COMMANDING ACTS PERFORMED BY THE MAIN CHARACTERS IN "LITTLE WOMEN" MOVIE

THESIS



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ABSTRACT

Ilmiyah, R. (2021). Commanding Acts Performed by the Main Characters in "Little Women" Movie. English Department, UIN Sunan Ampel Surabaya. Advisor: Prof. Dr. Hj. Zuliati Rohmah, M. Pd.

Keywords: command acts, responses.

This study aims at analyzing commanding acts and the responses toward the commands in the "Little Women" movie. There are two statements of problems to be answered in this study, (1) What are the types of commanding acts performed by the main characters in the "Little Women" movie, (2) How are the responses of the interlocutors after the commanding acts are performed by the main characters.

The researcher used a descriptive qualitative method to analyze the data of this research. The descriptive method was applied in this research to analyze the utterances of the main characters and the interlocutors through the transcriptions of the "Little Women" movie. The data were collected by first downloading and printing the movie subtitle and then watching the movie while highlighting the utterances in the transcription of the movie which indicates commanding acts performed by the main characters and the responses of the main characters' interlocutors. Then, the researcher analyzed the data by identifying types of commands and the responses toward commands by applying codes, and then classifying and describing the data.

The result of the study shows that all types of commands (direct command and indirect command) are found in the movie. The type of command most frequently used by the main characters in the movie is the direct command. The direct commands are often used by the main characters because the main characters mostly perform the commands to the interlocutors who have equal status as the main characters. While the indirect commands are rarely used by the main characters because they only use the indirect commands in certain situations, such as when the listener has a higher status than the speaker in which the indirect commands are performed to make the commands sound polite and soft. Then, the result of the second research question shows that there are three responses given by the interlocutors in responding to the main characters' commands. They are hearer is doing something, hearer stops doing something, and hearer rejects. The hearer is doing something and the hearer stops doing something are the responses that are dominantly used by the main characters' interlocutors because the main characters' interlocutors mostly fulfill the speakers' commands. While the hearer rejects becomes the lowest frequency among the other responses. The listener usually rejects the speaker's command for a reason, such as when the listener is angry toward the speaker, so the listener doesn't want to fulfill the speaker's command.

ABSTRAK

Ilmiyah, R. (2021). *Tindak Tutur Perintah yang Dilakukan oleh Karakter Utama dalam Film "Little Women"*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Prof. Dr. Hj. Zuliati Rohmah, M. Pd.

Kata Kunci: perintah, respon.

Penelitian ini bertujuan untuk menganalisis tindak tutur perintah dan respon terhadap perintah dalam film "Little Women". Terdapat dua rumusan masalah untuk dijawab dalam penelitian ini, (1) tipe tindak tutur perintah apa sajakah yang digunakan oleh karakter utama pada film "Little Women", (2) bagaimana respon lawan bicara setelah tindak tutur perintah diucapkan oleh karakter utama.

Peneliti menggunakan metode deskriptif kualitatif untuk menganalisis data pada penelitian ini. Metode deskriptif diterapkan dalam penelitian ini untuk menganalisis ucapan karakter utama dan lawan bicaranya melalui transkripsi film "Little Women". Pengumpulan data dilakukan dengan mengunduh dan mencetak subtitle film terlebih dahulu kemudian menonton film tersebut sembari menyorot ucapan dalam transkripsi film yang menunjukkan tindak tutur perintah yang diucapkan oleh karakter utama serta respon lawan bicara karakter utama. Peneliti menganalisis data dengan mengidentifikasi jenis tindak tutur perintah dan respon terhadap isi perintah dengan menerapkan kode, kemudian mengklasifikasikan dan mendeskripsikan data.

Hasil dari penelitian menunjukkan bahwa semua jenis tindak tutur perintah (perintah langsung dan perintah tidak langsung) ditemukan dalam film. Jenis perintah yang sering digunakan oleh karakter utama adalah perintah langsung. Perintah langsung sering digunakan oleh karakter utama karena karakter utamanya sebagian besar memerintah lawan bicara yang mempunyai status sederajat seperti karakter utama. Sedangkan perintah tidak langsung jarang digunakan oleh karakter utama karena mereka menggunakan perintah tidak langsung hanya pada situasi tertentu, misalnya ketika pendengar mempunyai status yang lebih tinggi dibanding pembicara dimana perintah tidak langsung dilakukan untuk membuat perintahnya terdengar sopan dan halus. Kemudian, hasil dari rumusan masalah kedua menunjukkan bahwa terdapat tiga respon yang diberikan oleh lawan bicara dalam merespon perintah karakter utama. Tiga respon tersebut adalah pendengar sedang melakukan sesuatu, pendengar berhenti melakukan sesuatu, dan pendengar menolak. Pendengar sedang melakukan sesuatu dan pendengar berhenti melakukan sesuatu merupakan respon yang dominan digunakan oleh lawan bicara karakter utama karena lawan bicara karakter utama sebagian besar memenuhi perintah pembicara. Sedangkan pendengar menolak merupakan respon yang frekuensinya lebih rendah diantara respon yang lain. Pendengar biasanya menolak perintah pembicara karena suatu alasan, misalnya ketika pendengar sedang marah terhadap pembicara sehingga pendengar tidak ingin memenuhi perintah pembicara.

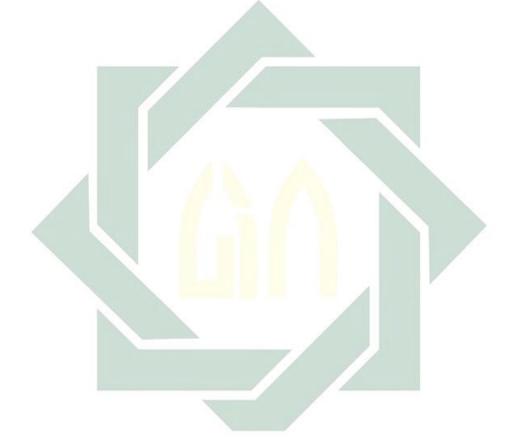
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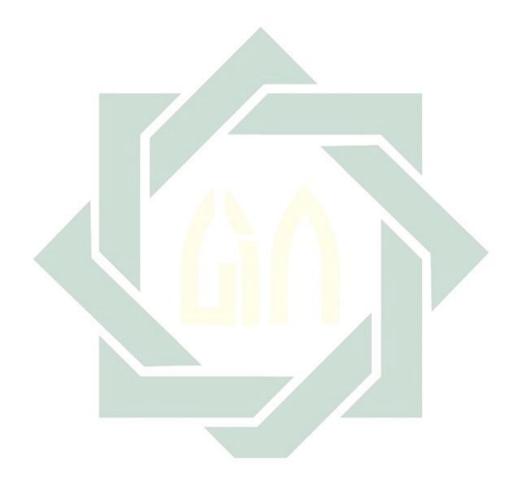
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, statement of the problems, the significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

A command is an expression that cannot be separated from our daily life communication. A command is an act performed via an utterance used by the speaker to tell the hearer what to do or not to do. When people produce utterances that aim to ask the hearer to do something or stop from doing something, it means they are performing command acts. Yule (1996, p. 54) stated that command is used by the speaker to express thoughts, feelings, intentions, or desires to the hearer. Command commonly occurs when the speaker has a higher position than the listener. Command will be effective if the speaker has some degree of control over the hearer's action (Kreidler, 1998, p. 190).

A command is one of speech acts concerns. The speech act is a part of pragmatics, which concerns how words produced by people are not only to deliver information but also to perform actions. It involves the speaker's intention and the inference of the hearer. The speech act also concerns how the addressee can determine the actions that the speaker intended to perform. So it can be concluded that speech act is defined as doing something through utterances, either oral or written (Birner, 2013, p. 175). The speech act is classified into three types. They are locutionary acts, illocutionary acts, and perlocutionary acts.

Furthermore, Austin (1962, p. 150) divided illocutionary acts into five categories; verdictives, commissives, exercitives, behabitives, and expositives. On the other hand, Searle (1979, p. 12) has evaluated and improved the classification of illocutionary acts into five types. They are declaratives, representatives, expressives, directives, and commissives. Then, after the illocutionary act is performed by the speaker, there will be the result or response that is given by the hearer which is known as the perlocutionary act. The response of the hearer can be in the form of utterances or behavioral responses.

A command is a kind of speech act that belongs to directive acts. Commands can be performed directly or indirectly by the speaker to the hearer. The direct command can be performed by using imperative sentences such as "Wait! I am coming" and negative imperative such as "Do not move". While indirect command can be performed by using declarative or question forms. In giving a command, the speaker does not only command the hearer but also expects positive results from the hearer in the form of fulfilling what the speaker wants (Mey, 1993, p. 164). Therefore, the speaker has to consider several factors in conducting commands, such as when and where the conversation is performed, and to whom the speaker speaks.

In receiving or hearing a command from the speaker, the listener can directly recognize an utterance as a command if the structure is in the form of an imperative sentence. However, there is also the possibility that the listener may not recognize or misinterpret a command when it is performed in the form of declarative or interrogative. For example, when the speaker said "Do you have to stand in front of the door?" she or he intends to make the listener not to stand in front of the door, but

the listener might misinterpret the speaker's intention where the listener only answers without moving from the front of the door because the listener thinks that the utterance is only a question. Therefore, the study of direct and indirect speech acts can help the researcher to know how direct and indirect commanding acts are performed and how to interpret and respond to the utterance or intention produced by the speaker.

