you're probably right, as usual. You will keep an eye on Frodo, won't you?

a. The description of the context

In the night, when Bilbo get his eleventy-one birthday party, he gives a speech in front of Shire's inhabitant. He just want to say goodbye to everyone there. When he is standing in front of the people, he puts a mysterious Ring on his finger. Then suddenly he disappeared. Everybody is shocked. Bilbo walks to his home invisibly. After arriving at his house, he reappears. Gandalf comes unexpectedly. He admonishes Bilbo of what he did with the Ring.

b. The Analysis of Directive utterance

- 1) Locutionary : **There are many magic rings in thisworld, and none of them should be used lightly. (*Imperative*)**
- 2) Illocutionary : Gandalf prohibits Bilbo to use his magic Ring in front of people.
- 3) Perlocutionary: Bilbo will not use or show the ring to anyone.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
There are many magic rings in this world, Bilbo Baggins, and none of them should be used lightly.	Imperative	prohibitives	prohibit	Bilbo will not use or show the ring to anyone.

The table above shows that the utterance uttered by Gandalf structurally belongs to imperative. Contextually it is used to prohibit someone to do something. The sentence is used to prohibit Bilbo to use the Ring in front of other people.

From the analysis above, it can be concluded that the statement functions as a prohibition. It belongs to the class of prohibitives. Gandalf wants Bilbo not to use the magic Ring in front of people beside informing him that none of magic Rings in the world should be used in front of another people. Therefore, the expected answer is that Bilbo will hide and keep the Ring. He will not use or show it to anyone.

6. Datum 06/ I / 18 / IMP / Proh

Gandalf : There's no need to get angry.
Bilbo : Well, if I'm angry, it's your fault! It's mine! My own, my precious.
Gandalf : Precious? Its been called that before, but not by you.
Bilbo : Argh! **What business is it of yours what I do with my own things!**
Gandalf : I think you've had that Ring quite long enough.

a. The description of the context

The conversation above happens in the night in Bilbo's house. The participants are Bilbo and Gandalf. They are talking about Bilbo's Ring. Beside talking, Bilbo is packing his various items and then put into his travel pack. He plans to go to Rivendel. He will leave Frodo and the Ring behind. Suddenly, he feels doubtful. He wants to keep the magic Ring for himself. Gandalf tries to make Bilbo aware that he should leave the Ring and give it to Frodo, because only Frodo can bring the Ring to Rivendel without any willingness to keep it for himself.

b. The analysis of directive utterance

- 1) Locutionary : **What business is it of yours what I do with my own things!(Interrogative)**
- 2) Illocutionary: Bilbo wants Gandalf not to take a part on his privacy.
- 3) Perlocutionary: Gandalf tries to convince Bilbo that he should leave the Ring behind.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
What business is it of yours what I do with my own things!	Interrogative	prohibitives	prohibit	Gandalf tries to convince Bilbo that he should leave the Ring behind.

The linguistic form of the utterance above is an interrogative. The purpose of the sentence is to prohibit Gandalf to take a part on Bilbo's life. Because it is identified as a prohibition, which is used to forbid someone to do something, this utterance is an indirect directive speech act. Then seen from the class of directive, it is included in the prohibitives class.

Based on the context, the utterance is used to show anger. When Bilbo was interested to keep the Ring for himself, Gandalf reminds him that the Ring is not his own. The Ring should be left and given to Frodo. Bilbo gets angry. He supposes that the Ring is his own. Then he prohibits Gandalf to take a part on his decision, that is to keep the Ring for himself. Then, the expected answer for this utterance is that Gandalf tries to convince Bilbo that he should leave the Ring behind.

7. Datum 07/ I / 18 / DEC / Req

Bilbo : Yes, it is time.

Gandalf : Bilbo ...

Bilbo : Hmm?

Gandalf : ... **the Ring is still in your pocket.**

Bilbo : Oh, yes ...

a. The description of the context

The conversation takes place in Bilbo's house. The participants are Bilbo and Gandalf. Bilbo doesn't want to leave the Ring behind. He wants to save and wield the Ring for himself. But Gandalf forbids him. Gandalf explains that he wants to help Bilbo. He can help him if Bilbo leave the Ring behind and let it be given to Frodo. Bilbo is aware about it. He prepares to go out. Gandalf holds him by calling his name.

b. The analysis of directive utterance

- 1) Locutionary : Gandalf said that the Ring was still in Bilbo's pocket. (*Declarative*)
- 2) Illocutionary : Gandalf requests Bilbo to leave the Ring behind.
- 3) Perlocutionary : Bilbo leaves the Ring behind.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
... the Ring is still in your pocket.	Declarative	requestives	request	Bilbo leaves the Ring behind.

As shown on the table above, the utterance is structurally a declarative. Based on the context, it is used to request the hearer (Bilbo) to leave the Ring behind. It is used to ask the hearer to get something done. It is clearly classified into indirect directive speech act. Considering its function, request, it belongs to the class of requestives. Here, the speaker wants the hearer to do such action. Therefore, the expected action is that the hearer (Bilbo) leaves the Ring behind.

8. Datum 08/ I / 19 / WORD / Quest

Frodo: He's gone hasn't he? He talked for so long about leaving. I didn't think he'd really do it.

Frodo: **Gandalf?**

Gandalf: Hmm? Bilbo's Ring. He's gone to stay with the Elves. He's left you Bag End.

a. The description of the context

The conversation happens between Gandalf and Frodo in Bag ends, Bilbo's house. This is the night when Bilbo decides to go to Rivendel, to stay with the Elves. After Bilbo went out, Frodo comes in. He opens the door and looks for Bilbo. But he can not find him. He sees Gandalf there, sitting on a chair. Gandalf just keep silent. Frodo comes to him.

b. The analysis of directive utterance

- 1) Locutionary : **Gandalf?(Word/noun)**
- 2) Illocutionary : Frodo asks Gandalf what was happen.
- 3) Perlocutionary : Gandalf tells about what was happened there.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Gandalf?	Word (noun)	questions	question	Gandalf tells about what was happened there.

Structurally, the utterance above is a word. In this conversation, Frodo is not only calling Gandalf's name. But he actually wants to ask him what happened there. Frodo, as the speaker, wants the hearer to do something. By using this utterance, he wants Gandalf to tell him what happened there. So this utterance is classified as indirect directive speech act. The function is questioning. Based on the class of directive, it belongs to the class of questions. Therefore, the expected answer is that Gandalf tells Frodo what happened there and where Bilbo went.

9. Datum 09/ I / 25 / SEQ / Req

Gandalf : You cannot offer me this Ring!

Frodo : I'm giving it to you!

Gandalf : Don't tempt me Frodo! I dare not take it. Not even to keep it safe.

Understand Frodo, I would use this Ring from a desire to do good. But through me, it would wield a power too great and terrible to imagine.

Frodo : But it cannot stay in the Shire!

Gandalf : No! (More softly) No, it can't.

a. The description of the context

In the night in Bag End, Frodo and Gandalf are talking about the Ring. Gandalf tells that the master of the Ring, Sauron, has returned. He is helped by Saruman in order to gather many strengths to find the Ring. Sauron has heard that the Ring was staying in The Shire. He commands his Orcs to seek the Ring and bring it back to its master. Hearing Gandalf's story, Frodo desires to give the Ring to Gandalf because he thinks that Gandalf is the one who has enough power to fight Orcs and also bring the Ring to Rivendel.

b. The analysis of directive utterance

1) Locutionary : **Understand Frodo, I would use this Ring from a desire to do good. But through me, it would wield a power too great and terrible to imagine.**

(Sequence of sentence)

2) Illocutionary : Gandalf requests Frodo to keep the Ring far from him.

3) Perlocutionary : Frodo keeps the Ring and bring it by himself to Rivendel.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Understand Frodo, I would use this Ring from a desire to do good. But through me, it would wield a power too great and terrible to imagine.	Sequence of sentences (declarative)	requestives	request	Frodo keeps the Ring and bring it by himself to Rivendel.

The utterances above are a sequence of sentences which consist of declaratives. The declarative is usually used to give information to the addressee. In this conversation, the sentence above is not only used for giving information, but also requesting. Based on the context, Frodo wants to hand over the Ring to Gandalf. But Gandalf rejects it. He convinces about the danger if the Ring is on his hand. Therefore, he requests Frodo to keep the Ring and asks him to bring it to Rivendel by himself. From the analysis above, the utterance is included as indirect directive speech act. Its function is as a request. Based on the class of directive, it belongs to the class of requestives. Then the expected answer is that Frodo keeps the Ring and bring it by himself to Rivendel.

10. Datum 10/ I / 27 / INT / Req

Gandalf: Come along Samwise, keep up!

Gandalf: Be careful both of you. The enemy has many spies in his service: birds, beasts. **Is it safe?** Never put it on, for the agents of the Dark Lord will be drawn to its power. Always remember, Frodo, the Ring is trying to get back to its master. It wants to be found.

a. The description of the context

In the following morning after Gandalf and Frodo had a good deal about the Ring, Frodo is preparing to go to such village named Bree. He will be accompanied by his close friend, Samwise. Before they leave, Gandalf gave

them some advices and also warnings. Gandalf will not join with them. He will go to another place first. He promises to meet them in the Inn of the Prancing Pony in Bree village.

b. The analysis of directive utterance

- 1) Locutionary : **Is it safe?** (*Interrogative*)
- 2) Illocutionary : Gandalf requests Frodo to always keep the Ring safe.
- 3) Perlocutionary: Frodo will keep the Ring safe.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Is it safe?	Interrogative	requestives	request	Frodo will keep the Ring safe.

The table above shows that the utterance, “is it safe?”, structurally is an interrogative. Interrogative structures as directives are commonly found in some conversations. The sentence functions as a request. Gandalf utters it in order to request Frodo to keep the Ring safe. He knows well that Sauron has so many spies to look for Frodo and the Ring. He will do everything to get back his Ring.

As identified above, this utterance belongs to the requestives class on the class of directives. It means to request someone to do something. Gandalf wants Frodo to keep the Ring well. Therefore, the expected answer is that Frodo will do everything in order to keep the Ring safe.

11. Datum 11/ I / 35 / Dec / Proh

Gatekeeper: Hobbits! Four hobbits! What business brings you to Bree?

Frodo : We wish to stay at the inn. **Our business is our own.**

Gatekeeper: Alright young sir, I meant no offence. ‘This is my job to ask question after nightfall. There’s talk of strange folk abroad. Can’t be too careful.

a. The description of the context

At the night, the four Hobbits arrive at the gate of Bree. They are Frodo, Sam, Merry and Pippin. They want to stay at Inn in the Prancing Pony, a place where Gandalf promised to meet them in. It is rainy outside. The Hobbits got wet due to the pouring rain. In front of Inn, they are received by the gatekeeper. The gatekeeper gives some questions to them before letting them come in.

b. The analysis of directive utterance

- 1) Locutionary : **Our business is our own.**(*Declarative*)
- 2) Illocutionary : Frodo prohibits the gatekeeper to ask more questions and take a part on their privacy.
- 3) Perlocutionary: The gatekeeper will not take a part in their privacy and then let them come in soon.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Our business is our own.	Declarative	Prohibitives	Prohibit	The gatekeeper will not take a part in their privacy and then let them come in soon.

