

**THE USE OF DIRECTIVE ILLOCUTIONARY ACT BY JUDY HOPPS
CHARACTER UTTERANCES IN ZOOTOPIA MOVIE 2016**

SCIENTIFIC ARTICLE

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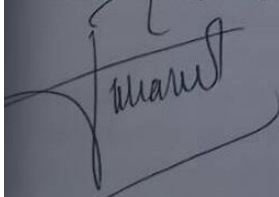
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**DIRECTIVE ILLOCUTIONARY ACT AND ITS SYNTACTICAL
REALIZATION IN ZOOTOPIA MOVIE 2016: A PRAGMATIC
ANALYSIS**

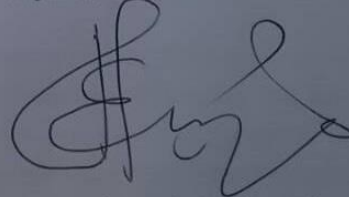
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ABSTRACT

Aisah, 2017. **The Use of Directive Illocutionary Act by Judy Hopps Character Utterances in Zootopia Movie 2016**. Study program of English, Universitas Brawijaya. Supervisor: Emy Sudarwati.

Keywords: Speech act, Directive Illocutionary Act, Judy Hopps, Zootopia Movie (2016).

People need to understand a language in conversation clearly because people tend to use language with another perceptions or meanings that usually different from the sentence who generally used to utter. Each sentence uttered by someone usually has some actions behind the utterances, it is called a *speech act*. While in understanding the *speech act* there is one type called a *directive illocutionary act* which is used by the speaker directed the hearer to do something or some action.

The writer conducted this research to find the type of *directive illocutionary act* and the intended meaning used *syntactic realization* on Judy Hopps character utterances in Zootopia Movie 2016. In this study, the writer uses a qualitative approach to analyzing the data. The data used the utterances by Judy Hopps that contains the types of a directive illocutionary act in Zootopia Movie 2016, and the data sources used in this study is the script and video downloaded from <https://www.scriptdelivery.net/source/resources/screenplays/zootopia.pdf> and <https://indoxxi.net/movie>.

The results of this study are 12 *requesting* utterances, 20 *asking* utterances, 2 *prohibiting* utterances, 4 *suggesting* utterances, 4 *warning* utterances. Based on the theory that proposed by Vandervaken (1990). The writer found *asking* as the most used type of *directive illocutionary act* by Judy Hopps which is 20 utterances. She did an investigations case to prove the truthness so the Zootopia city to be peaceful again without any stereotypes. Therefore, she needs a lot of questions to resolve the cases quickly. The *interrogative* structure is automatically can defined as the most basic sentence type which is 22 utterances that contains *interrogative* structure.

The writer suggests the next researchers to analyze about the other types of illocutionary act to develop each objects and additional theories that have been used before, in addition the next researchers can use other types of *directive illocutionary act* in accordance with the conditions and speech used by speakers.

Language has an important role in every activity that human does. The needs of individual or community can fill through the utterances because of language itself. The speaker or the hearer should use language appropriate with the rules in each language, it is to know the meaning of the context on the rules that the hearer or the speaker has. As revealed by Chomsky (2005, p. 103) “to study a language, then, we must attempt to disassociate a variety of factors that interact with underlying competence to determine actual performance, the technical term “competence” refers to the ability of the idealized speaker–hearer to associate sounds and meanings strictly in accordance with the rules of his language”. People must understand well about the speakers’ utterance means. It is related to the pragmatic aspect on linguistic, which is a study that discusses the meaning of the speakers or the writers that expressed to the listeners or the readers, as Yule (1996, p.3) puts it "*Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)*". There is also an action behind a speech, where the sentence describes something more meaningful and leads to a certain action. As described by Yule (1996, p 47) that it is an action performed via utterances are generally called speech act. In the speech act there are also three types that are useful to explain the meaning of the language. The three types are Illocutionary act, perlocutionary act, and locutinary act. The writer uses Vandervaken (1990) and Yule (1996) theories to analyze the data. While to analyzing the types of a directive illocutionary act that are found in the utterance, the writer uses the theory by Vandervaken (1990). Then the writer uses the theory by Yule (1996) to find the intended meaning of the utterance. The writer only uses the *directive act*

and uses the Zootopia Movie (2016) as an object of this study because this movie has a purpose to direct the viewer to respect in the diversity of human but is performed in other representation. The objective of the movie is to direct the viewer on respecting of the diversity of human, the writer is interested in finding out the directive illocution act, how directive act utterances is used and how many types of directive act are used to invite people on respecting other human. The main role in the animation film titled Zootopia (2016) is Judy Hopps. She is a rabbit girl who dreams of becoming a cop in the city and makes it a safe place. Ginnifer Goodwin is a voice artist of Judy Hopps. Meanwhile, the language use is very important to note, so people know the principles of manners in the society and the message will be conveyed as intended by the speaker.