There has been growing interest in speech acts theory. Numerous studies have been conducted on the research of various speech acts like speech acts in political speeches (Dylgjeri, 2017; Hashim, 2015), speech acts in a movie (Putri, Ramendra, & Swandana, 2019), speech acts in an interview (Shopia, Sabila, & Sulistyaningrum, 2019). There are also several studies that have examined illocutionary acts in a variety of subjects, such as illocutionary acts in campaign speech (Ismail, 2013), audio file (Risdianto, 2015), video (Rais & Triyono, 2019). Those research studies focused on five types of illocutionary acts, and the data sources of those research were taken from YouTube. Other studies also focused on illocutionary acts in movies (Kiuk & Ghozali, 2018; Praditya, Putra, & Artini, 2014; Rahayu, Arifin, & Ariani, 2018; Ramayanti & Marlina, 2018; Wonata, Natsir, & Ariani, 2018). Those research also focused on five types of illocutionary acts, and the results of those studies showed that most of them found four types of illocutionary acts. They were representatives, directives, commissives, and expressives. Besides, there is also a previous study that has examined illocutionary and perlocutionary acts in a novel (Nurhayati & Yuwartatik, 2016), which focused on five types of illocutionary acts and perlocutionary acts, and the result showed that five types of illocutionary acts were found in the novel while the perlocutionary acts performed by the hearers were varied.

Moreover, there are also previous studies that have investigated directive illocutionary acts in poems (Mualimin, 2018), folklore text (Pamungkas, Rustono, & Utanto, 2018), Friday sermon (Assola, 2017), talk show (Aziz, Mahdi, & Amalia, 2017), and movie script (Della & Sembiring, 2018). All the studies that have been mentioned above which analyzed speech acts were using the theory proposed by Austin (1962), while those studies that analyzed illocutionary acts were using Searle's theory (1979) about the classification of illocutionary acts.

Commanding acts have also been examined by some researchers. Those are commanding acts in drama (Zulaikah, 2014) and movies (Imroatus, 2019; Syah, Usman, & Bochari, 2014; Widowati, 2012). Those research studies focused on types of commanding acts. The results of those research studies showed that both direct and indirect commands were successfully found in which the direct command became the dominant type.

However, most of the research collecting data on commanding acts tends to focus on analyzing types of commanding acts with the strategies rather than with the perlocution. Here, perlocution or hearer's response is essential to be analyzed because it can make us know how the hearer interprets the speaker's intention in producing an utterance and how the hearer responds to the utterance. So this research tries to fill the gap by analyzing commanding acts with the corresponding perlocutionary acts because there is still little information about research that analyzes commanding acts with perlocutionary acts.

A command is a kind of action that is interesting to be analyzed. In this research, the researcher has some reason why choosing commanding acts and perlocutionary acts as the research topic. Commanding acts are kinds of speech acts commonly used by many people and get more attention from the hearer because when the speaker performs the command, he or she tries to control the hearer's action by fulfilling the speaker's wants. The speaker who tries to control the hearer's action becomes the point that differentiates a command from other directive acts. In performing a question, the speaker expects an answer, while in command, the speaker expects an action. Then, in performing a request, the speaker assumes that the hearer can refuse or accept the request, but in a command, the speaker assumes that the hearer will fulfill the speaker's wants. In performing a begging, the speaker humbly asks for something while in command, the speaker tries to control the hearer. Then, for advice, the advice is produced for the purpose of the hearer where the speaker expresses what he or she thinks to the hearer for what the hearer should do or not do in a particular situation. In contrast, the command is produced to get the listener to do something based on the speaker's want. Thus, it can be concluded that what makes a command different from other kinds of directive acts is that command tries to control the hearer's action because the speaker thinks that the listener should fulfill the speaker's command. Hence, investigating commanding acts can help the researcher to know how people use words to command. Then, after the speaker gives a command, there will be a response given by the hearer. Therefore, the hearer's response is also essential to be known whether the hearer fulfills the speaker's wants or not, so that the researcher also analyzes perlocutionary acts.

The researcher intends to conduct the research about commanding acts and perlocutionary acts in the "Little Women" movie. This movie portrays love, family, and dreams which are relevant to everyday life. This movie is interesting and inspiring to watch because it tells about the March sisters, four young women, who have their dreams and are determined to live their life on their terms and also support and care for each other. The movie also portrays women personalities that are different from each other, which can be seen through their actions. Moreover, the movie has many commands which are performed by the main characters since the theme of this movie is about a family wherein the family we usually perform commands. Therefore, the researcher is interested in conducting research about commanding acts and perlocutionary acts performed by the characters in "Little Women" movie.

Based on the explanations above, this research aims to analyze the kinds of commanding acts performed by the main characters and the responses of the main characters' interlocutors in the "Little Women" movie. The researcher analyzes the data of this research by using Yule's theory (1996) to find types of commanding acts. For additional theory, the researcher uses Searle's theory of directive act, which is one of the types of illocutionary acts. The researcher also uses Austin's (1962) theory to find perlocutionary acts, which is one of the types of speech acts to support the analysis.

1.2 Research Problems

Based on the background of the study, the research problems can be seen in the following questions:

- 1. What are the types of commanding acts performed by the main characters in the "Little Women" movie?
- 2. How are the responses of the interlocutors after the commanding acts are performed by the main characters?

1.3 Significance of the Study

The researcher expects that this research can give benefits both theoretically and practically. Theoretically, the researcher hopes that this research can contribute to linguistics, especially for pragmatics study that focuses on speech acts theory. The researcher also hopes that this research can give a new reference for English Department students who want to conduct the same research field. Practically, the researcher expects that this research can give information and enrich the knowledge of the readers about commanding acts and perlocutionary acts based on the theories that are used by the researcher. Moreover, this research is also expected to develop readers' understanding of commanding acts and perlocutionary acts. Thus, the readers can have a better understanding of how people produce direct and indirect commands and how they react and respond to commands.

1.4 Scope and Limitation

The scope of this research concerns the pragmatic study. This study is limited to find types of commanding acts in the utterances produced by the main characters in "Little Women" movie and the responses of the interlocutors after the commanding acts are performed by the main characters. The researcher only analyzes the utterances of the main characters such as Jo, Meg, Beth, and Amy to find kinds of commanding acts because they have an important role in the movie. While describing the perlocutionary act, the researcher analyzes the utterances and gestures/behaviors of the main characters' interlocutors.

1.5 Definition of Key Terms

- Speech act is doing something through utterances or in saying something is do something.
- 2. **Commanding act** is an expression to ask someone to do something in which the speaker tries to control the hearer's action by fulfilling the speaker's command.
- 3. **Perlocutionary act** is an effect, reaction, or response of the listener toward the speaker's utterances.
- 4. **Little Women movie** is a 2019 American film directed by Greta Gerwig. This movie tells about the lives of four sisters named Meg, Jo, Beth, and Amy, who have different characters and have their own dreams.

CHAPTER II

REVIEW OF LITERATURE

This chapter focuses on explaining some theories by the experts that related to this study.

2.1 Speech Acts

In this subchapter, the researcher provides explanations of speech acts theory related to this study. The explanations include the definition of speech acts, IFIDs, direct and indirect speech acts, and classification of illocutionary acts.

2.1.1 Definition of Speech Acts

Speech act is a subfield of Pragmatics. The theory of speech act was proposed by the linguistic philosopher, Austin (1962), which then developed by Searle (1979). The speech act is generally known as actions performed via utterances. People can use an utterance to perform an act. Based on Austin (1962, p. 94), he defines speech act as an act performed via an utterance or in saying something is actually doing something. In line with Austin's definition, Yule (1996, p. 47) also defines speech acts as perform actions via utterances.

Furthermore, Yule (2010, p. 133) defines speech act as the type of actions that are performed by the speaker via utterances. Speech acts are used for describing the actions such as requesting, questioning, commanding, or informing. When people said "I will be there at six," it is not only an utterance but it is performing the speech act of *promising*. According to Austin (1962, p. 108), he stated that there are three kinds of speech acts, which can be seen as follows:

1. Locutionary act

Locutionary act is defined as the literal meaning of what it said (Paltridge, 2012, p. 40), so the meaning of the speaker's utterance is based on the meaning of the words in the dictionary. For example, an utterance like "it is hot in here" refers to the hot temperature. It can be said that the locutionary act is used to express something and informative.

2. Illocutionary act

Illocution is an act of what the speaker intends to fulfill or the intention of the speaker in producing utterances. According to Sadock (1974, p. 9), he stated that accomplishing our intent by communicating is called illocutionary act which means that there are many ways in which our intention can be communicated. For example, when a girl said to her friend like "shall I call for some tea?", the girl is offering her friend some tea to drink.

3. Perlocutionary act

Perlocutionary act is an effect or a response of the listener in interpreting the speaker's utterances. As stated by Alston (2000, p. 18), the perlocutionary act is an effect on the hearer toward the speaker's utterances. The hearer's response can be physical or verbal. So, it means that the utterances said by the speaker can cause or influence the listener to do something. Moreover, perlocutionary acts can influence the listener, such as persuading, intimidating, inspiring, etc. When the speaker said "turn on the lamp," the listener is getting up and turning on the lamp. It brings an effect upon behavior or attitude and the hearer's thought.

2.1.2 IFIDs

Searle and Vanderveken (1985, p. 2) stated that illocutionary force indicating devices (IFIDs) is any element of language that can be literally used to indicate that an utterance containing that element has a certain illocutionary force. The illocutionary force indicating devices include word order, mood, and performative verb.

