

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

UNDERGRADUATED THESIS

**BY
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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
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UNIVERSITAS BRAWIJAYA
2018**

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**Presented to
Universitas Brawijaya
In partial fulfillment of the requirments
For the degree of *Sarjana Sastra***

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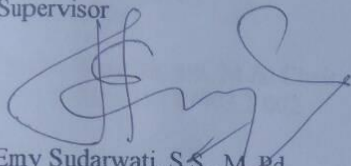


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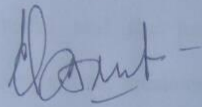
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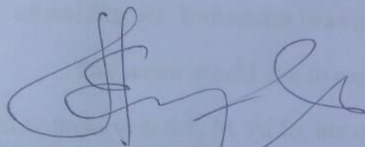
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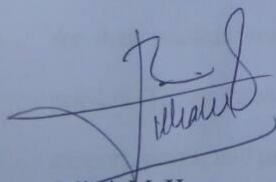


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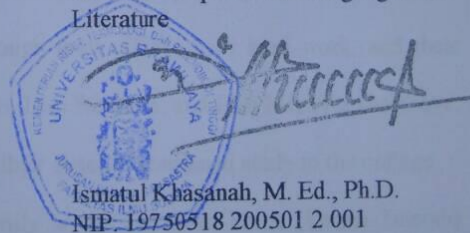
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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study which is an explanation about theory that the writer uses to conduct this research which are objectives of the study, significance of the study, problems of the study, and definition of the key terms.

1.1 Background of the Study

In people daily life, language has an important role in every activity that human does. Therefore, the needs of individual or community can fill through the utterances in the language. In order to get the message clear, people will use language which can understand too. When people use the language, it must be correctly in accordance with the rules of language and convenient with the meaning that someone wants to utter. The hearer can also get the point, so he or she will not misunderstand because the way of speaker produces of the utterances. What should pay attention is the speaker or the hearer should use appropriate language to the rules in each language to know the meaning of the context of 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”. When people use or study language it should be clear in understanding the rules that appropriate with the language, it can be the technical term, standard of language, and the capability in understanding language accords with the speaker-hearer has. This is surely related to the sounds and meaning in every language that people has.

Sometimes people use language indirectly or they do not express the purpose directly so other people have to interpret the sentence, it is called an implicitly. People must understand well about what the speakers’ utterance means. It is related to the pragmatic aspect on linguistic, which is a study that discusses the meaning by speakers or writers that expressed to listeners or 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)". Every sentence expressed by a speaker can be called as a speech act, which is an action that performed because of a speech. On the other hand in a speech, 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. There are some theories which explain what types of speech acts have. Yule (1996) describes speech act classification system lists in five types of general functions which are: declarations, representatives, expressive, directives, and commissives. All of those types of classifications indicate that each

utterance contains an action. As noted in a discourse lecture handout by Chojimah (2015, p.50) from Austin (1975) perception that Austin believed in saying something one it means his / her performing three acts simultaneously. The first act is locutionary act or locution which is the literal meaning of utterance that is produced. The second is *illocutionary* act or illocution which means as the action behind the utterance, such as making statements, disagreeing, promising and others. The last is *perlocutionary* act or *perlocution* is the impact of the Illocution, but the writer only focuses on the type of directive illocutionary 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 reason 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. Even though they are created with different background of the biological creature, but it can show how the diversity of animals now live in harmony, where the animal in the past is divided into two which are vicious predator and weak prey. It is only a story in the past, but it still remains in one's mind and gives rise to various stereotypes in society because of the different types of animals. It also indirectly reflects real human life, where there are still differences which take serious conditions and can rise to various stereotypes. It can be interpreted into various meanings, ranging from gender

stereotypes and racial stereotypes where their desire to be whatever they want and it cannot be underestimated. Therefore, with the objective of the movie to direct the viewer respect in 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. However, her desires must be complicated, since the general view of a rabbit is literally small so she is considered unlikely to be a cop. Therefore, she must work hard to get her wish, until it was finally achieved. The movie is produced by Walt Disney and directed by Byron Howard, Rich Moore, and Jared Bush. It also starred by several famous Hollywood actors and actresses for movie filming. Ginnifer Goodwin is a voice artist of Judy Hopps.

In this study the writer uses three previous studies, as a complement to learn in order to develop more of science in the realm of the linguistic. The writer uses three previous studies, the first is a journal by Tesaindra, Muhammad Salman (Volume 6 Number 2 Tahun 2017) Diponegoro University entitled *The Directive Illocutionary Acts in The Help Movie*, the second is from Lisa (2017) entitled *Tindak tutur direktif dalam Film La Belle et La Bête Karya Christophe Gans Tahun 2014*, 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*. In this research the writer focuses more on the aspects of

directive illocutionary act like in the first previous study which is a journal by Tesaindra, Muhammad Salman (2017), but the writer uses the way to describe the meaning similar to the way of the third previous study from Vurkuna (2016), while the writer uses Lisa (2017) previous study to differentiate between directive speech act and directive illocutionary act.

The aim of this research is that the writer hopes each reader can be better in understanding and learning about speech act deeply in the meaning of each type of illocutionary act. The writer also uses different theories and objects so each reader able to know various kinds of matter in linguistics that generally have similarities because one theory and the other theories are interconnected.

After writing this study, the writer hopes that the research will be useful for the linguistic learners in terms of speech act and in the development of culture and language in the community, of course in the linguistic aspects that will continue to follow the flow in existing language which grows rapidly. Also, the writer hopes this research will be useful in the wider field. 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. Therefore, the writer does this research entitled “*The Use of Directive Illocutionary Act by Judy Hopps Character utterances in Zootopia Movie 2016*”.

1.2 Problems of the study

Based on the background of the study explained before, the problems of the study can be described into two as below :

1. What are directive illocutionary acts found in Judy Hopps character utterances in Zootopia Movie (2016)?
2. What directive illocutionary acts that are syntactically realized in the Judy Hopps character utterances in Zootopia Movie (2016)?

1.3 Objectives of the Study

To answer problems of the study here are the objectives of the study mentioned as follows

1. To identify directive illocutionary acts that found in Judy Hopps Character utterances in Zootopia Movie (2016).
2. To describe the intended meanings of Directive Illocutionary Acts in Judy Hopps Character utterances in the Zootopia Movie (2016).

1.4 Definition of Key Terms

There are several terms used in this study as below:

1. **Speech Act** : action that can be performed by uttering an utterance, behind our speech there is an utterance, or there is an action behind a speech.
2. **Directive Illocutionary act**: the types of speech act that used by the speaker attempt to get his addressee to do something.
3. **Judy Hopps**: the main role of Zootopia movie (2016), she is a small rabbit girl who wants to be a cop in Zootopia metropolitan city.
4. **Zootopia (2016) Movie**: 3D adventure animated comedy 2016, played by Walt Disney Animation Studios and released by Walt Disney Pictures. This is the 55th animation movie. The film was directed by Byron Howard and Rich Moore, directed by Jared Bush, and starred in the voice of Ginnifer Goodwin as the main character.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discusses deeply about the relevant theories which are pragmatic, speech act and the types, illocutionary act, directive illocutionary act, the syntactic realization, and previous studies.