As shown in the table above, the utterance uttered by Frodo is a declarative. He utters it with a high intonation. It indicates his seriousness. The utterance functions as a prohibition. The gatekeeper asks the Hobbits what business brings them to Bree, Frodo answer clearly “Our business is our own.”. This utterance means that Frodo is annoyed with the question. Indirectly, he prohibits the gatekeeper to ask more questions and take a part on their privacy.

Analyzed from the class of directives, this utterance belongs to the class of prohibitives. Here, Frodo wants the gatekeeper not to take a part on his privacy. Therefore, the expected action is that the gatekeeper will not take a part in their privacy and then let them come in soon.

12. Datum 12/ I / 35 / WORD / Ques

Buffer: Good evening, little masters! If you're looking for accommodation we've got some nice, cozy, hobbit-sized rooms available. **Mr. uh—**

Frodo: --Underhill, my name's Underhill.

Buffer: Underhill. Yes . . .

a. The description of the context

The conversation happens at the night in Prancing Pony. After passes the Gate of Bree, they arrive at Prancing Pony. The four Hobbits enter the Inn. Inside, it is crowded, noisy and poorly-lit, but less so than the dark of village outside. They pull back their hoods, feel glad to be out of the wet. Merry and Pippin breathe sighs of relief. Frodo moves to the bar which rises far above his head.

b. The analysis of directive utterance

- 1) Locutionary : **Mr. uh—(Word/noun)**
- 2) Illocutionary : Buffer asks Frodo's name.
- 3) Perlocutionary: Frodo tells that his name is Underhill.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Mr. uh—	word	questions	question	Frodo tells that his name is Underhill.

The table above shows that, the utterance uttered by Buffer is a word. Considering the context, Buffer doesn't know Frodo's name. When he offers the room, he doesn't call Frodo's name. He just says, Mr. Uh_. It indicates that he wants to ask Frodo 's name. He wants Frodo to tell him his name, so this utterance is categorized into indirect directive speech act. It is because Buffer wants the addressee to do something, that is to tell him what Frodo's name is.

This utterance functions as a question to Frodo. Based on the class of directive, it is included as the class of questions. The speaker actually asks about Frodo's name. He wants to call Frodo's name, but unfortunately he hasn't known it yet. Therefore, the expected answer is that Frodo tells that his name is Underhill.

13. Datum 13/ I / 36 / IMP / Proh

Pippin: What's that?

Merry: This my friend, is a pint.

Pippin: It comes in pints? I'm getting one.

Sam: **You had a whole half already!**

a. The description of the context

The dialogue above takes place in the bar of the Prancing Pony. After have a reservation, the Hobbits are seated at the table in the tap of room. The room is so crowded. The air is unclear and seems so dark because a lot of people smoke there. Frodo looks worried, as does Sam. On the other hand, Merry and Pippin looks to enjoy the situation there. Merry also sits down on the table holding a huge stein of beer. Pippin comes. He is interested with Merry's beer. Then he wants to have the same huge beer.

b. The analysis of directive utterance

- 1) Locutionary : **You had a whole half already!**(*Declarative*)
- 2) Illocutionary : Sam prohibits Pippin to drink too much.
- 3) Perlocutionary: Pippin takes a huge beer.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
You had a whole half already!	Declarative	Prohibitions	Prohibit	Pippin takes a huge beer.

As seen in the table above, the utterance is classified into declarative. Based on the context, it functions to prohibit Pippin to drink too much. He had drunk a whole half already. This function can be analyzed indirectly by looking at the context. This utterance is indirectly used to prohibit the hearer to do such action. Therefore, based on the classification of speech act, this utterance is categorized into indirect directive speech act.

Then analyzed from the class of directive, this utterance is included in the class of prohibitives. The perlocutionary act for this utterance is that Pippin takes a huge beer.

14. Datum 14/ I / 44 / SEQ / Req

Sam: Look, Mr Frodo! **It's Mr. Bilbo's trolls!**

a. The description of the context

At the night in the great watch tower of Amon sùl; Aragorn, Frodo, and the three Hobbits are taking a rest. The Hobbits look so tired after a long trip. The Strider, Aragorn, gives the Hobbits four short swords. After that, he decides to look around. When the four Hobbits are alone without any supervisor, the Nazgul come. The Nazgul are the spies of Sauron. They are tall and strong creatures. They never show their face. They communicate with others by screaming and rusling. They wear a black cassock and ride a black horse.

The sky is going cloudy and the dark night surrounds them. The hobbits fight against the Nazgul. Suddenly, Frodo is stabbed. He is dying. The strider comes and drives away the Nazgul.

b. The analysis of directive utterance

- 1) Locutionary : **It's Mr. Bilbo's trolls!** (*Declarative*)
- 2) Illocutionary : Sam requests Frodo to keep conscious.
- 3) Perlocutionary: Frodo will keep himself conscious.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
It's Mr. Bilbo's trolls!	Declarative	Requestives	request	Frodo will keep himself conscious.

Based on the table above, the utterance is declarative. It doesn't mean to ask Frodo to look at Bilbo's trolls. Actually, the utterance means to request Frodo to keep conscious. Sam doesn't want to lose Frodo's consciousness.

The utterance is classified into requestives class because it functions as a request. This means, Sam wants Frodo to do something, that is; keep himself conscious. Then the expected action is that Frodo tries real hard not to lose his consciousness.

15. Datum 15/ I / 44 / DEC / Req

Sam : Mr. Frodo? **He's going cold!**

Pippin : Is he going to die?

Strider : He's passing into the shadow world. He will soon become a wraith like them.

a. The description of the context

In the night after the battle between Aragorn and the four Hobbits with the Nazgul, Frodo was hurt. He's been stabbed by a Morgul blade. He is becoming more delirious and weak. He is dying. The others panic.

b. The analysis of directive utterance

1) Locutionary : **He's going cold!(Declarative)**

2) Illocutionary : Sam requests the Strider to do something to save Frodo.

3) Perlocutionary: The strider is looking for an Athelas plant or Kingsfoil to slow the poison.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
He's going cold!	Declarative	requestives	request	The strider is looking for an Athelas plant or Kingsfoil to slow the poison.

The utterance above is a declarative. Its general function is to give information. But in this conversation, the utterance functions as a request. By using the utterance above, Sam requests the Strider to do something. He wants him to do such action in order to keep Frodo alive.

As a request, the utterance above is included in the class of requestives. As a request, it is supposed by the perlocutionary act, that is the strider is looking for an Athelas plant to help to slow the poison.

16. Datum 16/ I / 45 / SEQ / Req

Strider: *Dartho guin perian. Rych le ad tolthathon.* (Stay with the Hobbits. I will send horses back for you.)

Arwen: *Hon mabathon. Rochon ellint im.* (**I'm the faster rider. I'll take him.**)

a. The description of the context

At the night after the battle, Frodo becomes weaker. When the others are looking for Athelas plant, Arwen comes. Arwen is Strider's girlfriend. She is an Elf. Elf is an extraordinary creature. Arwen comes to save Frodo. She wants to bring Frodo to Rivendel. There, he will get Elvish medicine.

b. The analysis of directive utterance

1) Locutionary : **I'm the faster rider. I'll take him.** (*Sequence of sentences*)

2) Illocutionary : Arwen requests to bring Frodo to Rivendel by herself.

3) Perlocutionary: The Strider will let her bring Frodo to Rivendel.

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c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
I'm the faster rider. I'll take him.	Sequence of sentences (both are declaratives)	Requestives	Request	The Strider will let her bring Frodo to Rivendel.

The table above shows that the utterance “**I'm the faster rider. I'll take him**”, based on the linguistic form is a sequence of sentences which consist of declaratives. Arwen utters it to convince the Strider that she is a faster rider. So she can bring Frodo to Rivendel by herself. Indirectly, she requests to bring Frodo to Rivendel.

The utterance functions as a request. It is uttered because Arwen wants the Strider to do something, that is to give her permission to bring Frodo. This utterance is used to ask someone to do something, so it is classified into indirect directive speech act. Based on the class of directive, it belongs to the class of requestives. Then the expected answer of the utterance is that the Strider will let her bring Frodo to Rivendel.

17. Datum 17/ I / 45 / DEC / Proh

Strider: *Andelu i ven.* (**The road is too dangerous.**)

a. The description of the context

After the battle between the Strider (Aragorn) and the four Hobbits with Nazgul, still in the same night, Arwen then comes. She wants to save Frodo by bringing him to Rivendel. She convinces the Strider that she can bring Frodo to Rivendel by herself. She says that she is a faster rider, so she can bring Frodo quickly to Rivendel. Moreover, the Nazgul are still chasing them, so they need a faster rider.

b. The analysis of directive utterance

- 1) Locutionary : **The road is too dangerous.(Declarative)**
- 2) Illocutionary : The Strider prohibits Arwen to bring Frodo to Rivendel by herself.
- 3) Perlocutionary: Arwen brings Frodo to Rivendel.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
The road is too dangerous.	Declarative	Prohibitives	Prohibit	Arwen brings Frodo to Rivendel.

As shown at the table above, the utterance is structurally a declarative. It is used not only to inform Arwen that the road is dangerous, but also to prohibit her to bring Frodo to Rivendel by herself. Moreover, she is a girl. There are so many dangers outside. The Nazgul are still chasing them too. So, the function of the utterance is to prohibit Arwen.

The utterance belongs to directive speech act. Its purpose is to prohibit Arwen to bring Frodo to Rivendel. Strider will do it by himself. He is alarm of Arwen and Frodo's safety if he lets her bring Frodo to Rivendel alone.. Then, seen from the class of directive, it is included in the class of prohibitives. The perlocutionary act for this utterance is that Arwen brings Frodo to Rivendel.