Review of Related Literature

Humans need more knowledge to learn the meaning of the words that spoken by the speaker or writer to the listener or reader. As Yule (1996, p.3) points out in identifying the pragmatic “pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).” In pragmatics, there are several explanations or types are used to analyze a speech from the speaker to the listener. Besides, another explanation in Yule’s book (1996, p.3) there are four pragmatic definitions which are “*Pragmatic is the study of speaker meaning, pragmatic is the study of contextual meaning, Pragmatic is the study of how more gets communicated than is said, and Pragmatic is the study of the expression of relative distance*”. According to Yule in his book’s (1996, p.9) there are several explanations of pragmatics which are *deixis* and distance, reference and inference, presupposition and entailment,

corporation and *implicature*, speech act and events, politeness and interaction, conservation and preference structure, discourse, and culture. Yule (1996, p.47) explains about the action that performed via utterances are generally called speech act, for examples such as an apology, complaint, compliment, invitation, promise, or request. For example in Yule (1996) “*This tea is too bitter huh?*”, In the example, this sentence seems to indicate how speaker she or he saying something about his or her tea which is too bitter, whereas in speech act theory, the meaning of the sentence can be something else, for example, the speaker saying something about his tea also asking to get the sugar to be sweeter. Austin (1975) concludes that the dichotomy between *performatives* and *constatives* is not relevant since empirical data prove that all utterances perform specific actions even though the literally do not reflect actions as cited by Chojimah (2015, p. 50). So she mentions that in saying something one show three acts which are: *Locutionary* act or locution is the literal meaning of the utterance, *Illocutionary* act or *illocution* is the action behind the utterance, such as making statements, disagreeing, promising, and others. *Perlocutionary* act or *perlocution* is the impact of the *illocution* where the *perlocutionary* is the effect of the action that occurs behind the utterances.

There are five classifications of *Illocutionary* act one of which can be used at the time of speech act. The five types are *Declarations* are those kinds of speech acts which can change a thing in life activity through a phrase that has been expressed, *Representatives* are those kinds of speech act by a speaker who believes in his or her own perspective becomes the case or not, *Expressive* are those kinds of speech acts which are expressed through what the speaker feels,

Directives are those kinds of speech acts which are used by the speaker that directed to the hearer to do something; they do what the speakers want, *Commissives* are those kinds of speech acts that speakers use commit themselves to what the speakers will do in the future. According to Vanderveken (1990, p.189) In his list of directive illocutionary act contains : *direct, request, ask, question, inquire, interrogate, urge, encourage, discourage, solicit, appeal, petition, invite, convene, convoke, beg, supplicate, beseech, implore, entreat, conjure, pray, insist, tell, instruct, demand, require, claim, order, command, dictate, prescribe, enjoin, adjure, exorcise, forbid, prohibit, interdict, proscribe, commission, charge, suggest, purpose, warn, advise, caution, alert, alarm, recommend, permit, allow, authorize, consent, invoke, imprecate, and intercede*. In this study the writer just only use five types of directive illocutionary act which are **Requesting** is a request is a directives illocutionary act that allows the option of refusal. Usually, it uses a modifier "please". The example are “*Would you like to drink this coffee, please?, Could you bring some shirt for me, please?*”, **Asking** is there are three special cases of the questioning use of asking according to Vandervaken (1990) which are question, inquire, and interrogate. To question is to ask for an answer, to inquire is to question something with the expectation of an answer that is assertive, and to interrogate is similar to question people formally with the allegation that it aims to gain an important point. The example are”*How can I help your Mom?, Where are you now? I need your help*”, **Prohibiting** is the type of directive illocutionary act that tends to prohibit an action, not only now but also more generally and over a longer period of time (special propositional content conditions). The example is“ *Don't waste your time and money! Don't trust*

him!”, **Suggesting** is a type of directive illocutionary act that applies suggesting someone to do something better, it also to propose that a hearer can carry out some action and is to suggest that he accept doing that action. Example is “*I advise you not to believe what you read in this article*”, **Warning** is type of directive illocutionary act that is to warn and advise someone to do it. The example is “*I will warn you not to wait for me if I cannot come earlier.*” By using the theory of syntactic realization, the writer can find the meaning of the type in directive illocution act that corresponds to the speaker's spoken intent. So the syntactic realization is to identify the intended meaning of an utterance. As Yule (1996, p.48) explains that there is a direct and indirect speech act in a conversation, in a simple way there is structural distinction between three basic sentence types, which are three general types of speech acts provided, through three basic sentence types (Declarative, Interrogative, and imperative) and three common communication functions (Statement, question, command/request). *Declarative structures* is a declarative structure is a type of sentence that is usually used to create a statement or to declare something, *Interrogative structures* is a type of sentence that aims to ask and usually use a question mark, in the following example the use of interrogative structures below is not only used as a form of common questions (direct speech act) but as a form of indirect speech act, *Imperative structures* is a type of sentence used to create a command, request, or direction form is called imperative structures.