2.1 Pragmatics

Sometimes people who want to say something has a hidden meaning and a specific purpose. Therefore, humans need more knowledge to learn the meaning of the words 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).” While this pragmatic can increase the sensitivity of hearer or listener in order to understand the request made by the speaker in accordance with who they are talking to, where they are talking to, when they are talking, and under what circumstances they are talking. 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"*. From this understanding, it can be concluded that pragmatics are not only studying a study about certain meanings but broadly meaning in understanding the context of the speaker, the meaning of the context, how to get more meaning from the communication than it said, and how to understand the meaning which even has the expression tend to be much different.

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. Here the writer also explains the speech acts theory which is used to analyze this research.

2.2 Speech act and the types

Every action performed is generally carried out on the basis of a person's utterance. 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. So in the theory of speech act, generally an utterance that is happening in a conversation is not only meant as a statement but has the function and purpose to do something too. For example in Yule (1996):

(2.1) A: *this tea is too bitter huh?*

In the example (2.1), this sentence seems to indicate how speaker A saying something about his 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.

Noted in the discourse analysis lecture handout by Chojimah (2015, p.46) from Austin (1975), explained that in speech act theory there are constatives (truth and falsity) and performatives (assessable from their felicity), and 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:

- A. Locutionary act or locution : the literal meaning of the utterance.
- B. Illocutionary act or illocution : the action behind the utterance, such as making statements, disagreeing, promising, and others.
- C. Perlocutionary act or perlocution : the impact of the illocution where the perlocutionary is the effect of the action that occurs behind the utterances.

So in this research, the writer focuses on one act types of speech act which is the illocutionary act.

2.3 Illocutionary act or illocution

As has been mentioned in the background study, sometimes when someone says something is not just uttering something but also has a certain purpose where there is an action behind the speech itself, this is called as illocutionary act. According to Yule (1996, p.53), there are five classifications of Illocutionary act one of which can be used at the time of speech act.

The five types are as follows:

2.3.1 Declarations are those kinds of speech acts which can change a thing in life activity through a phrase that has been expressed. In this type, a speaker usually has a special institutional role as this is commonly done, to declare things properly and appropriately. For example, in the example given by Yule as below:

a. Priest: I now pronounce you husband and wife.

b. Jury Foreman: We find the defendant guilty.

2.3.2 Representatives are those kinds of speech act by a speaker who believes in his or her own perspective becomes the case or not. Statements such as descriptions, assertions, and conclusions, as in the following examples:

a. The earth is flat.

b. It was a hot sunny day.

2.3.3 Expressive are those kinds of speech acts which are expressed through what the speaker feels. A psychological expression of a person expressed

as joy, pain, bitterness, joy, sorrow. This can be caused by the speaker or the hearer experiences.

a. Please accept my condolences!

b. Congratulations!

2.3.4 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.

a. Please return my book

b. Don't touch that.

2.3.5 Commisives are those kinds of speech acts that speakers use commit themselves to what the speakers will do in the future.

a. I'll be back

b. We will not do that

2.4 Directive illocution

Like what has been expressed by Yule (1996) about speech act, where there are several types that describe a speech act. The writer focuses on the material function of the directive illocutionary act. It almost seems like Searle theories in classifications of directive illocutionary which are representatives, directives, commissives, expressive declarative. The writer focuses on a classification of directive illocution. Here the writer also finds a list of the directive illocutionary act by Vandervaken (1990). 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.*, it mentioned that there are 56 lists of directives act in his theory. In this research, the writer only uses 5 types of directives illocutionary act which are use the theory by Vandervaken (1990) that appropriate with the context of the movie. The reasons the writer uses only 5 types of directive illocutionary are that the writer saw some aspects of language that are often used in colloquial languages, such as requesting, asking, suggest something, prohibit, warn. And also to make brief explanation aimed to more focused, detailed, and not too much data being used.

2.4.1 Requesting

A request is a directives illocutionary act that allows the option of refusal.

Usually, it uses a modifier "please".

Example: *Would you like to drink this coffee, **please?***

*Could you bring some shirt for me, **please?***

2.4.2 Asking

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.

Example: *How can I help your Mom?*

Where are you now? I need your help

2.4.3 Prohibiting

Prohibit 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).

Example: *Don't waste your time and money!*

Don't trust him!

2.4.4 Suggesting

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: *I advise you not to believe what you read in this article.*

2.4.5 Warning

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

Example: *I will warn you not to wait for me if I cannot come earlier.*

2.5 Syntactic Realization

The use of syntactic realization in this study is to find the second study problems. It is to find the meaning of the sentences that found from the data related to the directive act. 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 in the conversation you are doing an action using a spoken language, for example promise, complain, apologize, and warning. He 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). Whenever a direct relationship between a structure and function is called as a direct speech act, and whenever the

indirect relationship between a structure and a function is called an indirect speech act.

2.5.1 Declarative structures

A declarative structure is a type of sentence that is usually used to create a statement or to declare something. Yule (1996, p.55) believes in speech act a declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act.

Example:

- a. *It's cold outside. (Declarative statement)*
- b. *I hereby tell you about the weather. (Direct)*
- c. *I hereby request of you that you close the door. (Indirect)*

When it is used to make a statement as sentence number (a) it can be called as a direct speech act, while when it is used to make a request for sentence number c. It can be called an indirect speech act.

2.5.2 Interrogative structures

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.

Example: Do you have to stand in front of the TV?

It means to ask someone not to stand in front of the TV so she/her must to move from the place.

2.5.3 Imperative structures

A type of sentence used to create a command, request, or direction form is called imperative structures. In the example of the sentence (A) below, it is a type of direct speech act sentence. However in reality, it could be an indirect speech act sentence, this can be seen depending on the situation when/where the utterance is performed.

Example:

A: *shut up the Window!*

2.6 Previous Studies

To support this study and in order to complete the analysis well, the writer used several previous studies that try to improve and distinguish the research that is related to phenomena in the speech act. There are two previous studies that the writer reviewed.