18. Datum 18/ II / 48 / IMP / Req

Saruman: **Friendship with Saruman is not lightly thrown aside. One ill turn deserves another. It is over! Embrace the power of the Ring . . . or embrace your own destruction!**

Gandalf: There is only one Lord of the Ring! Only one who can bend it to his Will. And he does not share power!

a. The description of the context

It is 10 o'clock in the morning, on October 24th in the house of Elrond, lieutenant of Rivendell. Elrond is Arwen's father. Frodo has recovered. He has got Elvish medicine. When he wakes up, Gandalf is seated on his bed smoking his pipe. Then Frodo asks why Gandalf didn't meet him in Prancing Pony. Gandalf muses, he flashback the incident happen in Isengard. He was trapped in the Tower of Orthanc by Saruman. Saruman was Gandalf's friend in the past. But suddenly, he was influenced by Sauron, the master of the Ring. He is on Sauron's side. He helps him to gather the power to find the Ring and to rule the world. He asks Gandalf to join with him.

b. The analysis of directive utterance

- 1) Locutionary : **Friendship with Saruman is not lightly thrown aside. One ill turn deserves another. It is over! Embrace the power of the Ring . . . or embrace your own destruction! (*Sequence of sentences*)**
- 2) Illocutionary : Saruman requests Gandalf to join with him.
- 3) Perlocutionary: Gandalf refuses to join him. He then goes by riding a Gwaihir.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Friendship with Saruman is not lightly thrown aside.	Declarative	Requestives	Request	Gandalf refuses to join him. He then goes by riding a Gwaihir.
One ill turn deserves another.	Declarative			
It is over!	Declarative			
Embrace the power of the Ring . . . or embrace your own destruction!	Imperative			

The table above shows that the utterances are sequence of sentences based on the linguistic form. The utterances above are used to convince Gandalf that join Saruman to bring so many advantages. They can rule the world together. But if he refuses it, he will come to his destruction. Indirectly, Saruman wants Gandalf to be on his side. He requests Gandalf to join him.

The utterances above function as a request. It means to ask someone to do something. It is classified into indirect directive speech act. Then, analyzed from the class of directive, it belongs to the class of requestives. As a request, the expected answer is that the addressee will do as the speaker wants. But in this conversation the hearer (Gandalf) refuses to join him. He then goes by riding a Gwaihir.

19. Datum 19/ II / 50 / SEQ / Proh

Elrond : His strength returns.

Gandalf : That wound will never fully heal. He will carry it the rest of his life.

Elrond : And yet to have come so far, still bearing the Ring, the hobbit has shown extraordinary resilience to its evil.

Gandalf : **It is a burden he should never have had to bear. We can ask no more of Frodo.**

a. The description of the context

The conversation happens in the balcony in Elrond's study. The participants are Elrond and Gandalf. They are watching Sam and Frodo from the distance. They are talking about the return of Sauron, the master of the Ring. They discuss the continuation of the Ring.

b. The analysis of directive utterance

1) Locutionary : **It is a burden he should never have had to bear. We can ask no more of Frodo. (Sequence of sentences)**

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2) Illocutionary : Gandalf prohibits Elrond to involve Frodo in order to destroy the Ring.

3) Perlocutionary: Elrond takes Frodo into the mission.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
It is a burden he should never have had to bear. We can ask no more of Frodo.	Sequence of sentences (both are declaratives)	prohibitives	Prohibit	Elrond takes Frodo into the mission.

Based on the table above, the utterance is structurally a sequence of sentences which consist of declaratives. Its function is not to give information only, but also to prohibit someone to do something. Based on its function, the utterance above is categorized as directive speech act. Based on the context, it is classified as indirect directive speech act. When saying the utterance, Gandalf indirectly prohibits Elrond to involve Frodo in the mission of destroying the Ring anymore.

Then analyzed from the class of directive, the utterance above is included in the class of prohibitives. Because the speaker, Gandalf, wants the hearer (Elrond) not to do something. In this conversation, the perlocutionary act for this utterance is that Elrond takes Frodo into the mission.

20. Datum 20/ II / 50 / SEQ / Req

Elrond: Gandalf, the enemy is moving. Sauron's forces are massing in the east-- his eye is fixed on Rivendell. And Saruman you tell me has betrayed us. Our list of allies grows thin.

a. The description of the context

The dialogue above takes place in balcony of Elrond's house. The conversation happens between Elrond and Gandalf. They talk about the Ring and its Master. Elrond points Frodo as the one who should destroy the Ring into the fires of Mount Doom. But Gandalf rejects his idea. He forbids him to involve Frodo anymore. Elrond is still trying to convince Gandalf that they need Frodo. The Ring will not stay in Rivendel. Elrond asks Gandalf to take a decision soon.

b. The analysis of directive utterance

- 1) Locutionary : **Gandalf, the enemy is moving. Sauron's forces are massing in the east-- his eye is fixed on Rivendell. And Saruman you tell me has betrayed us. Our list of allies grows thin.***(Sequence of sentences)*
- 2) Illocutionary : Elrond requests Gandalf to agree with his idea to let Frodo finishing the mission, that is, destroy the Ring in the fires of Mount Doom.
- 3) Perlocutionary: Gandalf refuses to involve Frodo in the next mission.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Gandalf, the enemy is moving. Sauron's forces are massing in the east-- his eye is fixed on Rivendell. And Saruman you tell me has betrayed us. Our list of allies grows thin.	Sequence of sentence (consist of declaratives)	Requestives	Request	Gandalf refuses to involve Frodo in the next mission.

Based on the structural form, the utterance above is a sequence of sentences which consist of declaratives. Elrond states that their enemy is moving. Sauron's eye has fixed on Rivendel. Moreover, their list of allies grows thin. Indirectly, he requests Gandalf to agree with his idea to let Frodo finishing the mission, that is, ~~destroy the Ring~~ in the fires of Mount Doom.

Based on the context above, the utterance is classified on the indirect directive speech act. Elrond utters it to request Gandalf to do something.

The utterance functions as a request. Analyzed from the class of directive, the utterance above belongs to the class of requestives. Then the perlocutionary act for this utterance is that Gandalf refuses to involve Frodo in the next mission.

21. Datum 21/ II / 50 / SEQ / Proh

Gandalf: His treachery runs deeper than you know. By foul craft Saruman has crossed Orcs with goblin-men, he's breeding an army in the caverns of Isengard. An army that can move in sunlight and cover great distance at speed. Saruman is coming for the Ring.

Elrond: **This evil cannot be concealed by the power of the Elves. We do not have the strength to fight both Mordor and Isengard!**

a. The description of the context

The conversation takes place in Elrond's house, precisely, in the balcony of Elrond's study. The participants are Gandalf and Elrond. They are involved in a serious discussion. On the one side, Gandalf prohibits Elrond to involve Frodo in the mission anymore. Because Frodo is just a little Hobbit who has a very poor strength. It is so dangerous letting him take the trip to Mount Doom. It is so risky. Moreover, Saruman has prepared very powerful armies who can move in sunlight and cover great distance at speed. On the other side, Elrond is afraid of the danger if the Ring will be left in Rivendel. He is worried about the safety of his people.

b. The analysis of directive utterance

- 1) Locutionary : **This evil cannot be concealed by the power of the Elves. We do not have the strength to fight both Mordor and Isengard! (Sequence of sentences)**

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2) Illocutionary : Elrond prohibits Gandalf to leave the Ring in Rivendel.

Because it will endanger his people.

3) Perlocutionary: Gandalf will not leave the Ring in Rivendel.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
This evil cannot be concealed by the power of the Elves.	Declarative	Prohibitives	Prohibit	Gandalf will not leave the Ring in Rivendel.
We do not have the strength to fight both Mordor and Isengard!	Imperative			

The table above shows that there are two utterances in one complete idea. Based on the linguistic form, they are declarative and imperative. Literally, those sentences mean giving information that the Elves will not be able to fight against the strength of Saruman's allies. But indirectly, the utterances mean prohibit Gandalf to leave the Ring in Rivendel. He and his people do not have enough power to fight the enemies. Moreover, their allies has grown thin together with Saruman's betrayal.

Based on the context, the utterance functions as a prohibition. It means asking someone not to do something. Seen from the classification of speech act, the utterance is categorized into indirect directive speech act. Then analyzed from the class of directive, it belongs to the class of prohibitives. Because when utters it, Elrond wants Gandalf not to do such action. Elrond wants Gandalf not to leave the Ring in Rivendel. Therefore, the expected answer is that Gandalf will not leave the Ring in Rivendel.

22. Datum 22/ II / 51 / SEQ / Proh

Elrond: This peril belongs to all Middle-earth. They must decide now how to end it. The time of the Elves is over-- my people are leaving these shores. Who will you look to when we've gone? The Dwarves? They hide in their mountains seeking riches-- they care nothing for the troubles of others.

Gandalf: It is in Men that we must place our hope.

Elrond : Men? **Men are weak**

a. The description of the context

In the Elrond's garden, Man, and the Dwarves are joined in wonder. In the balcony of Elrond's study. Gandalf and Elrond are talking about the continuation of the Ring. Elrond asks to whom the Ring will be entrusted. To the Elves, they will leave the Shore. To the Dwarfs, they do not care with the troubles of others. All of them do not have enough strength to fight Saruman's allies. Saruman has been breeding powerful armies, the crossing of Orcs and Goblin-men. Strong creature who can fight in sunlight and also in midnight. Elrond becomes hopeless. Gandalf, with all his confidence, answers Elrond's question. He says that the Men will take the duty to save the Middle-earth. Elrond hesitates.

b. The analysis of directive utterance

1) Locutionary : **Men are weak. (Declarative)**

2) Illocutionary : Elrond prohibits Gandalf to put the trust in Men.

Because in the past, the race of Men have fallen, they have failed to destroy the Ring.

3) Perlocutionary : Gandalf will not trust the Men for the second time.

c. Structural form

Utterance	Structural Form	Class of Directive	Function	The Expected answer
Men are weak!	Declarative	Prohibitives	Prohibit	Gandalf will not lay his trust on Men for the second time

From the table above, it can be seen that the utterance is a statement or declarative, based on the linguistic form. Considering the context, Elrond is surprised when he heard Gandalf's answer. Gandalf said that the duty to save the Middle-earth will be given to Men. Elrond is getting startled. By saying the utterance, "Men are weak". He tries to forbid Gandalf to trust Men for the second time. Elrond is the witness when the Men has failed to destroy the Ring.

Indirectly, the utterances above function to prohibit someone to do such action. So the utterance is categorized into indirect directive speech act and included in the class of prohibitives. Here, Elrond prohibits Gandalf to entrust the Ring's destiny into Men. Therefore, the perlocutionary act from that utterance is that Gandalf will not lay his trust on Men for the second time.

23. Datum 23/ II / 53 / INT / Proh

Arwen: **Why do you fear the past?** You are Isildur's heir, not Isildur himself. You are not bound to his fate.

Strider: The same blood flows in my veins. Same weakness.

Arwen: Your time will come. You will face the same evil, and you will defeat it.

a. Description of the context

The dialogues above take place in the evening on shrine's room where the broken sword used by Isildur to cut Sauron's finger has been kept. The conversation happens between Arwen and Aragorn. There is a special

relationship between them. Aragorn picks up the broken sword which has been dropped by Boromir. Arwen appears behind him. She starts the conversation by motivating him not to fear. Aragorn is Isildur's heir. He has the same destiny as Isildur, that should destroy the Ring. In the past, Isildur has failed to do the job. He is too weak to fight against the strength of the Ring. But now, Aragorn should finish the duty. Arwen convinces him that he can finish it well.

b. Analysis of directive utterances

- 1) Locutionary : **Why do you fear the past? (Interrogative)**
- 2) Illocutionary : Arwen prohibits Aragorn not to be fear.
- 3) Perlocutionary: Aragorn will not fear.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expected answer
Why do you fear the past?	Interrogative	Prohibitives	Prohibit	Aragorn will not fear anymore.

