

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion that have found in the field, in this research has been done in the movie. Here the research findings to be analyzed and answered the three research problems about types of directive act, the directive act strategy, and frequency of each types of directive acts and strategy performed by characters in *The Angry Bird* movie.

A. Findings

This sub-heading presents the findings derived from research problems in which the first question concerns with the types of directive act performed by the characters in *The Angry Bird* movie subtitles based on Searle's theory. The next research problem concerned with the type of strategies used to convey directive acts found in *The Angry Bird* movie subtitles based on Blum Kulka's theory. The last research problem deals with the percentage of occurring directive acts and their conveying strategy found in the movie.

1. Types of Directive Acts Found in *The Angry Bird* movie

Directive act is including in the illocutionary act. Directive act is the speakers want their action understood by the hearer/listener, and hearer/listener does what speaker wants. Searle in Mayer (2009:50) states "directive speech act is utterance intended someone to do something". It means that the hearer/listener does something as the speaker wants by hearer

understand of speaker said. In this study, the researcher found 441 directive act types.

a. Requesting Act

Requesting is the act where the speaker expresses the desire for something over the hearer, or to demand the hearer to do something in polite way. Request form usually in interrogative sentence using auxiliary verbs “*could or would*” such as in the sentence “*could you pass the salt?*” We also can put the word “please” for the strong request.

Therefore, requesting here means that the addresser wants to order the addressee politeness to do something as the addresser said. Therefore, the analysis of utterances contains directive acts of requesting as follows:

Data 1 [00:14:06.08 --> 00:14:17.89]

Matilda : *Okay. Now, Red, would you like to share your story with us?[1]*

Red : *No, not really.*

Matilda : *Well, the court mentioned something about a rage episode at a child's birthday party.*

Description of Context

Setting and Scene : The above dialogue takes place in Matilda's class. Matilda sat in her seat, and then she started her class activities by pointing to Red to tell her about the cause of her anger at a child's birthday party.

Participant : Addresser : Matilda (a teacher)

Addressee : Red (a student/client)

Act Sequence : Matilda asks Red to tell his story

In the conversation above, Red is a new member who joined Matilda class. After Red introduces himself in front of all the members, Matilda asks Red to tell her about his problem relating to his anger.

Utterance [1] in data 1 above is considered as a requesting act since the addresser wants the addressee to do something in polite way. In that utterance, Matilda intends to ask Red to tell her the problem. It implies that Matilda asked Red to tell him the matter in a polite way. This request act is indicated by the use of auxiliary verb "would" which has the intention of asking very politely and politely to the listener, although Matilda's position here as a addresser is higher than the Red as a addressee Matilda's position here as a teacher from Red, So judging from the relationship both are not close.

Data 2 [00:17:09.61 --> 00:17:14.94]

Red : *Hey, look. I don't want to be here at all, but this can maybe make it a little more interesting to me. So, please, explode. [2]*

Chuck : *You can't do it, can you?[3]*

Bomb : *Yes, I can, but I'm having back issues today, so I'm gonna have to take a rain check*

Description of Context

Setting and Scene : The dialogue above takes place in

Matilda's class, when class activities are is ongoing. Red and Chuck are interested in the Bomb story, and then they ask Bomb to show how he explodes.

Participant : Addresser 1 : Red

Addresser 2 : Chuck

Addressee : Bomb

Act Sequence : Red and Chuck ask the Bomb to show how he explodes

In the conversation above, Red asks Bomb to show his explosion after Bomb tells him about his problem. Red interests with Bomb's story that he can exploded by himself. Chuck is very curious about it. Chuck supports Red so Bomb will show his explosion.

The utterance [2] in data (2) is containing requesting act since the addresser requests the addressee to do something. The utterance [2], Red requests Bomb to show how he explodes. Therefore, the utterance '*So, please, explode*' has intended meaning that the addresser asked a request to the addressee to do what the addresser want that is show his explodes. Employing the word 'please' in the utterance it shows the request is strong.

The Utterance [3] in data (2) is also containing requesting act in which the addresser asked a request to the addressee to do something. The utterance [3], Chuck asks Bomb to explode. The utterance "*can you?*"

has intended meaning that the addresser asked a request to the addressee to explode. The utterance [3] has strength to clarify the utterance [2] to hearer to do what addresser desire. In utterance [2] has a stronger power than utterance [3]. In utterance [2] the use of the word 'please' that distinguishes between utterance [3]. In utterance [3] has power as a supporter in utterance [2]. Seen from its power, between addresser and addressee is the same. Where they are both are students / clients.

Data 3 [00:28:48.97 --> 00:28:52.77]

Stella : *Now we would like to welcome our special guest, the PIGS! [4]*
Citizens Bird : *Yay.*

Description of Context

Setting and Scene : The above dialogue occurs when at the welcome party. Stella as a MC at the party announced to the audience to welcome their special guests.

Participants : Addresser : Stella
 Addressee : Citizens Bird

Act sequence : Stella asked the audience to welcome Leonard.

After a group of acrobatic birds presented the show, Stella as a MC on the party announced to the audience to welcome their special guests the pig namely Leonard. Where, Leonard will deliver some of his speech.

The utterance [4] in data (3) contains requesting act since the addresser requests the addressee politely. The utterance [4], Stella asks audiences to welcome Leonard and Rose as special guests. Therefore, the utterance '*Now we would like to welcome our special guest, the PIGS!*' has intended meaning the addresser ask the addressee to welcome and give attention to Leonard. The utterance requesting it show with auxiliary verb "would" in addresser request to hearer politely. The addresser asks the addressee to do what is asked as requested in a subtle way.

b. Forbidding Act

Forbidding is defined as someone was allowed to do something or not do it. The results of analysis of utterances containing directive acts forbidding are as follows.