The first is the journal by Tesaindra, Muhammad Salman (2017) Volume 6 number 2 Diponegoro University entitled The Directive illocutionary act in Help Movie. The result of the analysis shows that there are 5 types of directive illocutionary act found in the movie “The Help” which are request, command,

prohibit, warn, and pray. In the analysis, there is also direct and indirect speech act. Next, factors that affect the speaker in using indirect speech act are an effort in getting something from the other person who has higher power

The second study is conducted by Lisa (2017) entitled *Tindak tutur direktif dalam Film La Belle et La Bête Karya Christophe Gans Tahun 2014*. The writer took the utterances of the Film *La Belle et LA Bête* by *Christophe Gans 2014*. She tried to analyze the types function in directive speech act that found by the interaction of meaning and the shape of it. The result of the research is that she found 42 utterances that contain directive speech act, namely 26 directs, 3 orders, 8 requests, and 5 suggestions. The conclusion of this research in the film is that the actor and actress often used directive speech act.

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 taken from the speech uttered by Ridwan Kamil. Vurkuna tried to analyze the types of illocutionary act and the syntactical realizations of illocutionary acts performed by Ridwan Kamil. She used the theory of Searle (1979) and Biber *et al* (2002) to analyze the data.

Based on the previous studies the writer is interested in analyzing more deeply about the illocutionary act, especially about the directive illocutionary act like what has been analyzed in the journal by Tesaindra, Muhammad Salman (2017). In the research object data, the first and the second research used the movie as the data and the second research used speech by a famous person in Indonesia as a speaker

motivator, while the present researcher uses the speaker character utterances in the movie animation. So in this study, the writer collected three different ways from the three previous studies to create a new and complete research.

The writer wants to analyze the data using the theory from Vanderveken (1990) to find the directive illocutionary act and Yule (1996) in analyzing the context of syntactically realized to find the intended meaning of the directive illocutionary act, but in the second previous study the researcher used the theory by Bieber *et al* (2002) to identify the syntactically realized while the present researcher used the theory from Yule (1996) in order to make it more widely because that linguistics aspect is commonly having the same perspective in explaining the various theory of speech act.

CHAPTER III

RESEARCH METHODS

In this chapter the writer explained the research methods included research design, data and data sources, data collection methods, and the last is data analysis.

3.1 Research Design

In doing this research, the writer used an approach to analyze the data under study. This approach is a qualitative approach, it is used as a perspective analysis (qualitative) to support and complete this research in accordance with the purpose of this study. The writer used a qualitative approach because the research looking for the relationship of meaning, developing an explanation, looking for interpretation and overcoming using theory, as noted by Dooly and Moore (2017, p.3) cited in (Hatch 2002, p. 148) as mention below:

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding. It always involves what H. F. Wolcott calls ‘mind work’ . . .

Researchers always engage their own intellectual capacities to make sense of qualitative data.

Qualitative method has a variety of approaches, it has unique steps in analyzing data and is sourced from different research strategies. It also mentioned a specific design, carefully reflecting the researcher's role in the research, analyzing the information using various analytical steps.

3.2 Data and data sources

The data source that is used in this research is a full movie entitled Zootopia (2016) which is an animation movie, it can be downloaded with full video via <https://indoxxi.net/movie>, the writer takes utterances that contain 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>.

3.3 Data Collection

In collecting the data, the writer collects the data in accordance with the purpose in the presence of a particular consideration that the writer uses:

1. First, the writer watched the full movie carefully and found the script of Zootopia Movie (2016).

2. Secondly, the writer looked for utterances related to the directive illocutionary act.
3. And then the writer classified the utterances into a table to simplify the analysis and search for the amount of data that already found.
4. Then the writer analyzed the data in accordance with the second research problem which is to describe the meaning of using syntactic realization according to Yule (1996) theories.

3.4 Data Analysis

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 by following steps:

1. The writer found the Judy Hopps utterances in the form of the directive illocutionary act by highlighting the movie script that contains of the directive illocutionary act.
2. The writer categorized the speaker's utterances based on the function of Directive Illocutionary Act by making a table as presented below:

Table 3.1 Sample Classification of utterances based on the types of directive illocutionary act and the syntactics realization.

| No | Directive Illocutionary act | Datum | Utterances | Syntactic realization | | |
|----|-----------------------------|-------|------------|-----------------------|-----|----|
| | | | | Dv | Int | Im |
| 1 | | 1 | | | | |
| | | 2 | | | | |
| | | 3 | | | | |
| 2 | | 4 | | | | |

3. The writer made an analysis per datum by describing each type of directive illocutionary act than analyze the intended meaning of each sentence.
4. The writer made a discussions and conclusions accordance with the data that has been analyzed.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the finding and discussion of the data from the data source. The writer classified the explanation of the data based on the problems of the study to find the directive illocutionary acts from Judy Hopps character utterances and also to describe the intended meanings of the directive illocutionary acts.

4.1 Finding

In this finding the writer found 42 utterances that related to the type of directive illocutionary, actually there are more utterances that related to the type of directive illocutionary act, but the writer only uses 5 types which are (Requesting, Asking, Suggesting, Prohibiting, Warning) because the writer wants to focus on analyzing five aspects that can discuss as a colloquial language and appropriates with the Judy Hopps character because she is a cop which has an ambience to get her dream to become a real cop in Zootopia then she can make the world or Zootopia a better place, and it also can make this research as a deeply and clearly 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. The writer only uses some utterances that have a relationship with the directive illocutionary act, so the writer does not take utterances that are commonly used and has a clear meaning in accordance with its real meaning but only some commonly utterances that have an intended meaning. Therefore, the research really focuses in taking sentences that contain of directive illocutionary act who have an action behind the utterances. 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 directive illocutionary act which contain for 20 utterances. The reason is the character played by the intelligent rabbit police. It is proven from how her perseverance and her ingenuity to pursue a police education, so that she can be the best graduate in her police academy. That is why she as a cop doing her job to investigate a case, so there will be many questions to asks and each question has purpose of action behind the utterances.

4.1.1 Types of directive illocutionary acts and syntactic realization

After finding every sentence of conversation by Judy Hopps in the movie that is included of types of directive illocutionary act, the writer put the data into a particular table based on a classification of the types of directive illocutionary act and also find the syntactic realizations of the directive illocutionary acts. It is to make the analysis easier and clearer. The complete table was elaborated in a table attached in the appendices.

4.1.2 Data Analysis

In this subchapter, 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 depending on the situation in speaking. 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:

4.1.2.1 Requesting

There are 12 Requesting utterances of directive illocutionary act as follow:

Datum 1

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 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 even though 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.

Datum 2

STU HOPPS : Oh c'mon. When is there not a need for a fox Taser?
JUDY : **I will take this to make you *stop talking*.** (p.13)

- **Type of directive illocutionary act:**

The second data is known as the type of Requesting directive illocutionary act because it can be seen from the sentence produced by Judy Hopps. In this case, she hopes if she takes the thing from her father; it will make him stop asking and talking about her self-security.