As seen in the table above, the utterance is structurally an interrogative. Commonly, interrogative is used to ask or to gain any information needed. But indirectly the utterance above is used to prohibit someone to do something. Arwen utters it to prohibit Aragorn to fear. Although he is Isildur's heir, he has different fate. In the past, Isildur has failed to destroy the Ring. So now he should show the world that he can finish the duty. He can destroy the Ring and save the Middle-earth.

Based on the context analysis above, the utterance functions as a prohibition. Prohibition is a kind of act which asks someone not to do something. The utterance above is used to prohibit Aragorn to fear. Therefore this utterance is classified into indirect directive speech act. Then, it belongs to the class of prohibitives. The expected answer of this utterance is that Aragorn will not fear anymore. He has different fate and strength with Isildur. He can defeat Sauron, destroy the Ring and also save the world from the darkness.

24. Datum 24/ II / 55 / INT / Req

Boromir: It is a gift. A gift to the foes of Mordor. **Why not use this Ring?**

Long has my father, the Steward of Gondor, kept the forces of Mordor at bay. By the blood of our people are your lands kept safe! Give Gondor the weapon of the enemy. Let us use it against him!

Aragorn: You cannot wield it! None of us can. The One Ring answers to Sauron alone. It has no other master.

a. The description of the context

In the bright afternoon; Elrond, the Elves, Gandalf, Aragorn, Legolas, Boromir, Gimli, and the four Hobbits come together in Elrond's garden. The noise of falling water is mixed with bird song. Leaves are gently falling. So beautiful garden. But, it doesn't seem so with the atmosphere of the meeting. All of them are showing a serious expression. They meet to discuss the continuation of the Ring. The Ring should be destroyed soon. It can not be left in Rivendel. The power of the enemy is increasing. Rivendel does not have enough power to fight against them. So, it is required a volunteer who will destroy the Ring in the fires of Mount Doom, a place where it is made.

b. The analysis of directive utterance

- 1) Locutionary : **Why not use this Ring?** (*Interrogative*)
- 2) Illocutionary : Boromir requests to give the Ring for him.
- 3) Perlocutionary: The companion will not give the Ring for him.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
Why not use this Ring?	Interrogative	requestives	Request	The companion will not give the Ring for him.

Structurally the utterance above is an interrogative or a question form. Considering the context, the utterance is not merely asking why they do not use the Ring to fight the enemies, but it tends to request the Ring for himself. He pretends that he will use the Ring to fight against both Mordor and Isengard by using the strength of Gondor. Indirectly, this utterance functions as a request. It is used to get someone to do something. Therefore, it is categorized as indirect directive speech act.

Based on the class of directive, the utterance above is included in the class of requestives. Boromir requests all of the participants of the meeting to entrust the Ring for him. He states some reasons to convince the hearer in order to agree with his idea. In this conversation, the perlocutionary act for this utterance is that the companion will not give the Ring to Boromir.

25. Datum 25/ II / 55 / INT / Comm

Aragorn : You cannot wield it! None of us can. The One Ring answers to Sauron alone. It has no other master.

Boromir : **And what would a ranger know of this matter?**

Elf : This is no mere ranger. He is Aragorn, son of Arathorn. You owe him your allegiance.

a. The description of the context

The dialogue above takes place in Elrond's garden where the meeting is held. The conversation happens between Aragorn, Boromir and Legolas (the Elf). When the meeting opens, Boromir states his opinion to wield the Ring. He wants it to fight against the enemies and save the Middle-earth from the

Darkness. But Aragorn disagree toward his statement. The Ring only has one master, he is Sauron. There are only two choices, the Ring gets back to its Master or is destroyed into the fires of Mount Doom. Boromir is getting angry.

b. The analysis of directive utterance

1) Locutionary : **And what would a ranger know of this matter?**

(Interrogative)

2) Illocutionary : Boromir commands Aragorn to keep silent.

3) Perlocutionary: Aragorn keeps silent.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
And what would a ranger know of this matter?	Interrogative	requirements	Command	Aragorn keeps silent.

Based on the table above, the utterance is structurally an interrogative. Literally, this utterance means asking about what ranger knew about the Ring's destiny. But considering the context, the utterance functions as a command. Boromir doesn't mean to ask what a ranger knew about the Ring, but actually he wants Aragorn to keep silent. He thinks that Aragorn doesn't know anything. He's just a ranger.

By saying the utterance, Boromir wants the hearer (Aragorn) to keep silent. This utterance is indicated as an utterance that is used to get someone to do something. So, it is categorized into directive speech act. Considering the context, it is classified as indirect directive speech act. Then, seen from the class of directive, this utterance belongs to the class of requirements. Therefore, the expected answer is that Aragorn keeps silent.

26. Datum 26/ II / 57 / INT / Comm

Boromir: And if we fail, what then?! What happens when Sauron takes back what is his?!

Gimli: I will be dead before I see the Ring in the hands of an Elf!

Gimli: Never trust an Elf!

Gandalf: **Do you not understand that while we bicker amongst ourselves, Sauron's power grows?!** None can escape it! You'll all be destroyed!

a. The description of the context

The dialogue happens in the afternoon in Elrond's garden, Rivendel. The participants are Boromir, Gimli, and Gandalf. They are talking about the Ring and the Revenge of Sauron's power. They should take a decision to choose one of them to destroy the Ring in the fires of Mount Doom before its master found it. Boromir describes what a horrible place Mordor is. Then Legolas asserts that the Ring should be destroyed although they should pass a horified place. But Gimli misunderstood Legolas' statement. He thinks that Elves will take the Ring. Gimli has never gone along with Legolas. All of the participants are debating and questioning each other. The situation is going crowded. Gandalf is getting angry.

b. The analysis of directive utterance

- 1) Locutionary : **Do you not understand that while we bicker amongst ourselves, Sauron's power grows?(Interrogative)**
- 2) Illocutionary : Gandalf commands them to stop bickering.
- 3) Perlocutionary: The participants of the meeting stop bickering.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
Do you not understand that while we bicker amongst ourselves, Sauron's power grows?	Interrogative	requirements	command	The participants of the meeting stop bickering.

The table above shows that the utterance is an interrogative. It is not merely a question to the other participants whether they understood that while they bicker amongst themselves, Sauron's power grew. But it tends to be a command to those bickering. Considering the context, Gandalf is not asking them but indirectly he wants the others to shut up. So, this utterance is identified as indirect directive speech act.

Based on the function, as a command, the utterance above is included in the class of requirements. Because the speaker wants the hearer to do such action, that is, asks the participants to stop bickering. Then the perlocutionary act is that the participants are stop bickering each other.

27. Datum 27/ II / 59 / SEQ / Req

Elrond : The skill of the Elves can reforge the sword of Kings, but only you have the power to wield it.

Aragorn : I do not want that power. I have never wanted it.

Elrond : **You are the last of that bloodline. There is no other.**

a. The description of the context

The conversation above happens between Elrond and Aragorn. The dialogues happen in the deep forest of Rivendel, a place where Gilraen's statue is placed. Gilraen or Gilraen the Fair is the wife of Arathorn II, Aragorn's father. She comes from the race of Men. Aragorn is kneeling in front of her

mother statue. Suddenly Elrond appears from the trees. He offers his strength to reforge the sword of Isildur. But he can do nothing with its power. Aragorn is the one who can wield the sword. He is the last of isildur'e heir. He has to finish the duty to destroy the Ring.

b. The analysis of directive utterance

1) Locutionary : **You are the last of that bloodline. There is no other.**

(Sequence of sentences)

2) Illocutionary : Elrond requests Aragorn to continue the unfinished duty of his ancestry in order to destroy the Ring.

3) Perlocutionary: Aragorn will follow his destiny to destroy the Ring.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
You are the last of that bloodline. There is no other.	Sequence of sentence (both are declaratives)	requestives	request	Aragorn will follow his destiny to destroy the Ring.

As shown in the table, the utterances uttered by Elrond area sequence of sentence. Both are declaratives or statements. Considering the context, the utterances are not merely used to give information that Aragorn is the last bloodline of Isildur. But indirectly, it functions as a request. Elrond asks Aragorn to continue the unfinished duty of his ancestry to destroy the Ring. The utterances are used indirectly by the speaker to ask the hearer to get something done. Therefore, it is classified into indirect directive speech act.

The function of the utterances above are to request. Analyzed from the class of directive, it belongs to the class of requestives. Then the expected action is that Aragorn will follow his destiny to destroy the Ring.

28. Datum 28/ II / 59 / DEC / Req

Bilbo: Here's a pretty thing --Mithril! As light as a feather...and as hard as dragon scales! Let me see you put it on. Come on.

Bilbo: Oh...M-my old Ring! **Oh, I sh-sh-should very much like...to hold it again, one last time.**

a. The description of the context

Bilbo Baggins and Frodo are in Bilbo's bedroom in the house of Elrond. Bilbo is collecting his weapons to be given to Frodo, just before he goes to Mordor. They are Bilbo's old sword named sting. It is made by the Elves. It makes a perfect short sword for a Hobbit. When there is a danger, the blade will glow blue. Another weapon given is Mithril. It is a precious silvery metal, very light weight but capable of providing extreme strength. Bilbo then asks Frodo to wear it. Frodo starts unbutton his shirt. As he does, the Ring is revealed. Bilbo sees it.

b. The analysis of directive utterance

- 1) Locutionary : **Oh, I sh-sh-should very much like...to hold it again, one last time.(Declarative)**
- 2) Illocutionary : Bilbo requests to wield the Ring once more, one last time.
- 3) Perlocutionary: Frodo doesn't let Bilbo wield the Ring, even for the last time.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
Oh, I sh-sh-should very much like...to hold it again, one last time.	Declarative	Requestives	Request	Frodo doesn't let Bilbo wield the Ring, even for the last time.

Structurally, the utterance above is categorized as a declarative or a statement. Based on the context, the utterance functions as a request. It means that Bilbo requests to wield the Ring once more, just for the last time

before it is destroyed. This function is identified indirectly. Actually, Bilbo asks Frodo to lend him the Ring. He wants to wield it once more. Considering the context, the speaker requests indirectly toward the hearer to do something. This utterance is categorized into indirect directive speech act.

The utterance is included in the class of requestives because it functions to ask someone to do such action. In this conversation, the perlocutionary act is that Frodo doesn't let Bilbo wield the Ring, even for the last time.