Research Method

The writer used a qualitative approach to analyze the data, it is used as a perspective analysis (qualitative) to support and complete research in accordance

with the purpose of this study. The writer used the full movie entitled Zootopia (2016) which is an animation movie as the data source of this study, it can be downloaded with full version video via <https://indoxxi.net/movie>. The writer takes the utterances that contain about directive illocutionary act from one character that is Judy Hopps (a female rabbit) which is the main character in the movie as the data of this study which uses a movie script that can be downloaded via internet in: <https://www.scriptdelivery.net/source/resources/screenplays/zootopia.pdf>.

In analyzing the data, the writer used Vanderveken (1990) and Yule (1996) theories to find the types of directive illocutionary acts and the syntactical realization. The writer found the Judy Hopps utterances in the form of the directive illocutionary act by highlighting the utterances, the writer categorized the speaker's utterances based on the function of Directive Illocutionary Act. The writer analysis the data per datum by describing each type of directive illocutionary act and analyze the intended meaning of each sentence. After that the writer can made a discussions and conclusions accordance with the data that has been analyzed.

Finding and Discussion

The writer found 42 utterances that related to the type of directive illocutionary, the writer only uses 5 types which are (Requesting, Asking, Suggesting, Prohibiting, Warning) because she wants to focus on analyzing five aspects that can be discuss as a colloquial language and appropriates with the Judy Hopps character. She is a cop which has an ambience to get her dream achieved. Her dream is became a real cop in Zootopia, she hope that she can make

the world or Zootopia city a better place. It can make this research as a deep and clear explanations while focusing on 5 types of directive illocutionary act. The writer found 12 requesting utterances, 20 asking utterances, 2 prohibiting utterances, 4 suggesting utterances, 4 warning utterances. She only uses some utterances that have a relationship with the directive illocutionary act, so she does not take an utterances that are commonly used and has a clear meaning in accordance with its real meaning but the writer only used some common utterances that have an intended meaning. Therefore, the research really focuses in take sentences that contains of *directive illocutionary act* that behind the utterance is have an action. Based on the theory that is purposed by Vandervaken (1990) the result on Judy Hopps utterances shows that the most types of the *directive illocutionary act* used is the *asking* type which contain of 20 utterances. The reason is the character played by the intelligent rabbit police. It is proven from how her perseverance and her ingenuity pursue the police education, so that she can be the best graduate in her police academy. That is why she as a cop did her job to investigate the cases there will many questions to asks and each question has purpose of action behind the utterances.

The writer tried to describes the meaning and the intended meaning from the 5 types of utterances *directive illocutionary act* by Judy Hopps and the syntactic realization of directive illocutionary act in detail. Which are has three structure sentences such as *Interrogative, declarative, imperative*. In the reality it could be an indirect speech or direct speech act sentences, it can be seen depend on the situation in speak. It was aimed to elaborate the finding of the data more

clearly and also to answer both of research problems as stated in the first chapter and the explanation of the utterances were elaborated as follows:

1) **Requesting**

There are 12 Requesting utterances of directive illocutionary act that found by Judy Hopps in the Zootopia Movie. For example in the first datum:

GIDEON GREY : Nice costume, loser. What crazy world are you living in where you think a bunny could be a cop?

JUDY : *Kindly* return my friend's tickets.

- Type of directive illocutionary act:

The first data uttered by Judy Hopps can be called as a requesting type of directive illocutionary act because she is trying to ask politely to Gideon Grey to return her friend's ticket. It is shown by the word "Kindly", which means that she really asks calmly and patiently for Gideon to return her friend's ticket immediately.

- Syntactic realization:

The sentence is a syntactically realized as a direct sentence of requesting and structure as an *imperative structure* because she clearly asks Gideon to return the ticket. It can be called as a literal meaning the same as with the intended meaning. She is spontaneously asks for her friend's ticket eventhough she is being ridiculed by Gideon Gray of her dreams, but she ignores his speech without paying attention to him, and she quickly asks Gideon to return the ticket.