- **Syntactic realization:**

The sentence is syntactically realized as a direct act of requesting and the structure sentences as *imperative structure*. It can be seen from the expression "to make you stop talking". It is a direct sentence because she wants her father not to really worry about her life in Zootopia. So she hopes that her father was not worried about her life in Zootopia and he can stop giving her tools of self-security.

Datum 3

JUDY : *Scuse me! Down here? Hi.* (p.16)

Clawhauser leans over the desk to find Hopps.

CLAWHAUSER : O-M goodness! They really did hire a bunny. What?!

- **Type of directive illocutionary act:**

The utterance is known as a Requesting type of directive illocutionary act because she wants Clawhauser found and looked down to her in front of the bottom of the table.

- **Syntactic realization:**

The sentence is syntactically realized as direct speech act of requesting as a literal meaning because she asks the tiger to look down into her which is the same with the intended meaning, because the rabbit's body is so small and the Clawhauser cannot see her straight ahead. The structure sentence of this sentence is also as *imperative structure*.

Datum 4

NICK : That's right. "Red wood." with a space in the middle. Wood that is red. (then) You can't touch me, Carrots, I been doing this since I was born.

JUDY : *You're gonna wanna refrain from calling me Carrots....* (p.26)

- **Type of directive illocutionary act:**

This sentence by Judy Hopps is a requesting type of directive illocutionary act. In other words, she tried to make Nick stop calling her with that name.

Judy Hopps used the emphasis of "gonna wanna refrain" in that sentence, she politely asked Nick to stop calling her Carrot.

- **Syntactic realization:**

The syntactical realization from this sentence is indirectly she asked Nick to stop calling her “Carrot” but with a polite tone and with another phrase by adding the word "You're gonna wanna refrain" it does not immediately say “stop calling me a ‘Carrot’”. And the sentence structure is *imperative structure* because she is indirectly asking Nick to stop called her “Carrot”.

Datum 5

HOPPS : Sir, I don’t want to be a meter maid... I wanna be a *real* cop.

BOGO : Do you think the Mayor asked what I wanted when he assigned you to me? (p.35)

- **Type of directive illocutionary act:**

The sentence by Judy Hopps is called as a requesting type because she indirectly begged and asked for Bogo to transfer her from parking attendant to a real police officer.

- **Syntactic Realization:**

The syntactic realization from the sentence is that Judy Hopps indirectly said to Mr. Bogo that she did not want to stay in parking attendant but she wants to

investigate a case as a real police officer in the town. Therefore, she asked Mr. Bogo to handle the case. However, here the sentence structure that she used is a *declarative structure* because she tried to explain her purpose and indirectly telling someone to do something.

Datum 6

NICK : Hey, it's Officer Toot Toot.

HOPPS : Ha-ha-ho, no actually it's Officer Hopps, and **I'm here to ask you some questions about a case.** (p.39)

- **Type of directive illocutionary act:**

The sentence shows a type of requesting because she asked politely to ask that what she asked would be answered by Nick.

- **Syntactic realization:**

The structure of the sentence can be called as a *declarative structure* because Judy Hopps indirectly asks Nick, but she started by explaining or informing to the hearer that she will do something to him so she hopes he will cooperate with her and will answer every question that she has.

Datum 7

NICK : I make 200 bucks a day, fluff. 365 days a year, since I was 12, and time is money, hop along.

HOPPS : **Please, just look at the picture.** (p.40)

- **Type of directive illocutionary act:**

In this sentence the requesting type is proven from the sentence “Please, just look at the picture” she is directly requesting to Nick politely using the word “Please” to look at the picture.

- **Syntactic realization**

This syntactic realization is a direct sentence as literal meaning same with the intended meaning which is she asks him to look at the picture, and the sentence structure of the sentence is *imperative structure* because she directly asks someone to do something.

Datum 8

FLASH : Ha... ha... ha... ha...

HOPPS : Ha, ha, **yes very funny, very funny, can we please just focus on the**

task-- (p.49)

- **Type of directive illocutionary act**

In this sentence, the directive illocutionary act is that Judy Hopps tried to ask Flash and Nick in indirectly request two things which is they are not to joking constantly and want to be more focused on the task. She also used the word please to make it more polite.

- **Syntactic realization**

In this syntactic realization, the sentence is directly request the listener as a literal meaning like the intended meaning. The sentence structure of the sentence is used *Imperative structure* because she directly asks something.

Datum 9

HOPPS: **Clawhauser, listen to me! We have a 10-91! Jaguar gone savage! Vine and Tu-junja!** (p.62)

- **Type of directive illocutionary act**

In the sentence she uses some code or unknown terms to the general public. She said that she was in a state of danger and she asked him listen to her carefully and also asked for help to come immediately.

- **Syntactic realization**

The syntactical realization in this sentence is she is directly asking the Clawsauser to listen well. However, she also said "Jaguar gone savage" as a *declarative structure* and it can be said as *an imperative structure* because she is indirectly just making a statement that Jaguar has gone savage but also asked some help to catch the Jaguar.

Datum 10

REPORTER 6 : We can't even trust our own friends?

HOPPS : **That is not what I said! Please!** (p.84)

- **Type of directive illocutionary act**

In this sentence, Hopps tried to explain and want to request the reporter in a polite way using with used the word “please” to keep them silent and not adding the statement that she did not means to say like what the reporter said.

- **Syntactic realization**

The sentence is the *declarative structure* that is used to ask some people to quite and not to extend the problem more complicated, so the meaning is same as the intended meaning.

Datum 11

HOPPS : Oh, keys! Keys! Keys! Keys! Hurry! Come on! Thank you, I love you bye!

- **Type of directive illocutionary act**

From this utterance, she just said one word to Stu and asks him to give her the keys.

- **Syntactic realization**

She is not literally said that she needs the keys to go immediately by using the car. She just used one words which are “Keys, Hurry, Come on” to ask Stu giving her the keys, so it is can be said as *imperative structure*.

Datum 12

FINNICK : Who is it?

HOPPS : I need to find Nick. Please.

- **Type of directive illocutionary act**

This sentence is the requesting type of the directive illocutionary act because Judy Hopps really needs to find Nick. Therefore, she asks with the polite way to beg Finnick to answer where Nick is.

- **Syntactic realization**

The sentence is syntactically realized as an indirect act of Requesting because she is declaring that she needs to find Nick so the intended meaning is automatically request Finnick to answer where is Nick, so that is the reason of the sentence called as a *declarative structure* and *imperative structure*.

4.1.2.2 Asking

Asking type is have the most utterances which are 20 utterances. In this part the writer will describe it 20 utterances as follows:

Datum 13

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*)

Datum 14

JUDY : ... *You ready* to make the world a better place? (p.18)

- **Type of directive illocutionary act**

The type of directive illocutionary act in this utterance is asking. She is trying to ask someone who has the role and has the same job with her. It can mean many things. On the other hand, she asks if he as the listener is ready to work, or just as a greeting or as someone who has newly worked to start an introduction.