29. Datum 29/ II / 61 / DEC / Recc

Gimli: If anyone was to ask for my opinion, which I note they're not, I'd say we were taking the long way round. **Gandalf, we could pass through the Mines of Moria.** My cousin, Balin, would give us a royal welcome.

a. The description of the context

The Fellowship of the Ring or the Ring-bearer has been formed. In the next afternoon, the companion departs from Rivendel to Mordor. Their route starts from Rivendel to Misty Mountains, then continues to the Gap of Rohan, and the last destination is Mordor. They travel through the woods, over open plains and hillsides. Then they pause on a hill in the wild. The fellowship is taking a rest. While Boromir tutors Merry and Pippin on sword fighting, Gimli approaches Gandalf.

b. The analysis of directive utterance

1) Locutionary : **Gandalf, we could pass through the Mines of Moria.**

(Declarative)

2) Illocutionary : Gimli requests Gandalf to change the route to pass through the mines of Moria.

3) Perlocutionary: Gandalf rejects to go through the Mines of Moria.

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c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
Gandalf, we could pass through the Mines of Moria.	Declarative	Requestives	Recommend	Gandalf rejects to go through the Mines of Moria.

The table shows that the utterance said by Gimli is structurally a declarative. The utterance is classified into indirect directive speech act. Considering the context, it functions as a recommendation. Indirectly, the utterance above is used to recommend someone (the hearer) to do the intended action. Based on the class of directive, it is included on the class of requestives.

This utterance is used to recommend Gandalf to replace the route from Misty Mountains into Mines of Moria. Gimli insists that by passing through Mines of Moria, they can take a shorter trip. Besides that, they can receive a royal welcome from his cousin, Balin, who stays there. In this case the perlocutionary act for this utterance is that Gandalf rejects to go through the Mines of Moria.

30. Datum 30/ II / 62-63 / WORD / Req + Comm

Aragorn: **Boromir.**

Boromir: It is a strange fate we should suffer so much fear and
doubt...over so small a thing. Such a little thing.

Aragorn:**Boromir!**

a. The description of the context

The dialogues take place in the Mount of Caradhras. The companion climbs the snowy slopes of Caradhras. It is the passage South, Misty Mountains, is being watched by the spies of Saruman. It obliges them to change the route by climbing the snowy slope of Caradhras. As they climb, fresh snow beneath the great blue sky, Frodo loses his footing and falls, rolling down the slope

towards Aragorn. Aragorn tries to help him to his feet. Suddenly, Frodo is aware that his Ring is missing. The Ring lies in the snow. Boromir sees and picks it up.

b. The analysis of directive utterance

1) Locutionary : a) **Boromir**. (*Word/noun*)

b) **Boromir!** (*Word/noun*)

2) Illocutionary : a) Aragorn requests Boromir to give the Ring to Frodo

b) Aragorn commands Boromir to give the Ring to Frodo soon.

3) Perlocutionary: Boromir gives the Ring to Frodo.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
Boromir	Word (noun)	Requestives	Request	Boromir gives the Ring to Frodo.
Boromir!	Word (noun)	Requirements	Command	Boromir gives the Ring to Frodo.

Based on the structural form, the two utterances above are words. It is uttered not only to call Boromir's name at all, but it tends to request and command Boromir. When Aragorn calls the name for the first time, he uses a medium intonation. So its function can be identified as a request to Boromir to give the Ring to Frodo. Because the first utterance did not work well and did not make Boromir give the Ring to Frodo, Aragorn calls Boromir's name once again. The second utterance is uttered by using a high intonation. It means that Aragorn commands Boromir to give the Ring to Frodo soon.

These two utterances are used indirectly to ask someone to do something. So it is categorized into indirect directive speech act. Seen from the class of directive, the first utterance belongs to the class of requestives and the second one belongs to the class of requirements. The expected

answer for the two utterances is actually the same, that is, Boromir gives the Ring to Frodo.

31. Datum 31/ II / 65 / IMP / Proh

Boromir: We must get off the mountain! Make for the Gap of Rohan and take the west road to my city!

Aragorn: **The Gap of Rohan takes us too close to Isengard!**

Gimli: If we cannot pass over the mountain, let us go under it. Let us go through the mines of Moria.

a. The description of the context

The conversation above happens between Boromir, Aragorn, and Gimli in the slope of Caradhras. The route to south has been watched by sauron's spies. So the Fellowship decides to change the route to climb the Mount of Caradhras. As they do, suddenly Saruman sends his magic spell to bring down the mountain. Aragorn asks Gandalf to turn back, but Gandalf refuses it. He gives a commands to the Mount to stay calm. Saruman is getting angry, he continues to elicit the Mount's anger. Then the second alavanche of sheer white ice falls down onto the Fellowship. Gandalf tries once more to let sleep the Mountain, but it fails. Then Boromir suggests to change the route. Gimli also does the same thing.

b. The analysis of directive utterance

1) Locutionary : **Gap of Rohan takes us too close to Isengard!**

(Declarative)

2) Illocutionary : Aragorn prohibits Boromir to take the route to the Gap of Rohan.

3) Perlocutionary: Boromir obeys Aragorn's prohibition.

c. Structural form

Utterance	Structural form	Class of directive	Function	Expeced answer
The Gap of Rohan takes us too close to Isengard!	Declarative	Prohibitives	Prohibit	Boromir obeys Aragorn's prohibition.

The utterance above is a declarative. Considering the context, it functions to prohibit Boromir to take the route to the Gap of Rohan. He thinks that Rohan is too close to Isengard. If they pass through Rohan, it seems that they pick up the danger.

This utterance is uttered by the speaker (Aragorn) to forbid someone to do such action. This function, prohibition, can be identified indirectly by looking at the context. Therefore, it is classified into indirect directive speech act. Analyzed from the class of directive, it is included in the class of prohibitives. Then the expected answer is that Boromir obeys Aragorn's prohibition.

32. Datum 32/ II / 66 / SEQ + WORD / Req + Comm

Gandalf: Let the Ring bearer decide.

Boromir: **We cannot stay here! This will be the death of the Hobbits!**

Gandalf: **Frodo?**

Frodo: We will go through the mines.

a. The description of the context

The conversation takes place in the slope of the snowy Mountain, namely Caradhras. The companion tries to climb the mount although Saruman has sent them an avalanche of sheer white ice. The storm of snow is continuously coming down. Boromir proposes a solution to change the route to Rohan but Aragorn rejects it. Then Gimli also gives his oppinion to go through mines of Moria. Gandalf seems in doubt. He knows well that there is a mysterious creature in the darkness of Khazad-dûm in Moria. But he can not tell about it.

Then he lets Frodo deciding where they will go. As the Ring-bearer thinks, Boromir shouts. He is holding Merry and Pippin who are cold and extremely pale. They are all waiting for Frodo's answer.

b. The analysis of directive utterance

1) Locutionary : (a) **We cannot stay here! This will be the death of the Hobbits!** (*Sequence of sentence*)

(b) **Frodo?** (*Word/noun*)

2) Illocutionary : (a) Boromir requests Frodo to take a decision soon.

(b) Gandalf commands Frodo to take a decision quickly.

3) Perlocutionary: Frodo decides to pass through the mines of Moria.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
We cannot stay here! This will be the death of the Hobbits!	Sequence of sentences (both are imperatives)	requestives	request	Frodo decides to pass through the mines of Moria.
Frodo?	Word (noun)	requirements	command	

As shown in the table, those utterances are uttered to ask Frodo to make a decision soon. The utterances are used to get someone to do something. In this case, the hearer cannot understand the speaker's intended meaning literally. He/she should know the context well in order to get the meaning. So, those utterances belong to indirect directive speech act.

The first utterance, uttered by Boromir, is used to request Frodo to make a decision soon. Because the two Hobbits are in bad condition. They are in coldness and looked so pale. When request, Boromir uses a medium intonation. It indicates that the utterances are for requesting. Then based on the class of directive, it is included in the class of requestives.

The second utterance, uttered by Gandalf, is structurally a word. He utters it with a high intonation. It clearly indicates that he commands Frodo to take a decision quickly. He doesn't want to see a bad thing happen. Because its function is to give command, the utterance is categorized into

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the class of requirements. The perlocutionary act for those utterances is the same, that is, Frodo decides to pass through the mines of Moria.

33. Datum 33/ II / 68 / DEC / Comm

Aragorn: **The Mines are no place for a pony, even one so brave as Bill.**

Sam: Buh-bye Bill.

a. The description of the context

The dialogue happens in the front of Walls of Moria. As before, Frodo has made a decision to pass through the Mines of Moria. When they arrive at Moria, they cannot find where the door is. Now, the companion is busy looking for the door. Even its master, Gimli, cannot find it. Finally, Gandalf finds the door but they can't enter directly. They need a password to make it open. Gandalf tries to speak with various tongues/languages of Elves, Men, and Orcs in order to open the door. But he fails. While Gandalf is trying to find a way to make the door open, Aragorn is letting his horse go back home.

b. The analysis of directive utterance

- 1) Locutionary : **The Mines are no place for a pony, even one so brave as Bill.(Declarative)**
- 2) Illocutionary : Aragorn commands his horse to go back home.
- 3) Perlocutionary: The horse goes back home.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
The Mines are no place for a pony, even one so brave as Bill.	Declarative	requirements	command	The horse goes back home.

The table above shows that the utterance which is uttered by Aragorn is a declarative. Its function can be analyzed indirectly. Considering the context, the utterance functions to get someone to do something. In this conversation, it is used to command Bill, Aragorn's horse, to go back home. Based on the analysis, the utterance is classified into indirect directive speech act. Then, seen from the class of directives, it is included in the class of requirements. By using this utterance, the speaker wants the hearer to do such action. Therefore, the expected answer is that the horse goes back home.

34. Datum 34/ II / 70 / WORD / Req

Boromir: Now get out of here, get out!

Sam, Merry, and Pippin: Frodo!

Sam:**Strider!**

Frodo: Help!

Sam: Get off him! Strider!

Merry:**Aragorn!**

a. The description of the context

The conversation above happens in the Mines of Moria, the home of Gimli's cousin. But now, that place is not a home at all, it is properly called a tomb. Legolas finds a corpse of fallen Dwarfs, it is Goblins, Gimli's cousin. The corpses of the other Dwarfs lay scattered everywhere. It indicates that something bad had happened. When the companion are examining the corpses, suddenly there is something stirring in the water. Boromir shouts, commanding all the companion to get out from there. But Frodo is grabbed from behind and pulled off his feet. A long, snacking tentacle pulls him down.

b. The analysis of directive utterance

1) Locutionary : (a) **Strider!**(*Word/noun*)(b) **Aragorn!**(*Word/noun*)

2) Illocutionary : Sam and Merry request the strider to save Frodo.

3) Perlocutionary: Aragorn helps Frodo.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Strider!	Word (noun)	requestives	request	Aragorn helps Frodo.
Aragorn!				