Data 4 [00:02:52.90 --> 00:03:09.89]

- Edward : *You missed the party. [Pointing at fake egg.]
What is that?*
- Red : *Oh, that. Uh, yeah. Yes, see, I fell on the box.
[He open the fake egg to reveal a birthday cake
and a squirrel, who is eating the cake. Edward
picks up the squirrel.] Oh, the squirrel. That's
on us. [Edward throws the squirrel to the side.]
You know, I tried to keep my body between the
ground and the box, but, you know, I think I got
a little bruise. [Shows Timothy his tail.] See
anything back there?*
- Timothy : *Ugh.*
- Edward : *Hear that, Honey? The clown we paid to be
here an hour ago fell on our son's hatchday*

cake. That's why our son's hatchday party is ruined!

Red : *Oh.*

Edward : *And the next you mess up, **don't tell me a story**, just take responsibility. [5]*

Red : *Hey, man, it wasn't a story.*

Description of Context

Setting and Scene : The dialogue took place at Edward's House. Red tells the cause of her being late to Edward. Edward forbids him to tell the reason.

Participant : Addressee : Edward (host, who buyer cake)

Addressee : Red (deliverer)

Act sequence : Edward forbids Red to tell him the reason he's late.

After Red arrive in the Edward's house to deliver the cake. Edward asks what Red brings, Red shows the cake, and tells how he keeps the cake from getting damaged. Red told his story about the how keeps the cake. Edward disappointed Red because he was comes too late delivering the cake. It make his son party hatch day was ruined. After that, Edward forbids Red to tell his the reason why he was late.

Utterance [5] in data (4) belongs to forbidding act since the addresser does not allow the addressee to do a certain act. The utterance [5], Edward did not allow Red tell the reason he was late in deliver the cake. Therefore, the utterance "*don't tell me a story*" has intended

meaning that addresser to not do what not to do. The power that addresser had is lower than addressee. The reason why the addresser has higher power than the addressee is the addresser is the customer or buyer and host, while Red is the deliver the cake.

Data 5 [00:12:50.57 --> 00:12:52.54]

Helene : Don't look, Bobby [closes Bobby eyes with both wings], the anger might be contagious. Let's go. [ways leave alone Red] [6]

Red : He started it. [Puts part that write SMILE back.]

Description and Context

Setting and Scene : The dialogue took place in front of the Matilda building. When Helene and Bobby walked saw Red beating Matilda's mascot doll.

Participants : Addresser 1: Helene (Mom's Bobby)

Addressee : Bobby (Son's Helene)

Addresser 2: Red

Act Sequence : Helene forbids Bobby to see what Red does

When Helene and Bobby walked in front of Matilda's building, they saw Red beating and destroying the mascot dolls in front of Matilda's building. Helene did not allow Bobby to see Red do that, covering bobby eyes with both wings.

The utterance [6] in data (5) above belongs to a forbidding act since in that utterance the addresser does not allow the addressee to do a certain action. The utterance [6], Helene forbids Bobby not to see what Red did to the mascot doll. Therefore, the utterance “*Don't look, Bobby*” has intended meaning that the addresser did not allow the addressee to watch what Red do. The power of the addressee is lower than the addresser, since the addresser is the mother and addressee is the child. So their relationship is very close.

Data 6 [00:46:15.68 --> 00:46:21.92]

Red : *Get out of there!*
Bomb : *[still swim in the lake]*

Chuck : *[still swim in the lake]*
Red : *[Chuck spit the water, Bomb accept the water in his mouth] Don't spit in his mouth! [7]*
[Bomb spit the water back]
No, don't spit it back! [8]
[Chuck swallow the water]
Uh, don't swallow it [9]

Description of Context

Setting and Scene : The dialogue happened in the Wisdom Lake. When Bomb and Chuck swim in the Wisdom Lake.

Participant : Addresser : Red
 Addressee 1: Bomb
 Addressee 2: Chuck

Act Sequence : Red forbids Chuck and Bomb to spit the water and swallow it.

After arriving at the mountain where the Mighty Eagle lives, Red, Chuck and Bomb find a lake called Wisdom Lake. The lake water is so clear and clean. Chuck and Bomb finally chose to have fun by swimming in the lake. Red, who was exploring a nest near the lake, saw that Chuck and Bomb were swimming in the lake. Red sees that they are spitting with water. Finally Red forbids them to spit at each other.

The utterance [7] in data (6) is belongs to forbidding act since in that utterance the addresser bans the addressee to do certain action. The utterance [7], Red forbids Chuck to spit on Bomb.

The utterance [8] in data (6) is belongs to forbidding act since in that utterance the addresser bans the addressee to do certain action. The utterance [8], Red forbids Bomb to spit on Chuck.

The utterance [9] in data (6) is also belongs to forbidding act since in that utterance the addresser bans the addressee to do certain action. The utterance [9], Red forbids Chuck to swallow the water that has been spat on Bomb.

From the third utterances, the addresser banned the addressee to spitting. Look from the power, addresser and the addressee has the same power it possible if Chuck and Bomb still do spat. Then, the relation distance between them is also close since they are friends.

c. Asking Act

Asking is to request information with used questions. Therefore, Asking is an act where the speaker inquires the hearer about something in order to get an answer or action as a response from the hearer. The analysis of utterances contains directive acts asking as follows.

Data 7 [00:09:33.33 --> 00:09:34.58]

Early Bird : *Fresh worms, caught today. Hey, Red. **How are you?**[10]*
 Red : *Oh, I'm horrible.*

Description of Context

Setting and Scene : The dialogue happened in front of Bird Court. When Red walks out from the Court House Early Bird say hello to Red.

Participant : Addresser : Early Bird (seller)
 Addressee : Red

Act sequence : Early Bird ask a question to Red about his feeling today

After the trial is over, Red comes out of court by opening the door roughly. Red shows an angry face. Early Bird the worm seller sees Red out of the Bird Court and greets him by asking about Red.