- **Syntactical realization**

In the utterance we can called it as an indirect situation because she is trying to asking but also can be requesting, such as what is described in the type of directive illocutionary act that the section has a lot of meaning that is between she asked if the listener is ready to work or makes an utterance that they as police should be ready to make the city safe by saying "ready to make the

world better place?" So that's why it can be the *interrogative structure* and *imperative structure*

Datum 15

BOGO (CONT'D) : Parking Duty. Dismissed!

HOPPS : **Parking duty?** (runs after Bogo) Uh, Chief? Chief Bogo?

Sir, you said there were 14 missing mammal cases? (p.19)

- **Type of directive illocutionary act**

This sentence is Asking type of directive illocutionary act. It is because she has questioned to her boss about the case, to make sure again if she did not mishear.

- **Syntactic realization**

In this utterance, she is directly asking something to her boss as a literal meaning same as the intended meaning and it is called as an *interrogative structure*.

Datum 16

HOPPS : **Are your customers aware they're getting snot and mucous with their cookies and cream?** (p.22)

- **Type of directive illocutionary act**

This sentence contains a clear question. She tries to ask how the real circumstances in the ice cream restaurant are. The workers really pay attention to the health of the customers because the workers are always using proboscis

as a spoon to scoop the ice cream or not.

- **Syntactical realization**

Judy Hopps indirectly insinuates and confirms to the restaurant that the workers are more careful and pay attention to how ice cream is served or otherwise she will report it. But she only politely uses a simple question that is why this utterance is called the *interrogative structure* and *imperative structure*.

Datum 17

HOPPS : **Finish selling this nice dad and his son a... what was it?**

- **Type of directive illocutionary act**

Judy Hopps in this utterance shows the asking directive illocutionary act because she is clearly asking what the type of ice cream that the little boy wants.

- **Syntactic realization**

In that sentence, she is indirectly asking and asks the waitress of the ice cream restaurant to immediately give the boy the ice cream that he wants. That is why, this utterance is also called the *interrogative structure* and *imperative structure*.

Datum 18

CLAWHAUSER : Here you go! One missing otter!"

HOPPS : ***"That's it?!"***

- **Type of directive illocutionary act**

In the utterance, she really wants to ask and see if there is the only evidence.

- **Syntactic realization**

In the utterance, it is also a question which indirectly asks whether only this, nothing else? or can you take another piece of evidence? so the utterance can be called as a two basing sentences that are *interrogative structure* and *imperative structure*.

Datum 19

HOPPS : **You sold Mr. Otterton that popsicle right? Do you know him?**

(p.40)

- **Type of directive illocutionary act**

In the sentence, it really mentions just a regular question and makes sure if the listener does the job and knows someone who she is looking for.

- **Syntactic realization**

The syntactic realization of the utterance is clearly having a same meaning with the literal meaning that she asking something or called an *interrogative structure*.

Datum 20

HOPPS : **You didn't happen to catch the license plate number, did you?**

(p.45)

- **Type of directive illocutionary act**

In the sentence is literally asking and want the answer that listener probably answered “yes, I did or No, I did not”, but actually she asked the listener so he would show or mention the license plate number.

- **Syntactic realization**

In utterance that is mentioned above, Hopps is tries to ask whether he as the interlocutor records the license plate number or not. But indirectly she actually wants the listener to answer and mention number plates that the interlocutor sees. Once again, it also explains the use of two based sentence structures which are *interrogative structure* and *imperative structure*.

Datum 21

HOPPS : What was it you said? “Any moron can run a plate?” Gosh... if only there were a moron around who were up to the task...

- **Type of directive illocutionary act**

Judy Hopps requested whether the listener could find someone who could find the car through the license plate.

- **Syntactic realization**

Syntactic realization of this utterance is that she is directly asking someone who can run a plate. On the other hand, as an intended meaning she also told the listener or Nick to show where the right place to find the owner of the license plate, as an *Interrogative structure* and *imperative structure*.

Datum 22

HOPPS : **Can you run the plat or not?** (p.46)

- **Type of directive illocutionary act**

This sentence of utterance by Judy Hopps can be known from the question mark of *question*. On the other hand, this sentence will show the meaning that Judy is told Nick to keep help her looking for the license plate.

- **Syntactic realization**

Judy Hopps indirectly told Nick to keep following her orders, so Nick would help her to find the license plate because Nick said that “everyone could find the plate”. However, it seemed that Judy Hopps was really difficult to find the license plate, so she need Nick to help her. This can be said as the form of *interrogative structure* and *imperative structure*.

Datum 23

HOPPS : **Wait. They’re all sloths?!** (p.46)

- **Type of directive illocutionary act**

This sentence shows that Hopps is shocked when she comes to the plate office. Whereas, what encountered is a kind of a sloths. How unlikely such kind of work is should be done by people who can work quickly to handle the task, but it is done by a slow sloth. Therefore, she wondered in her minds why it can happen. Therefore, this type is called *asking directive illocution act*.

- **Syntactic realization**

Syntactic realization in this type is *interrogative structure*. She wondered why in the midst of her hasty state, Nick just can't take her in such kind of office. Where the employees were so slowed to do the job, her mission might be fail because it ran out too long of time to find the license plate.

Datum 24

HOPPS : **Hurry, we gotta beat the rush hour and.. it's night?** (p.50)

- **Type of directive illocutionary act**

In this type of directive illocution act, Judy asked with shocked tone. She ask for herself, If she really ran out of time to find the license plate until nightfall, it is too long to wait the employee to gave her the license plate.

- **Syntactic realization**

The state of Judy was in a hurry, so she told Nick to hurry and they are not waste of time, but in fact she had wasted a long time of the day, so the time has gone fast until the nightfall. The sentence is followed by the *interrogative structure* by wondering "if it was already late?"

Datum 25

HOPPS : **What is your problem? Does seeing me fail somehow make you feel better about your own sad, miserable life?** (p.51)

- **Type of directive illocutionary act:**

She tries to ask the listener if she fails and grieves will make the listener or Nick feels satisfied with her failure and make his sorrow problem resolved by seeing others fail.

- **Syntactic realization**

The syntactic realization in this sentence describes that she is directly asking about something, what exactly does Nick want then he can be very satisfied if he sees she fail or grieve. It is called as *interrogative structure*.

Datum 26

HOPPS : **Those are... claw marks. You ever ever anything like this?** (p.53)

- **Type of directive illocutionary act**

This utterance shows the asking type of directive illocutionary act because it clearly mentioned a form of asking it is shown from the sentence “You ever seen anything like this?”

- **Syntactic realization**

It is directly asking the listener how can any claw marks there, and she tried to ask Nick if he ever saw the claw marks, because this is a rare occurrence so she wants to ascertain if Nick knows it. Therefore, this is can explain that the structure of the sentence is the *Interrogative structure*.