Yule (1996, p. 49) also stated that IFIDs is the device that can be used to indicate the illocutionary force in the speaker's utterance. It means that the use of IFIDs can make the listener easy to recognize the intended illocutionary force in the speaker's utterance. Illocutionary force indicating device has the function to perform speech act explicitly in which there is a verb that explicitly shows the illocutionary act being performed. The verb is called a performative verb. The verbs such as "to promise, to warn, to command" can be used to make the illocutionary force clear or explicit.

2.1.3 Direct and Indirect Speech Acts

In speech acts, there are direct and indirect speech acts. The explanations of direct and indirect speech acts can be seen below.

2.1.3.1 Direct Speech Acts

Direct speech act occurs when the structure we produce has a direct relationship with its function. As stated by Yule (1996, p. 55), a direct speech act occurs when there is a direct connection between a structure and a function. Thus, people can use

a declarative form to make a statement, they can use the interrogative form to make a question, and use an imperative form to make a command. For examples:

a. You wear black shoes (declarative)

b. Do you wear black shoes? (interrogative)

c. Wear black shoes! (imperative)

From the examples of direct speech acts above, it can be seen that the structures and the functions are matching. In [a], the speaker states that the listener wears black shoes. In [b], the speaker asks a question to the listener whether he/she wears black shoes or not. In [c], the speaker commands the listener to wear black shoes.

2.1.3.2 Indirect Speech Acts

Indirect speech act occurs when the structure we produce has an indirect relationship with its function. As stated by Richards and Schmidt (2010, p. 278), an indirect speech act is an act performed via an utterance in which the intention is not reflected in the structural form of the utterance.

For examples:

a) "You are standing in front of the TV"

The structure of the utterance is in the form of a declarative, but the speaker in producing that utterance intends to express a command. The speaker wants to watch the TV, but the listener stands in front of the TV. Thus, the speaker produces that utterance to command the listener to move or not to stand in front of the tv.

b) "Could you listen to me?"

From the example above, the sentence structure is in question form, but it is more than just a question. The speaker produces that utterance not because he wants

to know whether the listener can listen to him or not. When the speaker talks, the listener may ignore what the speaker is talking about or busy doing something else when the speaker is talking. Thus, the speaker produces that utterance to make a request, which is to ask the listener to listen to the speaker, not merely a question. Yule (1996, p. 55) explained that the use of indirect command or request is considered a more polite way than the use of direct speech act.

2.1.4 Classification of Illocutionary Acts

There are classifications of speech acts that conveyed by linguists. The classifications are based on the illocutionary act that was firstly proposed by Austin (1962) which was then developed by Searle (1979). Searle (1979, pp. 12-17) categorizes illocutionary acts into five classes. The categories are assertives, directives, commissives, expressives, and declarations.

1. Assertives

The point which commits the speaker to the truth of the proposition that is expressed, or in simple words, it is what the speaker believes to be the case, such as stating, reporting, arguing, agreeing, etc.

2. Directives

Actions performed via utterances aim to make the hearer do something. The speakers express what they want to the hearer. Directive acts are range from questioning, inviting, advising, requesting, commanding, etc.

3. Commissives

Actions performed via utterances that commit the speaker to do a future action. Commissive acts are range from promising, offering, threatening, etc.

4. Expressives

It is used to express what the speaker feels. Expressives are range from congratulating, apologizing, thanking, greeting, etc.

5. Declaration

A statement that brings an immediate change in a state of affairs, such as resigning, love, etc.

2.2 Directive Acts

Directive acts are actions performed via utterances said by the speaker to make the hearer do something. Searle (1979, p. 13) stated that directive act is the speaker attempts to get the hearer to do something. In line with Searle, Yule (1996, p. 54) also stated that directive acts are utterances said by speakers to express what the speakers want to the hearers, or in other words, it is kind of speech acts that are used by the speaker to get the hearer to do something. Kinds of directives are various such as questioning, commanding, requesting, inviting, and advising.

A command is a kind of speech act that is generally expressed in the imperative form. Interrogative and declarative forms can be used to get the hearer to do something where the interrogative and declarative forms are considered more polite than imperative forms (Holmes, 2013, p. 277).

The examples of the explanation above:

a. Sit down! (imperative)

- b. Could you sit down? (interrogative)
- c. I want you to sit down (declarative)

[taken from Holmes, 2013, p. 277]

The use of a certain form of directive is influenced by many factors, such as social distance between the participants, the status scale, and the formality of the context. The speaker involves the dimensions of social distance and status in choosing an appropriate linguistic form for delivering directive acts (Holmes, 2013, p. 279).

2.3 Context

Context becomes an important element in communication. Halliday and Hasan (1989, p. 5) define context as what goes beyond what is said and written, it includes other nonverbal goings-on, the environment or situation in which the utterance is uttered. In understanding the meaning of an utterance, we should not only analyze within the linguistic form but also emphasize the situation or social setting in which the utterance occurs. Therefore, to understand the meaning of an utterance, we have to pay attention to the context of the surrounding situation.

Holmes (2013, p. 8) stated that there are four components in context. They are as follows:

- a. The participants (who is speaking and to whom they are speaking)
- b. The setting (where they are speaking)
- c. The topic (what they are talking about)
- d. The function (why they are speaking)

2.4 Commands

This subchapter provides explanations of commands. The explanations include the definition of commands and types of commands.

2.4.1 Definition of Commands

A command is an utterance produced by the speaker to tell the hearer what to do and not to do. In some circumstances, commands are important to be employed, for instance: when a doctor commands the nurses to help treat the patients in the hospital. In producing a command, the speaker usually has power and a higher status than the listener. Kreidler (1998, p. 190) stated that command will be effective if the speaker has some degree of control over the hearer's action.

In formulating a command, besides using the imperative sentence, people can also use declarative or interrogative forms. As stated by Coulthard (1985, pp. 129-130), he explained that interrogative and declarative forms can be interpreted as a command if they refer to an action or activity.

Tsui (cited in Widowati, 2012, p. 22) explained that there are differences between command and request. Command has an unconditional feature where the speaker assumes that the listener will do something as the speaker wants when the speaker performs the command. For example, when the speaker said "Open the door!", the speaker assumes that the hearer will obey the speaker's command. While a request has a conditional feature where the speaker assumes that his request will only take an effect if the listener agrees or is willing to do it. For example, when the speaker said "Could you open the door, please?", the speaker assumes that the door will be opened by the hearer if the hearer agrees to do it.

2.4.2 Types of Commands

There are two types of commands. They are direct command and indirect command. The explanations are as follow:

2.4.2.1 Direct Command

Direct command occurs when the structure and the function are directly related (Yule, 1996, pp. 54-55). The imperative structure which has a verb in the initial position represents a direct command. The occurrence of an exclamation mark at the end of the sentence also becomes the characteristic of a direct command. A command can be found in the family, company, in an emergency situation, etc. In performing the direct command, the speaker utters the command directly, clearly, and explicitly. Thus, the hearer can directly understand the meaning or the intention of the speaker in producing that command.

The examples:

- a) Wait for me!
- b) Stop the car!

The example as shown in [a], the word "wait for me!" means the speaker commands the hearer to wait for the speaker. The speaker performs the command directly and clearly by using the imperative sentence. While the example as shown in [b] means the speaker commands the hearer to stop doing something which is to stop driving the car. In that utterance, the speaker uses the imperative form which the literal function is to command the hearer.

2.4.2.2 Indirect Command

Indirect commands are usually in the forms of interrogative and declarative forms. As stated by Yule (1996, p. 55), declarative and interrogative can be categorized as indirect commands. Searle (cited in Coulthard, 1985, p. 28) also stated that people can make indirect commands by using interrogative or declarative forms. The structure used to make required action is not made explicit. Indirect command occurs when people produce an utterance in which the form of the utterance and the function are not directly related (Yule, 1996, p. 55). Indirect commands are formed by omitting the verb in the initial position and considered as a soft command or giving a command in a polite way.

The examples:

- a) What are you laughing at? (interrogative)
- b) I can't sleep if you sing too loud (declarative)

The example as shown in [a] has an interrogative form, but the function is not to ask a question but expect an action. If considering the situation where there is one of the students who is performing storytelling in front of the class, and then the student mispronounces some words in English which then makes other student laughs at it. The teacher then produces such utterance as shown in [a] which aims to make the student who laughs to stop laughing when there is a student who is performing makes a mistake but instead respect the student or correcting the mistake so that the student does not feel embarrassed and remain motivated to learn. Thus, the speaker's intention in producing that utterance is to give the command to the listener which is to stop laughing.

The example as shown in [b] has the form of declarative, but the function is not only to inform but also to command the listener. The speaker wants to sleep, but the listener sings too loud so that the speaker feels disturbed. Thus, the speaker produces that utterance to command the listener to lower his voice.

From the explanation above, it can be concluded that people are performing indirect commands if the form of utterance they produce is not directly related to the function or intention. In performing indirect commands, people can use declarative and interrogative forms as long as they refer to an activity or an action.

2.5 Perlocutionary Acts

Perlocutionary act is an effect of utterance produced by speaker toward hearer which can make the hearer do something. Perlocutionary act means affecting the hearer by producing an utterance. According to Austin (1962, p. 108), the perlocutionary act is what we achieve by saying something. It concerns the effect of an utterance may have on the hearer. The perlocutionary act appears after the speaker produces the illocutionary act. Moreover, a perlocutionary act is the reaction of the hearer toward the speaker's utterance. Thus, the illocutionary act produced by the speaker can cause the hearer to do something. The hearer's response can be physical or verbal. When the speaker said "turn on the air conditioner", then the hearer is getting up and turning on the air conditioner. It brings an effect upon behavior or attitude and the hearer's thought. Some effects of the perlocutionary acts proposed by Austin (1962) can be seen in the following:

a. Hearer is doing something

Hearer is doing something as the reaction when the speaker expects the hearer to do something as the speaker wants.

b. Hearer stops doing something

Hearer stops doing something as the reaction when the speaker asks the hearer to stop from doing something.

c. Hearer rejects

Hearer rejects as the reaction when hearer disagrees or doesn't do what the speaker wants.