Structurally, the two utterances above are words. The utterances are not only used to call Aragorn's name. Considering the context, those are used to request the hearer to do something. The speaker, Sam and Merry, request Aragorn to help Frodo. Frodo is grabbed from behind by a snacking tentacle coming from the water. Then, the Hobbits, Sam and Merry, ask Aragorn to save Frodo.

Based on the context, those utterances are indirect directive speech acts. The functions are to request a help from Aragorn. Then analyzed from the class of directive, those utterances are included on the class of requestives. It is because the speakers ask the hearer to do such action. Therefore, the expected answer is that Aragorn helps Frodo.

35. Datum 35/ II / 71 / PHRASE / Comm

Gandalf:**Into the Mines!**

a. The description of the context

The dialogue above takes place in the Mines of Moria. Frodo was grabbed by a mysterious creature coming from the water. The members of the Fellowship try to help him. Boromir and Aragorn fight against the beast. It flings Frodo

wildly in the air. Aragorn slices through the tentacle holding Frodo. Frodo then falls into Boromir's arms.

b. The analysis of directive utterance

- 1) Locutionary : **Into the Mines!** (*Prepositional Phrase*)
- 2) Illocutionary : Gandalf commands the Fellowship to hide into the Mines.
- 3) Perlocutionary: The companion tries to go to the Mines.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Into the Mines!	Prepositional phrase	Requirements	Command	The companion tries to go to the Mines.

The utterance uttered by Gandalf is a phrase. Although it is just a phrase, its intended meaning is defined as a command. When the Fellowship is fighting the beast, Gandalf commands them to run into the Mines. This utterance is used to give command in order that the addressee does what the speaker wants. Its function can be seen by analyzing the context. It is classified into indirect directive speech act. Then, seen from the class of directive, it belongs to the class of requirements. Therefore, the perlocutionary act for this utterance is that the companion tries to go to the Mines.

36. Datum 36/ II / 71 / WORD / Req

Boromir: Legolas!

a. The description of the context

The dialogue above takes place in the dark cavern in Moria. The companion fights against the beast who grabbed Frodo. After slices one of the beast's

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tentacles, Frodo is released. He falls into Boromir's arms. Suddenly, the other tentacles try to catch Frodo and Boromir.

b. The analysis of directive utterance

- 1) Locutionary : **Legolas!**(*Word/noun*)
- 2) Illocutionary : Boromir requests Legolas a help.
- 3) Perlocutionary: Legolas helps Boromir and Frodo.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Legolas!	Word (noun)	Requestives	Request	Legolas helps Boromir and Frodo.

Based on the table above, the utterance is structurally a word. Considering the context, Boromir calls Legolas' name in order to ask him for a help. He and Frodo are in a danger. One of the beast's tentacles tries to grab them. The speaker wants the hearer (Legolas) to do something, that is to help him from the tentacle. This utterance is categorized into indirect directive speech act, which functions to request. Then analyzed from the class of directive, it is included on the class of requestives. Therefore, as the effect of that act, Legolas will help Boromir and Frodo.

37. Datum 37/ II / 71 / WORD / Comm

Aragorn:**Into the cave!**

a. The description of the context

The dialogue above happens in the Mines of Moria. Frodo is grabbed by a long snacking tentacle which appears from the water. Besidefight against the tentacle, the companion is trying to save Frodo. Aragorn are slicing the

tentacle by his sword. Boromir does too. Legolas fights using his arrow. As he does, Aragorn asks the companion to go to the cave.

b. The analysis of directive utterance

- 1) Locutionary : **Into the cave!** (*Prepositional phrase*)
- 2) Illocutionary : Aragorn commands the companion to go to the cave.
- 3) Perlocutionary: The companion goes to the cave.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Into the cave!	Prepositional Phrase	Requirements	Command	The companion goes to the cave.

From the table above, it is quite clear that based on the linguistic form, the utterance is a phrase. Even though it is just a phrase, the utterance functions to command the hearer to do something. By using this utterance, Aragorn as the speaker commands the companion to go to the cave. Analyzed from the context, the utterance is used to give command or in another word it is used to get someone to do something. So, it is classified into indirect directive speech act.

Considering its function, as a command, this utterance belongs to the class of requirements. As seen from the context that Aragorn uses this utterance to give a command. Therefore, the expected answer is that the companion goes to the cave and hides there.

38. Datum 38/ II / 74 / DEC / Comm

Gandalf: Oh! **It's that way.**

Merry: He's remembered!

a. The description of the context

The conversation above takes place in the cave at the Mines of Moria. It is a long and big cave with a total darkness. The companion needs four-day journey to go to the other side. They walk on the darkness, trying to find the right way to go out. They climb up steep steps on the side of the cavern. They find three portals loom. Gandalf seems to forget the way. They then take a rest for a little while. Suddenly, Gandalf remembers the way.

b. The analysis of directive utterance

- 1) Locutionary : **It's that way.** (*Declarative*)
- 2) Illocutionary : Gandalf commands the companion to pass through the way he pointed.
- 3) Perlocutionary: The companion goes through the way taht gandalf pointed.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
It's that way.	Declarative sentence	Requirements	Command	The companion goes through the way taht gandalf pointed.

From the table above, it can be seen that the utterance is a declarative sentence or a statement. Based on the context, it is classified into indirect directive speech act. This utterance is used to ask someone to do something, that is to command the member of the Fellowship to go through the path that Gandalf pointed. Indirectly, it functions to command the hearer to do such action that the speaker wants. Then, seen from the class of directive, it is included in the class of requirements. Therefore, the expected action for that utterance is that the Fellowship goes through the way that Gandalf pointed.

39. Datum 39/ II / 75 / WORD / Proh

Gimli: Haugh!

Gandalf:**Gimli!**

a. The description of the context

The conversation above happens in the cavern at the mines of Moria. After a long walk, finally Gandalf remembers the way. They then come to a more open space. Gandalf uplifts his staff. There the beautiful scenery of Dwarrowdelf is seen. Suddenly, Gimli sees a ray of sunlight shining a chamber where corpses lay scattered about.

b. The analysis of directive utterance

- 1) Locutionary : **Gimli!(Word/noun)**
- 2) Illocutionary : Gandalf prohibits Gimli to come into the chamber.
- 3) Perlocutionary : Gimli comes into the chamber.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Gimli!	Word (noun)	Prohibitives	Prohibit	Gimli comes into the chamber.

Structurally, the utterance above is a word. Based on the context, Gandalf does not mean to call Gimli's name. Indirectly, he wants to prohibit Gimli to come into the chamber. The speaker wants the hearer to do what he wants. Based on the classification of speech act, it is classified into directive speech act, specifically, indirect directive speech act.

Considering its function, it belongs to the class of prohibitives. In this conversation, the perlocutionary act is not suitable with the expected answer from the speaker. Gimli should not do the speaker's prohibition. But he breaks it. He comes into the chamber where corpses lay scattered about.

40. Datum 39/ II / 79 / WORD / Req

Aragorn:Frodo!

Frodo:**Aragorn? Aragorn!**

Aragorn: Frodo!

a. The description of the context

The conversation above takes place in a chamber in the cavern of Mines of Moria. The Fellowship is in the chamber where the corpses of Balin was scattered about. They are waiting for the Orcs who have known about their presence. It is because of Pippin's curiosity. The Orcs come. The companion fights them. Then the Orcs bring with them a troll. When the battle is happening, Frodo is separated from the companion. The troll follows him. Frodo hides behind a pillar. The beast finally can find him. The troll lifts and drags Frodo off of the edge of a recess.

b. The analysis of directive utterance

- 1) Locutionary : **Aragorn? Aragorn!**(*Word/noun*)
- 2) Illocutionary : Frodo requests a help from Aragorn.
- 3) Perlocutionary: Aragorn helps Frodo.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Aragorn? Aragorn!	Word (noun)	Requestives	Request	Aragorn helps Frodo.

As seen at the table above, structurally the utterance above is a word. Considering the context, Frodo shouts calling Aragorn's name to request him a help. The troll had finally found him. The beast drags Frodo off of the edge of a recess. He is affraid. He calls Aragorn's name. He wants Aragorn to help him. Indirectly, the utterance is used to ask Aragorn to do something, that is to help Frodo. So it is categorized into indirect directive

speech act. Then, analyzed from the class of directive, it belongs to the class of requestives. Therefore, the expected action is that Aragorn helps Frodo.

41. Datum 41/ II / 81 / PHRASE / Comm

Gandalf: **To the Bridge of Khazad-dûm!**

a. The description of the context

The conversation takes place in a chamber in the Mines of Moria. Because of Pippin's curiosity, they should fight the Orcs and the troll. The troll stabbed Frodo with a spear. Frodo got unconscious. The others continue to paralyze the troll. Finally, they succeed to defeat the beast. The companion panics. Frodo groans, grasping for breath. They are surprised that Frodo is still alive. Then Frodo reveals his Mithril. They are so glad. Suddenly, the voice of the Orcs down the hall are heard.

b. The analysis of directive utterance

- 1) Locutionary : **To the Bridge of Khazad-dûm!** (*Prepositional phrase*)
- 2) Illocutionary : Gandalf commands the companion to go to the Bridge of khazad-dûm.
- 3) Perlocutionary: The fellowship goes to the Bridge of khazad-dûm.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
To the Bridge of Khazad-dûm!	Phrase	requirements	command	The fellowship goes to the Bridge of khazad-dûm.

Based on the linguistic form, the utterance above is a phrase. Considering the context, it is used to command the companion to move to the Bridge of khazad-dûm. It is classified into indirect directive speech act because the intended meaning cannot be understood directly. To know the

meaning, we should look at the context. Indirectly, this utterance is used to ask someone to do something. In this conversation, it is used to ask the hearer to go to the Bridge of khazad-dûm. Analyzed from the class of directive, it is included in the class of requirements. Then, the perlocutionary act for the utterance above is that the fellowship goes to the Bridge of khazad-dûm.

42. Datum 42/ II / 85 / WORD / Comm

Gandalf: Fly, you fools!

Frodo: Noooooooooooooooooo!!!!

Boromir: **Aragorn!**

Frodo: Noooooooooooooooooo!!!

a. The description of the context

The dialogues above take place in the Bridge of khazad-dûm. There, the companion is chased by Balrog, a demon of the ancient world. Gandalf asks the Fellowship to move on. He stays to fight against the demon. He drives his staff into the bridge and breaks it. He turns to follow the others, but suddenly the flaming whip lashes up and winds about Gandalf's ankle, dragging him over the edge. Finally Gandalf falls into the chasm.

b. The analysis of directive utterance

- 1) Locutionary : **Aragorn!**(*Word/noun*)
- 2) Illocutionary : Boromir commands Aragorn to move on quickly.
- 3) Perlocutionary: Aragorn follows Boromir and the others.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
Aragorn!	Word (noun)	Requirements	Command	Aragorn follows Boromir and the others.