Utterance [10] in data (7) is classified into asking act since the addresser asks to addressee to tell him about something impolitely. In utterance [10], Early Bird asks Red about his condition after comes out

from court. Therefore, the utterance “*How are you?*” has intended meaning the addresser asks to addressee to tell him about something impolitely. The addresser and addressee have the same power, although they are not close.

Data 8 [00:14:06.08 --> 00:14:23.72]

Matilda : *Okay. Now, Red. Would you like to share your story with us?*

Red : *No. Not really.*

Matilda : *Well, the court mentioned something about a rage episode at a child's birthday party.*

Red : ***How long is this class anyway? [11]***

Matilda : *As long as you [Points at Red.] make it.*

Red : *Really? Oh, okay*

Description of Context

Setting and Scene : The dialogue happened in the Matilda class when Red joins as new member in that class.

Participant : Addresser : Red (client)
Addressee : Matilda (a psych)

Act sequence : Red asking to Matilda to know the long time class is ongoing.

The conversation happened when Red came and joined the new member in Matilda class. After Red introduces himself to the other members, Matilda asks Red to tell him the problem. Then Red asks how long the classroom will last.

Uttering above [11] in data (8) is included into speaking act since the addresser asks addressee to tell something in impolite manner. In utterance Red asks Matilda about how long class activities will last..Therefore the utterance “*How long is this class anyway?*” has intended meaning that the addresser ask addressee to told his the how long the class is ongoing. The addresser has lower power than the addressee, they are not close.

Data 9 [00:48:10.24 --> 00:48:17.49]

Mighty Eagle : *Did you just come here to look at me? Or did you have something to say?[12]*

Bomb : *I think he saw us.*

Red : *Oh, you think so?*

Description of Context

Setting and Scene : The dialogue above happened in the side of lake. Red, Chuck and Bomb were hiding behind the big stone and appear Mighty Eagle voice.

Participant : Addresser : Mighty Eagle

Addressee 1 : Bomb

Addressee 2 : Red

Act Sequence : Mighty Eagle asks a question to Red, Chuck and Bomb the purpose come.

After Red drags Chuck and Bomb to hide behind the rocks on the side of the lake, suddenly a voice comes from inside the cave. The sound

is of the Mighty Eagle. Mighty Eagle asks what their real purpose is to come to his residence.

The utterance [12] in data (9) is contains asking since the addresser ask addressee to tell something. In utterance, Mighty Eagle asks Red, Chuck and Bomb about their purpose meet him. The utterance “*Did you just come here to look at me? Or did you have something to say?*” has intended meaning that addresser asks addressee about their purpose. In here the addresser power is higher than addressee, they are not close. It caused Mighty Eagle is a legend who proud by all birds.

d. Ordering act

Ordering is to give orders someone to do something, or orders something to be done, they tell someone to do it. The example “*Run quickly!*” Therefore, ordering here means that the addresser wants to the addressee to do something as the addresser said. Therefore, the analysis of utterances contains directive acts ordering as follows:

Data 10 [00:32:30.13 --> 00:32:38.79]

Red : *Come on. Let's go! And remember, keep it quiet.*[13]
 Chuck : Oh, yeah.

Description of Context

Setting and Scene : In the Ship. When Red, Chuck and Bomb trying to sneak into the ship
Participant : Addresser : Red (same status as friend,

they are close)

Addressee : Chuck (same status as friend, they are close)

Act Sequence : Red order to Chuck and Bomb to fast moving and keep quite.

After Red was thrown by using a slingshot then he was thrown near the ship owned by Leonard. Chuck came to look Red. Chuck sees Leonard's ship. Chuck invites Red and Bomb to explore the ship. Red orders them to quickly get into the ship and not make a noise.

Utterance [13] in data (10) is including into ordering act it since the addresser order does something to addressee. In utterance, Red order Chuck to fast moving and keep quite when explore into ship. Therefore, the utterance "*Come on. Let's go! And remember, keep it quiet*" has intended meaning the addresser order to addressee to fast and also keep quite. In here, the power addresser is the same with addressee, and they are close since they are friend.

Data 11 [01:01:45.75 --> 01:01:47.49]

Red : *Chuck, I need you to tie those crates together.*
[14]
Chuck : *You got it*

Description of context

Setting and Scene : The dialogue happens in the beach.
When birds make ship to cross the see.

Participant : Addresser : Red
 Addressee : Chuck

Act Sequence : Red order Chuck to tie the crates

The birds make ship to cross the sea with the aim go to Piggy Island. After the crates used as the ship's body merged entirely, Red ordered Chuck to tie the crates simultaneously with very strong straps.

The utterance [14] in data (11) is including into ordering act it since addresser order to do something that have done by the addressee. In utterance, Red orders Chuck to tie the crates together. Therefore, utterance "*I need you to tie those crates together*" has intended meaning that addresser order addressee to tie the cranes, although the sentence form not in imperative form. The addressee power in here lower than the addresser since the addresser became the leader.

e. Commanding act

Commanding is the giving order or asking to the other person to do something (Cambridge advanced learner's dictionary: third edition). In here the speaker tell to somebody to do what he/she said.

The command phrase is usually accompanied by a command word, and generally the command line is used by the older person to the younger person, because his carriage is more assertive than the order sentence. The specification, command words in the command phrase ending exclamation (!) Such as: "Read!", "Write. So when you tell someone to do something, only verbs are placed in front of the sentence.

But if the sentence is not a verb, then use "be" in front of the sentence because it is a verb.

Data 12 [00:03:59.11 --> 00:04:00.71]

Red : *[Laughs then sighs. Is taking off his clown costume as he is talking.] Well, you know, I... I'm not sure you're gonna like this, um, but since you asked. Rather than being on me, as you suggested, this cake IS ON YOU! [Slams the cake on Edward's face.] Ha! So, you wanna hear a story? [Is dressing Edward in the clown costume as he is talking.] I run my butt off, literally, mind you, to get the "gluten-free cake." What the heck is gluten? I mean, does gluten even exist?*

Eva : *Who are you?*

Edward : ***Get outta here! [15]***

Red : *Already. But you're the only one that's had cake! [Takes some cake off Edward's face.]*

Description of Context

Setting And Scene : In the Edward's house. After Red slams Edward's face with cake and dressing with clown costume, and after Eva come close to Edward.