Datum 27

HOPPS : **This is him. Emmitt Otterton. He was definitely here. What do you think happened?** (p.53)

- **Type of directive illocutionary act**

Hopps seems to be very curious about what happened in that place, so she tried to ask Nick what he thinks and the reason of this to happen here. So it is called as Asking type of directive illocutionary act.

- **Syntactic realization**

It is directly explained that she was so curious about what happened. That is why she directly asks Nick what happened. The meaning is literal as the intended meaning, so its called as *interrogative structure*.

Datum 28

HOPPS : **Why? Whose car is it? Big so mad at you?** (p.53)

- **Type of directive illocutionary act**

This sentence shows directly three questions which are why she should be quite? Who's the car owner? And why Mr. Big is really mad at Nick.

- **Syntactic realization**

Judy Hopps had three question there, and that question is mention directly what curiosity that she has in her mind, so it is called also as *interrogative structure*. Because she is in a tense situation, so she tried to ask Nick why this

could happen, what Nick had done so they had to be arrested and taken to someone named Mr. Big

Datum 29

HOOPS : **Is that Mr. Big? What about him? Is that him?**

- **Type of directive illocutionary act**

Judy Hopps asked three questions at once with the same curious contents. If his name is Mr. Big, is that means his body is really big as his name or not.

- **Syntactic realization**

The same as the literal meaning, the intended meaning is just asking of her curiosity about Mr. Big. His nickname corresponds to his large body shape or not, or in the content of a boss in a community, or as a wealthy person (*Interrogative structure*).

Datum 30

HOOPS : **They're heading out of town...Where does that road go?** (p.73)

- **Type of directive illocutionary act**

Judy Hopps asked where exactly they were going, by getting out of the town.

Syntactic realization

- The syntactic realization in this utterance is she asking where the car is going, with directly said where the road is going (*Interrogative Structure*). She does not use an indirect sentence in this utterance.

Datum 31

HOPPS : **What did I think I could make a difference?** (p.89)

- **Type of directive illocutionary act**

In the sentence it appears that Hopps is very discouraged and then she asks how she can make a change with what she has done, can her parents give a solution to it? It is asking the type of directive illocutionary act.

- **Syntactic realization**

This is a direct sentence in which Hopps actually asks for a solution and what she can do and she does because she feels that she has to destroy her dream to make the world better. It is called as *Interrogative structure*.

Datum 32

HOPPS : **How did you know where to find us?** (p. 101)

BELLWETHER: I'll go ahead and I'll take that case now.

HOPPS : You know what... I think Nick and I will just take this to the ZPD...

- **Type of directive illocutionary act**

In Judy Hopps utterance above shows the question and also to make sure why she knows where they are.

- **Syntactic realization**

The meaning of the question posed by Hopps is the same as the literal meaning that directly mentioned. However, this is a deception and an investigation of why she can know where they are. While Hopps and Nick did not tell anyone what they did and where they are, so that is why the basic sentence according to the theory by Yule (1996) is *Interrogative structure*.

4.1.2.3 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). The three utterances of prohibiting are described below:

Datum 33

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.

Datum 34

HOPPS : Don't call me cute. (p.42)

- **Type of directive illocutionary act**

The utterance is prohibiting someone to call her cute, and it is applicable to a long time because she really does not like people to call her by that name.

- **Syntactic realization**

Judy Hopps wants to show that she does not like being called as cute by someone even more because of the different species from rabbits. So she asks that she did not want to be called as cute anymore. She thinks that it is a rude way of calling someone. It is prohibiting speech act also as the *imperative structure*.

4.1.2.4 Suggesting

In this type of suggesting directive illocutionary act is applied to suggest someone for doing something better. It also aims to carry out some action and to suggest that he/she accept doing that action. Here the writer found 4 utterances that can be analyzed and discussed.

Datum 35

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*.

Datum 36

HOOPS : I could let you off with a warning if *you were to glove those trunks* and, I don't know, *finish selling this nice dad and his son* a... (p.22)

- **Type of directive illocutionary act**

Officer Hopps gave advice to the ice cream restaurant waiters when they sail through their trunk. They have to avoid getting germs and this would be better because they would be spared the punishment and it healthier.

- **Syntactic Realization**

Judy Hopps clearly and instantly reprimanded and teased them if they did not serve the customer well by giving the father and the son the ice cream. She would report as a violation because she is willing to help them to buy ice cream. She has the way of telling the law offenses what the cafe does and asking them to serve the customers well. It has two basic sentence types which are *imperative structure* because she is asking them to serve the customers and the second as the *declarative structure* because she is informing such a law to make them realized.

Datum 37

HOPPS : Sir, if you have a grievance, you may contest your citation in traffic court. (p.31)

- **Type of directive illocutionary act**

In that sentence Judy Hopps advises him as the listener. If he has a complaint, he should go to the traffic court.

- **Syntactic realization**

She look very tired and did not pay attention around, she said a suggestion to someone who was his thing has just been stolen before and he can immediately contact the traffic court, because at that time she had lost her zeal considering her just only being a parking attendant (*imperative structure*).

Datum 38

HOOPS : This is important, sir. I think your ten dollars' worth of popsicles can wait. (p.40)

- **Type of directive illocutionary act**

Judy Hopps begged him pay attention of her and advised him to listen her because it was more important than the ten dollars. So it would be better if he would listen to her.

- **Syntactic realization**

The sentence shows an indirect statement of intent and purpose of what he really wants to say so that it can be more important than his ten-dollar Popsicle business (*Declarative structure and imperative structure*).

4.1.2.5 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. In this section the writer finds 4 warning types as described below:

Datum 39

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.

Datum 40

HOPPS : ... how 'bout selling food without a permit, transporting undeclared commerce across borough lines, false advertising... (p.26)

- **Type of directive illocutionary act**

The directive illocutionary act of the sentence is that she tried to warn him indirectly, if he did not want to follow the case with her, he will be got those problems.

- **Syntactic realization**

In this sentence, Judy Hopps indirectly commemorates Nick if he does not listen to her, it will threaten for any violation of the law that he makes. It is included in the three functions of asking, warning and the intended meaning tells to do something that Judy Hopps want him to follow the case.

(Imperative structure, Declarative structure, Interrogative structure)

Datum 41

HOPPS : **Stop! Stop! In the name of the law!** (p.32)

- **Type of directive illocutionary act**

The sentence above shows that Judy Hopps warned aloud on behalf of the law, so if she does not want to stop, maybe the police will act decisively against it.

- **Syntactic realization**

Judy Hopps warns a thief to really listen to her to stop, this is immediately catapulted by her. The intended meaning is the same as the literal meaning (*Imperative Structure*).