From the table above, Boromir's utterance is a word. This utterance is used by Boromir to give a command to the addressee, Aragorn. He commands Aragorn to move on and follow him quickly. Indirectly, it has an intended meaning to command the hearer to do such action. Then, seen from the classification of speech act, this utterance is classified into indirect directive speech act. Based on the class of directive, it belongs to the class of requirements. The expected answer is that Aragorn follows Boromir and the others.

43. Datum 43/ III / 93 / DEC / Req

Galadriel: I pass the test! I will diminish, and go into the West, and remain Galadriel.

Frodo: **I cannot do this alone.**

Galadriel: You are a Ring bearer, Frodo. To bear a Ring of power is to be alone.

a. The description of the context

The dialogue above happens in the garden of Caras Galadhon. Caras Galadhon is a place where the Elves stay. At the night, when the Fellowship sleeps, Frodo wakes up. He follows an invisible sign, Galadriel. They stop at the garden. Galadriel asks Frodo to look into the mirror. There, he sees a future when the dark wins and rules the world. Frodo becomes affraid, as the Ring-bearer who has the responsibility to destroy the Ring and save the

Middle-earth. He offers the Ring to Galadriel. As the others, Galadriel cannot control herself. She is influenced by the power of the Ring. She then decides to diminish and go into the West.

b. The analysis of directive utterance

- 1) Locutionary : **I cannot do this alone.**(*Declarative*)
- 2) Illocutionary : Frodo requests Galadriel to accompany him to destroy the Ring.
- 3) Perlocutionary: Galadriel decides to diminish and go into the West.

c. Structural form

Utterance	Structural form	Class of directive	Function	The expected answer
I cannot do this alone.	Declarative	Requestives	Request	Galadriel decides to diminish and go into the West.

The utterance above is a declarative or statement. Based on the context, it is used to request the addressee in order to do something. In this conversation, Frodo request Galadriel to accompany and help him to destroy the Ring and save the Middle-earth. Because it is indirectly used to ask someone to do something, this utterance is categorized into indirect directive speech act. Based on the class of directive, it is included in the class of requestives. The perlocutionary act of this utterance is that Galadriel decides to diminish and go into the West.

C. Discussion

The results which are obtained and discussed in this discussion refer to the problem statements. It is the description of the linguistic form, meaning, and also the context of the utterances.

1. The linguistic forms of the indirect directive speech act employed by the characters of the film entitled “The Fellowship of the Ring”.

This research is focussing on indirect directive utterances employed by the characters of the film “The Fellowship of the Ring”. The writer analyzed 43 dialogues containing 45 data which are identified as indirect directive utterances. The utterances found are in the form of words, phrases, clauses, declarative sentences, interrogative sentences, imperative sentences, and also sequence of sentences.

Those can be presented on the table bellow:

No.	Linguistic Forms	Σ Data	Percentage
1.	Words	11	24,44 %
2.	Phrases	5	11,11 %
3.	Clauses	0	0 %
4.	Declaratives	14	31,11 %
5.	Interrogatives	6	13,33 %
6.	Imperatives	1	2,22%
7.	Sequence of sentences	8	17,78 %
	Total	45	100 %

- The functions of the indirect directive utterances employed by the characters of the film “The Fellowship of the Ring”.

Huang (2007: 110) states that indirect speech act is a kind of speech act with no direct relation between the sentence type and the illocutionary force. Therefore to understand the intention or the illocutionary force, the writer analyzes the context in which the dialogues happen.

The various functions found in the film are displayed on the table bellow:

No.	Function	Σ Data	Percentage
1.	Requesting	19	42,22 %
2.	Commanding	12	26,67 %
3.	Recommending	1	2,22 %
4.	Questioning	2	4,44 %
5.	Prohibiting	11	24,44 %
	Total	45	100 %

After finding the function of the utterances, the researcher classifies the functions based on the class of directive. They are as follows:

No.	Class of Directive	Σ Data	Percentage
1.	Requestives	20	44,44 %
2.	Requirements	12	26,67 %
3.	Questions	2	4,44 %
4.	Prohibitives	11	24,44 %
	Total	45	100 %



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This last chapter presents some conclusions that are drawn from data analysis in Chapter IV. The conclusions become the answers of the problem statements that are raised in the first chapter.

The conclusions drawn by the researcher in this research are as follows:

1. The linguistic forms of indirect speech acts that are uttered by the characters in the film entitled “The Fellowship of the Ring” are miscellaneous. There are eleven data in the form of words, five data in the form of phrases, no datum in the form of clauses, fourteen data in the form of declaratives, six data in the form of interrogatives, one datum in the form of imperatives, and eight data in the form of sequence of sentences.
2. Some indirect speech acts employed by the characters in the film entitled “The Fellowship of the Ring” imply its functions. There are: requesting, commanding, recommending, questioning, and prohibiting. The most frequent function used by the characters in the film is requesting, which is used in nineteen data (42,22 %). The second is commanding which is used in twelve data (26,67 %). The third is prohibiting which is used in eleven data (24,44 %). The next is questioning which is used in two data (4,44 %). The last one is recommending which is used in one datum (2,22 %).
3. After identifying the functions of the utterances expressed by the characters of the film entitled “The Fellowship of the Ring”, the functions are classified according to classes of directive. There are four classes of directive. They are: requestives, requirements, questions, and prohibitives. The class of requestives consist of twenty data (44,44 %). The class of requirements consist of twelve data (26,67 %). The class of questions consist of two data

(4,44 %). The last one is the class of prohibitives which consist of eleven data (24,44 %).

B. Implication

Based on the conclusion above, indirect directive speech acts are normally used in daily conversation of everyone in daily conversations. The indirect directive speech acts are also used in communication of the characters in the film entitled “The Fellowship of the Ring”.

Huang (2007: 110) states that indirect speech act is a kind of speech act with no direct relation between the sentence type and the illocutionary force. By using the indirect speech act, the hearer cannot try to understand the speaker's or the writer's intended meaning literally. It means that, because of the indirect relation between the structure or the sentence type and the illocutionary force or the function of the utterance, the hearer will be lost in getting the meaning of the speaker if he tries to get it literally. When the speaker decides to use this speech act, he wants to make pragmatic communication in which the hearer (addressee) must catch a different meaning from the apparent surface one. It is the time for the theory of context to be applied by the hearer in order to understand the intention of the speaker.

Context is not only referring to where and when an utterance is stated, but it also includes the participant(s), the goal, the tone or the loudness in which utterance is uttered, the type of occasion related to the cultural point of view, the behaviors attached in saying the utterance, the type of speech communication, the ways of speaking dealing with diction, the topic, and the media. After noticing and drawing the context, to find out the function and the expected effect of the utterance, the utterance was analyzed by using Austin's three basic acts, that is, locutionary act, illocutionary act, and perlocutionary act. Then identifying the function based on the illocutionary type. All those steps in doing the analysis of the research in this thesis refer to the context.

1. Indirect Directive Speech Acts in Language Teaching

a. The Use of Indirect Directive Speech Acts in Class

Indirect directive speech acts are normally used in daily conversation. They are also used in the interaction between teachers and pupils in the classroom. Beside they can be used as a teaching material in Junior High School and Senior High School.

1) As an Instruction

The teachers are most frequent become the central focus of their students. Therefore, teachers play an important role in the interaction. In teaching and learning process, teachers always give an instruction to the students in order to ask students to do such action. Here, the theory of directive is applied. Classrooms is the ideal place to help learners interpret the language use. Instruction can help learners understand when and why certain linguistic practices take place. It can also help learners interpret the input that they hear, in both actual comprehension and interpretation. The instruction here is in the form of directive utterances used by the teachers. The directives are applied in the form of declaratives, imperatives, and interrogatives.

In giving instruction, the teacher can use the directive speech acts either direct or indirectly. According to Holmes in Richards and Schmidt (1983), the examples of teacher's instruction in the classroom are as follows:

1) Declaratives

e.g: I want you to draw a picture.

I'd like Arnold's group on the mat now.

I'd like to have everyone sitting really comfortably and not touching anyone else.

2) Imperatives

e.g: Put your hands down.

Don't draw on the folded piece.

Sitting on the mat please.

Hands not voices.

3) Interrogatives

e.g: David will you read this page for me?

People at the back are you listening?

Lynda do you know where the paints are kept?

a. As a Material

Beside used as an instruction in the class, directive speech acts are also applied as a material in the teaching and learning process. In Junior High or Senior High, the notion of directive has not studied yet. But actually they are thought. The application is for example, the study about the expression of request, suggestion, command, prohibition, invitation, etc. Soeprapto and Mariana (2006: 53) provide the example of utterances containing directive speech acts as materials to teach English in Senior High School. They are explained bellow:

1) Request

e.g: Would you mind lending me your novel?

Could you come over tonight?

2) Suggestion

e.g: What about go to Cikarang?

I'd like to suggest that you better go to the doctor soon.

3) Command

e.g: You must go out now!

Could you do this!

4) Prohibition

e.g: Don't touch this paper!

Don't go anywhere!

5) Invitation (taken from Sudarwati and Eudia, 2005: 32)

e.g: Come and have a look, John.

Would you like to join us?

Won't you come to the party?

2) Teaching Indirect Directive Speech Acts

The speaker's intention of indirect directive speech acts can be in the form of request, invitation, suggestion, recommendation, question, or prohibition. In Senior High School, indirect directive speech acts are also thought in the form of request, invitation, etc. According to the syllabus, asking for request is the material of eleventh grade of Senior High School in semester 1. The writer proposes an example of lesson plan to teach indirect directive speech acts (in the form of request) for eleventh grade students of Senior High School.