Participant : Addressee : Edward (host and buyer of cake)

Addressee : Red (deliver)

Act Sequence : Edward command Red to get out of his house.

Red is very disappointed that Edward does not want to pay for the bread he has ordered, Edward actually asks Red to pay for the cake. Red finally gets angry and throws the cake and wipes the cake into Edward's face. Edward then gets angry and orders Red to leave his home

The utterance [15] in data (12) above is classified into demanding act it since the addresser wants the addressee to do certain act for him by inserting a force to that act to be done by addressee. In the utterance, Edward demand Red to get out from his house. Therefore, utterance "***Get outta here!***" has intended meaning that the addresser demand addressee to leave his house. In here the level power of addresser has higher than addressee, it caused Edward the position as host, and Red who deliver/guest.

Data 13 [00:14:37.17 --> 00:14:38.82]

Red : *Uh, gentlemen, very nice to see you, and ta almost meet you. Probably the nicest part of it is not getting ta meet you. You know, in some weird away. All right. So, I'm gonna go ahead and scoot on back out, past those creepy... statues and, uh...*

Matilda : *[Grabs Red and puts him back onto his seat.]*
Hah! Back you go! [16]

Red : *Sure. No, I can take a seat*

Description of Context

Setting and Scene : In the Matilda's room practice. Red tell about his story and slowly he walk out

from the class to leave the class.

Participants : Addresser : Matilda

Addressee : Red

Act Sequence : Matilda commands Red to still on the seat.

Red begins telling his problem to all Matilda class members. Red tells the story as he walks slowly toward the door. Matilda, who saw what Red did, drew Red and told her to sit in her seat.

The utterance [16] in data (13) is classified into commanding act since the addresser uses his/her authority to make the addressee to do something as the addresser said. In this uttering, Matilda demand Red sit onto his set. Therefore, the utterance “*Back you go!*” intended meaning that the addresser commands the addressee to sit onto set. The addresser power has higher than the addressee, they are not close. It caused Matilda is therapist, and Red is her client.

f. Suggesting Act

Suggesting is to mention an idea, possible plan or action for other people to consider. The function of suggestion is asking listener to consider matters presented by speaker.

Therefore, suggesting here means that the speaker wants to give a suggestion to the hearer toward something. The analysis of utterances contains directive acts suggesting as follows:

Data 14 [00:59:45.32 --> 01:00:14.90]

Chuck : *Okay. Pigs stole our kids. That sucks. Made all you guys looked like idiots. You know what we got to do? We start replacing those kids. Ladies, get busy! We're going to be laying some eggs tonight.*

Red : *No. No, stop. No nono... We're not going to replace those kids. **We're gonna get them back!** [17]*

Matilda : *How are we going to do that?*

Red : *What do you mean how? **The pigs already showed us how. That, is where they went! And, so that is where we are going!** [18]*

Judge Peckinpah : *But how do we get from here to there? I'm not aquatic, in the least.*

Description of Context

- Setting and Scene** : In the beach. All of birds gather rounding the Red to discussion about way grab back the eggs. Judge Peckinpah asks to Red.
- Participants** : Addresser : Red
Addressee : Matilda and Judge Peckinpah
- Act Sequence** : Red suggests Matilda to get back the eggs was stolen by Pigs.

The pigs have stolen the eggs of the birds. The birds feel sad and they gather on the beach where Red is located. Chuck initially suggested replacing the eggs by asking the female birds to lay eggs again. Red who

hears what Chuck says, and stops Chuck. Red suggests them to get back eggs stolen by pigs.

The utterance [17] in data (14) is including into suggesting act it since the addresser giving idea and recommending something to done by addressee. In this utterance, Red suggests bird to get back their eggs. Therefore, the utterance “*We're gonna get them back!*” has intended meaning that the addresser suggest the addressee to do something as the addresser recommending to get back the eggs.

The utterance [18] id data (14) is including into suggesting act it since the addresser giving idea and recommending something to done by addressee. In this utterance, Red giving suggests to all of birds search the eggs on where pigs are there. The utterance “*The pigs already showed us how. That is where they went! And, so that is where we are going!*” has intended meaning that addresser suggest addressee to go where pigs bring their eggs. The level power of addresser in both of suggestion is higher level than the addresser, it caused Red became a leader.

g. Advising Act

Advising is giving opinion and precept to someone, so advice is giving about something to somebody about what should do.

Therefore, advising here means that the speaker wants to give advice to the hearer to do the correct way based on the situation happened. Therefore, the analysis of utterances contains directive acts advising as follows:

Data 15 [00:18:08.17 --> 00:18:21.83]

- Matilda* : *And how are we doing over here, Bomb?*
- Bomb* : *Doing wonderful. Stretching out [balance his body]*
- Matilda* : ***Just remember to breathe, up to your feathers and from your talons. Namaste.[19]***
[The yellow part of Bomb's "fuse" on his head is moving downwards and his cheeks are getting puffed out.]
- Matilda* : *Bomb? [Bomb explodes]*

Description of Context

- Setting and Scene** : In the Matilda's Class. When Bomb imitate the dancer pose as Matilda practicing.
- Participants** : Addresser : Matilda
 Addressee : Bomb
- Act Sequence** : Matilda advises Bomb to control himself when practicing the pose.

Matilda instructs her students to follow the movements Matilda has demonstrated. As Matilda approached Bomb, she asked Bomb to follow her movements. Matilda saw Bomb feel the pain when balancing her body to keep it stable. Matilda advised Bomb to remember to breathe, up to his feathers and from his talons.