Datum 42

JUDY HOPPS: ...And if you want this pen, you're going to help me find this poor missing otter or the only place you'll be selling popsicles is the prison cafeteria.
(p.41)

- **Type of directive illocutionary act**

She tried to threaten Nick with warn that she did earlier, because she already traps Nick. So he would have to obey her because if Nick does not comply then it will be fatal to Nick and he could go to a jail.

- **Syntactic realization**

The syntactic realization of this sentence is that she tries to warn Nick or it could be called also to persuade Nick to follow her to find the missing beavers. (*Imperative Structure*)

4.2 Discussion

After analyzing the data, in order to find each type of directive illocutionary act and the syntactic realization the writer finds some types of the directive illocutionary act that she is tried to looking for which are *requesting*, *asking*, *prohibiting*, *suggesting* and *warning*. The writer can also define and find syntactical realization with three basic sentences which are: *imperative* structure, *interrogative* structure, and *declarative* structure.

Based on the analysis, Judy Hopps has many words to indicate that she uses some directive illocutionary act in her conversations. The writer tried to discuss the first **requesting** type, which in this type indicates the requests which can be rejected by the listener and usually used in a polite manner like using the word "Please". In the Judy Hopps, First requesting utterances for example denotes the word "Kindly" as it means that she really asks calmly and patiently for Gideon to return her friend's ticket immediately, To add more complicated commotion she asked for the ticket in a gentle way. A syntactical realization of the sentence is shown from the Verb "return" as a direct sentence of requesting and called as an *imperative structure* because she is clearly asking Gideon to return the ticket. In the next example of requesting type, it is show in the sentence of "I will take this to make you **stop talking**". It can be seen from the sentence that she hopes if she takes the thing from her father, it will make him to stop asking and talking about her self-security, because she believes that her life in Zootopia will be going well and safely, as people know that Zootopia is the site

of the diversity of every different species. The sentence is syntactically realized as a direct act of requesting so the structure of sentences is *imperative to structure*; it can be seen from the expression of “to make you stop talking”. It is a direct sentence because she wants her father not to really worried about her, so she hopes that her father was not worried about her life in Zootopia by stopping to give her tools of self-security. That also explains the example of the *imperative structure*, and then there is a sentence of the directive illocutionary act that uses in the sentence which is *declarative structure*. It is using both of the form structure which is *imperative structure* and *declarative structure*. There are 10 sentences that contain the basic sentence of *imperative structures*, 4 *declarative structures* and also 1 sentence that contain the *interrogative structures*. There are two utterances that contain two basic sentences: *imperative* and *declarative* and one utterance containing *interrogative* and *imperative*.

The second type of directive illocutionary act that the writer tried to analyze is **asking**, that have been as already mentioned before that it has the most utterances which are 20 utterances. Actually, it is a simple question in every utterance but the writer tries to discuss more the meaning of the question. It does not only means to ask something or have more meaning or another purpose. For example, in the sentence “...**You ready** to make the world a better place?” The type of directive illocutionary act in this utterance is asking, because she tried to ask someone who was the role and has the same job with her, it can also mean many things. On the other hand, she asked if he as the listener is ready to work, or just as a worker greeting, or someone who has

newly worked to start an introduction. It can be called as indirect situation because she tried to ask but it also can be requesting. So this type of directive illocutionary act has a lot of meaning, that is between she asked if the listener has been ready to work or not, or making an asking utterance that they as police should be ready to make the city safe by saying "ready to make the world better place? "That's why it can be the interrogative structure and imperative structure. While the three basic structures of sentence that found in this type of directive illocutionary act is interrogative structure and imperative structure. So in this asking type of directive illocutionary act, the writer found automatically found 20 interrogative structures and 8 declarative structures among they are using both of it. It contains two elements of syntactic realization which are 8 utterances.

The third type which the writer uses is prohibiting. In this type of **prohibiting** directive illocutionary act, the writer only found 2 utterances. A prohibit is not only used now but also it is used generally and over a longer period of time (special propositional content conditions). The example of sentence that the writer found is in the sentence "Hey! *No one tells me what I can or can't be!*" "She tried to make people stop talking about what she can or cannot be. It is not only now but also more generally and over a longer period of time. It is directly informing and prohibiting people to stop talking what she can or cannot be. This basic sentence of structure can be called as a *declarative structure* and *imperative structure*. And the second example the writer just found that contain of *imperative structure* in this type of prohibiting in the sentence "Don't call me cute." It is prohibiting someone to call her cute. She

wants to show that she does not like being called as “cute” by someone even more because of the different species from rabbits. So she asked that she did not want to be called acute anymore because she thinks it is a rude. Therefore, this type of prohibiting is also called as the *imperative structure* because she asks to Nick to stop calling her “cute”. In prohibiting a person for a long time, it turns out that she has only two sentences. Where a policeman should say a lot of prohibiting words to someone not to do something bad for a long time, but the two sentences show that she only forbids someone but it is related to to her, which is just telling them not to make her stop doing what she can or cannot be and forbidding him to calls her what she does not like.

The next type of the directive illocutionary act which the writer selected is a **suggestion**. It is aimed to suggest someone does something better. It also proposes that a hearer can carry out some action and to suggest that he/she accept doing an action. Here the writer found 4 utterances that can be analyzed because another utterance has the same general meaning. The example of suggestion utterance that the writer found is “I can handle one. You probably forgot, but I was top of my class at the academy.” Officer Hopps suggested to the boss to put her into the case because she said and thinks that she is the top of her class in academy police so it would be better if he can accept her to take the case (*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*. In conclusion, in this type

of suggestion the writer founds 4 utterances that those four utterances contain of *declarative* and *imperative structure*.

The last types that the writer tried to analyze is a **warning**, It is to warn and advise someone to do. It will be a presumption that something bad will happen if not implemented. The writer found 4 warning types in the utterances by Judy Hopps. One example is in the first sentence that the writer found is "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..."so she 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. And she is indirectly asked and warned them to do something but with an explanation or information about the law. It is can we called a *declarative structure*, but the intended meaning is to ask to serve the customer well is called as *Imperative structure*. There is 1 utterance contain the 3 basic structure sentences which are (imperative structure, directive structure, and interrogative structure). The utterance is "how 'bout selling food without a permit, transporting undeclared commerce across borough lines, false advertising..."She tried to warn him indirectly if he did not want to follow the case with her. She commemorates Nick if he does not listen to her, because it will threaten for any violation of the law that he makes. It is included in the three functions of asking, warning and the intended meaning tells to do something that Judy Hopps want. So in this type of warning, the writer finds utterances containing two elements of syntactic realization (*declarative*

and *imperative*). One utterance containing the *three* types of basic sentences, and two utterances containing *imperative structure*.

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.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter contains an explanation of the results of this research which is conclusion and suggestion.