2.6 Little Women

Little Women is a 2019 American film directed by Greta Gerwig. This film is adapted from Louisa May Alcott's 1868 novel of the same name. The film represents the original themes of the novel; morality, family, marriage, and dreams. This film was first released in United Stated on December 25, 2019, distributed by Sony Pictures Releasing. Little Women film received numerous awards and nominations. The film received six nominations at the 92nd Academy Awards and winning for Best Costume Design, nine nominations at the 25th Critics' Choice Awards and winning for Best Adapted Screenplay, five nominations at the 73rd British Academy Film Awards, and also received two nominations at the 77th Golden Globe Awards and the film was chosen as one of the top ten films of the year by American Film Institute (https://en.m.wikipedia.org).

The film portrays family, dreams, sacrifice, and love, which are relevant to real life. The movie tells about March sisters, four young women, who have their dreams

and are determined to live their life on their terms but still support and care for each other. They are Meg, Jo, Beth, and Amy. They are always together from childhood until when they have grown up, they decide to leave home to reach their dreams. However, even though they are siblings but they have different personalities. Jo, the second sister, becomes the center among those main characters in the film. She always prioritizes her family; she always puts her sisters first before she could focus on herself. When she has become a teacher in New York and tried to achieve her dreams to be a writer, she gets a letter from her mother, Marmee, that Beth's health is getting worse, so Jo decided to go home to Concord, a town in Massachusetts, for taking care of her third sister. In the end, Beth passed away. Jo becomes so lonely because all her sisters have gone. Meg and Amy have married while Beth has died. Then, Jo decides to write a novel based on the lives of her and her sisters. She starts writing all night and into the next days until her book is finally published.

2.7 Analytical Construct

Austin (1962) classified speech acts into three types. They are locutionary acts, illocutionary acts, and perlocutionary acts. The five categories of illocutionary acts proposed by Austin have been evaluated by Searle (1979). They are representatives, commissives, directives, expressives, and declarations. In this research, the researcher uses Yule's theory (1996) to find the types of commanding act, which is one of the types of directive illocutionary acts. The researcher also uses Austin's theory to analyze the perlocutionary acts. In short, the framework can be seen below.

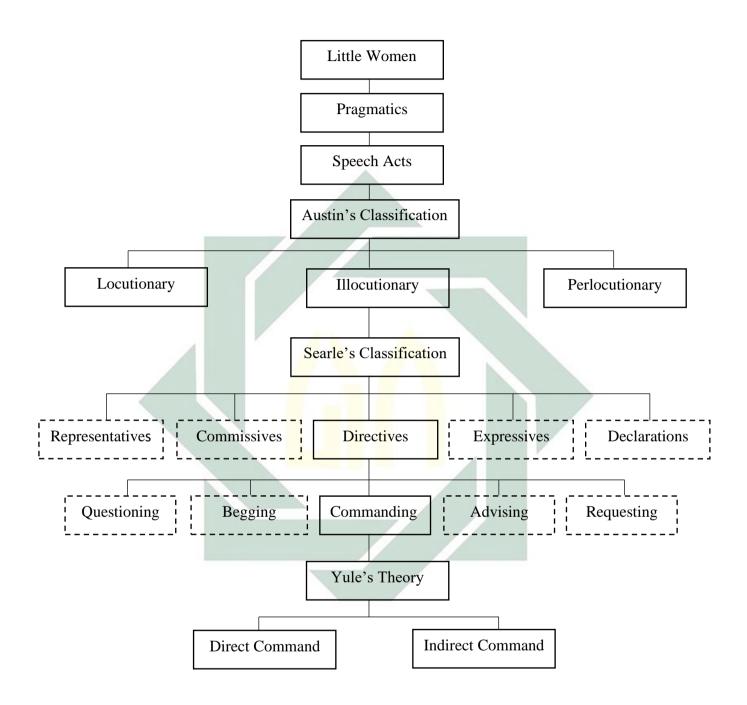


Figure 2.1: Analytical Construct

CHAPTER III

RESEARCH METHODS

This chapter discusses the research methods of this research. Those are research design, data collection, and data analysis.

3.1 Research Design

In this research, the researcher used a descriptive qualitative method to analyze commanding acts and perlocutionary acts performed by the characters in "Little Women" movie. Qualitative research is research in which the researcher studies a problem that can be solved through an exploration of a phenomenon, it relies on the perspective of participants, asking the questions, collecting the data that consist of largely of words from the participants, describing and analyzing those words for themes (Clark & Creswell, 2015, p. 54).

The descriptive method was applied in this research because it is appropriate to identify, classify, and describe the phenomenon of commanding acts performed by the main characters in "Little Women" movie and describe the responses of the interlocutors after the commanding acts are performed by the main characters.

3.2 Data Collection

This subchapter consists of data and data sources of this research, research instrument, and techniques of data collection.

3.2.1 Data and Data Sources

The data of this research were in the forms of words, sentences, and gestures taken from the utterances and behavioral responses of the characters in "Little Women" movie. The words and sentences uttered by the main characters such as Jo, Meg, Amy, and Beth were used to answer the first question, which is to find the types of commanding acts. Then, the words, sentences, and gestures performed by the main characters' interlocutors were used to answer the second question which is to describe the responses of the interlocutors after the commanding acts are performed by the main characters.

The data source of this research was taken from the movie entitled "Little Women" directed by Greta Gerwig that was released in 2019. The film is adapted from Louisa May Alcott's novel, and the film received many awards nominations. This movie has a duration of 135 minutes. The researcher also downloaded English subtitles from Google search. The subjects of this research were the main characters such as Jo, Meg, Amy, Beth, and also their interlocutors, since the data of this research were in the form of words, sentences, and gestures performed by them. Jo, Meg, Amy, and Beth are the most influential characters in developing the plot in the movie because they take the most part of the scenes in the movie. While their interlocutors also have an important role in the movie because they get involved in the conversation with the main characters. Therefore, those main characters and their interlocutors were chosen as the subjects of this research.

3.2.2 Research Instrument

In this research, the research instrument was the researcher herself because the researcher was the only instrument that was important to collect and analyze the data. The researcher collected the data by watching the movie entitled "Little Women" (2019) and selecting only the main characters' utterances and the responses of the main characters' interlocutors.

3.2.3 Techniques of Data Collection

In this research, the data were collected by using the procedures as follows:

- 1. The researcher downloaded the transcript of the "Little Women" movie from the internet, here the researcher used movie subtitles.
- 2. Then, the researcher changed the form of the subtitle file of the movie into Ms. Words form and then printed out the script/ subtitle.
- 3. The researcher watched the movie many times to understand the plot and the context of the movie, pay attention to the scene which consists of commanding acts performed by the main characters and the responses of the main characters' interlocutors, read the script, and checked the suitability of the movie transcription.
- 4. Stopped and repeated the scene in the movie many times when the researcher found commanding acts that were performed by the main characters and the responses of the main characters' interlocutors.
- 5. The researcher highlighted the minutes of the scene and the utterances in the transcript of the movie, which indicated commanding acts that were performed by the main characters and the responses of the main characters' interlocutors.

3.3 Data Analysis

The researcher did the following procedures to analyze the data:

a. Developing Codes

The researcher developed some codes to identify types of commanding acts.

They are direct and indirect commands. The direct command is in the form of the imperative sentence, while the indirect command is in the form of declarative and interrogative sentences. Then, the researcher also developed some codes to identify the perlocutionary acts or the responses of the interlocutors. The codes in this research can be seen as follows:

Table 3.1 Commanding Acts Codes

Commanding Acts	Codes
Direct Command	DC
Indirect Command	IC

Table 3.2 Perlocutionary Acts Codes

Perlocutionary Acts	Codes
Hearer is Doing Something	HDS
Hearer Stops Doing Something	HSDS
Hearer Rejects	HR

b. Classifying the Data

The researcher classified each type of commanding acts performed by the main characters in the movie and the responses of the interlocutors after the commanding acts were performed by the main characters. In classifying the data, the researcher used two tables. Table 3.3 was used to classify the types of commanding acts while Table 3.4 was used to classify the responses of the interlocutors. The data

were inputted in the tables based on the minutes of the scene in the movie when the commanding acts and the responses of the interlocutors were found. For example, when a direct command was found at 00:07:33 - 00:07:34 so it was written as 00:07:33 - 00:07:34 in the 'data' column based on its type. Then, after all the data had been classified, the researcher calculated the total of each type of commanding acts and the perlocutionary acts.

Table 3.3 Commanding Acts Classification

Types of Commanding Acts	Data	Total
DC	e.g. 00:07:33 - 00:07:34; etc.	
IC	/\ A \	

Table 3.4 Perlocutionary Acts Classification

Perlocutionar	y Acts	Data	Total
HDS		e.g. 00:07:34 - 00:07:35; etc.	7.
HSDS			
HR			

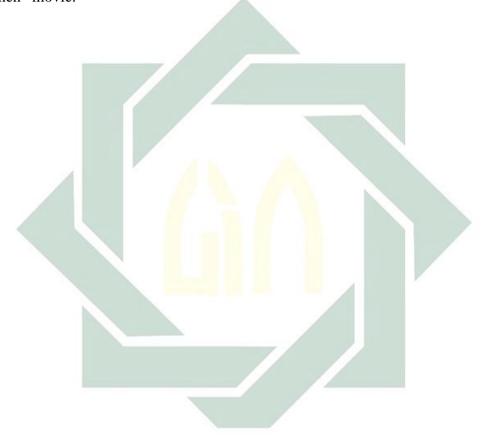
c. Describing Data

After classifying the data into tables, the researcher explained the context of the conversation and then analyzed the data by describing and explaining types of commanding acts performed by the main characters and the responses of the interlocutors after the commanding acts were performed by the main characters.