The utterance [19] in data (15) is including into advising act it since the addresser wanted to giving advice to the addressee related the condition. In this utterance, Matilda advises Bomb to breath purpose to control his emotion. The utterance “*Just remember to breathe, up to your feathers and from your talons.Namaste*” has intended meaning that the addresser advice to the addressee to breath to control the emotion. The addresser power is higher than addressee, so they are not close. It caused Matilda is the therapist, and Bomb as his client.

Data 16 [00:48:48.20 --> 00:49:06.52]

Mighty Eagle : *I know very well who you are. You are lost souls, who have come here, seeking wisdom*

Bomb : *Whoa!*

Chuck : *Can we have some?*

Mighty Eagle : *Wisdom is not something that is given. It is something that is... attained.[20]*

Description of Context

Setting and Scene : In front of the Mighty Eagle gave.
When Mighty Eagle welcoming the guests with give some speech.

Participants : Addresser : Mighty Eagle
Addressee : Bomb, Chuck

Act Sequence : Mighty Eagle advice Chuck and Bomb to attain the wisdom.

Red, Chuck and Bomb finally found where the Mighty Eagle lives. When you look at each other Mighty Eagle says that what they're looking

for is wisdom. Chuck hopes to get the wisdom. Mighty Eagle advises that wisdom is not something given, but something to attain.

Utterance [16] in data (20) above is containing advising act in which the addresser wanted to give advice to the addressee related to the situation. In this utterance, Mighty Eagle advises Chuck to attain the wisdom with by himself. In utterance “*Wisdom is not something that is given. It is something that is... attained*” it has intended meaning that the addresser advice the addressee in order to addressee do attained the wisdom. The power of addresser here is higher than addressee power, so they are not close.

2. Directive Strategy Found in *The Angry Bird Movie*

Blum-Kulka identified nine (in)directness strategy types (Blum-Kulka et al. 1989b: 18):

a. Mood Derivable

Mood derivable is an utterance in which the grammatical mood of the verb signals illocutionary force (Bulm-Kulka, et al, 1989, p.18). The indicator of mood derivable is the utterance used in imperative form.

Data 17 [00:02:11.06 --> 00:02:13.40]

Red : *No, no, no, no! Look, its okay, I'm just a clown.[1]*

Timothy : *AAAAAAAAAAAAHHHHHHHHH!*

Red : *Oh, boy. That's a loud...loud...You're very scared of me. Here, come here.*

Timothy : *AAAAAAAAAAAAHHHHHHHHH!*

Red : *Nope. Okay. Nope. Never mind. [Tries to hand*

Timothy the fake egg.]

Description of Context

Setting and Scene : The dialogue above happened in the Timothy's house. When Timothy opens the door and Red appear wear clown costume.

Participant : Addresser : Red
Addressee : Chuck
: Red come to timothy's house with bring cake and wearing clown costume.

Act Sequence Timothy screams because he surprised and scary with clown. Red ask Timothy to not scary not with him.

The utterance above is including into ordering act. It since the addresser/speaker asks the addressee/hearer orders something to be done. The strategy used by Red is mood variable because the utterance uses verb in imperative form, implicit, and directly start with verb.

b. Explicit Performatives

Explicit Performative is utterance in which the naming of the illocutionary force is explicitly named (Bulm-Kulka, et al, 1989, p.18). The indicator of explicit performative is the utterance contains force and there is explicit subject before the verb.

Data 18 [00:43:13.76 --> 00:43:15.16]

Red : *Well. I mean, you know, I can kind of use your help.*

Chuck : *What's that? What are you trying to say?*

Red : *Nothing. I was just saying that I can you know, I can use your help.*

Chuck : *Oh. I'm sorry, I couldn't quite hear you over your ego.*

Could you enunciate that last word a little bit?

Red : *I need your help![2]*

Chuck : *Oh. Why didn't you say so? Bomb?*

Bomb : *Let's... do it!*

Description of Context

Setting and Scene : The dialogue above happened beside the sculpture of Mighty Eagle. When Red need Chuck, and Bomb to help finding Mighty Eagle.

Participants : Addresser : Red

Addressee 1: Chuck

Addressee 2 : Bomb

Act Sequence : Red tries to ask help to Chuck and Bomb to finding Mighty Eagle. Red want with finding Mighty Eagle it can make save the Bird Island.

The utterance above in directive act is including requesting act it since the addresser requests the addressee to do something. Red request

help to Chuck and Bomb with using the utterance “*I need your help!*” Explicitly, Red as addresser very needs help from Chuck and Bomb as addressee. So, the strategy used in this utterance is explicit performative where the illocutionary force of the utterance explicitly named by the addresser such as “I need your help”.

c. Hedged Performative

Hedged performative is utterance in which the naming of illocutionary force is modified by hedging expression (Bulm-Kulka, et al, 1989, p. 18). The indicator of hedged performative is the utterance contains force. There will be modal verb and pattern such as “would like to”. The utterance “would you tell me the truth?” is one of the examples of hedged performative. The search found 6 utterance use hedge performative strategy as to express addresser’s directive act. The analysis of utterances contains directive acts hedge performative strategy as follows:

Data 19 [01:24:01.78 --> 01:24:24.33]

Chuck : *Look at that. They gave Mighty Eagle all the credit
They made him look so much more handsome than
you.*

You know, back when I was angry.

That would have really ticked me off.

Bomb *Ah, forget about that.*

Chuck : *You know what we should do? Let's go to the
village.*

Bomb : *Let's do it.*

Red : *No. Actually I love to go... .. hang out with you*

guys. But you know I got this thing. And I have another thing after that thing- and there's all these things in a row.

Bomb : Would you look at that.[3]

Red : What the?

Description of Context

Setting and Scene : Beside the Mighty Eagle sculpture.
Where they talk about Mighty Eagle,
and will back to the village.