5.1 Conclusion

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 one of the most *directive illocutionary act* types 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

5.2 Suggestion

In this section of the suggestion, 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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APPENDICES

Table 4.1. Classification of utterances based on the types of directive illocutionary act and the syntactics realization.

| No | Types of Directive Illocutionary act | Datum | Utterances | Syntactic Realization | | |
|----|--------------------------------------|-------|---|-----------------------|-----|----|
| | | | | Dv | Int | Im |
| 1 | Requesting | 1 | <i>Kindly</i> return my friends tickets. (p.6) | | | ✓ |
| | | 2 | I will take this to make you <i>stop talking</i> . (p.13) | | | ✓ |
| | | 3 | <i>Scuse me!</i> Down here? Hi. (p.16) | | | ✓ |
| | | 4 | You're gonna wanna refrain from calling me Carrots. (p.26) | | | ✓ |
| | | 5 | Sir, I don't want to be a meter maid,, I wanna be a real cop. (p.35) | ✓ | | |
| | | 6 | ... I'm here to ask you some question about a case. (p.39) | ✓ | | |
| | | 7 | Please, just look at the picture. (p.40) | | | ✓ |
| | | 8 | yes very funny, very funny, can we please just focus on the task (p.49) | | | ✓ |
| | | 9 | Clawhauser, listen to me! We have a 10-91! Jaguar gone savage! Vine and Tu-junja!(62) | ✓ | | ✓ |
| | | 10 | That is not what I said! Please! (p.84) | ✓ | | ✓ |
| | | 11 | Oh, keys! Keys! Keys! Keys! Hurry!Come on! Thank you, I love you, bye! (p.91) | | | ✓ |
| | | 12 | I need to find Nick. Please. | | ✓ | ✓ |

Table continued...

| | | | | | | |
|---|---------------|----|---|--|---|---|
| 2 | Asking | 13 | I should get to roll call, so... <i>which way do I ?</i> (p.17) | | ✓ | ✓ |
| | | 14 | <i>You ready</i> to make the world a better place? (p.18) | | ✓ | ✓ |
| | | 15 | ... Parking duty? Sir, you said there were 14 missing mammal casses? (p.19) | | ✓ | |
| | | 16 | Are your customers aware they're getting snot and mucous with their cookies and cream? (p.22) | | ✓ | ✓ |
| | | 17 | Finish selling this nice dad and his son a...what was it? | | ✓ | ✓ |
| | | 18 | Clawhauser said "Here you go! One missing otter!" Hopps said " <i>That's it?!</i> " | | ✓ | ✓ |
| | | 19 | You sold Mr. Otterton that popsicle right? Do you know him? (p.40) | | ✓ | |
| | | 20 | You didn't happen to catch the license plate number, did you? (p.45) | | ✓ | ✓ |
| | | 21 | What was it you said? "Any moron can run a plate?" Gosh... if only there were a moron around who were up to the task... | | ✓ | ✓ |
| | | 22 | Can you run the plate or not? (p.46) | | ✓ | ✓ |
| | | 23 | Wait. They're all sloths?! | | ✓ | |

Table continued...

| | | | | | | |
|---|--------------------|----|--|---|---|---|
| | | 24 | Hurry, we gotta beat the rush hour and.. it's night ? (p.50) | | ✓ | |
| | | 25 | What is your problem? Does seeing me fail somehow make you feel better about your own sad,miserable life? (p.51) | | ✓ | |
| | | 26 | Those are... claw marks. You ever seen anything like this? (p.53) | | ✓ | |
| | | 27 | This is him. Emmitt Otterton. He was definitely here. What do you think happened? | | ✓ | |
| | | 28 | Why? Whose car is it? Big so mad at you ? | | ✓ | |
| | | 29 | Is that Mr. Big? What about him? Is that him? | | ✓ | |
| | | 30 | They're heading out of town...Where does that road go? | | ✓ | |
| | | 31 | What did I think I could make a difference? (p.89) | | ✓ | |
| | | 32 | How did you know where to find us? (p. 101) | | ✓ | |
| 3 | Prohibiting | 33 | Hey! <i>No one tells me what I can or can't be!</i> (p.27) | ✓ | | ✓ |
| | | 34 | Don't call me cute. (p.42) | | | ✓ |

Table continued...

| | | | | | | |
|----------|------------|----|---|----|----|----|
| 4 | Suggestion | 35 | So I can handle one. You probably forgot, but I was top of my class at the academy. (p.19) | ✓ | | ✓ |
| | | 36 | ... I could let you off with a warning if <i>you were to glove those trunks</i> and, I don't know, <i>finish selling this nice dad and his son a...</i> (p.22) | ✓ | | ✓ |
| | | 37 | Sir, if you have a grievance, you may contest your citation in traffic court. (p.31) | ✓ | | ✓ |
| | | 38 | This is important, sir. I think your ten dollars worth of popsicles can wait. (p.40) | ✓ | | ✓ |
| 5 | Warning | 39 | 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) | ✓ | | ✓ |
| | | 40 | How 'bout selling food without a permit, transporting undeclared commerce across borough lines, false advertising... (p.26) | ✓ | ✓ | ✓ |
| | | 41 | Stop! Stop! In the name of the law! (p.32) | | | ✓ |
| | | 42 | ...And if you want this pen, you're going to help me find this poor missing otter or the only place you'll be selling popsicles is the prison cafeteria. (p.41) | | | ✓ |
| Nummbers | | | | 11 | 22 | 18 |



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| 13. | 20-12-2017 | Menyerahkan Revisi Seminar Hasil | Emy Sudarwati, M. Pd |  |
| 14. | 23-12-2017 | Konsultasi Revisi Seminar Hasil | Emy Sudarwati, M. Pd |  |
| 15. | 25-12-2017 | ACC Ujian Skripsi | Emy Sudarwati, M. Pd |  |
| 16. | 08-01-2018 | Pelaksanaan Ujian Skripsi | Emy Sudarwati, M. Pd |  |
| 17. | 10-01-2018 | Konsultasi Revisi Ujian Skripsi | Emy Sudarwati, M. Pd |  |
| 18. | 11-01-2018 | ACC Penjilidan Skripsi | Emy Sudarwati, M. Pd |  |

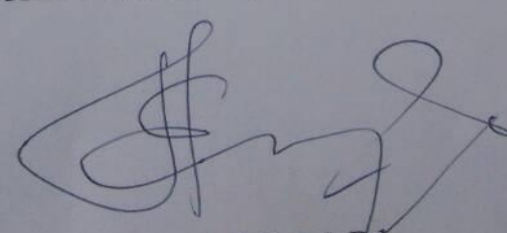
10. Telah dievaluasi dan di uji dengan nilai :

B

Mengetahui,
Ketua Jurusan Bahasa dan Sastra

Dosen Pembimbing


Ismatul Khasanah, M. Ed., Ph. D.
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