Then, the researcher completed this research by giving interpretations based on the result of the discussion.

d. Drawing Conclusion

The researcher drew a conclusion based on the result of the discussion. The researcher made a brief conclusion about the result of the study, which was kinds of commanding acts and perlocutionary acts performed by the characters in the "Little Women" movie.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the result of the research findings to answer the problems' statements and the research discussion. In the findings, the researcher presents detailed information about the data of commanding acts performed by the main characters in the "Little Women" movie and also the responses of the main characters' interlocutors after the commanding acts are performed by the main characters. While in the discussion, the researcher gives interpretation based on the result of research findings.

4.1 Findings

The explanations of the research findings are divided into two parts. The first part is about the explanations of the types of commanding acts performed by the main characters. The second part is about the explanations of the responses of the main characters' interlocutors in the "Little Women" movie. The types of commanding acts consist of direct and indirect command while the responses of the interlocutors consist of hearer is doing something, hearer stops doing something, and hearer rejects.

4.1.1 Types of Commanding Acts Performed by the Main Characters in the "Little Women" Movie.

In the "Little Women" movie, the researcher analyzes the types of commanding acts in the utterances produced by the main characters. There are four main characters in the movie, and the researcher has found 63 data of commanding acts performed by those main characters. The data are shown in the figure below:

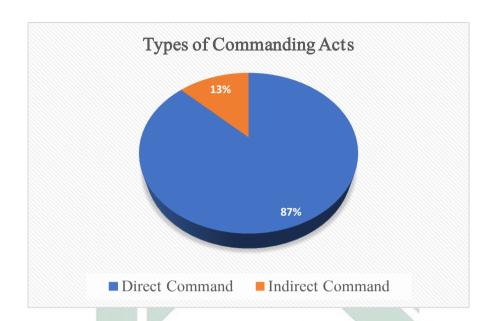


Figure 4.1: Commanding Acts Percentage

Figure 4.1 shows that direct and indirect commands are found in the "Little Women" movie. The researcher found 55 data of direct command with the percentage of 87%, which becomes the dominant type of commanding acts. While in indirect command, the researcher found 8 data with the percentage of 13%.

4.1.1.1 Direct Command

The researcher found 55 data that are classified into direct commands. The speakers perform direct commands in the form of imperative sentences. In the "Little Women" movie, there are four main characters; Meg, Jo, Beth, and Amy. They have equal status because they are siblings, and their age gap is very close. These are some examples of direct commands performed by them.

The first example is direct command performed by Amy to Beth, who has equal status with Amy.

Excerpt 1

00:45:45 - 00:45:47

Amy : You'll be sorry for this Jo March! You will! You'll regret this!

Beth : (stares at Amy who is whining and angry to Jo because she is not allowed

to go to the theater)

Amy : Stop looking at me like that!

Beth : (stops looking at Amy as she leaves the room)

The utterance takes place in March's house. The setting time is in the past, where the scene of the movie is taken back to 1862. The situation of this scene is when Jo and Meg prepare to go to the theater with Laurie and Mr. Brooke. Jo and Meg go to the theater because they are invited by Laurie and Mr. Brooke. Amy, who is not invited, whines to Jo and Meg to let her join to go to the theater with them. Jo does not allow her because Amy is not invited by Laurie and Mr. Brooke then Amy said that she can pay for herself. Jo still doesn't allow her to come along, and Amy gets angry. Beth, who is playing the piano, looks at Amy because of her behavior.

The bold utterance "Stop looking at me like that!" performed by Amy is included in direct command because the utterance is performed in the form of an imperative sentence. It can be seen from the structure of the sentence. Amy's utterance begins with the verb "stop" and ends with an exclamation mark (!), which becomes the features of a direct command. In performing the utterance, Amy intends to command Beth as the listener to stop looking at her because she just gets mad at Jo, and she is getting more annoyed at being looked like that. From the utterance above, it can be concluded that the structure and the function in the sentence of that utterance are directly related. The speaker performs the command clearly without implied meaning. Therefore, the utterance above is classified into direct command.

There is another example of a direct command performed by Amy. She is the commander who tries to control Jo as the hearer to wait for her.

Excerpt 2

00:50:12 - 00:50:14

Amy : Jo! Wait! Wait! I'm coming!

Jo : (ignores Amy and keeps skating on the ice along the river)

The utterance takes place near the river. The setting time is in the past, where the scene of the movie is taken back to 1862. The situation is that Jo, Meg, Amy, and Beth are having breakfast, and then Laurie comes to pick up Jo because they have already planned to do ice skating in the river. Jo stands up immediately and leaves the dining room. Amy tells Jo that Jo promised to let Amy join the ice skating, but Jo ignores her and keeps going. Then, Amy goes outside the house and runs to follow Jo and also asks Jo to wait because Amy wants to join.

The bold utterance "Jo! Wait! Wait! I'm coming!" is the direct command performed by Amy in the form of imperative. The utterance means Amy commands Jo as the listener to wait for her. Amy utters her command directly and clearly without implied meaning which can be easily understood by the listener. In performing the command, Amy repeated the word "wait" twice to confirm her command to the listener that she really wants Jo to wait for her. Amy's utterance also ends with an exclamation mark (!) which becomes the characteristic of a direct command. Therefore, the utterance can be classified into direct command.

Here is one more example of a direct command that is performed by the speaker who has equal status with the hearer. Jo is the commander and Beth is the listener who fulfills Jo's command.

Excerpt 3

00:53:40 - 00:53:41

Beth: Jo

Jo : Oh, Beth! My love!
Beth : You didn't need to come

Jo : I never should've left. Do you need anything? **Take some water.**

Beth : (drinks the water that is given by Jo)

The conversation takes place in Beth's room. The situation of this conversation is that Jo has just returned home, in Concord, from New York after receiving a letter from her mother that Beth's health is getting worse. Jo is sitting by Beth's bed and reading Amy's letter while Beth is sleeping. When Beth wakes up, she sees Jo sitting there. Beth calls Jo and Jo hugs her and then asks her whether she needs anything. Beth has not answered Jo's question but Jo immediately takes a glass of water and commands Beth to drink the water.

The bold utterance of "**Take some water**" produced by Jo is performed in the form of an imperative sentence. The utterance means that Jo commands Beth as the listener to drink the water that Jo gives to her. In producing the command, Jo conveys her command directly without implied meaning, which can be easily understood by the listener. From the utterance she produces, it can be seen that the sentence structure has a direct connection with the function in which the structure is in the form of imperative, and the function is as a command. Therefore, the utterance

is classified into direct command because the utterance fulfills the features of a direct command.

There are also other examples of direct command where the speakers have higher positions than the listeners. The following excerpt is the direct command performed by Amy. Amy, as the commander, is a passenger, while the listener who has to fulfills the command is a coachman.

Excerpt 4

00:07:15 - 00:07:16

Amy : Stop the carriage!
Coachman : (stopping the carriage)

The utterance above takes place on a carriage. Amy has just finished her painting lesson, and she goes to reach home by carriage with her aunt to the rented apartment. When she is on the way home, she sees her old friend, Laurie, is walking. Then, Amy commands the coachman to stop the carriage so she can come close to Laurie.

The utterance "Stop the carriage!" is included in direct command. Amy directly commands the listener to stop the carriage, which can be clearly understood by the listener. In performing the command, Amy uses the form of an imperative sentence. The utterance performed by Amy has the verb "stop" in the initial position and the exclamation mark "!" at the end of the sentence, which becomes the features of a direct command. Thus, the utterance is classified into direct command. Here, Amy is the passenger, and the listener is the coachman, where usually the customer has power over the service provider. Thus, Amy as the commander has a higher position than the listener which can make the listener fulfills Amy's command.

Here is the example of a direct command performed by Meg, who has a higher status than the listeners.

Excerpt 5

00:09:32 - 00:09:34

Meg : Fifty dollars, what was I thinking?

Daisy and Demi : Mommy, mommy! (run-up to Meg and hug her)

Meg : My loves. Go play.

Daisy and Demi : (go to play)

The conversation above takes place in Meg's house. There are three participants in the conversation. They are Meg and her children, Daisy and Demi. The conversation occurs when Meg emerges from inside her house, wipes her hand, and looks confused and ashamed because she has just bought a fabric for 50\$, which is expensive, especially with her difficult economic conditions. Then, Meg sits down in front of the house and watches her daughter and son, Daisy and Demi, playing in the yard. Daisy and Demi run-up to Meg and hug her. Then, Meg sends them to play again.

The bold utterance "Go play" performed by Meg is included in direct command. The utterance can be classified into direct command if the utterance is in the form of an imperative sentence. The utterance performed by Meg is in the form of an imperative sentence which has the verb "go" in the initial position, so the utterance is classified into direct command. The utterance performed by Meg means that she commands her daughter and son to go play in the yard again. Here, Meg, as the speaker, has a higher position than the listeners, making the listeners fulfill the speaker's want.

The direct command that is performed in an emergency situation is also found in the "Little Women" movie. The following excerpt is the direct command performed by Amy in an emergency situation.

Excerpt 6

00:51:06 - 00:51:08

Amy : Help! Help me!