Participants : Addresser : Bomb
Addressee : Red

Act Sequence : Bomb ask Red to look what pointed by
Bomb

Utterance above consists of request act. The addresser asks the addressee to do what he wants. In utterance above, the addresser ask the addressee to look what addresser pointed. The strategy used by addresser in utterance is hedge performative because there is modal verb in utterance. In utterance the addresser forces her listener to fulfill her request.

d. Obligation Statements

Obligation statement can be defined as utterance which state the obligation of the hearer carries out the act (Bulm-Kulka, et al, 1989, p. 18). The indicators of obligation statement are the utterance signify obligation and there is pattern such as “should” or “have to” in the

utterance. The utterance “you should probably call your mom” is one of the examples of obligation statement.

The utterance containing obligation statement as follows:

Data 20 [00:39:44.18 --> 00:39:47.19]

*Red : Hey! Hello! Excuse me. Buddy?
Those are fragile.
Maybe you shouldn't pick them up, alright? Not yours.[4]
Leonard : Oh. My friend from the banquet.*

Description of Context

Setting and Scene : In the hill, when Leonard hold the egg with his hand. Red warning him.

Participants : Addresser : Red
Addressee : Leonard

Act Sequence : Red see Leonard take the egg from a bird who relaxed in the hill. Red coming Leonardwarns him that the egg is fragile and asks him to back the egg to the bird again.

The utterance above is including into requesting act. Red asks to Leonard to not touch the egg. Red warns Leonard. He as the addressee/listener to follows his instructions. The strategy used in the utterance above is obligation statement because the utterance produce by the addresser/speaker signify obligation. The addresser/speaker also adds a supportive move like “should not”.

e. **Want Statements**

Want statement is utterance which state the speaker's desire that the hearer carries out the act (Bulm-Kulka, et al, 1989, p.18). The indicators of want statement are the utterance contains speaker's intention and there is relevant modal and pattern such as "want to" or "wish". The utterance "I want to formally introduce myself" is one of the example of want statement.

Data 21 [01:26:47.97 --> 01:26:49.55]

Chuck : *Well, this just got awkward.*

Bomb : *That's really insensitive. **Want to go get a bite?**[5]*

Chuck : *Forget it, let's just go home*

Description of Context

Setting and Scene : In front of Red's house. Chuck and Bomb left to go into house by Red

Participants : Addresser : Bomb
Addressee : Chuck

Act Sequence : Bomb asks Chuck to eat together. Red unwelcoming them to his new house. Chuck feels sad because of that. Bomb try to console Chuck.

The utterance above is including into requesting act. Bomb invites Chuck to eat together. Bomb tries to console Chuck because they are not inviting by Red into Red's house. The strategy used in this utterance is want statement because the utterance contains intention. In utterance is found pattern "want to" as indicator of want statement.

f. Suggestory Formulae

A Suggestory formula is an utterance which contains suggestion to do x (Bulm-Kulka, 1989: 18). The indicators of suggestory formulae are the utterance contain suggestion and the utterances are stated like an offer. The utterance "why don't we just hang out?" is one of the examples of suggestory formulae.

Data 22 [01:00:59.60 --> 01:01:02.33]

Red : *Come on, we're birds! We're descendants from dinosaurs! We're not supposed to be nice! Right?[6]*

Uh. Yeah, point-point made

Who else here is angry?.

Citizens Bird : *- I!*

- I!

Red : *We're getting our kids back, and I don't need any... calm, detach, happy birds. [7]*

Citizens : *- No*

Birds

Description of Context

Setting and Scene : In the beach. All of birds gather rounding

the Red giving them suggest to save the
eggs

Participants : Addresser : Red

Addressee : Citizens Birds

Act Sequence : Red suggesting Citizens Bird to get back
the eggs was stolen by Pigs.

The utterance above is including suggesting act. Red giving suggest to citizens angry because the eggs stole by Pigs. In the utterance (5) trying to make convincing them that they are the strong. The strategy used in this utterance is suggestory formulae because the utterance contain of suggestion.

The utterance (6) Red suggests to grab back the eggs from the Pigs and ask them to angry. The strategy used in this utterance is suggestory formulae because the utterance suggestion based on the context.

g. Query Preparatory

Query preparatory is utterance containing reference to preparatory conditions as conventionalized in any specific language (Bulm-Kulka, et al, 1989, p.18). The indicator of query preparatory is there is modal that shows ability such as “can”, “could”, “would you mind” in the utterance. The utterance “Could you act like a human?” is one of the examples of query preparatory.

Data 23 [00:43:02.74 -->00:43:09.29]

Red : *Well. I mean, you know, I can kind of use your*

help.[8]

Chuck : *What's that? What are you trying to say?*

Red : *Nothing. I was just saying that I can you know, I can use your help.[9]*

Chuck : *Oh. I'm sorry, I couldn't quite hear you over your ego.*

Could you enunciate that last word a little bit?

Red : *I need your help!*

Chuck : *Oh. Why didn't you say so? Bomb?*

Bomb : *Let's... do it!*

Description of Context

Setting and Scene : The dialogue above happened beside the sculpture of Mighty Eagle. When Red need Chuck, and Bomb to help finding Mighty Eagle.

Participants : Addresser : Red

Addressee 1: Chuck

Addressee 2 : Bomb

Act Sequence : Red tries to ask help to Chuck and Bomb to finding Mighty Eagle. Red want with finding Mighty Eagle it can make save the Bird Island.

The utterance of directive act above is including into requesting act. Red asks help to Bomb and Chuck. There two request strategy in the dialogue above. The utterance (8) and (9) the propose is same. The both utterance above the addresser use the intonation like ordering but use

small voice. The strategy used is query preparatory. In utterance is found an ability pattern as “I can” as one of the indicator of query preparatory strategy.

h. Strong Hints

Strong hint is utterance containing partial reference to object or element needed for the implementation of the act (Bulm-Kulka, et al, 1989, p. 18. The utterance “No, our bus is full” is one of the examples of strong hints. Those are the data that consist of strong hints.