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Negeri 4 Surakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Keterampilan Bhs	: Berbicara (<i>Speaking</i>)
Tema/Topik	: <i>Asking for Request and How to Respond it</i>
Pertemuan ke -	: 1
Alokasi Waktu	: 2 x 45 menit (1 pertemuan)

A. Standar Kompetensi

3. Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar 3.2 Berbicara Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur memperingatkan				
C. Tujuan Pembelajaran Siswa mampu mengungkapkan makna dalam percakapan transaksional dan interpersonal yang melibatkan tindak tutur meminta.				
D. Indikator Di akhir pembelajaran berbicara ini, diharapkan siswa mampu: <ul style="list-style-type: none"> • Menggunakan tindak tutur meminta • Merespon tindak tutur meminta 				
E. Alokasi Waktu 2 X 45 menit				
F. Materi Pembelajaran <ul style="list-style-type: none"> • Percakapan mengenai tindak tutur meminta • <i>Kosakata yang terkait dengan topik yang dipelajari</i> 				
G. Metode Pembelajaran <ul style="list-style-type: none"> • Ceramah • Role Play 				
H. Langkah-Langkah Kegiatan Pembelajaran				
Pertemuan pertama				
Tahap	Kegiatan		Alokasi waktu	Life Skill/ Karakter
	Guru	Siswa		
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dan mengucapkan salam. 	<ul style="list-style-type: none"> • Menjawab salam guru. 	15 menit	<ul style="list-style-type: none"> • religious • Berani
	<ul style="list-style-type: none"> • Melakukan apersepsi dengan menggali pengetahuan awal siswa serta mengajukan pertanyaan: <ul style="list-style-type: none"> - How will you say if you want someone else to clean the floor? - How will you say if you want somebody else to turn on the lamp? 	<ul style="list-style-type: none"> • Menjawab setiap pertanyaan yang diajukan oleh guru sesuai pemahaman 		

	<ul style="list-style-type: none"> Menjelaskan tujuan kegiatan yang akan dilakukan beserta kompetensi yang harus dikuasai siswa. 	<ul style="list-style-type: none"> mendengarkan penjelasan guru. 		
Kegiatan Inti a. Eksplorasi	<ul style="list-style-type: none"> Menyampaikan kepada siswa bahwa mereka akan membaca percakapan mengenai “asking for request and how to respond it” yang diberikan oleh guru. 	<ul style="list-style-type: none"> Mendengarkan penjelasan guru 	65 menit	<ul style="list-style-type: none"> bertanggung jawab kerja sama
	<ul style="list-style-type: none"> Meminta beberapa siswa untuk membaca percakapan secara berpasangan 	<ul style="list-style-type: none"> Membaca teks secara berpasangan 		
b. Elaborasi	<ul style="list-style-type: none"> Meminta siswa untuk menggaris bawahi setiap kata kerja serta kata kata yang tidak dimengerti artinya didalam text 	<ul style="list-style-type: none"> Menggaris bawahi kata-kata yang sukar lalu mendiskusikan 		
	<ul style="list-style-type: none"> Menjelaskan lebih lanjut mengenai bagaimana cara meminta seseorang melakukan suatu hal untuk kita; baik secara langsung maupun tidak langsung 	<ul style="list-style-type: none"> Mendengarkan penjelasan guru. 		
	<ul style="list-style-type: none"> Meminta siswa untuk melengkapi dialog dengan kalimat mereka masing-masing 	<ul style="list-style-type: none"> Melengkapi dialog dengan kalimat mereka masing-masing 		
	<ul style="list-style-type: none"> Mendiskusikan pekerjaan siswa. 	<ul style="list-style-type: none"> Bersama guru mendiskusikan jawaban yang telah mereka buat. 		
	<ul style="list-style-type: none"> Meminta siswa untuk membuat percakapan yang di dalamnya berisi ungkapan meminta seseorang untuk melakukan sesuatu (request) secara berpasangan 	<ul style="list-style-type: none"> Membuat percakapan yang di dalamnya berisi ungkapan meminta seseorang untuk melakukan sesuatu (request) secara berpasangan 		
	<ul style="list-style-type: none"> Meminta siswa untuk memperagakan percakapan yang telah mereka buat di depan kelas 	<ul style="list-style-type: none"> Memperagakan percakapan yang telah dibuat di depan kelas 		

	<ul style="list-style-type: none"> Meminta siswa lain untuk mendengarkan serta memberi tanggapan 	<ul style="list-style-type: none"> Mendengarkan serta memberi tanggapan kepada pasangan yang sudah memperagakan dialog mereka 		
c. Konfirmasi	<ul style="list-style-type: none"> Memberikan penilaian terhadap penampilan siswa 	<ul style="list-style-type: none"> Menyimak penilaian guru tanggapan seperlunya. 		
	<ul style="list-style-type: none"> Memberi penjelasan lebih lanjut kepada para siswa berkenaan dengan bagaimana cara meminta seseorang melakukan suatu hal untuk kita dan bagaimana cara kita menanggapi (<i>asking a request and how to respond a request</i>) 	<ul style="list-style-type: none"> Memperhatikan penjelasan guru, dan memberikan tanggapan bila dianggap perlu. 		
Kegiatan Penutup	<ul style="list-style-type: none"> Memberi evaluasi lisan 	<ul style="list-style-type: none"> Menjawab evaluasi yang diberikan guru 	10 menit	
	<ul style="list-style-type: none"> Memberi tugas 	<ul style="list-style-type: none"> Mendengarkan dan mencatat tugas 		
	<ul style="list-style-type: none"> Menutup pembelajaran dengan mengucapkan salam 	<ul style="list-style-type: none"> Menjawab salam guru 		

Penugasan Terstruktur dan Penugasan Mandiri Tidak Terstruktur

1. Penugasan Terstruktur
 - a. Siswa membaca text yang disediakan guru, dan menjawab pertanyaan- pertanyannya.
2. Penugasan Mandiri Tidak Terstruktur
 - a. Siswasecara Individual/kelompok membuat dialogue *asking for request and how to give a respond*.

I. Media Pembelajaran

Slide presentation in Power point

J. Sumber Belajar

1. Buku English Zone SMA XI Erlangga,
2. Kamus Bahasa Inggris

K. Penilaian

1. Teknik Penilaian : Tugas, kuis, unjuk kerja
2. Alat Penilaian : terlampir
3. Rubrik Penilaian :

Penilaian proses

Format penilaian proses

No	N a m a	Aspek yang dinilai/skor			Jumlah
		Kerja sama	Keaktifan	Keseriusan	

Keterangan Skor

1 : sangat kurang

2 : kurang baik

3 : cukup baik

4 : baik

5 : sangat baik

b. Penilaian Kognitif

No	N a m a	Aspek yang dinilai/skor			Jumlah
		A	B	C	

Keterangan Aspek yang dinilai :

A : Ketepatan pemahaman bacaan (0 – 30)

B : Ketepatan struktur bahasa (0 – 30)

C : Kekreatifan siswa (0 – 40)

Surakarta, Juli 2011

Mengetahui

Kepala SMA Negeri 4 Surakarta

Guru Mata Pelajaran

(.....)

NIP:

(.....)

NIP:

LAMPIRAN

Materi Pembelajaran

- A. Study the conversation below and then role-play with your partner in front of the class!
- Joan : Hi, Lola. Sorry to disturb you.
 Lola : Hi, Joan. It's okay. How can I help you?
 Joan : Do you mind if I borrow your laptop? Mine is out of order.
 Lola : I am sorry, but I am going to use it tomorrow.
 Joan : Then I won't be able to give my presentation tomorrow. You know, it's the only chance for me to get the grant from the government, but .
 Lola : Hey...just don't be desperate! There comes George. Perhaps you can use his.
 (George, their friend, is coming)
 George : Hi, Joan. How's life? Why do you look so offended?
 Lola : She wants to borrow my laptop, but I am going to use it for my own project.
 Joan : That's right, George. Would you mind lending me yours only for tomorrow?
 George : Certainly. Don't you always rent a laptop from "Ornate Rental Center" when yours is not working?
 Joan : Well, not always. It is not as good as I expected, though. The rental fee is not fair. It changes without prior notice.
 Lola : Then you should have been careful with your laptop.
 Joan : I think so. Thanks a lot, George.
 George : Not at all.
- B. Complete the following dialogues with your own phrases or clauses!
- A : Would you come over to my house tomorrow evening?
 B : Of course, what
 - A :
 B : I'm sorry,
 - A : Why didn't you look at the notice board?
 B : I didn't
 - A : This room is so dirty, would you mind cleaning the floor?
 B :
 - A : Do you think you could possibly?
 B : I do.
- C. With your own partner, make dialogues based on the following situations. Use expression of making request including the responses. Then role-play the dialogues!
- The room is quite hot. You ask your friend to turn on the air conditioner. But the air conditioner doesn't work well. Then you ask him/her to try to fix it for you.
 - You want to go to doctor. But you have nobody to accompany you. You call your friend and ask him/her to accompany you.

Materi Asking for Request dan Giving Respond for a Request:

A request is a statement, letter, and others. in which you ask for something politely or formally. Common phrases to make requests are:

<i>Could you ...?</i>	<i>Would you mind ...?</i>
<i>Would you ...?</i>	<i>Do you think you could ...?</i>
<i>..., could you?</i>	<i>I don't suppose you could ..., could you?</i>
<i>..., would you?</i>	<i>Do you think you could possibly ...?</i>

Responding to a request:

- | | |
|------------------------------|-------------------------------|
| • Sure. Here you are. | • No. I'd be happy to. |
| • Okay. | • Not at all. I'd be glad to. |
| • By all means. | • No, I'm sorry I need it |
| • Certainly. | • I'm afraid I can't. |
| • Yes. I'd be happy/glad to. | |

The lesson plan above is used to teach speaking in the eleventh grade of Senior High School. The material is about asking a request and how to respond it. The goal of language learning especially in speaking class is students can communicate effectively in the target language. Learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. The students sometimes feel that they do not have inability to perform the target language. The other problems are coming from the teachers, that is, they do not use appropriate methods to teach speaking. Harmer (1998: 131) offers some methods in speaking activity. They are stated below:

a. Use pair works (group work).

It will help to provoke quiet students to talk. When they are with one or two or three other students, they are not under so much pressure as they speak in front of the whole class.

- b. Allow the students to speak in a controlled way.

Teacher should give opportunities to quiet students by asking them questions related to the material given.

- c. Use acting out and reading aloud.

Getting students to act out a dialogue is one of encouraging quite students. However, acting out does not only means reading aloud.

- d. Use 'role play'.

Many students speak more freely when they are playing a role or when they do not have to be themselves.

- e. Use the tape recorder.

The teachers can tell the students to record what they would like to say, outside the lesson. The teacher then listens to the tape and points out possible errors.

Selecting appropriate techniques or methods in speaking is not an easy task for the teachers. They should consider some factors. The problems arisen in the class and the aim of the teaching learning process should be regarded. According to those problems in determining the appropriate technique or methods, the writer proposes role play to teach speaking about asking request. In role play, students will be more confident to speak or to perform their dialogues in the target language. The students will be given a topic than they are asked to make a dialogue with their pair. After that, they should perform it in the front of the class. This method is expected to reduce students' anxiety. Therefore, the learning goal for speaking can be achieved in the end of the study.

C. Suggestion

The indirect speech act is an interesting topic for language researcher to analyze. It is because most acts performed by people are indirectly related to the surface form of the utterances uttered in order to express the intention or the meanings of the speaker to the hearer(s). In this case, context has a big contribution for knowing the speaker's intended meaning.

After finishing the research, the recommendations are presented and expected to be beneficial for the students and other researchers.

1. The students, especially the English Department students are expected to explore the speech act especially about indirect directive speech acts.
2. In this research, the researcher only analyzes one classification of speech act found in the dialogues of the film. There are still many other classifications of speech act that can be taken into the similar field of research. Henceforth, the researcher expects that other researchers will be interested in conducting researches about speech acts as a further and a more detailed analysis in the same field by taking the other classifications of speech act used by the characters of the film "The Fellowship of the Ring".