Jo : Amy! It's Amy! (approaches Amy)

The utterance takes place in the river. The setting time of this scene is in the year 1862, where the audiences are taken back to the past. Amy is running after Jo and calling her name several times to wait for Amy. When Amy has reached the riverbank, she put on her ice skates and then steps onto the ice. The sheet of ice forming on the river surface. Amy is skating in the middle of the river surface and still calling Jo. Suddenly, the ice cracked and Amy drowned. Then, the utterance above occurs, Amy screams for help.

The utterance "Help! Help me!" means that Amy commands Jo to help her because she drowned after the ice on the river surface cracked. Amy's command is included in direct command. It is included in direct command because the structure of that sentence is in the form of imperative. Amy uses the imperative sentence in performing her command because she is in an emergency situation. The occurrence of an exclamation mark (!) also can be seen in Amy's utterance, which is to show strong emotion that she needs immediate help. She utters the command directly without implied meaning to be easily understood by the listener. Therefore, the utterance can be classified into direct command.

4.1.1.2 Indirect Command

The researcher found 8 data that are classified into indirect command. Those are 4 data in the form of declarative and 4 data in the form of interrogative sentences. Searle (cited in Coulthard, 1985, p. 28) stated that the indirect command can be performed in the forms of declarative and interrogative in which the action required by the speaker to be fulfilled by the listener is not made explicit.

There are some examples of an indirect command performed by the main characters in the movie. The following excerpt is one of the examples of indirect command that is performed by the speaker who has a lower position than the listeners.

Excerpt 1

02:00:41 - 02:00:43

Friedrich : If you ever come to California, I would love to see you.

Jo : I don't know that I will, but thank you.

Friedrich : Well, goodbye.

Jo : Goodbye.

Jo : What? Why are you all looking at me like that?

Father March : What a wonderful man (other listeners look at Father March)

The conversation takes place in March house. The situation of the conversation is that Friedrich, a professor who is interested in Jo, visits Jo's house on his way to California. Friedrich makes conversation with Jo's family and eats together. Then, he said goodbye and Jo escorted him to the front door. When she turns back around, she sees her family members standing and staring at her with a smile.

The utterance "Why are you all looking at me like that?" is performed by Jo in the form of an interrogative sentence. Here, the question is not just a question but to performs a command. The utterance performed by Jo means that she commands

the listeners to stop looking at her. Jo performs her command by using a rhetorical question. If we look at the situation, even though Jo uses the interrogative sentence, but she does not intend to ask because Jo has already known the reason why her families staring at her with such a smile so that Jo's intention in producing that utterance is to command the listeners to stop looking at her like that because it looks weird for her and also feels uncomfortable because her families are lined up in front of her where she becomes the center of attention. Thus, Jo's utterance is classified into indirect command because even though her utterance is performed in an interrogative form, it refers to an action. Jo performs her command by using the interrogative form to make the command soften and polite because her listeners are her family, including her mother and father, who have a higher position than her.

Here is another example of an indirect command performed by the speaker who has lower status than the listener. The following excerpt is the indirect command performed by Jo to her mother.

Excerpt 2

01:12:14 - 01:12:16

Marmee: While I'm gone, Hannah is in charge. Remember to check on the

Hummel's it will be a difficult winter for everyone.

Jo : Will this be enough for the train? (gives her mother money)

Marmee: (accepts the money) Twenty-five dollars! That's not like Aunt March to

be so generous

Jo : I didn't go to Aunt March, I couldn't bear to.

The utterance takes place in March's house. The setting time of this scene is in the year 1862, where the audiences are taken back to the past. Marmee is about to get ready to go to Washington to see her husband, who volunteered for the Union Army. She intends to go there to take care of her husband who is sick. She is packing her

stuff while waiting for Jo, who has not returned home yet. Marmee is worried because she cannot miss the last train. A moment later, Jo comes and the conversations above occur.

The bold utterance "Will this be enough for the train?" is included in the indirect command. The utterance is performed by Jo in the form of an interrogative sentence. Here the question is not just a question but to command the hearer. In saying the utterance, the speaker does not expect only an answer but an action from the listener. The utterance performed by Jo means that she commands the listener to accept the money she gives for the train ticket. Therefore, the utterance performed by Jo is classified into indirect command because even though the utterance is performed in the form of interrogative but it refers to an action. Here, Jo uses interrogative form in performing her command to be polite because her listener is her mother, who has a higher position than her.

There is also an example of an indirect command performed by Jo to her sister, Meg. She indirectly commands her sister to accept Laurie's offer to get them home.

Excerpt 3

00:16:34 - 00:16:35

Laurie : Let me take you. It's right next door. Meg : No, thank you, we cannot accept.

Laurie : You must take mine. Please.

Meg : No, it's so early, you can't mean to leave yet.

Laurie : I always leave early. I do, truly.

Jo : What choice do you have?

Meg : (silents and stares at Jo and then accepts Laurie's offer)

The conversation above takes place in the hallway of Gardiner's new year's party. The setting time is in the past, where the scene in the movie is taken back to

1861. The situation of the conversation is when Meg approaches Jo, who is dancing with Laurie, and then Meg said that her ankle hurts. Meg asked Jo about how she can get home. Jo gives her suggestion to get home by carriage, but then she refused because the carriage is too expensive. Then, Laurie offers to drive them home, but Meg also refused because the party has just started, so she does not want to make Laurie leaves the party sooner. Laurie convinces her that he used to get home early, which means he doesn't mind driving Meg and Jo home and he offers it with pleasure. Then, Jo produced the utterance as mentioned above.

The utterance "What choice do you have?" is included in the indirect command. The indirect command is performed by Jo in the form of interrogative. Here, the question is not just a question but to command the hearer to do something which means that the speaker expects action from the hearer. Jo's intention in producing that utterance is to command Meg to accept Laurie's offer because he offers to drive them home with pleasure, besides that neither Meg nor Jo seem to have any other choice to get home except to accept Laurie's offer. Therefore, the utterance can be classified into indirect command because the speaker performs her command indirectly which the utterance has the implied meaning which is to command the listener to accept Laurie's offer.

The indirect command is also performed by the main characters in the form of a declarative sentence. In the following example, Amy indirectly commands the hearer to take Amy to go with the hearer to play ice skating.

Excerpt 4

00:49:39 - 00:49:41

Teddy : Good morning ladies! Brisk and brilliant outside today, last day at the

river – get your ice skates!

Jo : (leaves the dining table to get ready for playing ice skating)

Amy : Jo, you promised me I could come last time, Jo!

Jo : (ignores Amy's utterance)

Amy : Is she going to be like this forever? Beth : It was a very hard loss for her.

The conversation above occurs in the kitchen where Meg, Jo, Beth, and Amy are having breakfast together at the dining table. The setting time is in the past, where the scene in the movie is taken back to 1862. In that situation, Jo is still angry with Amy because Amy has burnt her novel. Amy sits beside her, but she changes seats away from Amy. A moment later, Teddy comes to pick Jo up to go ice skating. Jo leaves the dining table immediately to get ready. Then, Amy produces the utterance as mentioned above.

In the utterance "Jo, you promised me I could come last time, Jo!", Amy performs indirect command in the form of a declarative sentence. Here, the statement is not just a statement. The speaker's intention in producing the utterance is not just to remind Jo, but there is something more than that, which is to command Jo. The utterance means that Amy indirectly commands Jo as the hearer to take Amy to go with her for ice skating because Jo promised her last time that Amy could come with her. Thus, by saying the utterance, Amy expects action from the listener. Amy performs her command indirectly because Jo is still angry with her, so she performs indirect command by using the declarative sentence to make the command soften. So, it can be concluded that the utterance is classified into indirect command because

even though the utterance is performed in the form of declarative but it refers to an action.

Here is another example of an indirect command performed by Beth in the form of a declarative sentence. Beth indirectly commands Jo as the listener to read the story she has written to Beth.

Excerpt 5

01:09:14 - 01:09:18

Jo : How great is that?!

Beth : I love to listen to you read, Jo, but I just love it even better when you

read the stories you've written.

Jo : I don't have any new stories.

Beth : Why not?

Jo : Haven't written any.

The conversation above takes place in the Seashore. Beth's health is not that good. Jo invites Beth to go to the sea to get her strong and feel better. Jo reads one of George Eliot's works for Beth, and then when Jo finishes reading the story, she tells Beth that the story she read is great. Then the conversation above occur.

The utterance "I love to listen to you read, Jo, but I just love it even better when you read the stories you've written" is included in the indirect command. The indirect command is performed by Beth in the form of a declarative. Here, the statement is not just a statement but to command the listener. In performing the utterance, Beth's intention is not only to inform Jo that she loves even better when listening to Jo read stories she has written, but there is also implied meaning where Beth indirectly commands Jo to read the story she wrote to Beth. Thus, by saying the utterance, Beth does not only expect feedback in the form of utterance but expects action from the listener. The utterance performed by Beth fulfills the features of

indirect command where the structure of the sentence is not directly related to its function. Therefore, the utterance is classified into indirect command.