Data 24 [00:18:38.68 --> 00:18:52.09]

- Chuck* : *Hey. So, where are we going?*
- Red* : *I'm sorry. We?*
- Chuck* : *Yes, we .There's a new happiness exhibit at the Museum of Happiness that I'm dying to see.[10]*
- Red* : *Uh, you know what? I... I mean I got a... I got a thing.*

Description of Context

Setting and Scene : It happened on the way, in front of Museum. When Chuck, Red and Bomb on trip to go home, but Chuck want to hang out with him.

Participants : Addresser : Chuck
Addressee : Red

Act sequence : Chuck requested to his friend to visited Museum together before go

home.

The utterance above is including request act. In the utterance Chuck as addresser ask Red to hang out in the Museum. The strategy used by Chuck is strong hints because he asks Red by stating partial to the particular thing. He mentions the name of the museum.

i. Mild Hints

Mild hint is utterance that makes no reference but is interpretable by context (Bulm-Kulka, et al, 1989, p.18). The utterance that uses mild hint as the strategy will not have any reference to the request proper but it will understandable as the request act by looking at the context. The utterance “I’m a nun” is one of the examples of mild hints. Those are the data that consist of mild hints

Data 25 [00:03:59.11 --> 00:04:00.71]

Red : *[Laughs then sigh. Is taking off his clown costume as he is talking.] Well, you know, I... I'm not sure you're gonna like this, um, but since you asked. Rather than being on me, as you suggested, this cake IS ON YOU! [Slams the cake on Edward's face.] Ha! So, you wanna hear a story? [Is dressing Edward in the clown costume as he is talking.] I run my butt off, literally, mind you, to get the "gluten-free cake." What the heck is gluten? I mean, does gluten even exist?*

Eva : *Who are you?*

Edward : ***Get outta here! [9]***

Red : *Already. But you're the only one that's had cake! [Takes some cake off Edward's face.]*

Description of Context

Setting and Scene : In the Edward's house. After Red slams Edward's face with cake and dressing with clown costume, and after Eva come close to Edward.

Participant : Addresser : Edward (host and buyer of cake)

Addressee : Red (deliver)

Act Sequence : Edward command Red to get out of his house.

The utterance above is including demanding act. In the utterance, Edward asks Red to leave his house. The strategy used by Edward is mild hint because Edward did not state explicitly. Just said 'here' but in the context here the meaning can be asking the addressee/listener to follow the addresser/speaker.

3. The Frequent Percentage of The Directive Acts and Strategy Found in *The Angry Bird* movie.

a. The Frequent Percentage of The Directive Acts

In this stage, the researcher presents the frequency of directive acts found in *The Angry Bird* movie. The results of the counting are transformed into percentage. In this stage the researcher uses present the

data in percentage form by using quantitative statistical formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Note :

P is the symbol of percentage

F is the frequency of the occurrence of each directive act/directive strategy

N is total frequency of directive act/directive strategy

Table 4.1 Frequency of Directive Act in The Angry Bird movie

No	Types of Directive Act	F	%
1.	Requesting	44	9.98%
2.	Forbidding	13	2.95%
3.	Asking	188	42.63%
4.	Ordering	87	19.73%
5.	Commanding	93	21.09%
6.	Suggestion	12	2.72%
7.	Advising	4	0.91%
N		441	100%

Based on the finding above, the researcher found 44 (9.98%) utterances in *The Angry Bird* movie that containing requesting act as the strategy to drive the hearer to do something the speaker wants. The research found 13 (2.95%) utterance defined as someone was allowed to do something or not do that in *The Angry Bird* movie that indicated as forbidding act.

Asking act is the most frequently way used by the characters of *The Angry Bird* movie in expressing his/her will. It takes 42.63% from all percentage of the directive acts found by the researcher as the way of

speaker states what he/she wants from hearer about something in order to get an answer or action as a response from the hearer. The research found 87 (19.73%) utterance defined give orders someone to do something, or orders something to be done by characters in *The Angry Bird* movie that indicated as ordering act.

Commanding is type which second mostly used by the characters in *The Angry Bird* movie. The researcher found 21.09% or 93 utterances containing commanding act as the sates what he/she tell to hearer/addressee to do what he/she said.

Continue to the next act, the research found 12 (2.72%) utterances in showing the speaker wants to give a suggestion to the hearer toward something that indicated as suggesting act. The last, for advising act, the researcher found 4 (0.91%) utterances used un-frequently by the characters in *The Angry Bird* movie from total number of utterances of directive acts.

b. The Frequent Percentage of The Directive Strategy

In this stage, the researcher presents the frequency of the request strategy in conversational fragments of *Twilight* movie. The result of the counting was transformed onto percentage. In this stage the researcher uses the pattern as follow:

$$P = \frac{F}{N} \times 100\%$$

Note :

P is the symbol of percentage

F is the frequency of the occurrence of each directive act/directive strategy
 N is total frequency of directive act/directive strategy

Table 4.2 Frequency of Directive Act in The Angry Bird movie

No	Types of Directive Strategy	F	%
1.	Mood Variable	175	77.1%
2.	Explicit Performatives	7	3.1%
3.	Hedged Performatives	6	2.6%
4.	Obligation statements	5	2.2%
5.	Want statements	7	3.1%
6.	Suggestory formulae	7	3.1%
7.	Query preparatory	8	3.5%
8.	Strong hints	6	2.6%
9.	Mild hints	6	2.6%
N		227	100%

Based on the finding above, the researcher found 227 utterances that use mood derivable as the way of the speaker showing the request. Mood derivable is often used by the characters in *The Angry Bird* movie that is found 175 (77.4%) utterances. The next strategy that mostly used by the characters of *The Angry Bird* movie is query preparatory. The researcher found 8 (3.5%) utterances that used by the speaker in the movie as the strategy of directive act. The researcher found that use query preparatory as the strategy of directive that is used by the speaker of characters in *The Angry Bird* movie. The researcher also found 7 (3.1%) utterances containing want statement strategy that is used by the characters in the movie. Then, the researcher found 7 (3.1%) utterances that are used suggestory formulae as the directive strategy. The researcher also found 7 (3.1%) utterances of explicit formulae.