2) Asking

Asking type is have the most utterances that contain of directive illocutionary act which are 20 utterances.

CLAWHAUSER : Oh, there you went, you little dickens! (He crams the donut into his mouth).

HOPPS : (awkwardly laughing) *I should get to roll call, so...which way do I??* (p.17)

- Type of directive Illocutionary acts

In the utterance by Judy Hopps, she tried to ask Clawhauser to answer and guide the way where she wants to go. That's why, the sentence is called as asking type of directive illocutionary act.

- Syntactic realization

This sentence has a common communication function that is usually used in daily conversation which is a question. This question is said in a direct way because literally, she is really asking about where she wants to go. It also describes the structure basic of the sentence which is *interrogative structure*. She also asks him to show her the direction of the way (*imperative structure*).

3) Prohibiting

In this type of prohibiting directive illocutionary act, the writer found 2 utterances where prohibiting is the type of directive illocutionary act that tend to prohibit an action, not only now but also more generally and over a longer period of time (special propositional content conditions).

HOPPS : Hey! *No one tells me what I can or can't be!* No one tells me what I can or can't be! Especially not some jerk who never had the guts to try to be anything more than a popsicle hustler! (p.27)

- Type of directive illocutionary act

This sentence is called a prohibiting directive illocutionary act because she tried to prohibit the people to stop talking what she can or cannot be. It is not only now but also more generally and it is over a longer period of time.

- Syntactic realization

From the sentence above, it is directly informing and prohibiting people to stop talking what she wants or cannot be. It is the basic sentence of the structure called as a *declarative structure* and *imperative structure*. The reason is called as the *declarative structure* as she wants to give a statement to someone not only to one person but also to everyone that she is a tough girl who wishes her dream can be achieved without listening to other people's babbling. The second reason why it is called as the *imperative structure* is she told Nick not to keep her quiet or give up because she was a tough cop and Nick should not have spoken like that.

4) Suggesting

In this type of suggesting directive illocutionary act is applied to suggest someone doing something better. It also aims to carry out some action and to suggest that he/she accept doing that action.

HOPPS: So I can handle one. You probably forgot, but I was top of my class at the academy. (p.19)

- Type of directive illocutionary act

The reason this sentence is called as suggesting utterance is that because Hopps suggests to the boss to put her into the case.

- Syntactic realization

Hopps directly asked the boss to give her a case to complete the case because she said and thinks that she is the top of her class in the academy police (*declarative structure*). So it would be better if the boss can accept her to take the case. It is literally the same meaning as intended meaning, and it is called as *imperative structure*.

5) Warning

This type of directive illocutionary act is to warn and advise someone to do it. It would be better if it is executed appropriately and there will be a presumption that something bad will happen if not implemented.

HOOPS : Well, I don't wanna cause you any trouble, but I believe scooping ice cream with an-gloved trunk is a class 3 Health Cold Violation... (p.22)

- Type of directive illocutionary

The sentence is trying to alert the waiter ice cream if scooping ice cream with an-gloved trunk is a class 3 Health Cold Violation. If they still violate it, they will get the right punishment.

- Syntactic realization

Judy Hopps indirectly asked and warned them to do something but with an explanation or information about the law. It is can we called as *declarative*

structure, but the intended meaning is *an Imperative structure*. She asked the waiter to stop doing bad service to the customer that is scooping ice cream with the nose of the trunk (*Imperative structure*), and announcing the violation of bad health services to the customers.

According to the first previous study by Tesaindra (2017) who analyzed the use of "Directive Illocutionary acts in The Help Movie", his study showed the purpose of the analysis that did not only looked for the types of directive illocutionary act, but also to find out what factors from the movie uses in indirect speech. In his analysis, he managed to find 5 types of directive illocutionary act in the film (request, command, prohibit, warn, and pray). However, the present study intentionally only wanted to find 5 types of directive illocutionary act (Requesting, asking, prohibiting, suggesting, and warning). The writer deliberately searched the five types because the types are suitable with the objectives of the movie and it concerned to the activities that performed by Judy Hopps in this Zootopia 2016 movie. In this analysis, the writer also has similarities in finding the sentences containing of directif and indirect sentences that used in the movies "The Movie" and "Zootopia". Tesaindra (2017) also found 42 utterances containing about the illocutionary act directive, Commanding has a bigger degree of strength than requesting, and this bigger degree of strength is from the fact that a command invokes the position of power or authority over the hearer. There are also 19 utterances functioning as commands. In this present study, the writer also found 42 utterances that contain of directive illocutionary act. But the bigger degree of strength type of the directive illocutionary act by

Judy Hopps is *Asking* which are 20 utterances, because the situation in the movie is to investigate a problem in the city of Zootopia.