4.1.2 The Responses of the Interlocutors after the Commanding Acts are Performed by the Main Characters.

In having a conversation, when the speaker performs a command, there is a response given by the listener towards the command. The response can be in the form of hearer is doing something, hearer stops doing something, and hearer rejects. Those responses are known as perlocutionary acts. In the "Little Women" movie, the researcher only analyzes the responses given by the main characters' interlocutors. The researcher has found 63 data of the responses given by the interlocutors. The data are shown in the figure below:

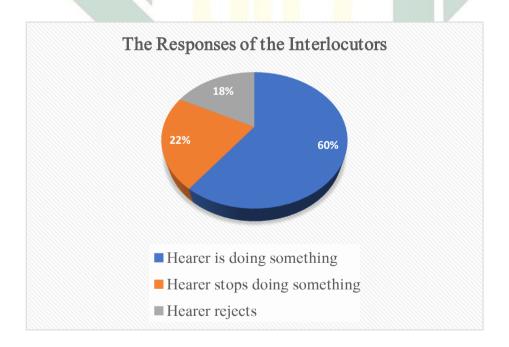


Figure 4.2: The Responses towards Commanding Acts Percentage

Figure 4.2 presents the responses given by the main characters' interlocutors in the "Little Women" movie. The researcher found 38 data of hearer is doing something with the percentage of 60% which becomes the most dominant type. While in hearer stops doing something, the researcher found 14 data with the percentage of 22%. Then, in hearer rejects, the researcher found 11 data with the percentage of 18%.

4.1.2.1 Hearer is Doing Something

The hearer is doing something is a kind of response that the hearer gives when the speaker commands the hearer to do something as the speaker's wants and then the hearer fulfills it. The researcher found 38 data of hearer is doing something. In the data that the researcher has found, the hearers are doing something in the forms of drinking the water, going to play, helping the speaker, accepting the money, accepting the offer, etc.

The following excerpt is the example of a hearer is doing something in the form of drinking the water.

Excerpt 1

00:53:42 - 00:53:47

Beth : Jo

Jo : Oh, Beth! My love! Beth : You didn't need to come

Jo : I never should've left. Do you need anything? Take some water.

Beth : (drinks the water that is given by Jo)

The behavioral response that is inserted in the bold sentence above is included into hearer is doing something. It begins when Beth is sleeping in her room and Jo is sitting by Beth's bed. When Beth wakes up, Jo takes a glass of water and then

commands Beth to drink the water. Then, Beth gives a response by drinking the

water that Jo gives to her. The behavioral response "(drinks the water that is given

by Jo)" given by Beth indicates that she does something as the speaker wants. She

does something in the form of drinking the water. Therefore, Beth's response can be

classified as hearer is doing something because she is drinking the water, which is in

line with the speaker's command. The following excerpt is the example of a hearer is

doing something in the form of going to play.

Excerpt 2

00:09:34 - 00:09:35

Meg

: Fifty dollars, what was I thinking?

Daisy and Demi

: Mommy, mommy! (run-up to Meg and hug her)

Meg

: My loves. Go play.

Daisy and Demi : (go to play)

The behavioral response given by Daisy and Demi as shown in the bold sentence

above is included in hearer is doing something. It begins when Meg emerges from

inside her house, looks confused, and then sits down in front of the house and

watches her daughter and son, Daisy and Demi, playing in the yard. Daisy and Demi

run-up to Meg and hug her. Meg accepts them and then commands them to play

again. Daisy and Demi do what Meg commands to them. They respond to Meg's

command by going to play again in the yard. Therefore, the response given by the

Daisy and Demi is classified as hearer is doing something because they are doing

something as the speaker wants which is to go to play.

Excerpt 3

00:51:09 - 00:51:18

Amy

: Help! Help me!

Jo : Amy! It's Amy! (approaches Amy)

The bold utterance above is included into hearer is doing something. The response is given by Jo after Amy performing her direct command. It begins when Amy is drowning in the river as she chases Jo and then she screams for help in the hope that Jo can hear it. After Amy performing her command, Jo directly understands that Amy needs her help because she hears Amy's scream and the sounds of ice cracking, so she approaches Amy immediately. Jo's utterance and behavioral response "Amy! It's Amy! (approaches Amy)" indicates that she does Amy's command. Jo does something in the form of helping Amy. Jo pulls her onto the ground with the help of Laurie because Laurie is also there. Therefore, Jo's response can be classified into hearer is doing something because she helps the speaker when the speaker needs her help, which means that her response is in accordance with the speaker's wishes. The following excerpt is the example of a hearer is doing something in the form of accepting the offer.

Excerpt 4

00:16:35 - 00:16:42

Laurie : Let me take you. It's right next door.

Meg : No, thank you, we cannot accept.

Laurie : You must take mine. Please.

Meg : No, it's so early, you can't mean to leave yet.

Laurie : I always leave early. I do, truly. Jo : What choice do you have?

Meg : (silents and stares at Jo and then accepts Laurie's offer)

The behavioral response contained in the bold sentence above is included in hearer is doing something. It begins when Jo performs the indirect command. She indirectly commands Meg as the listener to accept Laurie's offer, which is to drive them home. Meg does not give a response in the form of utterance but gives the response in the form of action. She does not answer Jo's question because she does understand that the utterance expects an action. Meg responds to Jo's command by accepting Laurie's offer. It can be seen from the situation in the movie after Jo performs the command, Meg silents, and stares at Jo, and then when the movie scene is transitioned to another scene where they have arrived home, Laurie is there and supports Meg. So, it means Meg accepts Laurie's offer as Jo's command. Therefore, the response given by Meg is classified as hearer is doing something because her response is in line with the speaker's command, which is doing something in the form of accepting Laurie's offer. Here is another example of a hearer is doing something in the form of accepting the money.

Excerpt 5

01:12:17 - 01:12:19

Marmee: While I'm gone, Hannah is in charge. Remember to check on the

Hummel's it will be a difficult winter for everyone.

Jo : Will this be enough for the train? (gives her mother money)

Marmee: (accepts the money) Twenty-five dollars! That's not like Aunt March to

be so generous

Jo : I didn't go to Aunt March, I couldn't bear to.

The behavioral response given by Marmee, as shown in the bold sentence above, is included in hearer is doing something. It begins when Marmee is about to get ready to go to Washington to see and take care of her husband, who is sick. Jo has just come back home and said, "Will this be enough for the train?" which means that she indirectly commands her mother, Marmee, to accepts the money. Even though Jo performs her command in the interrogative form but Marmee understands Jo's intention. Marmee responds to Jo's command by accepting the money. The

behavioral response "(accepts the money)" given by Marmee indicates that she does the speaker's command. Therefore, Marmee's response is classified as hearer is doing something because she accepts the money as the speaker's command.

4.1.2.2 Hearer Stops Doing Something

Hearer stops doing something is a kind of response that the hearer gives when the speaker commands the hearer to stops from doing something and then the hearer fulfills the command. The researcher found 14 data of hearer stops doing something. The researcher describes the response of the hearer stops doing something in the following data.

The following excerpt is the example of a hearer stops doing something. Beth as the listener looks at Amy because of her behavior and then Beth stops looking at Amy as Amy commands Beth to stop looking at her.

Excerpt 1

00:45:48 - 00:45:48

Amy : You'll be sorry for this Jo March! You will! You'll regret this!

Beth : (stares at Amy who is whining and angry to Jo because she is not allowed

to go to the theater)

Amy : Stop looking at me like that!

Beth : (stops looking at Amy as she leaves the room)

The behavioral response inserted in the bold sentence above is included in hearer stops doing something. It begins when Amy whines to Jo and Meg to let her join to go to the theater with them. Jo does not allow her to come along, and Amy gets angry. Beth looks at Amy because of her behavior, and then Amy commands Beth to stops looking at her. Amy's utterance can influence the hearer to stop from doing something. As result, the listener fulfills the speaker's command. Beth stops looking

at Amy after hearing Amy's command. Therefore, it can be concluded that the

response given by Beth is classified as hearer stops doing something because her

response is in accordance with the speaker's command, which is to stop looking at

the speaker.

The following is the example of a hearer stops doing something. The coachman,

as the listener, is driving a carriage, and then he stops driving when Amy, as the

passenger, commands him to stop the carriage.

Excerpt 2

00:07:16 - 00:07:17

Amy

: Stop the carriage!

Coachman: (stopping the carriage)

The behavioral response that is inserted in the bold sentence above is included in

hearer stops doing something. It occurs when Amy is on the carriage to get home, but

then when she sees her friend, Laurie, she commands the coachman to stop the

carriage because she wants to approach Laurie. Amy's utterance can influence the

listener to stop doing something. As a result, the coachman, as the listener, follows

Amy's command. The coachman is driving the carriage and then after hearing Amy's

command, the coachman directly stops the carriage. Thus, the response given by the

listener is classified as hearer stops doing something.

Here is one more example of hearer stops doing something. In the following

excerpt, the listeners are looking at Jo, and then they stop looking at Jo when Jo

indirectly commands them to stop looking at her.

Excerpt 3

02:00:45 - 02:00:46

Friedrich : If you ever come to California, I would love to see you.

Jo : I don't know that I will, but thank you.

Friedrich : Well, goodbye.
Jo : Goodbye.

Jo : What? Why are you all looking at me like that?

Father March: What a wonderful man (other listeners look at Father March)

The utterance and the behavioral responses in the bold sentence above are included in hearer stops doing something. It begins when Jo indirectly commands her listeners to stop looking at her by saying, "Why are you all looking at me like that?". Here, the listeners are all the members of her family. Although Jo uses an interrogative form in her utterance, but the listeners understand what Jo means in producing that utterance. They understand that Jo does not intend to ask because they know that Jo already understands the context of the situation of why her listeners stare at her with such a smile so that no one answers Jo's question. After hearing Jo's command, father March turns to praise Friedrich by saying "what a wonderful man" where it automatically makes father March stop looking at Jo like his previous gaze, and then at the same time, everyone stop staring at Jo as her command and turn to look at father as father praise Friedrich. So, the responses given by the listeners are classified as hearer stops doing something because their responses are in accordance with Jo's command, which is to stop looking at her with such a gaze.