For the strong hint, the researcher found 6 (2.6%) utterances that are used strong hint as the strategy of delivering directive acts. Then, the researcher found 6 (2.6%) utterances that use mild hint as the strategy of directive strategy. The next one, the researcher found 6 (2.6%) utterances that use hedged performative as the way to express request. Then, the researcher also founds 5 (2.2%) utterances which containing obligation statement.

B. Discussion

After obtaining the data, the researcher needs to discuss the finding in order to clarify the answer of research problem. The first problem which is proposed in this study is what kind of directive act used by characters in *The Angry Bird* movie. In this research, the researcher focuses on utterances that is containing directive act. The researcher found that there are 441 utterances that consist of directive act performed by characters in *The Angry Bird* movie. There are seven types of directive acts found, namely requesting act, forbidding act, asking act, ordering act, commanding, suggesting act, and advising act.

The second problem which is proposes directive strategy used by characters in *The Angry Bird* movie. The researcher found that there are 227 utterances is used directive strategy act performed by characters in *The Angry Bird* movie. The third problem in this research is how the frequency of each directive act and directive strategy types is found in *Angry Bird* movie. The frequency of each types of directive act is 9.77% (43 utterances) of requesting act, 2.82% (33 utterances) of forbidding act, 42.82% (188 utterances) of

asking act, 18.59% (87 utterances) of ordering act, 21.18 % (93 utterances) of commanding act, 1.88% (12 utterances) of suggesting act, and 0.94% (4 utterances) of advising act. The frequency of each types of directive act strategy is 77.4% (175 utterances) used mood derivable, 3.1% (7 utterances) used explicit performative, 2.6% (66 utterances) used hedged performative, 2.2% (5 utterances) used obligation statement, 3.1% (7 utterances) used want statement, 3.1% (7 utterances) used suggestory formulae, 3.5% used (8 utterances) query preparatory, 2.7% (6 utterances) used strong hints, and 2.7% (6 utterances) used mild hints.

In this study the researcher found almost the hearer did what speaker wants when the speaker does asking act used by characters in the movie. For the example when Red uttering “*How long is this class anyway?*” to Matilda to know how long the class will last.

Throughout the finding above, requesting act is the one directive acts used by characters in *The Angry Bird Movie* where the hearer to do something in polite way since it was done by the speaker who had authority over the hearer, or equal authority. It is deal with Ulin’s (2015) stated that requesting act is considered as the most polite way in delivering speakers desire over the hearer. In this study requesting acts is the act not only using polite utterance but also considering the hearer’s feeling whether he/she wants to do that act or not without imposing speakers wishes or gives any threatening.

In here, the requesting act and asking act have the same function that is to order the hearer with shows the speaker’s intention. Requesting act is more politely than asking. When speaker does requesting act, almost what speaker

said used “would”, and “please” as the strengthener of request to hearer to do something.

Anis (2015) state in her research entitled *Directives Acts Used by the Main Characters in the Movie Script “Around The World in 80 Days”* ordering is the most appearance of type directive acts. Ordering act is means that the speaker wants to the hearer to do something as the speaker said. Where the hearer influence with the speaker said and do what speaker want. In this study ordering act where the speakers want the hearer to do something, in here the speaker utterance in polite way or the power of speaker and hearer has same position and level.

Advising act is giving about something to somebody about what should do. According Anis (2015) advising means the speakers wants to give advice to hearer to do the correct way based on the situation happened. This explanation deal with utterance of advising act found in the *The Angry Bird* movie which is “*Wisdom is not something that is given*”. By uttering that, the speaker already predicated that hearer has to effort to get what he/she desire.

So it be concluded that asking act most frequently used by the characters in *The Angry Bird* movie. Requesting act is the most successful way in expressing the speaker desire over the hearer and the most polite way in delivering speaker’s want to the hearer. Then, ordering act is also the successful way in expressing the speaker wishes to hearer. And the last, advising is the least act used by characters in *The Angry Bird* movie.

Nuraini (2014) in her research entitled *The Realization of Request in Conversational Fragments in Movie Entitled Twilight* found the characters in

Twilight movie were tend using mood derivable as the strategy inrequesting something because the speakers had the same power with the listeners. In *The Angry Bird* movie, the characters mostly used mood derivable in directive strategy. It caused mood derivable was most direct strategy used by characters to convey their express.

In Yan (2015) study the researcher found the reason why the characters in *Divergent* movie tend to use mood derivable as the strategy in delivering the request. Then, in this research, the researcher also concludes that the characters *The Angry Bird* movie mostly used mood derivable as the way express the speaker's wishes, but in different strategy that is directive strategy.

The least strategy used in delivering request on Nuraini's study was hedge performative. In this research, obligation statements were the least strategy used by characters in *The Angry Bird* movie. It caused the frequency both of them has the same number.

Explicit performative was the least strategy used in Yan's study. It caused as this strategy was rarely found in the way of native speakers in requesting something but in this research is an obligation statement.

Blum-Kulka (1987) in the journal *Indirectness and Politenessin Request: Same or Different?* presented the discussion about the directnessscales of request realization pattern between Hebrew and English. In the journal mood derivable is the most chosen by English native speaker, because it is the most strategy in convey the speaker wants. A mild hint is a strategy that the most indirectly strategy chose by native speaker because it tends to decrease the imposition but it's occupying in the second number in politeness scale.In *The*

Angry Bird movie, mild hint is the strategy in convey the directive act in polite hint.

In this research, the researcher found the reason why the characters in *The Angry Bird* movie tend to use mood derivable. It caused that the speaker hopes the hearer understand and do as speaker want, especially the utterance containing directive act. The speaker also tends to use mood derivable in order to make his message understandable to his hearer. Mild hint is the one another strategy used by characters in the *Angry Bird* movie to convey the act in polite hint to done by hearer as the speaker desire.