The second study is from Lisa (2017) entitled *Tindak tutur direktif dalam Film La Belle et La Bête Karya Christophe Gans Tahun 2014*. While she is tried to analyze the types of function in directive speech act that found by the interaction of meaning. In this present study, the writer used this previous study to look and diferenciate the way she doing the anlaysis to found the directive speech act from the movie. The result of Lisa (2017) study are she also found 42 utterances that contain of directive speech act, namely 26 directs, 3 orders, 8 requests, and 5 suggestions. While she is focuses on the types of speech act but the present study is focusing on deeply on the illocutionary act. In her research, the utterances in the film by the actor and actress are often used directive speech act. And in this present study, the writer found type of *asking* of directive illocutionary act that are often used by the actress.

The third study is by Vurkuna (2016) entitled *Illocutionary Acts in Ridwan Kamil's Speech Entitled Creativity and Design for Social Change in Cities in TEDx Event in Jakarta in 2010*. The data is taken from the speech uttered by Ridwan Kamil not from movie but a real speech in public. Vurkuna (2016) tried to analyze the types of illocutionary act and the syntactical realizations of illocutionary acts performed by Ridwan Kamil. So in this present study, it is more focusing on the directive illocutionary act and also used the same way on analysing the syntactic realization of the directive illocutionary act. Vurkuna (2016) used the theory by Searle (1979) and Biber *et al* (2002) to analyze the data, while the present study is used the theory by Vanderveken (1990) to find

the directive illocutionary act and used the theory by Yule (1996) to find the syntactically realisation from the actress utterances. The differentiation is she used the theory by Searle (1979) focussed on the type of illocutionary act while the present study used Vandervaken (1990) theory is more focusing on the types of directive illocutionary act. It used in order to analzed more widely because linguistics aspects is commonly having the same perspective in explaining the various theory of speech act.

Based on the previous studies the writer can analyzed more deeply about the directive illocutionary act, and can differenciate the ways to analyze the data. Therefore, in this study the writer collected the three different previous studies to know more the studies that has been found, the writer can differenciate the ways on analyzing the data, to create a new and complete research by combined such way to analyzed. So in every utterances that Judy Hopps says, there are several types of directive illocution are found, they can contain both types of syntactic realization and even all three basic sentence structure itself. The total types of syntactic realization that found are 11 declarative, 22 interrogative, and 18 imperative structures.

Conclusion and Suggestion

After the writer discussed the results of analysis that have been found through the theory of Speech act by Yule (1996) and Vandervaken (1990), the writer use the types of directive illocutionary act using Vandervaken theory (1990) where the writer uses only five types of directive illocutionary act namely requesting, asking, prohibiting, suggesting and warning. And to find syntactic

realization the writer by using the theory of Yule (1996) which is to find the usage of Imperative structure, declarative structure, and interrogation structure.

From the writer's analysis, *asking* is the most *directive illocutionary act* type used by Judy Hopps which is 20 utterances, and the *interrogative* is 22 times. This is because the plot of the story where the officer Hopps has been assigned to run a case investigation. Therefore, she needs a lot of questions to get the case resolved quickly. In the utterance that Judy Hopps uses are using more direct sentences and she is frankly inquire or command anything. In the utterances that the writer tried to analysis is there also some sentences that show how the diversity want to show us in society, it is very influential to our life like the example in the phrase "You're gonna want to refrain from calling me Carrots." (p.26) and "Sir, I do not want to be a meter maid, I want to be a real cop."(p.35) it shows high social and gender differences only by knowing every sentence uttered by someone, it is evidenced by every utterance that people present contained meaning and action behind it. So in the utterances spoken by Judy Hopps in directive illocution act are sometimes it has another meaning in another way. It means for example she say that she uses *interrogative structure* but she is aiming for the *imperative structure*. Therefore, learning language is important because with the language people will know how far another people look at our personal, how important they are in the community according to the movie. So, people can understand the situation to how she is facing the utterances in accordance with the role in each language

The writer encourages the next researcher to develop each object and additional theories that have been used before. The next researcher wants to make

more recent and useful analysis for the linguistic realm. The writer realizes that the results of the research still many shortcomings that cannot yet be repaired, so the writer hopes that the next researchers will analyze about the other types of illocutionary act, in addition to the directive illocutionary act in accordance with the conditions and speech used by a speakers, and use more extensive theories to enrich the linguistic world. And the writer hopes that every object under study is really up to date and has a meaningful of intended meaning.

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