4.1.2.3 Hearer rejects

Hearer rejects is a kind of response given by the hearer when the hearer disagrees or does not fulfill the speaker's command. The hearer can reject the

speaker's command in the forms of utterance or ignoring the speaker's utterance or command. The researcher found 11 data of hearer rejects. The examples as below:

The following excerpt is the response given by Jo. Jo rejects the speaker's command in the form of ignoring the speaker's utterance.

Excerpt 1

00:49:41 - 00:49:42

Teddy : Good morning ladies! Brisk and brilliant outside today, last day at the

river – get your ice skates!

Jo : (leaves the dining table to get ready for playing ice skating)

Amy : Jo, you promised me I could come last time, Jo!

Jo : (ignores Amy's utterance)

Amy : Is she going to be like this forever?

Beth : It was a very hard loss for her.

The behavioral response given by Jo, as shown in the bold sentence above, is included in hearer rejects. It begins when Jo and Laurie are about to go to the river for ice skating, and then Amy indirectly commands Jo to take Amy to go with her for ice skating because Jo promised her last time that Amy could come with her. Then, Jo gives a response in the form of ignoring Amy's utterance, which means that she rejects Amy's command. Jo keeps going and does not fulfill Amy's command because she is still angry with Amy for what she did to Jo which is burning the novel Jo wrote. Therefore, the response given by Jo is classified into hearer rejects because Jo as the hearer ignores the speaker's command, which means she doesn't fulfill the speaker's command.

This is another example when the hearer rejects the speaker's command in the form of ignoring the speaker's utterance.

Excerpt 2

00:50:14 - 00:51:07

Amy : Jo! Wait! Wait! I'm coming!

Jo : (ignores Amy and keeps skating on the ice along the river)

The behavioral response inserted in the bold sentence above is included in hearer rejects. It begins when Amy directly commands the listener to wait for her. Jo, as the listener, rejects Amy's command. It can be seen from the behavior she showed after Amy performing the command. Jo ignores Amy's utterance and continues her activity of skating on the sheet of ice. Jo heard Amy's utterance, but she pretends not to hear Amy's command. Jo rejects Amy for a reason. She is still angry with Amy because she has burnt the novel Jo wrote. Thus, the response given by Jo is classified into hearer rejects because she does not fulfill Amy's command for a reason.

The hearer also can reject the speaker's command in the form of utterance. Here is an example of the data.

Excerpt 3

01:09:18 - 01:09:20

Jo : How great is that?!

Beth : I love to listen to you read, Jo, but I just love it even better when you read

the stories you've written.

Jo : I don't have any new stories.

Beth : Why not?

Jo : Haven't written any.

The bold utterance above is included in hearer rejects. It begins when Jo reads the literary work by George Eliot for Beth, and then when Jo finishes reading the story, she tells Beth that the story she read is great. Then, Beth indirectly commands Jo to read the story she wrote. Then, Jo gives a response in the form of the utterance,

"I don't have any new stories". The response given by Jo indicates that she rejects the speaker's command. Jo rejects the command for a reason. She cannot read the story she writes herself to Beth because she has not written any new story yet so that she cannot fulfill Beth's command. Therefore, the response given by Jo is classified into hearer rejects because she does not fulfill the speaker's command.

4.2 Discussions

In this section, the researcher discusses the finding of the data analysis. The researcher has done in analyzing commanding acts performed by the main characters and the responses of the interlocutors after the commanding acts are performed by the main characters in the "Little Women" (2019) movie. From the result, the researcher found 63 data of commanding acts. The direct command becomes the dominant type, which occurs 55 times with a percentage of 87%. While indirect command occurs 8 times with a percentage of 13%. Then, after commanding acts performed by the main characters, there are responses given by the interlocutors. Hearer is Doing Something is the response that is frequently used by the interlocutors that occurs 38 times with a percentage of 60%. Then followed by Hearer Stops Doing Something which occurs 14 times with a percentage of 22%. Then, Hearer Rejects becomes the last frequency among other responses, which occurs 11 times with a percentage of 18%.

From the research findings, the researcher discusses two points in this section.

First, the researcher found two types of commanding acts performed by the main characters in the "Little Women" movie. They are direct commands and indirect commands. Direct commands are performed in the form of imperatives. For example,

"Help! Help me!". This command is performed by Amy in the form of imperative. Amy commands Jo to help her because she drowned in the river after the sheet of ice forming on the river surface cracked. While indirect commands are performed in the form of declarative and interrogative sentences. For example, "Jo, you promised me I could come last time, Jo!". The utterance is performed by Amy in the declarative form. Amy indirectly commands Jo to take Amy to go with her to play ice skating. Then, the utterance "Will this be enough for the train?" is performed by Jo in the form of interrogative. Jo indirectly commands her mother to accept the money she gives for the train ticket. The findings of this research support Yule's theory (1996) of direct and indirect speech acts who stated that imperative sentence represents direct command while declarative and interrogative sentences that are used to perform command belong to indirect commands.

Direct command is a type of command that is often used by the main characters in the "Little Women" movie because direct command can be easily recognized and clearly understood by the listeners. Furthermore, the "Little Women" movie has the theme of family, and the main characters, March sisters which consist of four young women, tend to perform commands to their sister where usually people who are close to each other and have equal status prefer to use direct command. While the indirect command is rarely used by the main characters. They only used it in certain situations, such as when the listener is angry toward the speaker or when the listener has a higher status than the speaker. They perform the indirect commands to soften the command and make it sound polite. This is in line with Yule's explanations in his book (1996) that stated indirect command is generally related with greater politeness

than direct command. Moreover, the findings also show that the commands are not only effective when performed by the speakers who have higher status than the listeners but also can effective for the speakers who have equal status with the listeners. This finding does not in accordance with Kreidler's explanations (1998) who stated that command is only effective if the speaker has some degree of control over the listener's action.

The second, the findings of the second research question show that the interlocutors used three responses in responding to the main characters' commands. They are hearer is doing something, hearer stops doing something, and hearer rejects. The hearer is doing something is the response that is dominantly used by the main characters' interlocutors in the "Little Women" movie. Then, followed by hearer stops doing something. It means that the interlocutors mostly fulfill the speakers' commands in which the responses they give are in accordance with the speakers' commands. Then, hearer rejects also occurs, but this response becomes the lowest frequency among the other responses. From the findings, the listener usually rejects the speaker's command for a reason, such as when the listener is angry toward the speaker so that the listener does not want to fulfill the speaker's command. Then, the listener also rejects when the listener has not made something the speaker wants. For example, "I don't have any new stories". This response is given by Jo when the commander commands her to read the story she writes herself. Jo, as the listener, rejects the command because she has not written any new story yet.

Furthermore, the finding of this research is in line with the research findings of commanding acts conducted by Zulaikah (2014). The result of Zulaikah's study is

that the main character mostly used direct commands in performing commands to the listeners to make the commands clearly understood by the listeners.

Moreover, this research finding is also in line with another study conducted by Imroatus (2019) that found direct commands are frequently used whereas indirect commands are rarely used by the main characters. In this present research, the researcher argues that direct commands are often used by the main characters because the main characters mostly perform commands to the interlocutors who have equal status as the main characters.

From the research findings, the researcher concludes that the speaker can perform a command not only in an imperative form but also in declarative and interrogative forms. We can use an imperative form to perform a command to the listener if the listener has equal status with us. To make the command sounds polite and soft, we can use declarative and interrogative forms. Moreover, the researcher also concludes that the listener would give a response after the speaker gives a command. The response can be in the form of fulfilling the speaker's command or rejecting the speaker's command. There is the factor that can influence the listener in rejecting the speaker's command, such as when the listener is angry toward the speaker, so the listener doesn't want to fulfill the command. This research intends to give knowledge on how to perform commands that can be applied in daily life communication and how to react or respond to the commands. Furthermore, we have to look at the situation when performing the command, such as not performing the command when the listener is angry, to make the command effective.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions of the findings and the suggestions for readers who want to conduct the same field of research.

5.1 Conclusions

This thesis focuses on the types of commanding acts and the responses toward the commands in the "Little Women" movie. Based on the findings, the researcher concludes that everyone can perform command although she or he is not a leader or has a high status. After analyzing the data, the researcher draws some conclusions to answer the statements of the problems.

For commanding acts, the researcher uses Yule's theory (1996) to find types of commands. The theory provides two types of commands. They are direct command and indirect command. The result of this study shows that direct command and indirect command are found in the "Little Women" movie. There are 55 data of direct commands and 8 data of indirect commands. The direct commands are often used by the main characters because the main characters mostly perform the commands to the interlocutors who have equal status as the main characters.

For responses of the interlocutors, the researcher uses Austin's theory (1962) of perlocutionary acts. The result of this study shows that the main characters' interlocutors used three responses in responding to the main characters' commands. They are hearer is doing something, hearer stops doing something, and hearer rejects. Hearer is doing something occur 38 times, hearer stops doing something occur 14

times, and hearer rejects occur 11 times. The listener usually rejects the speaker's command for a reason, such as when the listener is angry toward the speaker, so the listener doesn't want to fulfill the speaker's command.

5.2 Suggestions

The researcher suggests the next researchers who want to conduct the research about commanding acts to apply the theory used by the researcher with the other theory. The next researchers also can focus only on indirect command to provide more detailed information and give further understanding for the readers.

Furthermore, the next researchers also can try to use other media such as commands in classroom activities. The last, by these suggestions, the researcher hopes that this research can give new reference and contribution for the next researchers who want to conduct the same field of research.

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